

January 2021

Dear Students,

You have important decisions to make in the next few weeks. The choices you make will influence your future. Over the next two years, during your Key Stage 4 courses, you will acquire knowledge, skills and personal qualities that will equip you for successful and happy lives.

You have already been through this process in year 8. You may wish to make the same choices this year or you may decide to make a different choice this time around as you have had more time to experience all of your subjects. As Mrs Brindley has explained earlier in the year, Philosophy, Religion and Ethics will no longer be compulsory for all students but you may wish to choose this as one of your options if you would like to study it at GCSE.

Fortunately, you do not have to make these decisions alone. Parents and teachers can help you. Make sure that you read carefully all of the course descriptions given in this booklet. Ask the subject teachers questions if you are unsure. In short, do your homework so that when you come to make your choices, you have a clear idea about which options you would like to pursue.

There is a very important Year 9 parents' evening on **Thursday 28th January 2021**. You may wish to target your appointments to those subjects you are considering for GCSE. Following parent's evening, you will receive information about how you will make your option choices this year. We are using **options online** and this will be available for you to log-in and make your choices from Friday 29th January. You will be sent further information and a link to log-in to options online on Friday 29th January to your school e-mail address (it will say that it is from SIMS). You will then have 2 weeks to make your choices, complete and submit the form online.

Yours faithfully,



Vicky Mahmoud
Assistant Headteacher

Welcoming you to your KS4 Studies at Eaton Bank

This is an important time for you. The next three years will be significant in shaping your future careers. We want you to succeed and will support you every step of the way.

Choose subjects you like, subjects you could do well in and subjects, which may help you get to where you want to be in the future.

To help you make the right choices:

- Read the course descriptions in this booklet carefully
- Parents Evening
 - During the evening talk to your teachers about your strengths and how to make more progress
- Talk to your tutor. Ms Brindley can also help you.

The 'English Baccalaureate'

In Autumn 2010 the Government introduced a new performance measure for school league tables, the 'English Baccalaureate'. To achieve the E Bacc students must gain a grade 5 or higher in GCSE English, Mathematics, 2 Sciences, either History or Geography, and a foreign language. At present, this is not a distinctive award for students, nor is there a plan for it to gain a certificate or be used by universities in determining offers for places. However, we too believe in the importance of a broad, balanced curriculum in keeping doors open for the future so, with the exception of a modern foreign language, our curriculum ensures that students take all of these elements. As we can't be sure what emphasis will be given to the English Baccalaureate by employers or higher education in the future, students who enjoy languages and are good at them should give serious consideration to choosing one modern foreign language for GCSE. They would then meet all the requirements of the E Bacc.

Your Courses at Key Stage 4

This booklet contains details of all of the subjects at Key Stage 4, including both the compulsory and optional subjects.

Compulsory Subjects:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Combined Science (2 GCSEs) or Biology, Chemistry, Physics (3 GCSEs)

Options

The options choices are divided into two categories – **OPTIONS A** and **OPTIONS B**.

Options A: You **must** choose **ONE** subject from Options A

Options B: You **must** choose **THREE** subjects from Options B.

The sample **OPTIONS FORM** at the end of this booklet sets out the A and B choices clearly. You may use this as a guide for when you make your final choices online.

Option choices give you great freedom of choice but also require you to show responsibility and choose wisely.

It is very important that you study a broad curriculum so that you leave your options for the future as varied as possible. **We strongly recommend that you choose a broad selection in your GCSE choices.**

Supporting You Through Your Key Stage 4 Courses

You will be guided every step of the way. Your Tutor and your Learning and Progress Manager will play a key role in monitoring your progress across all of your subjects. You will be shown how to study effectively, prepare for examinations and manage your time. If you require support at any time you can talk to your Form Tutor as well as your subject teacher.

Skills for Life

We believe that there are skills that need to be developed to prepare you for your future as adult citizens.

Personal, Social, Health, Citizenship and Economic Education

At Eaton Bank Academy we believe that we need to prepare students to become active and responsible citizens in our society. We want our students to be willing and able to participate in their communities, and maintain healthy positive relationships with others. The PSHE curriculum gives students the opportunity to explore issues to enable this in a safe and age appropriate setting. Topics covered are wide ranging within the themes of risk avoidance and decision making, health and well-being, citizenship, economic and financial education, and careers and work related learning.

The curriculum is delivered in 'collapsed off timetable sessions', where the normal curriculum is suspended and students are taught elements of the PSHE curriculum.

Students are taught by their tutors or by specialist trained staff where appropriate. Outside providers such as the police, parents (in their professional capacities), charities and businesses frequently come into school to deliver high quality learning activities and experiences outside of the normal classroom environment.

Beyond the Classroom

The Curriculum at KS4 is not just about studying. Examination success is clearly a vital aspect of your schooling, but at Eaton Bank Academy we will encourage you to look for opportunities beyond the classroom. As individuals, we all need to balance work with play. You will be able to select from a wide range of extracurricular activities. These will include: school productions involving drama, dance and music; fashion shows; sporting activities and a wide range of activity clubs.

Careers Guidance and Work Related Learning

During your KS4 experience you will be supported in ensuring you choose the most suitable career path for your future. Our careers advisor, Beverley Robson, or Ms Gurbuz and Mrs Bailey who oversee work-related learning and careers will guide you. As well as vibrant PSHE and extracurricular events, you will have the opportunity to explore a range of career paths.

Parents are invited to learn more about our careers programme by checking the website and twitter for careers information.

As students go up the school PSHE is increasingly focused towards careers and their next steps from education into the wider world of work. Key careers education activities include:

Year 8 - Focus on options and career paths

Year 9 - Focus on engagement with employers - students experience the work environment usually through employer led activities during PSHE. These include team building and problem solving activities.

