



# Year 9

## KS4 Subject Information Booklet



*April 2021*

## Key Stage 4

This is a very important time in a student's school career which, with hard work should end with good examination results and provide the foundation for future pathways.

All students will receive guidance about making decisions in their subject lessons, form time and assemblies. They are also advised to use Unifrog to research subjects, careers and future study or employment

Students should make an informed choice of subject preferences from the information on subjects in this booklet, talking to subject teachers, tutors and parents.

### Which courses are best for me?

Keep your subjects broad and balanced at this stage.

**Students who are considering university in the future should study for the English Baccalaureate:**

- **Core subjects English language and Literature, Mathematics, and Science**
- **Geography or History**
- **Modern Foreign Language E.g. French or Spanish**
- **Two additional subjects**
- **Students not studying triple science should consider Computer Science as one of their additional subjects**

Few careers require specific subjects at GCSE level beyond English, Mathematics and a language so keep your subjects broad and balanced at this stage. We **strongly** advise identified students to follow the EBAC pathway.

**Do:**

**Ask yourself which subjects are best for the future pathway you wish to follow or where you are making the best progress.**

**Do not:**

**Choose subjects because your friends are choosing them (you may be in different groups) or because of the teacher. A different teacher may teach the subject next year.**

If you aspire to achieve success in the sixth form and in higher education, it is **highly recommended** that you choose a language with History or Geography - the English Baccalaureate (EBacc)

## The Core Curriculum

The core subjects in KS4 are as follows: -

- English
- Maths
- Science
- Core PE (non-examination)
- PSHE including Character & Careers Education (non-examination)

This booklet contains information on the additional subjects. A copy is available in the “Curriculum” section of the school website.

There are 4 additional subject blocks, where you are able to express a preference for the subjects to be studied. We will use your prior academic attainment along with the careers and interests you identified in your work in ECS / form to identify the best subjects for your progression.

You are now identifying the additional subjects to be followed from Year 10 onwards.

- If you need any further information you can speak to the staff named for each option

- If you have a particular career in mind, do check whether any particular subjects are required as acceptance for entry to that career. You can ask Mr Dushku for help with this if you are still uncertain or ask Mr Hickman, Head of Sixth Form for advice.




- You should only choose a maximum of one from Art, Drama and Music
- You should only choose **one** Technology or Art option i.e. not Design Technology with Hospitality & Catering or Art & Design with Art Photography
- Students may take two humanities subjects e.g. Geography and History

## **The process**

You will receive a letter containing a form to complete with your subject preferences. A meeting will then be arranged for this to be discussed. The outcome will be sent home to parents. If needed, a second meeting will be held to discuss possible changes to give the best combination of subjects.

**Use your time wisely to make an informed choice**


# Art and Design

<b>Subject Title and Level</b>	Art, Craft and Design – GCSE
<b>Exam Board</b>	AQA
<b>Course overview</b>  	<p>Students produce a portfolio of work consisting of 2 or more units of work which can be developed using a variety of experimental methods and techniques. The work may be two or three dimensional and may include drawing and colour work, sculpture, mixed media, observational drawings, printing and surface design. Students should seek advice regarding option choice.</p> <p>You will need to have good drawing skills, and the ability to mix and control colour media. Students will be required to research and analyse sources of information.</p> <p>Students are encouraged to become independent thinkers and work to their individual strengths. You need to have a passion for art and a genuine interest in the subject.</p>
<b>How is the course assessed?</b>  	<p>The coursework carries 60% of the final mark plus a timed 10 hour externally set assignment making up the final 40%.</p> <p>You will need to produce annotated worksheet or sketchbooks using a subject specific art vocabulary which show evidence of personal development and an understanding of the work of other artists, designers and crafts people.</p>
<b>What could this course lead to?</b>  	<p>Progression to Further and Higher Education in Art and Design.</p> <p>Career pathways throughout the Creative and Design Industry. e.g. Graphic design Architecture Fashion / jewellery design Interior design Landscape design</p>
<b>Head of Department</b>	Ms P Lewin


