



Eggar's School

Examination Courses 2024 - 2027

Options Booklet

Belong | Aspire | Achieve



Registered Academy Company No. 08036151

Eggar's School, London Road
Holybourne, Alton,
Hampshire, GU34 4EQ

t: 01420 541194
e: enquiries@eggars.hants.sch.uk
w: www.eggars.net





Eggar's School is a **happy school** where every child can **thrive, be their best** and **achieve their best**.



Contents

- | | | | |
|-----------|------------------------------|-----------|------------------------------|
| 4 | Introduction | 18 | Media Studies |
| 6 | Options Schedule & Steps | 20 | Music |
| 7 | Art and Design | 21 | BTEC Performing Arts (Dance) |
| 8 | Computer Science | 22 | Photography |
| 9 | Design & Technology | 23 | GCSE PE & BTEC Sport |
| 10 | Drama | 24 | Religious Studies |
| 12 | Food Preparation & Nutrition | 25 | Spanish |
| 13 | French | | |
| 14 | Geography | | |
| 15 | Health & Social Care | | |
| 16 | History | | |



Examination courses

2024 – 2027

During the coming term we will provide opportunities for Year 8 students to gather all the information and guidance needed to make good decisions about their Key Stage 4 (KS4) courses.

We are ambitious for all students, expecting them to leave us with the best possible qualifications, prepared for their next steps in education and/or employment.

The Purpose for Education at Eggar's School

Our curriculum enables all Eggar's Learners to:

- ☐ Belong, aspire, and achieve.
- ☐ Be ambitious with challenge and support.
- ☐ Actively engage in relevant learning that adapts to individual needs and interests.
- ☐ Become innovative and enterprising life-long learners.
- ☐ Enjoy the Eggar's Experience within and beyond the classroom developing cultural capital.
- ☐ Develop excellent literacy and numeracy skills extensively.

We intend that when Eggar's Learners leave school, they are:

- ☐ Curious, reflective, resourceful, creative, and persevering.
- ☐ Prepared for the future with broad general and specialist knowledge of the subjects they study.
- ☐ Able to apply a range of learning skills in their future studies and work life.
- ☐ Well-informed and ambitious to succeed in the next phase of their lives.
- ☐ Inspired to make a positive contribution to their community.

Core Compulsory Curriculum Subjects:

- ☐ English Language and Literature.
- ☐ Mathematics.
- ☐ Science.*
- ☐ PE (Core).
- ☐ Personal, social, health and economic education (PSHE) [was called PPD].
- ☐ Religious Studies (RS) [from September 2024].

*In Year 9, all students will study Combined Science. In Year 10, some students will study Separate Sciences (3 GCSE grades – Physics, Biology and Chemistry) as their core Science route, which cover the same topics as Combined Science in more depth and complexity. The decision to enter Separate Science in Year 10 will be made in consultation with students, parents, and Science staff. This process will take place in Year 10. The final decision to be part of the Separate Science route in Year 10 and to be entered for the exams in Year 11 will remain with the Science Curriculum Leadership.



Foundation Curriculum

Subjects:

- ☐ Art.
- ☐ Computer Science.
- ☐ Performing Arts (Dance)
- ☐ Design and Technology.
- ☐ Drama.
- ☐ Food Preparation & Nutrition.
- ☐ Health and Social Care.
- ☐ Media Studies.
- ☐ Music.
- ☐ Photography.
- ☐ PE.
- ☐ Religious Studies.
- ☐ French or Spanish**.
- ☐ Geography and/or History.

In Year 9 most students will study 5 foundation subjects. This will include Geography and/or History and, if in group 1 or 2, their current language subject (French or Spanish). In Year 10 students will continue to study 4 of the 5 foundation subjects they commenced in Year 9. Students must continue to study Geography and/or History and their language subject (if in group 1/2) in Year 10. Students will not be able to reselect subjects they have not studied in Year 9.

**Our aspiration is for all students to study a language. All students in group 1 and 2 (Spanish or French) will continue to study this language in Year 9. Students in group 3 are strongly encouraged to continue studying their current language (French or Spanish).

This booklet sets out the process through which Year 8 students will make their GCSE course choices for September. Each option subject is described in detail with coursework requirements and advice on possible future career paths. If a course is under-subscribed, we may not be able to timetable the subject. The same applies if a course is over-subscribed. Students must make one reserve choice they would be happy to study.

Special Educational Needs

Some students may continue to need specialist teaching at KS4 to address their learning needs. Arrangements will be made on an individual basis to ensure that every student has the best possible learning support in order to gain the greatest success. If you have any questions, please discuss them with **Miss C Vickers, SENCo**.



The Options Process Schedule

Steps

- 1** | Take time to read this booklet and consider which subjects to study next year.
- 2** | Do some research online about careers and future study. Students will be completing a career focused project style homework in PPD this term.
- 3** | Complete the straw poll in assembly on **Monday 29 January**.
- 4** | Attend the Year 8 Options Webinar on **Wednesday 7 February at 17:00** via Zoom. A joining link will be emailed to all Year 8 parents on the day.
- 5** | Attend the Year 8 Options Evening on **Tuesday 5 March at 17:00** in the school foyer/hall.
- 6** | Meet with current subject teachers for parent consultations on **Thursday 21 March**.
- 7** | Meet with a senior member of staff for options advice and guidance during week commencing **25 March**.
- 8** | The FINAL step is to complete the Options Application Form (to follow) and return to tutors by **Wednesday 01 May 2024**.