Year 10 - CV writing, sixth form taster lessons

Year 11 - Formal careers interview with independent careers advisor, Beverley Robson. Parents are welcome to attend and will receive written feedback and recommendations.

Careers Carousel - students hear from a variety of different professionals and occupations.

CV writing workshops.

Mock interviews - students sit their own interview for an imaginary part time Saturday job

Focus on apprenticeships and higher education with assemblies and sessions led by universities and apprentice providers.

START PROFILE

This website is available at home for you to use with your child. www.startprofile.com is a website dedicated to offering a wide range of advice and information on careers, career paths and related issues. It is very 'user-friendly' for young people and offers the ability to download leaflets and save searches for easy future reference. It also includes features such as an interactive quiz, which enables students to match their qualifications, subject choices and interests to suggest possible career paths, labour market information and an A-Z of jobs specific information and jobs grouped by area/industry.

Your child will be given opportunities to access this website during their PSHE lessons at school, but we do encourage you and your child to access it outside of school too.

Other Useful Websites include:

<https://nationalcareersservice.direct.gov.uk>

www.apprenticeships.org.

Students will also benefit from looking at **www.icould.com** which is aimed at KS3 students and has an interactive quiz to help students make decisions.

The following courses are offered at Eaton Bank Academy:

Core Subjects	Page
English Language and Literature	7
Mathematics	8
Combined Science (or Biology + Chemistry + Physics – triple science uses up one option)	9

Option Subjects	
Biology + Chemistry + Physics	9
Art and Design Textiles Design	10
Business	11
Computer Science	12
Dance	13
Drama	14
Engineering Design	15
Food and Nutrition	17
German, French	18
Geography	19
History	20
Music	21
PE	23
Cambridge National Sports Studies	24
Media Studies	25
Philosophy, Religion and Ethics	26

You need to think about your selection carefully and ask questions if you are unsure.

Once you have made your choices and returned your form to your tutor, we will look at your selections. You may then have a personal discussion about your choices.

The rest of this booklet gives you details of all of the courses on offer so that you can make an informed decision.

1. Core Subjects (compulsory subjects)
2. Option Subjects
3. Options Form (a copy for your reference)

English Language and English Literature

Head of Faculty: Ms V. Lewis

How are you reading this? How do you learn and pass on what you learn to others?

You are already an **expert** at English, and your GCSE courses in **English Language** will help you build upon and develop further the key skills of communication. The courses will help you understand and use both written and spoken words. **English Literature** helps us share the lives of other people and often puts into words experiences we all have, but in an exciting and interesting manner.

In your English studies you will be involved in reading novels, stories, plays and poems as well as studying newspaper and magazine articles, films and television. You will also learn how to tailor your writing to suit a range of different audiences and purposes.

ASSESSMENT:

All students will study **GCSE Edexcel English Language** and **English Literature**. Their results will be based on their performance in external examinations in reading and writing and a range of literature. Speaking and listening assessments will still be graded and reported but they will no longer count towards their overall grades.

The GCSE courses will involve the following content and skills:

ENGLISH LANGUAGE

- Study a selection of prose fiction and 20th and 21st- century non-fiction texts.
- Develop skills to analyse and evaluate 19th- century fiction extracts and compare non-fiction texts.
- Develop imaginative and transactional writing skills to engage the reader.
- Use spellings, punctuation and grammar accurately.

Assessment: Two exams:

1. 1 hour and 45 minutes
Fiction and imaginative writing.
2. 2 hours
Non- fiction and transactional writing.

ENGLISH LITERATURE

- Study a 19th- century novel, a collection of poetry, Shakespeare play and a British play or novel.
- Develop skills to analyse how the language, form, structure and context of texts can create meanings.
- Develop comparison skills.

Assessment: Two exams:

1. 1 hour and 45 minutes:
Shakespeare and post 1914 play or novel.
2. 2 hours and 15 minutes (closed book)
19th –century novel and poetry anthology.

COMMITMENTS/DEADLINES:

Homework assignments will be set regularly over the three years of the course and will be marked by subject staff. Moderating procedures will be standardised externally. It is important that students are responsible in planning their workload over time and meeting the stipulated deadlines.

Mathematics

Head of Faculty: Mr L Marling

At Eaton Bank we tailor the Mathematics courses we offer to the needs and aspirations of our students.

All sets will study for the 9-1 GCSE in Mathematics from Edexcel.

This is a linear course. There is no coursework and students will be examined at the end of Year 11.

ASSESSMENT:

Assessment in GCSE Mathematics has changed: the grading has changed from the old A* to G system to a 9 to 1 system. The content of the GCSE has also changed and students will need to learn a broader range of knowledge and skills. These are exciting times for mathematics as the changes to GCSE Mathematics should lead students to a greater confidence in the subject and better prepare them for A-Level should they choose to study Mathematics in sixth form. Greater demands will be put on students and in response to this Eaton Bank Academy has increased the number of Mathematics lessons in KS4.

There will be plenty of opportunities to practise exam technique with 2 full mock exams in Year 10 and two further mock exams in Year 11. There will also be plenty of extra-curricular activities to support students learning.

If you are unsure of anything, either:

Encourage your son / daughter to discuss it with their Maths teacher;

Call your son's / daughter's Maths teacher;

E-mail Mr Marling at: l.marling@eatonbank.org

Science - Biology, Chemistry and Physics

Head of Faculty: Miss L Ireland

'Science involves finding out about the world around us and what makes us who we are.'

Science is also a practical subject, where you learn about the world in which we live, in some part through carrying out experiments and investigations.

