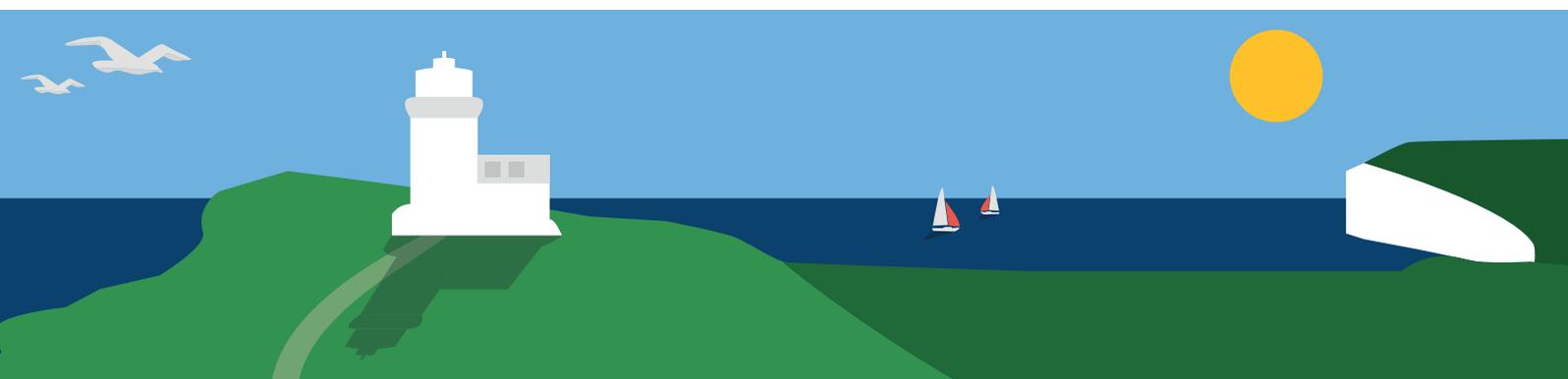


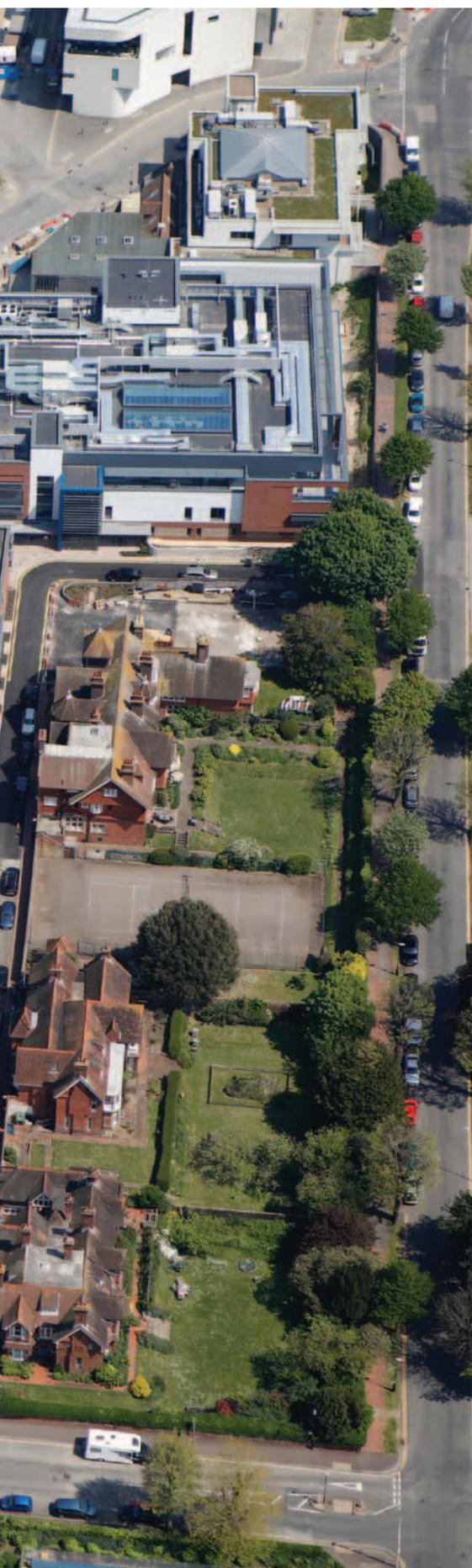


## GCSE OPTIONS

2020 – 2022







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## INTRODUCTION

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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?

