



Welcome to your year 9 options booklet. This provides you with all the information, advice and guidance that will help you make the best decisions about which subjects to study over the next two years. In year 9, you have received a broad and balanced curriculum to enable you to experience a variety of subjects that can help to inform your choices at key stage four, years 10 and 11, and beyond. We hope you find this information useful as you move through your next educational chapter.

Why do I have to choose options and why is this important?

When you begin year 10, you move from key stage three (yr 7-9) into key stage four (yr 10-11) which means you are able to study fewer subjects, but in more depth. Selecting which subjects you study in years 10 and 11 is a very important decision as it will have a significant impact on your future.

These decisions should be yours but should not be made lightly, we will offer as much support as we can. Please speak with your parents/carers/family members about your intended choices as they can support you in this decision. Remember, you will have to study the subject you choose for two years, so do not make your choices without finding out as much as you can about the courses you are interested in. You can also speak to: **your tutor, head of year, your current subject teachers and teachers of new subjects who you will meet at the options evening.**

The pathway system explained

Our pathway system guides students through the options process. The two pathways are:

EBacc: Our most academic pathway, which enables students to study a range of traditionally academic subjects in preparation for A-Levels.

Open: Our broadest pathway. Students are able to choose from a range of academic and vocational subjects in this group.

You are assigned a pathway based on your interests and strengths that you have shown in year 9. This pathway can be changed. Please contact [**options25@queenelizabeths.com**](mailto:options25@queenelizabeths.com) if you would like to discuss a change to your allocated pathway.

**Thursday 13th
March**
Parent's Evening

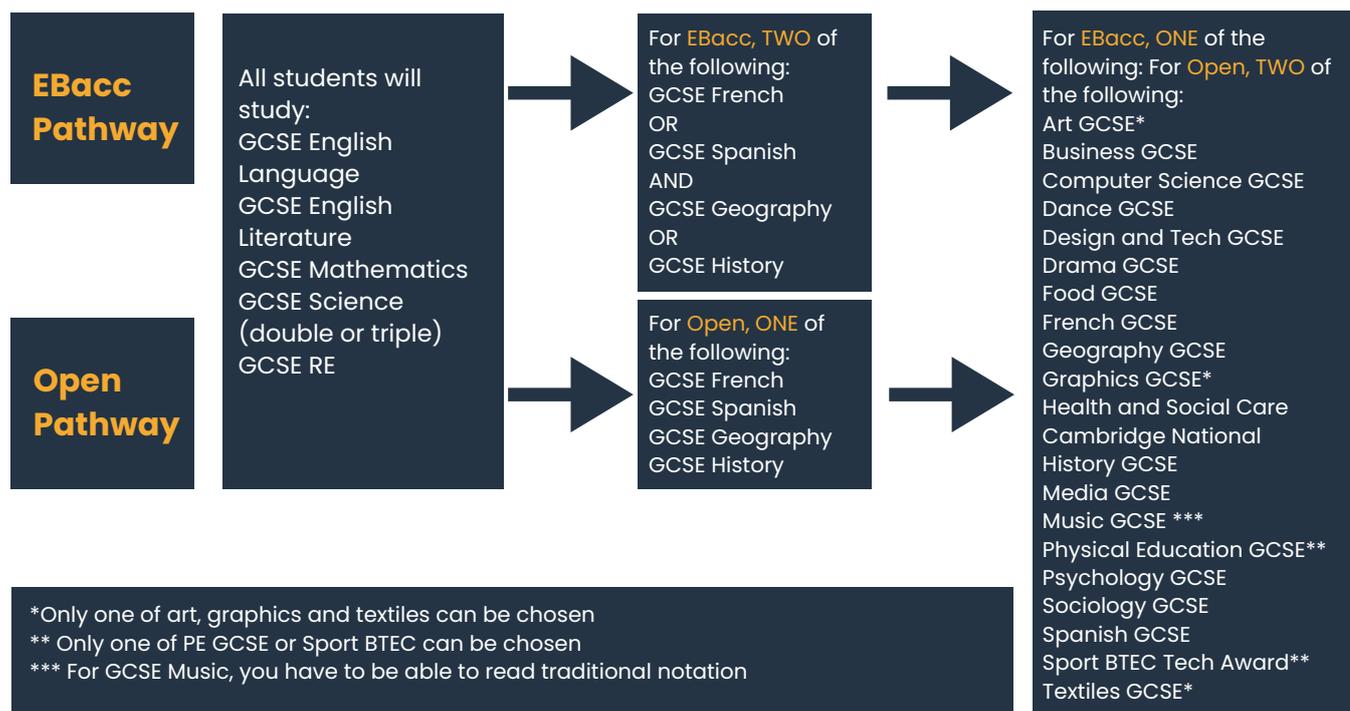
**Thursday 24th
April**
Options Evening
4-6pm