You will study Biology, Chemistry and Physics and will be guided by the department towards the most appropriate course for your learning needs. This will ensure that all of you are given the best possible opportunity to succeed. In both routes, you will carry out required practical activities and will be assessed at the end of the course by external exams.

The question you need to ask yourself is 'How much Science do I want to study at GCSE?' There are two Science pathways to select from, and you must choose one of them.

PATHWAY 1: TRIPLE SCIENCE

This will give you THREE SEPARATE GCSEs in each of Biology, Chemistry and Physics

This pathway is a comprehensive study of the three separate Science subjects. It needs more lesson time so uses up one of your option choices. You will get three GCSE qualifications at the end of Year 11 – one for each of Biology, Chemistry and Physics.

Is it right for me? This is an ideal pathway if you....

- Enjoy science and are good at it.
- Want to study more science at GCSE than in Combined Science and want to study topics in more depth.
- Might want to work in a science related field such as medicine, veterinary science, engineering, or dentistry.
- Are confident with maths, as more maths is included in the extra science topics (up to 30% in Physics).

PATHWAY 2: COMBINED SCIENCE

This will give you TWO GCSE qualifications in Science

If you don't select 'Pathway 1: Triple Science' above, you will automatically study 'Pathway 2: Combined Science'. You will get two GCSE qualifications at the end of Year 11 but will still study separate topics in Biology, Chemistry and Physics. If you select Combined Science you will still be able to choose A level Science subjects if you get good grades from this course.

Is it right for me? This is an ideal pathway if you do not wish to take extra science and want to take a different option course instead.

ASSESSMENT:

The Science faculty follow the AQA Specification. Both the Triple and Combined Pathways are assessed with 6 written exams; 2 for Biology, 2 for Chemistry and 2 for Physics. The Triple Science exams are all 1 hour 45 minutes long, and the Combined Science exams are all 1 hour 15 minutes long.

There is no coursework or controlled assessment in Science at GCSE.

Art and Design

Option Choices -

Art and Design (Subject Specialists: Mr A Moulding and Mrs F Nixon)

Textiles Design (Subject Specialist: Mrs A Barter)

Head of Faculty: Mr A Moulding

Art & Design at GCSE is an exciting course that builds on your experiences in Years 7-8 but deals with issues in much greater depth.

Across the three-year course you can select whether you wish to focus on the traditional Art and Design skills or alternatively develop your skills in Textiles Design.

In the first year of the GCSE, a broad spread of activities will take you through the main areas of study to enable you to understand what you are good at and to give you a chance to see what your skills are in painting or sculpture, ceramics, printing or Fashion and Textiles design. You will find that these are not isolated activities but tend to flow one into another, so a drawing could develop into a piece of sculpture or an article of clothing. To help this process along, we will be looking at the way real artists work and studying examples of their work. The coursework you produce is classed as your portfolio and there are no restrictions on what you can include with the GCSE syllabus. If you have an interest in photography for example, out of school, this work can be added to your portfolio. You will need to have two full units of work completed across the duration of the GCSE. However, you will also be able to include smaller sets of work, which encourages experimentation and greater risk taking.

In Year 11 you will be confident enough to decide where your strengths lie and a degree of specialism will be encouraged.

THE GCSE COURSE CONSISTS OF:

- A portfolio of work (worth 60% of the total marks).
- An externally set project with no time restrictions in terms of preparation time. This includes a 10 hour examination session (worth 40% of the marks). This full project allows you to design and create a piece of art work in the media of your choice which best suits your skills and your way of working.
- For elements of the course you have to show evidence in your portfolio of the progress of your work, in the form of sketchbooks or worksheets. These should contain preparatory ideas, developed in the form of drawings, sketches, notes, collected photographs and images etc. You also need to show that you are aware of the work of professional artists, designers and craftsmen, past and present. This information will be gained from art books and periodicals, videos and by Art department visits to national collections.

There may also be an opportunity for you to go on an Art trip abroad. Our last trip was to New York. We have also run our own Residential Art Weekends in Anglesey, which is an opportunity open to all GCSE artists.

During the course there will be other opportunities to visit galleries and take part in Art/Textiles related activities.

Your progress will be assessed continuously. We hope you will gain a great deal from the course, not only from developing your skills of observation, imagination and design, but also from the personal satisfaction of making work which is original and unique.

CAREER CONSIDERATIONS:

Many of our students wish to look further with a view to pursuing more advanced courses in the future. We provide AS/A level Art & Design which can lead to a Bachelor of Arts Degree in one of a wide range of Art & Design specialisms leading in turn to a wide range of professional design outlets servicing the Art Industry and Commerce. A few are listed here: Advertising/Graphic Design, Fashion/Textile, Film/Television, Teaching and Fine Art, Theatre, Three-Dimensional Design/Industrial Design, Architecture, Computer Graphics, Web Design and Computer Game Development.

Business (Subject Specialist: Mr T McNulty)

Head of Faculty: Mrs A Wright

All students should give serious consideration to studying GCSE Business. However, it should not be selected simply as a default option or on the grounds that 'it sounds useful'. The GCSE Business course provides students with a stimulating though demanding and rigorous academic introduction to the business world, and in particular influences on Business in the real world. It aims to give students a thorough and detailed academic grounding in the subject of Business Studies in that they learn about the internal workings of a firm (see summaries of the subject content below), when it is being set up as it grows and expands.

Students are currently assessed through sitting two exam papers, each of one hour and 45 minutes' duration.

Those deciding to do the course may learn in a variety of ways such as through role-play, visits, case studies, guest-speakers, note-taking, video, preparing presentations and group work. GCSE Business Studies lessons will also provide opportunities for practising and developing the three main key skills of ICT (but please note that the majority of lessons will take place in a traditional classroom setting and not in computer rooms), communication, and application of numbers, alongside the wider key skills of working with others, problem solving, and improving learning. The course provides an excellent academic foundation for those wishing to do Business Studies and/or Economics in the Sixth-Form and to an even higher level.

