POCKLINGTON
SCHOOL

Ages 11 to 18

Key Stage 4

GCSE
Curriculum Choices

September 2024

Contents

Introduction

This document is designed as a guide to set out your academic path over the next two years and to help you make some important choices. The GCSE programme at Pocklington School builds on the foundations laid down in earlier years.

The choice of subjects available is wide and the curriculum structure that is detailed in this brochure is designed to ensure that pupils can either opt for breadth or for greater specialisation. The courses normally lead to either nine or ten GCSEs, a very sound basis for general education and a good platform for more specialist studies at Sixth Form level.

Parents of current Third Year pupils will be able to discuss the GCSE curriculum with individual subject teachers at the online Third Year Parents' Evening, as well as attending our GCSE options talk in person during the Lent Term.

Decision making timetable

February 2024	GCSE options talk for pupils and parents
March 2024	Third Year Parents' Evening
March 2024	Provisional GCSE subject choices submitted
September 2024	Final GCSE subject choices confirmed
February 2026	Provisional Sixth Form subject choices submitted
May/June 2026	GCSE examinations
August 2026	GCSE results, final Sixth Form subject choices confirmed
September 2026	Sixth Form courses begin
September 2027	University applications
May / June 2028	A level and BTEC examinations
August 2028	A level and BTEC results

The Pocklington Values and Virtues

The Pocklington Values of Courage, Truth and Trust, along with the nine Virtues which underpin them, are embedded in every aspect of Pocklington School life to sustain, inspire and galvanise the whole School community.

You will be given plenty of opportunities to focus on developing each of these Virtues – in your academic lessons, through co-curricular activities, through assemblies, tutor discussions and the PSHE programme. It is your responsibility to take advantage of these opportunities and to be reflective about which Virtues you need to work on honing the most.

The Virtues have been chosen because of the significant influence each one can have on your future success – not only while you are at Pocklington, but as you step forward towards higher and further education and employment.

Setting personal goals and aspirations will be an important part of motivating yourself and maintaining a strong work ethic, whilst skills such as resilience, integrity and commitment will help you to face and overcome the challenges and setbacks that you may encounter over the next few years and into the future. Universities and employers are looking for young adults who are not only enquiring, creative and reflective in their thought processes, but who can work effectively with others collaboratively and compassionately.

We believe that the Pocklington Values and Virtues are the fundamental skills that you will need for success during your Pocklington School career and hope that you will discover this to be true for you in the coming years.

Courage

Aspiration

Work with motivation and increasing independence, setting myself high standards and taking pride in my work.

Resilience

Persevere with things I find difficult, seeing mistakes as an essential part of the learning process.

Integrity

Have the confidence to behave truthfully and honestly, treating others fairly and completing tasks to the best of my ability.

Truth

Enquiry

Be curious about the world around me, asking questions to develop my understanding and solve problems.

Creativity

Think flexibly, forming my own ideas, trying different approaches, and applying what I have learned to new situations.

Reflection

Consider information from a range of reliable sources to draw reasoned conclusions and reflect on what I have learned.

Trust

Collaboration

Work effectively with staff and pupils and use their support to help me make progress.

Compassion

Be kind and respectful of the skill, talents and viewpoints of others and celebrate successes.

Commitment

Play an active part in the Pocklington School community, participating in a range of activities.

Introduction to Middle School

We feel empowered when we choose. Educationally, choices open up as the years pass, and this moment in your child's journey is a significant one. It may be a simple, straightforward selection, but it may require some advice, guidance and support. Your child has a number of pathways open to them, and whether the destination is clear or unclear, these choices now need to be carefully considered.

The world beyond school continues to evolve, and pupils must be equipped with a solid foundation of knowledge, skills and understanding. Based on a robust selection of core subjects, your child can now refine their curriculum, shaping it in a way that will empower and enthuse.

For the first time, your child will experience courses that extend beyond a single academic year. Pupils taking courses with coursework will be assembling parts of their final grade before taking the final exam, another departure from previous years. Digesting the outline of these courses is important, such as the weighting of various components, as they will provide the framework for the rest of your child's journey through Middle School and on to Sixth Form.

This is an exciting time, and although decisions such as these carry a certain weight, they also present opportunities that your child will benefit from for years to come. As always, we are in this together.

Mr Inaayat Hashim
Head of Middle School

" Middle School is busy! There is so much happening, all the time. More than anything, it makes me smile."

Middle School Pupil

" You get a sense that we are all in it together. There is a lot of pride in Middle School."

Middle School Pupil

Curriculum choices

Most pupils will complete either nine or ten GCSEs comprising a mixture of compulsory core subjects and option subjects. All pupils take the core subjects listed below and will choose a modern language as one of their option subjects.

Pupils then have a choice of three further option subjects from the list below. Initially, pupils have a free choice. Choices blocks are then formed which attempt to match as many combinations as possible. Not all combinations may be possible, but experience shows that the great majority usually are. Revised choices then have to be made from within these groups.

Pupils will therefore study nine or ten GCSEs in total: mathematics, English language, English literature, two or three science GCSEs, a modern language, plus three subject options of your choice.

Core subjects and option subjects

Compulsory core subjects
Mathematics
English Language
English Literature
A modern language: French, German or Spanish
Biology
Chemistry
Physics

Option subjects (pupils can choose **three options**, from any column)		
Humanities	Creative and Technical	Languages
Geography	Art	French
History	Computer Science	German
Religious Studies	Design	Spanish
	Drama	Latin
	ICT	
	Music	
	Physical Education	

In Third, Fourth and Fifth Year, science lessons are taught separately as biology, chemistry and physics by specialist teachers.

Most pupils will prepare for the AQA combined science: trilogy examination which is equivalent to two science GCSEs. This provides a rigorous and popular examination entry. The top performing pupils will be entered for examinations in the three separate sciences: biology, chemistry and physics, resulting in three GCSEs. It is expected that sets 1 and 2 will study the separate sciences and sets 3 to 5 will study combined science: trilogy.

Entry tiers

In some core subjects there are two tiers of GCSE examination entry: higher and foundation.

The grades generally available at the two tiers* are:

Higher tier:	9	8	7	6	5
Foundation tier:	5	4	3	2	1

* This may vary between subjects.

Higher tier examinations generally include more challenging content, question types and formats whilst foundation tier will cover content and question types appropriate to pupils targeted to achieve grades 5 to 1. Grade 5 is equivalent to a high-grade C on the previous GCSE grading system and is considered a 'strong pass'.

Decisions regarding entry levels are made in the subjects below as follows. In all cases, pupils and parents will be consulted as part of the decision-making process.

English Language and English Literature	No tiered entry available – all pupils sit the same examination.
Mathematics	In mathematics, pupils can still achieve grade 4 or 3 at higher level. Preliminary decisions about higher or foundation tier entry will be made after Third Year summer examinations, with set 5 pupils prepared for foundation tier from the beginning of the Fourth Year.
Sciences	GCSE syllabus content is taught from the start of the Third Year. Assessments throughout the Third Year and the summer examination are used to inform Fourth Year set placement. Sets 1 to 2 will be entered for higher tier examinations (separate sciences), sets 3 to 4 will be entered for higher tier examinations (combined science: trilogy) and set 5 will be entered for foundation tier examinations (combined science: trilogy).
Modern Languages: French, German, Spanish	Pupils on track to achieve grade 6 or above through Fourth and Fifth Year will be entered for higher tier examinations. Pupils on track to achieve grade 4 or 5 will be entered for foundation tier examinations. For pupils achieving on the 5/6 borderline during Fourth and Fifth Year, final decisions on tier of entry will be made following Fifth Year mock examination outcomes.

