



Eckington School

Key Stage 4

OPTIONS BOOKLET

2018

Student Name:

Tutor Group:

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INTRODUCTION

A Broad and Balanced Curriculum

In September 2018 you will begin key stage 4. In key stage 4 you will follow a curriculum that has core subjects (those studied by all students) and options subjects. Over the next few weeks you will have the opportunity to choose your options subjects. This will allow you to personalise your learning so that you can begin planning for your future after you leave Eckington School.

At Eckington School we believe that it is important for students to follow a broad and balanced curriculum. This means that students should make options choices that will allow them to follow a range of subjects in a variety of different areas. From September 2018, students will get the opportunity to choose four option subjects. We are encouraging students to choose a range of subjects: from the humanities, modern languages, performing and expressive arts and technology.

As part of the Government's emphasis on an academic curriculum, we do ask all students to choose at least one subject from history, geography, French or German. These subjects form part of the English Baccalaureate or EBacc. The English Baccalaureate was introduced in 2010. It is not a qualification in itself, but it recognises pupils who have secured a 'good' GCSE grade across a core of academic subjects – English, mathematics, history or geography, the sciences and a modern language. The subjects included in the EBacc are designed to ensure that all pupils have the opportunity to study a broad core of subjects, ensuring that doors are not closed to them for future progression.

You should not make any choices until you have spoken to your parents/carers, subject teachers, form tutor and anyone else you think can help you make a decision. There will be an opportunity to do this at the Key Stage 4 Options Information Evening on Thursday 12 April 2018.

Your options form is due in on Tuesday 24 April 2018.

C Horsfield – Assistant headteacher

Key Stage 4 at Eckington School: An Overview

<p>The Core Everyone must study these subjects:</p> <p>English (GCSE English Language & Literature) Mathematics (GCSE) Science (GCSE) Ethics (non-examination) Physical Education (non-examination)</p>	
<p>The Options You must choose ONE subject AND ONE RESERVE from each of the mixed option blocks. All GCSE unless otherwise stated.</p> <p><i>REMEMBER: One of your options MUST be Geography, History, French or German.</i></p>	
<p>Block A</p> <p>Art & Design: Fine Art Business Design & Technology Drama Geography ICT iMedia Media Studies Religious Studies</p>	<p>Block B</p> <p>Art & Design: Photography Geography Health & Fitness Health & Social Care Media Studies Modern Foreign Languages: French Modern Foreign Languages: German Music</p>
<p>Block C</p> <p>Art & Design: Fine Art Business Food & Nutrition Health & Social Care History Modern Foreign Languages: French Modern Foreign Languages: German Physical Education</p>	<p>Block D</p> <p>Art & Design: Photography Design & Technology Food & Nutrition History ICT iMedia Media Studies Performing Arts: Acting Religious Studies</p>

IMPORTANT INFORMATION

Students cannot pick the following combinations:

Drama and Performing Arts: Acting

Physical Education and Health & Fitness



Core Subject

GCSE ENGLISH LANGUAGE

BRIEF OUTLINE

GCSE English Language is a vital qualification. During this course you will:

- Read a range of fiction and non-fiction texts critically to develop an understanding of the author's craft and the effect of language and structure.
- Write for different audiences and purposes, including a creative response to an image and a persuasive, opinion piece.
- Engage in discussion and an individual spoken presentation based on themes and ideas suggested by your teacher, but made personal to yourself or your group.

COURSE CONTENT

- Reading a variety of challenging fiction and non-fiction texts.
- Different writing styles to suit different audiences and purposes.
- A variety of different speaking and listening tasks including group tasks and individual presentations.

HOW WILL I BE ASSESSED?

External exam – 100%

WHY STUDY ENGLISH?

- A grade 5 in English is the essential qualification for further and higher education as well as the key requirement of major employers, a significant number of training schemes or apprenticeships.
- It is a fascinating study of how society and individuals are influenced by language and use it.
- You will practice speaking and listening skills which are very important in further education, higher education, employment and life.

Leaders of teaching and learning: H. Burton and L. Little

GCSE ENGLISH LITERATURE

BRIEF OUTLINE

You will read more challenging texts for enjoyment but also for critical evaluation. An important part of the course is developing your own essay writing skills and considering writer's methods and intentions. The syllabus covers texts from the 1600s to the present day.

COURSE CONTENT

- Reading prose
- Reading plays
- Reading poetry
- Learning how to identify, explain and even evaluate writers' methods.
- Learning how to explore how a writer was influenced by their own life and time and of writing.
- Learning how to make sophisticated comparisons between texts of similar and different genres.

HOW WILL I BE ASSESSED?

External exam – 100%

WHY STUDY ENGLISH LITERATURE?

- Reading texts helps you improve your literacy skills.
- Reading texts develops your understanding of the world we live in and improves your ability to empathise with others.
- They provide you with a key skill required for most employment and further and higher education. Many university courses value English Literature as an indicator of academic excellence and a highly valued companion subject to the Humanities.

