



GCSE Options
2018–20

Contents

Contents	1
Introduction	2
What does the curriculum consist of at GCSE?	2
Government Reform and changes to GCSE grading	3
What are the choices that can be made?	5
Sources of advice and information	6
How to make choices	6
Extra Costs	6
Art	7
Art and Design: Textiles	7
Classical Civilisation	8
Classical Greek	9
Computing	10
Dance	11
Design and Technology	11
Drama	12
EAL - IGCSE English as an Additional Language	13
Extra Learning Support	14
French	14
Geography	15
German	17
History	17
Latin	18
Music	19
Physical Education	19
Religious Studies	20
Spanish	21
Supported Study	21
Heads of Departments	24

Introduction

Making GCSE choices involves narrowing down the range of subjects studied in order to study some in more depth. This is really the start of a process that will continue throughout an individual's education, and it is an important opportunity to give serious thought about interests and talents.

This booklet has been designed to help parents and guardians understand the GCSE curriculum at Eastbourne College. It contains information about the core curriculum - the subjects that we expect everyone to study - and the options available to an individual pupil at this stage in his or her education. We hope that you will find it useful as a basis for discussion with your son or daughter, and that it will allow you to help them find a combination of subjects that will enthuse and inspire them next year.

What does the curriculum consist of at GCSE?

All pupils follow a core course consisting of the following subjects:

Mathematics

English

Biology

Chemistry

Physics

A Modern Foreign Language (usually French or Spanish)

Life & Learning Skills (PSHE)

Like many other independent schools, we have made the decision to take advantage of our independent status and deliver Mathematics at GCSE level through the IGCSE examination. This qualification is graded in exactly the same way as GCSE, is recognised as equivalent to GCSE by universities and employers, and is increasingly the examination of choice for leading independent schools. It offers a number of real advantages; in particular, it provides a more thorough grounding and preparation for A-levels in Mathematics, Physics, Economics and other courses that rely heavily on numerical analysis. It is widely believed that the exam suits the academic rigour characteristic of pupils at Eastbourne College and other similar schools.

In most cases pupils will sit IGCSE in Mathematics at the end of Year 11. There are a number of pupils who are capable of studying at a faster rate than this, and for these we offer the opportunity to take the IGCSE at the end of Year 10. This leaves Year 11 free to study the Additional Mathematics course, a greater challenge to the more able pupil and excellent preparation for A-level.

In keeping with new changes to GCSE specifications, the English department teach for the Edexcel Language and Literature syllabuses. In Language lessons, pupils are taught essential reading and writing skills, developing analytical and evaluative skills, as well as reinforcing understanding of grammar, punctuation and spelling. In Literature, pupils study a 19th century novel, a Shakespeare play, a collection of 15 poems and a post1914 British play or novel.

All three Science subjects are taught by specialists in the individual sciences and in dedicated laboratories. Although there are national options which allow fewer, all Eastbournians will complete Year 11 with at least two Science GCSE grades.

At the end of Year 11 all pupils will take GCSE examinations in all three sciences at a level which is known as GCSE Separate Science or GCSE Combined Science Trilogy (Double Award)

The AQA GCSE Combined Science Trilogy (Double Award) is eminently suitable as preparation for A-level study in any of the three sciences and ensures that all Eastbourne College pupils have at least two GCSE Science grades.

At the end of Year 10 and based largely upon internal examination results, the most able scientists may be invited to pursue each of the separate sciences by studying for a GCSE in each of Physics, Chemistry and Biology to gain discrete grades in each.

A Modern Foreign Language (usually French or Spanish) is compulsory and leads in most cases to GCSE at the end of Year 11. The AQA GCSE gives an equal weighting to all four language skills (listening, speaking, reading and writing) and provides a firm foundation for progression to A-level, as well as foundation and higher tier options. Assessment is linear and the four skills will be examined at the end of Year 11. Pupils can choose to continue to study two or three Modern Languages.

In exceptional cases and depending on the pupil's background, a Modern Foreign Language may not be an appropriate option, and a small number of pupils do not pursue a Modern Foreign Language to GCSE in order to allow time for the provision of English as an Additional Language or Learning Support.

Life & Learning Skills is a non-examinable part of the curriculum. Pupils work in small groups exploring a wide range of topics that belong to the PSHE and Citizenship curriculum such as bullying, first aid, well-being, SRE (sex and relationships education), careers, personal finance, and other life skills and values. A particular emphasis is put on the study and examination skills through the Learning and Thinking course. The Life & Learning Skills programme incorporates some elements of Religious Studies, which is also a subject available as a GCSE option. Life & Learning Skills runs throughout Years 10 and 11.

In addition to this, time is set aside for optional subjects. A pupil can choose four options from those shown below.

All pupils are expected to make increasing use of the Cavendish Learning Resources Centre (LRC) and the College's information technology facilities as they take on more responsibility for their own study at GCSE.

Government Reform and changes to GCSE grading

Under Government Reform of GCSE qualifications, new GCSE specifications have been introduced gradually over the last three years. One of the biggest changes is that the new GCSEs will be graded from 9 to 1 instead of from A* to G. During this period of transition it is possible that some pupils may receive a mixture of 9 to 1 and A* to G grades.

The diagram on the following page helps explain how the new GCSE grading structure compares with the familiar A* to G model.

New grading structure	Current grading structure
9	A*
8	
7	
6	B
5	
4	C
3	
2	D
1	
U	E
	F
	G
	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Further information on GCSE reform can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/465873/your_qualification_our_regulation.pdf

What are the choices that can be made?

In addition to the compulsory subjects, there is space on the timetable for four options. Each pupil must choose four subjects from the following list:

Art	History
Classical Civilisation	Computing
Classical Greek	Latin
Dance	Music
Design Technology (Resistant Materials)	Physical Education
Drama	Religious Studies
French	Spanish
Geography	Supported Study
German	Textiles

These options are discussed in more detail later on in this booklet.