Your personal journey

You are now beginning to make decisions that will shape your future. Your journey towards academic expertise is underway, as you select your GCSE options. Your musical, sporting and dramatic talents will continue to be encouraged, as part of a broad co-curriculum offering you every opportunity to grow, excel and shine in these crucial GCSE years.

Our focus on broadening horizons and elevating ambitions remains throughout the preparation for public examinations, and you will be stretched and challenged to achieve your full potential. Enjoy the journey!

Making choices

During the next few weeks, you will be asked to choose the subjects that you will study to GCSE. Your choice of subjects will be made after consultation with subject teachers, your tutors, your housemaster/mistress and your parents.

Do think carefully about your choices and make them for the right reasons. You may find the following advice helpful.

- **Choose subjects that you enjoy.**
  You are more likely to find it much easier to study and be successful in subjects that you find interesting and enjoy.

- **Choose subjects that you are good at.**
  You should seek advice from your teacher if you are not sure.

- **Do you need the subject?**
  You may not have firm ideas about career options at this stage. If you have a particular career in mind though, you should seek advice as to which subjects are essential.

- **Choose wisely.**
  You should not allow yourself to be influenced by choices made by your friends.

> You must understand that, in most cases, it will not be possible to pick subjects up again in Sixth Form if you do not choose them at GCSE.

If you are concerned that you might be dropping a subject that could become important to you later, there are several things that you can do.

- Talk to the head of department of that subject to see whether you can take it at A level or BTEC without having taken it at GCSE.

- Check whether you need a certain A level or BTEC for a particular university course. You can do this on the UCAS website.

- Ask Mrs Jones, Pocklington School's Careers and University Adviser, to help you find the relevant information.

Good luck with your choices!

Co-curriculum

Clubs and Societies

Pupils can participate and contribute to the organisation and life of the School by joining and helping to run a club or society.

The following list of clubs and societies gives a flavour of what is on offer and is not exhaustive:

Airfix Society App Development

Chamber Choir Chess Club

Combined Cadet Force (Army & RAF)

Computer Aided Design Cooking

Debating Drama Duke of Edinburgh Award

Eco Committee Fantasy Book Club

Golf History Society Minecraft

Psychology Society Swing Band

Yoga Young Enterprise

Music and Drama

Both music and drama are vibrant at Pocklington School and there are opportunities for all pupils to participate, not just those studying these subjects academically. Instrumentalists and singers at all levels can join a musical ensemble and there are opportunities to perform as a soloist or to take part in Pocklington School concerts.

Both the Music and Drama Departments hold House Music/Drama competitions and they collaborate on a biennial musical theatre production. Regular auditions are held for School productions and competition can be fierce. For those who do not wish to be in the limelight there are also opportunities to get involved backstage in areas such as directing, lighting, sound, choreography and costumes. Performances of the highest quality are regularly delivered.

In recent years some of our Sixth Form students have gained places, against strong national competition, at the National Youth Theatre and the National Youth Music Theatre summer schools and won scholarships to music conservatoires and drama schools. Pupils have also given highly acclaimed public performances of the York Mystery Plays at the York Festival.

Art

Whether your creative talents are to be found in painting, drawing, sculpting, video making or animation, there are opportunities outside the curriculum. The only limit is your imagination and the Art Department regularly participates in competitions and stages exhibitions of pupils' work outside of School.

Sport

Sport plays an important role in developing the all-round strengths that define a Pocklington pupil: self-respect and confidence, team awareness and physical fitness. Sport is timetabled on Wednesday afternoons for Fifth Year and Sixth Form and Tuesday afternoons for Fourth Year with matches for team players on Saturdays.

Sports choices include:

Boys	Girls
Athletics	Athletics
Cricket	Cricket
Fitness	Fitness
Hockey	Hockey
Rugby	Rugby
Tennis	Netball

Each pupil is encouraged to try a range of sports. As players, coaches and umpires our teachers have the skills and dedication to help every pupil make the most of their sporting talents. Pupils also have access to specialist coaching for cricket, golf, hockey, rugby and tennis. With their support several of our best performers have achieved selection to regional and national teams.

Careers and university advice

Mrs Jones is Pocklington School's Careers and University Adviser who will work with you as you progress through school.

Third Year

All Third Year pupils will cover careers topics as part of ongoing tutor sessions. These will introduce career ideas and encourage career planning as well as encouraging you to reflect on your skills and qualities with respect to the world of work. As well as an introduction to employability skills you will be introduced to factors that may influence your career choice and opportunities to enhance your employability.

You will learn how to make decisions and the knowledge and skills to cope with transition into the next stage of education. You will look at the importance of research and where to go for reliable, up to date information. Pupils will be introduced to Morrisby Careers+, a whole-school careers platform. This research tool helps pupils discover the world of work and pathways forward.

Careers and Business Network

The Pocklington School Foundation Careers and Business Network provides Sixth Form pupils and OPs with access to its members for advice and support in a range of business areas and professions. This might include insight visits, work experience placements, shadowing, mentoring and the opportunity to meet and discuss individual career objectives with OPs and members of the Pocklington School community.

The Careers and Business Network is available to OPs at any stage of their career. It can be accessed by Sixth Formers, and Fifth Year pupils accompanied by a parent or guardian, who are seeking an insight into a specific industry sector or who need assistance and advice on career paths.

Fourth and Fifth Year

- In the Fourth Year, all pupils will take the Morrisby Profile, an online assessment that is a combination of psychometric tests and questionnaires to give you an idea of where your strengths and interest lie to help you with career choices.

- Individual meetings with Mrs Jones are offered to all Fifth Year pupils. These will cover Sixth Form subject choices, careers ideas and options post-16 and post-18. These discussions are to help you define your areas of careers interest and the pathway to achieving them. If you are undecided about your career ideas the meeting will help you to start thinking about options that may suit you. Mrs Jones will review your Morrisby Profile results and work with you on an action plan if required.

- You will have access to the Careers Resource Centre where you can access information on a variety of career pathways in paper and digital formats. Links to careers information and career software packages are also available via the pupil portal.

- Fourth and Fifth Year pupils are given the opportunity to attend a variety of events and activities on a range of options. Representatives are usually from UK and international universities, colleges, employers and the National Apprenticeship Service.

- Mrs Jones is available at Parents' Evenings and attends the Sixth Form Information Evening to offer help in choosing your A level or BTEC subjects if it is needed.

- Assistance is available on and following GCSE results day; for example, if you are undecided about A level or BTEC subject choices.

Lower and Upper Sixth

- Individual meetings can be arranged with Mrs Jones at any time.

- Mrs Jones supports students with medicine, veterinary, dentistry, nursing and allied health professions applications. Those students planning to apply to Oxbridge are assisted by our Oxbridge adviser who offers a programme of events and visits along with support on applications.

- Sixth Form students are helped with their university applications by Mrs Jones via a structured programme in conjunction with their tutor and housemaster/mistress.

- Students have access to Morrisby Higher, a complete destinations platform that will help you with decisions about your future and will allow you to collate information to support your applications.

- All Sixth Form students are given the opportunity to attend career presentations on a variety of post-18 options. Representatives are usually from UK and international universities, colleges, employers, the National Apprenticeship Service and local and national training providers.

- Mrs Jones promotes several scholarships which are available to students.

- Upper Sixth students are offered interview practice and assistance with CVs and job applications.

- Mrs Jones is available at Parents' Evenings.

- Help and advice is available on and following results day if you need support with your next steps.

Contact: **Mrs G Jones**
jonesg@pocklingtonschool.com

Art

The study of art and design is an integral part of the national curriculum and deals with all visual aspects of communication. The subject is forever evolving and currently encourages the use of computers and digital photography to aid the traditional areas of painting, drawing and sculpture. Visits to galleries and sculpture parks support these studies, including a trip to the Yorkshire Sculpture Park which is organised by the department for Fourth Year pupils.

