

January 2018

Dear Students,

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

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. Talk to students already studying the courses. 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 will be a vitally important Year 8 Parents' and Options Evening on **Thursday 1<sup>st</sup> February 2018** to support you and your parents in the decision making process. The evening will start in the hall at Eaton Bank Academy at **5:00 pm** with the Parents' Evening and you will have appointments in the usual way.

**I shall be repeating informal presentations over the course of the evening so that you and your parents can join one of them before, during or after your appointments.** I will explain the options process and the decisions you have to make. These presentations will take place at **5:00pm, 6:00pm and 7:00pm in Room 10.**

We will also be holding an "Options Exhibition" throughout the evening from 5:00pm–8:00pm, where you will be able to visit displays and talk to staff about the choices you are considering.

You need to give your Options Forms to your tutor by **Monday 12<sup>th</sup> February 2018.** If you are worried and need guidance before this date, you can talk to your tutor, Ms Brindley, to me or any of your other teachers. We are here to help!

Yours faithfully,

Sue Bennett  
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.

To help you make the right choices:

- Options Assembly to explain the options process
- Options Fortnight – your teachers will talk to you in lessons about the GCSE courses on offer – ask them questions
- Read the course descriptions in this booklet carefully
- Options Evening + Parents Evening
  - During the evening attend one of the Options Presentations by Mrs Bennett
  - Talk to your teachers about your strengths and how to make more progress
- Talk to your tutor. Ms Brindley can also help you.
- 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.

## 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 Religious Studies
- 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.

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**

Beyond the Key Stage 4 courses we believe that education has an even broader function – that is, to more fully understand the world in which we live. To achieve that aim, we focus the PSHCEE learning throughout Years 9, 10 and Year 11 on issues related to health, relationships, careers education, financial education and understanding the effect we as individuals can have on a local or global stage.

## ***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; pop festivals; 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. Either through our careers advisor, Dr Anne Rowe, or through Mrs Gurbuz and Mrs Bailey who oversee work-related learning and careers as well as vibrant PSHE and extracurricular events, you will have the opportunity to explore a range of career paths.

### **ECLIPS Website available at home for you to use with your child**

eCLIPS (<http://www.eclips-online.co.uk>) 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 with specific information, and jobs grouped by area/industry.

Your child will be given opportunities to access this website during their PSHE programme this year, but *we encourage you and your child to access it outside of school.* The website address is [www.eclips-online.co.uk](http://www.eclips-online.co.uk) and the login is on the top right hand corner of the home page. **The login password is CW12 1NT** ( note : case sensitive and the gap - but it is the school postcode simple!) There is also a link to this website on the Academy website.

### **Other Useful Websites**

include [<http://www.nationalcareersservicedirect%2Cgov.uk/>][www.nationalcareersservicedirect.gov.uk](http://www.nationalcareersservicedirect.gov.uk) ; [www.apprenticeships.org](http://www.apprenticeships.org). Students will also benefit from looking at [www.icould.com](http://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:*

<b>Core Subjects</b>	<b>Page</b>
English Language and Literature	5
Mathematics	6
Religious Studies	7
Combined Science (or Biology + Chemistry + Physics – uses up one option)	8
<b>Option Subjects</b>	
Biology + Chemistry + Physics	8
Art and Design	9
Textiles Design	9
Business Studies	10
Computer Science	11
Dance	12
Drama	13
Food and Nutrition	14
German and Spanish	15
Geography	16
History	17
Music	18
PE	19
Product Design	20

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
2. Option Subjects
3. Options Form (a copy for your reference)

**Please fill in your separate yellow Options Form and return it to school.**

# English Language and English Literature

**Head of Faculty: Mrs V. Mahmoud**

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 20<sup>th</sup> and 21<sup>st</sup>- century non-fiction texts.
- Develop skills to analyse and evaluate 19<sup>th</sup>- 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 19<sup>th</sup>- 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)  
19<sup>th</sup> –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 current A\* to G system to a 9 to 1 system. The content of the GCSE has also changed for first teaching in September 2015 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 chose 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 three 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](mailto:l.marling@eatonbank.org)

# Religious Studies

(Subject specialist: Ms C Andrew)

Head of Faculty: Mrs A Wright

“Debating the Issues of Today”

## COURSE INFORMATION:

RS GCSE involves the study of a wide range of important and challenging moral issues facing society today. Topics include abortion, euthanasia, crime and punishment, peace and conflict, prejudice and discrimination.

