



KS4 Pathways

2018-2020



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(You have been given two forms: one to keep and one to rip out and return between 27th February – 1st March 2018)

Dear Year 9 student,

You are about to make some very important decisions about the subjects you will follow in Years 10 and 11. The choices you make now will have a significant impact on the options available to you when you leave school. When making choices for Key Stage 4 it is important to bear in mind that you will be required to remain in education until the end of the academic year during which you turn 18 years old. This 'remaining in education' could involve following a full-time course at college, completing an apprenticeship, getting a job with accredited training or undertaking voluntary work with training. It is therefore more important than ever to think not just about the next two years at Ecclesfield School, but also about career progression – what do you want to do after Year 11?

This booklet should provide you with all the information you will require to make an informed choice but please do not hesitate to ask for further support or advice from any member of the school's Senior Leadership Team.

English, Maths, Science, RE, PE, PSHCE and one Ebacc subject (either History, Geography or a modern foreign language) form part of the core curriculum on your pathway. The remaining options can be chosen from a range of other subjects allowing you to follow a broad and balanced curriculum.

There are several different pathways and subject combinations so do not worry about what other students are doing; the pathways have been designed to suit your abilities and needs. Some students will be offered opportunities to follow a Foundation Learning Programme, others will have the chance to follow a work-related course. On your pathway, if you choose, you can study a Language and Geography or History in addition to English, Maths and Science which means that you would have the opportunity of achieving the English Baccalaureate (EBacc). So, regardless of pathway, if you wish to follow the Ebacc, you can. **You are advised to take a close look at the Certificate in Digital Applications (CiDA) which develops your knowledge of IT, a key employability skill, and consider taking this course as one of your options.**

Remember to ask for help when you are unsure and listen to all of the advice offered. Your teachers have considerable experience and will be able to provide you with sound guidance. You can be assured that we will make every effort to meet your individual needs.

Before you choose, you should think about what you want to do in the future and read through this booklet carefully. You may already have some ideas about what you want to do on leaving Ecclesfield School – you may even know what type of career you would like to follow and should therefore try to find out what qualifications you will need. You may be considering going to College to study level 3 courses such as A levels or Tech Levels; if so, find out which qualifications would be most useful in order to enrol on those particular courses.

Do not hesitate to email me or ask me directly if you need further information. Your task from now until the options deadline on 1st March is to get lots of advice! There are plenty of people who can guide you: your PSHCE teacher, Form Mentor, subject teachers, Mrs Cassell (Careers Advisor), your parents and carers and any member of the Senior Leadership Team.





Remember that the deadline to hand in your options form is 1st March. You should hand in your form to your Form Mentor who will start to accept completed forms from Tuesday 27th February 2018.

Good luck!

Miss C Evans Deputy Headteacher

email: cevans@eccoschool.com

Which subjects *must* I study?

| Subject area | Qualifications | Periods per fortnight |
|--|---|-------------------------|
| English  | English Language and English Literature (2 GCSEs) | 9 periods of English |
| Maths  | Maths (1 GCSE) | 8 periods of Maths |
| Combined Science  | A Double Award qualification worth 2 GCSEs. <i>Students wishing to study a Science at A level will be required to achieve grade 6 or above in this qualification.</i> | 10 periods of Science |
| History or Geography  | History or Geography | 5 periods per fortnight |
| <p>You may wish to study a modern foreign language as one of your option subjects.</p> <p><i>If you are already able to speak another language (for example: Polish, Urdu, Arabic, Italian) it may be possible for you to take a GCSE in that language instead of one offered at school. You would need be expected to take this qualification outside of the main curriculum time. Please make sure that you speak to Miss Evans (Deputy Headteacher) if you want to take a GCSE in your home language.</i></p> | | |
| Physical Education | P.E. (non-exam) | 2 periods of core PE |
| PSHCE and RE | Personal, Social, Health and Citizenship Education. This programme includes Sex and Relationships Education. | 1 period of PSHCE |

What are the option subjects?

| | | |
|--|--|--|
| <ul style="list-style-type: none"> - GCSE Art - GCSE Music - GCSE Drama - Technical Award in Performing Arts (Acting) - Technical Award in Music - GCSE P.E. - Certificate in Sport Science | <ul style="list-style-type: none"> - Technical Award in Food & Cookery - Technical Award in Engineering - GCSE Computing - Technical Award in Health & Social Care | <ul style="list-style-type: none"> - GCSE Religious Studies (Philosophy & Ethics) - Technical Award in Enterprise (Business) - Certificate in Digital Applications (CiDA) |
|--|--|--|

What is the Progress pathway?

We value the importance of a broad and balanced curriculum at Ecclesfield School. The successful progression of Ecclesfield students to college, university or other employment and training confirms that this is also highly regarded beyond Ecclesfield School.

In 2016, the Government introduced new measures by which the performance of schools and students is now judged. Three of these measures are called 'Attainment 8', 'Progress 8' and the 'Ebacc'. We anticipate that employers, universities and colleges will increasingly look at students' performance in these areas and therefore we have guided you towards certain subjects on the basis of your possible career progression, previous attainment or any additional identified needs.

You will need to think very carefully about which option subjects you select; at this stage you are advised not to 'close doors' which could limit your choice of subjects in further or higher education. **You are advised to take a close look at the Certificate in Digital Applications (CiDA) which develops your knowledge of IT, a key employability skill, and consider taking this course as one of your options.**

What is the EBacc?

The **English Baccalaureate** (EBacc) is achieved if a student passes the following **GCSE subjects with a strong pass** (*a grade 5 or above*):

- English
- Maths
- At least **two Sciences**
- A Modern Foreign Language
- History or Geography

The Ebacc is already increasingly held in regard by some universities but given the government changes to the performance measures since 2016, the Ebacc is poised to influence employers, colleges and universities further. Students who have studied the Ebacc suite of qualifications experience a broad range of rigorous subjects which are known as the 'facilitating subjects' in higher education. If you would like to take the Ebacc, you will need to have taken a language as well as History or Geography.



Will I get my choices? Why do I need a RESERVE?

We will do our best to give you the first choices in your options list, but courses have maximum numbers that they can accept because of the limits of specialist rooms, equipment and staff so we can not guarantee this. It is also possible that a particular course may not run because too few students have expressed an interest in taking it. If a course has too many applicants this will be discussed with you.

When we have everyone's preferences, we put together a timetable that meets as many students' choices as possible. Unfortunately it is not always possible to construct a timetable that fits every combination of option choices, in this situation we may use your 'reserve' choice so it is essential that when you complete your options form that your reserve is a subject that you would be prepared to study for two years.

Reforms in Secondary Education

The Gold Standard

Ecclesfield School has always valued the importance of and striven to deliver a broad and balanced curriculum. The successful progression of our students to post-16 study, university or other employment and training confirms that this is highly regarded beyond Ecclesfield School. The Government's White Paper 'The Importance of Teaching' (2010), which aims to ensure that British schools have '[a] curriculum and qualifications which allow us to learn from and outpace, the world's best' added further weight to this viewpoint.

In order to achieve the governments' aim, the Department for Education has in the past three years, embarked upon a period of consultation and the reform of GCSE qualifications. The aim of this reform has been to strengthen and broaden qualifications in order to ensure that our education system meets the needs of students in an ever growing 'world market'. The key strand of this reform has been the change to the Gold Standard required of our students.

This Gold Standard is the measure which post-16 education providers and many training providers and employers use to allow access to courses and employment. Up until July 2015 students were required to achieve at least 5 A*-C GCSE or equivalent grades including English and mathematics, in order to achieve the Gold Standard. **The Department for Education has reformed this requirement and since July 2016, students will be required to achieve at least 8 qualifications which fit into the groups detailed below:**

- GCSE English and mathematics
- 3 further English Baccalaureate GCSE qualifications
- 3 GCSE or equivalent qualifications such as Technical Awards

As a result of this reform, students who have embarked upon their GCSE and equivalent qualifications since September 2014 will be required to meet the reformed Gold Standard requirements. In response to this reform, each Year 9 student at Ecclesfield School has been given a personalised booklet which identifies their own tailor-made KS4 pathway. The different pathways will ensure that students have the best possible opportunity to showcase their abilities and keep doors open to any opportunities in the future.

