



KEY STAGE 4 OPTIONS BROCHURE 2016/17

Key Information & Guidance

page

3	Key Dates
4	Introduction to Options
5	English Baccalaureate
6	Options - Route A
8	Options - Route B
10	Information about Options
12	Information, Advice & Guidance

Core Subjects

15	Core Physical Education
16	English Language and Literature
17	Mathematics
18	Science - Option 1
19	Science - Option 2
20	Science - Option 3
21	Enrichment

English Baccalaureate Subjects

22	Modern Foreign Languages
23	History
24	Geography

Optional Subjects

page

25	Art
26	Business Studies
27	Computer Science
28	Drama
29	Food Preparation & Nutrition
30	Graphics
31	Applied Health & Social Care
32	ICT
33	Applied Leisure & Tourism
34	Music
35	GCSE Physical Education
36	Religious Studies
37	Resistant Materials
38	Textiles

Further Information

40	Historical Exam Results
41	Subject-Specific Exam Results
42	Reforms to GCSE
43	Useful Contacts

Key Dates

Thursday 14 January

Options Evening Launch for Parents

Friday 15 January

Options Launch for Students.
Booklets and option cards distributed.

w/c Monday 18 January

RAT week - Review of assessment data and target setting with
form tutor and first discussion on option choices

w/c Monday 25 January

Interview with Head of Year/Head of School

Monday 1 February

All options cards are to be signed and returned.

Introduction to Options

Welcome,

The Upper School Office Team would like to take this opportunity to welcome you and your child to Upper School. We will work closely with you over the next two years to ensure their academic and pastoral needs are met during Years 10 and 11. We have high expectations and foster a strong work ethic right from the start enabling students to reach their potential in their GCSE subjects and we are proud of our record of academic success. Students are encouraged to embrace all areas of school life whilst learning how to be responsible young adults who set an example to our Lower School students. Students' progress is carefully monitored within a highly supportive pastoral system where each student is known as an individual. Progress is reported to Parents/Carers at least three times a year through reports and Parent's Evenings, however, you may contact a member of the Upper School Office team at any point during the year if you require any additional information.

The options process is the first part of the transition from Lower School to Upper School and plays a major role in determining their academic pathways now and for the future. Therefore, our care, guidance and high quality advice on course choice and progression is of the utmost importance during this time. The launch of the process will be for parents on the 14th January and for students on the 15th January where there is an opportunity to meet Upper School staff and have your individual questions answered.

In the coming weeks students will be supported by a team of tutors and pastoral leaders in Lower School and Upper School Offices as they make their GCSE option choices. This booklet is the starting point for students, parents and carers as they begin a series of guidance interviews to help them make the best set of choices. All students will continue to study a Core Curriculum comprising GCSEs in English Language, English Literature, Mathematics, at least two Sciences and core (non-examined) PE, RE and Personal Development & Citizenship (PDC). The majority of students will also go on to study one of History or Geography and to take a Modern Language as part of the English Baccalaureate. In addition, students will be able to make at least two further option choices from the broad pool of GCSE subjects. In the interests of a broad and balanced curriculum, students are encouraged to consider the range of courses offered in the Arts and technology suite of subjects.

The guiding principles of our Options process are:

- To provide a broad and balanced curriculum with a strong academic core within the statutory guidelines;
- To ensure that everyone has access to all the curriculum areas;
- To meet the learning needs of individuals;
- To provide suitable vocational choices;
- High expectations and achievement for all;
- Practical and vocational options for those who will benefit from them;
- Clear and unambiguous communication with students and parents;
- Students equipped to meet the future expectations of employers.

The course descriptions in this booklet are as accurate as possible however minor changes are always possible as nothing seems to be fixed for long in the educational world!

English Baccalaureate

What is the English Baccalaureate?

“The Government’s goal is that at least 90% of pupils in main stream secondary schools will enter the English Baccalaureate”

Department for Education

The Department for Education have recently stated that the English Baccalaureate will become a compulsory qualification for over 90% of students. The English Baccalaureate recognises where pupils have secured a good pass across a core of academic subjects – English, Mathematics, History or Geography, the Sciences and a Language. This is part of the current government’s emphasis on the importance of a curriculum that is mainly academic. The subjects included in the English Baccalaureate have been chosen to ensure that all students have the opportunity to study a broad and balanced core of subjects, ensuring that doors are not closed to them in terms of future progression.

The Russell Group of 20 leading UK Universities identify ‘facilitating subjects’ at A level. These are some of the subjects most likely to be required or preferred for entry to degree courses and ones that will keep the most options open. The subjects they set out are those included in the English Baccalaureate – Mathematics, English, Physics, Biology, Chemistry, Geography, History and Languages. A study by the London Institute of Education and Surrey University also highlighted the positive impact that achieving success in the broad range of English Baccalaureate subjects has on access to top universities and on leading to future professional careers.

The English Baccalaureate does not form a compulsory ‘core’ of our Key Stage 4 curriculum however we strongly recommend this for the majority of or students.

Options - Route A

Route A - The English Baccalaureate

It is expected that the majority of our students will follow this route.

All students in this option will undertake the core subjects, a language, a humanities subject (History or Geography) retaining choice through two free options from the guided pool.

The vast majority of students will study either Triple Science or Double Science following advice from the Science faculty.

GCSE Curriculum - Option A (English Baccalaureate)

	Year 10	Year 11
Core English	3 hours	4 hours
Core Mathematics	4 hours	4 hours
Core Science	5 hours	6 hours
Core PE	1 hour	1 hour
Core RE / PDC	1 hour	1 hour
Core Enrichment	-	2 hours
English Baccalaureate Language (Fr/Gn/Sp)	3 hours	2 hours
English Baccalaureate Humanities (Gy/Hi)	3 hours	2 hours
Option 1	3 hours	2 hours
Option 2	3 hours	2 hours

CORE CURRICULUM

English Language
English Literature
Mathematics

Science*
Core PE
Core RE / PDC

Enrichment (Y11 Only)

Plus ONE of the following:

French

German

Spanish

Plus ONE of the following:

History

Geography

Plus TWO of the following:

Geography
History
Religious Studies
Health & Social Care
Leisure & Tourism
Food Technology
Graphic Products

Res. Materials
Textiles
Business Studies
ICT
Computer Science
Art
Drama

Music
PE
French
German
Spanish

Options - Route B

Route B

All students in this option will undertake the core subjects, a humanity (History, Geography, Leisure and Tourism or Health and Social Care) and lastly three free option from the guided pool. A small number of students in this route will undertake BTEC science in addition to one Enhanced Learning Option.

