

Easthampstead Park Community School

Welcome to **D E S T I N Y** School

Option Choices
2018

Broad and Balanced

"Destiny is not a matter of chance;
but a matter of choice."

William Jennings Bryan

Dear Parent/Carer

Re: Year 8 Options Pathway: Broad and balanced

As a school we are committed to working with students and parents to ensure that each student has access to a curriculum which is broad and balanced, covering a range of subject areas and ensuring that all students achieve the highest standards of which they are capable. Our aim is to ensure all learners are challenged and given the opportunity to excel in all subjects they study. Since 2010, the government has encouraged students to study the English Baccalaureate (EBacc).

To achieve this award, students need to achieve a grade 5 or above in the following subjects:

- English Language with English Literature
- Maths
- Science, including Computer Science
- Modern Foreign Language: German, Spanish or Home Language
- Humanities: Geography or History

All students will study English, Maths and Science. At Easthampstead Park Community School it is not compulsory for students to opt for both a humanity and a language in order to study the EBacc. However we would like all students to opt for at least one EBacc subject as part of a broad and balanced curriculum. Your child would therefore need to choose Geography, History, German, Spanish or study a 'Home Language'.

The option blocks allow students to study a broad and balanced curriculum. The EBacc qualifications are held in high regard at GCSE, A Level and University.

The Government has undertaken a reform of all GCSE subjects.

- All new GCSEs are fully linear, this means that all exams will take place at the end of the two year course in Year 11.
- Assessment will normally be by examination only, except where some non-examined assessments are the best approach, such as GCSE Art or Vocational qualifications. Although all Vocational qualifications will also include an external examination.
- Exam availability: assessment will be available only in the summer.
- Grading: The new GCSEs will be graded from 1 to 9, with 1 as the lowest grade and 9 the highest. This means that the new GCSEs will not use the familiar A8-G scale. The bottom of a grade 7 will equal the bottom of a grade A and a grade 5 will be considered a strong Pass equal to a top C.

As well as changes to GCSEs the government is also changing the way students and schools attainments and achievements are measured.

- Attainment 8 - the average grade achieved by the year group.
- Progress 8 - how much progress a cohort has made across a broad and balanced curriculum.
- Percentage of students gaining the EBacc.
- Percentage of students gaining good grades in GCSE English and Maths.

We will issue students with a personalised Options booklet for the Pathway that we believe best suits their abilities on the GCSE Options evening on 31 January. There will be opportunity for you to speak to staff running GCSE courses on the night.

The Key Stage Options Form must be returned to your child's tutor by **Friday 9th March 2018**.

We look forward to seeing you on the 31 January to discuss your child options further. Thank you for your support, should you wish to contact me you can do so via telephone on 01344 390833 or by email at louise.preston@epschool.org.

Yours faithfully



Miss L Preston

Senior Teacher Discovery

Checklist for Success

Look through the following list and over the coming weeks tick off when you have completed them.

They will really help you to approach the options process successfully. Your choice of subjects and qualifications will not only affect how you spend your time in school during the next three years, it can also help set you up for the career or college course you want later on. **It is an important choice and one which you will not be allowed to change later!**

- Read the options booklet carefully.
- Read the options booklet with your parents and discuss your ideas.
- Explain your choices to your parents.
- Think of any questions you have and ask your tutor, teachers, Miss Preston or Ms O'Brien.
- Ask the right questions at Year 8 Parents' Evening when you and your parents can ask your subject teachers about your suitability for their GCSE / BTEC course.
- Make a list of your subjects and rank them according to how much you like them and how good you are at them. That will really help you to make your decision.
- Consider and research what subjects your career plans require.
- Ask your subject teachers to fully explain what you will do in Year 9, 10 and 11.
- Finally, you have chosen subjects that you enjoy and know what is involved in studying them.

Our advice when considering your subject choice is to choose subjects that:

- You are most likely to work enthusiastically in and succeed at.
- You think you will enjoy and you feel you are good at.
- Provide a balance and variety. By keeping a balance at this stage, you will not close off future options.
- You may need for your future education and/or career path.
- Your parents, carers, family, and friends probably know you better than anyone. They can help you focus on what you're good at, your likes and dislikes and what you're like as a person. Share your ideas with them - they might have some useful suggestions.

SOME DO'S and DON'Ts

- Do talk to parents, subject teachers, your form tutor, older students, careers staff - they are all here to help.
- Do read the subject details in this booklet carefully and ask if you need to know more.
- Do opt for a balanced choice of subjects to keep open future careers and study options.
- Do choose subjects you enjoy and that you are good at.
- Do not choose a subject just because you like a particular teacher (or avoid a subject because you dislike a teacher). You may well have a different teacher next year.
- Do not choose a subject because your friends are choosing it. You are deciding about your future and they may not be in the same group as you.

Good luck.

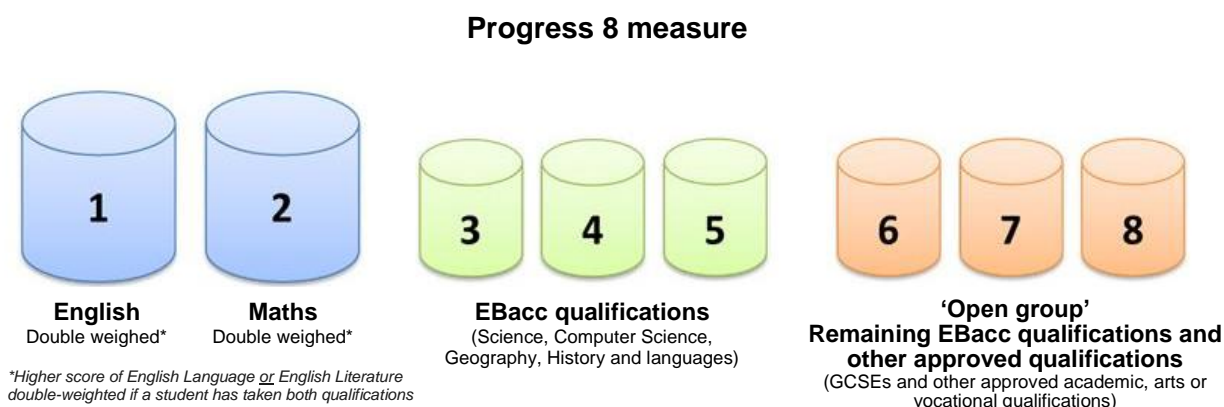
Changes to GCSE and Technical Awards

The government has made some significant changes to examination subjects over the last couple of years and these are currently being implemented nationally. These changes have included:

- Removing module exams and coursework from most subjects and replacing them with an end of course examination. Changing exam specifications.
- Changing GCSE grades from A*-G to 9-1.
- Making it harder to get the higher grades than previously by moving grade boundaries.
- Not allowing certain combinations of subjects.
- Encouraging all students to study the English Baccalaureate (EBacc).