R.P.A. (Raising the Participation Age)

The Government has increased the age to which all young people in England must continue in education or training. As a result your child will be required to continue in education or training until their 18th birthday.

RPA means that your child will be required to choose one of the following options once they complete their time at Ecclesfield School:

- full - time education, such as a school, college or home education
- an apprenticeship
- part-time education or training if they are employed, self-employed or volunteering full-time (which is defined as 20 hours or more a week).

New GCSEs

All Year 9 students in the UK will be studying the newly reformed GCSEs in all subjects in the Summer of 2020 and will be awarded a grade on a 9-1 scale.

The 9-1 scale has completely replaced the A*-G scale and broadly the same proportion of students who used to achieve a grade C or above will now achieve a grade 4 or above. **The new 'strong pass' at GCSE will be a grade 5 which is two thirds higher than the existing C grade.**

The new GCSEs are rigorous and challenging qualifications which the Year 9 students have already started to prepare for in the Ebacc subject areas. Technical Awards will continue to be marked using the existing Pass, Merit and Distinction grading system. For the past two years, your child's current projected grades on the reports which are sent home, have all been aligned to the new GCSE 9-1 scale.

Key features of the new English GCSEs

In the new English qualifications, students will undertake an increased number of extended writing tasks and assessment will be entirely by external examination at the end of Year 11. There will no longer be any controlled assessment or coursework tasks and therefore students will be expected to demonstrate their full ability and potential in the end of Year 11 exams.

Students will be supported to develop their exam technique and improve the standard of their spelling, punctuation and grammar (SPaG). **Parents can provide essential support at home by making sure that students understand the importance of writing in full sentences, spelling words correctly, revising for examinations and reading on a regular basis.**

GCSE English Language

Students will be expected to read a wider range of texts, however, they will not be required to study specific texts for this qualification. There will be an increased focus on the accurate use of spelling, punctuation and grammar (SPaG) and students' ability to write clearly and accurately, in good standard English.

Structure and assessment:

- Assessed by external exam only at the end of Year 11.
- Un-tiered exam papers only.
- 20% of the marks for the GCSE English Language written exams will be allocated for accurate spelling, punctuation and grammar (SPaG).
- Speaking skills will continue to be assessed but will not contribute to the overall grade.

GCSE English Literature

English literature will focus on four areas of 'classic literature' and there will be a requirement to respond to unseen texts in the examination. Students will be required to study a range of high quality, intellectually challenging and substantial texts including: at least one Shakespeare play, one nineteenth-century novel, a selection of poetry since 1789 including representative Romantic poetry, and fiction or drama from the British Isles from 1914 onwards.

Structure and assessment:

- Assessed by external exam only at the end of Year 11.
- Un-tiered exam papers only.
- 5% of the marks will be allocated for accurate spelling, punctuation and grammar (SPaG).

Key features of the new Mathematics GCSE

The new maths GCSE will be more substantial and challenging, with greater emphasis on solving problems that require multi - step solutions. New topics being introduced include ratio and proportions. Students will be expected to learn key mathematical formulae by heart and will no longer be provided with a help sheet in the exam.

Key Features:

- Broader and deeper mathematical content, delivered through a single extended GCSE.
- Enhanced content including: number (with explicit reference to formal written methods of calculation) ratio, proportion and rates of change (with reference to simple interest in financial mathematics).
- Additional requirement to provide clear mathematical arguments.
- A greater focus on problem - solving.

Structure and assessment:

- Greater examination time (3 papers)
- Assessed by external exam only at the end of Year 11.
- Tiered exam papers: foundation tier covering grades 1-5; higher tier covering grades 4 -9.
- More questions involving solving problems, which may require multi -step solutions.

The support of parents will continue to be a vital part of students' success.

Parents can continue to support by:

- **Having learning conversations at home.**
- **Being aware of the areas that their child is struggling with.**
- **Asking their child specific questions about their work.**
- Making sure that their child is equipped with a **planner and Maths equipment.**
- **Knowing their child's target grades** and whether they are on track
- Checking homework is completed. **If none is set, then students can revise.**
- Communicating with school.
- **Ensuring their child attends school.**
- Helping their child to **establish a study routine.**
- Making sure that **revision is active** (making notes, revision cards, diagrams)
- Where there is computer access at home, checking that their child is using **MyMaths.co.uk, Justmaths.co.uk and Mrbartonmaths.com.**

Key dates in the KS4 Pathways Process from January 2018

| | |
|---|---|
| <p>Yr 9 PSHCE Careers Lessons</p> | <p>Students will have already had several PSHCE sessions and a 'mock option' opportunity in December. During the Spring Term, students will be discussing their options and possible post-16 career with their PSHCE Teacher. Students will be using 'JED' (Job Explorer Database) which can also be accessed from home on the school's MLE. On Jed, students can explore college and university courses and future job roles in order to inform their choices.</p> |
| <p>SLT interview days</p> <ul style="list-style-type: none"> • From 31st January onwards | <p>All Year 9 students will have an interview with a member of the school's Senior Leadership Team to discuss their options. Form Mentors will also be using morning registration time to discuss options and facilitating conversations between students in Years 9-11.</p> |
| <p>KS4 Pathways & Parents' Evening</p> <ul style="list-style-type: none"> • Thursday 8th February 4:30pm-7:30pm <p>The signing-in desk and information point will be in the Sports Hall Entrance. 4:30pm, 5:15pm, 6pm, 6:45pm, 7:15pm</p> <p>4:30pm-7:30pm in the Sports Hall</p> <p>5pm-7pm in Keppel classrooms</p> <p>The Library and Keppel corridors</p> | <p>Year 9 KS4 Pathways and Parents' Evening for parents, carers and students.</p> <p>PLEASE ARRANGE TO SPEND AT LEAST 2 HOURS at this event if you are unable to attend for the entire evening because there are a number of different sessions.</p> <p>15 minute information sessions in Lady Mabel Hall - please attend one of these.</p> <p>Appointments with your child's teachers of Maths, Science, English, History or Geography and Modern Foreign Languages.</p> <p>An opportunity to discuss suitability for GCSE and Technical Award courses with teachers of options subjects.</p> <p>Local colleges and the School's Careers team will be available to talk to you about specific courses and requirements.</p> |
| <p><u>Deadline for handing in forms</u></p> <p>Thursday 1st March 2018</p> | <p>Students can hand in their completed option forms to their Mentors from 27th February. All forms must be signed by a parent or carer and handed in by 12 noon on 1st March.</p> |

A final confirmation letter will be sent home to parents and carers to confirm their child's options. **Options cannot be changed** if a student decides that the course is not for them in September 2018, so please make sure that the form is submitted on time and has been given plenty of consideration.

What is a Technical Award?

After a major review of all vocational qualifications, the government has put new standards in place for vocational qualifications so that they are on a par with the demands of GCSEs. These new, rigorous and demanding vocational qualifications are now called 'Technical Awards' and have been designed to prepare young people for the world of work.

Technical Awards allow students to study real-life practical and technical skills that are used in daily life without sacrificing any of the essential subject theory. Technical Awards can be taken alongside, or in place of, GCSEs.

In previous years, most of the vocational qualifications offered at Ecclesfield School have been the Pearson BTECs. However, there is now a much wider range of Technical Awards on offer by several different examination boards such as AQA, NCFE and OCR.

Since September 2015, Technical Awards have become the first step on a new vocational route available to young people through from the ages of 14 to 19. The progression from level 2 – level 4 is listed below:

- for 14- to 16-year-olds, students will be able to study Technical Awards alongside their GCSE courses.
- for 16- to 19-year-olds, students will be able to study Technical Levels or 'Tech Levels' alongside or instead of A levels.
- after completing school and college, young people will then be ready for an advanced apprenticeship, university or skilled employment.

The Technical Awards offered at Ecclesfield School are work-related qualifications suitable for a wide range of students.

How does it work?