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

- English language
- English literature
- biology
- chemistry
- physics
- maths
- personal, social and health education (PSHE)

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 post-1914 British play or novel.

The IGCSE mathematics course provides a thorough grounding and preparation for A-levels in mathematics, physics, economics and other courses that rely heavily on numerical analysis.

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 we offer the opportunity to take the IGCSE at the end of Year 10 for these pupils. 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.

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, 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 biology, chemistry and physics to gain discrete grades in each.

Personal, social and health education (PSHE) is a non-examined but essential 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, sex and relationships education, careers, and personal finance, along with other life skills and values. A particular emphasis is put on study and examination skills through the learning and thinking course. The PSHE programme incorporates some elements of religious studies, which is also a subject available as a GCSE option. PSHE 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 overleaf, including one or more ancient or modern language.

For current pupils, this decision should be carefully discussed with a pupil's tutor and hsm, as well as in consultation with Mr J M Gilbert, Deputy Head (Academic). For new pupils, this decision should in the first instance be discussed with the admissions department.

Some pupils whose first language is not English will be required to take the Cambridge First Certificate in English in lieu of one of their option subjects. More information on this qualification is available later in this booklet.

**A pupil's four optional subjects will be from the list below:**

Art and Design  
Classical Civilisation  
Computer Science  
Dance  
Design and Technology  
Drama  
English as an additional language (Cambridge First Certification in English) (EAL)\*  
French  
German  
Geography  
Greek and Latin\*\*  
History  
Latin  
Music  
Physical Education  
Religious Studies  
Spanish  
Supported Study\*\*\*  
Art Textiles

\* EAL sits in the option blocks but is compulsory for those pupils who require provision as indicated by the EAL department.

\*\* This is a combined subject option for pupils who have studied Latin and Classical Greek in Year 9; pupils will sit both subjects for GCSE examination.

\*\*\* Supported Study should only be chosen in consultation with Mr J M Gilbert, Deputy Head (Academic), and Mr A J Spraggon, Head of Learning Enrichment.

We encourage pupils who have benefited from one-to-one Learning Enrichment provision in Year 9, to choose Supported Study as one of the option blocks to enable this provision to continue within taught curriculum time wherever possible.

More information about each of these options is given later in the booklet. Award holders in art, drama, DT and music are expected to opt for that subject.

## **Sources of advice and information**

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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 Mr P J Canning, Head of Curriculum.

## **How to make choices**

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There is a form at the back of this booklet which should be filled in with a subject option from each block. The form should be returned to your son or daughter's housemaster or housemistress. If you are a new pupil, please return the form to the admissions department.

We would be grateful if you would sign the form to confirm that you have discussed the choices with your son or daughter and are happy with them. Please refer to the virtual presentation "Making your GCSE option choices" by Deputy Head Academic, Jonny Gilbert, to help your decision making.

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.

The form is due back by **Monday 1 June**.

Block 1	Block 2	Block 3	Block 4
French	French	Spanish	French
Art and Design	Spanish	Art and Design	German
Classical Civilisation	Art and Design	Computer Science	Drama
Computer Science	Classical Civilisation	Design & Technology	Design & Technology
Design & Technology	Dance	Greek & Latin	EAL
EAL	Drama	Geography	Geography
Geography	Design & Technology	History	History
History	History	Latin	PE
PE	Latin	Music	Religious Studies
Religious Studies	Music	PE	Art Textiles
Supported Study	PE	Art Textiles	Supported Study
	Supported Study	Supported Study	

## EXTRA COSTS

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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 £40 per subject per term unless parental consent is given. Notice of other unpredictable extras is given in advance.

## SUBJECTS

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### Art and Design

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#### What does art and design involve at GCSE?