GCSE Curriculum - Option B

	Year 10	Year 11
Core English	3 hours	4 hours
Core Mathematics	4 hours	4 hours
Core Science*	5 hours	6 hours
Core PE	1 hour	1 hour
Core RE / PDC	1 hour	1 hour
Core Enrichment	-	2 hours
Humanities / Vocational	3 hours	2 hours
Option 1	3 hours	2 hours
Option 2	3 hours	2 hours
Option 3	3 hours	2 hours

* Including Enhanced Learning Option for some students.

CORE CURRICULUM

English Language
English Literature
Mathematics

Science*
Core PE
Core RE / PDC

Enrichment (Y11 Only)

Plus ONE of the following:

Humanities
History
Geography
Religious Studies

Vocational
Health & Social Care
Leisure & Tourism

Plus Three of the following:

Geography
History
Religious Studies
Health & Social Care
Leisure & Tourism
Food Technology
Graphic Products

Res. Materials
Textiles
Business Studies
ICT
Computer Science
Art
Drama

Music
PE
French
German
Spanish

Information about Options

How do you choose your options?

There are two routes students can follow Route A - The English Baccalaureate and Route B. It is anticipated that the majority of our students will follow Route A.

Points to note for students

- Don't choose a course because your friend has. Their interests and abilities are different to yours.
- Choose a subject not a teacher. There is no guarantee of which teacher will take a particular course or group.
- All subjects are of equal value to boys and girls, given the appropriate ability and interest. So don't fall for the mistaken belief, "It's a girls' subject" or "Only boys do that". It isn't true.
- 95% of the time students get all their original choices but we cannot guarantee every choice. Don't panic if you turn out to be one of the 5%, it will probably only affect one subject and there are lots of choices that could be the right ones for you.
- We do not guarantee that every subject will run. If few people choose a subject then we may not be able to afford to run it.
- Get all the advice you can from your parents, teachers and tutors. First ideas often turn out to be best but don't close your ears to advice and refuse to consider other possibilities. Don't take decisions lightly as you will have to take the courses.
- Don't panic, but it is your responsibility to find out as much as possible and to seek out any additional help if that proves to be necessary.
- You can get impartial careers advice throughout the week from Mrs Green, Mrs Parker and from Ellie Lee on a Thursday. You can make an appointment to see the Careers Team in the careers office in F Block.

For Parents & Carers

- Subject teachers and Heads of Subject will provide course information to students.
- By the time you read the booklet your son or daughter will already have begun to consider possible options with their form tutor.
- They will have an interview with their Form Tutor and a second with either their Head of Year or another member of the Lower School or Upper School Office Guidance teams. Please treat the options choice form as a working document between us and a means of communication.
- We cannot guarantee choices but we will do our best depending on demand. Some courses may not run.
- When you are satisfied that your son or daughter has thought things through and as a family you are in agreement, please sign the choice form and return it to the Form Tutor by **Monday, 1st February** at the latest. The choice form may well pass back and forth between us as each student goes through the interview process.

The Enhanced Learning Faculty

It is beneficial for some students to study one fewer subject at GCSE and follow a Study Plus Option. This is designed to help students increase their level of achievement in the GCSE examinations, not only in English and Mathematics but also in other subjects that depend to some extent on literacy and numeracy skills.

A key feature of our Study Plus course is that it does not follow a set syllabus or specification but is designed specifically for a particular group of students whose learning needs have been identified.

Study Plus also allows students to receive support for homework tasks given in their core and guided options. Students are also taught key skills they will need now and for the future such as effective time management and revision techniques.

Students should choose to take Study Plus only after consultation between Mrs Currier (Head of EL) and their assigned member of Lower School Office or Upper School Office.

CoPE

The Enhanced Learning Faculty also offer CoPE as a guided option. The Certificate of Personal Effectiveness (CoPE) allows students to record and develop their personal skills, abilities and achievements. This course is based on the development and assessment of the following six core skills regularly described by employers as desirable:

- Working with others
- Improving own learning and performance
- Problem solving
- The ability to carry out research
- Communication skills
- The ability to deliver oral presentations

There is no formal examination in this subject nor is it externally assessed. Students are assessed on the portfolio of evidence that they produce. Lessons are tailored to the needs and strengths of the students but are based around the following module titles:

Communication; Citizenship and Community; Sport and Leisure; Independent Living; The Environment; Vocational and Diploma Preparation; Health and Fitness; Work Related Learning and Enterprise; Science and Technology; International Links; Expressive Arts; Beliefs and Values.

Mrs Currier, Head of Enhanced Learning, will identify and advise students who may benefit from this course.

Information, Advice & Guidance

Careers Information, Advice & Guidance (IAG)

The Information, Advice and Guidance team is comprised of:

Mrs Green - Head of Careers and PDC;

Mrs Parker - Work Related Learning, Careers Information and Advice Officer;

Ellie Lee - Independent Careers Adviser for Derbyshire County Council.

The team offers support to all of our students, their parents and carers around career related issues, work experience/work related learning and routes ahead into further and higher education.

The Careers Library can be found in F9 and is open to all students Monday - Friday 8.45 - 9.00 am, break time, lunch time and after school until 4.30 pm. Sixth form have open access. The team can be found in the PDC Office opposite F9 (Direct Dial: 01332 843236). Ellie Lee can be contacted through school or by e-mail: ellie.lee@derbyshire.gov.uk.

Core Personal Development and Citizenship (PDC) and Religious Education (RE)

The **PDC curriculum** is delivered with Core RE through weekly one hour lessons in form groups. PDC provision follows the Citizenship National Curriculum (2012) and includes a range of non-statutory personal development topics age appropriate to Year 10 and 11 students. The citizenship curriculum is underpinned by core British values of tolerance and respect for other cultures, individual liberty, democracy and the rule of law.

Core Religious Education (RE) is an important part of our provision for spiritual, moral, social and cultural education. Our Core RE offer in Years 10 and 11 satisfies the requirement under the law that Religious Education should be provided for all registered pupils except for those withdrawn at the request of their parents. In line with the Education Act 2006, RE at The Ecclesbourne School 'reflects the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Core RE is delivered alongside the PDC programme in weekly one hour lessons and in a stand-alone RE day during the summer term of Year 10. The Core RE syllabus is based on the Derbyshire Agreed Syllabus.

Year 10 PDC

In addition to the curriculum set out in the table below students prepare for and undertake a week long work experience placement during the summer term.