# Art Photography

<b>Subject Title and Level</b>	GCSE PHOTOGRAPHY – GCSE
<b>Exam Board</b>	AQA
<b>Course overview</b>  	<p>This course is suitable for creative students who have a serious interest in art and photography. You will learn a variety of key skills and techniques related to photography. You will build on what you have learnt in Year 9 on the history of photography and how cameras work. You will study different areas within photography including portraiture, still life, landscape, collage and mixed media artwork.</p>
<b>How is the course assessed?</b>  	<p>In Year 10, you will create a series of individual projects within the different areas of photography and will be introduced to the exam board assessment objectives. In the autumn term of Year 11, you will produce a personal portfolio of work, which is worth 60% of your final grade. In January of Year 11, you will be set a controlled assessment, which is worth 40% of your final grade. Students must show evidence of research, personal development and drawing/ mixed media artwork.</p>
<b>What does this course lead to?</b>  	<p>Progression to Further &amp; Higher Education in Art and Design/ Photography/ Graphics/ Journalism/ Fashion/ Commercial Photography. Careers in Art, Design, Media, Fashion, Journalism. The school links with the universities and colleges in London and the South East.</p>
<b>Lead Teacher</b>	Mr A Nathan

# Business and Marketing

<b>Subject Title and Level</b>	Cambridge National in Enterprise and Marketing
<b>Exam Board</b>	OCR
<b>Course overview</b>  	<p>This business course focusses on marketing and enterprise. This means how businesses are set up and run and how they do their advertising and product development.</p> <p>You will need to be able to come up with business ideas and be able to explain why you have made decisions about design and pricing.</p>
<b>How is the course assessed?</b>  <p>Students complete a piece of coursework where they design a product and complete market research to see if it would be successful.</p> <p>The second assignment is a Dragons Den style pitch.</p> <p>The third element is an examination on the theory you have used in the previous assignments.</p>	
<b>What could this course lead to?</b>  <p>This course is useful for students wishing to move onto Business in Further Education/Higher Education.</p> <p>In addition, it will provide project writing skills that will assist in at future work or University</p>	
<b>Head of Department</b>	Mrs K Davies

# Child Development

<b>Subject Title and Level</b>	Technical Award in Child Development and Care
<b>Exam Board</b>	CACHE
<b>Course overview</b>  	<p>This qualification is aimed at students who wish to be introduced to childcare and development of children aged 0-5 years. It includes the knowledge and understanding of child development and well-being necessary for working with children in a variety of settings.</p> <p><b>Unit 1 - An introduction to working with children aged 0-5 years.</b> You will learn about different childcare settings how to prepare for working in childcare placements. You will also look at individual needs and the importance of inclusive practice. You will know the responsibilities of early years' workers and be able to consider your own way of learning. Regular assessments are given throughout the year to show your knowledge and understanding.</p> <p><b>Unit 2- Development and well-being 0-5 years.</b> You will need to know how children learn, grow and develop. You will learn how to observe children and look at the factors that might affect development. You will know about everyday activities and the importance of routines. Finally, you will learn about transitions and how to support children. Regular assessments are given throughout the year to show your knowledge and understanding.</p> <p><b>Unit 3: Childcare and development 0-5 years.</b> This is an exam unit which is externally set and externally assessed. You will be expected to know different care settings and your responsibilities if you were learning how to work with children.</p>
<b>How is the course assessed?</b> The course consists of three units: Units 1 and 2 are each assessed internally through tasks set by CACHE where students write essays and create posters and leaflets. Unit 3 is assessed by an externally set and externally marked synoptic scenario based short answer examination. Graded A*-D.	
<b>What could this course lead to?</b> This course will prepare you for working with children 0-5 years. Further education after this course is Level 3 Award, Certificate and Diploma in Childcare and Education (EYE).	
<b>Subject Leader</b>	Mrs L Smart



# Citizenship


<b>Subject Title and Level</b>	Citizenship GCSE
<b>Exam Board</b>	AQA
<b>Course Overview</b>        	<p>GCSE Citizenship Studies serves to motivate and enable young people to become thoughtful, active citizens.</p> <p><b>In Year 10</b> Students will explore an issue that affect living and working in Barking &amp; Dagenham, analyse methods that can be used to carry out their investigation and to outline citizenship action plans.</p> <p><b>Theme 1 – Life in modern Britain</b> What are British values and how are these supported or come in conflict with the range of norms and values in modern Britain? How our identities are affected by new media formats (snapchat, Instagram etc.)?</p> <p><b>Theme 2 – Rights and responsibilities</b> How do UK citizens engage with legal processes? How does the UK justice system operate and handle criminality?</p> <p><b>In Year 11, Theme 3 – Politics and participation</b> What does democracy entail? How local and national powers operate within the UK? The role of political parties and the election system.</p> <p><b>Theme 4 -Taking actions</b> – Development and application of active citizenship skills, the processes you will need when carrying out <i>your own</i> investigation.</p> <p>Overall, students are encouraged to use legal means to challenge the assumption that nothing can be done to improve the quality of life within their community.</p>
<b>How is the course assessed?</b> At the end of year 11 students sit 2 exams. <b>There is no coursework.</b>	
<b>What could this course lead to?</b> Citizenship links to Sociology and supports careers in Law, Journalism, Business, Politics, Medicine and Teaching.	
<b>Subject Leader</b>	Mr G Glanville