They have also changed the way in which students are measured for performance. The old 'gold standard' of five GCSE at grade A*-C including English and Maths has been replaced with Attainment 8 (A8) and Progress 8 (P8). These measures look at the grades that students achieve in eight subjects (A8) and the progress they make from their KS2 SATS results, again in eight subjects (P8).

This is often described as students needing to fill eight 'buckets' with eight different subjects. Subjects are weighted differently according to the value that the government places on them so English and Maths fill the first two 'buckets' and count for double. Then the EBacc subjects (Science, Computer Science, Geography, History and Languages) are considered the next most important and students need to fill up the next three 'buckets' with these subjects. Finally, the last three slots can be filled with any combination of approved qualifications. The diagram below illustrates this:



We review our curriculum offer annually to ensure that we are providing the best curriculum for our students based on their needs and the changing national context. Consequently, we have reduced the number of GCSE/Technical Award subjects that students will study. We know that exams are getting harder and that achieving higher grades will be more difficult so it makes sense to give students more time to study the eight subjects that they will be measured against rather than expecting them to do more than this.

IAG

(Information, Advice & Guidance)

EPCS is supporting your child, helping them to find a path for the future. From Year 7 onwards, opportunities are given to develop their thinking about what they want to do and how they will accomplish their dreams.

We ensure all students research and discuss careers through a tutor time IAG programme that supports their development in PHSE. Students are frequently visited by external speakers in assemblies; we have a developing rotation of speakers who talk about 'How I became...' Business lunches with representatives from a range of companies attend Friday HAS (high achieving students) sessions to discuss careers informally, offering a Q and A with the experts.

In addition to specific lessons on IAG for career development, EPCS also has a range of business partnerships that support our growing employer engagement. We currently offer students:

- Fujitsu mentoring
- Thames Valley Berkshire LEP
- Study Higher events, such as Passport Days
- University trips, Secondary collaborations and Open Day events
- Business speakers
- Competitions; such as Youth Speaks, or the Deloitte Challenge
- Criss-Cross challenges – Enterprise Day, Duke of Edinburgh activities, STEM speakers and workshops

Careers and Enterprise

At EPCS we have a range of IAG opportunities that are planned into our curriculum time. We will offer your child a range of enterprise activities, careers events, mock interviews, STEM workshops and CV support as a given; alongside numerous trips to Universities and organisations that will support them in making future choices and raising their aspirations. In addition to this, we also respond to changes in the economy and try to add to our programme to ensure your child will be prepared for a rapidly changing job market at an unstable time. Most recently we reinvented our criss-cross days to ensure students knew their local work opportunities, where there is a need for workers and what skills these workers should possess. We held an Emergency Services Awareness day to respond to the increase in need locally and with the support of Thames Valley Police, Healthtec and Berkshire Road Safety, we gave CPR training to all students involved and shared information about the job with them, direct from the experts.

Year 7: Your child will complete a module on 'Investing in You' during tutor led PHSE slots. Your child will consider their likes and dislikes, what motivates them and what subjects they favour in school. They then follow this work up with a module on finance to discuss savings, banking and budgeting to live within their means.

Year 8: Two terms of careers orientated modules are completed to give your child the opportunity to research different working sectors. During this time, they figure out what is important to them in a job and can weigh up the pros and cons of a variety of job types, considering responsibility, value, and work-life balance.

Year 9: At the beginning of this year, your child will now research pathways to achieving their dream job, considering types of qualifications, destinations and competition for places. Your child will begin to build a list of experiences and achievements to help them create a CV.

Year 10: The first of two opportunities to submit a formal job application to our School Governors requires your child to prepare a covering letter with their CV for a particular role, and to be interviewed by a Governor.

Year 11: As the second formal interview approaches, your child will consider the feedback they received in Year 10 and review their CV. They will present themselves at interview, wearing full formal attire and be expected to answer on the spot questions.

EPCS6: With a detailed CV ready to go, your child should contact local businesses to secure their own work experience placement for a week. Your child is expected to complete a diary and feedback to other students about the pros and cons of working in that particular industry. Using enrichment time, further skills required can then be obtained and evidenced in their CV to give them the edge over other candidates.

The KS4 curriculum

Everyone must follow the Core Curriculum and study these subjects:

English Language	Page 7
English Literature	Page 7
Mathematics	Page 22
Science	Page 31
Careers and PSHE	
Citizenship	
Physical Education	

The Government has said that everyone should do a certain combination of subjects. In order to meet this requirement, students will need to choose at least one of the following subjects (they may choose more than one, if they wish):

Computer Science*	Page 3
Geography	Page 12
German	Page 13
History	Page 16
Spanish	Page 32

There is then a choice of three from the following subjects:

Business Studies	Page 1
Child Development	Page 2
Computer Science *	Page 3
Creative iMedia *	Page 4
3 Dimensional Design**	Page 5
Enterprise	Page 9
Fine Art**	Page 10
Geography	Page 12
German	Page 13
Graphic Art**	Page 14
History	Page 16
Health and Fitness (Physical Education)	Page 18
Hospitality and Catering	Page 19
ICT	Page 21
Media Studies	Page 24
Music	Page 25
Performing Arts	Page 27
Photography	Page 29
Spanish	Page 32

* Computer Science and Creative iMedia cannot both be chosen.

** You can only select one of either 3 Dimensional Design, Fine Art or Graphic Art.

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Business Studies

Exam Board: Edexcel

Assessment:

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Business consists of **two** externally-examined papers. 1hr 30 mins each

Course content:

Theme 1: Investigating small business

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Theme 2: Building a business

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

Qualification aims and objectives The aims and objectives of this qualification are to enable students to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data.

Requirements to study this course

This is a course designed for students predicted grade 6 or above, as the content is mathematical and challenging.

Please see **Ms Dobson** if you require further information.

Child Development

Exam board: OCR Cambridge National

Assessment:

Examination paper (1 hour 15 minutes) - Health and wellbeing for child development (50%).

Controlled assessment (7-10 hours) - Understand the nutrition and equipment needs of children from birth to five years (25%).

Controlled assessment (7-10 hours) - Understand the development of a child from birth to five years (25%).

Course content:

The Year 9 - Introduction to the course, controlled assessment and examination preparation.

- An introduction to the concept of family and what is needed to prepare for a family.
- Contraception.
- Pre-conceptual care and conception.
- Birth and the development of a baby.
- Practice controlled assessment.

Year 10 - Controlled assessments

- Completion of two controlled assessments
- Revision of Year 9 learning.

Year 11 - Childhood development

- 1 - 5 years old development.
- Examination preparation.

Resources required to study this course:

Basic stationery equipment is essential.

You may be required to purchase child related magazines to support controlled assessment work and you will be required to visit your local NHS surgery to gather information for controlled assessment work.

The purchase of a Child Development revision guide is essential.

This course is helpful if you are interested in the following careers: nursery nurse, child minder, preschool and primary school teacher, nurse, midwife, GP etc. It works well with Science and Food and Nutrition options.