Philosophical questions are also explored, e.g. Is there any life after death? Does life have a meaning? Why is there evil and suffering?

Students are encouraged to think these issues through seriously in an open-minded environment where any and all views are respected.

As well as developing their own views, students learn to understand the reasons other people may have different ideas to their own. A range of Christian and Muslim responses are also examined.

RS is an engaging and relevant subject: excellent preparation for life in a multi-cultural, global society. Whatever the future holds, what students learn in RS will be of value to them. It will develop their skills of discussion and help them to understand some complex issues.

A GCSE in RS is a highly valued qualification to have for a wide range of careers, especially those connected with working with people, e.g. the medical profession, police, social work, teaching, nursery nurse.

## ASSESSMENT:

We will follow the Eduqas GCSE course, Students complete 3 modules

Each module is assessed by examination at the end of Year 10.

CORE SUBJECT

# Science - Biology, Chemistry and Physics

Head of Faculty: Mr T Kennedy-Fowler

***‘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.

## **PATHWAY 1: TRIPLE SCIENCE**

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

This pathway is a comprehensive study the three separate Science subjects. It needs more lesson time so uses up one of your option choices. You will get three GCSEs 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.
- Are thinking you might want to do science A levels. This course would give you a head start at A level since these extra topics closely support topics at the beginning of the A level courses.
- Might want to work in a science related field such as medicine, veterinary science, engineering, or dentistry.
- Are comfortable with maths, as more maths is included in the extra science topics.

## **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 Combines 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 and Fashion 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 Weekend in Anglesey in July, which is 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 specialists: Mr T McNulty  
Mrs J Bradshaw)

**Head of Faculty: Mrs A Wright**

All students should give serious consideration to studying GCSE Business Studies. However, it should not be selected simply as a default option or on the grounds that 'it sounds useful'. The GCSE Business Studies 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 applying for this option should therefore feel confident in their ability to **write detailed and sometimes lengthy responses to exam questions**, and to handle some standard **mathematical calculations**.

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.

## **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 Mills)

**Head of Faculty: Mr L Marling**

## **ASSESSMENT:**

We follow the new OCR Computer Science GCSE Specification (J276).

*Paper 01: Computer Systems / Written Paper / currently 50% of GCSE*

*Paper 02: Computational Thinking, Algorithms and Programming / Written Paper / currently 50% of GCSE*

*A component involving assessment of programming ability (details to be finalised by the Examination Board).*

## **AIMS AND LEARNING OUTCOMES:**

Throughout the Computer Science GCSE, you will focus on developing your computational thinking skills and will be encouraged to learn independently and deeply through the use of online independent learning resources and classroom based activities including practical programming work 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
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society

The skills you will learn 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:**

*For Paper 01, you will study the structure and components which make up computer systems, including CPU architecture, memory and storage. The ways in which computer systems are networked including aspects of security, ethical, legal, cultural and environmental concerns will be addressed. You will be examined on your knowledge and understanding through an external examination.*

*For Paper 02, you will study the algorithms, programming techniques and computational logic required to solve problems using computers. You will also learn about the ways in which data, in all its forms, can be represented inside a computer system including number, image and sound. You will be examined on your knowledge and understanding through an external examination.*

# Dance

(Subject specialist: Mrs V Sheard)

**Acting 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

## **RESIDENTIAL VISIT:**

Students will be involved in a residential visit during October 2018.

# Drama

(Subject specialist: Ms Williams)

## Acting 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.
- 21<sup>st</sup> 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.

# 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](mailto:l.neil@eatonbank.org)) if you require further information.