Term 1	Money - including topics such as insurance and avoiding risk. Work Experience Preparation
Term 2	The Wider World - including topics such as human rights and prejudice and discrimination.
Term 3	Mental Health - including topics such as self-esteem and stress. Relationships and Sex Education
Term 4 & 5	Alcohol - including the link between alcohol and sexual relationships
Term 6	Ethics - including a look at current medical ethical issues Work Experience Democracy

Year 11 PDC

In addition to the curriculum set out below students undertake a focused careers module which is delivered over six weeks. In the Autumn term students are guided through the Post 16 options process. The majority of our students stay on into the Sixth Form. The Post-16 process also includes support with applications to college or apprenticeships. A Post-16 Options evening and Sixth Form Open Evening is held in school at the beginning of November. Those deciding to stay on into the Sixth Form at Ecclesbourne take part in Induction Days at the end of June.

Term 1	Equal opportunities - Prejudice and stereotypes <ul style="list-style-type: none"> • Culture Clashes • East Meets West • Review • Refugees • Asylum Seekers • Citizenship • Assessment
Term 2	Racism - Challenging Racism The EU - Europe: Who Decides?
Term 3	The Economy - How the Economy Functions
Term 4	Consumer Rights - Consumer Rights and Responsibilities
Term 5	Economic and Financial Capability
Term 6	Study Leave



Subject Guidance

Course Overview

Physical Education remains a compulsory subject in Years 10 and 11 and all students have one hour of curriculum time dedicated to Physical Education. The emphasis in KS4 is on participation and enjoyment to promote a prolonged interest in sport and physical activity.

Students are given the opportunity to opt for activities they would like to study but must ensure that they choose from at least two of the strands below:

- Outwitting opponents
- Accurate replication
- Exploring and communicating ideas, concepts and emotion
- Performing at maximum levels
- Identifying and solving problems
- Exercising safely and effectively to improve health and wellbeing.

In Years 10 and 11 students select four activities which they study in depth throughout the key stage. They are required to choose at least one from athletics, health related fitness or dance along with three other activities from a range of games including: netball, hockey, football, rugby, tennis, badminton cricket and rounders. Students are encouraged to undertake different roles such as performer, coach and official.

The Core activities that students can choose from

- **Badminton**
- **Netball**
- **Dodgeball**
- **Rugby**
- **Football**
- **Table Tennis**
- **Dance**
- **Fitness**
- **Tennis**
- **Rounders**
- **Athletics**
- **Trampolining**

To improve in any activity, students can attend extra-curricular activities.

The course aims to encourage students to pursue active and healthy lifestyles. This course does not involve an external examination.

Students are assessed on their effort levels only in core PE.

Course Overview

The English course followed by all students in Years 10 and 11 consists of two separately certificated subjects: 'English Language' and 'English Literature'. All students will normally be entered for both and receive two GCSE grades. The syllabus is changing. There will no longer be any coursework element and no exams may be taken early. Instead, there will be exams at the end of Year 11, two in English Language and two in English Literature. All students will take the same exam; there will be no 'Higher' or 'Foundation' tier.

The aims of the English Language specification focus on a range of skills in reading and writing, by developing accurate, appropriate and effective communication. Analytical and evaluative reading is encouraged and students will be required to comment on both Nineteenth and Twentieth Century texts. A range of skills for writing both creatively and factually will be developed. Students are also encouraged to develop their abilities as speakers and listeners via a range of informal oral activities but these will not contribute to their overall mark in English Language.

The English Literature specification provides students with many opportunities to study a range of drama, poetry and prose. It encourages students to develop their ability to read with discrimination and to study texts written before the Twentieth Century as well as some written after the year 2000. Social, historical and cultural contexts and influences are considered as part of the study of texts. Students will no longer be allowed to take texts into the exams and they will be required to learn some quotations from each text.

The study of literature forms a basis for much of the work within both subjects and students will be required to compare passages from a studied text with passages from previously unseen texts.

Assessment Criteria - English Language

Paper 1 Communicating Information and Ideas.	80 marks 2 hour written paper 50% of total GCSE
Paper 2 Exploring effects and impact.	80 marks 2 hour written paper 50% of total GCSE

Assessment Criteria - English Literature

Paper 1 Exploring modern and literary heritage texts	80 marks 2 hour written paper 50% of total GCSE
Paper 2 Exploring poetry and Shakespeare	80 marks 2 hour written paper 50% of total GCSE

Where next?

A good grade in English Language is a pre-requisite for any Level 3 course including moving onto the Sixth Form. We also offer English Literature in Sixth Form.

Course Overview

Students starting Year 10 in September 2016 will follow the new Mathematics GCSE course. The style of questions, structure of the exams and grading will be different from the previous GCSE.

The course will cover six main topic areas;

- **Number**
- **Algebra**
- **Ratio, proportion and rates of change**
- **Geometry and measures**
- **Probability**
- **Statistics**

Assessment Criteria

Paper 1 Non-Calculator	33% of Final Mark- 1 hour 30 mins
Paper 2 Calculator	33% of Final Mark- 1 hour 30 mins
Paper 3 Calculator	33% of Final Mark- 1 hour 30 mins

In common with the other new GCSEs, grades will be awarded from Grade 1 (lowest) to Grade 9 (highest). There will be two tiers of entry: Foundation Tier (Grades 1-5) and Higher Tier (Grades 5-9). We expect the majority of students to take the Higher Tier. Students must take all three exam papers at the same tier of entry.

As the new GCSE specification involves additional content and challenge, students in all sets will take their Mathematics exams at the end of the summer of Year 11. We are planning that sets 1 and 2 will have the opportunity to sit an Additional Mathematics Qualification (AQA Level 2 Further Mathematics) alongside their GCSE.

Where next?

A good pass in Mathematics is a pre-requisite for any Level 3 course including Sixth Form. We also offer Mathematics in Sixth Form. Mathematics is also required to study the sciences or Economics at A-Level.

Option 1 – Triple GCSE Science - AQA

Course Overview

Please be aware that your child will be guided as to which is the most suitable option for them based on assessment in Year 9.

Triple Science is the most popular option choice giving three GCSE awards in total. One for each Science subject; Biology, Chemistry and Physics.

This route offers individual science subject lessons, where normally three different science teachers will deliver specialist subject areas. Expectation is that all students will be aiming for the higher tier examinations. This course is now 100% linear, with all of the examinations taking place at the end of Year 11. There is now no practical assessment, although students will undertake set practical activities stipulated by the examination board, there will be questions associated with knowledge gained from these practical activities that will count for at least 15% of the assessment marks for each of the separate GCSEs.