Pupils who may wish to follow careers in the media, graphic design, product design, fashion, photography, video, theatre, architecture or web design would benefit from the variety of techniques taught within the subject.

Course Outline

The main area of study is fine art. Pupils will experience drawing, painting, printing, ceramics, photography, digital imaging and sculpture. In the second year, pupils develop by working to their strengths, especially during their examination term.

Digital imaging is an important part of today's art and is encouraged during teaching with the aid of an Apple Mac computer suite.

Paper	Content	Marks available
Coursework	Portfolio	60%
External set task	Portfolio	40%

"Creative people are curious, flexible, persistent and independent with a tremendous spirit of adventure and a love of play."

Henri Matisse

Course:	GCSE Fine Art
Exam Board:	OCR
Contact:	Mr D Cimmermann cimmermannd@pocklingtonschool.com

Cambridge National in IT
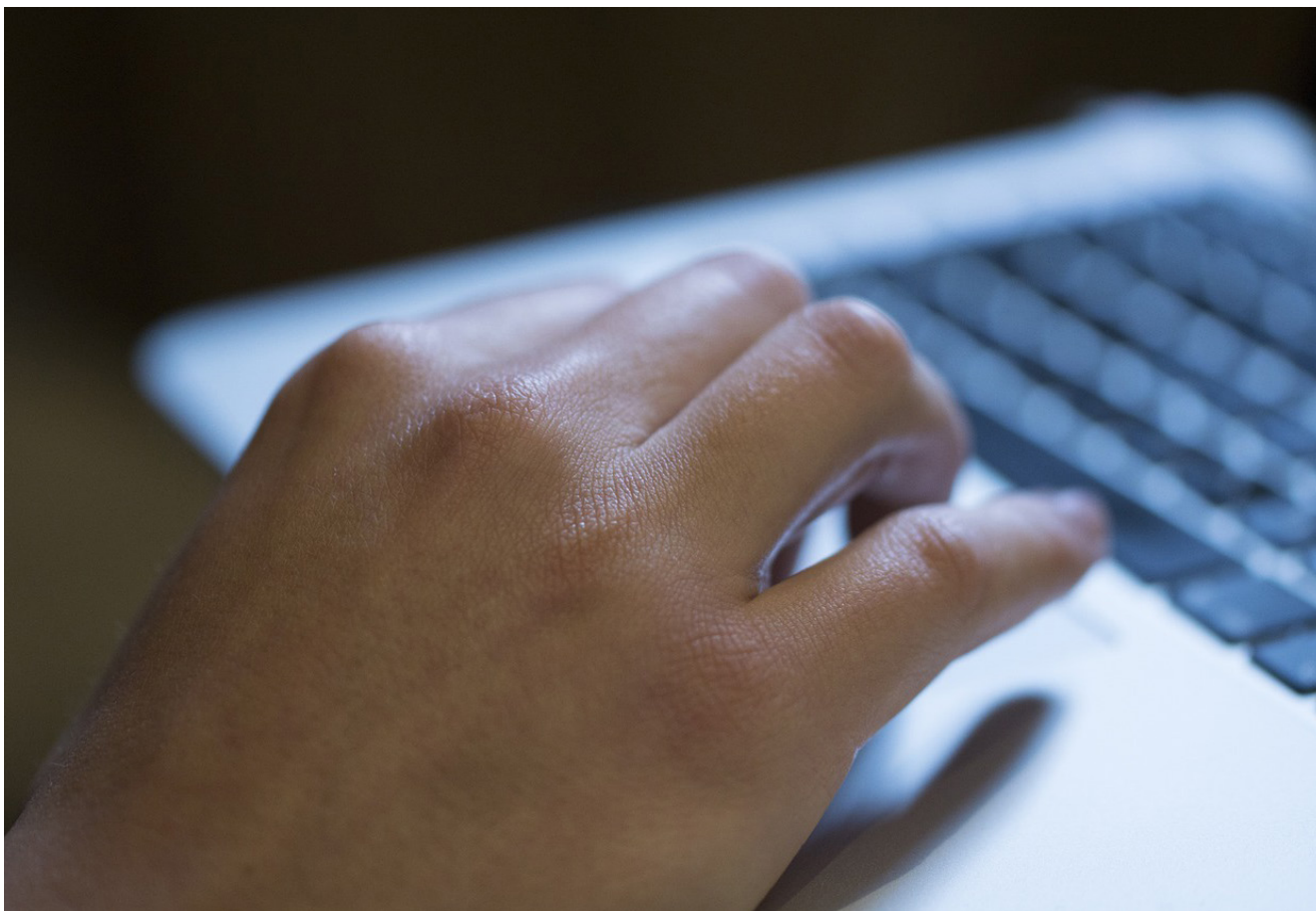
During Key Stage 3, pupils will have undertaken a varied computing course focused on developing a range of key ICT and computing skills such as web design, gaming, programming and digital citizenship and key theory elements. The knowledge and skills they have gained will already be of great benefit and will lead well into the ICT course that will allow expansion of their skills and knowledge to the next level.

Course Outline

The Cambridge National in IT has been developed to provide a deep understanding in the use of IT in the digital world. It looks at how to apply design tools, principles of human computer interactions (HCI), the use of data and testing, the 'internet of things', cybersecurity and legislation when creating an IT solution or product.

Pupils will use a variety of practical/technical skills which can be used to plan, design, create, test and evaluate/review IT solutions and augmented reality (AR) products that are appropriate for a defined target audience and meet requirements of a brief.

Paper	Content
R050: **The digital world** Mandatory unit with written exam	Design tools Human computer interface (HCI) in everyday life Data and testing Cyber-security and legislation Digital communications Internet of everything (IoE)
R060: **Data manipulation using spreadsheets** Mandatory unit with non-exam assessment	Planning and designing the spreadsheet solution Creating a spreadsheet solution Testing the spreadsheet solution Evaluating the spreadsheet solution
R070: **Using augmented reality to present information** Mandatory unit with non-exam assessment	Augmented reality (AR) Designing an AR model prototype Creating an AR model prototype Testing and reviewing

Course:	IT Level 1 and 2 (J836)
Exam Board:	Cambridge Nationals – OCR
Contact:	**Mrs H Alexander** alexanderh@pocklingtonschool.com

Computer Science

During the Third Year, pupils who opted for computing have been learning how to write and structure computer programs. The knowledge and skills they have gained will already be of great benefit but there is now the option to expand their expertise to the next level and gain a GCSE qualification in computer science throughout the Fourth and Fifth Year.

If a pupil did not take computing as an option during Third Year, it is still possible to take the GCSE but please discuss this with Mr Charles first.

Course Outline

The computer science GCSE is engaging and practical, encouraging creativity and problem solving. It encourages pupils to develop their understanding and application of the core concepts in computer science. Pupils also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

Computer science is the study of the foundational principles and practices of computation and computational thinking and their application in the design and development of computer systems. Pupils completing the GCSE course will be equipped with the logical and computational skills necessary to succeed at A level, the workplace or beyond.

Paper	Content	Marks / percentage available
Computer systems (1) 1 hour 30 minutes	Systems architecture; memory storage; wired and wireless networks; network topologies; protocols and layers; system security; system software; ethical, legal, cultural and environmental concerns	80 marks 50%
Computational thinking, algorithms and programming (2) 1 hour 30 minutes	Algorithms; programming techniques; producing robust programs; computational logic translators and facilities of languages; data representation	80 marks 50%

"People think that computer science is the art of geniuses but the actual reality is the opposite, just many people doing things that build on each other, like a wall of mini stones."