Leaders of teaching and learning: H. Burton and L. Little



GCSE MATHEMATICS

BRIEF OUTLINE

In the GCSE mathematics course, students will develop their understanding of mathematics by working individually, in pairs or in groups. Many different teaching and learning styles are used to support the learning including question and answer sessions which allow students to become involved in class discussions. Interactive whiteboards are used regularly with a range of programs and presentations. In lessons, students will be pushed towards the 'Extra Challenge' activities as these will help to develop perseverance, thinking and problem solving skills.

COURSE CONTENT

The syllabus code for the qualification is Edexcel IMA1.

GCSE mathematics has two tiers of entry. Students will either sit the higher papers (grades 4 to 9, grade 3 allowed in exceptional cases) or the foundation papers (grades 1 to 5).

The content of the papers will focus on the following areas: number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics and there is an emphasis on applying the mathematics, particularly in the higher tier.

Students will sit three terminal papers in May/June of year 11. The first paper will be non-calculator. A calculator can then be used in the following two papers. Each paper is 1 hour and 30 minutes long.

HOW WILL I BE ASSESSED?

Final examination – 100%

WHY STUDY MATHEMATICS?

- Mathematics is an essential life skill.
- Studying GCSE mathematics develops a student's analytical, problem solving, research and logic skill as well as number ability and confidence; all desired by many employees.
- Students will use the skills they develop in mathematics in all other lessons and everyday life.
- Whether it is the planning of what to do at the weekend, using a computer or phone, watching the television, checking the weather, traveling, going shopping or going to the bank, mathematics plays a part.
- You may not use all the mathematics you learn. You may not use algebra when you go shopping, but the architects who designed the shop did, likewise the builders who built it, the engineers who designed the tills, and the shop assistants who served you!

Leaders of teaching and learning: **A. BURTON**

GCSE COMBINED SCIENCE

BRIEF OUTLINE

Science is a compulsory part of the national curriculum for all students up to the end of year 11 and does not need to be chosen as an option.

Science helps us to develop an understanding of ourselves and the world around us, as well as developing skills such as investigating, analysing and critically evaluating evidence. Science also develops many transferable skills including literacy, numeracy and ICT. Almost all students going into year 9 will start the GCSE combined science award.

COURSE CONTENT

We follow the AQA Combined Science Trilogy specification (code 8464) – found at www.aqa.org.uk/subjects/science/gcse.

This is a course which gives students experience in the main themes of biology, chemistry and physics, along with developing skills needed to 'work scientifically'.

The AQA specification says, "We have included all the parts of what good science is at GCSE level: whether it be investigating, observing, experimenting or testing out ideas and thinking about them. The way scientific ideas flow through the specification will support you in building a deep understanding of science".

HOW WILL I BE ASSESSED?

All assessment is examination based at the end of Y11. There are no controlled assessments or coursework but a minimum of 15% of the marks will come from practical assessment questions, based on 21 required practical activities. A further minimum of 20% of the marks will come from questions that test applications of mathematics in science.

For the combined science GCSE the total assessment time is 7.5 hours, based on six 1 hour and 15 minutes exams. The papers are tiered; foundation 1-5 and higher 4-9. This leads to two grades that can be the same (for example, a 4 and 4) or different (such as a 4 and 5).

WHY STUDY SCIENCE?

- GCSEs in science demonstrate a wide range of skills to employers/colleges. It would be an expected qualification for all young people, including those wishing to become an electrician, or beautician, and is also essential for any student who wishes to study science A levels, or to have a career in areas such as teaching, nursing, engineering, laboratory analysis, physiotherapy, medicine and veterinary science.
- Two GCSEs in science at grade 6 or above are required for further study in science at A level. Grade 5's would be acceptable onto most BTEC level 3 courses.

Leaders of teaching and learning: H. STREETS



GCSE SEPARATE SCIENCES

BRIEF OUTLINE

Studying separate sciences is not a compulsory part of the national curriculum. Students are invited to study separate sciences based upon their target grades, current progress and attitudes to learning.

COURSE CONTENT

We follow the AQA separate sciences in biology (code 8461), chemistry (code 8462) and physics (code 8463) – found at www.aqa.org.uk/subjects/science/gcse. Please follow the link to the AQA website for further details.

HOW WILL I BE ASSESSED?

As with combined science, all assessment takes place at the end of Y11.

Again a minimum of 15% of the final grade will come from practical assessment questions in the final exams; there are 10 required practical activities for biology, 10 for chemistry and 8 for physics.

A further minimum of 10% of the marks will be based on questions that test applications of mathematics in biology, 20% in chemistry and 30% in physics.

For the separate science GCSEs the total assessment will last 10.5 hours based on two 1 hour and 45 minute exams per subject (3.5 hours per subject). Our students will take the higher tier papers. This leads to one separate grade for each subject.

WHY STUDY SEPARATE SCIENCES?

- The separate science GCSEs go into a deeper understanding of science and its application than in double award science.
- It would be recommended for any student who wishes to study science A levels. However, it is not essential to study separate sciences in order to study science A levels.
- Two GCSEs in separate science at grade 6 or above are required for further study in science at A level, although all students who opt for separate sciences will of course study three separate subjects.