Technical Awards are Level 2 qualifications, the broad equivalent of traditional GCSEs. The Technical Awards offered at Ecclesfield are linked to an industry sector. Students may take a Level 2 Technical Award alongside core GCSE subjects such as English and maths.

Each Technical Award consists of a number of units with the number of units varying according to the design and focus of each qualification. Learners complete realistic work-based assignments throughout the two year course, which are internally assessed by their teachers. Following the recent changes, all Technical Awards also include an externally-assessed examination which may take the form of an exam paper, a controlled assessment or an online test.

Are Technical Awards suitable for my child?

These qualifications are really suited to students who have excellent attendance and who prefer practical learning opportunities. Technical Awards are suited to students of all abilities. **You are advised to take a close look at the Certificate in Digital Applications (CiDA) which develops your knowledge of IT, a key employability skill, and consider taking this course as one of your options.**

Glossary of key terms

Subjects and examinations

Subjects studied are usually two year courses unless otherwise specified in their description. Many subjects have controlled assessments or project portfolios during that time which count towards the final grade. All GCSEs and Technical Awards also have a final examination which counts towards the grade achieved.

Not all courses lead to GCSE grades. Technical Awards enable students to achieve a grade at Level 1 (equivalent to D-G or grades 3-1) if their work is not at level 2 standard (A*-C or 9-4 grades).

The Syllabus

The content of the course you are studying.

Portfolio Work

This is work completed during the two years of the course. It may also be called coursework or an assignment and completion of the work earns credits, which contribute to the final grade achieved. This style of assessment is particularly important in Technical Awards.

Controlled Assessment

Some GCSE syllabuses require that portfolio work is completed under controlled conditions. This has been the case in subjects such as Art and Design for some time. In this case the teacher prepares a piece of coursework with the class then the students have a specified amount of time to complete the task itself. The coursework must be completed entirely within the classroom and in quite carefully defined conditions. This form of assessment has replaced coursework in most subjects and students will complete controlled assessments throughout the two years of their studies. **Students are more in control of these assessments than they are of the final formal exam papers and therefore they should try to achieve a mark for their controlled assessments which meets, or preferably exceeds their target grade for that subject.**

Practical Assessments

These are usually conducted during lesson time or during specified examination times. The marks awarded count towards the final grade. There are performance exams in Music. In Drama, students are expected to perform in a group and an external examiner marks the final practical performance. In GCSE P.E. students are examined participating in a number of different sports for their practical exam.

Grades and Levels

The grades awarded for the newly reformed GCSE courses go from 9-1 with 9 being highest, 5 being considered a 'strong pass', grade 4 being a 'standard pass' and grade 1 being equivalent to the old GCSE 'G' grade.

'U' represents a performance which is too low to grade - Ungraded.

Technical Awards are graded with a Pass, Merit and Distinction system with a Distinction* being the top award.

The Dos and Don'ts of selecting your option subjects.



Do choose subjects which you like and want to do.



Do choose subjects which you are capable of doing and with which you feel at ease.



Do ask subject teachers what the course involves in terms of practical work, written work, controlled assessments and final examinations.



Do choose subjects which give you a wide choice for the future.



Do make sure that you are as well informed as possible before you make any decisions. People who can offer you guidance are:

- Your subject teachers
- Your form mentor
- Members of the school's Senior Leadership Team
- Mrs Cassell, the Careers Adviser
- Students in Years 10 and 11 who are already studying the courses



Don't choose a subject just because your friend is doing it.



Don't choose a subject just because you like the teacher.



Don't choose a subject just because it's new to you. Look carefully at your options brochure to see if there are any subjects which are new to you. Find out about them.

Finally, remember that you are aiming for a **balance of subjects** which will give you the maximum range of choices in the future. There are many people who are very keen to help you to obtain information, so that you are quite clear when you make your choices. **Don't hesitate to ask.**

When making your decisions, remember you will need qualifications to fit you for most jobs and courses in Further Education. Your broad base of subjects should enable you to start confidently on your next step after Ecclesfield School.

Core Subjects

- **GCSE English Language**
- **GCSE English Literature**
- **GCSE Maths**
- **GCSE Combined Science** (Double Award)
- **GCSE History or Geography**
- **P.E.** (non exam)
- **P.S.H.C.E. and R.E.**



GCSE English Language and GCSE English Literature

(2 GCSEs)



Overview

During Key Stage 4, students will be studying for two GCSE qualifications: English Language and English Literature. The exam board will be AQA.

Course content

During the English Language course, students will study a variety of texts including 20th and 21st novels and non-fiction texts from a range of time periods. They will also learn to write engaging non-fiction texts such as letters, newspaper articles, speeches, leaflets, as well as develop their creative writing skills through narrative and descriptive pieces.

The English Literature course will involve studying a Shakespeare play and a 19th Century novel such as 'Great Expectations' or 'Dr Jekyll and Mr Hyde.' Modern texts are also studied and teachers choose from a great range of engaging and current fiction such as 'The History Boys', 'Never Let Me Go' and 'Pigeon English.' Poetry is covered via unseen extracts where students learn how to analyse and explore texts independently, and through an anthology of set poetry which explores a particular theme such as love or conflict.

Assessment

All assessment in English is completed through examinations. There will be two exams for English Language and two for English Literature. All these exams will be taken in the summer of Year 11.

In addition to the examinations, students will receive a mark for their speaking and listening abilities. This will be based on a range of tasks they will complete in lessons with their teacher and peers and will require them to be involved in discussions and presentations. This part of the course will not count towards the final GCSE grade.

Graded on the new 9-1 scale

Students will receive a GCSE grade from 9-1 in both English Language and English Literature. 9 will be the highest grade and 1 the lowest. Grade 5 or above will be considered to be a 'good pass'.

Contact details

If you have any further questions or would like more information on the GCSE English qualifications, please don't hesitate to contact the department using the details below.

Mrs E Hall – Curriculum Leader for English
ehall@eccoschool.com

Alternatively, information regarding this qualification is available on the AQA website.
www.aqa.org.uk

GCSE Mathematics

(1 GCSE)



Overview

Year 9 students will be studying the new GCSE in Mathematics. The amount of mathematics to be covered has increased and some topics which used to be only on the Higher Tier are now required on Foundation as well (please refer to page 8 for more information). There will be an opportunity for students consistently working well at foundation level to move to the higher tier.

To succeed on the course, students will need to keep up to date with all home learning and spend time doing independent revision at home before each assessment point. Students not making expected progress will be required to complete additional work out of lesson time. Students are expected to have their own mathematical equipment, (ruler, protractor, pair of compasses and **scientific calculator**) to use in lessons and bring to assessments.

Course content

The content of the mathematics specification is grouped into the following topic areas:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry & Measures
- Statistics
- Probability

Assessment

The content is assessed by 3 written exam papers taken at the end of the course which will include questions from all topic areas. There are 3 types of assessment objectives:

AO1 Use and apply standard techniques (recall facts and methods and apply these to routine tasks)

AO2 Reason, interpret and communicate mathematically (decide which mathematics to use to answer questions and show clearly their working out)

AO3 Solve problems within mathematics and in other contexts (use their mathematics to solve more complex problems explaining clearly what they are doing)

There are 3 exam papers all taken at the end of Year 11

Paper 1: No calculator allowed

Paper 2: Calculator essential

Paper 3: Calculator essential

Graded on the new 9-1 scale

The Foundation tier covers grades 1 - 5 and the Higher tier covers grades 4 to 9. Grade 9 is the highest grade available. Grade 5 or above will be considered to be a 'good pass'.

Contact Details

Mr A Wood – Director of Maths

awood@eccoschool.com



Combined SCIENCE: Trilogy (Double Award)

(2 GCSEs)

Overview

Almost all students follow the Combined Science course. Students take their exams in Combined Science at the end of Year 11.

Course content

The Double Award Science course contains individual units of Biology, Chemistry and Physics. These are:

Biology 1 and 2: Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution, Ecology.

Chemistry 3 and 4: Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.

Physics 5 and 6: Energy, Electricity, Particle model of matter, Atomic structure, Forces, Waves, Magnetism and electromagnetism.

Assessment

Six written examinations:

Biology Paper 1 and Paper 2, each exam lasting 1 hr and 15 minutes, worth 70 marks and 16.7 % of the overall qualification.