Donald Knuth

Course:	GCSE Computer Science
Exam Board:	OCR
Contact:	**Mr C Charles** charlesc@pocklingtonschool.com

Design and Technology

GCSE design and technology will prepare pupils to participate confidently and successfully in an increasingly technological world. Pupils will gain awareness and learn from wider influences on design and technology including historical, social, cultural, environmental and economic factors.

Pupils will get the opportunity to work creatively when designing and making and apply technical and practical expertise. A qualification in design and technology could lead to a diverse career: product design, industrial design, graphic design, interior and spatial design, architecture, medical technology, fashion design, engineering, business management, agriculture, aerospace.

Course Outline

The course will run on three periods a week. In Fourth Year, this will be a mix of theory and practical content, with theory content taught through formal teaching and through the topic-based skills projects, switching to primarily coursework teaching (non-examined assessment - NEA) in the first two terms of the Fifth Year.

At the start of Fourth Year, you will carry out a range of design and making projects and processes that will allow you to improve your understanding of the design and making process required in your final piece of controlled assessment (NEA).

Your controlled assessment (NEA) will begin in the June of your Fourth Year and will be completed by the half-term holiday of the Lent Term in your Fifth Year. The NEA task will be based on a task or tasks set by the exam board on the 1st June of your Fourth Year.

Paper	Content	Marks available	Percentage available
Paper 1 2 hours	Core technical principles	20 marks	50%
	Specialist technical principles	30 marks	
	Designing and making principles	50 marks	
NEA 30–35 hours	Coursework showing practical application of the theory content	100 marks	50%

"*Design is at its heart a problem-solving activity, which tries to make the world a more delightful and less frustrating place.*"

Design Council

Course:	GCSE Design and Technology 8552
Exam Board:	AQA
Contact:	Mr S Ellis elliss@pocklingtonschool.com

Drama

GCSE drama is the ideal course for anyone wanting to develop creatively and academically as well as personally. With opportunities to learn about technical theatre as well as acting, it is a fantastic choice for anyone interested in any area of the theatre and not just those who enjoy performing; it is possible to complete the GCSE through design and avoid acting entirely.

Throughout the course pupils will develop their communication, leadership, teamwork, and collaboration skills, all of which are invaluable for any post-16 or career pathway. Additionally, pupils will have the opportunity to attend live theatre performances to develop their skills as thoughtful and informed members of an audience.

Course Outline

With three periods a week, pupils will engage in two practical lessons and one theory lesson a week. This distribution of time provides the ideal balance between practical and written work, and we always try to keep the theory learning as 'hands on' as possible.

During the course, pupils will complete two practical performances: devised and scripted. Pupils will be exposed to a range of theatre practitioners and genres and can devise a performance around their own skills and interests. For the scripted piece, pupils will have the opportunity to learn and perform (or design for) two extracts from a published play.

The final component is the written examination which is split into two sections: their set text *Noughts and Crosses*, and live theatre. During their studies, pupils will practically explore the set text from the perspective of an actor, designer, and director.

In all components, options to select design or technical theatre are available.

Paper	Content	Percentage available
Component 1: Devising theatre	Create your own piece using the techniques of a genre or practitioner - includes portfolio and evaluation.	40%
Component 2: Performing from a text	Perform two extracts from one play.	20%
Component 3: Interpreting theatre	Written exam: Section A: Set text questions Section B: Live theatre review	40%

" Thank you for a wonderful two years. I have learned so much and grown in so many ways. It is the best subject I could have chosen."

Former pupil

Course:	GCSE Drama
Exam Board:	WJEC Eduqas
Contact:	**Miss C Crossley** crossleyk@pocklingtonschool.com

English Language

The English language course concentrates on how language is used. Pupils are introduced to different genres of writing, including essays, stories, poems, letters, articles and advertisements.

Considering purpose and audience is vital to understanding how writers use language to communicate by creating and achieving different effects. Writing from different cultures and different periods will broaden pupils' experience. As well as analysing, pupils will be expected to adopt and employ linguistic techniques in their original writing.

Course Outline

Pupils will encounter a range of text types that are engaging and suitable for all pupils. The texts include poetry and prose as well as literary non-fiction. The course offers a coursework route to final assessment (Component 3) which provides our pupils with the option of another method of formal assessment, as well as offering preparation for possible A level study and beyond.

Pupils will develop the ability to read and respond to a variety of sources, make comparisons between texts and analyse the ways in which writers achieve their effects, and construct and convey meaning in written language, matching style to purpose and audience.

Paper	Content	Percentage available
Component 1 Written exam 2 hours 15 minutes	Non-fiction reading and transactional writing	60%
Component 3 Coursework	Poetry and prose imaginative texts	40%

" The limits of my language are the limits of my world."

Benjamin Brown

Course:	IGCSE English Language A
Exam Board:	Edexcel
Contact:	**Ms S Stone** stones@pocklingtonschool.com

English Literature

The English literature course focuses on analysing fiction texts from the genres of poetry, drama and prose. The course offers a wide range of literature from different cultures and different historical periods. Pupils will be expected to produce cogent, analytical responses in both timed external examination conditions and extended coursework writing. There will be opportunities to attend theatre trips organised by the department, for which a charge will be made.

Course Outline

Pupils will encounter engaging set texts from a diverse range of writers from across the world. The main genres of literature are covered by set texts both old and new. Depending on teaching group, choices for modern drama texts include *An Inspector Calls* and *A View from the Bridge*. For the novel, the options are *To Kill a Mockingbird*, *Of Mice and Men* and *Things Fall Apart*. There is also a broad range of poetry, from canonical to contemporary. The Shakespeare options are *Romeo and Juliet* or *Macbeth*.

The course will broaden and deepen the development of pupils' skills, allowing them to demonstrate their knowledge, understanding and skills in both an externally marked examination (Component 1) and internally marked coursework (Component 3). The course is excellent preparation for A level study.

Paper	Content	Percentage available
Component 1 Written exam 2 hours	Poetry and modern prose	60%
Component 3 Coursework	Modern drama and literary heritage texts	40%

"It takes a great deal of courage to see the world in all its tainted glory, and still to love it."

Oscar Wilde

Course:	IGCSE English Literature A
Exam Board:	Edexcel
Contact:	**Ms S Stone** stones@pocklingtonschool.com

English as an additional language (EAL)

All international pupils at Pocklington School will study towards their IGCSE in English as an additional language whilst being given the option to study another modern language, such as French, German or Spanish additionally. This IGCSE will stand the pupils in good stead for future language acquisition as well as improving their career prospects since it is recognised by most universities and other educational institutions. Furthermore, it provides the pupils with essential skills to enable them to prepare for their IELTS (International English Testing System) which is often required, to fulfil their visa requirements to access higher education.

Course Outline

The Edexcel IGCSE in EAL covers four skill areas: listening, reading, writing and speaking. Throughout the course, pupils are not only expected to work on these skills, but also improve their grammatical ability whilst building a wide range of vocabulary in a variety of topics.

The Cambridge IGCSE in EAL offers pupils the opportunity to:

• Improve their communication skills in spoken English

• Understand English in a range of everyday situations and in a variety of social registers and styles

• Raise their awareness of the nature of the English language and language-learning skills

• Widen their international perspective while adapting to British culture.

Paper	Content	Percentage available
Listening	Candidates listen to several short extracts and longer texts, and complete a range of task types, including short-answer questions, gap filling, matching and multiple choice.	33.3%
Reading and writing	Six exercises testing a range of reading and writing skills, for instance, note-taking, writing summaries, emails, reports or articles.	66.7%
Speaking	Following a 2–3 minute warm-up conversation, the pupils prepare a task for 1 minute followed by a 1–2 minute conversation and an extended 5–6 minute discussion.	Separately endorsed

" I admire people who dare to learn the language, English, and understand it and understand the melody in it."