Leaders of teaching and learning: H, STREETS

GCSE ART & DESIGN: FINE ART

BRIEF OUTLINE

You will develop your skills in drawing, practical experimentation, designing, research, discussion and analysis of your own and other artists' work. Each unit of coursework and the final examination will involve completing preparation work followed by a more ambitious final piece.

COURSE CONTENT

- Introductory workshops in a range of media including painting, printing, design, drawing, Photo-editing and mixed-media.
- Pop Art project: exploring artists who have been inspired by popular culture. This will involve exploration of the visual elements.
- Expressive portraits: Large-scale painting project influenced by the work of artists that have used the portrait to express their emotions.
- Ordinary & Extraordinary: A mixed-media project which gives you the opportunity to explore different materials to create art work which transforms the ordinary into the extraordinary.
- Develop skills in writing for annotation and using key vocabulary
- There will be an emphasis on drawing from observation to support the development of your ideas in art.

Transferable skills you will learn:

- A create approach to problem solving
- Consider & develop original ideas

- Analyse critically your own and the work of others
- Express individual thoughts and choices
- Take risks, experiment and learn from your mistakes.

For the final examination you will be set a question paper with different themes to choose from. You may work with a material of your own choice. You will have seven weeks to prepare for this followed by ten hours to complete the final piece.

HOW WILL I BE ASSESSED?

Examination – 40%

Controlled assessment – 60%

WHY STUDY ART & DESIGN: FINE ART?

- Art and design is everywhere: from the furniture we sit on, to the video games we play and the clothes we wear. Because of its importance in the modern world, training in art and design can open up opportunities in many careers.
- The skills developed in art and design, e.g. creativity, self-expression, presentation, can be applied to all your subjects and in employment.
- You can continue to study art and design at level 3, and the subject is widely recognised by colleges and universities.

Leader of teaching and learning: H. PARTRIDGE



GCSE ART & DESIGN: PHOTOGRAPHY

BRIEF OUTLINE

You will develop your photographic and digital processing skills, research and analysis of your own and other photographers' work. Each unit of coursework and the final examination will involve preparation work, followed by a more refined series of final prints.

COURSE CONTENT

- Introductory workshops exploring experimental camera, Photoshop and lighting techniques
- Surreal project: You will take photographs, research artists and use Photoshop to manipulate images which explore the imaginative world of dreams.
- Red project: You will take photographs, research artists and film makers and use Photoshop to manipulate images which explore symbolism
- CD project: You will explore stop motion, long exposure and drawing with light to create CD cover designs
- Vintage project: You will research the work of artists and use this influence to create your own vintage style photographs using a digital camera and Photoshop.
- Develop skills in writing for annotation and using key vocabulary.

Transferable skills you will learn:

- A create approach to problem solving
- Consider & develop original ideas

- Analyse critically your own and the work of others
- Express individual thoughts and choices
- Take risks, experiment and learn from your mistakes.

For the final examination you will be set a question paper with different themes to choose from. You work may take various forms, from studio to outdoor photography and image manipulations using computer software. You will have seven weeks to prepare and this preparation will form part of the assessment followed by ten hours to complete a final piece.

HOW WILL I BE ASSESSED?

Examination – 40%
Controlled assessment – 60%

WHY STUDY ART & DESIGN: PHOTOGRAPHY?

- The impact of photography on our daily lives is huge. We are all influenced in what we buy by the power of advertising and packaging. Due to this ever-growing market, the career possibilities in this area are endless.
- The skills developed in art and design, e.g. creativity, self-expression, presentation, can be applied to all your subjects and in employment.
- You can continue to study art and design at level 3, and the subject is widely recognised by colleges and universities.

Leader of teaching and learning: H. PARTRIDGE

GCSE BUSINESS

BRIEF OUTLINE

In Business you will learn to develop an enterprising mind. Business is an engaging and inspiring course which reflects the demands of a fast paced and dynamic business environment. You will learn about real businesses and how they compete and stay competitive by regular use of up to date case studies and video clips.

You will learn essential business terminology and theories and then apply them to solve business problems. In class Business students regularly work in teams to solve problems and present research and ideas.

COURSE CONTENT

Two key themes will be explored:

Theme 1 – Investigating small business, and
Theme 2 - Building a business

- What is involved in being an entrepreneur and how to start your own business
- How to spot a business opportunity and how to successfully put it into operation
- How to make your business start-up effective
- How to manage your business through effective marketing, sound financial control, staff management and efficient production
- How your business can be affected by events outside of your control

HOW WILL I BE ASSESSED?

100% examination. The paper will consist of calculation questions, short answer and extended answer questions.

WHY STUDY BUSINESS?

- Business skills are employability skills. All aspects of business will help you with the 'world of work' in the future.
- Everyone is involved in businesses, either as a customer or as an employee, or perhaps as an owner!
- If you want to set up your own business. Are you are the next Lord Alan Sugar!
- GCSE Business provides an excellent foundation for a wide range of careers such as accountant, personnel work, marketing, merchandising, banking, business management, advertising or the leisure industry.
- This is a successful course. The past exam results speak for themselves.
- With GCSE Business you will easily be able to go on to study A level Business at Eckington in the post 16 centre.