Chemistry Paper 3 and Paper 4, each exam lasting 1 hr and 15 minutes, worth 70 marks and 16.7 % of the overall qualification.

Physics Paper 5 and Paper 6, each exam lasting 1 hr and 15 minutes, worth 70 marks and 16.7 % of the overall qualification.

The majority of students will follow this Double Award course which provides students with the necessary foundation to continue studying an A Level in Science at sixth form college if they so wish.

Students who do wish to study an A level in Science are expected to achieve a grade 6 or above grade in order to meet the entry requirements of the local colleges.

Contact Details

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Mr S Guest

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Mr B Blessed

bblessed@eccoschool.com



GCSE History

(1 GCSE)

Overview

History is a very popular course at GCSE. The exam specification, which Year 9 students are already studying, provides students with the opportunity to study a diverse range of history and develop a broad variety of skills.

Course Content

Medicine Through time (Thematic Study)

This Thematic Study examines continuities and changes in the history of medicine. Students will track the development of medicine from c.1250 all the way to the present day. Students will consider a common set of key questions for each period:

- *What caused people to be healthy or unhealthy?*
- *What caused diagnoses and treatments to remain the same or to change?*
- *How far did new ideas and treatments affect the majority of the population?*
- *What ideas did people have about the causes and treatment of illness and injuries?*

The British Sector of the Western Front, 1914-18 (Historic Environment)

Within the Thematic Study, students will complete an enquiry in to injuries and treatments in the World War One trenches.

Weimar and Nazi Germany 1918-1939 (Modern Depth Study)

The Modern Depth Study focuses on the reasons for the development of totalitarianism in Germany and its impact. Students will investigate how developments in Weimar Germany led to the rise of the Nazi Party and the emergence of a totalitarian regime, as well as the impact of this regime on the German people and the reactions of different groups and individuals.

The American West c1835-1895 (Period Study)

In this exciting topic students will explore the building of a nation. They will study from the early settlement of the West to the conflict on the plains and the destruction of the way of life of the Plains Indians.

Elizabethan England, 1558-88 (British Depth Study)

In this unit students will learn about the main issues facing Elizabeth I during her reign. Students will investigate religious issues, threats to the security of England from home and abroad and social and economic issues. They will also study England's changing relationship with the wider world, including the first steps towards the creation of a seaborne empire.

Assessment: Graded 9-1

Paper 1 Exam (2 hrs): Thematic Study (Medicine in Britain) and historic environment (30%)

Paper 2 Exam (1 hr 45 mins): Period Study (American West) and British Depth Study (Elizabethan England) (40%)

Paper 3 Exam (1 hr 20 mins): Modern depth study – Weimar and Nazi Germany (30%)

Students will take the external examinations at the end of Year 11. Their progress will be monitored throughout Years 9 - 11 through practice exam questions and project work.

Contact Details

Miss S Chamberlain - Curriculum Leader: History

schamberlain@eccoschool.com



GCSE Geography

(1 GCSE)

Exam board: AQA 8035

Overview

Geography is a popular and exciting GCSE which explores a wide range of issues and features in the UK and wider world as part of the new specification. During the course students will develop a wide range of transferable skills (that employees love) that will prepare them for life **as citizens in the global economy and society of the 21st century**. Students will ask questions about real life events taking place **right now** and what they mean for us all, and make **informed decisions** relating to these. These are the reasons why Geography is one of the most sought after further education qualifications that employees look for.

Course Content

A) The Physical Environment

You will explore a huge variety of physical Geography topics, including: *Tectonic and climatic hazards* (including earthquakes, hurricanes and climate change challenges); *World Ecosystems* focusing on Hot Deserts and Tropical Rainforests; and *Rivers and Coasts*.

B) The Human Environment

As part of this topic area you will explore topics ranging from *Resource management* and the issues surrounding this in the modern world; *Development* around the world including the factors controlling this and implications for the future; and *Urban issues and challenges* that affect the way that people live today and may live in the future.

C) Geographical Skills/Geographical Investigations

In this exciting section of the course you will take part in fieldtrips to both an urban/rural area and coastal/river environment. You will develop and use a range of skills that can be used to investigate environments and interrogate Geographical information.

Assessment (Graded 9-1)

Paper 1: Living with the physical environment: 35% of the GCSE (1 hour 30 minutes)

Paper 2: Living with the human environment: 35% of the GCSE (1 hour 30 minutes)

Paper 3: Geographical applications (including pre-release resource booklet): 30% of the GCSE (1 hour 15 minutes)

All three papers will be sat during the summer of Year 11. Teachers will monitor students' progress during Years 9-11 and support them to achieve their best result in GCSE Geography.

Extra-curricular

There is the possibility that students may be given the opportunity to take part in a field study residential trip to an amazing location outside the UK. For the past two years we have offered trips to fantastic places including The Bay of Naples, Italy and Iceland.

Contact Details

If you have any questions or would just like to chat to someone about GCSE Geography see a member of the Geography department or contact Miss O. Monaghan - Curriculum Leader: Geography

omonaghan@eccoschool.com.

Core P.E.

(Non-exam)

All students will have one session of Physical Education per week in Years 10 and Year 11. They will participate in a variety of activities during Years 10 and 11. A wide range of activities is offered throughout the two year programme and students choose each half-term from a selection of activities.

In addition, PE is also available as an option subject at GCSE or Technical Award level. Further details can be found on the options subject pages of this booklet.

PSHCE and R.E.

In line with our school ethos, as well as statutory requirements, we hold PSHCE at the heart of our curriculum. We believe that all of our students should have a right to a curriculum which enables them to be a good citizen in the community and develops their moral well-being.

All KS4 students study PSHCE for one discrete lesson per fortnight and a number of key lessons across other subject areas, incorporating the main strands of the PSHCE and RE curriculum. This programme will complement the development of our students' spiritual, moral, social and cultural awareness which is also a prominent feature of mentoring sessions during morning registration.

- **Relationships:** developing and maintaining positive relationships, personal identity, dealing with negative relationships and how to communicate effectively.
- **Health and Wellbeing:** healthy eating and exercise including drug, alcohol and tobacco education; mental, emotional and sexual health education.
- **Living in the Wider World:**
 - **Citizenship:** the British parliamentary system, the role of each individual in building democratic society, the rule of law and individual liberty.
 - **British values:** developing tolerance, respect and understanding of different faiths, cultures and communities.
 - **Managing personal finances:** savings, debt management and budgeting.
 - **Careers education:** options, guidance, enterprise and work-related experiences.
 - **Personal safety:** rights and responsibilities and issues surrounding e-safety.
 - **Study skills:** preparing for exams, developing exam technique and understanding how the brain and memory work.

Option Subjects

- **GCSE Art**
- **GCSE Drama**
- **Technical Award in Performing Arts (Acting)**
- **GCSE Music**
- **Technical Award in Music**
- **Technical Award in Enterprise (Business)**
- **GCSE Religious Studies: Philosophy and Ethics**
- **Technical Award in Food & Cookery (D&T)**
- **Technical Award in Engineering (D&T)**
- **GCSE Computing**
- **Certificate in Digital Applications (CiDA)**
- **GCSE Physical Education (P.E.)**
- **Certificate in Sport Science**
- **Technical Award in Health & Social Care**
- **Modern Foreign Language**



GCSE ART: Fine Art

(1 GCSE)

Overview

This course is well established and proves to be a very popular option every year. All GCSE Art students present their best work at the department's annual Art exhibition in the summer of Year 11 where family and friends can view the whole range of work created during the course.

At a glance

- Work is mainly practical with research into other art styles.
- Students use a wide use of materials and media including printmaking, clay work (ceramics) and mixed media techniques and processes.
- Critical studies include the appreciation of artists, designers and cultures.
- Exercises are based on direct observation, development of ideas from own work and that of others culminating in a final exam outcome (painting, clay piece(s), mixed media piece.

Assessment (Graded 9-1)

Continuous assessment takes place throughout the whole of Year 10 and up until the end of the first term in Year 11. Projects usually last for around a full term and a half and there is a school exam in Year 10 and in the December of Year 11.

