



EASTBOURNE
COLLEGE
SWIM TEAM

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2024-26

GCSE
OPTIONS



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INTRODUCTION

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

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

WHAT DOES THE CURRICULUM CONSIST OF AT GCSE?

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

- English language
- English literature
- Biology
- Chemistry
- Physics
- Maths
- Personal, social and health education (PSHE)

In English, pupils follow the Cambridge IGCSE literature and AQA GCSE language syllabuses. In language lessons, pupils are taught to develop the ability to communicate clearly, use a wide range of vocabulary and develop their own personal style of writing and communicating. In literature,

pupils read, interpret and evaluate a range of texts, learning to recognise and appreciate the ways in which writers use English to achieve a range of effects. They are expected to present an informed, personal response to the texts they study.

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

All pupils sit the IGCSE in mathematics at the end of Year 11. Additionally, there are a number of pupils who are capable of studying at a faster rate and so we also offer the opportunity to study the AQA Level 2 Certificate in Further Mathematics alongside the IGCSE. This exam is also sat at the end of Year 11; it provides a greater challenge to these mathematically more able pupils and is excellent preparation for A-level mathematics and further mathematics.

All three science subjects are taught by specialists in the individual sciences and in dedicated

laboratories. Although there are national options which allow fewer, all Eastbournians will take GCSE examinations in all three sciences to gain either two or three science GCSE grades.

Midway through the course, based largely upon internal examination results at the end of Year 10, the most able scientists may be invited to pursue the GCSE Separate Science route, studying for a separate GCSE grade in each of biology, chemistry and physics.

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

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



Personal, social and health education (PSHE) is a non-examined but essential part of the curriculum. Pupils work in small groups exploring a wide range of topics that belong to the PSHE and citizenship curriculum such as bullying, first aid, well-being, sex and relationships education, careers, and personal finance, along with other life skills and values. A particular emphasis is put on study and examination skills through the learning and thinking course. The PSHE programme incorporates some elements of religious studies, which is also a subject available as a GCSE option. PSHE runs throughout Years 10 and 11.

In addition to the core subjects, time is set aside for optional subjects. A pupil can choose four options from those shown below. Pupils are expected to study at least one language – either ancient or modern – unless this has first been discussed with Mrs A Millar, Head of Modern Languages, and Mr P J Canning, Head of Curriculum.

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

- Art
- Classical Civilisation
- Computer Science
- Dance
- Design and Technology
- Drama
- English as an additional language (IGCSE English as a second language) (EAL)*
- French
- German
- Geography
- Greek and Latin**
- History
- Latin
- Music
- Physical Education
- Religious Studies
- Spanish
- Supported Study***
- Textiles Design

- * EAL sits in the option blocks but is compulsory for those pupils who require provision as indicated by the EAL department.
- ** This is a combined subject option for pupils who have studied Latin and Classical Greek in Year 9; pupils will sit both subjects for GCSE examination.
- ***Supported Study should only be chosen in consultation with Mr J M Gilbert, Deputy Head (Academic), and Mr D J Ruskin, Head of Learning Enrichment.

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

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

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

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

Sources of advice and information

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

You will be an important source of advice to your son or daughter, but they should also talk to their housemaster or housemistress, their tutor and their subject teachers. Particular queries about the GCSE curriculum as a whole may be directed to Mr P J Canning, Head of Curriculum.

How to make choices

There is a form at the back of this booklet which should be filled in with four option subjects. The form should be returned to your daughter or son's hsm. For a new pupil, please return the form to the admissions department.

We would be grateful if you would sign the form to confirm that you have discussed the choices with your son or daughter and are happy with them. For our current Year 9 pupils, there is an option choices meeting on Friday 24 May 2024 which will help to confirm your son or daughter's choices. Any new Year 10 pupil is welcome to join this meeting.

The form is due back by **Monday 3 June 2024**.

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

Extra costs

There will be a charge for public examination fees and non-returnable books.

There may be other incidental costs, for example for trips relating to the curriculum and these will also be charged as extras. These should not exceed £40 per subject per term unless parental consent is given. Notice of other unpredictable extras is given in advance.