If you require further information please contact Mrs Fear.

Computer Science

Exam board: OCR GCSE

Assessment:

Computer Systems – Exam (1hr 30 mins), (no calculators allowed)

Computational thinking, algorithms and programming – Exam (1hr 30 mins), (no calculators allowed)

Possible Programming Project (awaiting instruction from JCQ)

Course content:

Computer systems

- Systems architecture
- Memory storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

Computational thinking, algorithms and programming

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

Programming project

- Programming techniques
- Analysis
- Design
- Development
- Testing and evaluation and conclusions

Resources required to study this course:

You should study this course if you want to understand and apply the fundamental principles of Computer science, including abstraction, decomposition, logic, algorithms and data representation; AND ANALYSE problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.

We will **only** accept students onto the course if they have a flight path prediction of 7 or above. This course is **NOT** suitable for students predicted below 7.

If you require further information please contact Mr Cook or Miss Evans.

Creative iMedia

Exam board: OCR Cambridge Nationals

Assessment:

Pre-production skills - Exam (1 hour 15 minutes)

Creating digital graphic - 10 hours controlled assessment

Creating a Multipage Website - 10 hours controlled assessment

Creating Interactive Multimedia Products - 10 hours controlled assessment

This vocationally-related qualification takes an engaging, practical and inspiring approach to learning and assessment. It will equip learners with a range of skills and provide opportunities to develop, in context, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. The hands-on approach has strong relevance to the way young people use the technology required in creative media.

Course content:

Pre-production Skills

This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

Creating Digital Graphic

The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.

Creating a Multipage Website

This unit will enable learners to understand the basics of creating multipage websites. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website. It will allow them to interpret a client brief and to use planning and preparation techniques when developing a multipage website.

Creating Interactive Multimedia Products

This unit will enable learners to understand the basics of interactive multimedia products for the creative and digital media sector. They will learn where and why interactive media is used and what features are needed for a given purpose. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating an interactive multimedia product.

Requirements for studying this course:

There are no specific requirements for this course apart from an interest and enthusiasm for using IT and media skills. Techniques needed will be taught and this is an enjoyable, creative course suiting a range of abilities. All are welcome!

If you require further information please contact Miss Evans.

3 DIMENSIONAL DESIGN - GCSE

Exam board: WJEC Art and Design – 3 Dimensional design option

Assessment:

There are two units to the course: Portfolio and examination each unit is assessed against 4 assessment objectives

AO1: Critical understanding

- Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Creative making

- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Reflective recording

- Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Personal presentation

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

COURSEWORK/PORTFOLIO: The coursework marks make up 60% of your total mark and will include more than one project which includes a sketchbook as well as 3-D experiments. All through the course you will research a number of artists and makers to help develop your work and skills.

EXAM: Here you have approximately 6-8 weeks of preparation work with your teachers that culminate in a 10 hour practical exam. It is expected that you would produce a sketchbook as your preparation work and a final piece in your practical exam. This makes up 40% of your total mark.

Course content:

Quite a lot of the content is what you expect - very hands on and practical! But be prepared to engage in written work and commit to doing a lot of drawing. At first your lessons are very much led by your teacher and you will work to set tasks, but as you move through the course you will be expected to gradually take the lead with your projects, as you start to form an idea of what your strengths are and what kind of artists you enjoy studying. Lessons cover the basic essentials needed to become a creative practitioner. They can vary from drawing skills, woodworking, metalwork, print, photography, cardboard/paper sculpture, and craft outcomes in any media, wire work and many more. You will also learn how other makers use sketchbooks to record their ideas and create successful outcomes. With this information you then develop your own ideas and work on producing a final piece in a 3-D material you are confident in.

Homework tasks will include the use of photography, drawing in a range of materials, collecting unusual materials, researching artists and writing about the way they work and how it relates to your own project.

Year 9 example projects

- Solar light based on the art works of Austrian Artist Hundertwasser
- Wooden box with a decorative lid
- Papier Mache forms – nature

Year 10 example projects

- Chair design project mixed media

Year 11 example project

- Bird box – artistic in style and influence

Resources required to study this course:

Your child will need sketching pencils, brushes and fine liners

Optional additional expenses 3 sketchbooks @ £2.30 each; 1 portfolio @£2.00

One-day Study Visit to Pitt Rivers Museum, Oxford or similar trip @ £16.00 approx

Aims of the Course If you enjoy the opportunity to do hands on practical 3D work, want to develop your creative thinking and practical skills, and you enjoy exploring a wide range of mixed media and building skills then 3D Art could be the subject for you.

Practical sessions are equally balanced with written work covering research and analysis into the work of makers and artists.

Beyond GCSE

This course is excellent preparation for any pupil considering Art at a higher level, and apart from a vast range of Art and Art related courses at university and further education, 3D Design is great because it combines skill based work with wide research skills. You will be developing into an independent creative thinker which universities and employers are keen to take on.

If you require further information please contact Mrs Cook.

English

Exam board: AQA GCSE

Assessment:

The English Language course is an extract based series of exams with a focus on both fiction and non-fiction texts. Both English Language papers have sections to test students' writing skills; in paper one, they will have to write either a descriptive or a narrative piece and in paper two, they will have to demonstrate their ability to present a viewpoint.

The English Literature paper will see students examined upon: a Shakespeare play, a 19th century novel, an example of a modern prose or drama text and some selected poetry. The English Literature exam is 'closed book' meaning that students will have to memorise key quotations and their meanings; more than ever this means that revision at home is of the utmost importance.

Both courses have a strong focus on analytical skills and writing.

English Language

Paper One: *Explorations in Creative Reading and Writing* 50% of GCSE

Paper Two: *Writers' Viewpoints and Perspectives* 50% of GCSE

English Literature

Paper One: *Shakespeare, The 19th Century Novel* 40% of GCSE

Paper Two: *Modern Texts and Poetry* 60% of GCSE

Course content :

Both English papers look at the following skills:

- Comprehend/summarise
- Infer from language
- Compare
- Critically Evaluate
- Write for purpose and audience
- Write accurately with varying vocabulary

Students will spend Year 9 looking at a variety of texts as we try to install in them a love of literature. We will look at speeches by famed writers and politicians, critically acclaimed novels and modern opinion pieces from a variety of sources.

Years 10 and 11 will focus on the Literature exam texts but from a language perspective. The literature exam is "closed book", meaning that students will not have their annotated texts with them; this means they will have to remember quite large pieces of text, because we expect all students to be re-reading texts continuously in addition to homework set.

Resources required to study this course:

Students will need to purchase three texts for their English language course. When class sets have been decided your child's teacher will let you know via email which texts you need to purchase.

English is a course that has something for everybody; different text types, different writing styles and a speaking and listening component. We choose texts that we feel our classes will enjoy and be able to dig their teeth into; hopefully creating a desire to become a lifelong reader.