Art and Design

Curriculum Leader: Mrs J Brock

Curriculum Team: Miss S Moss / Mrs A Roy

Course Information

You should consider Art as an option if you love being creative, enjoy learning about new materials, techniques and processes, if you are excited about the world around you, and have a desire to learn about social, moral, and cultural issues that have inspired Artists and Crafts people.

You should be keen to take on a number of challenges and develop the skills of an Eggar's learner and be willing to grow as an artist and an individual, in preparation for future courses and career choices.

Year 9 students have four lessons of Art per fortnight. The GCSE course requires students to practise skills, techniques, and their critical understanding of Art. We use the Pearson/Edexcel GCSE Art, Design and Crafts programme of study. Over three years students research coursework themes representing 60% of the grade. In January of Year 11 an Externally Set Assignment (ESA) is issued by the exam board representing 40% of the grade. All work produced will contribute towards their final GCSE grade.

Assessment Information

Assessment is based on the evidence of coursework seen in a portfolio. Weekly class and home learning submissions are expected and form the basis of all assessments. We will use Satchel One (SMHW) weekly to notify students and parents of submission. Coursework and the ESA is internally assessed by teachers and externally moderated by electronic submission to Edexcel.

Possible Further Education/ Career Progression:

The possible careers in Art are endless, here are some suggestions: Graphic Designer, Set Designer, Makeup Artist, Cake Decorator, Jewellery Maker, Animator, Art Teacher, Photographer, Book Illustrator, Tattoo Artist, Museum Curator, Art Historian, Textile Designer, Art Therapist, Game Designer, and Court Room Artist are to name a few.



Computer Science

Curriculum Leader: Mr N Brand

Curriculum Team: Mr C Legg

Course Information

Are you good at solving puzzles? Do you enjoy completing a Sudoku, playing strategy games or beating your friends and family at Cluedo? Are you able to simplify and solve problems in a logical way? If so, then Computer Science might be the course for you. In Computer Science, students develop their ability to break down and simplify complex problems, producing solutions to these problems in a clear and accurate manner. Students learn about how computers work, how they process information and how to program them to solve problems.

Computer Science follows the OCR GCSE Computer Science syllabus. Students complete the below units:

- **Unit 1:** Computer Systems (Currently 50%): Examined unit covering systems architecture, networking, system security and software.
- **Unit 2:** Computational thinking, algorithms and programming (Currently 50%): Examined unit covering Data representation, logic, building robust programs, algorithm design and programming fundamentals. (PSHE) [was called PPD].

All students will be given the opportunity to undertake a range of programming tasks during the course, learning how to use a high-level programming language.

Course Structure

Year 9 students will focus on developing their theoretical understanding of computer systems and how to program using python. Example programming concepts include input/output, file handling, iteration, selection and data handling (arrays/lists etc). Year 9 students also cover elements of the Unit 1 examination, learning about computer architecture, system security and networking. In Year 10 students further develop their programming skills, in addition to covering aspects of the Unit 2 examination on computational thinking, algorithms and data representation. In Year 11 students prepare for Unit 1 and 2 examinations.

Possible Further Education/ Career Progression:

Computer Science can lead to careers in Software Development, IT Management, Computer Security, Game development, and many more computing-related fields. Many industries value the transferable skills developed through the study of Computer science, such as problem-solving. There is a range of Post 16 qualifications including A-levels, T-levels, and Level 2 and 3 BTEC courses around computer science and IT. Progression with Post 18 study could see students with IT qualifications in Computer Science go on to study Computer Science at University or move into a variety of industry positions including Apprenticeships and Sponsored degrees. Programming and a good understanding of Computer Science is also a very employable skill for your future endeavours.



Design and Technology

Curriculum Leader: Mr N Waite
Curriculum Team: Mr R Bowen

Course Information

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

The GCSE is split into two assessment areas:

- ☐ Paper 1 Exam 50% of GCSE
- ☐ Paper 2 NEA project 50% of GCSE

During Year 9 students explore these materials by designing and making high quality products. They will also be taught a wide range of skills which will enable them to make a seamless transition into their GCSE work at the end of Year 9.

As well as designing and making products students look at the marketing, advertising and industrial processes used in the outside world. All students will use ICT in their work. Students learn how to work independently as well as in teams. They develop high levels of problem-solving skills which is something that our students will find invaluable at college and in the workplace.

- ☐ Paper 1 Exam

The exam is two hours long and represents 50% of the GCSE. It consists of 3 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.

NEA

At the start of Year 11 students will be set a context for their non-examined assessment (NEA). Students will then be required to complete an iterative design and make project within their chosen material area (i.e. Graphics or Resistant Materials). This will represent 50% of the GCSE.