Students will sit six exams at the end of year 11, two for each Science GCSE. In each paper, students will have to answer the following question styles – multiple choice, structured, closed short answer and structured response questions.

Assessment Criteria

Biology - Paper 1 and 2	Each Paper is 1 hour 45 minutes long and contributes 50% towards final Biology GCSE.
Chemistry - Paper 1 and 2	Each Paper is 1 hour 45 minutes long and contributes 50% towards final Chemistry GCSE.
Physics - Paper 1 and 2	Each Paper is 1 hour 45 minutes long and contributes 50% towards final Physics GCSE.

Where next?

You must have done at least Core and Additional science to be able to study science at A-level. It is also needed for Psychology. The inquisitive and practical skills gained in GCSE Science can also be transferred to a variety of Post 16 subjects .

Option 2 - GCSE Double Science - AQA

Course Overview

Please be aware that your child will be guided as to which is the most suitable option in Science based on assessment in Year 9.

This course offers students a balanced science curriculum that will result in students attaining two joint combined Science GCSEs. Throughout Year 10 and Year 11 students study the higher tier content of the combined Science course. They can attain up to a grade 9 at GCSE. Students will undertake set practical activities stipulated by the examination board as a minimum, there will be questions associated with knowledge gained from these practical activities that will count for at least 15% of the assessment marks in the exams.

Assessment Criteria - Trilogy Route*

Biology - Paper 1 and 2	Each Paper 1 hour 15 mins – 16.5% of final mark.
Chemistry - Paper 1 and 2	Each Paper 1 hour 15 mins – 16.5% of final mark.
Physics - Paper 1 and 2	Each Paper 1 hour 15 mins – 16.5% of final mark.

Assessment Criteria - Synergy Route*

Paper 1, 2, 3 and 4	All 1 hour 45 minute papers, contributing 25% of the combined Science GCSE.
----------------------------	---

Where next?

Students will be able to continue their studies from combined science onto A Level Science, as long as they meet the subject specific entry requirements).

* There are two possible routes through the Double Award GCSE. The science faculty are in the process of selecting the course best suited to the needs of our students.

Option 3 – BTEC Science (Core Science)- Edexcel

Course Overview

Please be aware that your child will be guided as to which is the most suitable option for them based on assessment in Year 9. Students following this route will also be directed to a Study Plus support option with the Enhanced Learning Faculty.

BTEC Principles of Applied Science is a qualification that is equivalent to 1 GCSE in science and is allocated two periods per week in Year 10 and four periods per week in Year 11.

Unit 1 is assessed through an external exam in March of Year 10 and units 2,3, and 4 are assessed through assignments internally assessed.

Assessment Criteria

Unit 1 Principles of Science	1 hour Paper Externally assessed - 25% of Final mark.
Unit 2 Chemistry and our Earth	Assignment- Internally assessed, externally moderated- 25% of final mark.
Unit 3 Energy and our Universe	Assignment- Internally assessed, externally moderated- 25% of final mark.
Unit 4 Biology and our Environment	Assignment- Internally assessed, externally moderated- 25% of final mark.

Course Overview

All Year 11 students have the opportunity to take an enrichment course to broaden their experiences or allow for additional support with GCSEs. These courses run on one afternoon per week throughout Year 11. All students select courses during Year 10, some of which run for the whole year whilst others are for half a year. In this case, they are followed by a second selection for the second half of the year. There is some degree of choice but guarantees cannot be made.

These courses do not necessarily lead to an external qualification but are intended to address some of our key educational aims, so that all students acquire the knowledge and skills they need now and for the future. These courses give students opportunities to develop confidence in themselves and their abilities, and work together effectively and with enthusiasm and appreciate the world at large.

The courses that we currently offer are as follows;

Half Year Courses	Full Year Courses
Introduction to Construction Skills	Duke of Edinburgh Bronze Award
Sports Leadership	BTEC Level 2 First Award in Performing Arts
BTEC Level 2 First Award in Performing Arts	GCSE Leisure & Tourism
Life's Little Hobbies and Routines	
Restaurant Experience	
Hair and Beauty Salon Skills	
Creative Writing	
Work Experience	
Introduction to Chinese	
Art Workshop [using Adobe Photoshop]	
Enterprise	
Moral Philosophy	
Computer Game Design	
Study Option	

Please note that there are limited places on some of the courses. Some of the courses may not run if there are insufficient numbers of students opting for them.

Modern Foreign Languages

French, German, Spanish - AQA

Course Overview

The ability to use and understand a modern foreign language is essential in the changing and increasingly connected world we live in. Study of a modern foreign language gives a range of skills which can be useful throughout your life. Imagine all the people you could communicate with and all the amazing places you could travel to or work in – all because you can speak a foreign language.

We use the AQA exam board for German, French and Spanish.

A GCSE in a language helps you develop four key skills that are vital for any learning: listening, speaking, reading and writing.

The course content will be divided up and taught in the following contexts:

- **Theme 1: Identity and culture**
- **Theme 2: Local, national, international and global areas of interest**
- **Theme 3: Current and future study and employment**

You must have studied your chosen language(s) at Key Stage 3 to be able to take it at GCSE.

Assessment Criteria

Paper 1 – Listening	25% Foundation – 35 minutes 25% Higher – 45 minutes
Paper 2 – Speaking	25% Speaking assessment Either Foundation or Higher Tier
Paper 3 - Reading	25% Foundation – 45 minutes 25% Higher – 1 hour
Paper 4 - Writing	25% Foundation – 1 hour 25% Higher – 1 hour 15 mins

All examinations are tiered and students will be guided by their class teacher so that they are entered for the level which most suits their ability.

If you are having difficulty deciding which language to take, your language teachers will be able to help and advise you on which one is right for you. Those doing particularly well in two languages can of course continue with the study of both to GCSE level.

Where next?

You must have taken the relevant language at GCSE to be able to study it at A-level. The study of language is also seen as a valuable qualification for many International Businesses.

Course Overview

The History Department delivers the OCR School's History Project GCSE. This offers a diverse and comprehensive look at a number of aspects of human history including the history of medicine, Nazi Germany, the making of America and Elizabethan Britain.

This allows students the opportunity to review how things changed, why they changed the way they did and how to develop an intellectually rigorous understanding of the world around us. Students study in depth the development of Germany in the tumultuous days of the Third Reich. All of these units combine to offer opportunities for students to interrogate the world in which we live in the light of the past.