English is considered a key course by colleges, universities and employers because of its wide-ranging applications. The creative side of the course will excite those with an artistic flair and a love of writing; employers love creative employees as they are normally good problem solvers and people who can imagine new opportunities. Both Language and Literature courses focus on analysis skills. These skills are highly sought after as it demonstrates an ability to select and evaluate key information.

English is a universal subject sought by the majority of employers as good communication skills are vital in today's day and age. With an English qualification you could go on to be; a journalist, a writer, a copywriter, a P.R. officer or even a teacher!

If you require further information please contact Miss Pettipas or Mr Wedge.

Enterprise

Exam board: BTEC

Assessment:

The course has two internally assessed components and an externally assessed one. Components 1 and 2 are assessed by practical assignments set and marked by the school. Component 3 is based on a task and marked externally. The course will be graded Pass, Merit or Distinction.

Course content:

Students explore what it means to set up and run a business enterprise as well as develop key skills and discover potential careers.

Students will learn how important business planning is and understand how the market works. They look at real life scenarios to learn what skills people need to do their jobs. They will investigate the skills and qualities needed to start up a small business as well as investigate businesses and find out what makes them successful.

They learn about writing a business plan and financial management such as estimating revenues, costs and profits, cash flow forecasting and sources of finance and learn about marketing and customer service.

Students will also learn practical transferable skills such as self-reflection, communication, teamwork and problem solving.

Resources required to study this course:

Access to the internet at home would help students do independent research.

Do you enjoy watching The Apprentice or Dragon's Den? Would you like to be the next Richard Branson? If so then Enterprise could be the course for you.

This is a hands-on course that will give you a taste for business as well as the skills and confidence to succeed.

You will also gain an understanding of the world around you and it will also prepare you for the future in education, work and life.

If you require further information please contact Ms Dobson.

Fine Art

Exam board: AQA GCSE

The Fine Art GCSE course offers students the opportunity to refine their creativity beyond artistic skills already explored in Discovery. With the benefit of three years to develop, Year 9 is an experimental year to learn new skills, and begin to add pieces of work to a 'portfolio of work' which becomes 60% of the final mark. Year 10 continues this process, with longer lasting coursework projects into Year 11. The exam at the end of Year 11 produces the remaining 40% of marks which comprises a 10-week preparatory period culminating in a 2-day, 10-hour exam to produce a final piece in response to an exam question explored over these 10 weeks.

Assessment:

Students are assessed according to AQA Assessment objectives: AO1: Develop, AO2: Refine, AO3: Record, AO4: Present.

The course is graded based upon a 60% coursework, and 40% exam basis. Students will produce a 'portfolio of work' and an 'externally set task' for submission at the end of the course in Year 11.

Course content:

Autumn Term (terms 1 and 2) - Year 9: Under the sea project: Exploring different media

Spring Term (terms 3 and 4) - Year 9: Contextual studies: Landscape in art

Summer Term (terms 5 and 6) - Year 9: Developing contextual studies into a personal outcome

Autumn Term (terms 1 and 2) - Year 10: Natural forms coursework project

Spring Term (terms 3 and 4) - Year 10: Natural forms coursework project

Summer Term (terms 5 and 6) - Year 10: Coursework project: Structures

Autumn Term (terms 1 and 2) - Year 11: Coursework project: Structures

Spring Term (terms 3 and 4) - Year 11: Exam preparation and development

Summer Term (terms 5 and 6) - Year 11: Exam and final coursework review

Resources required to study this course:

Students will have access to all necessary equipment while in lessons, but as the nature of the course is to develop independent working and produce many elements to their coursework as homework, access to appropriate equipment at home is paramount.

We offer an 'Art pack' at the cost of £25* which will include an A1 folder, A3 folder, drawing pencils, aquarelle colour pencils, glue stick, and sketchbook. Additional A3 cartridge paper sketchbooks are available through the school at the cost of £6* (far cheaper than is available in shops). For the three-year course, three sketchbooks will be required.

As students develop their individual creative responses, investment in acrylic, oil, or watercolour paints and their own brushes will be of benefit moving into Year 10.

*current cost - this is subject to change.

Students with any inclination towards creativity and cultural awareness should definitely consider studying Art at GCSE. It provides an integral basis for any further study in the Arts and a gateway into the creative industries.

Fine artist, Architect, Graphic designer, Illustrator, Photographer, Film maker, Director, Computer game designer, Art-therapist, Comic artist, Art director, Sculptor, Fashion designer, Set designer, Conceptual artist... the list of lucrative and successful professions which begin with a GCSE in Art is endless.

EPCS offers a course with a proven track record and teaching staff with a passion for the subject and desire to see students succeed in their classroom and beyond.

If you require further information please contact Mr Proctor.

Geography

Exam board: AQA GCSE

Assessment:

Three exams, all sat at the end of the course:

Paper 1: Living with the physical environment (35%)

Paper 2: Challenges in the human environment (35%)

Paper 3: Geographical applications (30%)

Course content:

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK
- Urban issues and challenges
- The changing economic world
- The challenge of resource management
- Issue evaluation (based on pre-release material - released 12 weeks prior to the exam)
- Geographical skills
- Fieldwork - Trips to Lexicon and Barton-on-Sea

Resources required to study this course:

There are no specific resources, but there is an expectation that a field trip will be undertaken and this will have a small cost implication. Revision guides in Year 11 will be a useful resource to purchase.

Geographers know the world better than anybody else! If you want a career that involves travel and people, then GCSE Geography is for you!

This qualification is an EBacc qualification and can lead onto further study at A level.

Geography allows students to develop:

- Personalised independent learning
- Communication skills
- Technological skills such as ICT and Geographical information systems
- Interpersonal skills through debate and discussion
- Literacy, Numeracy and problem-solving skills

If you require further information please contact Mr Blay, Miss Buchanan, Miss Greenshields or Mr Payne.

German

Exam board: AQA GCSE

Assessment:

The subject is assessed through four skills, all of which are examined at the end of the three-year course. The foundation tier will enable students to gain grades 1-5 and the higher tier grades 4-9:

Paper 1 - Listening (25%)

Foundation Tier - 35 minutes, 40 marks

Higher Tier - 45 minutes, 50 marks

Questions in English AND target language

Paper 2 - Speaking (25%)

Foundation Tier - 7-9 minutes, 60 marks

Higher Tier - 10-12 minutes, 60 marks

Role play, photo stimulus, general conversation

Paper 3 - Reading (25%)

Foundation Tier - 45 minutes, 60 marks

Higher Tier - 60 minutes, 60 marks

Questions in English AND target language; translation from target language into English

Paper 4 - Writing (25%)

Foundation Tier - 60 minutes, 50 marks

Higher Tier - 75 minutes, 60 marks

Directed writing tasks, translation from English to target language, open-ended writing task.

Course content:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Resources required to study this course:

AQA GCSE German course book

CGP German revision guide (with listening resources)

Collins German dictionary

These will be available to purchase on ParentPay in due course.