There are relatively few constraints on what a pupil may or may not choose. The principal one is that we expect all our pupils to study at least one of **Classical Civilisation**, **Religious Studies**, **Geography** and **History**. This reflects Eastbourne College's view of the importance of a balanced education with an appropriate focus on the Humanities and Social Sciences.

Award holders in Art, Drama and Music are reminded that they are expected to opt for that subject as per the terms of their award.

When making their choices, pupils should choose one subject from each of the four option blocks shown below.

Block A	Block B	Block C	Block D
Art	Art	Art	Classical Civilisation
Classical Civilisation	Dance	Drama	Drama
Design & Technology	Drama	Latin	Design & Technology
Geography	Design & Technology	Geography	Geography
History	German	History	History
Physical Education	Geography	Physical Education	Computing
Religious Studies	History	Spanish	Music
Supported Study	Music	Supported Study	Physical Education
Textiles	Physical Education	Textiles	Religious Studies
	Religious Studies		Spanish

We encourage pupils who have benefitted from 1:1 Learning Support provision in Year 9, to choose Supported Study in one of the Option Blocks to enable this provision to continue within taught curriculum time wherever possible.

We would normally expect to be able to provide all reasonable combinations of subjects, providing we know about them early enough. It is difficult to guarantee that we can accommodate last minute amendments, so please ensure that we are kept up to date with any changes of heart.

Sources of advice and information

The choice of what to study for GCSE should be the pupil's. Universities and employers look at the grades that young people have achieved at GCSE, and not particularly at the subjects they were in. Pupils at Eastbourne College, in common with those elsewhere, achieve more highly in subjects that they are really interested in and this should guide a pupil's choice.

You will be an important source of advice to your son or daughter, but they should also talk to their Housemaster or Housemistress, their tutor and their subject teachers. Particular queries about the GCSE curriculum as a whole may be directed to the Assistant Head (Curriculum) Mr J M Gilbert.

How to make choices

There is a form at the back of this booklet which should be filled in and returned to your son or daughter's Housemaster or Housemistress. We would be grateful if you would sign it to confirm that you have discussed the choices with your son or daughter and are happy with them. The option choices meeting on Friday 25th May will help to confirm your son or daughter's choices. The form is due back to school by **Monday 4th June**.

Extra costs

There will be a charge for public examination fees and non-returnable books. There may be other incidental costs, for example for trips relating to the curriculum, and these will also be charged as extras. These should not exceed £30 per subject per term unless parental consent is given. Notice of other unpredictable extras is given in advance.

Art

What does Art involve at GCSE?

During the Art GCSE course pupils investigate starting points visually and analytically through drawing from observation, taking photographs and studying other artists. Pupils then develop their ideas through the use of different media and techniques in order to create strong final pieces. In Year 10 we start both coursework projects, ultimately worth 60% of the final grade. These will be mainly teacher led, giving everyone the opportunity to learn important drawing, painting, printmaking, photography, ceramics, research and evaluative skills. We encourage everyone to find individual outcomes, in both two and three dimensions. This ensures all our pupils have the knowledge and ability to achieve the highest possible grades.

In Year 11 pupils revisit their previous projects in order to refine and develop them. As their confidence grows pupils are encouraged to try different techniques or ideas. This last year enables our pupils to make their GCSE final piece using their Year 10 art work as a firm base. Throughout the two years the art department is open all day until 5.30pm or 7.30pm and on Sundays from 12 until 2pm. Pupils are able to ask any teacher or technician for advice in order to realise their ideas.

The exam is a short project set by the exam board in the Lent term, worth 40% of the final grade. Most of the marks are gained in the 8 week preparatory period. During the exam itself, pupils will produce their final piece.

What does a pupil gain from studying Art?

The study of art enables a deeper understanding of how and why art is made and works, why objects look as they do, and effect how we see things. In an ever changing technological world creativity is key to so many things in which we engage and design is intrinsic in every aspect of our surroundings. Art will challenge our perception of who, what and how we interact with the world.

Pupils will develop their creative and imaginative powers. They hone their practical skills for communicating and expressing their ideas and feelings through visual art, design and manufacturing. Pupils develop investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills. In addition to the above pupils will develop their ability to work independently, solve problems, present their ideas, and develop a deeper understanding of the lives, feelings, ideas and motivations of others in their own and other cultures.

Art and Design: Textiles

What does Art and Design: Textiles involve at GCSE?

Textile design is defined as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose. Take a look around you: someone designed and made the clothes that make you feel good and which catch the eye of those you wish to impress, the furnishings that decorate and complete your home. Textiles is the creative subject that teaches you how to design and make clothes, accessories and all the other accoutrements that make us stand out from the rest. Some pupils focus purely on art textiles making sculptural pieces or decorative pieces.

Pupils are required to work in **one or more** area(s) of textile design, such as: art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles, installed textiles. Pupils learn skills including: weaving, felting, stitching, appliqué, construction methods, printing and use these techniques to produce individual outcomes. Both traditional and innovative materials are used and students can experiment with inks, yarns, threads, fibres, fabrics, textile materials, photography and digital imagery. There are two components to the textiles course.

Component 1: Portfolio

Pupils submit a portfolio that comprises of a sustained project and a further selection of individual work. There is no time limit and the portfolio is worth 60% of the GCSE

Component 2: Externally set assignment

Pupils respond to their chosen starting point from an externally set assignment paper issued in January Year 11. Pupils have an unlimited preparation period followed by 10 hours of supervised time. The externally set assignment is worth 40% of the GCSE.

What does a pupil gain from studying Art and Design: Textiles?

Throughout the textiles course pupils enjoy developing their creativity through design and making skills.