Component 1: Portfolio: (96 marks / 60% of the final grade)

1. A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.

2. A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini projects; responses to gallery, museum or site visits; work placements and independent study.

Component 2: Externally set assignment (96 marks / 40% of the final grade)

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. A final exam piece is completed in Year 11 after undertaking preparatory research work.

Home learning activities are set each week and usually require the students to produce an observation drawing or to develop their ideas on an existing piece.

The course provides a solid foundation to college courses and develops skills which can be used in a range of professions including design, craft, theatre, stage work, creative industry, education, therapy, and architecture. Students wishing to take Art at A level will need to take GCSE Art for the best possible progression.

Contact Details

Ms K Phillips – Curriculum Leader: Art
kphillips@eccoschool.com

GCSE Drama

(1 GCSE)

Overview

If you have enjoyed your previous experience of drama and want to develop your skills at a higher level, please speak to your Drama teacher or directly to Mr Smithard, the Curriculum Leader. **There are two courses currently available in Drama – the course you take will be decided upon in negotiation with the Drama staff.**

The subject content for GCSE Drama is divided into three components:

1. Understanding drama (written exam)
2. Devising drama (Practical performance and written logbook)
3. Texts in practice (Practical exam)

Guidance is also provided on the theatrical skills students will need to work on. In the practical components students may specialise in performing, lighting, sound, set, costume and/or puppets.

Course Content and Assessment (Graded 9-1)

Component 1: Understanding Drama (40%)

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers
- Visit to local theatres to watch performances

Assessed by: A written 'open book' exam lasting 1 hr and 45 mins (80 marks) where students will be questioned in the following way:

Section A: multiple choice (4 marks)

Section B: four questions on a given extract from the set play chosen (46 marks)

Section C: one two-part question (from a choice) on the work of theatre makers in a single live theatre production (30 marks)

Component 2: Devising Drama - Practical (40%)

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

Assessed by: A 'Devising log' (60 marks) and a devised performance (20 marks) which are both internally marked by teachers and moderated by AQA.

Component 3: Texts in Practice - Practical (20%)

- Performance of two extracts from one play.
- Free choice of play but it must contrast with the set play chosen for Component 1.

Assessed by: Performance of Extract 1 (25 marks) **and** Extract 2 (25 marks)

Drama is a great confidence builder and the skills you learn can be taken into other lessons, college/job interviews and any future career you may have that involves dealing with people.

Contact Details

Mr. B. Smithard - Curriculum Leader: Drama
bsmithard@eccoschool.com

Instagram @EccoDrama
Twitter @EccoDrama

Technical Award in Performing Arts (Acting)

Exam Board: AQA, (3746)

(A vocational qualification equivalent to 1 GCSE)

There are two courses currently available in Drama – the course you take will be decided upon in negotiation with the Drama staff.

Overview:

This qualification is modular and is split into three units. One is an externally assessed exam and the other two are internally assessed.

Unit 1: Unlocking creativity

Unit 2: The production/performance

Unit 3: The performing arts experience

Assessments are graded using the Pass, Merit, Distinction, Distinction* system.

Unit 1: Unlocking creativity - 30% of overall qualification internally assessed (60 marks) 36 GLH

Learners are assessed in research, idea development, planning and budgeting, Presentation and transferable skill of communication

Unit 2: The Production/Performance - 30% of overall qualification internally assessed (60 marks) 36 GLH

Learners will be assessed on a key performance or production role in a performance based on one of five briefs and transferable skill of teamwork

Unit 3: The Performing Arts experience - 40% of overall qualification 1h 30m exam paper (80 marks)

Learners will be assessed on their knowledge and understanding of the following:

- Roles and responsibilities within the performing arts industry
- The role of performing arts in society
- Approaches to rehearsal
- Working as a deviser/performer/director
- Marketing and public relations
- Health and Safety
- Design and technical elements
- Reviewing performance
- Theatre/film education

The course will develop a variety of transferable skills including self-appraisal, evaluation, teamwork, leadership, research, presentation, communication and problem solving. These are skills that will stand any learner in good stead for the future irrespective of career path. Ideally suited to learners with a preference for practical, rather than theoretical learning.

As with all Technical Awards, this course is still subject to DfE approval and is therefore subject to change.

Contact Details

Mr. B. Smithard - Curriculum Leader: Drama

Instagram @EccoDrama

GCSE Music

(1 GCSE)

Exam Board: OCR (J536)

Overview:

This engaging and successful music course aims to:

- promote an appreciation and enjoyment of a wide range of musical styles
- develop students' listening, performance and composition skills
- extend students' knowledge and musical skill as a basis for further study and leisure
- promote an understanding of the social, moral, intellectual and spiritual contribution that music makes in society
- provide an opportunity for students to create, perform and record music

Students should be having instrumental lessons and have a good knowledge of music theory. Students are also expected to join one of Ecclesfield's extracurricular ensembles.

COMPONENT 1: Listening to and Appraising Music (40% of the total marks)

Written exam – externally assessed

Students will have to answer questions about recorded examples of music based around the Musical Elements, Musical Contexts and Musical Language. They will be required to identify instruments, recognise styles and dates of music, spot technical features in the work, make comparisons between pieces, notate rhythms and identify key changes and chords.

COMPONENT 2: Composing Music

Composition (30%)

Marks are awarded for the candidate's ability to compose and to evaluate the success of their work and of the final completed recording. One composition will be based around the candidates own instrument and the other composition will be based on a brief set by the exam board.

Unit 3: Performing Music (30% of the total marks)

Each candidate should perform two different pieces:

- a) An 'Individual Performance' or Technology-based performance**
- b) One 'Group Performance',**

In order to do well in this component of the course, students will need to receive some form of instrumental tuition in addition to the GCSE lessons, and should also participate in as many extra-curricular activities and concerts as possible. Students who play an instrument have often achieved successful GCSE grades.

Contact Details and Additional Information:

The music department has produced a more detailed GCSE Music brochure to help students with the options process. If students are considering opting for this subject they should speak with their classroom music teacher.

Mrs C. Power - Curriculum Leader: Music
cpower@eccoschool.com

Technical Award in Music

(A vocational qualification equivalent to 1 GCSE)

Overview:

This popular vocational music course prepares students for a world of work in the music industry. Students acquire skills and develop knowledge about the wide range of career options available in this commercial sector of the Music Business. **Students who take this course do not need to have their own instrument but should consider extra instrumental tuition.**

Course Aims:

The music industry offers many opportunities for employment and is not limited to those who are able to play an instrument. The choice of units within the course reflects this. Learners may choose to follow a practical course by taking the performing units or a more technology based approach by completing the music industry units. Students will use industry standard equipment and gain experience from working with professionals operating in the music industry.

Course Content and Assessment:

This qualification uses a Pass, Merit, Distinction and Distinction* grading system.

The bulk of the course is **internally assessed however there will be an examination that is assessed externally.**

Students will learn about:

The Music Industry

This will allow students to gain a good understanding of the scope of the music industry with a view to getting work in and using the organisations that exist. Students will be given the opportunity to find out about the people who work in these organisations; from performers to people who work in technical, production and administrative roles. This unit is assessed externally using a paper based exam.

Students will then complete units chosen from an extensive list, including:

Introducing Live Sound

Introducing Musical Composition

Introducing Music Performance

Promotion and planning within the music industry

Students wishing to study this course or simply wanting more information should seek guidance from their classroom music teacher.

As with all Technical Awards, this course is still subject to DfE approval and is therefore subject to change.

Contact Details

Mrs C. Power - Curriculum Leader: Music
cpower@eccoschool.com

Technical Award in Enterprise

(A vocational qualification equivalent to one GCSE)

BTEC Level 2

Overview

The typical course outline across all vocational routes will include:

| Unit | Title | Assessment method | |
|------|--|-------------------|-----|
| 1 | Exploring Enterprises | Internal | 30% |
| 2 | Planning for and Running an Enterprise | Internal | 30% |
| 3 | Promotion and Finance for Enterprise | External | 40% |

Course content

You will complete three mandatory units of work across the two years

- **Unit 1 Exploring Enterprises**

You will examine different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.