Leader of teaching and learning: L. MOOR



Mixed Option

GCSE DESIGN & TECHNOLOGY

BRIEF OUTLINE

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment.

COURSE CONTENT

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

Task(s): Substantial design and make task. Students will produce a prototype and a portfolio of evidence

Assessment criteria:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating

HOW WILL I BE ASSESSED?

Examination – 50%
Coursework – 50%

WHY STUDY DESIGN & TECHNOLOGY?

- Design and Technology will prepare you for tomorrow's rapidly changing world. You will be encouraged to think creatively and provide solutions that will improve our quality of life.
- Design and Technology builds on your ability to work successfully as an individual or as part of a team.
- Finally, the practical skills gained in Design and Technology – along with the creative element of the subject - will open up a number of vocational pathways after key stage 4

Leader of teaching and learning: **C. HENDZELL**

GCSE DRAMA

BRIEF OUTLINE

You will develop performance skills through practical workshops. You will learn how to successfully devise plays and perform scripts. You will also experience a wide range of live theatre. In addition to this there is a large emphasis on written work in both exam and coursework formats. Therefore students will be required to explore their ideas practically and then learn how to write down their ideas in essay format.

COURSE CONTENT

You will study:

- Devising drama – Students will create a piece of drama from a stimulus and complete a piece of reflective writing evaluating their practical process and final performance.
- Scripted play – Students will rehearse and perform a scripted piece of drama for a live audience and a visiting examiner.
- Blood Brothers: a scripted play explored practically and assessed in a written exam.
- Written Evaluation of live performances assessed in a written exam.

HOW WILL I BE ASSESSED?

Examination: – 40% (written examination)

Devised Practical Coursework – 10% (internally marked and externally moderated)

Devised Written – 30% (internally marked and externally moderated)

Scripted Performance – 20% (External examiner visits school)

WHY STUDY DRAMA?

- There are specific jobs in the performance industry such as set designer, theatre administrator, make-up artists, as well as acting itself.
- To develop life skills, such as self-confidence, resilience and co-operation, needed in any job.
- To develop your communication skills. You will learn how to communicate your ideas - verbally and written. These are highly valued by employers, sixth forms or further education colleges.
- Improves your literacy skills.

Leader of teaching and learning: K. NEEDHAM



GCSE FOOD PREPARATION AND NUTRITION

BRIEF OUTLINE

The new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills. The food preparation skills include knife skills, preparing fruit and vegetables, use of cooker, catering equipment, cooking methods, sauce making, tenderising and marinading, doughs, raising agents and setting mixtures. A variety of teaching and learning strategies will be used to cover the theory of the course including group work, discussions, videos and short written assignments.

COURSE CONTENT

You will learn :

- The skills necessary to enable you to prepare, cook and store a range of different foods using a variety of methods.
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- All of the above will be taught through food commodities. The commodities are:

Fruit and vegetables

Milk, cheese and yoghurt

Cereals

Meat, fish, poultry and eggs

Butter, oil, margarine, sugar and syrup

Soya, tofu, beans, nuts and seeds

HOW WILL I BE ASSESSED?

Examination – 50%

Controlled assessment – 50%

Leader of teaching and learning: **E. LEE**

The controlled assessment is broken down into two tasks, both of which will be set by the examination board. These will be carried out during year 11.

Task 1: Food investigation (15%)

This will be a report of 1500 – 2000 words including photographic evidence of practical investigations into the properties of ingredients.

Task 2: Food preparation assessment (35%)

Students to prepare, cook and present a final menu of three dishes, planning in advance how this will be achieved.

WHY FOOD PREPARATION AND NUTRITION?

- It encourages creative thinking and is ideal for young people with a passion for creating food of all different types.
- It provides a strong foundation for a career in either catering or the food technology industry.
- It teaches and gives students opportunities to learn essential life skills.

IMPORTANT TO NOTE

Please note with this course students are required to bring in the ingredients for practical lessons that will be carried out on a regular basis. As the course develops and they become more experienced they may be making more than one product. When considering this subject parents/carers must take into account that we need your support in providing these ingredients. Students cannot achieve unless they carry out the necessary practical tasks.

GCSE GEOGRAPHY

BRIEF OUTLINE

Geography will involve you studying case studies of real places where you will become aware of the decisions that affect the lives of real people, including yourself! You will have the opportunity to experience a range of teaching and learning styles and you will frequently use a variety of information sources including the internet, interactive whiteboard software, text books and working in groups on fieldwork. An important part of the course will be to undertake multiple fieldwork opportunities in a range of different environments, analyse the data and sit an exam that requires you to reflect on your findings and experiences. An upfront charge of £35 is required to cover the cost of fieldwork visits during the course.

COURSE CONTENT

Our new specification is an exciting opportunity to study geographical concepts that enhance our understanding of how the world around us works. We cover:

- Coastal and river landscapes in the UK
- Natural hazards such as tropical storms and earthquakes
- Rainforests and deserts
- Urban issues and challenges
- The changing economic world, including international trade
- The challenge of energy management
- Geographical fieldwork in multiple environments
- A range of scientific, mathematical and statistical techniques to analyse data

Leader of teaching and learning: A. WILKS

HOW WILL I BE ASSESSED?