During the art and design 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 and design work as a firm base. Throughout the two years the art and design department is open all day until 5.30pm or 7.30pm. Saturday mornings are used for focused prep guidance and specialist workshops. 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 and design?

The study of art and design enables most importantly creative thinking which is set to be one of the top 3 employability skills by 2020. 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 and design 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

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#### What does art and design: textiles involve at GCSE?

This course offers the opportunity to develop your skills, knowledge and understanding using practical skills, developing an understanding of the wide-ranging areas of art, craft and design. You have the opportunity to study constructed textiles, digital textiles, dyed fabrics and fashion design. Through critical and contextual studies we examine artists, craftspeople and designers, popular culture, still life, designed objects, the

human form, themes, concepts and ideas in art, craft and design.

In Year 10 you will have the opportunity to enter the Royal Opera House's prestigious annual design challenge competition where you have the chance to test and develop design skills based around an opera or ballet. You can also participate in the biennial exchange programme to Hetzendorf Fashion Institute in Vienna.

The course is made up of two components:

**Component 1** is a portfolio where you will develop, explore, and record your ideas. Pupils produce a portfolio of practical work showing their personal response to a set starting point, brief, scenario or stimulus. The portfolio may be presented in appropriate formats, including sketchbooks, digital presentations, mounted sheets, maquettes, prototypes, scale models or illustrated written work. The portfolio is worth 140 marks, 60% of the examination.

**Component 2** has an early release paper from which you will be able to choose a starting point either visual or written to develop a response using the skills, knowledge and understanding you have gained through your chosen course of study. You will be given a period of preparation then a 10 hour period of sustained focused study in which to realise your intentions. The externally set assignment is worth 80 marks, 40% of the examination.

Both components will be marked internally by your teacher and moderated externally by OCR.

Ideally pupils will have studied art or textiles in Year 9, however pupils who have not studied textiles in Year 9 may be considered and should speak to Ms Cosgrove to express an interest.

### **What does a pupil gain from studying art and design: textiles**

Professional artists, craftspeople and designers all start somewhere and art and design textiles offers endless opportunities to develop your interests which can also follow into other industries and businesses. The creative industries are the fastest growing of all areas and add £76 billion pounds to our economy every year. Learn to use your

creativity and critical thinking skills and they will open opportunities. Many entrepreneurs, scientists, doctors, business owners and industry leaders to name just a few have a creative GCSE.

## **Classical Civilisation**

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### **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

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### 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 eg stories of Cyrus the Great, king of Persia)  
1 hour – 50 marks (25% of GCSE)

**Paper 3** Verse literature (usually an extract from Homer: Odyssey eg 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.

## Computer Science

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### What does computer science involve at GCSE?

Computer science 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)

computing is also one of the subjects which are essential pre-requisites for the study of computing at A-level.

The qualification is split into three components:

**Practical programming** – pupils are expected to demonstrate that they have good practical coding skills. This is non-examined but contributes towards component 1. Pupils are expected to spend around 20 supervised hours completing a variety of practical problems.

**Component 1** – computational thinking and programming skills - is exam based. This is 50% of the marks and consists of one 2-hour examination.

**Component 2** – computing concepts - is exam based. This is 50% of the marks and consists of one 1¾-hour examination.

### What does a pupil gain from studying computer science at 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. GCSE

## Dance

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### 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 has 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 the 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**

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### **What does design and technology involve at GCSE?**

GCSE design and technology (DT) 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 two 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 pupils 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

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### **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 devise work based on a stimulus provided by the exam board. 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 compulsory 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, gain confidence 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.

## French

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### **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**

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### **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 on 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.

### **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 a humanity 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**

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### **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 Christmas markets trip or the trip to Munich.

### **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 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**

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### **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 and during 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, The Prague Spring and détente.

**3. The Vietnam Conflict, 1945–1975** – the origins, nature and consequences of the war in Asia. This historical investigation will consider just how a third 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. This is then followed by an investigation into the growth of the Opposition Movement towards the war in the United States and how far this influenced Nixon's 'Vietnamisation' process.

**4. China, 1900–1989** – 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**

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### **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**

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### **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 1 hour 45 minutes.