Our History Around Us component provides the opportunity for fieldwork on a historical site and enables students to bring together a wide range of source material and create a cogent and supported argument on a question set by the board in the final exam. Overall assessment takes place at the end of the two years in three written examinations. We hope to provide a relevant and modern curriculum to prepare our students for life in the 21st century, allowing them to judge the future by the past and make their own history.

Assessment Criteria

Component 1 People's Health 1250 to Present Elizabethan England 1560 - 1605	1 hour 45 mins - 40% towards final GCSE Grade.
Component 2 History Around Us	1 Hour - 20% towards final GCSE Grade.
Component 3 The Making of America 1789-1900 Living Under Nazi Rule 1933-1945	1 hour 45 mins - 40% towards final GCSE Grade.

Where next?

The study of History at GCSE is a good preparation for study at A-level although not a requirement. The ability to write cogent and cohesive essays after analysing source material will also support you in many other Level 3 qualifications.

Course Overview

Ask yourself: 'am I interested in Geography?' Places and people are amazing and Geography is the key to understanding what makes them so. Geography tackles the big issues, including environmental responsibility, global interdependence and cultural understanding and tolerance, as well as being a practical subject. You only have to watch the news to realise how important Geography is to understanding what is happening and that there have never been more reasons to study it.

Students will follow the AQA Geography GCSE course. This specification has been selected as it combines Physical, Human and Environmental Geography in a balanced way and involves studies in a range of places and a range of scales. During the course, students will learn more about the natural landscape around us and discover the many ways in which humans have influenced it.

Assessment Criteria

<p>Paper 1 Living With the Physical Environment</p> <p>Section A- The Challenge of Natural Hazards Section B - Physical Landscapes in the UK Section C – The Living World</p>	<p>Written Exam 1 hour 30 minutes, 35% of Final GCSE Grade</p>
<p>Paper 2 Challenges in the Human Environment</p> <p>Section A – Urban Issues and Challenges Section B- The Changing Economic World Section C- The Challenge of Resource Management</p>	<p>Written Exam 1 hour 30 minutes, 35% of Final GCSE Grade</p>
<p>Paper 3 Geographical Applications</p> <p>Section A: Issue Evaluation (decision making exercise) based on a pre-release booklet. Section B: Fieldwork Questions</p>	<p>Written Exam 1 Hour, 30% of Final GCSE Grade</p>

Where next?

The study of Geography at GCSE is needed if you wish to study the subject at a higher level. The work covered at GCSE will also support you in other A-level subjects including the sciences and Economics.

Course Overview

This is a new, exciting and unique course which is available to students with a genuine interest in art and desire to be creative.

The course will explore work using a range of 2D and/or 3D processes and techniques which cover at least two of the following areas: - drawing and painting, mixed media (including collage and assemblage), sculpture, printmaking and photography.

Students will research and examine the work of artists, designers and craftspeople from the past as well as current practitioners throughout the course. They will also participate in workshops with practicing artists and printmakers. Regular work is completed in sketchbooks particularly throughout year 10.

Assessment Criteria

Component 1 - Portfolio (60%)

Students will produce a range of work for their portfolio during Year 10 and the autumn term in Year 11.

Students will be introduced to new techniques and working methods whilst practicing the fundamental skills of drawing and painting. The use of photography and ICT will be encouraged when necessary throughout the projects' development.

Students will be given the opportunity to participate in either a printmaking workshop during Year 10 or a gallery visit to see helpful and relevant pieces of art work that will inspire their own projects in the class room.

The final portfolio will include more than one full project with selected areas from other projects completed during the course.

Component 2 - Externally Set Assignment (40%)

During the spring term in Year 11 students will choose a starting point from the selection offered by the examination board (AQA). They will then create a project that explores the theme and develop ideas for a final 2D or 3D response.

The final piece will then be produced during a 10-hour examination which takes place in the Art class room bases.

The Art and Design examination will take place before students leave in Year 11 to sit their other GCSE examinations. There is no written test involved in this course.

Where next?

It is expected that students who wish to study Art at a higher level will have studied it at GCSE. It is also seen as a valuable subject in certain careers for example architecture and art therapy.

Course Overview

This course is a combination of Business Studies and Business Communication Systems and leads to two separate GCSEs:

- One iGCSE in Business Studies (International GCSE is the same as UK GCSE) - CIE Exam Board
- One GCSE in Business Communication Systems- AQA Exam Board

The course is examined as two separate subjects: Business Studies and Business Communication Systems, but is taught as a single integrated course and only counts as one option choice. The Business Studies course will cover the following areas:

- **Understanding Business Activity**
- **People in Business**
- **Marketing**
- **Operations Management**
- **Financial Information & Decisions**
- **External Influences on Business Activity**

The Business Communications System GCSE is taught alongside the iGCSE in Business Studies. The focus is on the practical application of skills and techniques in a business context, as well as the study of the latest developments in: Business Communications (including electronic methods), Business Documentation and Business Law.

Assessment Criteria - Business Studies

Paper 1 – Short Answer Question Paper	50% - 1 hour 30 mins
Paper 2 – Case Study Question Paper	50% - 1 hour 30 mins

Assessment Criteria - Business Communications Systems

Paper 1 – Theory Paper	40% - 1 hour
Paper 2 – Practical Paper	35% - 1 hour 30 mins
Coursework	25%

Course Overview

This is a new course for students who particularly enjoy or would like to learn about programming computers. It is suited to students who have a logical and analytical mind and who are keenly interested to know more about how computers work and operate. Although it is very much a 'hands-on' course with students using computers to produce two pieces of coursework, they will also study computing concepts and theory.

Through this course students can:

- Develop their understanding of current and emerging technologies and how they work.
- Look at the use of algorithms in computer programs.
- Become an independent and discerning user of IT.
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts.
- Develop computer programs to solve problems.
- Evaluate the effectiveness of computer programs/solutions and the impact of computer technology in society.

Assessment Criteria

Component 1 - Coursework (60%)

In Year 10 students will work on a practical investigation set by the Examination Board which accounts for 30% of the final grade. Year 11 Students have freedom to choose from a range of programming projects set by the board and again this piece of work accounts for 30% of the final grade.

Component 2 - Examination (40%)

Theory work is studied in Year 10 and revised in Year 11. There is one exam paper taken at the end of Year 11 which accounts for 40% of the final grade.

Where next?

Although there is no requirement, it is desirable to have studied GCSE Computing if you wish to study A-Level Computing.

Course Overview

We will be teaching the new Edexcel GCSE specification from 2016. As yet, there are no Drama specifications that have been Ofqual approved but we are confident that the course will be ready for 2016.