Friday 2nd May
Deadline to
submit student
options form

May/June
Options list
created and
checked

End of June
Students
receive option
choices





What is the EBacc Pathway?

The EBacc (English Baccalaureate) is a set of subjects that includes English, maths, science, a language, and either history or geography. These are known as facilitating subjects, which can open doors for university or specific career paths. The EBacc is designed for those who want to push themselves academically and broaden their knowledge across a range of subjects. By selecting the EBacc pathway, you'll be setting yourself apart as a student with a well-rounded, rigorous academic profile, one that is highly valued by top universities and employers. It's an opportunity to demonstrate your academic strength and potential, preparing you for whatever comes next in your educational journey and beyond. We believe in your ability to rise to the challenge and look forward to seeing you excel on this path!

What will I study in years 10 and 11?

All students will study GCSEs in English, maths, science and RE. This is supplemented by a personal development curriculum (PDC) delivered through timetabled lessons (PE), tutor sessions, focus days and in a cross-curricular manner. You will then have the opportunity to select three further option subjects to create a curriculum that is personalised to your interests and aspirations. The pattern of subjects chosen at this stage may have a bearing on the courses that you can study in the sixth form or in further education for your future career path.

Choose a course because:

- You enjoy the subject
- You are good at the subject
- It is a subject that excites or interests you
- It will help with your future post year 11
- It will help you with a career/university
- It will give you a good balance of subjects

Do not choose a course because:

- You want to be with your friends
- You like the teacher (you may have a different one next year!)
- You think it will be easy

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Having an idea of what you would like to do in the future can help when choosing your options, but do not worry if you are not quite sure. The most important thing is not to create barriers. You have access to Unifrog at school and at home, a careers website which can help you further with your future destinations and the options which could support your career path. Your Unifrog username is your school email address and the initial password is QESchool. If you require further support, you can always speak to your tutor or make an appointment with the careers team.

How do I know if I should choose a 'new' subject?

It is important that you find out as much as you can about each subject and that you do not choose a subject because you have not studied it in year 9. Remember to talk to your tutor, teachers, subject leaders or head of year if you are in doubt.

Once you have decided upon your options, please complete the key stage 4 options form 2025–27 by Friday 2nd May 2025.

What happens once I have submitted my options form?

Please discuss your options with your parent/carer and your tutor submit your options form by Friday 2nd May at the latest. Most students will be able to study their chosen subjects, however in some cases it may not be possible. This is why we are asking you to choose a reserve option and indicate which option is the most important for you.

Can I change my choices once my form is in?

If you have chosen your choices carefully by listening to the advice and guidance given, you should not need to change your courses. You should consider the preferences you make as final. If when you start studying your option subjects you realise you have made the wrong choice, you may be able to discuss a change. This will be done on a student by student basis.