Maya Angelou

Course:	IGCSE English (as an additional language)
Exam Board:	Edexcel
Contact:	**Miss M Flint** flintm@pocklingtonschool.com

Geography

Geography is a diverse, challenging and exciting subject which will help you understand the increasingly complex world in which we live. In GCSE geography, you will explore how physical processes have shaped the landscape and the ways in which this influences our lives, as well as looking at how our actions affect the planet. You will ask questions and investigate issues, and you will develop a range of skills that will make you attractive to university admission tutors and to employers.

Geography is often regarded as the 'bridge' between the arts and the sciences, and geography will link well with any combination of GCSE subjects. A fieldwork trip is run by the department as part of the Fifth Year programme of study. This is a compulsory part of the course which is examined and is therefore funded by the School.

Course Outline

The subject content is split into three units: Living with the physical environment, Challenges in the human environment and Geographical applications. In each of these, various geographical skills are studied.

In Paper 1 and Paper 2 the content is split into sections, with each section focusing on a particular geographical theme. Paper 3 sets out the requirements for fieldwork and issue evaluation. In the specification content, pupils are required to study case studies and examples. Case studies are broader in context and require greater breadth and depth of knowledge and understanding. Examples are more focused on a specific event or situation, are smaller in scale and do not cover the same degree of content.

Paper	Content	Marks / percentage available
Paper 1: **Living with the physical environment** 1 hour 30 minutes	Natural hazards Living world (ecosystems, tropical rain forests and cold environments) Physical landscapes in the UK (UK landscapes, coasts and glacial landscapes) Geographical skills	88 marks 35%
Paper 2: **Challenges in the human environment** 1 hour 30 minutes	Urban issues and challenges The changing economic world Resource management (resource management and energy) Geographical skills	88 marks 35%
Paper 3: **Geographical applications** 1 hour 30 minutes	Issue evaluation, fieldwork and geographical skills	76 marks 30%

Course:	GCSE Geography
Exam Board:	AQA
Contact:	**Mrs R Brennan** brennanr@pocklingtonschool.com

"Geography is the subject which holds the key to our future…"

Michael Palin
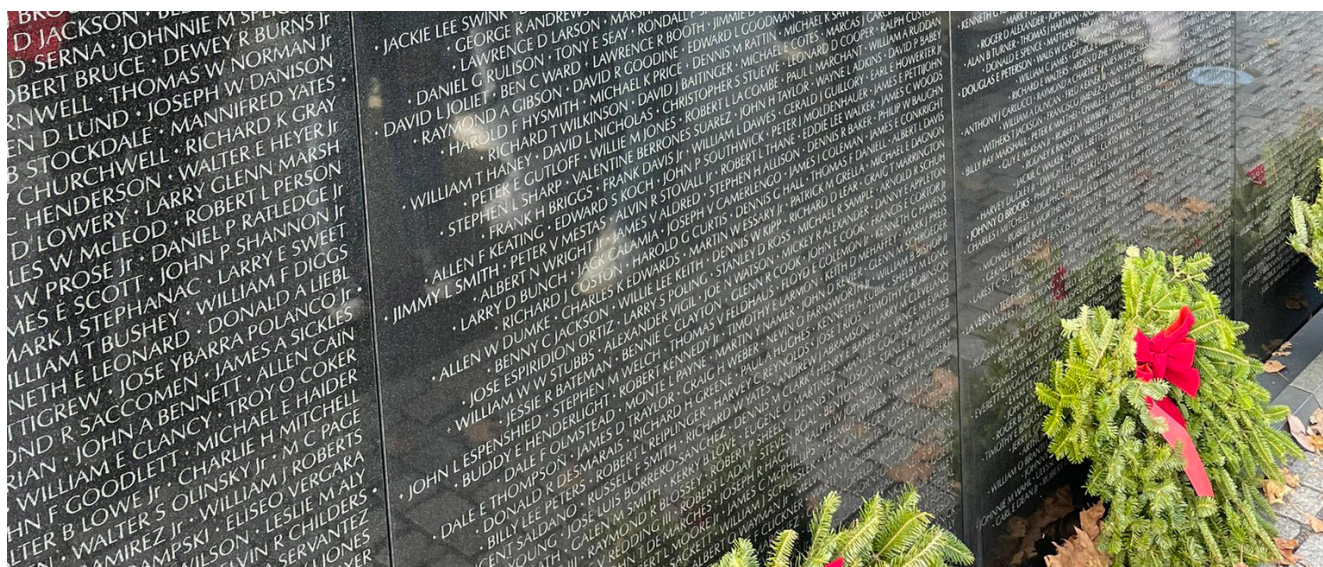
History

> IGCSE history is a modern course, covering events from 1900 to the present day. It will raise as many questions as it answers, but it will hopefully give you the power to question why things in the world are as they are, and as such is a vital and essential component in anyone's education.

The Twentieth Century witnessed unprecedented change in the history of humankind. But this change has created much uncertainty and many problems which continue to resurface today as nations, peoples and cultures collide. It has never been more important to understand our common European and world history, and to learn from our mistakes.

History raises challenging questions about the modern world - here are just a few…

- To what extent was the Trump Presidency a consequence of America's historic divisions?

- Why does the Great War continue to cast a long shadow, over one hundred years since it began?

- Are extreme politics such as Nazism the product of economic collapse?

- How similar is the political situation we find ourselves in today?

- What role should governments have in protecting the health of the nation?

Course Outline

Paper 1:

Depth studies

A mixture of extended writing and essay-based questions.

1 hour 30 minutes

Development of dictatorship, Germany 1918–45
Having studied elements of the First and Second World Wars already, this unit will complete the story by helping you to understand how Germany emerged from war amidst chaos and political turmoil. You will also understand how Hitler was able to gain power and dominate German society in the 1930s.You will learn how Nazi beliefs, implemented through propaganda and the creation of a police state, led to the racial persecution of minorities such as the Jews.

Civil rights in the USA, 1945–74
This topic questions the idea that the US is indeed a united country. You will study how racism and prejudice have divided America with particular focus on the extent to which African Americans have won civil rights. You will also look at the problems of poverty and inequality as well as study the emergence of feminist protest, youth culture and how government coped with political scandal and the shock of the Vietnam War. In addition you will make links to America today. This study of civil rights in the US is a perfect complement to the biennial trip to America that you will have the opportunity to go on as a history pupil, deepening your understanding further.

60 marks | 50%

Paper 2:

Two sections of extended writing and essay-based questions.

1 hour 30 minutes

Section A:
Historical investigation using sources

The origins and course of the First World War, 1905–18
This topic covers the causes, events and consequences of the 'War to End All Wars.' Specifically, we look at the road to war from 1905 leading to the assassination of Archduke Franz Ferdinand at Sarajevo. These two bullets would unleash a multi-theatre conflict and over 9 million deaths. We then explore the war itself: The Schlieffen Plan and why it failed, the trench system, life in the trenches, new weapons and methods and reasons for deadlock. Then, we move on to the famous battles of the Somme and Passchendaele and the historical judgement of Field Marshall Haig. The War at Sea and the failure to find a breakthrough at Gallipoli are also studied before moving onto the final elements of the conflict with the US entry into war, the Ludendorff spring offensives (1918) and the allied drive to victory (July-November 1918). The study of the First World War gives pupils who have been on the Battlefields trip, to iconic places such as the Somme and Ypres, a more complete picture of a conflict that arguably ushered in the modern age.