SUBJECTS

Art

What does art involve at GCSE?

Art and Design provides engaging, challenging and meaningful learning experiences through a flexible structure that supports individual expression and development of creative practice in any media the pupil chooses. Pupils will develop a practical and theoretical understanding of art, craft and design using thorough research and critical analysis to support their ideas.

The course is comprised of two components:

Component 1: Portfolio. 60% of qualification: 120 Marks

This component involves a major practical portfolio and outcome/s which are based on internally set themes and subject matter developed from personal and/or given starting points. The component begins in Year 10 with pupils being introduced to a range of materials and techniques including (but not limited to) drawing, printmaking, painting, ceramics and digital media. Having acquired a breadth of skills and knowledge, pupils then select a personal project pathway which culminates in Michaelmas term of Year 11 when work is selected, evaluated and presented for assessment. Pupils are required to provide evidence which meets each of the assessment objectives.

Component 2: Externally Set Assignment. 40% of qualification: 80 marks.

The Externally Set Assignment materials set by Eduqas are released to pupils in January of Year 11 and consist of assignments based on themes, visual stimuli and written briefs.

Pupils select one assignment as a starting point from which to elicit a personal, creative response developed during the preparatory study period. Pupils must resolve their ideas during a designated 10 hours of sustained focus work which takes place in exam conditions. Both components are internally assessed and externally moderated.

What does a pupil gain from studying art?

This rewarding and immersive programme of study fosters creativity and promotes personal and social development. The course encourages sustained investigation, experimentation, design and making as a means of developing technical and expressive skills. Pupils will develop imagination, critical and reflective thinking plus a wide range of essential skills required for further and higher education, as well as employment.

Classical Civilisation

What does classical civilisation involve at GCSE?

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

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

Unit 1: Myth and Religion

Coverage: Greek and Roman gods, heroes and myths; religious festivals and activities; links between myths and power; practices and beliefs surrounding death and burial. 1 hour 30 written paper

Unit 2: The Homeric World

Coverage: Homer The Odyssey, books 9, 10, 19, 21, 22 (in translation); background to Homeric world (eg Mycenaean palaces)
1 hour 30 written paper

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

What does a pupil gain from studying classical civilisation?

Much of European culture derives from the Greeks and Romans, and this course will not only



provide insights into these two great civilisations but will also help pupils to better understand the basis from which our literature, thinking and way of life have developed. This subject appeals to those who would like to combine cultural and historical analysis with the ever-fascinating myths and legends of the classical world. Pupils are encouraged to investigate comparisons between ancient and modern life and often find that our classical past gives us a real insight into our complex present. Analysing civilisations that seem quite different to our own also helps us to appreciate and read human behaviour and develops highly profitable skills that enable us to interpret cultural differences.

Classical Greek

What does classical Greek involve at GCSE?

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

- Paper 1** Language (passages for comprehension and translation into English)
1 hour 30 minutes – 100 marks
(50% of GCSE)
- Paper 2** Prose literature (usually an extract from Herodotus eg stories of Cyrus the Great, king of Persia)
1 hour – 50 marks (25% of GCSE)
- Paper 3** Verse literature (usually an extract from Homer: Odyssey eg book VI where Odysseus meets Nausicaa)
1 hour – 50 marks (25% of GCSE)

Classical Greek is generally acknowledged to be one of the most testing subjects on the curriculum and bright pupils will enjoy the challenge. Classical Greek GCSE is only available when studied alongside Latin; this results in two GCSEs taken at the end of Year 11 but counts as just one option in the timetable. The classes are small in number, allowing for rapid progress and the opportunity to address the needs of individuals. There is a prescribed vocabulary list for the language papers so that pupils are not faced with unfamiliar words in the examination.

There is no coursework or controlled assessment in this GCSE.

What does a pupil gain from studying classical Greek?

Classical Greek is an obvious complement to Latin, although Greek is arguably more challenging linguistically than Latin, and the range and quality of Greek literature is generally considered to be superior. As well as mastering the basics of a highly inflected language, pupils will begin to appreciate something of the legacy we owe to the Greeks in terms of democracy, history, drama, etc.