Business in the Real World

This part of the course is designed to introduce students to the subject. We learn about topics such as the different legal forms of business, business aims and objectives, business planning and location.

Influences on Business

All businesses are influenced by external factors and this unit considers the most important of these, including the economic climate, globalisation, technology and the law.

People in Business

This aspect of the course enables students to learn how a firm recruits, trains, motivates and rewards its most important asset – its people, or *personnel*.

Finance

Essential to the success of all competitive companies is sound understanding and control of finance. Students will, for example, examine sources of finance, different costs, and why revenue and profit are important. Balance sheets, P & L accounts, and cash flow forecasts are both compiled and interpreted.

Marketing

Students become familiar with how a company gains and retains customers, and ensures that it meets the needs of its customers whilst making a profit. Market research, the product life cycle, and the marketing mix are examples of topics within this area.

Operations Management [Production]

This facet of the course introduces students to how a business best manages its resources to bring about the most efficient method of providing its products. Quality control, research and development, total quality management and stock control systems are some areas studied through this component of the course.

ASSESSMENT:

Assessment in this subject is currently through:

- 2 x 1 hour 45 minutes written Examinations (each worth 50%)

Computer Science

(Subject Specialist: Mr M Roberts)

Head of Faculty: Mr L Marling

ASSESSMENT:

We follow the Edexcel GCSE (9-1) Computer Science Specification (1CP1).

Component 1: Principles of Computer Science (Component code: 1CP1/01)

- **Written examination: 1 hour and 40 minutes**
 - **50% of the qualification**

Component 2: Application of Computational Thinking (Component code: 1CP1/02)

- **Written examination: 2 hours**
 - **50% of the qualification**

A non-examined component involving assessment of programming ability.

AIMS AND LEARNING OUTCOMES:

Throughout the Computer Science GCSE students will focus on developing their computational thinking skills and will be encouraged to learn deeply through various learning resources and classroom based activities. This includes practical programming and theory work.

Computer Science GCSE will give you the opportunity to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- Apply **mathematical skills** relevant to Computer Science.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically

The skills learned during this course are wholly relevant to many aspects of the modern world in which we all live - computational thinking transcends all aspects of our everyday life, both now and in the future.

TOPICS STUDIED:

Component 1 focusses on:

- The structure and components that make up computer systems, including CPU architecture, memory and storage;
- The ways in which computer systems are networked
- Binary representation, data representation, data storage and compression, encryption and databases
- Components of computer systems; ability to construct truth tables, produce logic statements.
- Emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

Component 2 focuses on:

- Understanding what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms
- Understanding how to develop program code and constructs, data types, structures, input/output, operators and subprograms

This component also may draw on:

- How data can be represented inside a computer system including number, image, sound, compression, encryption

This course is delivered through various resource, activities and structured learning. A considerable amount of outside lesson learning will be required to become proficient in programming – we learn the Python programming language at GCSE level.

Dance

(Subject Specialist: Mrs V Sheard)

Head of Faculty: Mrs V Sheard

COURSE INFORMATION:

Dance makes a distinctive contribution to the education of all students, in that it uses movement as its mode of expression and communication; it engages the physical, emotional and intellectual dimensions of the human being in artistic and aesthetic experiences.

Composing, performing and appreciating dance are the three strands in which experiences should be framed.

The course seeks to promote knowledge, skill and understanding of dance through performance, composition and appreciation of each candidate's own work and those of others, including peers and professionals.

Throughout the course you will have a combination of practical and theory lessons per fortnight.

ASSESSMENT:

The GCSE Dance syllabus will assess the candidates' ability to:

- demonstrate the skills of dance performance;
- demonstrate the skills of dance composition;
- interpret and evaluate dance showing accuracy, imagination and sensitivity;
- demonstrate a knowledge and understanding of dance appreciation including cultural and historical context.

TERMINAL EXAMINATION:

The terminal examination will consist of two papers which are set and marked by AQA.

Component 1: Performance & Choreography

Performance Set phrases through a solo performance (1 minute)
Duet / trio performance (3 ½ minutes)

30% of GCSE (internal examination, external moderation)

Choreography solo or group choreography (2 – 3 ½ minutes)

30% of GCSE (internal examination, external moderation)

Component 2: Dance Appreciation

Written exam – 80 marks (1 hour 30 minutes) 40% of total marks

Knowledge and understanding of choreographic processes and performing skills
Critical appreciation of own work
Critical appreciation of professional works

Drama

(Subject Specialist: Ms B Williams)

Head of Faculty: Mrs V Sheard

WHY TAKE DRAMA AS AN OPTION? WHAT'S IT ALL ABOUT?

Well, it is **not about training actors**. Of course you may decide to go on to a job in the entertainment industry or to take a university degree which involves drama, but that is not the sole aim of the course. Drama is about **developing you as a person** and helping to give you skills and techniques, which will benefit you, in whatever career you choose. There are very few jobs where you do not have to present yourself well and **communicate effectively** with others in order to achieve success. All the work you do in Drama is about working within a team. Reliability, learning how to negotiate, to organise yourself and others, to be tactful and welcoming of other people's ideas, are all skills and qualities which are high on the agenda for success in Drama.

Creative thinking. Doing Drama helps you to develop your capacity for creative thinking. Training your brain not to think in boring straight lines can bring plenty of positive results which have benefits beyond the acting space.

Many employers are discovering the value of drama. A recent experiment with a business company had its members putting on a production as an exercise in team building and problem solving rather than survival weekends in the wilds of Scotland. It was a great success and is proving popular with other companies. It's the creative thinkers who succeed in the workplace. These are the people who bring solutions and not just the complaints about a problem. These are the resourceful thinkers for whom problem solving is a creative challenge rather than a burden.