Examination – 100%

WHY STUDY GEOGRAPHY?

- Studying geography helps develop an awareness of what really matters in the world today and tomorrow. It will help you to understand what is in the news and to appreciate the causes of changes which affect us and others.
- Studying geography will help you to become a flexible and tolerant person who can communicate well and make sense of a wide range of information.
- These are skills valuable to employers, trainers and those in further and higher education. Geography has been rated as one of the top recession-proof degree subjects. As a result the range of jobs and careers you could enter into is wide, including information technology, financial management & banking, marketing, planning, transport, retail, travel and tourism, environment and energy conservation.
- There has never been a better time to study geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, geography is one of the most relevant courses you can study. Geography students hold the key to the world's problems!
- Geography is a very successful subject at Eckington, with high numbers of students achieving A* or A grades each year. A significant number of our GCSE students stay with us for A Level Geography and A Level Geology, the majority of whom go to university to study related subjects.



BRIEF OUTLINE

This course is taught both in theory lessons and through practical application. The NCFE level 2 Certificate in Health and Fitness is a vocational equivalent of GCSE qualifications. The course is appropriate for learners who are motivated and challenged by learning through hands on experiences and through content which is concrete and related directly to those experiences.

COURSE CONTENT

Unit 1 Principles of health and fitness	Internally assessed portfolio of work/evidence
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Unit 2 Healthy Lifestyles	Internally assessed portfolio of work/evidence
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Unit 3 Preparing and planning for health and fitness	Externally set and marked assessment paper
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Unit 4 Develop a personal health and fitness programme	Internally assessed portfolio of work/evidence
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HOW WILL I BE ASSESSED?

Unit 1, 2 and 4 Coursework – 75%

Unit 3 Externally assessed exam – 25%

WHY STUDY HEALTH AND FITNESS?

- The course will benefit you if you are considering careers in teaching, coaching, the armed forces or uniformed services, physiotherapy, personal training or sports technology.
- The course gives you the opportunity to develop physically and academically.
- The practical lessons serve as a stress release and the opportunity to develop personal fitness levels.

Leader of teaching and learning: **S. CLARKE**

BRIEF OUTLINE

If you are interested in working in the health and social care sector, or want to care for and help others this may be the course for you. This course gives you the background knowledge and skills needed by anyone considering working with people.

The BTEC Tech Award is an introduction to vocational learning. The Awards give you the opportunity to build skills that show an aptitude for further learning both in the health and social care sector and more widely.

COURSE CONTENT

You will:

- Learn through investigation.
- Develop knowledge and understanding about health, social care and early years.
- Complete practical work, assignments and one exam.
- Learn about and understand the world you live in.
- Be able to design a health and wellbeing improvement plan.
- Research occupations you may want to work in.

TAUGHT UNITS:

Unit 1: Human Lifespan Development:

This unit helps you understand how people grow and develop throughout their lives and to investigate the factors that affect this growth and development. You will go on to consider how these factors are interrelated.

Unit 2: Health and Social Care Values:

In this unit you will gain an understanding of how care values are applied in health and social care settings, and their importance to work in the sector.

Unit 3: Health and Wellbeing:

In this unit you will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators and how to design a health and wellbeing improvement plan.

HOW WILL I BE ASSESSED?

Examination – 33% – 1 externally assessed assignment – Unit 3 – End of Year 11

Coursework – 66% - at least 1 assignment per unit – Unit 1 and 2

WHY STUDY HEALTH & SOCIAL CARE?

- An A Level course
- A BTEC National qualification
- A 14-19 Diploma in Society, Health and Development.
- An apprenticeship in a health and social care setting.

Leader of teaching and learning: C. THOMPSON

GCSE HISTORY

BRIEF OUTLINE

Sometimes working in teams, in pairs or individually, history will involve a range of learning methods to help you learn information about the past. You will develop important skills such as effective note-making, making sense of lots of information and structuring extended answers and evaluating historical sources. This will allow you to understand historical argument and form your own opinions supported with evidence. This course will be of interest to those wishing to study history either because they find history interesting, or because they wish to build a portfolio of academic subjects at examination level. It is **important** for all potential GCSE students to realise that they must be ready and willing to do a lot of **reading and writing**.

COURSE CONTENT

This course is diverse and, therefore, there should be something for everyone. It builds upon both the skills and content of our KS3 course. Around 50% is on British History: a thematic study of Britain over time from the medieval period to the modern day and a depth study on the Restoration Period. One part of this will include a site study – a castle or stately home or something similar. Another element is international history in the 20th century: the causes of World War II. In addition, there will be a study of American History in the 20th century. Students who have enjoyed history in Y7 and Y8 will probably enjoy this new course.

HOW WILL I BE ASSESSED?

100% examination

WHY STUDY HISTORY?

