



# CURRICULUM OPTIONS

Examination Courses  
2026 - 2029



**EGGAR'S SCHOOL**  
Belong | Aspire | Achieve







# CONTENTS

<b>4</b>	Curriculum Overview	<b>16</b>	Geography
<b>6</b>	Options Process	<b>19</b>	Health & Social Care
<b>7</b>	Art & Design	<b>20</b>	History
<b>8</b>	Computer Science	<b>23</b>	Music
<b>10</b>	Design & Technology	<b>24</b>	Physical Education
<b>12</b>	Drama	<b>26</b>	Photography
<b>14</b>	Food Preparation & Nutrition	<b>27</b>	Spanish
<b>15</b>	French		



# CURRICULUM OVERVIEW

**Our curriculum enables all Eggar's learners to:**

- Belong, aspire and achieve
- Be ambitious, supported and challenged to make strong progress
- Engage actively in relevant learning that responds to individual needs and interests
- Become confident, adaptable life-long learners
- Enjoy the Eggar's experience within and beyond the classroom, developing cultural capital
- Develop strong literacy and numeracy skills

**We intend that when Eggar's learners leave, they are:**

- Reflective, independent and resilient learners, able to respond positively to challenge
- Well prepared for the future, with broad general understanding and secure specialist subject knowledge
- Able to apply a range of learning skills in further education, training and employment
- Well informed and ambitious, ready to succeed in the next phase of their lives
- Empowered 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)
- Religious Studies (RS)

\*All students will study Science. Most students will follow Combined Science, which is worth two GCSE grades. Some students may study Separate Sciences (worth three GCSE grades: Biology, Chemistry and Physics). Separate Sciences cover the same topics as Combined Science but in greater depth and with increased complexity.

Studying Separate Sciences must be carefully considered and discussed with the Science Department. The selection process for Separate Sciences will take place in Year 10, in collaboration with parents/guardians and students. The final decision regarding entry to the Separate Sciences GCSE and entry for the Separate Science examinations in Year 11 will remain with the Science Curriculum Leaders.

# SPECIAL EDUCATIONAL NEEDS

---

Some students may continue to require specialist teaching at Key Stage 4 (KS4) to support their individual learning needs. Arrangements will be made on a case-by-case basis to ensure that every student receives the most appropriate support in order to achieve the best possible outcomes.

If you have any questions, please discuss them with Miss C Vickers, SENCo.

# FOUNDATION CURRICULUM SUBJECTS

---

- Art or Photography
- Computer Science
- Dance
- Design & Technology
- Drama
- Food Preparation & Nutrition
- Health & Social Care
- Music
- PE
- French or Spanish
- Geography and/or History

Students will study four foundation subjects starting in Year 9. This will include Geography and/or History. We actively encourage students in MFL Groups 1 and 2 to study a language subject. Students must choose at least one of the following: French, Spanish, Music, Drama, or Design Technology (DT).

This booklet outlines the process through which Year 8 students will choose their GCSE courses for September. Each option subject is described in detail, including coursework requirements and guidance on potential future career pathways. Please note that if a course does not meet the minimum number of enrolments, it may not be offered. Similarly, if a course is oversubscribed, we may not be able to accommodate all students.

Students are required to rank their option choices in order of preference on the Year 8 Options Form, which will be shared at a later date.



# OPTIONS PROCESS

- 1** Take time to read this booklet and consider which subjects to study next year.
- 2** Carry out some online research into careers and future study options you think you may like. Students will also learn about careers during their PSHE lessons.
- 3** Attend the Options Launch Assembly on **Wednesday 04 February**.
- 4** Complete the Straw Poll during the Assembly on **Wednesday 04 February**.
- 5** Attend the Options Evening on **Wednesday 11 February, 17:00**, in the school foyer/hall.
- 6** Read and reflect on the Progress Review due to be published **week commencing 09 February**.
- 7** Meet with current subject teachers for parent consultations on **Wednesday 04 March**.
- 8** Meet with a senior member of staff for options advice and guidance meetings on **Wednesday 04 March**.
- 9** The final step is to complete the Options Application Form (to follow) and return it to tutors by **Tuesday 17 March 2026**.

# ART & DESIGN

## 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.

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.



## KEY FACTS

**Curriculum Leader:**  
**Miss H Pattinson**

**Curriculum Team:**  
**Miss S Moss**

### 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 Arbor weekly to notify students and parents of submission. Coursework and the ESA are internally assessed by teachers and externally moderated by Edexcel.