COURSE INFORMATION:

Amongst a variety of other activities, you will:

- Read plays and learn the techniques involved in staging and performing in them.
- Organise yourself for rehearsals and work with others to mount public performances.
- Work in teams to create original pieces of theatre and perhaps devise performances to take out to primary schools.
- Learn to evaluate your own and other people's work and give constructive and informed feedback.
- You will also learn how to use music, sound and projected images to enhance performance.

DRAMA GCSE - AIMS OF THE COURSE:

Drama GCSE will give you the opportunity to develop:

- Practical skills for communicating and expressing ideas, feelings and meanings.
- An understanding of dramatic forms and the context in which they are used.
- An understanding of drama and its social, cultural and historical context.
- 21st century theatre practice.

ASSESSMENT:

Component 1 – Devising – 40%

Students will work in a group to create and develop ideas to devise a piece of Drama.

Component 2 – Performance from Text – 20%

Students will interpret and explore a performance text and perform two key extracts from it.

Component 3 – Written Exam – 40%

This is an externally set and assessed written examination. The exam is 1 hour and 30 minutes.

Engineering Design

(Subject Specialist: Miss L Smith & Miss N Gillan)

Head of Faculty: Mr A Moulding

If you enjoy designing and are interested in the products around you, then **Engineering Design** could be for you. You will analyse everyday products and re-design them concentrating on their appearance, styling, comfort and effectiveness as a product or system. You will be set a range of design briefs across the duration of the course and develop the skills that will enable you to produce successful design and engineering outcomes. You will learn how to develop concept solutions, model in paper, card and foam and manufacture in a wide range of materials including wood, metal and plastic. You will extend your traditional making skills and utilise modern processes such as CAD, 3D printing, vacuum forming and Laser Cutting.

Engineering Design is an OCR Cambridge National qualification which is specifically targeted at developing your knowledge, skills and understanding of design with an emphasis on real world problems and solutions.

The qualification content consists of 75% designing and making and 25% theory.

The course is equivalent to a GCSE. The grades matchup like this:

OCR Cambridge National Grade	GCSE Grade
Level 2 Distinction*	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1.25

The course naturally leads on to Sixth form study of Design and Technology at A Level if you wish to continue the study of this subject. The course is also very useful for students seeking apprenticeships.

COURSE INFORMATION and ASSESSMENT:

- **In Year 9** you will work through a number of design based projects including some practical elements. These projects have been designed to prepare you for the rest of the course. Year 9 will be used to develop and extend your core skills across a range of techniques and materials. The lesson content will be predominantly design based with regular theory input and added practical elements.
- **In Year 10** you will be working on two assignments. One will be based on a coursework style unit centred around the development and presentation of engineering designs. This will be worth 25% of the course. In your other unit you will be in preparation for your examination which is also worth 25% of the course. This will be based on design briefs, design specifications and user requirements. There is also an option for you to resit the examination in the January of Year 11. Ultimately, the best mark for the written examination is used for the final calculation of the qualification award.
- **In Year 11** you will be set two more coursework based assignments. The first in year 11 will be based around a Product Analysis. Students will produce a report looking at the importance of manufacturing processes and materials, and their important within real life contexts. Your final unit will be based on 3D Design Realisation which is worth 25% of the qualification. This is where students have the opportunity to follow an engineering drawing to demonstrate a range of technical skills.

COMMITMENTS/REQUIREMENTS:

You will need to be able to develop the interpersonal skills that enable you to work with greater independence. You will need to be able to communicate effectively with clients and other key individuals. You will be expected to meet the key deadlines with each assignment; the ability to plan effectively across time will be very important in this course.

After school sessions will be available regularly to ensure that you have assistance in meeting the coursework deadlines. In year 11 when working on your practical aspects, it may be that you need to spend time after school in order to develop your project work. This will give you the opportunity to utilise the support from your teachers and the Faculty Technician.

Food and Nutrition

(Subject Specialist: Mrs L Neil)

Head of Faculty: Mr A Moulding

If you have enjoyed your Food lessons, like applied practical learning and appreciate the importance of preparing healthy food as a vital life skill, now and in later life, then Food Preparation and Nutrition GCSE is for you.

COURSE INFORMATION:

The aims of the course are to equip students with knowledge, understanding and skills required to cook and to be able to apply in practice the principles of food science, nutrition and healthy eating. The exam board for this course is WJEC/Eduqas.

ASSESSMENT:

Final assessment is based on a written exam and 2 pieces of coursework.

Component 1: Principles of Food Preparation and Nutrition

Written examination: 1 hour 45 minutes - 50% of qualification

Areas of Content

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

Component 2: Food Preparation and Nutrition in Action

2 Assessed coursework tasks that will be completed in lessons - 50% of qualification

Assessment 1: 8 hours The Food Investigation Assessment (Science based investigation completed in Autumn term of Year 11, maximum of 1,500-2,000 words)

Assessment 2: 12 hours The Food Preparation Assessment (Example: Prepare, cook and present a 3 course menu on a given theme, completed in Spring term of Year 11, maximum of 15 pages A4) This involves a 3-hour practical cooking session.

COMMITMENTS/REQUIREMENTS:

You should be interested in creating food dishes and enjoy practical learning. It will be an advantage if you take an active role in helping to prepare food at home, as this will give you experience and confidence in the kitchen. You will be required to bring in ingredients from home so you need to be an organised student who accepts personal responsibility and is well prepared for learning. Please note that Food & Nutrition has a strong scientific knowledge basis as well as practical skills.