Textiles GCSE is suitable not just for those who have enjoyed textiles in Year 9 but also those who may wish to follow a career in fashion, interior design or theatrical costume making. Furthermore, the skills pupils learn through exploring and refining their own ideas and bringing them to fruition can be applied to a wide range of areas; pupils enjoy the opportunity to work to their own strengths and interests. A creative, independent learner is the best of them all.

Classical Civilisation

What does Classical Civilisation involve at GCSE?

Classical Civilisation looks at the ancient worlds of Greece and Rome, including their culture, society and literature.

The OCR syllabus is followed. This course involves the study of 2 units, each worth 50% of the total GCSE.

Unit 1: Myth and Religion

Coverage: Greek and Roman gods, heroes and myths; religious festivals and activities; links between myths and power; practices and beliefs surrounding death and burial.

1 hour 30 written paper

Unit 2: The Homeric World

Coverage: *Homer* The Odyssey, books 9, 10, 19, 21, 22 (in translation); background to Homeric world (eg Mycenaean palaces)

1 hour 30 written paper

It is not necessary for pupils to have studied Classical Civilisation in Year 9, since the GCSE course presumes no previous knowledge, nor are pupils required to know any Latin or Greek as the whole syllabus is studied in English (including the literature topic).

What does a pupil gain from studying Classical Civilisation?

Much of European culture derives from the Greeks and Romans, and this course will not only provide insights into these two great civilisations but will also help pupils to better understand the basis from which our literature, thinking and way of life have developed. This subject appeals to those who would like to combine cultural and historical analysis with the ever-fascinating myths and legends of the classical world. Pupils are encouraged to investigate comparisons between ancient and modern life and often find that our classical past gives us a real insight into our complex present. Analysing civilisations that seem quite different to our own also helps us to appreciate and read human behaviour and develops highly profitable skills that enable us to interpret cultural differences.

Classical Greek

What does Classical Greek involve at GCSE?

The Classical Greek GCSE covers the study of both language and literature. The GCSE consists of three written papers as follows:

- | | |
|---------|--|
| Paper 1 | Language (passages for comprehension and translation into English)
1 hour 30 minutes - 100 marks (50% of GCSE) |
| Paper 2 | Prose Literature (usually an extract from Herodotus e.g. stories of Cyrus the Great, king of Persia)
1 hour - 50 marks (25% of GCSE) |
| Paper 3 | Verse Literature (usually an extract from Homer: <i>Odyssey</i> e.g. book VI where Odysseus meets Nausicaa)
1 hour - 50 marks (25% of GCSE) |

Classical Greek is generally acknowledged to be one of the most testing subjects on the curriculum and bright pupils will enjoy the challenge. Classical Greek GCSE is **only** available to those pupils in GCSE Latin set 1, and both subjects are studied concurrently over the course of two years (Years 10 and 11), culminating in two GCSEs. Therefore pupils wishing to study Classical Greek need to choose Latin as one of their options, and be aware that the course will be supplemented by a weekly extracurricular lesson. The classes are small in number, allowing for rapid progress and the opportunity to address the needs of individuals. There is a prescribed vocabulary list for the language papers so that pupils are not faced with unfamiliar words in the examination.

There is no coursework or controlled assessment in this GCSE.

What does a pupil gain from studying Classical Greek?

Classical Greek is an obvious complement to Latin, although Greek is arguably more challenging linguistically than Latin, and the range and quality of Greek literature is

generally considered to be superior. As well as mastering the basics of a highly inflected language, pupils will begin to appreciate something of the legacy we owe to the Greeks in terms of democracy, history, drama, etc.

A good pass at GCSE is a qualification valued by any university or employer looking for evidence of real academic ability and indicates that a pupil has the flexibility of mind and the potential to succeed at the highest level in a wide range of disciplines.

Computing

What does Computing involve at GCSE?

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across Science and Engineering is growing rapidly.

Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the gaming, mobile and web related industries and this GCSE has been designed with this in mind.

Pupils will learn how to create applications that potentially:

- run on mobile devices
- operate in a web enabled environment.

In addition they will:

- learn how to create simple computer games
- gain an understanding of the fundamental concepts around creating software applications
- have opportunities to work collaboratively.
- develop skill in writing programs using a popular coding platform (Python).

The qualification is split into three components:

- Component 1 - Practical programming - is conducted under controlled conditions. This is non-examined but contributes towards component 2. Pupils are expected to spend 20 supervised hours completing the one exam board set practical task.
- Component 2 - Problem solving - is exam based. This is 50% of the marks and consists of one 1½ hour examination.
- Component 3 - Computing fundamentals - is exam based. This is 50% of the marks and consists of one 1½ hour examination.

The examination board will provide a controlled practical task that will allow pupils to demonstrate skill in practical programming using Python for example.

What does a pupil gain from studying Computing GCSE?

This GCSE fits very well with any pattern of GCSE choices. It will appeal to anyone who has an interest in developing software or if you are interested in the way technology works. It was recently announced that GCSE Computer Science counts towards the English Baccalaureate science measure, offering pupils a new option that achieves maximum recognition.

Dance

What does Dance involve at GCSE?

GCSE Dance helps pupils develop technical and expressive skills as well as knowledge and understanding of dance through performance, choreography and critical appreciation of dance. The stimulating course offers a unique opportunity for pupils to express themselves artistically and creatively. The AQA board have created four set phrases, you are required to replicate two of them exactly and *perform* a duet or trio showing elements of the other two, this will constitute 30% of your final mark. A group or solo *choreography* forms the other 30% of your practical mark where you will choose a starting point/stimulus such as:

- A 2D or 3D piece of Art or sculpture
- Themes
- Historical Events
- Poem or Literature

The practical component of the course will total 60% of the final mark with a 40% written exam. This will be based on their ability to analyse, comment, compare, define, evaluate, interpret and discuss their own choreography and the six dance works in the Anthology. The Anthology includes a range of dance styles including Hip Hop, Ballet, Contemporary, Lyrical, Pedestrian, Accessible, Brazilian Samba and Site Sensitive. The course will include workshops from nationally renowned dance companies such as *Rambert, The Royal Ballet, James Cousins Company, Phoenix Dance Theatre Company and Boy Blue*.