There are significant new features in this course with a reduction in coursework to 40% of the total, 30% of this is made up of written/recorded evidence.

Students will need to feel confident about performance work or if this is something you are hoping to develop, you must be prepared to have a go. You will also need to be a co-operative and collaborative team player as a lot of the work will be done in groups. Finally, you will need strong written skills as 70% of this GCSE is written evidence. You will be taught performance skills, study playtexts, look at how theatre is made and visit the theatre. We will do as much practical work as possible to fulfil the course requirements while also completing the portfolio evidence.

Students should endeavour to see as much live theatre as possible outside of school as well as get involved in school theatre visits.

Assessment Criteria

Component 1 The Devising Process 40% NEA	Students devise a piece of theatre which they then perform. They will record the process in a portfolio.	Internally assessed Externally moderated
Component 2 Text for Performance 20% NEA	Performance of two extracts from a text	Externally assessed by a visiting examiner
Component 3 Theatre Makers in Practice 40% exam	Choice of one set text from eight. Must be explored practically. Evaluation of a piece of live theatre they have seen.	Exam: 1 hour 30 min. Sec A: Questions on a set text Sec B: Live Theatre Evaluation

Where next?

GCSE Drama could lead on to further study in Drama, Theatre Studies, Performing Arts and Expressive Arts at A-level and above, or other related subjects such as English, Music, Dance, Art and Design.

Career opportunities for students who study Drama at a higher level include: the media, theatre, television, radio, the film industry, arts administration, drama therapy, and education.

Course Overview

Food preparation and nutrition equips students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

By studying food preparation and nutrition learners will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

Assessment Criteria

Component 1 Principles of food preparation and nutrition	50% Written exam - 1 hour 45 mins
Component 2 Food preparation and nutrition in action	50% Assessment 1 (8 hours), Assessment 2 (12 hours)

Where next?

GCSE Food is a good preparation for further study for BTEC Food or BTEC Catering. Those that have studied GCSE Food have gone into careers in the catering environment, nutrition, dietary care and sport related industries.

Course Overview

This course covers the solving of problems through a wide range of graphic techniques and modelling, including the use of Computer Aided Design and Computer Aided Manufacture. Hand produced and computer generated graphic solutions to design tasks will be central to the course which will also explore packaging. Students will be expected to use the digital camera, scanner, plotter cutter and CNC machines, including the laser cutter, when exploring their solutions.

Assessment Criteria

Component 1 - Coursework (60%)

There will be a controlled assessment task, set by the examination board which may be contextualised by the school. This will commence in the latter part of year 10 and be completed in year 11. Candidates will submit a 3-dimensional outcome and a concise design folder which should consist of approximately 30 sheets of A3 paper.

This task is to be completed under direct supervision, except for the research component and is worth 90 marks.

Component 2 - Examination (40%)

The examination paper will not be tiered and will range from A* - G. The paper will be divided into two sections. Section A will be a design question and account for 90/120 marks and Section B will cover the rest of the specification and account for 90/120.

Preparation sheets are issued prior to the terminal examination giving advance notice of the context and theme for Section A.

Where next?

Students that have studied Graphics at GCSE can study Resistant Materials at A-Level provided they receive a B grade.

Course Overview

This course offers a dual qualification covering the full range of grades A* - G and it is open to boys and girls of all abilities. The course includes case studies, individual and group activities, discussions, relevant work experience and opportunities for practical study.

This course is available as a single or double award GCSE. Please indicate single or double award on your option choice form.

There are four areas covered:

- **The nature of health and well-being;**
- **Health, social care and early years services;**
- **Promoting health and well-being;**
- **Understanding personal development and relationships.**

The course is useful for anyone considering a career in the caring professions and will include how to deal with health and social problems for people of all ages, e.g. people with physical or learning difficulties, nursery nursing, nursing, teaching, social work and caring for the elderly. The course will also develop essential key life skills such as problem solving, numeracy, information technology and communication skills.

Assessment Criteria

Unit 1 Understanding Personal Development and Relationships	Written Examination - 1 hour 15 mins
Unit 2 Health, Social Care and Early Years Provision	Controlled Assessment - 30%
Unit 3 The Nature of Health and Well-Being	Written Examination - 1 hour 15 mins
Unit 4 Promoting Health and Well Being	Controlled Assessment - 30%

Where next?

This course can lead on to a BTEC Health and Social Care qualification. Throughout the course students learn how to better use their time and apply the practical elements of care to a number of theories to create comprehensive pieces of coursework. Students who have chosen this route have gone on to careers in education, health and the social services sector.

Course Overview

This is a course for students who enjoy using computers or who would like to know more about how computers are used. Although it is very much a 'hands-on' course with students using computers to produce two pieces of coursework, they will also study ICT theory which encompasses:

- What ideas and resources are needed to create the latest technologies, by exploring companies such as Apple or Google
- How people and organisations solve problems using ICT tools and techniques
- Exploring a variety of technologies that interest them, from communication tools, like Facebook and the Internet to tools predicting natural disasters, such as earthquakes and tsunamis
- How to investigate the impact which ICT has on society and develop transferable skills such as problem solving and thinking logically and critically.

Assessment Criteria

Component 1 - Coursework (60%)

In Year 10 students will work on a board set controlled assignment which accounts for 30% of the final grade. Year 11 students have freedom to choose from one of six controlled projects and again this piece of work accounts for 30% of the final grade.

Component 2 - Examination (40%)

Theory work is studied in Year 10 and revised in Year 11. There is one exam paper taken at the end of Year 11 which accounts for 40% of the final grade.

Where next?

Students that study GCSE ICT can on to study it further at both at A-level and beyond. Throughout the GCSE course you will develop your ICT skills in Word, database, spreadsheets and PowerPoint. These key skills will be invaluable in any Level 3 qualification.

Course Overview

This course offers a dual qualification with the full range of grades A* - G.

This is an applied subject. It is a practical, work-related course which is ideal for students who have an interest in the leisure, travel & tourism industry. Students will have the opportunity to explore case studies of leisure & tourism organisations within the UK and Europe, customer service, and holiday destinations. It is concerned with people's changing leisure activities and travel behaviour, the destinations that people visit and changes in patterns of tourism, including the issues of impact and sustainability that they raise.

The GCSE Leisure and Tourism course involves going on educational visits and looking at how organisations within the industry operate and deal with customers. Examples of visits may include: Alton Towers Resort, Center Parcs Sherwood Forest, Old Trafford Football Stadium, British Airways Head Office at London Heathrow Airport and the Chatsworth House Estate. There is a possibility of financial assistance to support such visits.