Helping your child to make choices

All year 9 tutors and other staff will support your child with their option subject choices. Subject teachers and the head of year can also provide information about courses and options most appropriate to meet their needs. If you have any questions or concerns, the following staff will be available to support:

9L-NJD: Mrs Drewitt ndrewitt@queenelizabeths.com

9L- NJB: Miss Butchart nbutchart@queenelizabeths.com

9Y-SSS: Miss Stough sstough@queenelizabeths.com

9Y-PRH: Mr Hilton philton@queenelizabeths.com

9W-BHH: Mrs Hargreaves bhargreaves@queenelizabeths.com

9W-DXC: Mrs Coombs dcoombs@queenelizabeths.com

9W-LXV: Mrs Varley lvarley@queenelizabeths.com

9S-MXT: Mr Twyford mtwyford@queenelizabeths.com

9S-GAN: Mrs Clark-Nation gclark-nation@queenelizabeths.com

9S-LET: Miss Tripp-Cosh lripp-cosh@queenelizabeths.com

9T-YSJ: Miss Johnston yjohnston@queenelizabeths.com

9T-NLK: Mr Kirby nkirby@queenelizabeths.com

9T-GAL: Mr Lambert glambert@queenelizabeths.com

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Core Subject. Mathematics GCSE: Pearson

What do our students say..?

'Maths is surprisingly fun'

'Maths is challenging but very rewarding'

'The way maths is taught makes it easier to understand'

'You are always going to need maths'

Subject Information

All students are required to study GCSE mathematics. The curriculum focuses on number, shape and measure, algebra, ratio and proportion and data handling with a particular emphasis on applying mathematical skills to problem solving and functional tasks relevant to everyday life. It provides a strong foundation of skills which enable students to make progress across a number of different subjects, such as science, geography and business.

Students' GCSE grades are made up from three examinations and they are regularly provided with opportunities to prepare for their final exams through use of key questions and end of term assessments during the course. All students are encouraged to set themselves targets for improvement and have access to a number of online resources such as maths watch and PiXL to assist with revision.

Alongside this, we offer an additional qualification in AQA level 2 further mathematics which helps further develop students' understanding of mathematical concepts in preparation for sixth form studies. We recommend that any student who wishes to study A-Level mathematics should take this qualification.

Assessment: three examinations for all students

Paper 1- non calculator (1 hour and 30 minutes)

Papers 2/3- calculator (1 hour and 30 minutes)

Foundation paper: grade 1-5

Higher paper: grade 4-9

Every student has an opportunity to achieve at least a grade 5.

Sixth Form and Beyond

We offer A-Level mathematics, further mathematics and level 3 core mathematics as part of our enrichment.

There are a number of career opportunities for students who choose to study A-Level mathematics from; games design, internet security, programming, communications, all applications of engineering, population modelling, quantum physics, astronomy, Forensics and DNA sequencing.

If you are looking to apply to the top 10 universities to take mathematics or engineering based courses, there is a significant advantage with an A-Level in further mathematics.

Course Leader and Head of Faculty:

Mr T Baguley

tbaguley@queenelizabeths.com



Scan the QR code to hear more about core maths!

Core Subject. English Language and Literature

GCSE: AQA

What do our students say..?

'I've found English to be an interesting and dynamic subject. It broadens your literary horizons and above all is really fun and engaging. English introduces students to a wider perspective on an otherwise closed world. For me, it has been really valuable in helping to develop my understanding of the English Language and the skills that I have learnt transfer well to other subjects so it is a win win!'

Course Leader and Head of Faculty:
Miss J Farmer

jfarmer@queenelizabeths.com



Scan the QR code to hear more about core English!

Subject Information

There are two GCSE English courses:

- GCSE English Language
- GCSE English Literature

In GCSE English language students will study a variety of texts drawn from the 19th to 21st century covering literary fiction and non-fiction. In the final examination all texts will be unseen; there is a focus on building reading skills. Students will also be tested on their extended writing skills.

In GCSE English literature students study a wide variety of literary texts. Students are expected to read and understand these and be able to construct an academic essay that presents their own opinion. All the examinations are closed book. Students will study: **Macbeth, A Christmas Carol, An Inspector Calls** and fifteen poems from the Power & Conflict poetry cluster. Students will be expected to purchase all texts, except the fifteen poems, and these will be available to buy in a bundle from the LRC (library).

Assessment: 100% written examinations

English Language Paper 1– Explorations in Creative Reading and Writing (1 hour and 45 minutes)

English Language Paper 2– Writer's viewpoints and Perspectives (1 hour and 45 minutes)

English Literature Paper 1– Shakespeare and 19th Century Novel (1 hour and 45 minutes)

English Literature Paper 2– Modern Texts and Poetry (2 hours and 15 minutes)

Sixth Form and Beyond

A Level entry requirement is a grade 6 in both English language and literature.