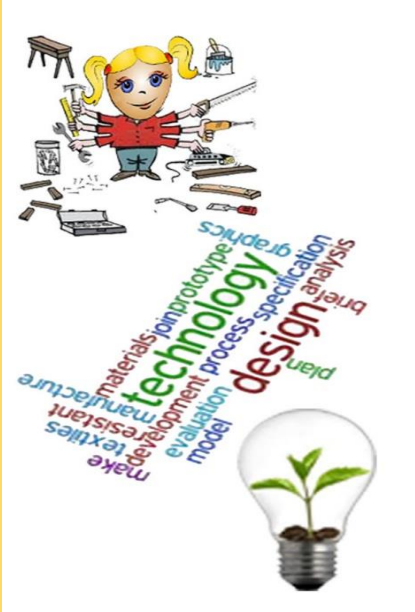
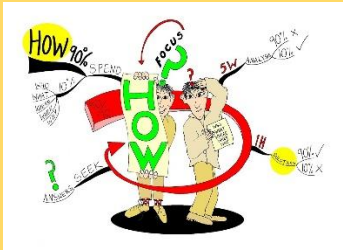
# Computer Science

<b>Subject Title and Level</b>	GCSE Computer Science
<b>Exam Board</b>	OCR
<b>Course overview</b> 	<p>Computer Science is a technical course that is designed for students who intend to pursue careers in the computing field.</p> <p>The course places an emphasis on designing, coding and testing of applications that run on a wide range of systems including laptops, mobile devices, and the World Wide Web.</p> <p>Other aspects of the course include the understanding of internal hardware components, networking and databases.</p>
<b>How is the course assessed?</b> 	<p>The course is assessed by (subject to review): 100% written examination in the form of two 90-minute exams.</p> <p><i>Please note that this course has a high focus on <b>computer programming</b>, application of mathematical and logical thinking skills and is not focused on general use of ICT.</i></p>
<b>What could this course lead to?</b> 	<p>Students may progress onto Further and Higher education, such as BTEC Level 3 IT.</p> <p>Students would also have the sufficient skills to go into employment within the computing field.</p> <p>Possible careers include: Programmer, Web Developer, Game Designer, Network Administrator and Software Architect.</p>
<b>Head of Department</b>	Mr N Tobias




# Drama

<b>Subject Title and Level</b>	Edexcel BTEC Tech Award in PERFORMING ARTS Level ½
<b>Exam Board</b>	Edexcel
<b>Course overview</b>  	<p>The Award gives learners the opportunity to develop knowledge and skills in a practical learning environment. The main focus is on 4 areas of equal importance, which cover the: development of key skills that prove learners' aptitude in performing arts, such as reproducing repertoire or responding to stimulus and the development of ideas, rehearsal and performance</p> <p>Components 1 and 2 explore the development of core knowledge and understanding of a range of performance styles / disciplines and the key features that contribute to them. Practitioners' roles, responsibilities, skills and techniques</p> <p>Component 3 Performing to a Brief Synoptic is externally assessed by an examiner and requires learners to apply performance skills and techniques in response to a brief and stimulus, developing a group workshop performance for a selected audience</p>
<b>How is the course assessed?</b> <p>The course is assessed throughout the 3 Components. Work is marked at the end of the component and assessment is through 3 different styles of performances, one at the end of year 10, one during year 11 and the final performance in year 11 which is assessed by external examiners. There is coursework needed for all three components and all performances are graded and assessed.</p>	
<b>What could this course lead to?</b> <p>Leads to many different courses at further education: Drama/ Acting/ Theatre Studies / Performing Arts/ Dance/ Music / Technical Theatre</p> <p>This course can lead to many different successes away from the theatre world - all employers like people with Drama on their CV as it shows that you can work well under pressure, be a part of a team and be confident.</p>	
<b>Head of Department</b>	Mrs J Bishop