Please see Mrs Neil, or contact via email (l.neil@eatonbank.org) if you require further information.

German, French

(Subject Lead: Miss L Foreman)

Head of Faculty: Ms V Lewis

- Thanks to new technology, improved travel and communications the world has become a much smaller place. It is crucial therefore, that we learn to speak and understand each other. This can only be done effectively by learning other languages and appreciating associated cultures. German and French courses are available.
- A GCSE in another language rewards practical communication skills and adds an international dimension to your studies.
- Learning another language can enhance your employment and mobility prospects whether you want a career in business, engineering, fashion or world class football!
- It encourages you to express yourself, your ideas and opinions and also develops self-confidence.

COURSE INFORMATION:

The AQA GCSEs in German and French each consist of four units based on the following skills: speaking, listening, reading and writing. The course provides flexibility, choice and scope for personalised learning. You have more control over the content of your speaking and writing units as you can focus on one or more of the specified themes: Media and Culture, Sport and Leisure, Travel and Tourism, Business, Work and Employment.

ASSESSMENT:

Unit	% in GCSE	Assessment (Foundation/Higher Tier)	
Listening and Understanding	25%	Examination at end of Year 11.	All exams at end of Year 11.
Speaking (teacher examiner)	25%	Role-play and picture based task.	
Reading and Understanding	25%	Examination at end of Year 11.	
Writing	25%	Essay and translation task.	

You will use a range of authentic listening and reading materials from the internet, newspaper articles, magazines and video clips. There will also be the opportunity for linking work to ICT – ‘surfing the net’, sending e-mails to a native penpal, using multi-media facilities and other practical ICT applications.

How does it follow on from what I have learned before?

You have developed important language skills and knowledge at Key Stage 3 (Years 7 – 8). The GCSE courses will build on this and introduce you to a wider range of language structures and vocabulary. You will learn to recognise these and to apply your new knowledge to different contexts. If you enjoy language learning, consider taking more than one language GCSE. Indeed, we would encourage able linguists to study more than one language.

Geography

(Subject Specialist: Mrs A Wright)

Head of Faculty: Mrs A Wright

Geography is the key to our future!

There has never been a better or more important time to study geography. With growing interest in issues such as climate change, migration, environmental damage and social change, geography is one of the most relevant courses you could choose to study. Whatever your passion for the world - fascination with landscapes or concerns about how people are treated - geography will provide you with knowledge and transferable skills that you will enjoy studying and can help you achieve your goals.

Our students enjoy studying topical issues and debating global events. Decision making is at the core of what we do, so this is a course that can be shaped by your own passions and beliefs!

TOPICS STUDIED:

LIVING WITH THE PHYSICAL ENVIRONMENT

The Challenge of Natural Hazards

Tectonic Hazards, Tropical Storms, Extreme Weather UK and Climate Change

Physical Landscapes in the UK

UK Physical Landscape, Coastal Landscapes, River Landscapes.

The Living World

Ecosystems, Tropical Rainforests and Cold Environments

CHALLENGES IN THE HUMAN ENVIRONMENT

Urban Issues and Challenges

Urban Growth, Urban Change, Urban Sustainability

The Changing Economic World

Development Gap, Globalisation, Economic Futures UK

The Challenge of Resource Management

Resource Management, Food Management

ASSESSMENT:

LIVING WITH THE PHYSICAL ENVIRONMENT

35% GCSE Written exam 1 hour 30 minutes

CHALLENGES IN THE HUMAN ENVIRONMENT

35% GCSE Written exam 1 hour 30 minutes

GEOGRAPHICAL APPLICATIONS

30% GCSE Written paper 1 hour

Based on fieldwork, Issue evaluation and Geographical skills

After Geography GCSE?

Not all Geography students become Geography teachers or weather presenters on the television! GCSE Geography leads into A Level courses or even geography based courses at university. Geography graduates have diverse career destinations and the subject has one of the highest rates of graduate employability.

History

(Subject Specialists: Mr W Davies
Mr D Washington)

Head of Faculty: Mrs A Wright

AQA GCSE

Studying GCSE History will help you to understand the world around us. It helps you understand the people, events and circumstances of the past that still influence us today. It is a subject about people and how the past has changed lives for the better and for the worse.

GCSE History also develops skills that are important in any future career or educational options you choose. You will learn to analyse evidence and formulate arguments. You will learn to judge interpretations and evaluate the points of views of others. History is not just about the past; it is a subject that can help you prepare for whatever future you choose.

TOPICS STUDIED:

Britain: Health and the People

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.

Germany, 1890–1945: Democracy and dictatorship

This period of study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups and the impact the developments had on them.

Conflict and tension, 1918–1939

This wider world depth study enables students to understand the complex and diverse interests of different individuals and states. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups as well as how they were affected by and influenced international relations.

Medieval England – the reign of Edward I, 1272–1307

This option allows students to study a specific historical period in depth. The study will focus on the major events of part of the reign of Edward considered from the economic, religious, political, social and cultural standpoint and arising controversies.

ASSESSMENT:

AQA GCSE has two written exam papers, which are assessed at the end of Year 11.

Music

(Subject Specialists: Mrs C Venables & Mrs C Evans)

Head of Faculty: Mrs V Sheard

GCSE Music is about performing, composing and appraising music to develop an appreciation and understanding of the subject. The course allows you to develop confidence and facilitates independent learning, teamwork and discipline. Music is a highly regarded subject at GCSE and A level. Further education institutions and employers often comment that musicians demonstrate many transferable, interpersonal skills that make them exceptional employees. GCSE Music will challenge you to think creatively, build empathy and understanding of cultures and traditions of past and present and will encourage you to develop your perception and analysis skills.

COURSE INFORMATION:

What is involved in the course? - Performance, Composition and Appraising.