Bluebells and Stone- from a very talented student

I trudge over the grass,
Feet both willing and reluctant to move.
I approach the headstone, which is
Sticking through the ground in such a way that
I feel like you're still trying to reach out to me.

I trace the inscription with my thumb,
Stroking your name as if I was comforting
You, when really I'm comforting myself.
The stone is rough under the pads of my fingers -
Abrasive, like you used to be after a fight.

I place a vase of bluebells on your grave.
A single tear runs freely down my cheek
And lands on your grave.
My expression is stony when I
Finally walk away

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Core Subject. Combined Science GCSE: AQA

Course Leaders:

Mrs S Grant (Biology) sgrant@queenelizabeths.com

Mrs V Wilson (Chemistry) vwilson@queenelizabeths.com

Miss Y Johnston (Physics) yjohnston@queenelizabeths.com

Head of Faculty: Mrs J Dawe jdawe@queenelizabeths.com



Scan the QR code to hear more about core science!

What do our students say..?

'I enjoy science at GCSE because I find it interesting to learn about how the world works on both a microscopic and large scale. I also enjoy the hands on practicals we get to do. GCSE science has helped me develop important skills, such as following written instructions and linking scientific knowledge to real world examples, like renewable energy resources. I believe all students should engage with science at GCSE because it develops our problem solving skills and increases job opportunities'.

Subject Information

Combined Science provides a comprehensive foundation in biology, chemistry, and physics. Upon completion, you will receive a double GCSE grade. This course is designed to be accessible to all students, whilst allowing progression to A-Level science courses.

Course Objectives:

- Deepen your scientific knowledge and understanding of key concepts
- Explore the nature, processes, and methods of science
- Develop practical skills, including observation, experimentation, modeling, and problem solving
- Enhance critical thinking by evaluating scientific claims based on evidence

Skills You Will Develop:

Science encourages logical thinking and clear communication of complex ideas. You'll apply mathematical techniques to real world measurements, solve scientific problems, and develop skills in analysing and interpreting data. Practical work is an integral part of the course, with 28 required experiments that will help you master new equipment and refine your measurement techniques.

Assessment: 100% written examinations (all 1 hour and 15 minutes)

2 x Biology papers

2 x Chemistry papers

2 x Physics papers

Sixth Form and Beyond

We offer all three of the sciences at A-Level with the following entry requirements:

A-Level Biology – 6,6 in GCSE combined science, 5 in GCSE maths, 6 in GCSE English

A-Level Chemistry – 6,6 in GCSE combined science 6 in GCSE maths, 5 in GCSE English

A-Level Physics – 6,6 in GCSE combined science, 6 in GCSE maths, 5 in GCSE English

Careers that a GCSE in science can lead to:

Healthcare: Doctor, Nurse, Pharmacist, Biomedical Scientist, Physiotherapist, Dentist, Veterinarian

Engineering: Chemical Engineer, Mechanical Engineer, Aerospace Engineer, Biomedical Engineer, Environmental Engineer

Research & Development: Forensic Scientist, Food Scientist, Ecologist, Environmental Scientist, Chemist, Biologist

Other Science-Related Roles: Data Scientist, Meteorologist, Geologist, Astronomer,

Biotechnologist

Teaching: Science Teacher or Professor

Core Subject. Triple Science GCSE: AQA

Course Leaders:

Mrs S Grant (Biology) sgrant@queenelizabeths.com

Mrs V Wilson (Chemistry) vwilson@queenelizabeths.com

Miss Y Johnston (Physics) yjohnston@queenelizabeths.com

Head of Faculty: Mrs J Dawe jdawe@queenelizabeths.com

What do our students say..?

'I chose triple science because it developed more opportunities to study the sciences at a higher level. I have always been interested in the world around me and triple science has allowed me to explore this further. Triple science can be difficult at times but is a fun and enjoyable subject. We complete lots of practical work which enables me to learn and understand things in a different way. I have really enjoyed the heart and lung dissections we have done this year'.