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

Computer Science

What does computer science involve at GCSE?

Computer science is of enormous importance to the economy and the role of computer science as a discipline itself and as an 'underpinning' subject across science and engineering is growing rapidly.

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

Pupils will learn how to create applications that potentially:

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

In addition they will:

- learn how to create simple computer games
- gain an understanding of the fundamental concepts around creating software applications



- have opportunities to work collaboratively
- develop skill in writing programs using a popular coding platform (Python)

The qualification is split into three components:

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

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

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

What does a pupil gain from studying computer science at GCSE?

This GCSE fits very well with any pattern of GCSE choices. It will appeal to anyone who has an interest in developing software or if you are interested in the way technology works. GCSE computing is also one of the subjects which are essential pre-requisites for the study of computing at A-level.

Dance

What does dance involve at GCSE?

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

- A 2D or 3D piece of art or sculpture
- Themes
- Historical events
- Poem or literature

The practical component of the course will total 60% of the final mark with a 40% written exam. This will be based on the ability to analyse, comment, compare, define, evaluate, interpret and discuss their own choreography and the six dance works in the anthology. The anthology includes a range of dance styles including hip hop, ballet, contemporary, lyrical, inclusive and Brazilian samba. The course will include workshops from nationally renowned dance companies such as Rambert, The Royal Ballet, James Cousins Company, Phoenix Dance Theatre Company and Boy Blue.

What does a pupil gain from studying dance?

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

Design and Technology

What does design and technology involve at GCSE?

GCSE design and technology (DT) will prepare pupils to participate confidently and successfully in an increasingly technological world. Pupils will gain awareness and learn from the wider influence of design and technology including historical, social, cultural, environmental and economic factors. Pupils will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Undoubtedly there is an increasing focus upon environmental responsibility and sustainability and this is reflected in the GCSE specification that pupils will be studying should they choose DT as one of their subject choices. Pupils undertake a variety of different design and practical projects, with increasing emphasis placed upon 3D CAD modelling to develop design ideas.



Written paper and non-exam assessment

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

Section A – core technical principles (20 marks)
A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – specialist technical principles (30 marks). Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – designing and making principles (50 marks). A mixture of short answer and extended response questions.

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

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

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

What does a pupil gain from studying DT?

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

Drama

What does drama involve at GCSE?

The drama course follows the AQA specification and comprises 60% practical work and 40% written work. The course suits those who both enjoy working practically as performers or designers, but also those who thrive in more essay-based subjects. Classes involve the development of analytical skills in writing about productions seen, studying text and articulating evaluation of practical work. Performance and technical skills are developed in a variety of regularly assessed group presentations and performances, experimenting with set, costume, lighting and sound design.

Pupils will also study set texts and devise work based on a stimulus of their choosing from a selection provided by staff. GCSE drama pupils are expected to attend all pro-drama events (typically once or twice a term) and should also attend academic performances of other year groups such as Year 11, 12 and 13 practical performances.

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

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

What does a pupil gain from studying drama?

The joy of self-expression! Pupils can follow different pathways through the course as both actors and designers. Drama is suited to those with an interest in acting, directing and writing as much as it is to those who enjoy art, textiles and design. As well as storytelling, building character, exploration of style and genre, pupils gain a deeper understanding of the human impact of current social and political issues through text-work and devising as well as the ability to communicate complex ideas and problem-solving. Pupils will also learn how to think critically and engage in debate.



French

What does the study of French involve at GCSE?

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

What does a pupil gain from studying French?

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

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

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

Geography

What does geography involve at GCSE?

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

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

Teaching of the subject is varied, making use of a number of resources. Much of the teaching and learning will involve role plays, debate and discussion, group and independent presentations, as well as written work. Audio-visual clips will be shared to help demonstrate the topicality of the subject matter and its relevance to today's decision-makers. Opportunities will also exist to explore the subject outdoors through fieldwork.