What does a pupil gain from studying Dance?

- Health and fitness - 60% practical Course
- Literacy, description - interpretation, analysis and interpretation
- Team skills - group performance.
- Communication skills - choreography tasks
- Preparation for further education and future employment

Design and Technology

What does Design and Technology involve at GCSE?

GCSE Design and Technology will prepare pupils to participate confidently and successfully in an increasingly technological world. Pupils will gain awareness and learn from the wider influence of Design and Technology including historical, social, cultural, environmental and economic factors. Pupils will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Undoubtedly there is an increasing focus upon environmental responsibility and sustainability and this is reflected in the GCSE specification that pupils will be studying should they choose DT as one of their subject choices. One of the first projects,

therefore, will be for them to design and make a weather resistant cardboard portfolio for their design work which is wholly recyclable and reusable. Also, building upon the skills learnt in Year 9, pupils will increasingly use a wider range of materials and processes to make both simple and more complex projects that may include a phone charging stand and a desk lamp.

Written Paper and Non-exam assessment

The structure of the course comprises of a written paper of 2 hours in duration and is worth 50% of the overall GCSE. There are three separate sections -

Section A - Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B - Specialist technical principles (30 marks)

Several short answer questions (2-5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C - Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

There is also the NEA, or non-exam assessment, which is a piece of coursework that demonstrates the practical application of the skills shown above, where pupils will design and make a prototype project. It is a substantial design and make task that includes pupils -

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

The department regularly runs GCSE DT visits and there are opportunities for being involved in competitions and challenges. In Year 11 talented students will have the opportunity to apply for the Arkwright Scholarship.

What does a pupil gain from studying DT

Design and Technology is a very valuable subject to study, even for those not anticipating a future in design and manufacture, since it teaches a wide range of transferable skills including creativity, technological knowledge, high level ICT and verbal, written and graphical communication. It can open the door to a wide range of university courses and careers from architecture to engineering and from graphic to product design.

Drama

What does Drama involve at GCSE?

This course is best suited to those with a genuine enthusiasm for the subject. Classes involve the development of analytical skills in writing about productions seen, studying text and articulating evaluation of practical work. Performance and technical skills are developed in a variety of regularly assessed group presentations and performances, experimenting with set, costume, lighting and sound design. Pupils will also study set texts and drama pupils are expected to attend all pro-drama events (typically once or twice a term and currently charged at the subsidised rate of £9 a ticket) and should also attend performances of other year groups such as Year 11, 12 and 13 practical performances.

Coursework and final written examination are based on the pupils written responses to what they have seen and studied so fluent writing skills are essential.

GCSE drama pupils will be invited to and be expected to attend theatre productions outside of school (at least twice per year) to support their learning of live theatre production.

What does a pupil gain from studying Drama?

Pupils will refine analytical skills and learn the value of disciplined teamwork in working towards specific objectives. They will gain communication and presentational skills in personal and technical terms as well as in their written work.

EAL - IGCSE English as an Additional Language

Eastbourne College welcomes all pupils for whom English is a second (or additional) language so long as they have the aptitude and ability to cope with being taught in English. To enable them to become stronger in English and benefit fully from all the educational opportunities on offer, the EAL programme provides **compulsory** tuition for international pupils throughout their time at the College:

In Years 10 and 11 pupils have 6 periods over a two week cycle. These lessons are instead of French lessons.

What does the study of English as an Additional Language involve at IGCSE?

The IGCSE course in English as a Second Language aims to improve English language competence in the four skills of reading, listening, speaking and writing through a varied programme of study drawing on course books, readers and topical articles. Lessons which focus on grammatical points are interspersed with the study of texts and participation in discussions of current issues; oral presentations and creative writing consolidate the acquisition of structures and vocabulary. The course material is lively and selected to appeal to the interests of secondary school pupils. The cultural dimension of communication is also addressed by developing awareness of British traditions and customs through comparisons with other cultures. In the examination, competence is tested through realistic and contextualised tasks for reading comprehension, informal and formal writing tasks, a listening test and a separately endorsed speaking test.

What does a pupil gain from studying IGCSE English as an Additional Language?

The IGCSE qualification is designed for pupils obtaining their secondary education through English as a medium of instruction or studying English in order to enhance their future educational employment prospects. (It is aimed at the B2 level of the Council of Europe's Common European Framework).

By following this course pupils strengthen their command of the language and acquire an understanding of register and style in different contexts. They also have the opportunity to practise the key skills of skimming and scanning texts, summarising and analysing, which will stand them in good stead in their future studies. They learn to interact fluently and appropriately in formal and informal contexts, and to produce clearly expressed letters and discursive essays.

Extra Learning Support

What does extra learning support involve?

In extra learning support specialist teachers work with the pupil and their subject teachers to develop strategies to target specific barriers to learning and provide tailored support for areas of the curricula that a pupil is having particular difficulty with. These lessons take place in the Centre for Learning Support and usually take place once or twice a week, depending on the pupil's needs. Lessons are on an individual basis, and are charged on a termly basis. These are timetabled in Supported Study slots or in the afternoon slots allocated for optional activities. Pupils are encouraged to take responsibility for their learning by identifying the areas where they need support. Organisation, study and literacy skills are also addressed.

For access arrangements for internal and external examinations (e.g. extra time, word-processing etc.) assessment by a specialist teacher, or an existing Educational Psychologist's report, together with the establishment of a history of need form the basis of an application to the exam authority. This process is carried out by the Learning Support department.