Subject Information

Triple science goes beyond combined science and allows you to study biology, chemistry and physics in greater breadth and depth. At the end of the course you will receive three separate GCSEs, one in each subject. For those students who have a healthy curiosity of the scientific world and how it works, then triple science is recommended!

Course Objectives:

- Develop scientific knowledge and conceptual understanding
- Develop understanding of nature, processes and methods of science
- Develop and learn to apply observational, practical, modelling, enquiry and problem solving skills
- Develop the ability to evaluate claims based on science through critical analysis

Skills You Will Develop:

Science teaches you to think in a structured, logical way and use this to communicate complex ideas. You will apply techniques that you have learnt in maths, to real measurements in order to solve scientific problems, as well as gaining skills in analysing and interpreting data. Practical work is also an important part of science and you will learn to use new equipment and techniques to take accurate measurements in the 28 required practicals you must complete.

Assessment: 100% written examinations (all 1 hour and 45 minutes)

2 x Biology papers

2 x Chemistry papers

2 x Physics papers

Sixth Form and Beyond

We offer all three of the sciences at A-Level with the following entry requirements:

A Level Biology– 6 in GCSE biology, 5 in GCSE maths, 6 in GCSE English

A Level Chemistry– 6 in GCSE chemistry 6 in GCSE maths, 5 in GCSE English

A Level Physics– 6 in GCSE combined physics, 6 in GCSE maths, 5 in GCSE English

Core Subject. Religious Studies GCSE: AQA

Course Leader and Head of Department:

Miss K Rendell

krendell@queenelizabeths.com

What do our students say..?

"RE at Queen Elizabeth's school has really influenced my thoughts and opinions on certain subjects and issues that I previously had not given much thought to. We study the beliefs of different religions and their viewpoints, and explore ethical issues, such as should the death penalty be used as punishment? When I first started at QE I lacked confidence in sharing my thoughts and opinions in lessons. This subject has helped me grow in confidence with developing these skills and I thoroughly enjoy the subject. It is thought provoking and challenging, has helped me with other subjects and encouraged me to share my ideas with my peers."

Subject Information

Religious studies is taken by all students as part of their preparation for life in a multicultural society, and a requirement under the education act. The aim is to support our students think critically about religious, moral and social issues. They will develop verbal and written skills and should be able to express a well informed and clearly thought out viewpoint.

Students will focus on exploring beliefs, practices and teaching of two world religions; Christianity and Islam. Themes included are:

Theme A: Relationships and families

Theme B: Religion and life

Theme C: Religion, peace and conflict

Theme D: Religion, crime and punishment

Assessment: 100% written examinations (all 1 hour and 45 minutes)

Paper 1: Islam beliefs, Islam practices, Christian beliefs and Christian practices, 50% of grade

Paper 2: Themes, 50% of grade

Sixth Form and Beyond

GCSE religious studies is designed to promote transferable skills in communication, analysis, evaluation and decision making. It is useful preparation for any career involving moral, social or religious values such as social work, teaching, nursing and the police force. Requirements for philosophy & ethics at A-Level is a grade 6 in English.

Baccalaureate Option. French GCSE: AQA

What do our students say..?

'A language is a USP (unique selling point).'

'A language gives you a competitive edge over an opponent'.

Course Leader and Head of Faculty:

Mrs D Coombs

dcoombs@queenelizabeths.com

Subject Information

We are passionate about the benefits of learning French and strongly believe in languages as a skill for life and something students should enjoy and find rewarding. If you enjoy talking, and discovering new cultures, then French is for you! Classes are interactive, fun and full of surprises. There are lots of activities to help your listening, reading, speaking and writing and for once, your teacher can't tell you off for talking! You will also find out more about the French speaking world through videos and songs. Your progress is really noticeable, soon you'll start talking more, picking up information in the listening exercises and understanding what you read, and all of this in... French!

Students will study a breadth of topics which are relevant to them:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

Assessment: this is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course.

Paper 1 Listening 25%

Paper 2 Speaking 25%

Paper 3 Reading 25%

Paper 4 Writing 25%

Sixth Form and Beyond

A-Level Criteria: GCSE grade 6 in French.