# Design and Technology

<b>Subject Title and Level</b>	Design and Technology (9-1) GCSE
<b>Exam Board</b>	Edexcel
<b>Course overview</b> 	<p>This course is based around a Design &amp; Technology specification which covers a range of materials including, metals, plastic, textiles and electronics with the main focus on timbers. The students will learn about the properties of each material as well as the relevant hand and machine processes. The use of CAD packages is encouraged and used in conjunction with CNC machines such as CNC routers and laser cutters to give students industrial experience. There is a balance between theory and practical lessons. Students taking this course should have an interest in science and understand that 15% of the course is maths skills.</p>
<b>How is the course assessed?</b> <b>Non examination assessment (50%):</b> Students need to produce a design and make project (this used to be known as coursework). <b>Written Examination (50%)</b> This is taken at the end of the course and 30% of the exam will test maths skills.	
<b>What could this course lead to?</b> 	<p>This course provides a strong foundation for pupils who wish to study Product Design or Graphic Communication in Further Education</p> <p>Possible careers include: Engineering, Product Designer, Carpentry, Fashion designer, Graphic Designing, Architecture, Construction, Product Designer, Interior Designer, Blacksmith, Engineering Machine Operator, Fabricator, Materials Engineer, Mechanical Engineer, Mechanical Engineering Technician, Toolmaker.</p>
<b>Head of Department</b>	Mr L Mugombe

# Economics


<b>Subject Title and Level</b>	Economics GCSE
<b>Exam Board</b>	AQA
<p><b>Course Overview</b></p>   	<p>Economics GCSE is designed to help students understand the economic systems and monetary actions in our world. The major focus is to investigate the global and local economy consider and reflect upon moral, ethical and sustainable issues as a result of economic activity.</p> <p>Economics requires students to apply both their literacy and numeracy skills throughout their study. They should be able to make relevant calculations from economic data and be able to interpret data presented in the form of graphs and charts.</p> <p>Economics is made up of 2 major themes:</p> <p>Year 1 - How markets work:</p> <ol style="list-style-type: none"> <li>1. <i>Economic foundations</i></li> <li>2. <i>Resource allocation</i></li> <li>3. <i>How prices are determined</i></li> <li>4. <i>Production, costs, revenue and profit</i></li> <li>5. <i>Competitive and concentrated markets</i></li> <li>6. <i>Market failure</i></li> </ol> <p>Year 2 - How the economy works:</p> <ol style="list-style-type: none"> <li>7. <i>Introduction to the national economy</i></li> <li>8. <i>Government objectives</i></li> <li>9. <i>How the government manages the economy</i></li> <li>10. <i>International trade and the global economy</i></li> <li>11. <i>The role of money and financial markets</i></li> </ol>
<p><b>How is the course assessed?</b></p> <p>At the end of year 11 students sit 2 exams:            Paper 1: How markets work (50%)            Paper 2: How the economy works (50%)</p>	
<p><b>What could this course lead to?</b></p> <p>Economics links to study at Further / Higher Education and supports learning in other humanities subjects.</p> <p>Jobs related to Economics include:</p> <ul style="list-style-type: none"> <li>• <i>Chartered accountant</i></li> <li>• <i>Economist</i></li> <li>• <i>Stockbroker</i></li> <li>• <i>Business development manager</i></li> <li>• <i>Diplomatic service officer</i></li> <li>• <i>Local government officer</i></li> <li>• <i>Policy officer</i></li> </ul>	
<b>Subject Leader</b>	Mr C Wall

# English for Speakers of Other Languages

<b>Subject Title and Level</b>	ESOL: English for Speakers of Other Languages – Entry to L2
<b>Exam Board</b>	Ascentis
<b>Course overview</b>  	<p>ESOL supports pupils who speak other languages to read, write, speak, and listen in English.</p> <p>The course is designed to support students in building academic communication skills so they can be successful on GCSE exams as well as the world of work.</p>
<p><b>How is the course assessed?</b></p> <p>Reading and Writing Assessments are written exams. Speaking and Listening components must be voice recorded. Pupils are assessed throughout the year.</p>	
<p><b>What could this course lead to?</b></p> <p>ESOL is designed to help English Language learners be successful as they move out into the world of work. ESOL is also the government standard exam required to pass Life in the UK assessments for British Citizenship, and is a pre-requisite to any ILT test, which needs to be passed to gain entry to university.</p>	
<b>Head of Department</b>	Mrs J Zimmerman