### Careers

- Animator
- Art Historian
- Art Teacher
- Art Therapist
- Book Illustrator
- Cake Decorator
- Court Room Artist
- Game Designer
- Graphic Designer
- Jewellery Maker
- Makeup Artist
- Museum Curator
- Textile Designer
- Tattoo Artist

# COMPUTER SCIENCE

## KEY FACTS

**Curriculum Leader:**  
Mr N Brand

**Curriculum Team:**  
Mr C Legg

### Assessment Information:

**Paper 1: *Principles of Computer Science***

1 hr 30 mins

50% of GCSE

Covers theory: systems architecture, memory and storage, networks, security, algorithms and data representation.

**Paper 2: *Application of Computational Thinking***

1 hr 30 mins

50% of GCSE

Practical problem-solving: algorithm design, tracing, logic and **programming skills in Python**.

Both exams include a mix of multiple choice, short-answer and extended reasoning questions.

### Further Study

- A-Level Computer Science
- BTEC IT or Computing pathways
- T-Level in Digital Production, Design and Development
- Apprenticeships in Software Development, IT Support or Cybersecurity

### Careers

- AI Engineer
- Cybersecurity Analyst
- Data Scientist
- Games Designer
- Software Developer

## COURSE INFORMATION

### Why Choose Computer Science?

Computer Science is one of the most exciting, creative and important subjects of the modern world. Choosing GCSE Computer Science gives students the opportunity to understand how technology works, how it is created, and how it shapes the society we live in.

From artificial intelligence and cybersecurity to games development and app design, Computer Science develops problem-solving skills that are highly valued across every industry.

This course is ideal for students who enjoy logical thinking, solving puzzles, designing solutions, and working creatively with technology.

### The Course Consists of Two Main Areas:

1. Computational Thinking & Problem Solving (50%)
2. Computer Systems & Theory (50%)

### What Skills Will You Gain?

Studying Computer Science helps students develop:

- Logical and analytical thinking
- Creativity in designing digital solutions
- Resilience through debugging and testing
- Mathematical reasoning
- Independence and structured thinking
- Awareness of modern technological issues





# DESIGN & TECHNOLOGY

## COURSE INFORMATION

Students will sit their exam and submit their completed non-exam assessment (NEA) 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 different 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.

The Paper 1 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.

## KEY FACTS

**Curriculum Leader:**  
Mr N Waite

**Curriculum Team:**  
Mr W Redfearn

### Assessment Information:

At the start of Year 11 students will be set a context for their non-exam 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.

### Careers

- Architecture
- Carpentry
- Engineering
- Graphic Design
- Interior Design
- Science

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.

## KEY FACTS

**Curriculum Leader:**  
Mrs J Clarke

**Curriculum Team:**  
Miss M Nicolaou

### Assessment Information:

The AQA GCSE course is split into 3 components:

#### **Component 1:** *Understanding Drama*

Written examination: 1 hr 45 mins (Open book); 40% of qualification.

**Section A:** multiple choice (4 marks).

**Section B:** four questions on a given extract from the set play chosen (44 marks).

**Section C:** one two-part question (from a choice) on the work of theatre makers in a single live theatre production (32 marks).

#### **Component 2:** *Devising Drama*

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

- Devising log (20 marks)
- 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

### Careers

- Actor/Actress
- Director
- Drama Teacher
- Stage Manager
- Technical Designer

# DRAMA

## 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.

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.



## KEY FACTS

**Curriculum Leader:**  
Mr N Waite

**Curriculum Team:**  
Mrs K Blandford

### Assessment Information:

The assessment is split into two areas:

#### Examination: 1 hr 45 mins:

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.

### Careers

- Buyer
- Dietician
- Food Technologist
- Marketer
- Product Developer
- Scientist

# FOOD PREPARATION AND NUTRITION

## 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.

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.



# FRENCH

## 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 lifestyles
- Popular culture
- Communication and the world around us



## KEY FACTS

**Curriculum Leader:**  
Mrs M Rushmere

**Curriculum Team:**  
Mrs S Sumner & Miss O Vale

### Assessment Information:

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

- Speaking examination (25% of the total marks)
- Writing examination (25% of the total marks)
- Reading Examination (25% of the total marks)
- Listening Examination (25% of the total marks)

### Careers

- Journalist
- Interpreter
- Teacher
- Translator

Other industries that you could have a great career in include: 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

## 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.

## KEY FACTS

**Curriculum Leader:**  
Mr C Rowe

**Curriculum Team:**  
Mrs D Davey & Mr M Hardman

### 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.

### Careers

- Conservation Professional
- Diplomat
- Disaster Management
- Government Official
- Town Planner
- Travel Executive

A Geography student is multi-skilled and able to explain, analyse and justify their ideas and reasoning. Geography students are highly sought after in the 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!