Section B:
Breadth study focusing on change

Changes in medicine, c1848 – c1948
In this topic you will get a whole new perspective on history, looking at the interactions between the history of science, intellectual history, social history, political history, and warfare, to trace the story of the developments (and dead ends) in medicine from the Victorian period to the formation of the welfare state in the post-Second World War world. Focusing on the idea of change and continuity over a rough hundred-year period, expect plenty of blood and gore as you experience the work of a Victorian surgeon in the so-called Black Period; meet groundbreaking female doctors and nurses; and witness the birth of modern medicine and the NHS.

60 marks | 50%

Course:	IGCSE History (4HI 1)
Exam Board:	Edexcel
Contact:	**Mr C Braidwood-Smith** braidwoodc@pocklingtonschool.com

> *"Those who do not learn from history are doomed to repeat it."*
>
> George Santayana

Latin

A GCSE in Latin opens the door to whatever it is you want to do. In an increasingly competitive world of university and careers beyond, what will be required of pupils is an ability to understand the world within which they operate and to be able to communicate within that. If languages are your thing, Latin will help you get under the skin of what language is about and will take you far further than other subjects studied at school. At the same time, Latin is more than just a language, and you will be studying cultural topics and reading literature which reflects upon the background to our modern behaviour and beliefs, giving you the context to understand the world around us today.

It is perhaps the ultimate cross-curricular subject. Of course, it is also a subject you will have enjoyed through the first three years at Pocklington, and that is possibly the best reason of all for carrying on with any subject. And then there are the trips to Italy and Greece...

Course Outline

Throughout both years of the GCSE, we study chapters 17-26 of *Suburani*, in which we explore the best parts of the classical world beyond Rome - Pompeii (which we visit on the Italy trip), Carthage, Greece (Greece trip...). Pupils also study chapters 27-32 of *Suburani* to challenge their language skills and prepare them for AS or A level Latin.

What pupils always feel is that within a few weeks of starting the GCSE course, the language all starts to make sense. With three lessons and a prep each week, new language comes thick and fast and that makes the difference; suddenly, translation comes easily, and huge satisfaction derives from that.

We also explore classical literature through selected themes such as 'superstition and magic', in which we study a range of authors' writings together in lessons. This part of the course develops pupils studying the language into 'classicists', individuals who understand what the classical world was like to live in.

We also like to get out of the classroom and experience the classical world up close, so we have a Fourth Year residential visit to Hadrian's Wall, London or Fishbourne Palace as well as the annual trips to sites in Italy and Greece, allowing the culture to be experienced properly.

Assessment objectives and weightings

Below are the assessment objectives for this specification.

Paper	Content	Assessment objective	Percentage available	
Component 1: Latin language	Latin stories for translation and comprehension, including some derivative work and some questions about the language itself. Pupils are also taught prose composition as well. Please note that Latin uses a defined vocabulary list, from which *Suburani* was structured, so pupils have been learning these words since their very first Latin lesson.	**AO1:** Demonstrate knowledge and understanding of the Latin language.	50%	
Component 2: Latin literature and sources	We prepare the texts together in class and they are tested via comprehension. This is great fun, with stories about witches biting noses off corpses, history relating to magic and murder within the imperial court, love, poetry and more... a really exciting choice of original Latin works. In the exam, pupils are provided a fresh copy of the resource booklet we study together in class meaning it is technically an open book exam.	**AO2:** Demonstrate knowledge and understanding of Latin literature and/or other ancient sources.	15%	
		AO3: Analyse, evaluate and respond to Latin literature and/or other ancient sources.	15%	**30%**
Component 3: Latin literature and narratives	Very similar to component 2 except specialising in certain authors like Ovid and Suetonius, the texts are prepared together in class for an open book exam meaning pupils will be provided a fresh copy of the resource booklet in their exam which we have studied together in class.	**AO2:** Demonstrate knowledge and understanding of Latin literature and/or other ancient sources.	10%	
		AO3: Analyse, evaluate and respond to Latin literature and/or other ancient sources.	10%	**20%**

10% of AO1 is attributed to translation into Latin or the permitted alternative.

"Best school trip I have EVER been on! I loved Ostia and Pompeii... no, I loved everywhere."

Former pupil

Course:	GCSE Latin (J282)
Exam Board:	Eduqas
Contact:	**Mr A Copley** copleya@pocklingtonschool.com

Mathematics

All pupils take mathematics to GCSE level. Most candidates are entered at the higher tier; one set usually take foundation tier. The course is examined by two papers, each of 2-hours duration. Calculators may be used in both papers. Decisions regarding tier of entry are decided at the beginning of the Fourth Year.

Course Outline

Topic	Details
Algebra and number	Numbers and the numbering system
	Calculations
	Solving numerical problems
	Equations, formulae and identities
	Sequences, functions and graphs
Geometry	Geometry and trigonometry
	Vectors and transformations
Data handling	Statistics and probability
Mathematical reasoning	Making deductions and drawing conclusions from mathematical information
	Constructing chains of reasoning
	Presenting arguments and proofs
	Interpreting and communicating information accurately

"Mathematics has beauty and romance. It's not a boring place to be, the mathematical world. It's an extraordinary place; it's worth spending time there."

Marcu du Sautoy

Course:	IGCSE Mathematics (4MA1)
Exam Board:	Edexcel
Contact:	**Mr C Ball**
	ballc@pocklingtonschool.com

Modern Languages

All pupils study a combination of two modern languages from French, German or Spanish in the First and Second Year. Going into the Third Year, pupils choose one of the languages they have studied to continue to GCSE as their core language. Pupils also have the choice of studying a second language to GCSE as an option group subject.

In the 21st century world, it is vital to be able to communicate with others, and the ability and willingness to use other languages is invaluable in all walks of life, especially business and commerce. The study of modern languages increases awareness of other cultures and encourages students to listen, read carefully and to express oneself with great clarity. These skills can be exploited in other curriculum areas, and the study of languages is very rewarding and enjoyable.

Pupils at Pocklington are fortunate that they have the opportunity to study at least one modern language, and the chance to study another. The skills and knowledge required to achieve a good pass at a GCSE in a modern language, are much in demand, and those with a good GCSE in a modern language will have worked hard, and shown that they have a range of skills, most useful in the modern world.

As part of your languages study, you will have the opportunity to participate in school trips to France, Germany and Spain. These give pupils the opportunity to practise their language skills and broaden their knowledge, as well as experience another culture and way of life.

Course Outline

You might choose French because it is the language of our nearest neighbour, and it is spoken in many countries around the world. French is the language of art and culture, and is the most widely taught and studied language in the UK.

You might choose Spanish because it is the third most widely spoken language in the world and is the principal language of much of South and Central America, as well as the most important minority language in the US. Spanish is also the fastest growing language used on the internet, and has many similarities with other romance languages, such as French.

The option of continuing with German is worth consideration too. German is the most frequently spoken native language in Western Europe, as well as being the most common second language in most of Eastern Europe.

Germany is the third biggest industrial nation worldwide, as well as the most important country for scientific research.

The content of the GCSE in French, German and Spanish is defined by the AQA specification:

- Identity and culture (self; family; friends; technology; free time; customs)

- Local, national, international and global areas of interest (town and region; healthy living; global issues; environment; social issues; poverty; voluntary work; travel and tourism)

- Current and future study and employment (my studies; life at school/college; education post-16; employment).

Paper	Content	Percentage available
Listening	A series of listening tasks with a variety of question formats, both in English and the target language.	25%
Reading	A series of reading tasks with a variety of question formats, both in English and the target language, including a translation into English.	25%
Speaking	A role-play, a photo stimulus card and some general conversation.	25%
Writing	A number of writing tasks in the target language plus a translation task into the target language.	25%

"One language sets you in a corridor for life. Two languages open every door along the way."