# French

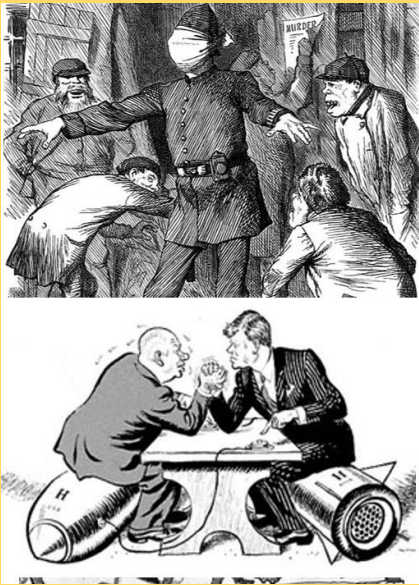
<b>Subject Title and Level</b>	French GCSE
<b>Exam Board</b>	Edexcel
<b>Course overview</b>    <b><u>Course content:</u></b>  <p>You will build on the skills you have already developed in Years 7; 8 and 9. The course offers a taste of French culture and you will experience French being used in the following themes:</p> <p><b>Theme 1:</b> Identity and culture.  <b>Theme 2:</b> Local area, holiday and travel  <b>Theme 3:</b> School  <b>Theme 4:</b> Future aspirations, study and work  <b>Theme 5:</b> International and global dimension</p> <p>All work is geared to the development of skills in listening; speaking; reading and writing.</p>	<p>The English Baccalaureate, though not a qualification in itself, is a measure of strength in some core academic subjects such as Languages. At Eastbrook School, you have a choice between French and Spanish. Students wishing to apply to the Sixth Form and some universities, are encouraged to include a range of EBacc subjects if appropriate.</p> <p>The study of French as a modern foreign language offers many opportunities to you including the chance to:</p> <ul style="list-style-type: none"> <li>○ Develop a knowledge of the vocabulary and structures of the language.</li> <li>○ Develop an understanding of the French language in a variety of contexts.</li> <li>○ Develop transferable language learning skills.</li> <li>○ Develop the ability to communicate effectively in the language.</li> <li>○ Develop awareness and understanding of countries and communities where French is spoken.</li> <li>○ Experience enjoyment, a sense of achievement and intellectual stimulation.</li> </ul>
<b>How is the course assessed?</b> <p>All exams are at the end of the two-year course. The four skill areas of listening, speaking, reading and writing are separately assessed. Each skill has equal weighting and is worth 25% of the final GCSE.</p>	
<b>What could this course lead to?</b> <p>Students can continue to study French in Further and Higher Education. Qualifications in French are useful for working in a variety of professions such as, journalism, publishing, travel and tourism, diplomatic services, fashion industry, marketing, customer services, IT, accountancy, and teaching, to name but a few.</p>	
<b>Head of Department</b>	Mr F Ifrek




# Geography

<b>Subject Title and Level</b>	Geography GCSE
<b>Exam Board</b>	AQA
<b>Course Overview</b>  	<p>The global environment is constantly changing due to human and natural interactions. In learning to appreciate these interactions students will be able to understand the changes that take place and their role in these and future changes.</p> <p>Three main components are studied – living with the physical environment, challenges in the human environment and geographical applications &amp; skills. Students will learn relevant topics such as climate change and urbanisation as well as learning key geographical and decision-making skills.</p>
<b>How is the course assessed?</b>  <p>The course is made up of three exams at GCSE.</p> <p>Paper 1 (35%) – 1 hour 30 minutes - Living with the Physical Env.            Paper 2 (35%) – 1 hour 30 minutes – Challenges in the Human Env.            Paper 3 (30%) – 1 hour 15 minutes – Geographical Applications &amp; Skills</p>	
<b>What could this course lead to?</b>  <p>Students can go on to further studies in Geography. Geography is also an excellent base for many careers including business, travel and tourism, teaching and surveying to name a few. Some examples of jobs in Geography are Military Mapping Specialist, Tourist Management Officer, Surveyor, Environmental Engineer, Air Traffic Controller, Estate Manager, Travel Agent and Pilot.</p>	
<b>Head of Department</b>	Mr M Ameen