All Design & Technology courses are exciting with a high level of rigour. They offer the students a range of specific and generic skills which are highly valued by colleges, universities and employers.

Possible Further Education/ Career Progression:

Students may go on to study a range of Design and Technology related subjects at college such as resistant materials, product design, graphics and electronics. Career paths include engineering and science, interior design, graphic design, architecture and carpentry.



Drama

Curriculum Leader: Mrs J Clarke

Curriculum Team: Mrs B Boorman

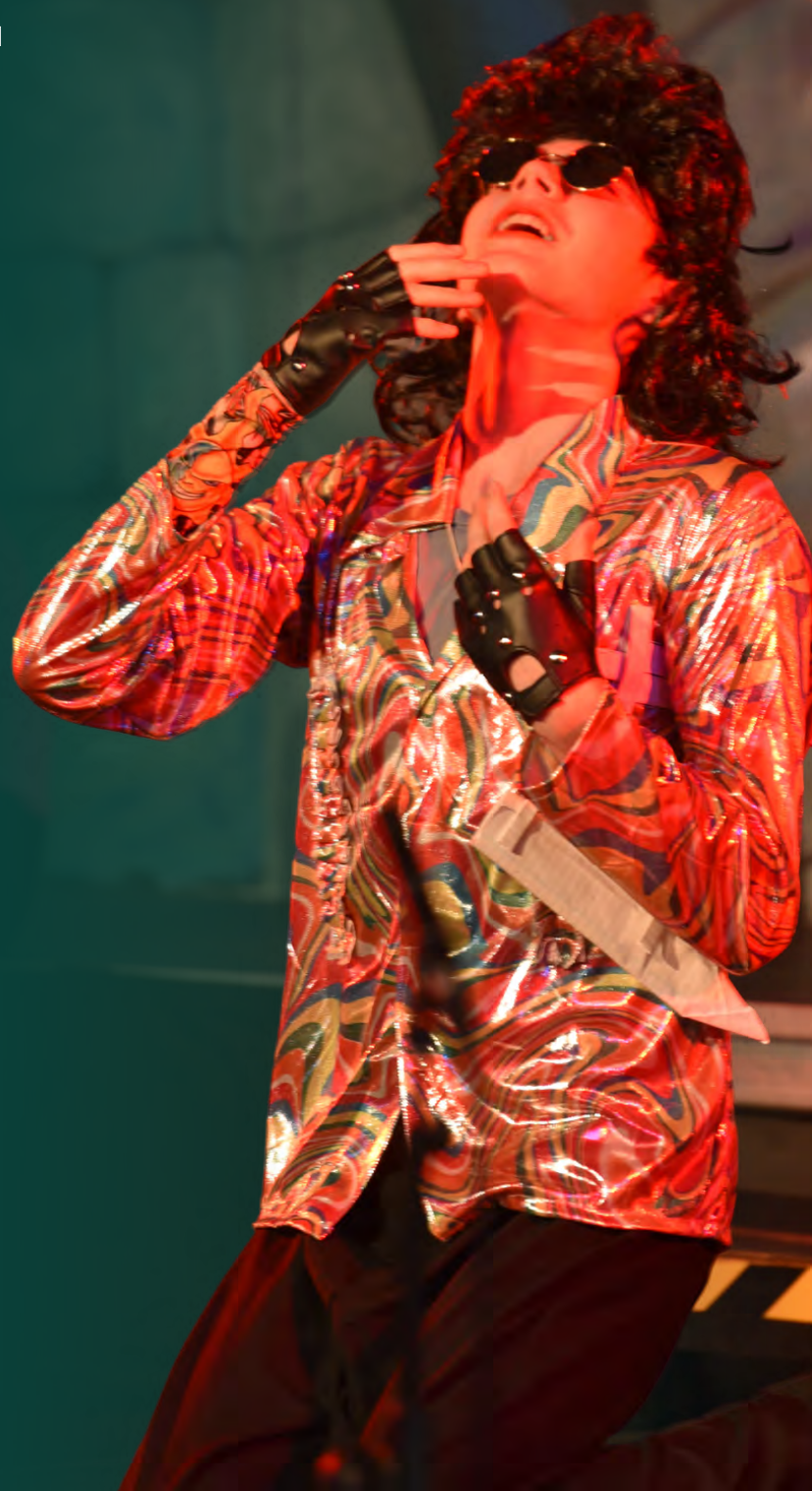
Course Information

The focus of the Year 9 course is to allow each student to develop their confidence and knowledge of creating and evaluating different performances. They will be able to explore a range of skills, techniques, styles and genres to inform the many different performances they will create this year. They will be introduced to elements of the written examination tasks too.

This will help to form a foundation of knowledge for their controlled assessments undertaken in Years 10 and 11. During the 3 years we will study areas such as:

- ❑ **Devising** - creating your own performances based on a stimulus and reflecting on this process through written logs.
- ❑ **Script work** - understanding how to interpret a script, how different theatre practitioners approach a text and developing performance skills to portray this interpretation.
- ❑ **Studying of a set text** - practical and written exploration from an actor's perspective.
- ❑ **Studying of the roles in the theatre** - understanding the backstage side of theatre and how theatre makers collaborate on a performance.
- ❑ **Watching and reviewing theatrical performances** - students need to watch a range of theatrical performances and they will learn the skills to evaluate and appreciate the work of theatre makers.