This course enables learners to develop knowledge and understanding of music through four interrelated areas of study:

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music.

Performing and composing are coursework. As each piece of work is produced it is marked internally by music staff then returned to the pupil for review and development. Pupils will submit their best examples of work to the exam board at the end of the course. The appraising exam, in the summer term in Year 11, is one hour fifteen minutes and is based on the areas of study and associated set works and topic areas studied throughout the course. This is marked externally.

ASSESSMENT:

What do I need to do in each section?

Component 1: Performing 30%

Non-exam assessment: internally assessed, externally moderated

Pupils are encouraged to develop their knowledge and understanding of music through performing and are required to perform a minimum of two pieces. At least one must be as part of an ensemble performance lasting at least one minute. The other piece(s) may be performed either solo and/or as part of an ensemble. One piece must be linked to one of the four areas of study.

Component 2: Composing: 30%

All learners are required to create and develop musical ideas in relation to given and chosen briefs. Pupils must submit two compositions with a total playing time of between 3-6 minutes. One will be linked to an area of study and the other a free composition.

Component 3: Appraising: 40%

A written exam of 1 hour 15 minutes

This is a written examination will assess knowledge and understanding of music through the following four areas of study listed above. Pupils will develop knowledge and understanding of musical elements, musical contexts and musical language.

What skills do I need to have to study GCSE Music?

Have an interest in performing, composing and listening to music and a desire to learn more and to discover new styles of music. Be able to play an instrument or sing or be willing to learn an instrument. Enthusiasm and commitment to being involved in extracurricular music.

Why study GCSE Music?

Music compliments many subjects within the curriculum and is a combination of the creative and academic. Employers and universities see it as a subject that fosters a number of transferable and life-long skills: teamwork and communication, self-motivation, discipline and creative thinking to name but a few. Music GCSE is considered an interesting subject to see on a job or university application. There is growing evidence that musicians have structurally and functionally different brains compared with non-musicians. In particular, the areas of the brain used to process information

are larger or more active in musicians. Even just starting to learn a musical instrument can change the neurophysiology of the brain. In short, music makes you brainier! We hope that by studying Music at GCSE our students will develop their creativity and love for all types of music.

If you wish to specialise, the music business is one of the biggest industries in the UK, with a wide range of opportunities. If you wish to take the study of music further to A-Level or beyond then music GCSE is a good preparation. Specialist jobs include music therapy, teaching, production promotion recording engineer, composer, publishing, music management and performance (see the display board in music for more details). Music is a useful qualification to gain entry to a wide variety of further education courses and career routes – it could help you achieve whatever you want to achieve.

Physical Education

(Subject Specialists: Mrs J Andrews,
Mr S Carvell, Mr D Margolan, Miss L Williams, Mr Malbon)

Subject Lead: Mr C Malbon

AQA GCSE PHYSICAL EDUCATION

Physical Education is a vast subject encompassing many areas. The syllabus offers the opportunity to learn about this subject and foster an enjoyment of physical activity as well as developing an understanding of effective and safe physical performance. Students will learn how exercise is beneficial to one's health, fitness and performance. They will understand how diet, rest and physical activity contribute to a healthy lifestyle and how this all affects their cardiovascular, respiratory, muscular and skeletal systems.

ASSESSMENT:

THEORY SECTION

This is externally assessed through two **written examination papers** of 1 hour 15 minutes each. These will contribute to a maximum of **60%** towards your total marks.

NON EXAMINED ASSESSMENTS

This is assessed in 2 sections: -

Section 1 - Practical

Students have to select **3 practical** performances in the role of a performer only. You can achieve **30%** of the marks from the performances, and they must include both individual and team activities.

Approved sports include:

- Football
- Badminton
- Basketball
- Cricket
- Dance
- Handball
- Hockey
- Netball
- Rugby
- Table tennis
- Tennis
- Volleyball
- Athletics
- Golf
- Rock climbing
- Swimming
- Trampolining

Practical activities are scored out of 25 marks, 10 marks are available based on performance in practices/ drills and the remaining 15 marks are for performance in full sized games.

Section 2 - Coursework

The **analysis and evaluation of performance** is worth **10%** of the marks and is a written piece of work which includes planning and evaluating a performance which has been watched prior to the assessment. This creates a link between the practical and theory sections of the course.

Please see a member of the PE staff if you have any questions regarding GCSE Physical Education.

Physical Education (Subject Specialists: Mrs J Andrews, Mr S Carvell, Mr C Malbon, Mr D Margolan, Miss L Williams)

Head of Subject: Mr C Malbon

Cambridge National Sports Studies - OCR – specification code J813

Enjoy watching sport on the television? Have a keen interest in a variety of sports? Considering a career in the sports industry? By choosing this course, you will be given the opportunity to practically learn the theory behind sport.

Cambridge National Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society. This course is equivalent to one GCSE and requires students to complete four units, each worth 25% of their final grade.

Unit 1: Contemporary Issues (EXTERNALLY ASSESSED WRITTEN EXAM)

This is split into four sections. Issues which affect participating in sport, the role of sport in promoting values, understanding the importance of hosting major sporting events and knowing about the role of the national governing bodies.

Unit 2: Developing Sports Skills (PRACTICAL & WRITTEN COURSEWORK)

Students are assessed based on their practical performance in two sports (one individual and one team). In addition, they will be required to complete an officiating assessment in a sport of their choice. The written component of this unit consists of a performance analysis and training/development plan.

Unit 3: Media in Sport (WRITTEN COURSEWORK)

Students will understand the basic singular forms of media such as newspapers, internet, television and radio. They will explore both the positive and negative impacts that media can have on a variety of sports.