- History is a very successful subject here at Eckington. In 2016 83% of GCSE candidates received an A*-C grade. Approximately 30% of all candidates received an A* or A grade.
- History is taught by subject specialists who are completely reliable in terms of expertise and commitment. The entire curriculum from Y7 to Y13 works as a whole and, thus, students begin working towards their GCSE grade on day 1 of Year 7. As a result, we have a 100% pass rate for students who take History further than GCSE and continue to a full A Level.
- A BBC survey suggested that history develops the exact skills employers are looking for: communication in writing and speech; team work; analyse and make sense of different information.
- These qualities are highly valued and will open doors for careers in law, journalism, the media, the civil service, business, social work and the heritage industry.
- It is highly valued by further and higher education institutions because it develops a strong academic foundation to build upon.

Leader of teaching and learning: E. BELL

BRIEF OUTLINE

The Cambridge Nationals in creative iMedia will equip students with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as planning and reviewing, working with others and communicating creative concepts effectively.

The learner will have the opportunity to work with creative multi-media packages developing websites and graphics.

COURSE CONTENT

- Creating digital graphics
- Pre-production and planning skills
- Computer systems
- Creating interactive multimedia products
- Fundamentals of ICT security
- Planning, design and development of websites
- Using action scrip

HOW WILL I BE ASSESSED?

Examinations – 25%

Non-Exam Assessment – 75%

WHY STUDY iMEDIA?

- Learn about how computers work rather than just how to use them.
- Preparation for AS/A2 computing and a career in ICT.
- You will be encouraged to unlock your creativity and design skills.
- You will learn how to plan projects, analyse problems and come up with solutions.
- Create media packages for animation and stop motion
- There is a substantial amount of independent work.

Acting Leader of teaching and learning: C. MELLORS



GCSE MEDIA STUDIES

BRIEF OUTLINE

The current AQA GCSE Media Studies course attracts an increasingly large number of students every year because it makes learning interesting, challenging, creative and fun. This subject has a close link to English and will help you develop your writing and analysis skills during each topic. A practical element also features heavily in media and here we hope to develop your design skills and your ability to use Photoshop. You will also be expected to take your own photographs as part of your design work and you may even wish to take the opportunity to create moving images as part of your coursework assessment.

COURSE CONTENT

Media is part practical and part analytical and you will be required to produce your own media products as well as analysing existing ones.

Your Y9 studies will include:

- An introduction to media through the topic of advertising:
 - Learning practical production skills through design;
 - Analysing existing print and TV adverts.
- The Music industry and the promotion of an artiste.

In Y10 you will study a variety of topics such as:

- Magazine production;
- Newspapers
- The world of TV and Films
- Analysing the promotion of video games

As it stands the examination and coursework topic is pre-released at the start of year 11; this means Y11 will be used to prepare your exam responses and your coursework assignment. It will be linked to all the topics previously studied.

HOW WILL I BE ASSESSED?

External examination – 70%
Controlled assessment – 30%

WHY STUDY MEDIA STUDIES?

- It helps to develop an appreciation and critical understanding of the role of the media in daily life.
- It combines practical and theoretical knowledge and skills through opportunities for personal engagement and creativity.
- It encourages an understanding of how to use key media concepts to analyse media products and their various contexts.
- It prepares students to study other media related subjects at level 3.

Leader of teaching and learning: R. WAXMAN

GCSE MODERN LANGUAGES: FRENCH OR GERMAN

BRIEF OUTLINE

You will continue to develop your skills in speaking and writing and also in understanding both written and spoken language. Lessons will include lots of practice of these skills in the foreign language just as in KS3 but, as you become more competent you will learn to speak and write more accurately, with greater spontaneity and at greater length. In addition, the foreign language texts and conversations that you meet will become longer and more complex.

COURSE CONTENT

- Lifestyle which includes 'health' and 'relationships'.
- Leisure which includes 'free time' and 'holidays'.
- Home and local area which includes 'the environment'.
- Work and education which includes 'future plans'.

HOW WILL I BE ASSESSED?

AO1(25%) **Listening:** Understand and respond to different types of spoken language.

AO2 (25%) **Speaking:** Communicate and interact in speech.

AO3 (25%) **Reading:** Understand and respond to different types of written language.

AO4 (25%) **Writing:** Communicate in writing.

Assessment objectives will be fully assessed through external assessment. In each of AO2 and AO4 at least 10% of the marks available must be allocated to knowledge and accurate application of the grammar and structures of the language prescribed in the specification.

WHY STUDY MODERN LANGUAGES?

- Even a little language knowledge might improve the quality of your future life. There are countless opportunities in an almost limitless range of jobs for people with language skills at all levels.
- You will discover so much. Not only will you be more open to a whole new culture, you'll be able to meet thousands of other people thanks to your extra language. No one knows where life will take us, and knowing this extra language might just make your life completely different.
- The English Baccalaureate - though not a qualification in itself - is a measure of success in core academic subjects; specifically English, mathematics, history or geography, the sciences and a language. These are subjects most likely to be preferred for entry to degree courses and ones that will keep the most doors open.