Learning a foreign language develops a variety of skills communication, presentation, problem solving, organisation and independence. It can improve your English as it heightens your awareness of structure and grammar. It can make you a more tolerant and open-minded person as it offers an insight into other cultures. It opens doors and creates opportunities and can make travel and leisure more exciting and interesting.

Having a language at GCSE can be of benefit as many jobs requiring languages skills need them as a secondary qualification. Language graduates are more employable than science, business studies or ICT graduates. Over 20% of employers say that they need employees who are more competent in languages.

University entrants have a better chance of getting on a languages course than in any other subject.

If you require further information please contact Miss Lees.

Graphic Art

Exam board: WJEC Art and Design - Graphic design option

Assessment:

There are two units to the course: Portfolio and examination each unit is assessed against 4 assessment objectives

AO1: Critical understanding

- Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Creative making

- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Reflective recording

- Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Personal presentation

- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

COURSEWORK: The coursework marks make up 60% of your total mark and will include more than one project which includes a sketchbook as well as 3-D experiments (dependant on the project). All through the course you will research a number of artists to help develop your work and skills.

EXAM: Here you have approximately 6-8 weeks of preparation work with your teachers that culminate in a 10 hour practical exam. It is expected that you would produce a sketchbook as your preparation work and a final piece in your practical exam. This makes up 40% of your total mark.

Course content:

A range of approaches including illustration, printmaking, packaging, corporate identity, branding, limited use of digital software, some digital photography and advertising, and research of art and artists. This course is not about game design and is mainly workshop based.

Skills developed in Graphic Art

The course covers the four principal areas of observation of subject matter; critical evaluation of art and artists; practical making; production of final pieces. These emphasise the qualities of experimentation, exploration, research and individual expression required at GCSE level.

Methods of learning most often used in Graphic art: Individual work, practical, creative experimentation, independent research, information gathering, problem-solving, perseverance.

Homework tasks will include the use of photography, drawing in a range of materials, collecting unusual materials, researching artists and writing about the way they work and how it relates to your own project.

Year 9 example projects

- 3 fold card and envelope based on the art works of Austrian Artist Hundertwasser
- Typography project film quotes
- All about me Lego style project

Year 10 example projects

- Sweet branding project – linked to Pop Art
- Political posters

- Artists and graphic illustrators

Year 11 example project

- Book jacket design

Resources required to study this course:

Your child will need sketching pencils, brushes and fine liners

Optional additional expenses 3 sketchbooks @ £2.30 each; 1 portfolio @ £2.00

One-day Study Visit to Pitt Rivers Museum, Oxford or similar trip @ £16.00 approx

The Graphic Art course is designed to provide the opportunity to explore and enjoy working with logos, words and visual images to convey ideas using a broad range of techniques in a vibrant and inspirational environment. Students will be given time to develop their skills with a variety of materials as the portfolio work develops throughout the two years.

Beyond GCSE

What can you do next with a qualification in Art and Design? Graphic Art is a discipline which develops creative problem solving skills and independence. As such it is respected by universities and prospective employers. Specifically it can lead to a career as a Graphic Artist; advertising; branding; corporate design; illustration; computer arts and gaming; film and video; television and set design; fashion: exhibition display; photography; interior design; teaching; Interesting internet links are: www.creative-choices.co.uk; www.tate.org.uk/learn/young-people; www.lightboxresource.co.uk

If you require further information please contact Mrs Cook.

History

Exam board: Edexcel GCSE

Assessment:

Students are assessed through three written examinations, covering four topics. There is no coursework or controlled assessment.

Paper 1 - Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18: injuries, treatment and the trenches. (1hr 15 mins, 30% of qualification).

Paper 2 - The reigns of King Richard I and King John, 1189-1216 and The American West, c1835-c1895 (1hr 45 mins, 40% of qualification).

Paper 3 - Weimar and Nazi Germany, 1918-39 (1hr 20 mins, 30% of qualification).

Course content:

Year 9

Autumn 1	Medicine through time c1250-present
Autumn 2	Medicine through time c1250-present
Spring 1	Medicine through time c1250-present
Spring 2	The British sector of the Western Front, 1914-18; injuries, treatment and the trenches
Summer 1	The British sector of the Western Front, 1914-18; injuries, treatment and the trenches
Summer 2	The reigns of King Richard I and King John, 1189-1216

Year 10

Autumn 1	The reigns of King Richard I and King John, 1189-1216
Autumn 2	The reigns of King Richard I and King John, 1189-1216
Spring 1	The American West, c1835-1895
Spring 2	The American West, c1835-1895
Summer 1	The American West, c1835-1895
Summer 2	Weimar and Nazi Germany, 1918-1939

Year 11

Autumn 1	Weimar and Nazi Germany, 1918-1939
Autumn 2	Weimar and Nazi Germany, 1918-1939
Spring 1	Weimar and Nazi Germany, 1918-1939
Spring 2	Revision
Summer 1	Revision and exams
Summer 2	Exams

Resources required to study this course:

Revision guides in Year 11.

Everybody knows how interesting History is! From Medieval monarchs to 20th Century dictators, historians are the most knowledgeable and fascinating people you are likely to meet. In GCSE

History, we investigate past politics, societies, cultures, health, money, conflicts and more. It is about developing an understanding of how we got to where we are today.

History is an academic subject that is highly valued within further and higher education, and recognised for its challenging content by businesses. It stretches our critical thinking abilities; combining analysis, research, essay writing and communication skills. Historians make judgements based upon evidence, directing individuals to become more organised and prepared.

There is no end to the list of jobs for which History can prepare you. In particular, careers in law, politics, journalism, marketing, economics, insurance, teaching, business and curation are amongst the most likely destinations.

If you require further information please contact Mr Blay, Mr Moth or Miss Preston.

Health and Fitness (Physical Education)

Exam board: NCFE

NCFE in Health and Fitness

Course content:

Over the duration of the course you will be covering the following information:

- The principles of health and fitness.
- How to follow and recommend a healthy lifestyle.
- How to prepare and plan for health and fitness.
- You will develop a health and fitness programme.

An interest in sport, health and fitness are important as you will be studying the following:

- Skeletal system
- Muscular system
- Respiratory system
- Cardiovascular system
- Digestive system
- Nervous system
- Principles of training
- Training methods
- Fitness testing

There is no practical sports performance within this course, any practical that will be completed will be based around fitness testing only.

Resources required to study this course:

All students will need to be fully equipped for every lesson, tools for learning and full EP PE kit for any fitness testing that is carried out.

A keen interest in biology would be beneficial for anyone taking this course.

An appetite for the theory of the body and how it works and a desire to improve their health and fitness.

By studying this course, you will be encouraged to develop:

- Understanding of health and fitness and how to create a programme for a specific individual.
- Understanding of the different components of fitness and the principles of training.
- Understanding of the bodies' main systems and how they work together.
- Understanding of how to follow and recommend an active and healthy lifestyle.

If you require further information please contact Miss Swift.