What does a pupil gain from Extra Learning Support?

Pupils who have extra support have the opportunity to strengthen their understanding of their mainstream subjects, to review topics and concepts they have found problematic and to address their specific difficulties. They learn how to manage their time in the examination situation and strategies for tackling exam questions independently.

French

What does the study of French involve at GCSE?

The GCSE course is enjoyable, lively and varied. Pupils will continue with the familiar skills of speaking, reading, listening, translation and writing within topics that are aimed to stimulate and be of practical use abroad: identity and culture; local, national and global areas of interest; current and future choices. In addition to this everyone will be given an introduction to aspects of French culture, for example lifestyle, civilization and geography, and will be exposed to literary texts. A solid grounding in grammar will ensure that all feel comfortable and confident to GCSE and beyond. Studies will be based around a course book, but frequent use is made of additional resources, including video, the language laboratory and ICT. Furthermore, the LRC offers an increasing stock of individual resources.

What does a pupil gain from studying French?

No one can doubt the importance of languages in our increasingly international world. Whatever the future holds, the ability to offer a modern foreign language is a skill that is highly valued, giving you the competitive edge and opening doors to employment opportunities anywhere in the world. With France as our closest European nation, the world's favourite holiday destination and a leading cultural and political force, and with French as a major international language, spoken by more than 200 million people in over 50 countries, the ability to speak French is a major advantage on the international job market as well as an important communication skill. French is an official language of the United Nations, the European Union, UNESCO, NATO, the

International Olympic Committee, the International Red Cross and international courts. French speakers are in demand in a wide range of careers, including banking and finance, diplomacy, international trade, hotel management, journalism and media, education, translation and interpreting, aviation, tourism, customer services, health care and law enforcement. Studying a foreign language gives you more than just language skills. It is an excellent way to gain an insight into other cultures and enables you to see the world through different eyes.

Most pupils will have been learning French for several years and therefore already have a very firm foundation for progression to GCSE. Our course leads perfectly into the A-level course, producing pupils who are confident and capable in most situations.

Geography

What does Geography involve at GCSE?

In short, it enquires of the most fascinating challenges facing humankind, and it develops a vital set of skills that promote both a deepened understanding of the world we inhabit, and an ability, within us, to make wise choices.

Geography is the study of the world in which we live. It is ‘out there’, in all the places that we see, and the people that we meet. It is the study of humankind, the environment and their interaction. During this course pupils will look at the forces that shape our world, and explore trends and patterns in human behaviour, deepening their appreciation of where people live and their various needs. It poses tantalising questions and seeks to understand how best to respond to them. For example, can we feed nine billion people of Planet Earth by 2050? Will we run out of natural resources? Is the UK losing its global significance? Why should tropical rainforests matter to us? What influences the landscapes of the UK? The interaction between people and their environment is studied at a range of scales, from global through to local.

Teaching of the subject is varied, making use of a number of resources. Much of the teaching and learning will involve role plays, debate and discussion, group and independent presentations, as well as written work. Audio-visual clips will be shared to help demonstrate the topicality of the subject matter, and its relevance to today’s decision-makers. Opportunities will also exist to explore the subject outdoors, through fieldwork. A varied programme of fieldwork opportunities is offered - during the past three years, GCSE geographers at Eastbourne College have had the chance to visit interesting and beautiful sites in and around Eastbourne, as well as to travel internationally to Morocco, Iceland and Italy. Further optional international excursions are planned for coming years. The subject also makes really good use of new technologies to engage pupils and to embed learning.

The OCR Geography B (Geography for Enquiring Minds) course covers a range of units, all of which are very relevant to a good deal of today’s most interesting challenges and debates. It grapples with real-world issues that affect people every day, both internationally, and much closer to home:

Unit	Content	How will this be examined?
Our Natural World (01)	Pupils study the following topics: <ul style="list-style-type: none"> • Global Hazards • Changing Climate • Distinctive Landscapes • Sustaining Ecosystems 	1 hour 15 min exam: 35% A mix of short answers, (some resource based), and extended answers.

	During these studies pupils will undertake fieldwork relating to physical geography and learn a range of useful geographical skills	Assessment here also includes questions on fieldwork relating to physical geography and geographical skills
People and Society (02)	<p>Pupils study the following topics:</p> <ul style="list-style-type: none"> • Urban Futures • Dynamic Development • UK in the 21st Century • Resource Reliance <p>During these studies pupils will undertake fieldwork relating to human geography and learn a range of useful geographical skills</p>	<p>1 hour 15 min exam: 35%</p> <p>A mix of short answers, (some resource-based), and extended answers.</p> <p>Assessment here also includes questions on fieldwork relating to human geography and geographical skills</p>
Geographical Exploration (03)	In this unit, pupils explore interesting material that relates to Our Natural World (01) and People and Society (02). During this exploration, they test their decision-making and geographical skills	<p>1 hour 30 min exam: 30%</p> <p>A series of questions focusing on the synoptic assessment of material from a range of topics across both Our Natural World (01) and People and Society (02), including a Decision Making Exercise.</p> <p>A mix of short answers, (some resource-based), and extended answers.</p>

What does a pupil gain from studying Geography?

The pupil who studies Geography will develop a greater awareness of the wider environment in which they live and an appreciation of the way in which the modern world works. They will learn to recognise and understand the processes and decisions that take place in their lives, from natural disasters to government policies, and nurture an understanding of why they should be taking responsibility for our world, as it is they, in fact, who will be in control of its future. Each pupil will have the opportunity to further enhance skills in ICT, fieldwork and data analysis, in addition to applying their writing and numerical skills in a variety of rewarding contexts.