- **Unit 2 Planning for and Running an Enterprise**

You will select an enterprise idea to plan and pitch for. You will work as a small group to run a micro-enterprise activity, and will develop their skills in operating and reviewing the success of the enterprise.

- **Unit 3 Promotion and Finance for Enterprise**

You will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. You will explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for the success of an enterprise

Assessment

- BTEC Tech Awards are awarded at seven grades from Level 1 Pass to Level 2 Distinction*. The final grade is determined by adding up the total points gained from both the internally and external components.
- Work will be assessed regularly. Students are given feedback on progress throughout the course.
- Evidence for internal assessment can be in the form of assignment or project work, case studies, workplace assessment, role play and oral presentations.
- Component 3 is an external assessment set and marked by Pearson, it is completed under supervised conditions for 2 hours and is worth 60 marks. Students are permitted to re-sit the external assessment once by taking a new assessment

This course is suited to students who:

- Enjoy coursework rather than exams
- Can communicate their knowledge with others
- Can work independently
- Want an introduction to business and enterprise
- Would like to set up their own business or progress into further study
- Can work to deadlines and has good attendance in school

As with all Technical Awards, this course is still subject to DfE approval and is therefore subject to change.

Contact details

Mrs B Hughes – Lead Teacher of Business and Enterprise

bhughes@eccoschool.com

GCSE Religious Studies: Philosophy and Applied Ethics

(1 GCSE)

Overview

This course suits students who enjoy debate and enquiry and can produce extended pieces of writing. Lessons are dynamic, often discussion-based and will challenge students to justify and substantiate their opinions while broadening their understanding of religion in the wider world. As such, as well as preparing students for A Level study in this area, the course is seen as excellent preparation for careers in medicine, law, social work, nursing, the police, teaching, counselling or any career that involves an understanding of people or ethical arguments!

Students will learn skills in interpreting and evaluating religious belief, communicating and applying their knowledge, solving problems as well as developing their written debating.

This course will challenge students to think differently as they develop skills in argument analysis. This GCSE is an exciting and vibrant course which exposes students to religious, philosophical and ethical issues.

Course Content

The course involves the in-depth study of two religions and the application of different beliefs and teachings to topics linked to the modern day world.

Students will be expected to develop their written style and be able to provide well balanced extended pieces of writing.

COMPONENT 1: The study of religions: beliefs teaching and practices

The in-depth study of Christianity & Islam

COMPONENT 2: Thematic Studies

Four religious, philosophical and ethical studies themes will be studied.

Options include:

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme C: The existence of God and revelation.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.
- Theme F: Religion, human rights and social justice

Assessment (Graded 9-1)

In the new GCSE, students will be examined at the end of Year 11 through 2 written exams. Each exam will constitute 50% of the final grade.

Contact Details

Mrs J R Mann – Curriculum Leader: R.E.

jmann@eccoschool.com

Technical Award in Food and Cookery

(A vocational qualification equivalent to one GCSE)

Exam Board: NCFE

Overview

This qualification is suitable for learners aged 14-16 studying their Key Stage 4 curriculum. This qualification is designed for learners who have an interest in food and cookery. It will provide learners with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.

Assessments are graded using the Pass, Merit, Distinction, Distinction* system.

This qualification is modular and is split into four mandatory units that must all be passed in order to gain the award. One is an externally assessed exam and the other three are internally assessed.

Unit 1. Preparing to Cook – Internally assessed portfolio of evidence

Unit 2. Understanding Food – Internally assessed portfolio of evidence

Unit 3. Exploring Balanced Diets - Externally set and marked assessment paper

Unit 4. Plan and Produce Dishes in Response to a Brief - Internally assessed portfolio of evidence

To achieve the NCFE Level 2 Certificate in Food and Cookery, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in the qualification specification.

This qualification aims to:

- Focus on an applied study of the food and cookery occupational area
- Offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability
- Provide opportunities to acquire a number of practical and technical skills.

The objectives of this qualification are to help learners to:

- Prepare and cook using basic skills
- Understand food and its functions in the body and in recipes
- Understand balanced diets and modification of recipes for health
- Plan and produce dishes for a purpose.
- The following core areas and transferable skills should be evident: Planning, Research skills, Communication, Problem-solving skills, Health and safety

Students are expected to complete a minimum of one hour of home learning activities each week

As with all Technical Awards, this course is still subject to DfE approval and is therefore subject to change.

Contact Details

Miss A Wade - Curriculum Leader: D&T

awade@eccoschool.com

Technical Award in Engineering

BTEC

(A vocational qualification equivalent to 1 GCSE)

Overview:

The Edexcel Level 2 BTEC in Engineering has been designed to develop sector specific knowledge and skills in a practical learning environment. The course will focus on:

- **Providing opportunities for students to achieve a nationally-recognised vocational qualification.** This will give learners opportunities to enter employment in the engineering sector or to progress to further education vocational qualifications such as the Edexcel Level 3 BTEC Nationals in Engineering.
- **Giving learners opportunities to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.** The course will give them knowledge of key engineering sectors, of the stages involved in planning and implementing an engineering project and investigating solutions to engineering problems.

The opportunities for girls in Engineering are far reaching and we would encourage them to consider this option. **Students who have not studied a technology in Year 9, are still able to take a technology as an option in Years 10 and 11.**

Assessment

This qualification uses a Pass, Merit, Distinction and Distinction* grading system.

| Unit 1 (30%) | Unit 2 (30%) | Unit 7 (40%) |
|---|--------------------------------------|------------------------------------|
| Exploring Engineering Sectors and Design Applications | Investigating an Engineering Project | Responding to an Engineering Brief |
| Portfolio – Internally assessed | Portfolio – Internally assessed | Exam – Externally assessed |

For further details please see Mr P Salt or Mr A Chambers in the D&T department.

As with all Technical Awards, this course is still subject to DfE approval and is therefore subject to change.

Contact Details:

Miss A Wade - Curriculum Leader: D&T
awade@eccoschool.com

GCSE Computer Science

(1 GCSE) OCR (J276)



Overview

This qualification gives students an understanding of key computing concepts and the fundamentals of programming. It focuses on how computers work, logic and computer programming. This GCSE is a recognised science component of the Ebacc.

Course Content

The course will involve learning about:

- Systems Architecture
- Memory and Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security and software
- Ethical, legal, cultural and environmental concerns
- Algorithms and Programming techniques
- Producing robust programs and Computational logic
- Translators and facilities of languages and Data representation

Assessment (Graded 9-1)

Students complete practical programming tasks under controlled assessment conditions, by creating software applications to solve problems based on real life scenarios. Each student will then test their program to see how well their solution meets the needs of the user.

The final examination mark for the course is made up of three parts:

- **Computer Systems (01)**
1 hour and 30 minutes Written paper **40% (50%)**
- **Computational Thinking, Algorithms and Programming (02)**
1 hour and 30 minutes Written paper **40% (50%)**
- **Programming Project (03/04)** **20% (0%)**

Students are expected to complete a minimum of one hour on home learning activities each week and may attend after school theory and programming support sessions.

This course is under consultation progress by Ofqual and the assessment parts may change. The percentages in brackets are what applies to the current year 10s and 11s and may not apply to current year nine.

We advise that only students who have displayed a particular aptitude in computer studies and science study the computer science course. Any student wishing to take computer science should speak with their class teacher who will advise accordingly. Possible Career Pathways include: Computer programming, network engineer or manager.

Contact Details

Mr T Lancashire – Curriculum Leader

Mr T Wright

Certificate in Digital Applications (CiDA) Level 2

Edexcel

(1 GCSE Equivalent graded at C, B, A & A*)

Overview

The CiDA qualification is a two year course of study that aims to equip students with the knowledge, understanding and skills they need to design and make effective digital products for others to use. This will allow students to develop their understanding of web design, multimedia and imaging software. In addition, students will be equipped with professional, real-world skills in planning, project management and communication that they will need for future learning and to exploit the creative digital industries. The course is divided into **2 Units**:

Unit 1 - Exploring Uses of Information Technology (25%)

The purpose of this unit is to provide students with the knowledge and skills they need to produce attention grabbing web products using web authoring software, multimedia assets and navigation features.