# History

<b>Subject Title and Level</b>	History GCSE
<b>Exam Board</b>	Edexcel
<b>Course overview</b>  	<p>Apart from being very interesting, History teaches you vital skills that employers want, such as being able to form arguments after researching different points of view. It is useful for a whole host of different management roles, and necessary for the study of law. In KS3 history you will have learned to handle evidence and make informed decisions; you have studied that there is always more than one point of view and that people have different motivations for their actions. You will continue and develop these skills in your GCSE studies.</p> <p><u>What skills do you need?</u></p> <ul style="list-style-type: none"> <li>You must be <b>willing to read</b> and find out about different views of the past.</li> <li>You will need to do lots of <b>extended writing</b>, and must be ready to complete research though homework to achieve this.</li> <li>You must be ready to <b>revise and learn this information</b> to use when writing extended answers to challenging questions.</li> <li>You will research and read lots of different types of information and you will be able to communicate your ideas and thoughts clearly, <b>both verbally and in your writing</b>. These skills are vital for making arguments or presentations.</li> </ul>
<b>Course Content:</b>  <p>4 topics will be taught throughout the course:</p> <ol style="list-style-type: none"> <li>1. Crime &amp; Punishment c1000 – present day</li> <li>2. Early Elizabethan England 1558-1588</li> <li>3. Superpower relations 1941-91</li> <li>4. USA, at home and abroad 1954-75</li> </ol> <p>In today's internet-based, information overloaded world, universities and employers really appreciate someone who can sift through the evidence to find the vital information</p>	
<b>How is the course assessed?</b> <p>The course is assessed in 3 written exam papers.</p>	
<b>What could this course lead to?</b> <p>History is valued by educational institutions and employers alike. There are so many careers out there that require the skills that a study of history can bring; law, medicine, business, finance, accountancy, tourism, town planning, politics, journalism, research to name but a few.</p>	
<b>Head of Department</b>	Mrs J Butler


# Hospitality and Catering

<b>Subject Title and Level</b>	Vocational Award in Hospitality and Catering (Specification A) Level1 - 2
<b>Exam Board</b>	WJEC
<b>Course overview</b>  	<p>This course offers a unique opportunity for students to develop 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. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, students will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.</p>
<b>How is the course assessed?</b> <p>The course is made up of two units:</p> <p><b>Unit 1 The Hospitality and Catering Industry:</b> This is assessed externally by tests.</p> <p><b>Unit 2 Hospitality and Catering in Action:</b> This is assessed internally as controlled assessment (formerly called coursework).</p> <p>Students will be graded L1 Pass, L2 Pass, L2 Merit, L2 Distinction, L2 Distinction*</p>	
<b>What could this course lead to?</b>  <p>Learners completing this qualification may go on to follow a career in event management, restaurant management, or other positions within the food, tourism or hospitality industries. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.</p>	
<b>Subject Leader</b>	Mr L Mugombe


# iMedia

<b>Subject Title and Level</b>	Creative iMedia Level 1-2 Cambridge National
<b>Exam Board</b>	OCR
<b>Course overview</b> 	<p>Creative iMedia allows students to demonstrate creative skills in digital media skills through practical assignments. It will provide students with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave school.</p> <p>The qualification encourages independence through it through its range of tasks, allowing to enhance their digital media skills.</p>
<b>How is the course assessed?</b> <p>The OCR Level 1/2 Cambridge National Certificate in Creative iMedia consists of two mandatory units and two optional units.</p> <p>The two mandatory units are R081: <b>Pre-Production Skills</b>, which is written exam and R082: <b>Creating Digital Graphics</b>. There are then two optional units, to make the certificate complete: Currently we then offer R085: <b>Creating a Multipage Website</b> and R087: <b>Creating Interactive Multimedia Products</b>.</p> <p>These are very ICT focused units and allow a student to improve and use their ICT skills to produce and refine documents in a practical context.</p> <p>The grading is GCSE equivalent and reported as Distinction* at Level 2 • Distinction at Level 2 • Merit at Level 2 • Pass at Level 2. All equate to a grade four/five upwards when compared to a GCSE.</p> <p>Exam units are taken in January with the opportunity to retake and improve their results in June.</p>	
<b>What could this course lead to?</b> <p>If you wish to study at level 3, college or school, this will be an excellent pathway in to further education in any ICT related course. It will enable students to follow apprenticeships in IT related courses or could be used as a skill based subject which shows an employer the capabilities of the individual and their level of practical competency.</p>	
<b>Subject Leader</b>	Mr N Tobias