Geography is both a Science and an Art and, as such, it provides an opportunity to study a range of topics that can complement a wide spectrum of other subjects across the curriculum. The outcome of the course is an individual who possesses a better appreciation of the way in which the modern world works, and it offers an inspiring perspective on some of the major issues that face our futures. It also produces an individual who is in possession of a very wide skills base, one that would be of real benefit in any future study, or career.

German

What does the study of German involve at GCSE?

The GCSE course is enjoyable, lively and varied. Pupils will continue with the familiar skills of speaking, reading, listening, translation and writing within topics that are aimed to stimulate and be of practical use abroad: identity and culture; local, national and global areas of interest; current and future choices. In addition to this everyone will be given an introduction to aspects of German culture, for example lifestyle, civilization and geography, and will be exposed to literary texts. A solid grounding in grammar will ensure that all feel comfortable and confident to GCSE and beyond. Studies will be based around a course book, but frequent use is made of additional resources, including video, the language laboratory and ICT. Furthermore, the LRC offers an increasing stock of individual resources. Everyone will have the opportunity to participate in trips, including the Swiss exchange.

What does a pupil gain from studying German?

No one can doubt the importance of languages in our increasingly international world. Whatever the future holds, the ability to offer a modern foreign language is a skill that is highly valued, giving you the competitive edge and opening doors to employment opportunities anywhere in the world. Germany is now the largest nation in Europe and remains the dominant force in European economics. She is Britain's largest European trading partner with an ever-increasing political influence. German is widely used throughout Western and Eastern Europe, and is considered a real asset for all careers in business and science, not to mention its position in the literary, musical and philosophical worlds. It links extremely well with those studying History and English, reinforcing knowledge of those subjects, as well as complementing Mathematics and the Sciences. Our course leads perfectly into the A-level course, producing pupils who are confident and capable in most situations.

History

What does History involve at GCSE?

GCSE History gives pupils the great opportunity to study some of the most momentous events of the twentieth century. We focus on four key areas:

1. Germany, 1918-1945 - how Germany emerged out of the carnage of the First World War, the rise of Hitler and the Nazis, and the nature of Nazi rule before the Second World War.
2. The Cold War, 1945-1972 - the origins and the development of the Cold War; how the wartime alliance between the USA and the USSR fell apart; from Khrushchev's offer of peaceful co-existence to near nuclear war. We will analyse various international crises, including: the Berlin Airlift, the Korean War, the Hungarian Uprising, the U2 Incident, the Berlin Wall, the Cuban Missiles Crisis and the Vietnam War.
1. The Vietnam Conflict, 1945 -1975 - the origins, nature and consequences of the war in Asia. This historical investigation will consider just how a 3rd world Asian country defeated the USA. We will move from the end of French colonial control in Vietnam to the invasion of South Vietnam by the communist north Vietnamese. USA tactics and the ways in which the Vietcong resisted effectively, will be analysed.

2. China, c.1900-c.1989 - how did China grow into today's superpower? Chairman Mao, the Long March, the Hundred Flowers Campaign, the Cultural Revolution. Deng, The Gang of Four, Tiananmen Square, and westernisation.

All four topics will be examined at the end of the course in two 90 minute exams.

What does a pupil gain from studying History?

The GCSE History course builds on the work covered in Year 9 to provide a coherent understanding of the key events that have shaped today's world. Not only is this invaluable - some might say essential - but it is also fascinating. Nor is GCSE History just about learning dates and detail: it helps to develop vital life skills such as independent research, considered analysis of evidence and clear communication of argument. It is challenging, rewarding and useful.

Latin

What does Latin involve at GCSE?

The Latin GCSE covers the study of both language and literature.
The GCSE consists of three written papers as follows:

- | | |
|---------|---|
| Paper 1 | Language (passages for comprehension and translation into English with the option of English to Latin sentences)
1 hour 30 minutes - 100 marks (50% of GCSE) |
| Paper 2 | Prose Literature (usually extracts from Roman writers such as Tacitus and Cicero)
1 hour - 50 marks (25% of GCSE) |
| Paper 3 | Verse Literature (usually extracts from Roman poets such as Virgil, Catullus or Ovid)
1 hour - 50 marks (25% of GCSE) |

There is a prescribed vocabulary list which covers all the vocabulary for the two language papers.

There are usually two GCSE Latin sets.

Those in set 1 will be studying Latin and Classical Greek concurrently over the course of two years (Years 10 and 11), culminating in two GCSEs.

Those in set 2 take the usual two-year course to GCSE.

There is no coursework or controlled assessment in Latin GCSE.

What does a pupil gain from studying Latin?

The study of Latin greatly improves linguistic skills and language understanding, as well as providing a useful basis for going on to learn other modern languages such as French or Spanish. Pupils learn grammar (without breaking out into a cold sweat or fainting) and significantly improve their knowledge of English language and vocabulary. Pupils also read some original Latin, both verse and prose, and thus they can feel a real sense of achievement by the end of the course. Along the way they will also gain some idea of what the Romans and the Latin language have passed on to European culture. In a world of dumbing down and questionable standards, Latin retains its reputation as a valued GCSE because it still demands accurate, logical

thinking and the texts are as challenging as they ever were. A good GCSE grade in Latin is worth a lot more than the piece of paper it's written on!

Music

What does Music involve at GCSE?

The Music GCSE course is designed around the three key areas of Appraising/Listening, Performing and Composing. It builds on the skills developed in the Year 9 music course and also prepares the ground for those who may wish to study music in the sixth form. Pupils are taught in sets with a maximum of ten people in each.

The Appraising/Listening unit (40%) is divided into four areas of study: instrumental music, fusions, music for stage and screen and vocal music. You will learn about the history, contexts, instruments and techniques of a wide variety of styles and genres from Bach and Beethoven to music by Queen and from Star Wars. You need to be open-minded about listening to new types of music, but you don't need any previous knowledge of music theory. There is a written exam lasting 1hr 45 minutes.