This component is **externally assessed** through a 50-mark **computer based exam**. The exam will take place during a January or June window set by the examination. The first scheduled window for students to attempt the exam will be January 2019. However, if students don't perform as well as expected a **re-sit** can be arranged during other suitable windows throughout the course.

Unit 3 – Imaging and Artwork (75%)

Images of one sort or another are all around us, often influencing what we do and how we think. They are used to communicate messages in many different contexts including advertising, music, fashion, interior design, computer games and architecture. We see them everywhere – as we work or study, out shopping or on holiday.

This unit aims to give students the skills to use the tools and techniques provided by artwork and imaging software to design and create effective graphic products for specified purposes and audiences. Students will investigate a range of graphic products to find out how images are used to convey a particular message. Students will discover that they like some of these products more than others and will need to consider why this is the case.

This component is **internally assessed** - completed in lesson time, marked by the teacher and externally moderated by the examination board.

It will be beneficial for students who are considering the CiDA to be able to demonstrate following skills and aptitudes:

- **basic literacy**
- **basic numeracy**
- **some motivation to work independently and with others**
- **some aptitude for working with computers.**

Please Note

Students are reminded that as this subject is heavily coursework based, it will be expected at frequent points of the course to dedicate time outside of lessons to ensure tasks are completed to the agreed deadlines set by the classroom teacher. This may involve completing tasks at home or within school.

As with all Technical Awards, this course is still subject to DfE approval and is therefore subject to change.

Contact Details

Mr. T. Lancashire – Curriculum Leader of ICT & Computing **E:** tlancashire@eccoschool.com

Mr. J. Firth – Teacher of ICT & Computing

E: jfirth@eccoschool.com

GCSE Physical Education (OCR)

(1 GCSE)

This course is perfect for those who enjoy sport, the theoretical side of physical activity and the impact this has on the human body. It is a great course if you wish to pursue a career as a PE teacher, sports coach, physiotherapist or similar. **There are two courses currently available in PE – the course you take will be decided upon in negotiation with the PE staff.**

Course Content and Assessment (Graded 9-1)

The course is broken down into three parts:

Practical (*30% of your overall GCSE grade*)

- You will study a number of sports both individual and team sports in school in order to help find which one suits you.
- The three sports (1 individual, 1 team and 1 either) you receive the highest grade in will count towards your final GCSE mark.
- Many students do use sports they take part in outside of school time, examples include: horse riding, swimming and skiing.
- You will take part in a practical assessment moderation during the spring term.

The final assessments in all the different sports take place during Year 11. In order to do well in this component of the course, it is recommended that students take part in a sports team/s outside of school and compete at a high level. We also suggest students have participated in a number of extra-curricular activities and competitions during KS3 and continue to do so in KS4.

Students who do not already take part in sport outside school will get support through taking part in a range of sports and specialist coaches provided for sports such as rock climbing and kayaking. For sports that we cannot assess at school, a video will need to be provided, or a member of the PE department will visit your training venue.

Theory (*60% of your overall GCSE grade*)

You have the opportunity to find out more about the subject, topics include:

- Health, fitness, performance, training, sporting initiatives, diet and psychology.
- Anatomy and Physiology (bones, joints, muscles, the circulatory and respiratory system)

The theory component of the course also helps you with your science exams and is tested by two exams at the end of Year 11. Students English and Math set will be taken into account for this course.

Controlled Assessment (*10% of your overall GCSE grade*)

The controlled assessment (in-school course work) is assessed as follows:

- Completed through controlled assessments
- Written portfolio to be produced as evidence
- Students analyse their own performance in a sport of their choice
- Written piece to be produced as evidence

Contact Details

Miss. C. Johnson - Curriculum Leader: PE

cjohnson@eccoschool.com

OCR Cambridge National Certificate in Sport Science Level 2

(A vocational qualification equivalent to one GCSE)

There are two courses currently available in PE – the course you take will be decided upon in negotiation with the PE staff.

Overview

The typical course outline across all vocational routes will include:

| Unit | Title | Assessment method | Year |
|-------------|--|-----------------------------|-------------|
| RO41 | Reducing the risk of sports injuries | External written exam (1hr) | Year 11 |
| RO42 | Applying principles of training | Internal | Year 10 |
| RO43 | The body's response to physical activity | Internal | Year 10 |
| RO45 | Sports Nutrition | Internal | Year 11 |

Course content

You will complete four units of work across the two years:

- Unit RO41 – Students will learn about extrinsic and intrinsic factors which may cause injury. Discuss the importance of warm ups and cool downs. Identify a range of types of common sports injuries as well as recognise symptoms of common illnesses.
- Unit RO42 – Identify the principles of training in a sporting context. Know how training methods target different fitness components. Be able to conduct fitness tests and also develop a fitness training programme.
- Unit RO43 – Know the functions and roles of the muscular, skeletal, cardiovascular and respiratory system. Discuss the short and long-term effects of each system.
- Unit RO45 – Identify the nutrients needed for a healthy, balanced diet. Understand the importance of nutrition in sport and the effects poor diet can have on performance and participation. Develop a diet plan for a performer.

Assessment

- Your work will be graded level 2 pass, level 2 merit, level 2 distinction, level 2 distinction*.
The final grade is determined by a number of internally assessed assignments completed during the two year course and by one externally assessed 1-hour examination in Y11.
- Work will be assessed regularly. Students are given feedback on progress throughout the course.
- Evidence for assessment can be in the form of assignment or project work, case studies, workplace assessment, role play and oral presentations.

This course is suited to students who:

- Enjoy coursework rather than exams
- Can communicate their knowledge with others
- Can work independently
- Enjoy leading sports activities
- Enjoy researching and writing about fitness and sport
- Can work to deadlines and have good attendance in school

Vocational Sport is a theory based course with some practical elements to support the course.

As with all Technical Awards, this course is still subject to DfE approval and is therefore subject to change.

Contact details

Miss C Johnson - Curriculum Leader: P.E.

cjohnson@eccoschool.com

Technical Award in Health and Social Care

BTEC

(A vocational qualification equivalent to 1 GCSE)

Overview

This course is suitable for students who are interested in understanding how the Health and Social Care sector works. Some of the areas covered are:

- Human life span development
- Health and social care values
- Health and Wellbeing

Students will also have to opportunity to apply what they have learnt in theory into real life situations.

Course Content:

The table indicates the units required to achieve the Technical Award in Health & Social Care:

| Unit 1(30%) | Unit 2 (30%) | Unit 3 (40%) | Result |
|-------------------------------|--|---------------------------|------------------------------|
| Human lifespan development | Health and Social Care services and values | Health and Well-being | This is equivalent to 1 GCSE |
| Portfolio-internally assessed | Portfolio-internally assessed | Exam –externally assessed | |

- Students' work will be graded at either a Pass, Merit, Distinction and Distinction*.

Assessment

- The final grade is determined by a number of assignments throughout the course. There will also be an externally-assessed element to the course.
- Work will be assessed regularly. Students are given feedback on progress throughout the course.
- Evidence for assessment can be in the form of assignment or project work, case studies, workplace assessments, role play and oral presentations.
- Students will be encouraged to carry out assessments in the workplace wherever possible.

Further Information:

Independent learning and achievement is a major part of this course. Students are expected to have good attendance, work hard, undertake independent research, write up evidence and complete work to tight deadlines and high standards in the Health and Social Care course.

Contact Details:



GCSE Modern Foreign Languages

Overview:

There is no doubt that people with language qualifications will have access to some of the best jobs and highest salaries in the 21st century. The Government reforms have confirmed the importance of learning languages by ensuring that a GCSE in a modern foreign language is a requirement of the English Baccalaureate.

Languages open the door to many university courses and you can of course combine other subjects, such as Engineering, Maths and Law with a language.