There will be both practical lessons and theory lessons to develop the necessary skills to pass the course. Students will be expected to complete various homework tasks to develop their knowledge and understanding for the written element of the course, learn lines and also to rehearse practical performances in time for exam performances.



Assessment Information

The AQA GCSE course is split into 3 components:

Component 1: Understanding Drama

Written examination: 1 hour 45 minutes (Open book); 40% of qualification.

- ❑ **Section A:** multiple choice (4 marks).
- ❑ **Section B:** four questions on a given extract from the set play chosen (46 marks).
- ❑ **Section C:** one two-part question (from a choice) on the work of theatre makers in a single live theatre production (30 marks).

Component 2: Devising Drama

Non-exam assessment: internally assessed, externally moderated coursework; 40% of qualification

- ❑ Devising log (3 pieces worth 20 marks each).
- ❑ Devised performance (20 marks).



Component 3: Texts in Practice

Externally assessed by a visiting examiner; 20% of qualification.

- ❑ Performance of two extracts from one play (students may contribute as performer or designer).
- ❑ Free choice of play but it must contrast with the set play chosen for Component 1.

Possible Further Education/ Career Progression:

Careers in Drama include actor/actress, director, stage manager, technical design, arts administrator, Drama teacher, Youth theatre worker, TV/Radio work, law, public relations, journalism, diplomacy, politics, social work, hospitality, leisure and tourism, and many more.

The AQA GCSE course is a good starting block towards AS and A level studies, such as Theatre studies and Performing Arts. Further studies can take place at university, through apprenticeships or employment.

Studying Drama does not only develop a student's knowledge of the vast areas of theatre history and the art of theatre makers, you will also learn extremely valuable transferrable skills; collaboration, working to a deadline, empathy, analysis, evaluation, confidence, communication skills, evaluative skills, teamwork and creative thinking skills.

Food Preparation and Nutrition

Curriculum Team: Mrs S Whittington Mrs K Blandford
Mrs A Roy

Course Information

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on nutrition and applying this via practical cooking skills. This ensures students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on a solid understanding of food and nutrition which also nurtures students' practical cookery skills.

The assessment is split into 2 areas:

☐ Examination: **1 hour 45 minutes**

Students are examined on the theoretical knowledge of food preparation and nutrition from the following areas: food, nutrition and health; food science; food safety; food choice and food provenance. This will represent 50% of the GCSE.

☐ Non-Examined Assessment (NEA):

Task 1: Food investigation

Students' understanding of the working characteristics, functional and chemical properties of ingredients. This will be in the form of a written or electronic report (1500 – 2000 words) including photographic evidence of the practical investigation.