Assessment Criteria

Unit 1 The Leisure and Tourism Industry	Written Examination - 1 hour (20%)
Unit 2 Sales, Promotion and Operations in Leisure and Tourism	Controlled Assessment - 30%
Unit 3 The Leisure and Tourism Environment	Written Examination - 1 hour (20%)
Unit 4 Customers and Employment in Leisure and Tourism	Controlled Assessment - 30%

Where next?

After completing this GCSE Leisure & Tourism course you can progress into many different areas of study:

- Study BTEC Level 3 Subsidiary Diploma in Travel & Tourism (equivalent to one A Level) at the Ecclesbourne Sixth Form or at college
- This course also gives you the opportunity to take the apprenticeship route with companies such as Thomas Cook.
- Progress into the industry to work in a travel agent; as a tour operator; with airlines; as a holiday representative; in tourist information centres; as a travel consultant; as a tourism officer; in hotel management; in human resources; in sales and marketing; in customer service or in event management.

Course Overview

The course is flexible and covers a wide variety of styles and musical tastes, building on the skills learnt at Key Stage 3. It covers performing, composing and listening through the musical exploration of four areas of study.

The areas of study include:

- **Popular Music**
- **World Music**
- **Music in the 20th Century**
- **Western Classical Music**

You will enjoy this subject if you like any kind of music. The course will help you gain confidence, work in groups and express yourself. Most Colleges and Universities are looking for creativity as an accompaniment to other subjects. You will learn how to hone your performance skills, write songs and analyse music in new ways.

Assessment Criteria

Component 1 - Coursework (60%)

Students will complete either two compositions, or one composition and one performance. Each element is weighted at 30% of the final grade.

Component 1 - Examination (40%)

Students will sit a Listening and Appraising exam in Year 11. Questions are answered while listening to a CD. The exam covers all four areas of study.

Where next?

Students who have chosen to study GCSE Music can then study Music at A-Level or a BTEC Music qualification.

Course Overview

There are 4 components to GCSE Physical Education:

Component 1 Fitness and Body Systems	Movement analysis Physical training Applied anatomy and physiology	Written exam - 1 hour 45 mins 36%
Component 2 Health and Performance	Health, fitness and well-being Sport psychology Socio-cultural influences	Written exam - 1 hour 45 mins 24%
Component 3 Practical performance	Skills during individual activities Skills during team activities	Practical Assessment 30%
Component 4 Personal Exercise Programme (PEP)	Analysis of PEP Carry out and monitor PEP Evaluation of PEP	Written and Practical Assessment 10%

Component 3: Practical Assessment

Students have to be assessed in 3 activities from the list below. One activity must be from the individual list and one from the team list. The third activity can be from either list.

Team Activities	Individual Activities
Football	Athletics
Badminton (Doubles)	Skiing or Snowboarding
Tennis (Doubles)	Gymnastics
Cricket	Trampolining
Hockey	Dance (Solo performance)
Netball	Swimming
Rugby (League or Union)	Tennis (Singles)
Squash (Doubles)	Badminton (Singles)
Table Tennis (Doubles)	Table Tennis (Singles)
Dance (Group Dance)	Squash (Singles)

Where next?

GCSE PE could lead into further study in PE, Performing Arts, Expressive Arts and Health and Nutrition. You will develop your practical skills whilst also learning how to work better in teams through the practical element of the course. PE theory will develop your understanding of how the body functions which could be used in many biological disciplines.

Course Overview

The Religious Studies course is a combination of a systematic study of themes and issues in two world religions: Christianity and Islam.

We will study the main teachings and beliefs alongside contemporary issues.

During the course on Christianity we will cover topics such as:-

Sex, marriage and divorce, violence, terrorism and war, crime, punishment and the death penalty, abortion, euthanasia and the after life.

During the course on Islam we will cover topics such as:-

Key beliefs and sources of authority that underpin the Muslim way of life and influence their behaviour and attitudes; the Five Pillars of Faith and jihad; the mosque; festivals, diet and dress; arranged marriages, polygamy and the role and status of Muslim women.

Assessment Criteria

Christianity	1 hour 45 minutes exam – contributing 50% towards your GCSE.
Islam	1 hour 45 minutes exam – contributing 50% towards your GCSE.

Each topic will feature on the exam paper for each unit, so there will be plenty of choice to cater for students' particular interests and a grade will be awarded based on performance in a combination of both exams. There will be short answer questions, long answer questions and stimulus material.

Where next?

GCSE Religious Studies could lead onto further study at both A-Level and beyond. Throughout the course you will learn to think for yourself and offer reasonable, balanced arguments which can be used in a variety of Post-16 qualifications especially in Humanities and the Social Sciences. Those that have studied Religious Studies have gone onto careers in a wide variety of disciplines including the police, social services, teaching, media and journalism.

Course Overview

This Design & Technology course will cover designing and making using the resistant materials of wood, metal and plastics. Students will have opportunity to gain wide experience of designing and making products using appropriate CAD/CAM work. Designing their products, they can include elements of other materials or technologies.

Key features are:

- The course is largely practical in nature.
- It is coursework based, where the majority of the final marks are awarded for a major project. Homework is regularly set.
- Provides an opportunity to work with a range of materials. Students must consider all aspects of the product they are making, including sales and marketing.
- Students are required to design and make a project of their own choice in Year 11.
- Students carry out a range of small projects in Year 10 to develop skills in key areas of understanding and skill, including drawing, CAD/CAM and ICT.
- The nature of the course gives an opportunity to gain an insight into industrial practices.

Assessment Criteria

Component 1 - Coursework (60%)

A major project is undertaken in Year 11 (starts at the end of Year 10), and consists of a design folio of about 20 pages, and a completed product of high quality. The design theme is set by the exam board. The project should last 45 hours, directly supervised except for research.

Component 2 - Examination (40%)

This tests knowledge and design skills. It is a 2-hour paper, sat by all candidates. Section A is a design question with information provided in advance. Section B is a knowledge section.

Where next?

Students that have studied Resistant Materials at GCSE can study it for A-level provided they receive a B grade.

Course Overview

This is a very creative course. It is suitable for anyone who enjoys fashion, designing or making things. Skills learned (thinking creatively, project management, data handling, problem solving and ICT skills) can complement your other subject choices, and are valued by employers. The course not only teaches you these skills, but also how professional designers work. It contains an element of business studies and is ideal for anyone who would like to pursue creative career.