Linguists are the second most employable graduate category after medics. You could earn 10% more than somebody who doesn't speak a second language. Studying French at A-Level can lead to work in international business, law, management, marketing, publishing, tourism, government, politics, media, journalism and living and working abroad.

Employers say they value the following key skills developed by language learners:

communication, team working, presentation, problem solving, organisation and good learning strategies.

Baccalaureate Option. Spanish GCSE: AQA

Course Leader and Head of Faculty:

Mrs D Coombs

dcoombs@queenelizabeths.com

What do our students say..?

'I chose to do Spanish for GCSE as the language and culture fascinated me. Also it would allow me to communicate with different people around the world as it is also the third most spoken language. It was especially helpful for me because I go to Spain a lot during the holidays, so knowing how to speak the language will make it much easier to communicate with the people. Furthermore, having a language will give me access to better career opportunities and will enable me to develop a different set of skills'.

Subject Information

In Spanish, students will be able to develop their language skills, equipping them with the knowledge to communicate in a variety of contexts with confidence. Students will explore themes based on identity, culture, global areas of interest as well as future study and employment. The course aims to promote Spanish within the context of everyday life, relating to students' own lifestyle and that of other people, including people in other countries and communities. Students will be able to use the target language spontaneously through role plays as well as practising their listening and writing skills.

Students will study a breadth of topics which are relevant to them:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

Assessment: this is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course.

Paper 1 Listening 25%

Paper 2 Speaking 25%

Paper 3 Reading 25%

Paper 4 Writing 25%

Sixth Form and Beyond

A-Level Criteria: GCSE grade 6 in Spanish.

With the competition for university places growing ever fiercer, it is advantageous to have a foreign language qualification. Spanish is widely considered to be one of the most prestigious academic subjects and also favoured by higher education institutions due to the communication skills that it helps students to develop.

Just think about the work and study possibilities at home and abroad in today's global market that you may be opening up for yourself if you study Spanish! Critical thinking skills also improve as you learn to see the world through a different cultural perspective so learning Spanish actually stimulates your creative streak too!

Employers say they value the following key skills developed by language learners: communication, team working, presentation, problem solving, organisation and good learning strategies.

Baccalaureate Option. Geography GCSE: AQA

What do our students say..?

'I chose to take geography at GCSE because

I was interested in learning about both physical geography and human geography. I was enthusiastic about the opportunity to take part in fieldwork and I enjoyed our day trip to Swanage. This required me to collect data as part of a team and put the theory into practice. Through studying geography I have developed many skills, including interpretation and analysis of graphs. I was selected to represent the school at a geography inter school competition which was a challenging and rewarding experience especially as our team came joint second! I plan to continue studying this subject at A-Level as it combines well with other subjects and I really enjoy it'.

Course Leader and Joint Head of Department:

Mrs B Willcocks

bwillcocks@queenelizabeths.com

Subject Information

GCSE geography is a subject that introduces a range of skills useful at sixth form and university level. It covers a variety of topics, both physical and human, all of which are relevant to the dynamic world in which we live. Students will have a chance to study contemporary issues, ranging from earthquakes and cyclones to resource management and urban challenges.

Studying GCSE geography offers students the opportunity to develop:

- Up to date knowledge of physical changes and human challenges to the world
- Graph and map skills
- Numerical and statistical skills
- Data collection and fieldwork techniques

Assessment: 100% written examination in three units:

- Paper 1: Natural hazards, rivers & coasts, living world
- Paper 2: Urban issues & challenges, changing economic world, resource management
- Paper 3: Issue evaluation (from pre-release), human & physical geography fieldwork

Sixth Form and Beyond

A-Level Criteria: GCSE grade 6 in geography.

Careers in urban planning, environmental and sustainability consulting, architect, business analyst, data scientist, geographic information system specialist, cartographer, travel writer, surveyor, resource and mineral exploration and teaching!

Baccalaureate Option. History GCSE: AQA

What do our students say..?

'I took history because I wanted to know about the events that made our world what it is today. I enjoy lessons as they are well structured and not just copying out of a textbook.