Frank Smith

Courses:	GCSE French	GCSE German	GCSE Spanish
Exam Board:	AQA		
Contact:	Mrs N Scott-Somers scottsomersn@pocklingtonschool.com		

Music

Welcome to GCSE music If you are a classical or pop musician, instrumentalist or vocalist, if you enjoy performing, creating music, listening to all kinds of music, and playing music with others, then GCSE music could be for you!

- GCSE music builds on knowledge and understanding developed in Key Stage 3.
- 60% of the qualification is coursework but there is engaging academic content too.
- GCSE music offers a wealth of skills relevant to ongoing musical and non-musical study.

Course Outline

Component	Overview	Assessment
Performing	Pupils will perform two own-choice pieces of music, one solo and one ensemble piece. These will be recorded at multiple points during the course to ensure the best version is submitted. Pupils should be performing at Grade 4 standard by the end of the course to achieve maximum marks.	30% coursework Solo – minimum of 1 minute Ensemble – minimum of 1 minute Solo and ensemble should have a combined total of a minimum of 4 minutes
Composing	Pupils will compose two pieces. One is set to a brief chosen by the board and the other is set to a free brief. This is worked on in class using IT software such as Garageband, Soundtrap or Sibelius.	30% coursework Composition set to a brief – minimum of 1 minute Free brief – minimum of 1 minute Combined total: minimum of 3 minutes
Appraising	Pupils will study eight Set Works* from four areas of study as detailed opposite. Other music is used for wider listening and students are encouraged to explore and share different genres.	40% examination 1 hour 45 minutes

Set Works *

Instrumental Music, 1700–1820
J.S.Bach: *3rd Movement from Brandenburg Concerto No. 5 in D major*
L. van Beethoven: *1st Movement from Piano Sonata No. 8 in C minor 'Pathétique'*

Vocal Music
H. Purcell: *Music for a While.*
Queen: *Killer Queen* (from the album *Sheer Heart Attack*)

Music for Stage and Screen
S. Schwartz: *Defying Gravity* (from the album of the cast recording *Wicked*)
J. Williams: *Main Title/Rebel Blockade Runner* (from the soundtrack to *Star Wars Episode IV: A New Hope*)

Fusions
Afro Celt Sound System: *Release* (from the album *Volume 2: Release*)
Esperanza Spalding: *Samba Em Preludio* (from the album *Esperanza*)

"Without music, life would be a mistake."

Friedrich Nietzsche

Course:	GCSE Music
Exam Board:	Edexcel
Contact:	Mr S Austin austins@pocklingtonschool.com

Physical Education

The GCSE physical education course covers all aspects of sport and physical recreation. It is broadly split into the practical and theoretical aspects of the sport. You will be encouraged to improve your ability to plan, analyse, improve and evaluate a range of physical activities.

Course requirements

The course is most suited to pupils of high sporting ability with strong sciences especially biology. Ideally, they should be good swimmers, 'A' team games players and athletes. Non-mainstream sports are suitable as long as the standard achieved is high (eg horse riding). Potential pupils should contact the head of PE to check their suitability. This is especially important for new pupils joining Pocklington School at the beginning of Fourth Year, or at any time throughout the course. You will need to be good at three sports.

Course Outline

Component	Content	Marks / percentage available
Component 1: Physical factors affecting performance • Applied anatomy and physiology • Physical training 1-hour written exam	Pupils explore how parts of the human body function during physical activity and the physiological adaptations that can occur due to diet and training. They also develop skills in data analysis, and an understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.	60 marks 30%
Component 2: Socio-cultural issues and sports psychology • Socio-cultural influences • Sports psychology • Health, fitness and wellbeing 1-hour written exam	Pupils develop their knowledge of the social-cultural and psychological influences on levels of participation in sport, and how sport impacts on society more broadly. This includes the individual benefits to health, fitness and wellbeing, which participating in physical activity can offer, as well as the influences of commercialisation, sponsorship and the media.	60 marks 30%
Component 3: Performance in physical education	Pupils are assessed in performing three practical activities and one performance analysis task. In the practical performance, they demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions. They are also required to demonstrate their ability to analyse and evaluate their own performance to produce an action plan for improvement.	80 marks 40%

Course:	GCSE PE (J587)
Exam Board:	OCR
Contact:	Mr A E Towner townera@pocklingtonschool.com

Religious Studies

Religious studies provides an opportunity for pupils to engage with a variety of topical questions around belief, values, meaning, purpose and truth. Pupils will be able to reflect on and develop their own values, beliefs and attitudes in light of what they have learned. The work requires a mature and open-minded attitude to diverse religious beliefs, practices and ethical perspectives. You do not, however, need to have a personal religious faith to be interested in religious studies.

Pupils will be challenged and inspired, whilst developing valuable skills sought after by higher education institutions and employers. Recent pupils have gone on to read such subjects as medicine, law, English, architecture, philosophy and theology.

Course Outline

Paper	Content	Marks / percentage available
Component 1: The study of religions: beliefs, teachings and practices Written exam: 1 hour 45 minutes	We cover two world religions: Christianity and Judaism. We examine the key religious beliefs of both faiths, the nature of religious teaching and how these factors are reflected in religious practices. No prior knowledge is required but by the end of the course pupils will have an excellent grasp of these two related but very distinct, great and colourful religions. Topics include: the nature of God; beliefs about life after death; key religious figures; worship and festivals.	96 marks, +6 marks* 50%
Component 2: Thematic studies Written exam: 1 hour 45 minutes	In this component, pupils are introduced to four distinct themes (themes B-E of the specification). • **Religion and life:** The relationship between scientific and religious beliefs about creation; differing perspectives on the nature and value of human life in relation to issues such as abortion and euthanasia. • **Religion, peace and conflict:** The causes of conflict; different religious and philosophical perspectives on whether war can ever be 'just'; terrorism and violence; concepts of forgiveness and reconciliation. • **Crime and Punishment:** Causes of crime; responses to crime; differing religious and ethical perspectives. • **The existence of God and revelation:** An examination of arguments for the existence of God; atheist positions; revelation and non-religious responses.	93 marks, +3 marks* 50%

* Additional marks for spelling, punctuation and grammar.

"My favourite part of GCSE religious studies was looking at ethical issues and how that relates to religion in our modern world."

Former pupil

Course:	GCSE Religious Studies
Exam Board:	AQA
Contact:	**Mrs H Page** pageh@pocklingtonschool.com

Combined Science: Trilogy

The combined science: trilogy course provides a rigorous and popular examination entry, including more challenging subject content than the old specification. The course covers approximately two-thirds of the content covered in the triple award and provides a pathway to studying an A level science subject.

Key components of assessment:

- Two exams in each science (1 hour 15 minutes).

- No coursework.

- Practical work remains an integral part of the GCSE course.

- Mathematics skills account for at least 20% of the marks across the three subjects.

- There are three styles of exam questions:

  - approximately 40% on demonstrating knowledge and understanding;

  - 40% on application of knowledge and understanding;

  - approximately 20% on analysis of information and ideas.

Course Outline

Paper	Content	Marks / percentage available
Paper 1: Biology 1 hour 15 minutes	Topics 1-4: Cell biology; organisation; infection and response; bioenergetics	16.7%
Paper 1: Biology 1 hour 15 minutes	Topics 5-7: Homeostasis and response; inheritance; variation and evolution and ecology	16.7%
Paper 1: Chemistry 1 hour 15 minutes	Topics 8-12: Atomic structure and the periodic table; bonding; structure and the properties of matter; quantitative chemistry; chemical changes and energy changes	16.7%
Paper 1: Chemistry 1 hour 15 minutes	Topics 13-17: The rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; using resources	16.7%
Paper 1: Physics 1 hour 15 minutes	Topics 18-21: Energy; electricity; particle model of matter; atomic structure	16.7%
Paper 1: Physics 1 hour 15 minutes	Topics 22-24: Forces; waves; magnetism and electromagnetism	16.7%

Science: Biology

Biology is a core subject at GCSE because it is essential for us to understand how our own bodies work and, therefore, how to maintain a healthy body throughout life. It also helps us to understand the ethical questions that all of us will have to face in the emergence of the new genetic age.