NAVIGATING

**Advanced Pack:**

Cards to Extend  
NAVIGATING

**PERFECT FOR**  
parents, therapists, educators and other  
learning professionals, and social workers

• Learning	• Classroom
• Small group sessions	• Home schooling
	• Home learning

# HEALTH & SOCIAL CARE

## 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.

## KEY FACTS

**Subject Leader:**  
Miss H North

### 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)**

### Careers

- Adult Carer
- Counsellor
- Nurse
- Social Worker
- Youth Worker

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.

## KEY FACTS

**Curriculum Leader:**  
Miss S Hopkins

**Curriculum Team:**  
Mrs L Smith & Mrs C Daish

### Assessment Information:

#### Paper 1: Thematic and Historic Environment (1 hr 20 mins)

- Crime and Punishment in Britain c1000 - present; Whitechapel c1900: Crime, Policing and the Inner City

#### Paper 2: Period Study and British Depth Study (1 hr 50 mins)

- Early Elizabethan England 1558-1588; Superpower Relations 1945-1991

#### Paper 3: Modern Depth Study (1 hr 30 mins)

- Weimar and Nazi Germany 1918-1939

### Careers

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.

# HISTORY

## COURSE INFORMATION

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.

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.





# MUSIC

## 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.

## KEY FACTS

**Curriculum Leader:**  
**Mr M Farris**

**Curriculum Team:**  
**Miss M Nicolaou**

### 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 by the student where one is in response to a brief set by the exam board)
- **Listening** (40% - 1hr 45min written paper testing the understanding of set works studied throughout the course, musical notation and extended writing)

### Further Education

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.

## KEY FACTS

**Curriculum Leader:**  
Mr C Michael

**Curriculum Team:**  
Mr R Mann, Mrs N Jones,  
Mr P Garlick & Miss L Collins

### Assessment Information:

#### PE GCSE:

**Component 1:** A terminal exam lasting 1 hr 30 mins (36%).

**Component 2:** A terminal exam lasting 1 hr 15 mins (24%).

**Component 3:** Assessment in three practical sports as a performer or participant (30%).

**Component 4:** Controlled assessment of designing a Personal Exercise Programme (10%).

#### BTEC Sport:

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

### Careers

Entry in the Sport and Leisure Industry, Sports Coaching, Sports Leadership, Initial Teacher Training and the Armed Forces.

# PE (PHYSICAL EDUCATION)

## COURSE INFORMATION

**Students will initially opt for PE. Staff will then decide based upon assessments made in the Autumn term of Year 9 whether students are best suited for BTEC PE or GCSE PE. Specific course content will then be followed from Spring term onwards.**

**GCSE PE:** 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.

**BTEC Sport:** 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 to 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.



## KEY FACTS

**Curriculum Leader:**  
Miss H Pattinson

**Curriculum Team:**  
Miss S Moss

### 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 Arbor weekly to notify students and parents of submission. Coursework and the ESA are internally assessed by teachers and externally moderated by Edexcel.

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

### Careers

- Digital Marketer
- Fashion Photographer
- Magazine Feature Editor
- Photojournalist
- Sports Photographer
- Television Camera Operator
- Travel Photographer
- Web Designer
- Wedding Photographer

# PHOTOGRAPHY

## 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.

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.



# SPANISH

## 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



## KEY FACTS

**Curriculum Leader:**  
Mrs M Rushmere

**Curriculum Team:**  
Mrs S Sumner & Miss O Vale

### Assessment Information:

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

- Speaking examination (25% of the total marks)
- Writing examination (25% of the total marks)
- Reading Examination (25% of the total marks)
- Listening Examination (25% of the total marks)

### Careers

Students will be able to go on and study at A Level. 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.

- Business Executive
- Catering Professional
- Interpreter
- Journalist & Media Executive
- Linguist
- Teacher
- Translator

Belong | Aspire | Achieve



## Eggars' School

London Road  
Holybourne  
Alton  
Hampshire  
GU34 4EQ

Registered Academy Company No. 08036151

t: +44(0)1420 541 194

e: [enquiries@eggars.hants.sch.uk](mailto:enquiries@eggars.hants.sch.uk)

w: [www.eggars.net](http://www.eggars.net)