# Media Studies



<b>Subject Title and Level</b>	Media Studies GCSE
<b>Exam Board</b>	AQA
<b>Course Overview</b>  	<p>Media refers to forms of communication such as film, television, print, social media, internet, news and radio. The course develops an understanding of how the various forms of media are produced and their relationship to different audiences. Students should be capable readers and writers with an interest in ICT, media and the arts.</p> <p>Students can expect to work to a brief on fun creative projects.</p>
<b>How is the course assessed?</b>  Unit 1 – Exam: Media Industry and Audiences (35%) Unit 2 – Exam: Media Language and Context (35%) Unit 3 – Coursework (30%)	
<b>What could this course lead to?</b>  Naturally leads to Further Education study and to a wide variety of interesting careers in television, film, radio, the press, social media and photography.	
<b>Head of Department</b>	Mr G Anderson

# Music

<b>Subject Title and Level</b>	BTEC Level 1 - 2 TECH Award (Music)
<b>Exam Board</b>	Edexcel
<b>Course Overview</b> 	<p>1 Exploring Music Products and Styles Internally assessed through practical and written portfolio. Students will be expected to provide a log book as part of the assessment.</p> <p>2 Music Skills Development Internally Assessed through practical and written portfolio Students will be expected to provide a log book as evidence of the rehearsals and lessons attended as part of the assessment.</p> <p>3 Responding to a Commercial Music Brief External Synoptic marked by Pearson.</p> <p>The three components focus on the assessment of knowledge, skills and practices.</p>
<b>How is the course assessed?</b>  <p>The course is assessed through the student's portfolio / log book and practical work. This is assessed through teacher observation, performances to audiences and an exam that responds to a Brief. The course is very reflective including peer and teacher assessment to encourage progress.</p>	
<b>What could this course lead to?</b>  <p>Opportunity to study further at BTEC Level 3 in the Performing Arts. A career in music based occupations such as a performer, musician or music teacher are all possibilities too.</p>	
<b>Subject Teacher</b>	Mr B Fogerty



# Physical Education

Subject Title and Level	Physical Education GCSE
Exam Board	OCR
<p><b>Course Overview</b></p>  	<p>A course for those who love sport either as a <b>performer, always bring their PE kit</b> and are also interested in learning the <b>theory</b> behind healthy lifestyles, exercise and performance.</p> <p>Studying GCSE (9–1) Physical Education will open your eyes to the amazing world of sports performance. Not only will you have the chance to perform in three different sports through the non-exam assessment component, you will also develop wide ranging knowledge into the how and why of Physical activity and sport.</p> <p>Students will have both classroom based theory lessons and practical lessons which will be skill and tactic based.</p> <p>GCSE PE will be studied as an option in core PE.</p>
<p><b>How is the course assessed?</b></p> <p><b>60% Theory</b> - A total of two hours assessment split over two examination papers (2x 1 hour) taken at the end of the two year course.</p> <p><b>40% Practical performance and Analysis of Performance.</b> Non- Exam Assessment (NEA). Three practical performances and One Performance Analysis task.</p> <p>A wide range of Question types including: multiple choice, single mark, short answer and extended response questions.</p> <p>The opportunity to demonstrate your knowledge of the theory and performance skills in both your NEA and through the examinations.</p>	
<p><b>What could this course lead to?</b></p> <p><b>Education:</b> PE &amp; Sport Science in Further / Higher Education</p> <p><b>Career:</b> Sports Journalist, Physiotherapist, Sports Performer Sports Scientist, Sports Broadcast Presenter, Sports Commentator Strength and Conditioning Coach, Physical Education Teacher Sports Nutritionist, Sports Psychologist</p>	
<b>Head of Department</b>	Mr M Goodwin


# Religious Studies

<b>Subject Title and Level</b>	GCSE – Religious Studies
<b>Exam Board</b>	AQA
<b>Course overview</b> 	<p>Religious Studies explores religion and practice in the 21st century and encourages students to reflect on and engage with fundamental questions.</p> <p>Students examine a wide range of concepts to develop the skills to confidently interpret, contextualise and analyse the expressions of religions and world views they encounter. The religions studied are Christianity, Judaism and Islam.</p> <p>RE is very good for helping students learn how to listen to and compare different opinions before constructing and communicating their own arguments. It also promotes tolerance and understanding of different faiths and beliefs, including the views of those who have no faith.</p>
<b>How is the course assessed?</b>	<p>The course is assessed through two papers.</p> <p><b>Paper 1</b> – this assesses the student’s knowledge and understanding of the beliefs and practices and teachings of two faiths, one of which is Christianity, the other is Judaism.</p> <p><b>Paper 2</b> – this assesses the student’s knowledge and understanding of ‘religious themes’ across a range of faiths. Themes include:</p> <ul style="list-style-type: none"> <li>- The existence of God and Revelation</li> <li>- Religion, family and relationships</li> <li>- Religion and life</li> <li>- Religion, crime and punishment</li> </ul>
<b>What could this course lead to?</b>	<p>Students will develop analytical and critical thinking skills to enable them to present a wide range of well-informed and reasonable arguments, these are key skills for progression to many subjects in Further Education such as History, Philosophy or Government and Politics.</p>
<b>Subject Leader</b>	Mr C Wall