For the Performance unit (30%) you are assessed by recording two pieces of music in Y11, totaling a minimum of four minutes. One will be a solo piece (with accompaniment if needed) and the other will be an ensemble piece. Your class and instrumental (or vocal) teachers will help you prepare for this: the emphasis is very much on playing accurately and musically at a suitable level rather than being expected to play technically advanced material, and you don't need to have taken any grade exams previously. As a guide, if you are at about grade 3 standard now you should be well placed to tackle this unit in Y11.

For the Composition unit (30%) you will write two pieces, one in response to a brief set by Edexcel, which is linked to one of the areas of study in the appraising/listening section, plus one piece in any style of your choice. The two pieces must have a combined duration of at least three minutes. Extensive introductory tuition in the basics of composition is given using the software in the Mac suites, and the pieces are then written during up to 45 hours of controlled assessment.

What does a pupil gain from studying Music?

The course aims to widen the musical and cultural horizons of the students and develop their skills as creators, critics and performers. It is equally effective as a programme of study in its own right, or as a foundation for further study in Music or Music Technology at A-level and beyond. IT skills are developed through the use of Sibelius and Logic software. For those pupils learning an instrument or voice there is also the opportunity to make their extra-curricular studies count towards an academic qualification.

Physical Education

What does Physical Education involve at GCSE?

The GCSE Physical Education course is divided into two parts - theory and practical. In the theory component, pupils study key concepts and processes in Physical Education which includes health related fitness; anatomy and physiology of the human body; training, safe exercise and participating in sport, sport psychology and sport in

society, which involves contemporary issues in sport and the structure of sport both nationally and internationally. The theory component carries a weighting of 60% of the course and assessment consists of two written papers.

In the practical component, pupils will become increasingly physically competent through being actively engaged in a variety of physical activities ranging from individual participation sports such as athletics and swimming through to major participation games such as Rugby and Hockey. They will develop their ability to engage independently and successfully in the processes of these different types of physical activity and they will develop and maintain their involvement in physical activity as part of a healthy active lifestyle.

Pupils have the opportunity to be assessed in their performance in three different types of physical activity as well as in roles, such as coach and / or official. The practical component is internally assessed and carries a weighting of 40% of the course.

What does a pupil gain from studying Physical Education?

A pupil who studies Physical Education will have a better understanding of all aspects of physical fitness and sport as well as the importance of a balanced, healthy lifestyle. He or she will be able to apply this knowledge to their own individual performance and participation in activities beyond the course. The course will also develop leadership skills and should be motivating and enjoyable for the right pupil, giving them the opportunity to achieve a high grade as a result.

Religious Studies

What does Religious Studies involve at GCSE?

The vast majority of people in the world believe in God. Why they do varies enormously. It might have to do with their background and upbringing, arguments they have been persuaded by or some kind of personal experience that convinces them God is real. Some are convinced by religion, others view it as a disease or illness. However it is seen, believing in God changes the way a person lives; it affects what they buy in supermarkets, who they marry, whether they will fight in a war. The GCSE Religious Studies course focuses on how religious and non-religious arguments changes people's views on some of the most important issues in life. Predominantly the course focuses on Christianity, Judaism and atheism and the way in which these different 'faith positions' encourage people to think and make decisions. Sometimes they agree, sometimes they don't. By looking at the beliefs and practices of others it is hoped that those who take the course will be able to understand their own views more clearly. The subjects that are studied are broad and varied; evolution, abortion, the environment, life after death, war, marriage, punishment, sexuality, poverty, euthanasia, politics, the family, racism, genetic engineering and money, to name a few. The course moves quickly and covers areas of interest that always appear in the newspapers or on television. For those who are interested in life and people, GCSE Religious Studies is an ideal course to choose.

What does a pupil gain from studying Religious Studies?

Religious Studies is one of the fastest growing GCSE options in the country. It emphasises skills that extend into other subjects and far beyond the classroom. It teaches pupils how to examine evidence, understand ethical and moral decision making, construct arguments and reason to realistic personal opinions. Above all it helps them understand the arguments and beliefs that are at the forefront of a constantly changing world.

Spanish

What does the study of Spanish involve at GCSE?

GCSE Spanish offers a thorough grounding in this popular subject. Pupils will continue with the familiar skills encountered to date, that is to say speaking, reading, listening, translation and writing. The topics covered are interesting and practical: identity and culture; local, national and global areas of interest; current and future choices. An insight into Spanish culture accompanies the course and all pupils will receive a solid grammatical basis to their studies. As with German and French the course book forms the basis of the course, supplemented with a wide variety of additional resources and use of the digital language laboratory. Furthermore, the LRC benefits from a growing collection of self-study resources, films, magazines and newspapers. Everyone will have the opportunity to participate in numerous cultural events and an exchange or study visit to Spain.

What does a pupil gain from studying Spanish?

No one can doubt the importance of languages in our increasingly international world. Whatever the future holds, the ability to offer a modern foreign language is a skill that is highly valued, giving you the competitive edge and opening doors to employment opportunities anywhere in the world. Spain will continue to attract visitors from around the world due to its unique physical and cultural inheritance. With the number of Spanish speakers about to supersede English speakers and with many organizations interested in developing the huge markets in South America, Spanish is proving ever more popular and increasingly in demand. This is a subject that would complement any other at GCSE level. Our course leads perfectly into the A-level course and allows pupils to become confident and capable in a wide variety of situations.

Supported Study

What does the Supported Study option involve at GCSE?

The Supported Study option in Year 10 provides pupils with four periods each week that they can spend on work connected with their other subjects. It might be used to provide time to spend on coursework, or to allow a piece of prep to be worked on in more detail. Time might also be used for revision of topics covered in class, or for extended reading around a subject.

The Supported Study lessons take place in a classroom, with a member of staff assigned to work with the pupils to help with general questions about work, study skills and some time management strategies.