Hospitality and Catering

Exam Board: WJEC EDUQAS

This course concentrates on the hospitality and catering industry. You will develop the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful.

You will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, you will also develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Assessment:

Unit 1: The Hospitality and Catering Industry will be externally assessed with an online examination that lasts 90 minutes. You will be graded as follows:

Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction

Unit 2: Hospitality and Catering in Action is internally assessed: This involves you completing a piece of controlled assessment in school under examination conditions. You will be set a task by the exam board and will have to safely plan, prepare, cook and present nutritional dishes.

Course content:

Term 1: Know how food can cause ill health - One of the first things candidates should be aware of prior to cooking is food safety. Students will take a food safety course.

Term 2: Understand the importance of nutrition when planning meals - Explain the function of nutrients and how these affect the body.

Term 3: Understand the environment in which hospitality and catering providers operate - understanding the different job roles and responsibilities that different employees have with a hotel.

Term 4: Understand the environment in which hospitality and catering providers operate - a range of guest speakers and trips will be arranged to visit different hospitality establishments.

Term 5: Further practical skills, revision techniques. Revision and preparation for internal coursework. Mock exam for both practical and coursework.

Resources required for the subject:

- Ingredients – we will be cooking once a week or once per fortnight – dependent on timetable. You are expected to bring your own ingredients (£5.00-£10.00 per practical). We will of course help if there are any issues. You will also need a large container for your ingredients.
- £25.00 for apron, hat and disposable items like greaseproof paper, piping bags and essential items e.g. salt, pepper, oil, spices.
- Essential equipment.
- Revision books.

The great bonus of this course is that there is a strong emphasis on gaining the required skills and knowledge via practical work so it is great for anyone who wants to learn 'by doing'.

This qualification will help you develop the essential skills to move into employment, training and further education. You could move onto NVQ's, BTEC Hospitality and Catering courses, Level 3 Food,

Science and Nutrition. EPCS offers this course with teaching staff that are passionate about a worthwhile subject and the desire for students to succeed in the kitchen and beyond.

If you require further information please contact Miss Wingrove.

ICT

Exam Board: Cambridge Nationals Information Technologies J810

Assessment:

R001 - Understanding Computer Systems – (Exam 1 hour)

R002 - Using ICT to create business solutions – 10 hours controlled assessment

R004 - Handling data using databases - 10 hours controlled assessment

R005 - Creating an interactive product using multimedia components

or R006 - Creating Digital Images - 10 hours controlled assessment

This is a vocationally-related qualification that takes an engaging, practical and inspiring approach to learning and assessment. The everyday use of ICT, from PC's to smartphones, now impacts all of our lives. Cambridge Nationals in ICT reflects this and provides students with a solid understanding of the subject which they can use in their working lives. Three themes are covered: business information systems, creative and technical.

These qualifications will assess the application of ICT skills through their practical use. They will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being.

The Cambridge Nationals in ICT will equip learners with sound ICT skills for everyday use and provide opportunities to develop in context those desirable, transferable skills such as planning, research and analysis, working with others or communicating technical concepts effectively. They will also challenge all learners, including high attaining learners, by introducing them to demanding material and skills; encouraging independence and creativity; providing tasks that engage with the most taxing aspects of the National Curriculum (including data handling, modelling and programming).

The hands-on approach that will be required for both teaching and learning will chime appropriately with the way young people use new technology and will underpin a highly valid approach to the assessment of their skills. The qualification design, including the range of units available, will allow learners the freedom to explore more deeply the things that interest them as well as providing good opportunity to enhance their learning in a range of curriculum areas.

Requirements for studying this course:

There are no specific requirements for this course apart from an interest and enthusiasm for using IT skills and techniques will be taught as we go along.

If you require further information please contact Miss Evans.

Mathematics

Exam board: AQA GCSE

Assessment:

There are three external examination papers at the end of Year 11.

Each paper is 90 minutes long and is worth 80 marks. All papers cover all skills from the GCSE course. The first paper is non-calculator and the other two are both calculator papers. There is no controlled assessment in Maths.

Course content:

Maths is more than just using numbers and basic numeracy. Maths allows students to build up and practise existing skills that are transferable to many other subjects that are studied at GCSE and skills that are used in real life.

These skills are:

- Collecting, Sorting, Grouping, Ordering, Systemising
- Comparing, Spotting patterns, Checking
- Predicting, Generalising, Proving, Recalling
- Measuring, Orderly Communication
- Further investigating, Reasoning, Exploring logically
- Presenting logically, Logical thinking, Processing thoughts, Problem solving

Students may already think mathematically, or may use GCSE Maths to help become more mathematically minded, A mathematically minded person is very employable and these mathematical skills will be a great benefit to students for the future.

There are four areas of Mathematics, each looking at various methods and rules, and how we can apply them to real life situations:

Number & Algebra

Number properties: fractions, decimals, percentages, ratio, proportion, place value, estimation, rounding, negative numbers, number patterns, sequences, graphs.

Algebra skills

Solving, substitution, simplifying, rearranging and using formula, expanding, factorising, quadratics, links to graphs and sequences.

Shape, Space & Measure

Area, perimeter, volume, Pythagoras' theorem, angles, measure, constructions, circles, surface area, 2D and 3D shapes, loci, similarity, transformations and compound measures.

Handling Data

Probability and chance, representing data, comparing data and analysing data.

Using & Applying

This involves a combination of the above with real life problems and comparisons. GCSE work is not really 'new' Maths but builds on the knowledge that has been learnt at KS3, so students need to work on their retention rather than anything brand new.

In order to succeed in Maths, students will need to ensure that they practice topics learnt in lessons regularly. Maths is not a subject that can be read from a revision guide; it needs to be something to do. Rehearsing, revisiting, repeating and revising mathematical topics again and again until it becomes natural.

Asking questions to break a problem down is one of the most important mathematical skills. Patience and perseverance are also important as certain topics can take time to sink in and connect with other topics that are already known.

Resources required to study this course:

All students are expected to have a calculator capable of dealing with fractions, decimals, BIDMAS, pi, indices and surds. They also need a pen, pencil, rubber, ruler, protractor and a set of compasses. All of the equipment needed can be purchased from the school - an up-to-date list of costs is included in the student diary.

As well as being a compulsory subject to study at GCSE it is also one of the best ways to train your brain to problem solve and think logically.

Mathematics is used in many careers including: accounting and finance, business, medicine, engineering, forensic science, teaching, research, IT, programming, web and games development, forecasting, design and construction, space sciences and many other disciplines.

A GCSE in mathematics opens a lot of doors. It is a highly sought after qualification by employers.

If you require further information please contact Miss Alexander, Mrs Devine or Mr Jones.

Media Studies

Exam board: WJEC GCSE

Assessment:

Media Studies consists of 30% coursework which involves a completed audio visual short film production.

The final exam accounts for 70% of the total GCSE and consists of two exams which require an analytical assessment of how audiences respond to a wide range of media products including: the news and newspapers, advertising, music videos, film promotional content, magazines and the television industry.