Furthermore, we need to understand plants, and how living organisms interact, to protect the planet's ecosystems. Biology will also teach pupils essential scientific skills, many of which are transferable to all career pathways in the future, such as problem solving, mathematics, critical thinking, research and presentation skills.

GCSE biology can lead to further study at A level, which opens up a plethora of careers including veterinary science, microbiology, medicine, dentistry, physiotherapy, nursing, pharmacy and environmental science.

Course Outline

Paper	Content	Marks / percentage available
8461/B1 1 hour 45 minutes	Cell biology; organisation within plants and animals, including the digestive and circulatory systems; infection and immune response; bioenergetics, including respiration and photosynthesis	100 marks 50%
8461/B2 1 hour 45 minutes	Homeostasis, including the nervous system, hormones and excretion; inheritance, variation and evolution; ecology	100 marks 50%

In addition, throughout the course the pupils will be developing their scientific skills in four keys areas:

- Development of scientific thinking
- Experimental skills and strategies
- Analysis and evaluation
- Scientific vocabulary and mathematical skills.

Courses:	Combined Science: Trilogy	GCSE Biology (8461)
Exam Board:	AQA	
Contact:	Dr K Clow clowk@pocklingtonschool.com	

" An exact determination of the laws of heredity will probably work more change in man's outlook on the world, and in his power over nature, than any other advance in natural knowledge that can be foreseen. "

William Bateson

Science: Chemistry

Studying chemistry will provide the opportunity to learn how things work, using logic, problem solving, numeracy and developing analytical skills. The subject has an impact on everyday life. If you are interested in a career using chemistry or would like to study it further, you will need good grades in sciences and mathematics. It also provides valuable skills that can be applied to a variety of different subjects at A level.

Courses:	Combined Science: Trilogy	GCSE Chemistry (8462)
Exam Board:	AQA	
Contact:	Mrs J McDowell	
	mcdowellj@pocklingtonschool.com	

"A qualification in chemistry opens doors to a wide range of careers."

Royal Society of Chemistry

Course Outline

The study of chemistry at GCSE involves the learning of chemical facts, terminology, concepts, principles and practical techniques. These principles and concepts are applied to different contexts. This involves developing experimental and investigative skills based on key practical work. Pupils will have the opportunity to analyse, interpret and evaluate data and experimental methods, and draw conclusions from evidence.

There are mathematical skills that pupils will develop within the context of chemistry and be assessed on in the written papers. This will involve handling data, algebra and graph work. The practical investigation work includes preparing a pure dry sample of a soluble salt, investigating variables that affect temperatures in reacting solutions and using paper chromatography to analyse coloured mixtures.

"If you like chemistry and are considering taking it further, the best advice is to do as much science as you can!"

Paper	Content	Marks / percentage available
Paper 1* 1 hour 45 minutes	Topics 1-5: Atomic structure and the periodic table; bonding; structure and the properties of matter; quantitative chemistry; chemical changes and energy changes	100 marks 50%
Paper 2* 1 hour 45 minutes	Topics 6-10: The rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; using resources	100 marks 50%

* Both papers contain multiple choice, structured, closed short answer and open response questions.

Science: Physics

The GCSE course covers the most relevant physics for today, using a combination of practical and theoretical work to help you understand why physics is of vital importance in the modern world.

As part of this course you will learn about unifying patterns and themes in physics and use them in new and changing situations. Not only will you acquire knowledge and understanding of physical facts and practical techniques, but you will be challenged to apply these principles to evaluate information and make your own judgements.

You will also develop a logical approach to problem solving in a wider context, a skill highly prized by many disciplines. The GCSE will prepare you for more advanced work in physics and for other courses that require knowledge, or application of physics.

Course Outline

Paper	Content	Marks / percentage available
Paper 1* 1 hour 45 minutes	Topics 1-4: Energy; electricity; particle model of matter; atomic structure	100 marks 50%
Paper 2* 1 hour 45 minutes	Topics 5-8: Forces; waves; magnetism and electromagnetism; space physics (physics only) Questions in Paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from energy and electricity.	100 marks 50%

* Both papers contain multiple choice, structured, closed short answer and open response questions.

Practical work is at the heart of physics, and as such there are ten required practical activities which will count for 15% of the overall marks in the examination.

" *I reckon that physicists can do pretty much anything. Our training can be applied to almost any activity and it allows us to see things in ways that might not be obvious to others.* "
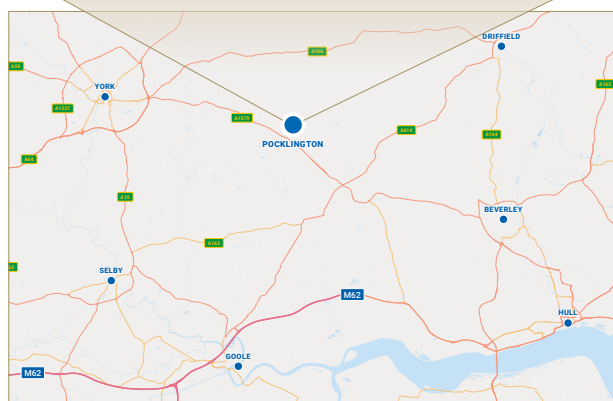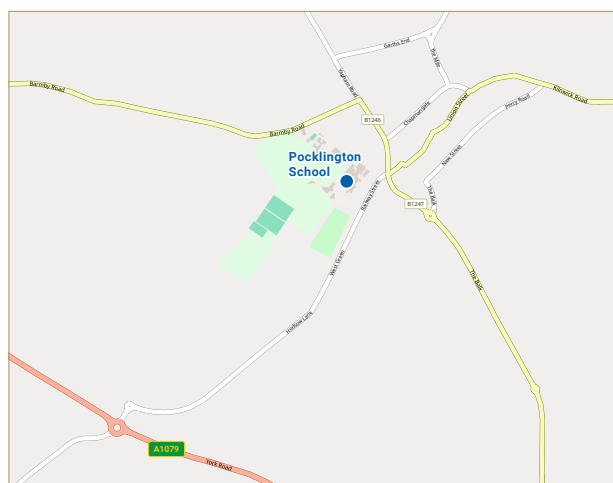
Simon Singh,
Science Writer and Broadcaster

Courses:	Combined Science: Trilogy	GCSE Physics (8463)
Exam Board:	AQA	
Contact:	**Mr S D Ward** wards@pocklingtonschool.com	

School campus

1	Pocklington School Reception		**17**	Dolman House
2	Sixth Form Centre		**18**	Health and Conditioning Suite
3	Wilberforce Court		**19**	Fenwick-Smith House
4	Music School		**20**	Astroturf Pitches
5	Chapel		**21**	Hawthorns
6	Swimming Pool		**22**	Annand Centre
7	Library		**23**	School Shop
8	St Nicholas' Quad		**24**	Business Management Centre
9	Art and Design Technology Centre		**25**	Faircote House
10	Geography Building		**26**	Orchard House
11	Ellison House		**27**	Sports Hall
12	Cricket Pavilion		**28**	The Health and Wellbeing Centre
13	Dining Hall		**29**	The Studio
14	Tom Stoppard Theatre		**P**	Visitor Parking
15	Pre-Prep School		**P**	Parent Parking
16	Prep School		**P**	Pre-Prep Parent Parking

All visitors must report to the **Senior School Reception** **1**
or **Prep School Reception** **16**

POCKLINGTON
SCHOOL
Ages 11 to 18