Leader of teaching and learning for French: S. SIDDONS

Leader of teaching and learning for German: L.STALEY



GCSE MUSIC

BRIEF OUTLINE

You will learn about basic musical composition and be expected to create and write your own music. You will study music notation and use this or tab to notate your work. You will be expected to complete 2 full compositions, one of which you will have to evaluate under exam conditions, and will need to be able to read and write music. You will also be required to submit one solo performance and one ensemble performance and perform in concerts or assemblies. You must be up to grade 2 standard instrumentally due to these performance requirements. As well as the practical aspects of the course you will study the history of music and different genres around the world in preparation for the listening exam.

COURSE CONTENT

You will study:

- Ensemble and solo performance skills.
- Composition techniques.
- Music theory, The Western Classical Tradition, Popular Music of the 20th and 21st Century and World Music.
- A written appraisal based on a set work (The Beatles, Pink Floyd, Haydn & Chopin).

You will record 1 solo piece and 1 ensemble piece for assessment, and you must write 2 pieces of music. This is why students must be up to grade 2 standard and be able to read and write music.

HOW WILL I BE ASSESSED?

Examination – 40%
Performance – 30%
Composition – 30%

WHY STUDY MUSIC?

- Music allows you to develop skills such as self-confidence and creativity. You will demonstrate that you can work independently as well as a member of a group.
- It is an excellent way to further your instrumental ability and creative skills.
- A qualification in music is essential if you wish to study music technology or music at A Level.

IMPORTANT INFORMATION

Students **MUST** be able to read and write music and be a minimum of grade 2 standard with an instrument due to the way in which GCSE Music is assessed. Students not at this standard **WILL NOT** be allowed to study GCSE Music. Please see me if unsure.

BRIEF OUTLINE

You will develop performance skills and techniques through practical workshops, and will learn about a variety of theatrical practitioners. You will learn how to successfully devise plays and perform scripts. You will also experience a wide range of live theatre.

COURSE CONTENT

You will study:

- **Component 1:** You will explore the work of different theatrical practitioners and create a performance in the style of one. You will explore the roles and responsibilities associated with creating a performance and compare the work of different performance styles.
- **Component 2:** You will take part in a variety of workshops to develop your acting skills and techniques and then rehearse and perform your own devised piece of drama.
- **Component 3:** You will be provided with a brief and a stimulus and must create a performance under supervised conditions.

HOW WILL I BE ASSESSED?

Component 1: Exploring the Performing Arts. 30% (internally marked and externally moderated)

Component 2: Developing skills and techniques in the Performing Arts. 30% (internally marked and externally moderated)

Component 3: Performing to a brief. 40% (externally marked)

WHY STUDY PERFORMING ARTS?

- There are specific jobs in the performance industry such as set designer, theatre administrator, make-up artists, as well as acting itself.
- To develop life skills, such as self-confidence, resilience and co-operation, needed in any job.
- To develop your communication skills. You will learn how to communicate your ideas - verbally and written. These are highly valued by employers, sixth forms or further education colleges.

Leader of teaching and learning: K. NEEDHAM



GCSE PHYSICAL EDUCATION

BRIEF OUTLINE

The course is taught through both practical and theory lessons. A wide range of teaching and learning methods will be used such as presentations, videos, worksheets, and internet sources. During the course you will also develop your understanding and ability in a range of sports; you will be assessed performing practically in these activities.

COURSE CONTENT

Component 1: Physical Factors Affecting Performance

Examined unit

You will look at the way in which the parts of the human body work and function during physical activity and the long and short term effects of training and diet on these systems. You will also study the principles of training, why we train in different ways and how training plans can be made to optimise results. You will need to collect and use data.

Component 2: Socio-cultural Issues and Sports Psychology

Examined unit

Socio-cultural issues to include:
how sport is organised, how and what factors affect participation, strategies to improve participation, commercialisation of sport, drugs in sport, violence in sport, ethics in sport,
sports Psychology factors to include:
Classification of skill, what is skill, goal setting, mental preparation, guidance and feedback.

Leader of teaching and learning: **S. CLARKE**

Health, fitness and well being to include:
What is meant by health, fitness and well being, diet and nutrition

Component 3: Performance within Physical Education

Part 1: Practical Performance of three sports or activities, one team, one individual and one free choice from either list

Part 2: Performance analysis of a sport or activity from This does not have to be the same sport or activity that was undertaken in part one, although it can be.

You will need to look at your strengths and weaknesses in one sport and produce an action plan to improve performance.

This component is assessed by class teacher but externally moderated.

HOW WILL I BE ASSESSED?

Component 1 Examination – 30%

Component 2 Examination – 30%

Component 3 Practical coursework – 40%

WHY STUDY PHYSICAL EDUCATION?

- The course will benefit you if you are considering careers in teaching, coaching, the armed forces or uniformed services, physiotherapy, personal training or sports technology.
- The course gives you the opportunity to develop physically and academically.
- The practical lessons serve as a stress release and the opportunity to develop personal fitness levels.

GCSE RELIGIOUS STUDIES

BRIEF OUTLINE

Do you have opinions on abortion and euthanasia? Do you agree with blood sports or the hunting of animals for their fur, horns or tusks? Why do people commit crimes? Should a life sentence mean life? Should we defend our country with nuclear weapons? Could you argue for and against the death penalty? "Senior citizens are the most valuable members of society". What do you think? Do you believe in marriage? "Teenagers under 16 years of age should not be given contraception." Do you agree? Would you like to debate the issues above and many more? If so then you should opt for Religious Studies GCSE.