Course content:

The following units are studied:

- Photography
- News and Journalism
- Advertising
- Magazines - Audiences and Representation
- Comics and Animation
- Film Industry - Film Trailers and Film Posters
- Television Drama - Narrative, Representation and Production
- Music Industry - Music Videos and CD Covers
- Horror Films - Planning, Filming and Editing

Resources required to study this course:

Students are required to provide a USB card and will use their mobile cameras to complete many filming tasks.

The three-year course is designed to develop students' awareness and appreciation of Media and its influence within society by developing a range of creative and analytical skills across a wide range of Media topics.

Should you be interested in film, television, music, photography and design and have a future desire to work within the world of Media then this is the perfect course for you.

If you require further information please contact Mr Tomkins.

Performing Arts - Music

Exam board: BTEC

On this course you will focus only on Music as one art form throughout in order to refine your skills and understanding. At certain points in the course you will be required to take part in live performances in front of an audience on either an instrument or as a vocalist. The majority of the course is internally assessed coursework based with one external written exam.

The grades awarded are Pass, Merit and Distinction.

Course content:

Unit 1 - The Music Industry

This unit will allow you to gain a good understanding of the scope of the music industry. You will investigate music organisations to find out about the work they do and how they relate to and rely on one another. You will also 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 aims to help you gain awareness and the underpinning knowledge of the structure of the music industry, its working practices and opportunities.

Assessment method: You will sit a written exam based on the knowledge you have gathered, this will be externally assessed.

Unit 2 - Managing a Music Product

This unit will enable you to manage the planning, delivery and promotion of a live concert, CD, or other music product. The success of your music product will rely heavily on the planning and development process. You will work in a defined role to apply the specialist skills, knowledge and understanding required for the aspect of the work for which you are responsible. Whichever role you take, you must demonstrate appropriate planning skills for the creation of your product. Your planning will lead to the final delivery of your product and its presentation to others. You will be required to work with others as well as achieving your personal goals, ensuring the product reflects your work and the qualities you show.

Assessment method: The music product itself forms the main part of the assessment but you will also submit evidence of your planning and reflections on your personal goals in written form. These are then internally assessed.

Unit 3 - Introducing Live Sound

This unit offers you the opportunity to learn about live sound and carry out the role of a live sound engineer. As a sound engineer, you must be able to manage the technical requirements for an entire concert, such as festivals, concerts, shows, gigs, school events, charity fundraisers, open air events, theatre and small venue events. You will be responsible for a range activities from sound checks, operating the equipment and resolving technical problems.

Assessment method: Your execution of your role within the live sound event is monitored by your teacher who will write observations of your work. You will also submit evidence of planning and written evidence of your understanding of equipment and technical areas. This unit is internally assessed.

Unit 4 - Introducing Music Performance

Over the course of this unit, you will explore skills and make decisions as you prepare for performance. Planning and practising are both vital parts of a successful performance; you should

be aware of when your performances are due to take place so that you are able to plan your preparation time. You should be encouraged to choose your own pieces for performance to an audience. You will keep a practice/production log that details how you have improved over the duration of the unit. You should practice and rehearse your chosen pieces so that you present polished performances.

Assessment method: Filming of your performances alongside your practice and production logs will be internally assessed alongside submissions of teacher observations of your methods.

Resources required to study this course:

For musicians, access to a musical instrument at home would be beneficial, but students can use equipment in school at breaks and lunchtime.

Access to a computer for research and reflection would also be beneficial.

The course develops your knowledge and skills in Music further and allows you to work creatively both individually and part of a group. It is an energetic approach to learning, as well as the ability to prepare effectively for future courses and a range of job roles.

The course prepares you for Level 3 courses in Music or if you wish to further your skills in this area both in school, specialist performing arts college and university.

If you require further information please contact Mrs Stevenson.

Performing Arts

Exam board: BTEC

On this course you must study only one art form out of Dance or Drama. You will focus on this one art form throughout the course to refine your skills and understanding. There will also be certain points in the course you will be required to perform in front of an audience within your art form. It is all coursework based with no final written exam required and has a strong vocational focus.

The grades awarded are Pass, Merit and Distinction.

Course content:

Component 1 - Exploring the Performing Arts (internally assessed)

This component is all about learning about the industry and the role performer's play. You will develop as a performer by widening your understanding of famous performance work and their influences. For actors this could be plays, writers and directors whereas dancers would focus on companies, choreographers and productions. You also learn about the skills and techniques of dancing or acting and the requirements of being a professional performer in a range of styles and how they work with other professionals such as lighting designers, set designers and technical crews.

Assessment evidence: Your work will be presented as an informative brochure with video and photographic evidence to support your findings.

Component 2 - Developing Skills and Techniques in the Performing Arts (internally assessed)

During this component you will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce the work. This will culminate in a small group performance which is filmed and forms part of the assessment. Throughout your development, you will review your own progress and consider how to make improvements.

Assessment evidence: Your performances will be recorded and you will submit written evidence in the form of detailed log books.

Component 3 - Performing to a Brief (externally assessed)

This final component is the pinnacle of the course and utilises all the skills and knowledge developed in previous components. Working as part of a group, you will develop ideas for a workshop performance based on a set brief with a target audience and theme. The group performance may involve some solo or small-group work or it may be an ensemble piece. You will have the opportunity to inform the performance using existing or newly developed skills, adapting them to suit the performance.

Assessment evidence: In controlled conditions you create a record of your rehearsal and performance process with an evaluation of your final performance which is also filmed.

Resources required to study this course:

Appropriate clothing and footwear for dancers.

Access to a computer for research and reflection would also be beneficial.

The course develops your knowledge and skills in Performing Arts further and allows you to work creatively both individually and as part of a group.

It is an opportunity to develop a healthy lifestyle and energetic approach to learning, as well as the ability to prepare effectively for future courses and a range of job roles.

The course prepares you for Level 3 courses in Performing Arts. If you wish to further your skills in this area both in school, specialist performing arts colleges and university.

When completing your options form for Performing Arts you must specify which art form out of Dance or Drama you are applying for.

If you require further information please contact Mrs Stevenson.

Photography

Exam board: AQA GCSE

The Photography course offers students the opportunity to explore lens-based creativity, building on artistic skills already explored in Discovery. The school has invested heavily in the course with a new darkroom, PC suite with Photoshop, a photographic studio, and new Canon DSLR cameras. With the benefit of three years to develop, Year 9 is an experimental year to learn new skills, and begin to add pieces of work to a 'portfolio of work' which becomes 60% of the final mark. Year 10 continues this process, with longer lasting coursework projects into Year 11. The exam at the end of Year 11 produces the remaining 40% of marks which comprises a 10-week preparatory period culminating in a two-day, 10-hour exam to produce a final piece in response to an exam question explored over these 10 weeks.

Assessment:

Students are assessed according to AQA Assessment objectives: AO1: Develop, AO2: Refine, AO3: Record, AO4: Present.