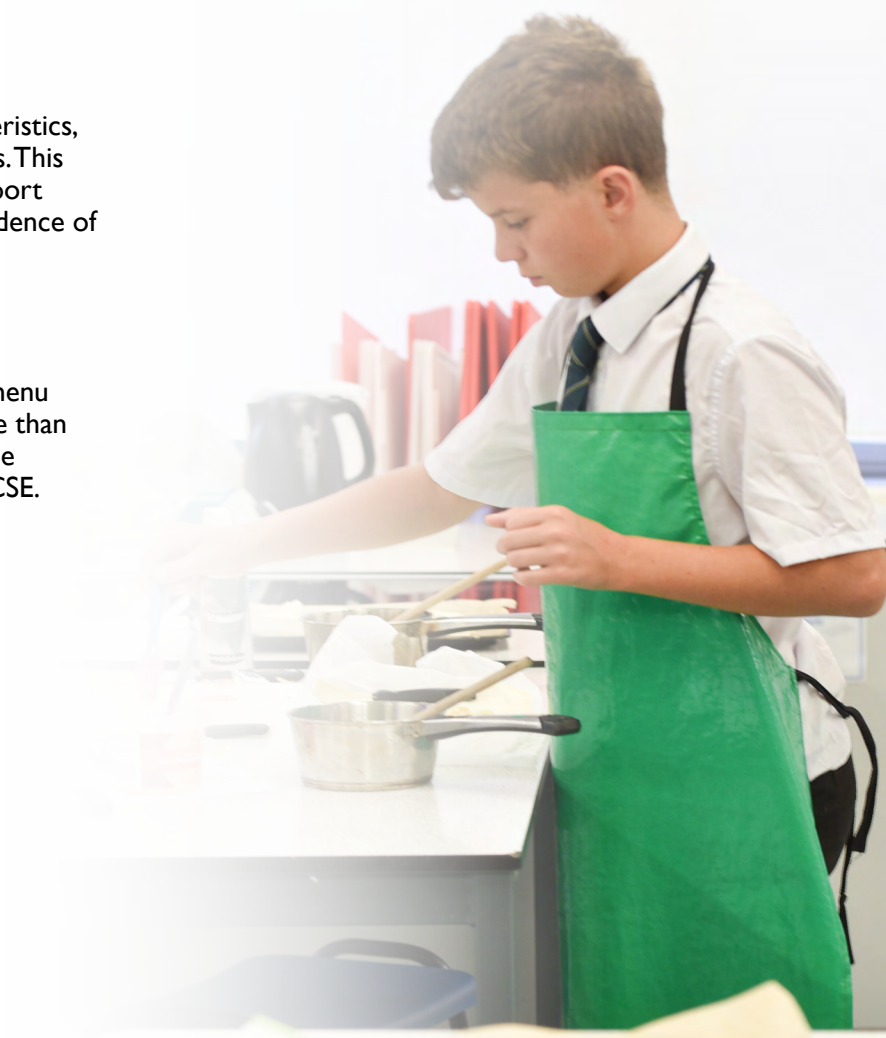
Task 2: Food preparation assessment

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours; advanced planning is how this will be achieved. The NEA will represent 50% of the GCSE.

Possible Further Education/ Career Progression:

Food and Nutrition is a subject which can be used throughout your adult life. Following the successful completion of GCSE Food and Nutrition, students could continue their training by opting for Level 2 or Level 3 BTEC in Hospitality and Catering at College or Sixth Form. This helps to build on what they have learnt and is a stepping-stone to a catering apprenticeship or work-based training which can help you specialise in a particular area or in general hospitality and catering.

There is a chronic shortage of professionals in the Food Industry and, combined with further academic study, this course can also lead to careers such as food technologist, scientist, product developer, buyer, dietician or marketer.



French

Curriculum Leader: Mrs M Rushmere

Curriculum Team: Mrs S Sumner | Miss O Vale

Course Information

The main objective of the course is to develop each student's ability to use the French language effectively for purposes of practical communication through both the spoken and written word. Students are also taught about the customs and culture of France, and French speaking countries, and encouraged to take an interest in French and European current affairs.

There are three main themes and topics on which the course is based:

- ☐ People and lifestyle.
- ☐ Popular culture.
- ☐ Communication and the world around us.

Assessment Information

Final assessment of the GCSE course comprises of four elements, all based on terminal examinations:

- ☐ **Speaking examination** 25% of the marks
- ☐ **Writing examination** 25% of the marks
- ☐ **Reading examination** 25% of the marks
- ☐ **Listening examination** 25% of the marks

Possible Further Education/ Career Progression:

Students will be able to go on and study at A Level. Possible careers include translation, interpreting, teaching, media and journalism, tourism, catering, business, administration, politics and many more as employers seek linguists not only for their language skills but also their problem-solving skills, their ability to communicate clearly, their open-mindedness and their understanding of other cultures.



Geography

Curriculum Leader: Mr C Rowe

Curriculum Team: Mrs D Davey | Mr M Hardman

Course Information

The Geography course is both topical and varied in its content and should appeal to those with an enquiring mind and an ability to communicate their ideas. It deals with both physical and human Geography but has a focus on events and processes that are in the news and therefore relevant to the students and to future careers.

A large component of the course also examines the skills that go into conducting fieldwork, analysing patterns in data and developing students' opinions based on their findings.

The course is designed to challenge ideas and beliefs about the world around them, reflecting on previous events and situations to better understand why things are happening now. We aim to look at different places with different levels of development, to see if patterns emerge, and seek to make sense of events that shape our lives.

Assessment Information

We follow the AQA GCSE (2016) Specification. There are three main elements of the course: living with the physical environment, challenges in the human environment and geographical applications (fieldwork). The course is assessed by three terminal examinations. Fieldwork is a compulsory and assessed part of the course. We will always keep costs to a minimum for any compulsory offsite fieldwork.

Possible Further Education/ Career Progression:

Geography students are highly sought after workplace, where there is great desire for students to communicate their understanding of the world around them through written, graphical, numerical and ICT forms. Geography graduates are the most employable!

A Geography student is multi-skilled and able to explain, analyse and justify their ideas and reasoning. The syllabus lends itself well towards future study post-16 and can ultimately lead to careers as diverse as town planning, disaster management, conservation, the travel industry, or even diplomacy.



Health and Social Care

Curriculum Leader: Mrs C McCready-Williams

Course Information

We follow the Cambridge National Health and Social Care, OCR Level 1/2 Technical Award. This course aims to develop knowledge, understanding and practical skills that could be used in the health and social care sector. You must have an interest in people and their needs and a desire to know how to best support them in practical, real-life situations. The course requires a high level of empathy and compassion to fully understand the needs of individuals in different health and social care settings.

We study three units:

- **Principles of care in health and social care settings:** In this topic you will learn about the key areas that are important when caring for and protecting people in health and social care settings; such as service user rights, effective communication and safety procedures and measures.
- **Supporting individuals through life events:** In this unit you will learn about growth and development through different life stages. You will learn how to understand the needs of individuals who have been affected by life events (for example, bereavement, illness, accident or mental illness) and recommend support to meet their needs.
- **Health promotion campaigns:** In this unit you will research health promotion campaigns and learn about their benefits for society. You will also plan and deliver your own health promotion campaign.