A varied programme of fieldwork opportunities is offered - during the past three years, GCSE geographers at Eastbourne College have had the chance to visit interesting and beautiful sites in and around Eastbourne, as well as to travel internationally to Morocco, Iceland and Italy. Further optional international excursions are



planned for coming years. The subject also makes really good use of new technologies to engage pupils and to embed learning.

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

What does a pupil gain from studying geography?

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

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

German

What does the study of German involve at GCSE?

The GCSE course is enjoyable, lively and varied. Pupils will continue with the familiar skills of speaking, reading, listening, translation and writing within topics that are aimed to stimulate

and be of practical use abroad: people and lifestyle; popular culture; communication and the world around us. In addition to this everyone will be given an introduction to aspects of German culture, for example lifestyle, civilization and geography, and will be exposed to literary texts. A solid grounding in grammar will ensure that all feel comfortable and confident to GCSE and beyond. Studies will be based around a course book, but frequent use is made of additional resources, including video, the language laboratory and ICT. Furthermore, the LRC offers an increasing stock of individual resources. Everyone will have the opportunity to participate in trips, including the Christmas markets trip or the trip to Munich.

What does a pupil gain from studying German?

No one can doubt the importance of languages in our increasingly international world. Whatever the future holds, the ability to offer a modern foreign language is a skill that is highly valued, giving you the competitive edge and opening doors to employment opportunities anywhere in the world. Germany is now the largest nation in Europe and remains the dominant force in European economics. She is Britain's largest European trading partner with an ever-increasing political influence.

German is widely used throughout Europe, and is considered a real asset for all careers in business and science, not to mention its position in the literary, musical and philosophical worlds. It links extremely well with those studying history and English, reinforcing knowledge of those subjects, as well as complementing mathematics and the sciences. Our course leads perfectly into the A-level course, producing pupils who are confident and capable in most situations.

History

What does history involve at GCSE?

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

I. Germany, 1918–1945 – how Germany emerged out of the carnage of the First World



War, the rise of Hitler and the Nazis, and the nature of Nazi rule before and during the Second World War.

2. Civil Rights in USA, 1945–1974 – a range of epic moments in the struggle for civil liberties in late 20th Century USA, including: Martin Luther King, The March on Washington, Rosa Parks, the Montgomery Bus Boycott, the Freedom Rides, Malcolm X, the Black Power movement; youth protests, including action against the war in Vietnam; women's rights, including the rise of the Women's Liberation Movement; and the fight against political corruption, Senator Joe McCarthy and the Red Scare; Nixon and the Watergate Scandal.

3. The Vietnam Conflict, 1945–1975 – the origins, nature and consequences of the war in Asia. This historical investigation will consider just how a third world Asian country defeated the USA. We will move from the end of French colonial control in Vietnam to the invasion of south Vietnam by the communist north Vietnamese. US tactics and the ways in which the Vietcong resisted effectively, will be analysed. This is then followed by an investigation into the growth of the opposition movements towards the war within the United States and how far this influenced Nixon's 'Vietnamisation' process.

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

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

What does a pupil gain from studying history?

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

Latin

What does Latin involve at GCSE?

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

Paper 1 Language (passages for comprehension and translation into English with the option of English to Latin sentences). 1 hour 30 minutes – 100 marks (50% of GCSE)

Paper 2 Prose Literature (usually extracts from Roman writers such as Tacitus and Cicero). 1 hour – 50 marks (25% of GCSE)

Paper 3 Verse Literature (usually extracts from Roman poets such as Virgil, Catullus or Ovid). 1 hour – 50 marks (25% of GCSE)

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

Pupils who have studied Greek in Year 9 are able to take the combined option of Greek and Latin, resulting in two GCSEs at the end of Year 11 – see the information above about Classical Greek.

There is no coursework or controlled assessment in Latin GCSE.

What does a pupil gain from studying Latin?

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



Music

What does music involve at GCSE?

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

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

For the performance unit (30%) you are assessed by recording two pieces of music in Year 11, totaling a minimum of four minutes. One will be a solo piece (with accompaniment if needed) and the other will be an ensemble piece. Your class and instrumental (or vocal) teachers will help you prepare for this: the emphasis is very much on playing accurately and musically at a suitable level rather than being expected to play technically advanced material. You don't need to have taken any grade exams previously. As a guide, if you are at about grade 3 standard now you should be well placed to tackle this unit in Year 11.