At the end of Year 9, we aim to offer the following options:

| | |
|---------------------------------------|--|
| GCSE French (1 GCSE) | <ul style="list-style-type: none">• You can do this if you have studied French since Y7.✓ You can do this if you have studied French as a second language starting in Y8.• You may be able to do this as a complete beginner* |
| GCSE German (1 GCSE) | <ul style="list-style-type: none">• You can do this if you have studied German since Y7.✓ You can do this if you have studied German as a second language starting in Y8.• You may be able to do this as a complete beginner* |
| GCSE Spanish (1 GCSE) | <ul style="list-style-type: none">• You can do this if you have studied Spanish since Y7.✓ You can do this if you have studied Spanish as a second language starting in Y8.• You may be able to do this as a complete beginner* |
| Opting for two languages (2 GCSEs) | <ul style="list-style-type: none">• You are welcome to do this if you have studied two languages in Set 1 during Year 8 and Year 9. Please contact us if you have questions about choosing two language options <u>before</u> you make your choices. |

*For further information about opting for a new language in Year 10, please speak to Mr Quaynor or your MFL teacher before you fill in your options form. **This is absolutely vital.**

Assessment – Exam Board AQA

| Speaking | Listening | Reading | Writing |
|-----------------|------------------|----------------|----------------|
| 25% | 25% | 25% | 25% |

All exams will be sat at the end of Year 11. The speaking and written components will no longer be conducted as controlled assessments during the course. Instead, they too will be conducted at the end of Year 11.

Graded on the new 9-1 scale

Students will receive a GCSE grade from 9-1 in their GCSE language exam. 9 will be the highest grade and 1 the lowest. Grade 5 or above will be considered to be a 'good pass'.

Contact Details

Mr A Quaynor - Curriculum Leader: MFL
aquaynor@eccoschool.com

WHAT DO I DO NOW?

- There is no such thing as a silly question as far as your future is concerned!
- It's too late to ask in September 2018 when you discover that you don't like one of your option subjects...
- Make the most of the following opportunities to ask questions:
 - **Your interview with a member of the schools Senior Leadership team**
 - **The KS4 Pathways & Parents' Evening on 8th February, 4:30pm-7:30pm**

Here are some questions that might get you thinking about who you need to see and what you need to find out before you make your final choices...

1. Which subjects do I need for a career in.....?
2. How can I choose when I am not sure about what kind of career I'd like?
3. What does this course involve?
4. What will I be expected to do?
5. Are my options balanced so that if I have a change of mind about what I want to do at a later date I can do so because I have a good range of different subjects?
6. What jobs or higher level courses will this subject be useful for?
7. Will there be exams? Will I have more than one chance to get a grade?
8. How much homework will there be each week?
9. What equipment will I be expected to buy for the course?
10. Do you think I could do well in this subject?

WHO DO I NEED TO SEE?

QUESTIONS I NEED TO ASK...

How to fill in your options form



General guidance

The final deadline for the submission of forms is 12 noon on Thursday 1st March 2018.

We have enclosed two copies of your option form so that you can use one as a work in progress. You will have also used practice forms in December and at your interview with a member of the Senior Leadership Team.

- **You then have to select three option subjects and don't forget the 'reserve' subject.**
- You are advised to consider taking the **Certificate in Digital Applications** as one of your options.

Put your choices in PRIORITY ORDER i.e. put the course you most want to study down as preference 1.

Though we will work hard to avoid any disappointment, we cannot guarantee that you will get all your option choices. Some options might clash. Others may not attract enough attention to run. If one of your option subjects is not available, you will be informed and the alternatives including your 'reserve' subject will then be considered. **Mark your reserve subject clearly with the word 'Reserve'.**

- Do not choose more than one Technology course.
- Do not choose more than two Arts subjects.

Your form will point out any other subject combinations which need to be avoided.

**PLEASE choose carefully.
Options cannot be changed easily.**

KS4 PROGRESS Pathway Form 2018-20



Name: _____

Form: _____

| CORE SUBJECTS | Compulsory |
|---|------------|
| GCSE English Language & English Literature (<i>EBacc subjects</i>) | ✓ |
| GCSE Maths (<i>EBacc subject</i>) | ✓ |
| GCSE Combined Science (<i>EBacc subjects – Double Award</i>) | ✓ |
| P.E. (non exam) | ✓ |
| P.S.H.C.E. and R.E. | ✓ |
| History or Geography | ✓ |

| | |
|---|---------------------|
| YOUR CHOICE | (1, 2, 3, R) |
| Please choose 3 subjects and a reserve | |

| | | |
|---|--|--|
| You can take no more than 2 Arts subjects | GCSE Art | |
| | GCSE Drama | You can take either BTEC Performing Arts OR GCSE Drama in negotiation with Drama staff. |
| | Technical Award in Performing Arts | |
| | GCSE Music | You can take BTEC Music OR GCSE Music, not both. |
| | Technical Award (BTEC) Music | |
| Certificate in Digital Applications (CiDA) | You can take Computer Science OR CiDA not both. | |
| GCSE Computer Science (<i>Ebacc Science subject</i>) | | |
| Technical Award in Enterprise (Business) | | |
| Technical Award in Health & Social Care | | |
| GCSE Religious Studies: Philosophy and Ethics | | |
| GCSE Physical Education (P.E.) | You can take either the Certificate in Sport Science OR GCSE PE in negotiation with PE staff. | |
| Certificate in Sport Science | | |
| GCSE French | | |
| GCSE Spanish | | |
| GCSE German | | |
| Technical Award in Food & Cookery (D&T) | You can take one D&T course only. | |
| Technical Award in Engineering (D&T) | | |
| *If a wood/resistant materials course became available, please put 'Yes' in the box on the right if you would prefer to take it instead of the Engineering course. | | |

CHECK:

You are advised to consider taking the Certificate in Digital Applications as one of your options.

Have you selected 3 subjects and written 'RESERVE' next to one subject that you would be prepared to study in case we are not able to meet all of your choices?

KS4 PROGRESS Pathway Form 2018-20



Name: _____

Form: _____

| CORE SUBJECTS | Compulsory |
|---|------------|
| GCSE English Language & English Literature (<i>EBacc subjects</i>) | ✓ |
| GCSE Maths (<i>EBacc subject</i>) | ✓ |
| GCSE Combined Science (<i>EBacc subjects – Double Award</i>) | ✓ |
| P.E. (non exam) | ✓ |
| P.S.H.C.E. and R.E. | ✓ |
| History or Geography | ✓ |

| YOUR CHOICE | | (1, 2, 3, R) |
|---|--|--|
| Please choose 3 subjects and a reserve | | |
| You can take no more than 2 Arts subjects | GCSE Art | |
| | GCSE Drama | You can take either BTEC Performing Arts OR GCSE Drama in negotiation with Drama staff. |
| | Technical Award in Performing Arts | |
| | GCSE Music | You can take BTEC Music OR GCSE Music, not both. |
| | Technical Award (BTEC) Music | |
| Certificate in Digital Applications (CiDA) | You can take Computer Science OR CiDA not both. | |
| GCSE Computer Science (<i>Ebacc Science subject</i>) | | |
| Technical Award in Enterprise (Business) | | |
| Technical Award in Health & Social Care | | |
| GCSE Religious Studies: Philosophy and Ethics | | |
| GCSE Physical Education (P.E.) | You can take either the Certificate in Sport Science OR GCSE PE in negotiation with PE staff. | |
| Certificate in Sport Science | | |
| GCSE French | | |
| GCSE Spanish | | |
| GCSE German | | |
| Technical Award in Food & Cookery (D&T) | You can take one D&T course only. | |
| Technical Award in Engineering (D&T) | | |
| *If a wood/resistant materials course became available, please put 'Yes' in the box on the right if you would prefer to take it instead of the Engineering course. | | |

CHECK:

You are advised to consider taking the Certificate in Digital Applications (CiDA) as one of your options.

Have you selected 3 subjects and written 'RESERVE' next to one subject that you would be prepared to study in case we are not able to meet all of your choices?

DEADLINE: Please hand this form to your mentor between 27th February - 1st March 2018.
Please check that you have chosen 3 different subjects and 1 reserve (1, 2, 3, R) in total.

Parent/Carer Signature _____

Date _____

Mentor (123 + R)? _____

Date received _____

OFFICE: _____