This is not an alternative to specialised one to one learning support, where this is important for a pupil, but rather is intended to provide an opportunity to relieve some pressure in a busy academic week for those pupils who would benefit from this.

What does a pupil gain by choosing Supported Study?

A pupil gains some additional time to spend on work, and the opportunity to spend time in a quiet, controlled atmosphere catching up with and reinforcing work already studied. Additional Maths and English teaching in Year 11 may be especially valuable for a particular individual. We recommend that a pupil considers this as an option if they are concerned that the intensity of the academic week prevents them from achieving their best in all subjects.

We encourage pupils who have benefitted from 1:1 Learning Support provision in Year 9 to choose Supported Study in one of the Option Blocks. This would facilitate Learning Support provision during one Supported Study lesson, and provide an invaluable opportunity in the others for completing Prep, re-organising notes, completing extended reading and developing other essential skills needed for GCSE.

Details of GCSE Subject Specifications

Subject	Awarding Body	Specification Title	Specification Code
Art	Edexcel	Art and Design	1027
Biology	AQA	Biology	8461
Chemistry	AQA	Chemistry	8462
Classical Civilisation	OCR	Classical Civilisation	J199
Classical Greek	OCR	Classical Greek	J292
Computing	AQA	Computing	8520
Dance	AQA	Dance	4230
Design and Technology	AQA	Design and Technology	8552
Science (Double Award)	AQA	Combined Science; Trilogy	8464
Drama	Eduqas	Drama	601/8420/6
English	Edexcel	GCSE English	1EN0
English Literature	Edexcel	English Literature	1ET0
EAL	Edexcel	English as a Second Language	4ES0
French	AQA	French	8658
Geography	OCR	Geography B (Enquiring minds)	J384
German	AQA	German	8668
History	Edexcel	History	4H10
Latin	OCR	Latin	J282
Mathematics	Edexcel	IGCSE Mathematics	4MA1
Music	Edexcel	Music	1MU0
Physical Education	AQA	Physical Education	8582
Physics	AQA	Physics	8463
Religious Studies	Eduqas	Religious Studies	C120P4
Spanish	AQA	Spanish	8698
Textiles	AQA	Art and Design	8204

More details may be found on the examination board websites:

AQA	www.aqa.org.uk
CIE	www.cie.org.uk
OCR	www.ocr.org.uk
Edexcel	http://qualifications.pearson.com/en/home.html
Eduqas	http://www.eduqas.co.uk

Heads of Departments will also be able to provide specific information about subject specifications.

Heads of Departments

If you have any questions about particular subject issues, please contact the appropriate Head of Department, who will be happy to discuss anything that may concern you. The details below may help you to contact the appropriate person.

	name	tel.	e-mail
Art	Mrs J L A Harriott	452335	jlah@eastbourne-college.co.uk
Biology	Mr D J Beer	451914	djb@eastbourne-college.co.uk
Chemistry	Mr D C Miller	451915	dcm@eastbourne-college.co.uk
Classical Civilisation	Mr P J Canning	451904	pjcanning@eastbourne-college.co.uk
Classical Greek	Mr P J Canning	451904	pjcanning@eastbourne-college.co.uk
Computing	Mr I R Shakespeare	452268	irs@eastbourne-college.co.uk
Dance	Mrs C E A Sinnett	451907	ceasinnett@eastbourne-college.co.uk
Design and Technology	Mr M J Clover	452246	mjclover@eastbourne-college.co.uk
Drama / Theatre Studies	Mrs C E A Sinnett	451907	ceasinnett@eastbourne-college.co.uk
English	Mr C A Davies	452216	cadavies@eastbourne-college.co.uk
EAL	Miss K Briedenhann	452258	kbriedenhann@eastbourne-college.co.uk
French	Mr E V Protin	452213	evprotin@eastbourne-college.co.uk
Geography	Mr S Mason	452218	smason@eastbourne-college.co.uk
German	Mr E V Protin	452213	evprotin@eastbourne-college.co.uk
History	Mr S A Gent	452336	sagent@eastbourne-college.co.uk
Latin	Mr P J Canning	451904	pjcanning@eastbourne-college.co.uk
Life and Learning	Mrs J M Kirtley	452213	jmk@eastbourne-college.co.uk
Learning Support	Mr A J Spraggon	451930	ajspraggon@eastbourne-college.co.uk
Mathematics	Mr J R Wooldridge	452331	jrwo@eastbourne-college.co.uk
Music	Mr T G Laverack	452340	tgloverack@eastbourne-college.co.uk
Physics	Mr A T Roberts	452284	atroberts@eastbourne-college.co.uk
Physical Education	Mrs J M Simmonds	452332	jmsimmonds@eastbourne-college.co.uk
Religious Studies	Mr A P Wood	452285	apwood@eastbourne-college.co.uk
Science	Mr D J Beer	452284	djb@eastbourne-college.co.uk
Spanish	Mr E V Protin	452213	evprotin@eastbourne-college.co.uk
Textiles	Ms Z B Cosgrove	452246	zbcosgrove@eastbourne-college.co.uk
Higher Education	Mrs K F MacGregor	452282	kfmacgregor@eastbourne-college.co.uk
Assistant Head	Mr J M Gilbert	452300	jmg@eastbourne-college.co.uk

GCSE Option Choices Form 2018-2020



Please list four options from the option blocks listed on page 4.
Please remember that at least one of the four choices should be
History, Geography, Religious Studies or Classical Civilisation.

Choice from Block A

Choice from Block B

Choice from Block C

Choice from Block D

Signed (Pupil)

Name

House

Signed (Parent)

Please return this form to your son or daughter's Housemaster or
Housemistress by Monday 4th June 2018. Thank you.



Headmaster
Tom Lawson MA (Oxon)

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