# Sociology

<b>Subject Title and Level</b>	Sociology GCSE
<b>Exam Board</b>	EDUQAS
<b>Course Overview</b>   	<p>Sociology explores the impact cultures and social institutions have on people's lives across the world.</p> <p><b>In Year 10</b>, we explore the social factors that affect people's identities and livelihood. Also, students will study different research methods and the processes of carrying out a research. We will analyse how various institutions, including <b>education, media</b> and the <b>family</b>, nurture us into our social positions in modern Britain.</p> <p><b>In Year 11</b>, we examine how social factors, eg <b>social class</b> and <b>gender</b>, affect the way we are treated; and the impact <b>crime &amp; deviance</b> have on our lives.</p> <p>Overall, students are challenged to critically analyse how their lives are directed and governed. This course gives students the ability to develop reasoning skills and through discussions they gain knowledge and confidence in explaining different points of view.</p>
<b>How is the course assessed?</b> At the end of year 11 students sit 2 exams.  <p style="text-align: center;"><b>There is no coursework.</b></p>	
<b>What could this course lead to?</b>  Sociology supports careers in Law, Journalism, Business, Politics, Nursing and Teaching.	
<b>Subject Leader</b>	Mr G Glanville

# Spanish

<b>Subject Title and Level</b>	Spanish GCSE
<b>Exam Board</b>	Edexcel
<b>Course overview</b>   <b>Course content:</b>  <p>You will build on the skills you have already developed in Years 7; 8 and 9.</p> <p>You will develop an interest in the French culture and you will experience French being used in the following themes:</p> <p><b>Theme 1:</b> Identity and culture.  <b>Theme 2:</b> Local area, holiday and travel  <b>Theme 3:</b> School  <b>Theme 4:</b> Future aspirations, study and work  <b>Theme 5:</b> International and global dimension</p> <p>All work is geared to the development of skills in listening; speaking; reading and writing.</p>	<p>The English Baccalaureate, though not a qualification in itself, it is a measure of strength in some core academic subjects such as Languages. At Eastbrook School, you have a choice between French and Spanish.</p> <p>Students wishing to apply to the Sixth Form and some universities, are encouraged to include a range of EBacc subjects if appropriate.</p> <p>The study of Spanish as a modern foreign language offers many opportunities to you including the chance to:</p> <ul style="list-style-type: none"> <li>○ Develop an understanding of the Spanish language in a variety of contexts.</li> <li>○ Develop a knowledge of the vocabulary and structures of the language.</li> <li>○ Develop transferable language learning skills.</li> <li>○ Develop the ability to communicate effectively in the language.</li> <li>○ Develop awareness and understanding of countries and communities where Spanish is spoken.</li> <li>○ Experience enjoyment, a sense of achievement and intellectual stimulation.</li> </ul>
<b>How is the course assessed?</b> <p>All exams are at the end of the two-year course. The four skill areas of listening, speaking, reading and writing are separately assessed. Each skill has equal weighting and is worth 25% of the final GCSE.</p>	
<b>What could this course lead to?</b> <p>Students can continue to study Spanish in Further and Higher Education.</p> <p>Qualifications in Spanish are useful for working in a variety of professions such as journalism, publishing, travel and tourism, diplomatic service, fashion industry, marketing, customer services, IT, accountancy, and teaching, to name but a few.</p>	
<b>Head of Department</b>	Mr F Ifrek

### **What happens now?**

- Students will need to select 5 subjects on the Form and give them a number to show preference (1 is most preferred to 5 is least preferred)
- When preferences have been submitted, our team will check through student by student to make sure the choices made are right for them
- Once the subjects have been collated, the subjects will be put into blocks to allow the maximum number of students to take their most preferred subjects
- Further discussion will take place with pupils if required
- Subjects will be shared with students and parents

Completed forms should be returned to the School Office or tutor by 3.15pm on 7th May 2021.

Please contact your child's tutor or myself if you need more information.

**Mr B. Dushku**  
**Head of Year 9**