Assessment Information

One exam and two NEAs to complete. The NEAs are completed in Years 9 and 10. The exam is taken in Year 11. All units are equally weighted.

- **Principles of care in health and social care settings:** One externally assessed exam.
- **Supporting individuals through life events:** Centre-assessed unit (NEA).
- **Health promotion campaigns:** Centre-assessed unit (NEA).

Possible Further Education/ Career Progression:

The skills you learn will help you progress onto further study in the health and social care sector, such as a Level 3 Technical qualification in Health and Social Care, A Levels in Psychology or Sociology or an apprenticeship in a health and social care setting. The course provides skills for careers, such as social work, adult care, nursing, youth work or counselling.



History

Curriculum Leader: Miss S Hopkins

Curriculum Team: Mrs L Smith | Miss C Drakard | Mrs C Daish

History is all around us and the content we teach at KS4 shows the relevance and importance of the changing world around us, which is more often than not rooted in the past! The topics we study allow students to travel over 1000 years in history and appeals to those who are curious to understand our world today, tracking the social, political and economic history of Britain and the world. Students have the opportunity to engage with the work of historians by studying primary and secondary sources in order to develop their own interpretations, allowing them to develop essential skills to research, analyse and communicate their ideas, which are essential for many future careers.

Course Information

The students will follow the Edexcel specification for their GCSE. This GCSE course will focus on the following key historical skills:

- ☐ Being able to demonstrate knowledge and understanding of the key features and characteristics of the period studied.
- ☐ Being able to explain and analyse historical events and periods studied using second order historical concepts. (Causation, consequence, significance, change, continuity, similarity and difference).
- ☐ Being able to analyse, evaluate and use sources (contemporary to the period) to make detailed judgements, in the context of the historical events studied.
- ☐ Being able to analyse, evaluate and make detailed judgements about interpretations (including how and why interpretations differ) in context of historical events studied.

The exams will be linear and are all taken at the end of Year 11; there is no controlled assessment module. 100% of the final grade is awarded based on the performance in the exams.

The Autumn term of Year 9 takes the form of pre-GCSE study with students investigating America's Boom and Bust, 1919-1941. Not only does this allow students to develop key GCSE skills, but it is a topic which complements further studies later in their GCSE careers.



Specification Overview

☐ **Paper 1: Thematic and historic environment.** **(1 hour 15 minutes)**

Thematic study (20%) with
Historic environment (10%).

Crime and Punishment in Britain, c1000
- present. Whitechapel, c1870 - c1900:
Crime, policing and the inner city.

☐ **Paper 2: Period study and British depth study.** **(1 hour 45 minutes)**

British Depth Study (20%); Period study (20%).

Early Elizabethan England, 1558-1588.
Superpower relations, 1945-1991.

☐ **Paper 3: Modern depth study** **(1 hour 20 minutes)**

Modern depth study (30%)

Weimar and Nazi Germany, 1918-39

Possible Further Education/ Career Progression:

History is a highly regarded subject and looked upon favourably by prospective future employers. It provides students with an ability to articulate their arguments and provide evidence to support those points of view. It will also provide students with the ability to write analytical essays and prove they can use a variety of different resources.

Many students who study History go onto careers in publishing, journalism, law, social work or politics.



Media Studies

Curriculum Leader: Mrs J Clarke

Curriculum Team: Mrs R Woolston | Miss C Drakard

Media is about communication, particularly mass communication with lots of people. The media creates products that are designed to entertain and inform, created for lots of people to hear, watch or read, often at roughly the same time. Whenever you are watching television, streaming films, scrolling through social media or listening to a podcast, you are consuming media. The power that the media has is huge. How someone responds to that will affect their ideas about people, places and society, of politics and culture, of themselves and of their place in the world.

Course Information

As a GCSE Media Studies student, you will analyse how media products like TV programmes and music videos use images, sounds, language, and representations to create meaning. You will learn about the media industry and how the industry affects how media products are made. You will investigate media audiences, exploring who are the people who watch, read and consume the products, and considering how different people might be affected by media products differently, and why. You will also get a chance to design media products and consider how to market these products for a target audience.

The students will follow the Eduqas specification for their GCSE.

Component 1: *Exploring the Media*

□ **Section A - Exploring Media Language and Representation.**

For this unit you will study print media forms: magazines, film posters, newspapers and advertisements.

□ **Section B - Exploring Media Industries and Audiences.**

For this unit you will study media industries and audiences through film, radio, video games and newspapers.

Externally assessed exam: 1hr 30 mins - 40% of qualification.

ZOOM LENS

Component 2: Understanding Media Forms and Products

□ **Section A - Television.**

□ **Section B - Music (music videos and online media).**

Externally assessed exam: 1hr 30 mins - 30% of qualification.

Component 3: Creating Media Products

An individual media production for an intended audience in response to a choice of briefs set by the examiner, applying knowledge and understanding of media language and representation.

Non-exam assessment 30% of qualification.