We often have class discussions, watch clips that bring the topics to life and work in groups. I also value the fact that I am not just learning about the past but am developing transferable skills such as how to structure an argument, essay writing and the analysis of sources. I wasn't 100% certain about taking the subject in year 9 but am glad that I did!'

Course Leader and Head of Department:

Mr N Kirby

nkirby@queenelizabeths.com

Subject Information

Students will gain the opportunity to study a diverse range of topics spanning the last 1000 years. These include:

- Section A- Germany 1890-1945. How the Nazis came to power and what it was like to live in Nazi Germany.
- Section B- Conflict and Tension in Asia 1950-75. This includes looking at how America was defeated in Vietnam.
- Section C- Britain: Health and the people 1000-present day. This is sometimes the gory part of the course and will give an overview of change in Britain in the context of medical advancements.
- Section D- Norman England 1066-1100. Looking at topics such as the Battle of Hastings and castle building.

GCSE History gives students the opportunity to not only discover fascinating aspects of our past but to:

- Explore how the past has been represented and interpreted for different purposes
- Develop the ability to ask questions and to investigate the past
- Organise and communicate their knowledge and views in a variety of ways
- Apply their historical knowledge to the present so that they can fill their role as responsible citizens of the future.

Assessment: 100% written examination (2 x 2 hour papers)

Sixth Form and Beyond

A-Level Criteria: GCSE grade 6 in history.

The skills developed in history are transferable and valued across a broad range of careers from journalism and the media to law and medicine.

Open Option. Art GCSE: AQA

Course Leader and Head of

Department:

Mrs C Darley

cdarley@queenelizabeths.com

What do our students say..?

'Art is more than just drawing, it is the meaning behind it. I really enjoy studying GCSE art as I love seeing a piece of work coming together, experimenting with different media and learning new techniques and developing new skills along the way'.

'I chose art because not only is it a subject that is enjoyable and fun, it introduces you to many new skills and opportunities. You will be taught how to use and become confident with different mediums and techniques as well as developing your own unique art styles and pieces of art work. I have really enjoyed my art course so far because it has made me become more confident and I can feel proud about the work that I have produced'.

Subject Information

Art provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature. This two component specification enables students to develop their ability to actively engage in the processes of art: to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

Students will focus upon developing their own visual language as well as the thinking skills required for research. They are encouraged to work in a variety of areas including drawing, illustration, painting, printmaking, mixed media, textiles, sculpture and photoshop as well as digital and darkroom photography.

This course will suit students who are creative, enthusiastic, hardworking and imaginative, who have demonstrated a good ability to record from observation using a variety of different materials and processes. Those who are willing to experiment and take risks with ideas and who like communicating ideas, opinions and addressing issues are also well suited to this GCSE. Students will need to purchase an A3 sketchbook at the start of the course and are encouraged to equip themselves with art essentials such as pencils and watercolour sets which are all available from the LRC (library).

Assessment:

Component 1: Portfolio 60%. Students will complete a coursework portfolio, which includes both large scale and sketchbook work. Students complete personal projects on themes such as 'Growth & Decay' and 'People & Portraits'.

Component 2: Externally Set Task 40%. In year 11, students complete an externally set task, which consists of an eight week planning and preparation period followed by a 10 hour exam. All work is marked and moderated by the centre and externally moderated by visiting AQA moderator in June.

Sixth Form and Beyond

A Level Art & Photography Route A: GCSE grade 5 in art, graphics or textiles (recommended grade 6). A portfolio of work and interview process may be used to support applications, particularly if demand for the subject is high or if the subject criteria is not met. The course provides a foundation for progression to art, design & creative media courses such as GCE and BTEC Diplomas as well as enhanced vocational and career pathway.

A GCSE in art equips students as creative thinkers highly valued in today's society. It can open up opportunities to careers in photography, film, video, animation, model making, textiles, fashion, product design, interior design, set design, sculpture, ceramics, jewellery, architecture and many more. Creative industries in the UK continue to grow and be highly successful in their contributions to the economy. A future within the creative industries could be very rewarding.