# German and Spanish

(Subject specialists: Mrs S Mottershead  
Ms J Greene  
Miss L Foreman)

**Head of Faculty: Mrs V Mahmoud**

- 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. You can choose from German or Spanish.
- 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 GCSE in German and Spanish consists 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:**

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

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 course 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. You may choose from German or Spanish. We would encourage able linguists to study more than one language.

# Geography

**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 important 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 Evans/Mr J Abbott)

**Acting Head of Faculty: Mrs V Sheard**

GCSE Music is about performing, composing and listening to 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 Listening.

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 listening exam, in the summer term in Year 11, is one hour thirty minutes and is based on the set works and topic areas studied throughout the course. This is marked externally.

## **ASSESSMENT:**

**What do I need to do in each section?**

### **Unit 1: Performing: 30%**

Prepare and record one solo and one ensemble performance for a final assessment. Pupils will continually work on their performance during the course.

### **Unit 2: Composing: 30%**

Compose two pieces from a selection of composition briefs.

### **Unit 3: Listening Exam: 40%**

This is an hour and a half exam at the end of Year 11. Based on four areas of study spanning many different styles of music from classical to pop, rock, blues and world music. Pupils will study selected works from the four topic areas.

### **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 and 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)

**Acting Head of Faculty: Mrs V Sheard**

## 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.

# Product Design

(Subject specialist: Ms T Dawson-Hewitt)

**Head of Faculty: Mr A Moulding**

If you enjoy designing and are interested in the products around you and their use by the consumer, then this course could be for you. You will analyse everyday products and re-design them concentrating on their appearance, styling, comfort, colour etc. In order to do this, you will model in paper, card and foam and manufacture in a wide range of materials. Emphasis will be placed on market influences, the user and how objects are manufactured, giving an insight into industrial techniques and issues such as environmental concerns. The evolution of Product Design and major developments in technology will also be studied.

Product Design uses a wide range of materials from card, textiles, ceramics, wood, metal and plastics. Design influences are important in this course and the 3 dimensional outcome can be a model rather than life size. Students may use one material or a range of materials of their choice.

## **COURSE INFORMATION:**

In the early part of the course you will produce a number of minor projects, some having a design folder to support the product you make.

The Major Coursework Project will begin in the Spring Term of Year 10 and will be completed by Easter in Year 11. For this project you will need to find a design problem to solve. You will get support from your teacher to help you to choose this and to ensure that it is suitably challenging for your ability. This project should be chosen to concentrate on a material area that you prefer.

**ASSESSMENT: AQA - Design & Technology Product Design 4555 Full course**

**Coursework: The Major Project** 50% Deadline 31<sup>st</sup> March  
 This is divided into: Designing 35%  
 Making 15%  
 Maths Content combined in making solutions.

**Written Paper: 50%**  
 A 2 hour examination at the end of Year 11 will test students' ability to design and their understanding of the design process. There will also be questions on knowledge of materials and processes and some maths content.

## **COMMITMENTS/REQUIREMENTS:**

You will need to be able to undertake tasks (such as researching) on your own and be able to plan your work so that you can meet deadlines.

You will be asked to contribute £10 towards the cost of materials, components and other sundries you will use over the 3 year course. Alternatively, you can choose to provide your own throughout the course, but it will be your responsibility to remember to bring materials and components in for every lesson. You will be expected to join after school support sessions to fill any missing gaps in your design and or making work.

**Eaton Bank Academy  
CONGLETON**

**OPTIONS FORM**

Please return this form to your tutor by Monday 12 February, 2018

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

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

OPTIONS A			
Geography GCSE		German GCSE	
History GCSE		Spanish 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 science)		History GCSE	
Business GCSE		Music GCSE	
Computer Science GCSE		Product Design GCSE	
Dance GCSE		PE GCSE	
Drama GCSE		Spanish GCSE	
Food and Nutrition GCSE			

**Note, options will only run if sufficient numbers of students choose them.**

My 1<sup>st</sup> reserve choice is: - \_\_\_\_\_

My 2<sup>nd</sup> reserve choice is: - \_\_\_\_\_

**Student's Name (printed)** \_\_\_\_\_ **Form:** \_\_\_\_\_

**Signature of Parent/Guardian:** \_\_\_\_\_

# Notes