Interesting Issues and Questions

Religious Studies provides you with the chance to study issues and questions that matter. In studying religion you will be able to develop your own thoughts and ideas about moral and ethical issues and questions of belief. This is why some people call RS the, 'Science of life'. In RS you will study how beliefs affect almost every aspect of human life, from the moment of our birth to the time of our death and maybe beyond. How beliefs affect fashion and our attitudes towards sex, how beliefs affect the food we eat and what we drink. Even our attitudes towards justice and equality affect the way we treat and behave towards others.

COURSE CONTENT

The course involves a study of the two most influential religions on the planet today. Christianity and Islam. In both Religions you will study their main beliefs and their impact upon individual and collective behaviour, attitude and lifestyle. Beliefs, festivals and rituals are studied using role play, art/craft work, symbolic foods, games and videos. Field trips to local venues explore places of worship and faith communities.

You will study:

- The beliefs, teachings and practices of Christianity and Islam.
- The use and abuse of animals in the 21st century.
- The exploitation and conservation of Earth's resources.
- The role of the family and community.
- Issues concerning the sanctity and quality of life.
- Religious attitudes towards crime and punishment.
- Religious attitudes towards war and peace.
- Beliefs in life after death.
- Medical ethics and the issues raised by new medical technologies.



HOW WILL I BE ASSESSED?

Examination 100%

WHY STUDY RELIGIOUS STUDIES?

In the world of work employers look for someone with an enquiring mind, an appreciation of different viewpoints, an ability to come to clear balanced decisions. These skills all develop through RS. If you want to work with people, in caring work, teaching, journalism, publishing, law policing, with children, health, catering, leisure and tourism or to work abroad or in a cosmopolitan setting, RS will give you plenty to think about and valuable expertise.

Employees say...

Metropolitan Police Recruitment Office *"It shows that a person has some understanding of the beliefs and values of others "*

Journalist *"Religious Studies is a way of broadening your understanding of the world and of people. In this job you have to meet people from all walks of life, and a huge range of cultural backgrounds"*

Retail Management *"I'm not particularly religious; it was something that I took because it did give me a broad spectrum, and I work with a lot of different kinds of people."*

City Personnel Firm *"I have worked in manufacturing, construction, mining, the car industry and accountancy. A religious understanding of life and affairs has always been of value in making judgements at and about work."*

Religious Studies is simply a fascinating subject. If you would like to know more about any aspect of the course ask your RE teacher.

Leader of teaching and learning: R. SAVAGE

What
Happens
When? ▶



OPTIONS PROGRAMME 2018


Monday 5 March 2018

Options Decision Making Event – Flexible Learning Day

Tuesday 10 April 2018

Year 8 Options Assembly
Key Stage 4 Options Booklet issued.

Thursday 12 April 2018



Options Information Evening.
Displays on subject areas available in foundation year hall and main school hall from 5pm onwards.
Mr Horsfield will give a brief talk and answer questions in Upper School Hall at the following times. Please make sure you attend the correct talk.

8EL, 8EB, 8MD, 8LM 5.00pm

8JH, 8DC, 8CM, 8JL 6.00pm

Tuesday 24 April 2018

Deadline for return of option forms to Mr Horsfield via form tutors.

Friday 25 May 2018 (target date)

Students and parents to be informed of final option allocations.

Year 8 Options Choice Sheet 2018 - EXAMPLE

Name: *A. Learner*

Form: *8AA*

Step One: Choose a first and reserve choice from each option block.

At least one of your first choices must be Geography, History, French or German.

Block A	Block B	Block C	Block D
Art & Design: Fine Art	Art & Design: Photography	Art & Design: Fine Art	Art & Design: Photography
Business	Geography	Business	Design & Technology
Design & Technology	Health & Fitness	Food & Nutrition	Food & Nutrition
Drama	Health & Social Care	Health & Social Care	History
Geography	Media Studies	History	ICT iMedia
ICT iMedia	MFL: French	MFL: French	Media Studies
Media Studies	MFL: German	MFL: German	Performing Arts: Acting
Religious Studies	Music	Physical Education	Religious Studies
Block A first choice <i>Drama</i>	Block B first choice <i>German</i>	Block C first choice <i>History</i>	Block D first choice <i>Design & technology</i>
Block A reserve choice <i>Religious studies</i>	Block B reserve choice <i>Music</i>	Block C reserve choice <i>ICT iMedia</i>	Block D reserve choice <i>Food & Nutrition</i>

Remember: Students cannot pick the following combinations:

Drama and Performing Arts: Acting

Physical Education and Health & Fitness

Step Two: Confirm which subject you have chosen as part of the English Baccalaureate and which option block it is in.

EBacc subject	Geography	History	French	German
Option block		<i>C</i>		

Please hand this completed sheet into your form tutor by registration on: **Tuesday 24 April 2018**

Any late returns might mean that you do not get your first choice.

Signature of Student: *A. Learner*

Signature of Parent/Carer: *B. Parent*

Date: *24 April 2018*

Notes



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