The course is graded based upon 60% coursework, and 40% exam basis. Students will produce a 'portfolio of work' and an 'externally set task' for submission at the end of the course in Year 11.

Ongoing assessment will take the form of student / teacher dialogue via the Google drive system.

Students will produce 'digital portfolios' over the three-year course using Google slides, which enables 'virtual' marking and feedback without the need for books to be handed in.

Course content:

Autumn Term (terms 1 and 2) Year 9: Genres: Introduction to photography

Spring Term (terms 3 and 4) Year 9: Abstraction in Photoshop and analogue experimentation (Pinhole cameras)

Summer Term (terms 5 and 6) Year 9: Documentary photography

Autumn Term (terms 1 and 2) Year 10: Coursework project: Mixed media and distortion

Spring Term (terms 3 and 4) Year 10: Coursework project: Mixed media and distortion

Summer Term (terms 5 and 6) Year 10: Coursework project: Atmospheres and narrative

Autumn Term (terms 1 and 2) Year 11: Coursework project: Atmospheres and narrative

Spring Term (terms 3 and 4) Year 11: Exam preparation and development

Summer Term (terms 5 and 6) Year 11: Exam and final coursework review

Resources required to study this course:

EPCS has invested a substantial amount into the introduction of this exciting new course, and although equipment is available during lesson time, it is highly recommended that students have access to their own equipment outside of class. We highly recommend that students have access to either a DSLR or Bridge camera by the beginning of Year 10 in order to achieve the best results.

We offer a 'photography pack' to assist in students' development on the course at the cost of £25.00*. This pack includes an A3 folder, 25 sheets of photographic paper for the darkroom, 35mm black and white film, mounting board and a 16GB memory stick.

*current cost - this is subject to change.

NB: Due to the resources available to the school, we will only be able to provide one class of 20 students for this subject.

Students with any inclination towards creativity and cultural awareness should definitely consider studying Photography at GCSE. It provides an integral basis for any further study in the Arts, and a gateway into the creative industries.

Fine artist, Architect, Graphic designer, Illustrator, Fashion photographer, Advertising photographer, Documentary photographer, Film-maker Director, Computer game designer, Comic artist, Art director, Fashion designer, Set designer, conceptual artist... the list of lucrative and successful professions which begin with a GCSE in Photography is endless.

As the world changes, media is at the heart of how we interact with it. Understanding and utilising the historical, technical and artistic importance of photography and its influence on the 21st century is at the root of this course.

EPCS offers an extremely well-equipped Photography Department and teaching staff with a passion for the subject and desire to see students succeed in their classroom and beyond.

If you require further information please contact Mr Proctor.

Science Double Award

Exam board: AQA GCSE

Assessment:

The course is worth two GCSEs. There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper is worth 16.7% of the GCSE.

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Combined Science. Trilogy specifications and all exam boards. The exam will measure how students have achieved the following assessment objectives.

AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.

AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry and procedures.

AO3: Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

There is no course work requirement however a number of 'required practical's' will take place and be formally written up throughout the course.

Course content:

This course covers all of the following topics over three years:

1. Cell biology, 2. Organisation, 3. Infection and response, 4. Bioenergetics, 5. Homeostasis and response, 6. Inheritance, variation and evolution, 7. Ecology, 8. Key ideas, 9. Atomic structure and the periodic table, 10. Bonding, structure and the properties of matter, 11. Quantitative chemistry, 12. Chemical changes, 13. Energy changes, 14. The rate and extent of chemical change, 15. Organic chemistry, 16. Chemical analysis, 17. Chemistry of the atmosphere, 18. Using resources, 19. Key ideas, 20. Energy, 21. Electricity, 22. Particle model of matter, 23. Atomic structure, 24. Forces, 25. Waves, 26. Magnetism and electromagnetism, 27. Key ideas.

Resources required to study this course:

There is no specialist resource needed for this course however a calculator is essential.

Science GCSEs are the perfect step up to any science A level. These in turn can lead to a huge variety of interesting, rewarding and attractive careers.

If you require further information please contact Mr Gunnoo or Mr Brown.

Spanish

Exam board: AQA GCSE

Assessment:

The subject is assessed through four skills, all of which are examined at the end of the three-year course. The foundation tier will enable students to gain grades 1-5 and the higher tier grades 4-9.

Paper 1 - Listening (25%)

Foundation Tier - 35 minutes, 40 marks

Higher Tier - 45 minutes, 50 marks

Questions in English AND target language

Paper 2 - Speaking (25%)

Foundation Tier - 7-9 minutes, 60 marks

Higher Tier - 10-12 minutes, 60 marks

Role play, photo stimulus, general conversation

Paper 3 - Reading (25%)

Foundation Tier - 45 minutes, 60 marks

Higher Tier - 60 minutes, 60 marks

Questions in English AND target language; translation from target language into English

Paper 4 - Writing (25%)

Foundation Tier - 60 minutes, 50 marks

Higher Tier - 75 minutes, 60 marks

Directed writing tasks, translation from English to target language, open-ended writing task.

Course content:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Resources required to study this course:

AQA GCSE Spanish course book

CGP Spanish revision guide (with listening resources)

Collins Spanish dictionary

These will be available to purchase on ParentPay in due course.

Learning a foreign language develops a variety of skills – communication, presentation, problem solving, organisation and independence. It can improve your English as it heightens your awareness of structure and grammar. It can make you a more tolerant and open-minded person as it offers an insight into other cultures. It opens doors and creates opportunities and can make travel and leisure more exciting and interesting.

Having a language at GCSE can be of benefit as many jobs requiring languages skills need them as a secondary qualification. Language graduates are more employable than science, business studies or ICT graduates. Over 20% of employers say that they need employees who are more competent in languages.

University entrants have a better chance of getting on a languages course than in any other subject.

If you require further information, please contact Miss Lees.

NOTES



Easthampstead Park Community School

Key stage 4 Option Choices - 2017

Broad and Balanced

Student Name:

Tutor Group:

Please complete the tables below by selecting one option from each block plus two reserve subjects and then listing your choices in priority order. Each student should aim to select a broad and balanced curriculum.

The EBacc subjects are in BOLD. At least one Ebacc subjects should be chosen from the three option blocks.

Block A	Block B	Block C
German Spanish Business Studies/Enterprise History Media Studies 3 Dimensional Design	History Geography Fine Art Hospitality and Catering Graphic Art Health & Fitness (Physical Education) Media Studies Creative imedia/ICT	Business Studies Child development Computer Science Geography History Performing Arts Performing Arts - Music Photography

Please fill in the table below, choosing an option from each block

Block A	Block B	Block C

As well as the subjects above, please choose two reserve subjects from any of the three option blocks

Reserve 1	Reserve 2
-----------	-----------

Please list your options choices (as chosen above) in order of importance to you:

Priority	Subject
1	
2	
3	
Res	

Parent/carer signature

Checked by form tutor

Please return to Form tutor by **Friday 9 march 18**