Unit 6: Sports Leadership (PRACTICAL & WRITTEN COURSEWORK)

Students will learn how to effectively plan, deliver and review a detailed coaching session for their peers.

Please see a member of the PE staff if you have any questions regarding Cambridge National Sport Studies.

Media Studies

(Subject Specialist: Miss Davies)

Head of Faculty: Ms V Lewis

GCSE MEDIA STUDIES

What is Media?

Media is about communication, particularly mass communication with lots of people. The media creates products that are designed to entertain and inform, created for lots of people to hear, watch or read, often at roughly the same time. Whenever you are watching television, streaming films, scrolling through social media or listening to a podcast, you are consuming media.

Does studying the media mean watching lots of television, then?

In fact, you will need to explore lots of different media products. The power that the media has is huge. Think about the idea that the average adult consumes media for almost 8 hours a day, and within that time, they are being bombarded by other people's ideas and opinions and images of the world and its people. How someone responds to that will affect their ideas about people, places and society, of politics and culture, of themselves and of their place in the world.

So, what will I study?

As a GCSE Media Studies student, you will analyse how media products like TV programmes and music videos use images, sounds, language, and representations to create meaning. You will learn about the media industry and how the industry affects how media products are made. You will investigate media audiences, exploring who are the people who watch, read and consume the products, and considering how different people might be affected by media products differently, and why.

There's also a significant amount of practical work where you might create music videos, magazines, television programmes, advertisements and more. In your practical work, you'll be able to apply what you've learned about the media in the production of your own media products.

How will I be assessed?

Assessment will consist of a mixture of examinations and non-examined assessment (coursework).

What skills will I develop?

Lots. Media Studies will even help you to develop skills that you'll be able use in your other subjects such as critical thinking, analysis, research, planning, practical skills, time management, essay writing skills and more.

Where might Media Studies take me?

During the GCSE Media course you'll develop and practise a range of skills which will equip you for progression to A Level study. They will also help you hugely in other areas such as English and Humanities. Looking further ahead, over one hundred universities offer courses in Media, Communications and Cultural Studies in the UK. There is a huge array of career opportunities in the media, and it's an industry that is growing very quickly. If you are interested in the idea of a career in TV and film production, advertising, journalism, interactive media, and digital marketing, technical production, special effects, web design and post-production, then studying Media at GCSE level is a great place to start.

Philosophy, Religion and Ethics

(Subject Specialist: Miss B Callister)

Head of Faculty: Mrs A Wright

Philosophy, Religion and Ethics covers a wide range of issues that affect millions of people around the world. It widens your awareness of the surrounding world and teaches people to communicate their own views on many different topical areas. It reflects the fast changing world that we live in.

Philosophy, Religion and Ethics at GCSE involves the study of a wide range of important, relevant and challenging moral issues facing society today. Topics include issues regarding human life such as abortion and euthanasia, alongside wider societal issues such as the impact of crime and punishment, peace and conflict, prejudice and discrimination on societies on a global scale.

Students will be encouraged and supported to explore, address and challenge these issues through serious consideration and analysis of a variety of viewpoints, in an open-minded environment where any and all views are respected. As well as developing their own views, students will explore the views of people who hold a religious faith and examine how a range of responses within Christianity and Islam impact an individual's behaviour and attitudes towards some of these ethical issues.

Philosophy, Religion and Ethics is an engaging and relevant subject and is excellent preparation for life in a multi-cultural, global society. Whatever the future holds, what students learn in this course will be of value to them, regardless of faith position. It will develop their skills of analysis and evaluation, articulate debate and discussion and a wider understanding of the global community that they are a part of. Philosophy, Religion and Ethics combines well with many other subjects, such as English, History, Geography and Science as well as paving the way to future qualifications in subjects such as Philosophy, Psychology and Sociology. A GCSE in Philosophy, Religion and Ethics is a highly valued qualification for a wide range of careers, particularly those connected with working with people and communities, such as the medical profession, police, social work, teaching, journalism and many more. Many universities and employers consider GCSE Philosophy, Religion and Ethics as a valuable qualification that prepares students for the wider world of work and further education.

ASSESSMENT:

We will follow the AQA Route A GCSE Specification. We will study Christianity and Islam as our comparative world religions and we will study 4 philosophical and ethical themes. These themes will be:

Theme B: Religion and Life

Theme D: Peace and Conflict

Theme E: Crime and Punishment

Theme F: Human Rights and Social Justice

The course is divided into two examinations, lasting 1 hour 30 minutes, worth 50% each of the final grade.

Eaton Bank Academy

When you log in to **options online from Friday 29th January**, it will look a little different to this form but the subjects will be in the option blocks like they are here. You may wish to use this form to help you plan what you will select when you complete your final option choices online. Remember, you will also be asked to select 2 reserve choice.

[Reminder – all students will study the following compulsory subjects at GCSE: English Language, English Literature, Mathematics, Science]

Select **ONE (1)** subject from the following table:

OPTIONS A			
Geography GCSE		German GCSE	
History GCSE		French GCSE	

Select **THREE subjects** from the following table (**ranked in order of preference as 1, 2, 3**):

OPTIONS B			
Art & Design GCSE		German GCSE	
Art Textiles GCSE		Geography GCSE	
Biology, Chemistry, Physics (triple sci, GCSEs)		History GCSE	
Business GCSE		Music GCSE	
Computer Science GCSE		Engineering Design - GCSE equivalent	
Dance GCSE		PE GCSE/ Cambridge Nationals PE	
Drama GCSE		French GCSE	
Food and Nutrition GCSE		Media Studies GCSE	
Philosophy, Religion and Ethics (PRE) GCSE			
Reserve Choices: 1. 2.			
*Note, options will only run if sufficient numbers of students choose them			