Key features are as follows:

- The course is very creative and practical. The coursework is a major element.
- Students will be able to select their choice of topic for the coursework from a list published by AQA.
- The amount of time spent on coursework is manageable. Students tell us it is not a problem combining Textiles with Art, in terms of workload. In fact the subjects complement each other well.
- There will be trips to Graduate Fashion Week in London and also the popular V&A/Harrods trip.
- There is a significant business element to the course, making this a very useful GCSE. Even if this subject does not represent a main career choice for the student, the textiles skills and business knowledge gained could help provide a way to gain useful extra income in the future.

Assessment Criteria

Component 1 - Coursework (60%)

A major project chosen from a list supplied by AQA will be undertaken in Year 11 and consists of a 20 page folder containing the designs for the project and a finished product of quality. This is completed in a supervised time allocation of 45 hrs.

Component 2 - Examination (40%)

You will be entered for 2hr examination where a working knowledge of a range of materials and control systems appropriate to modelling, prototyping and manufacture will be examined.

Where next?

GCSE Textiles could lead into further study of Textiles at both A-Level and other Post-16 routes for example a Cambridge Technical Qualification in Art and Design. Students that have studied Textiles have gone into careers in fashion buying, fashion design, window shop dressing, interior design and theatre set designs to name but a few.



**Further
Information**

GCSE Exam Results Over Time

	2012	2013	2014	2015
Students	216	240	205	210
% 5+ A*-C (En/Ma)	87 (84)	92 (86)	86 (76)	87 (81)
% A*-C (Ma + En)	83	87	81	82
APS Capped	363	374	363	364
% A*/A	35	40	33	34

A-Level Exam Results Over Time

	2013	2014	2015
Students	164	153	170
% Pass Rate	99	99	99.6
A* - C	82	83	81
A* - B	61	62	60
A* - A	32	36	29
A *	11	14	8

What to do Post 16?

Very early on in the Autumn term of Year 11 we start to consider what students will do Post 16. This is looked at via the PDC Programme, Form Time, Assemblies and Special Events put on both in the day and in the evening to help make the decision making progress easier.

The students can choose to remain at the Ecclesbourne School, go to an alternative Post 16 provider including college or take-up an Apprenticeship. The majority of our Year 11 students go on to study A-levels at The Ecclesbourne School. However, students are fully supported whatever their Post 16 route.

The entry requirement for Sixth Form study is 5 good passes at GCSE. Individual subjects have specific requirements which are set out in the Sixth Form prospectus.

2015 Subject Specific GCSE Exam Results

Subject	% A*	% A	% B	% C	% A-C	Students
Art	26	19	35	21	100	43
Biology	11	32	35	18	95	130
BTEC Single Science	-	-	-	71	71	24
Bus. Com.	17	35	23	19	95	77
Business	12	14	34	23	83	77
Chemistry	15	23	31	26	95	130
Double Science	-	4	31	44	78	55
Drama	-	22	52	19	93	27
English	10	23	33	22	89	209
English Literature	8	33	28	20	88	209
Food	11	34	29	17	91	35
French	16	21	12	22	71	73
Further Maths	21	31	12	29	93	58
Geography	19	23	23	16	82	99
German	4	29	18	32	82	28
Graphics	14	19	19	25	78	36
Health & Social Care	-	25	40	15	80	20
History	17	23	23	18	81	88
ICT	-	9	36	36	86	11
Leisure & Tourism	-	25	25	25	75	4
Maths	12	14	27	33	86	210
Music	5	20	25	25	75	20
PE	22	24	20	27	93	55
Physics	12	27	26	28	93	130
Res. Mat.	8	27	16	20	71	51
RS	10	25	15	20	70	40
Spanish	7	16	26	37	86	43
Textiles	16	16	39	23	94	31
Grand Total	11	23	27	25	86	2124

Changes to the grading system

Reformed GCSEs will be introduced gradually over three years from September 2015. They will be graded from 9 to 1, instead of A* to G. Students taking GCSEs over this period will therefore receive a mixture of 9 to 1 and A* to G grades.

The following subjects will still retain the A* to G grades whilst other subjects will award numerical grades of 1 to 9.

- **Applied Leisure and Tourism**
- **Applied Health and Social Care**
- **Resistant Material**
- **Textiles**
- **Graphics**
- **ICT**
- **Business Studies and Business and Communication Systems**

Below is a table of how the 1-9 grades currently compare to the A* to G grades however this could be subject to change.

New GCSE Grading Structure	Current GCSE Grading Structure
9 8 7	A*
6 5 4	A
	B
	C
3 2 1	D
	E
	F
	G
U	U

Good Pass (DfE) - 5 and Above / top of C and Above
Awarding Pass - 4 and Above / bottom of C and Above

Careers Information, Advice & Guidance

Mrs Green - Head of Careers and PDC

hgreen@ecclesbourne.derbyshire.sch.uk

Mrs Parker - Work Related Learning, Careers Information and Advice Officer;

dparker@ecclesbourne.derbyshire.sch.uk

Ellie Lee - Independent Careers Adviser for Derbyshire County Council.

ellie.lee@derbyshire.gov.uk

Upper School

Mrs Ourabi - Head of Upper School

courabi@ecclesbourne.derbyshire.sch.uk

Mr Partridge - Head of Year

dpartridge@ecclesbourne.derbyshire.sch.uk

Subjects

The email addresses listed below should be suffixed with the following: @ecclesbourne.derbyshire.sch.uk

Art - [ddavies](#)

Business - [kgtaylor](#)

Computing - [rnicoll](#)

Drama - [jporteous](#)

English - [gbeddow](#)

Enrichment - [kgtaylor](#)

Food - [rfoster](#)

Geography - [rcarr](#)

Graphics - [ihobby](#)

Health & Social - [lbailey](#)

History - [patkinson](#)

Exam Boards

OCR - ocr.org.uk

EdExcel - edexcel.org.uk

AQA - aqa.org.uk

ICT - [rnicoll](#)

Leisure & Tourism - [mwhattaker](#)

Mathematics - [mweighill](#)

Modern Foreign Language - [dsutton](#)

Music - [thomaswatkins](#)

Physical Education - [aking](#)

Religious Studies - [kjames](#)

Resistant Materials - [ihobby](#)

Science - [mford](#)

Textiles - [sswan](#)



The Ecclesbourne School
Wirksworth Road, Duffield, Derbyshire, DE56 4GS
info@ecclesbourne.derbyshire.sch.uk
Tel: 01332 840645