Possible Further Education/ Career Progression:

Students will be able to go on to complete Level 3 qualifications in Media or Film Studies. Looking further ahead, over one hundred universities offer courses in Media, Communications and Cultural Studies in the UK. An A Level qualification in Media Studies, informed by study at GCSE level, helps you to move towards these courses, as well as to those in a range of other areas. If university isn't for you, there is a huge array of career opportunities in the media, and it's an industry that is growing very quickly. If you are interested in the idea of a career in TV and film production, advertising, journalism, interactive media, and digital marketing, technical production, special effects, web design and post-production, then studying Media at GCSE level is a great place to start.



Music

Curriculum Leader: Mr M Farris

Curriculum Team: Miss N Nicolaou

Course Information

GCSE Music is an exciting, creative and practical based course that will help develop your musical skills as a performer and composer. If you have a passion and enthusiasm for the subject, then it could be the right course for you!

During Year 9 students will continue to develop their musical skills in relation to studying the Edexcel GCSE Music course in Years 10 and 11. Units of work will further explore and develop composition techniques, solo performance techniques (this can be on an instrument or voice), Music Technology and Music Theory. Students will need to be able to read basic musical notation and, where students do not have these skills, they will be taught during Year 9. However, it is expected that some additional self-study may be required to meet the standards required for GCSE. Where appropriate, skills will always be delivered with a strong emphasis on practical music making and creative tasks. Students will also be introduced to the content of the GCSE course and examine some of the set works contained in the GCSE Anthology.

The ability to play an instrument or sing to a competent standard is expected, as performing is an integral part of the course. It is recommended that students have lessons on their chosen instrument or voice. To support ensemble performance and reading from notation, all students taking music in Year 9 are encouraged to join a suitable extra-curricular music group as part of the Eggar's Experience.

Assessment Information

The Edexcel GCSE course is made up of three assessment areas. These will be completed throughout Year 10 and Year 11:

☐ **Performance:**

30% (comprised of one solo and one ensemble).

☐ **Composition:**

30% (comprised of two pieces composed by the student where one is in response to a brief set by the exam board).

☐ **Listening:**

40% (1 hour 45 minute written paper testing understanding of set works studied throughout the course, musical notation and extended writing).

Possible Further Education/ Career Progression:

Successful completion of a GCSE Music course could lead to a possible career in Music performance, Music Production or Music Teaching.

Further opportunities to study music may include BTEC Level 3 Music/Music Technology, A Level Music/Music Technology or a more specialised performance course at an institute such as the Academy of Contemporary Music in Guildford.



BTEC Performing Arts (Dance)

Curriculum Leader: Mr C Michael

Curriculum Team: Mrs Jones

Course Information

The qualification offers candidates the opportunity to learn about the industry, developing their understanding and practical dance skills, and applying those skills and knowledge.

The main objectives of the course are:

- ❑ Developing the key skills that prove your aptitude in Dance such as reproducing repertoire or responding to stimuli.
- ❑ Understanding the process that underpins effective ways of working in the Performing Arts (Dance), such as development of ideas, rehearsal and performance.
- ❑ Attitudes that are considered most important in the Performing Arts (Dance), including personal management and communication.
- ❑ Having the knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.

Assessment Information

It allows students to actively and physically demonstrate their ability through the controlled assessment and the practical exam which is made up of three units.

- ❑ Exploring the Performing Arts (Dance)- internally assessed.
- ❑ Developing skills or techniques in Dance- internally assessed.
- ❑ Responding to a brief- externally assessed.

N.B. Students with any previous dance experience can choose their style to perform and choreograph in, providing it meets the assessment criteria.

Possible Further Education/ Career Progression:

Studying dance develops a student's choreography and technical skill. It can also help build confidence and develop many critical skills including performance, leadership and creative thinking.

This course provides a solid foundation for a career, or further study, in dance and performing arts. It is also a good option for students with a passion in dance to develop their skills and confidence further.



Photography

Curriculum Leader: Mrs J Brock

Curriculum Team: Miss Moss

Course Information

You should consider Photography as an option if you love being creative, enjoy learning about new materials, techniques and processes, if you are excited about the world around you and have a desire to learn about social, moral, and cultural issues that have inspired Artist and Photographers.

You should be keen to take on a number of challenges and develop the skills of an Eggar's learner and be willing to grow as an artist and an individual, in preparation for future courses and career choices.

Year 9 students have four lessons of Photography per fortnight. The GCSE course requires students to practise skills, techniques and their critical understanding of Photography. We use the Pearson/Edexcel GCSE Art and Design programme of study. In January of Year 11 an Externally Set Assignment (ESA) is issued by the exam board representing 40% of the grade. All work produced will contribute towards their final GCSE grade.

Assessment Information

Assessment is based on the evidence of coursework seen in a portfolio. Weekly class and home learning submissions are expected and form the basis of all assessments. We will use Satchel One (SMHW) weekly to notify students and parents of submission. Coursework and the ESA is internally assessed by teachers and externally moderated by electronic submission to Edexcel.

It would be very helpful if students had access to a digital single lens reflex (DSLR) camera.