For the performance unit (30%) you are assessed by recording two pieces of music in Year 11, 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. 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 Year 11.

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**

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### **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**

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### **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**

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### **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 links with 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 heritage. 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.

### **Cambridge First Certificate in English (FCE)**

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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 department provides tuition for international pupils where this is deemed necessary.

In Year 10, pupils have five periods over a two-week cycle, which increases to six periods per cycle in Year 11. This course, which is compulsory for some pupils, sits in lieu of one of the four option subjects.

### **What does the Cambridge FCE course involve?**

The Cambridge First Certificate in English (FCE) course 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 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. 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 the Cambridge FCE course?**

The FCE 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 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.

## DETAILS OF GCSE SUBJECT SPECIFICATIONS

Subject	Awarding Body	Specification Title	Specification Code
Art and Design	Eduqas	Art and Design	C650QS
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 Language	CIE	IGCSE English Language	0990
English Literature	CIE	IGCSE English Literature	0992
EAL	CIE	First Certificate in English	B2 First
French	AQA	French	8658
Geography	OCR	Geography B (Enquiring minds)	J384
German	AQA	German	8668
History	Edexcel	History	4HI0
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	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
CIE	<a href="http://www.cie.org.uk">www.cie.org.uk</a>
OCR	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>
Edexcel	<a href="http://qualifications.pearson.com/en/home.html">http://qualifications.pearson.com/en/home.html</a>
Eduqas	<a href="http://www.eduqas.co.uk">http://www.eduqas.co.uk</a>

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

## HEADS OF DEPARTMENTS

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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.

Department	Head of department	tel.	e-mail
Art and Design	Mrs J L A Harriott	452335	jlah@eastbourne-college.co.uk
Biology	Miss V Woodham	451914	vwoodham@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	Mrs J E Bathard-Smith	452216	jebathard-smith@eastbourne-college.co.uk
EAL	Mrs J E Bathard-Smith	452216	jebathard-smith@eastbourne-college.co.uk
French	Mrs A M Millar	452213	ammillar@eastbourne-college.co.uk
Geography	Mr S Mason	452218	smason@eastbourne-college.co.uk
German	Mrs A M Millar	452213	ammillar@eastbourne-college.co.uk
History	Mr T J Spiers	452336	tjspiers@eastbourne-college.co.uk
Latin	Mr P J Canning	451904	pjcanning@eastbourne-college.co.uk
Learning Enrichment	Mr A J Spraggon	451930	ajspraggon@eastbourne-college.co.uk
Mathematics	Miss J K Lusty	452331	jdklusty@eastbourne-college.co.uk
Music	Mr T G Laverack	452340	tglaverack@eastbourne-college.co.uk
Physics	Mrs E J Livingstone Greer	452284	ejlivingstonegreer@eastbourne-college.co.uk
Physical Education	Mrs J M Simmonds	452332	jmsimmonds@eastbourne-college.co.uk
PSHE	Mrs J M Kirtley	452213	jmk@eastbourne-college.co.uk
Religious Studies	Mr A P Wood	452285	apwood@eastbourne-college.co.uk
Science	Dr A Ball	452284	aball@eastbourne-college.co.uk
Spanish	Mrs A M Millar	452213	ammillar@eastbourne-college.co.uk
Textiles	Ms Z B Cosgrove	452246	zbcosgrove@eastbourne-college.co.uk
Futures	Miss Gordon	452211	sjgordon@eastbourne-college.co.uk
Deputy Head (Academic)	Mr J M Gilbert	452300	jmg@eastbourne-college.co.uk
Head of Curriculum	Mr P J Canning	452300	pjcanning@eastbourne-college.co.uk



## GCSE OPTION CHOICES FORM 2020-22

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Please list four subject choices from the option blocks listed in this booklet; one from each block as per the direction provided.

Choice from Block 1

Choice from Block 2

Choice from Block 3

Choice from Block 4

Signed (pupil) .....

Name (pupil) .....

House (current pupils) .....

Signed (parent) .....

Name (parent) .....

Please return this form to your child's hsm by Monday 1 June 2020. New pupils should return the form to the admissions department.



Headmaster  
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