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

What does a pupil gain from studying music?

The course aims to widen the musical and cultural horizons of the students and develop their skills as creators, critics and performers. It

is equally effective as a programme of study in its own right or as a foundation for further study in music or music technology at A-level and beyond. IT skills are developed through the use of Sibelius and Logic software. For those pupils learning an instrument or voice there is also the opportunity to make their extra-curricular studies count towards an academic qualification.

Physical Education

What does physical education involve at GCSE?

The GCSE physical education course is divided into two parts – theory and practical. In the theory component, pupils study key concepts and processes in physical education which includes health related fitness; anatomy and physiology of the human body; training, safe exercise and participating in sport, sport psychology and sport in society, which involves contemporary issues in sport and the structure of sport both nationally and internationally. The theory component carries a weighting of 60% of the course and assessment consists of two written papers.

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

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

What does a pupil gain from studying physical education?

A pupil who studies physical education will have a better understanding of all aspects of physical fitness and sport as well as the importance of a



balanced, healthy lifestyle. He or she will be able to apply this knowledge to their own individual performance and participation in activities beyond the course. The course will also develop leadership skills and should be motivating and enjoyable for the right pupil, giving them the opportunity to achieve a high grade as a result.

Religious Studies

What does religious studies involve at GCSE?

The vast majority of people in the world believe in God. Why they do varies enormously. It might have to do with their background and upbringing, arguments they have been persuaded by or some kind of personal experience that convinces them God is real. Some are convinced by religion, others view it as a disease or illness. However it is seen, believing in God changes the way a person lives; it affects what they buy in supermarkets, who they marry, whether they will fight in a war. The GCSE religious studies course focuses on how religious and non-religious arguments changes people's views on some of the most important issues in life.

Predominantly the course focuses on Christianity, Judaism and atheism and the way in which these different 'faith positions' encourage people to think and make decisions. Sometimes they agree, sometimes they don't. By looking at the beliefs and practices of others it is hoped that those who take the course will be able to understand their own views more clearly. The subjects that are studied are broad and varied; evolution, abortion, the environment, life after death, war, marriage, punishment, sexuality, poverty, euthanasia, politics, the family, racism, genetic engineering and money, to name a few.

The course moves quickly and covers areas of interest that always appear in the newspapers or on television. For those who are interested in life and people, GCSE religious studies is an ideal course to choose.

What does a pupil gain from studying religious studies?

Religious studies is one of the fastest growing GCSE options in the country. It emphasises skills

that extend into other subjects and far beyond the classroom. It teaches pupils how to examine evidence, understand ethical and moral decision making, construct arguments and reason to realistic personal opinions.

Above all it helps them understand the arguments and beliefs that are at the forefront of a constantly changing world.

Spanish

What does the study of Spanish involve at GCSE?

GCSE Spanish offers a thorough grounding in this popular subject. Pupils will continue with the familiar skills encountered to date, that is to say speaking, reading, listening, translation and writing. The topics covered are interesting and practical: people and lifestyle; popular culture; communication and the world around us.

An insight into Spanish culture accompanies the course and all pupils will receive a solid grammatical basis to their studies. As with German and French the course book forms the basis of the course, supplemented with a wide variety of additional resources and use of the digital language laboratory. Furthermore, the LRC benefits from a growing collection of self-study resources, films, magazines and newspapers.

Everyone will have the opportunity to participate in numerous cultural events and links with Spain.

What does a pupil gain from studying Spanish?

No one can doubt the importance of languages in our increasingly international world. Whatever the future holds, the ability to offer a modern foreign language is a skill that is highly valued, giving you the competitive edge and opening doors to employment opportunities anywhere in the world.

Spain will continue to attract visitors from around the world due to its unique physical and cultural heritage. With the number of Spanish speakers about to supersede English speakers and with many organizations interested in



developing the huge markets in South America, Spanish is proving ever more popular and increasingly in demand.