Possible Further Education/ Career Progression:

Wedding Photographer, Magazine Feature Editor, Travel Photographer, Sports Photographer, Television Camera Operator, Digital Marketer, Photojournalist, Web designer/Web Content Manager, Fashion Photographer to name a few.



GCSE PE and BTEC SPORT

Curriculum Leader: Mr C Michael

Curriculum Team: Mr R Mann | Mrs C McCready-Williams | Mr H Dixon | Mrs N Jones | Miss M Bilsland

GCSE PE Course Information

The course is split into four parts to include practical and theory elements. The practical element will consist of an assessment in three separate activities in the role of performer/participant. Students are advised that it is preferable for students to participate in two sports at school or club level (one is a minimum) and take part in extra-curricular activities to include primary school events. The theory element of the course consists of two terminal exams and the completion of a Personal Exercise Programme under controlled assessment conditions.

Component 1

A terminal exam lasting 1 hour and 45 minutes (36%).

Component 2

A terminal exam lasting 1 hour and 15 minutes (24%).

Component 3

Assessment in three practical sports (Performer/Participant) (30%).

Component 4

Controlled assessment of designing a Personal Exercise Programme (10%).

BTEC Sport Information

The course is split into three units; two are assessed on coursework and one is assessed via an exam.

For all units there are elements of practical and theory. For practical assessments there is a requirement for video students to provide evidence of their learning. This may be in the form of practically performing skills/playing sport, officiating sport or coaching another student to improve. There is no requirement to be a strong performer across a variety of sports (as in the GCSE specification); therefore, there is no requirement for students to be playing extra-curricular sport. However, we would still encourage this as an area for students to develop their skills and understanding.

All three units are a mixture of practical alongside the theory; therefore, students need to have the motivation and desire to join in a range of practical sports and fitness activities in order to be successful with the course.

BTEC PE Units of work:

- ☐ Preparing participants to take part in sport and physical activity.
- ☐ Taking part and improving other participants sporting performance.
- ☐ Developing fitness to improve other participants performance in sport and physical activity.

Possible Further Education/ Career Progression:

'A' Level PE at College; BTEC Level 3 qualification at College. Entry in the Sport and Leisure Industry, Sports Coaching, Sports Leadership, Initial Teacher Training and the Armed Forces.



Religious Studies

Curriculum Team: Ms C Vickers

Course Information

This is a new GCSE course launching alongside our new Core RS curriculum. Students who opt to study RS GCSE will continue to study core RS.

In GCSE RS students will gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership, and research skills.

Students will learn about the following topics:

- ☐ Christian beliefs and practices.
- ☐ Buddhist beliefs and practices.
- ☐ Peace and Conflict.
- ☐ Crime and Punishment.
- ☐ Religion and Life.
- ☐ Human Rights.

Assessment Information

The course follows the AQA GCSE Religious Studies specification. Students will complete 2 exam papers at the end of Year 11. Each paper has a range of multiple choice, short answer, and long answer questions.

Paper 1 focuses on the study of religions, beliefs, teachings, and practices. Paper 2 focuses on thematic studies which include religions and life, human rights and crime and punishment.

Possible Further Education/ Career Progression:

GCSE RS provides a solid foundation for further studies into RS and other Social Sciences.

RS covers a broad range of content that students can apply to a range of career areas such as Police Officer, Solicitor, Youth Worker, Education, Social research, public relations and HR.

Many careers have significant reliance on the understanding of how society works and the use of critical thinking.



Spanish

Curriculum Leader: Mrs M Rushmere

Curriculum Team: Mrs S Sumner | Miss O Vale

Course Information

The main objective of the course is to develop each student's ability to use the Spanish language effectively for purposes of practical communication through both the spoken and written word. Students are also taught about the customs and culture of Spain and Spanish speaking countries and encouraged to take an interest in Spanish and European current affairs.

There are three main themes and topics on which the course is based:

- ☐ People and lifestyle.
- ☐ Popular culture.
- ☐ Communication and the world around us.

Assessment Information

The course follows the AQA GCSE Religious Studies specification. Students will complete 2 exam papers at the end of Year 11. Each paper has a range of multiple choice, short answer, and long answer questions.

- | | |
|---|-------------------|
| <input type="checkbox"/> Speaking examination. | 25% of the marks. |
| <input type="checkbox"/> Writing examination. | 25% of the marks |
| <input type="checkbox"/> Reading examination | 25% of the marks. |
| <input type="checkbox"/> Listening examination. | 25% of the marks. |

Possible Further Education/ Career Progression:

Students will be able to go on and study at A Level. Possible careers include translation, interpreting, teaching, media and journalism, tourism, catering, business, administration, politics and many more as employers seek linguists not only for their language skills but also their problem-solving skills, their ability to communicate clearly, their open-mindedness and their understanding of other cultures.





Registered Academy Company No. 08036151

📍 Eggar's School, London Road, Holybourne,
Alton, Hampshire, GU34 4EQ

☎ 01420 541194

✉ enquiries@eggars.hants.sch.uk

@ www.eggars.net



Belong | Aspire | Achieve