This is a subject that would complement any other at GCSE level. Our course leads perfectly into the A-level course and allows pupils to become confident and capable in a wide variety of situations.

Textiles Design

What does Textiles Design involve at GCSE?

The textiles design course offers the opportunity to experiment with a variety of fabrics, techniques and processes. These include dyeing

fabrics, hand and digital print, machine and hand embroidery, garment manufacture and costume design. You learn through a range of short projects working to a brief and regular technical lessons. There is an opportunity in Year 10 or 11 to participate in the biennial exchange programme to Hetzendorf Fashion Institute in Vienna.

In Year 10 we enter the Royal Opera House's design challenge competition where you are required to design a range of costumes for a character from an Opera or Ballet such as Romeo and Juliet or Carmen. The focus in Year 11 is the examination itself, refining your skills and working to your own strength in your chosen specialism. The examination comprises of two components.

In the Michaelmas term you will complete Component 1. This is a portfolio of work where you will develop, explore, and record your ideas. You will produce a portfolio of practical work, which includes an extended project showing your personal response to a set brief. The portfolio is worth 96 marks, 60% of the examination.

In the Lent term you will complete Component 2 which is an externally set assignment with a choice of briefs provided by the exam board. You will be able to choose a starting point to develop a response using the skills, knowledge and understanding you have gained throughout Year 10. At the end of the preparation period there is a 10 hour examination to complete the final product. This is worth 96 marks, 40% of the examination.

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

What does a pupil gain from studying textile design?

Textiles design offers a wide range of opportunities to develop your interests which can lead into other industries and businesses. The fashion and textiles industry contributes £20bn to the economy. This spans everything from designer fashion seen on the catwalks, through to luxury knitwear, tailoring, work wear and beyond. Careers include opportunities in surface pattern design, woven design, interiors, costume design, fashion marketing, buying and merchandising, fashion journalism, accessories, shoe design and more.

EAL IGCSE

Eastbourne College welcomes all pupils for whom English is a second (or additional) language so long as they have the aptitude and ability to cope with being taught in English. To enable them to become stronger in English and benefit fully from all the educational opportunities on offer, the EAL department provides provision for international pupils where this is deemed necessary.

What does the EAL IGCSE course involve?

In Year 10, pupils have five sessions over a two-week cycle, which increases to six sessions per cycle in Year 11. The course sits in place of one of the four option subjects.

The EAL IGCSE aims to improve competence in the four skills reading, writing, listening and speaking. It will also develop and build a wide range of vocabulary and expression through a variety of activities. The course will follow a varied programme of study drawing on course books and topical articles. Lessons will focus on grammatical points and be interspersed with the study of texts and the participation in discussions of current issues; oral presentations and writing tasks consolidate the acquisition of grammatical structures and vocabulary.

In the examination, competence is tested through realistic and contextualised tasks for reading comprehension, informal and formal writing tasks and a listening test. The IGCSE will consist of two papers.

Paper 1 – reading and writing, two hours

Paper 2 – listening, 50 minutes

What does a pupil gain from studying the EAL IGCSE?

The IGCSE is designed for pupils obtaining their secondary education through English as a medium for instruction or studying English in order to enhance their future educational prospects. By following this course, pupils will strengthen their command of the language and acquire an understanding of register and style in different contexts. They will learn to interact fluently and appropriately in formal and informal contexts, and to produce clearly expressed written communication and discursive essays.

A solid grounding in the English language is important to support study for all GCSE subjects and A Levels. The course will provide a thorough preparation for the IGCSE and prepare them for their studies in sixth form and beyond.

DETAILS OF GCSE SUBJECT SPECIFICATIONS

*may be subject to change

Subject	Awarding Body	Specification Title	Specification Code
Art	Eduqas	Art and Design	C650QS
Biology	AQA	Biology	8461
Chemistry	AQA	Chemistry	8462
Classical Civilisation	OCR	Classical Civilisation	J199
Classical Greek	OCR	Classical Greek	J292
Computing	AQA*	Computing	8525
Dance	AQA	Dance	4230
Design and Technology	AQA	Design and Technology	8552
Science (Double Award)	AQA	Combined Science; Trilogy	8464
Drama	Eduqas	Drama	601/8420/6
English Language	AQA	GCSE English Language	8700
English Literature	CIE	IGCSE English Literature	0992
EAL	Edexcel	IGCSE EAL	4ESI
French	AQA	French	8652
Further Mathematics	AQA	Level 2 Certificate in Further Mathematics	8365
Geography	OCR	Geography B (Enquiring minds)	J384
German	AQA	German	8662
History	Edexcel	IGCSE History	4H11
Latin	OCR	Latin	J282
Mathematics	Edexcel	IGCSE Mathematics	4MA1
Music	Edexcel	Music	1MU0
Physical Education	AQA	Physical Education	8582
Physics	AQA	Physics	8463
Religious Studies	Eduqas	Religious Studies	C120P4
Spanish	AQA	Spanish	8692
Textiles Design	AQA	Art and Design	8204

More details may be found on the examination board websites:

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

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

HEADS OF DEPARTMENT

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

Department	Head of department	tel.	e-mail
Art and Design	Miss E Greenwood	452335	EZGreenwood@eastbourne-college.co.uk
Biology	Miss V Woodham	451914	vwoodham@eastbourne-college.co.uk
Chemistry	Mr D C Miller	451915	dcm@eastbourne-college.co.uk
Classical Civilisation	Mr P J Canning	451904	pjcanning@eastbourne-college.co.uk
Classical Greek	Mr P J Canning	451904	pjcanning@eastbourne-college.co.uk
Computing	Mr I R Shakespeare	452268	irs@eastbourne-college.co.uk
Dance	Mrs K A H Reid	451907	kahreid@eastbourne-college.co.uk
Design and Technology	Mr M J Clover	452246	mjclover@eastbourne-college.co.uk
Drama / Theatre Studies	Mr J D Russell	451907	jdrussell@eastbourne-college.co.uk
English	Miss L B Garrett	452216	lbgarrett@eastbourne-college.co.uk
EAL	Mrs G L Williams	452216	glw@eastbourne-college.co.uk
French	Mrs A M Millar	452213	ammillar@eastbourne-college.co.uk
Geography	Mr R K Hart	452218	rkhart@eastbourne-college.co.uk
German	Mrs A M Millar	452213	ammillar@eastbourne-college.co.uk
History	Mr J Miller	452336	jcm@eastbourne-college.co.uk
Latin	Mr P J Canning	451904	pjcanning@eastbourne-college.co.uk
Learning Enrichment	Mr D J Ruskin	451930	djr@eastbourne-college.co.uk
Mathematics	Mr R J Breslin	452331	rjbreslin@eastbourne-college.co.uk
Music	Mr T G Laverack	452340	tgloverack@eastbourne-college.co.uk
Physics	Mrs E J Livingstone Greer	452284	ejlivingstonegreer@eastbourne-college.co.uk
Physical Education	Mrs J M Simmonds	452332	jmsimmonds@eastbourne-college.co.uk
PSHE	Mrs J M Kirtley	452213	jmk@eastbourne-college.co.uk
Religious Studies	Mr A P Wood	452285	apwood@eastbourne-college.co.uk
Science	Dr A Ball	452284	aball@eastbourne-college.co.uk
Spanish	Mrs A M Millar	452213	ammillar@eastbourne-college.co.uk
Textiles	Ms Z B Cosgrove	452246	zbcosgrove@eastbourne-college.co.uk
Deputy Head (Academic)	Mr J M Gilbert	452300	jmg@eastbourne-college.co.uk
Head of Curriculum	Mr P J Canning	452300	pjcanning@eastbourne-college.co.uk
Head of Futures	Miss S J Gordon	452300	sjgordon@eastbourne-college.co.uk



GCSE OPTION CHOICES FORM 2024-26

Please list four option subjects listed in this booklet.

Choice 1

Choice 2

Choice 3

Choice 4

Signed (pupil).....

Name (pupil).....

House (current pupils).....

Signed (parent).....

Name (parent).....

Please return this form to your child's hsm by **Monday 3 June 2024**.
For a new pupil, return the form to the admissions department.