Open Option. Business GCSE: Pearson

What do our students say..?

'Business has allowed me to explore and understand the world and how businesses operate within it. I have developed test, mathematical and problem solving skills, and learnt in depth the way businesses are run, what they need to achieve and how. It has taught me a great deal and has furthered my independent and group learning skills. With more topics and work to look forward to in the future on the course, I can say I made the right choice'.

Subject Information

Business studies is a dynamic subject that allows for students to develop terminology alongside real life examples from the business world. The course covers a wide range of important business areas such as finance, marketing and operations, providing you with an understanding of the workings of businesses. Throughout the two year course you will analyse a variety of scenarios which are relevant and applicable to situations that occur in the business world. You will study two themes which are assessed in two external exam papers:

Theme 1: concentrates on key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. Students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

Theme 2: examines how a business develops beyond the start up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

In both themes, students must develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates.

Assessment:

Paper 1: Investigating small businesses

Written examination (1 hour and 45 minutes) 90 marks/50% of the qualification

Paper 2: Building a business

Written examination (1 hour and 45 minutes) 90 marks/50% of the qualification

Both papers will consist of calculations, multiple choice, short answer and extended writing questions. Good numeracy and literacy skills will help you in this subject.

Sixth Form and Beyond

Students can go on to study A-Level business; BTEC national business or A-Level economics with a GCSE grade 6 in business or a GCSE grade 5 in English language and maths.

A-Level Economics with a GCSE grade 6 in business OR a GCSE grade 6 in maths..

Possible careers within the business sector: accounting, finance, running your own business, sales management.

Possible careers within economics sector: analyst, investment banking, traders, stock brokers

Open Option. Computer Science GCSE: OCR

What do our students say..?

'I chose computer science because I wanted to understand how technology works beyond just using it. This course challenged me to think logically, solve problems, and develop coding skills that I now use in my studies and everyday life. It built a strong foundation for further learning and gave me the confidence to pursue a career in tech. If you're curious about computers and enjoy problem solving, this subject is a great choice!'

Course Leader:

Mr C Murray

cmurray@queenelizabeths.com

Head of Faculty:

Mr G Lambert

glambert@queenelizabeths.com

Subject Information

If you enjoy solving problems, applying your logical thinking and reasoning skills and have a genuine interest in being technically up to date then read on...

The computer science course has been developed in consultation with industry leaders today such as Google, Microsoft, and Cisco to reflect the requirements and needs of employers. In addition, there has been input from academics and educational bodies with creativity and innovation such as CAS (Computing At Schools).

The course allows you to excel and develop skills in:

- Understanding and applying principles of abstraction, decomposition, logic and algorithms including use of mathematical skills relevant to computer science to solve a variety of real world problems.
- Analysing problems in computational terms and practically solving them with computer programs in different languages, primarily Python.
- Understanding the component details and make up of digital systems and how they network and communicate with other systems, and the impact on the individual and wider society.
- Independent learning and team working.

Assessment: 100% written examination

Paper 1: Computer systems: a written examination paper on systems architecture, memory, storage, network topologies, protocols, system security, and legal, cultural and ethical issues. 40% of overall marks.

Paper 2: Computational thinking, algorithms and programming: a written paper on solving logic problems using programming techniques, robust developments and data representations. 40% of overall marks.

Programming project: a controlled assessment of creative programming solutions to computing tasks set by the board including analysis, design, coding and testing. Students must still do a project, which is conducted in controlled conditions to demonstrate knowledge and understanding, however this doesn't go towards final grade.

Sixth Form and Beyond

A-Level computer science requirement: GCSE grade 6 in computer science or GCSE grade 6 in maths.

This can lead to careers in all IT sectors as well as engineering, manufacturing, banking, project management, retail, and office administration.

Open Option. Dance GCSE: AQA

What do our students say..?

'I chose GCSE dance because I wanted my passion to expand as I learned new styles, and expressed myself through the art of dance. You make many new friends as you are surrounded by people with the same enthusiasm for dance, as well as the teachers being so supportive and kind as they guide you through the lessons helping you to be the best you can be'.

'Dance has allowed me to develop my skills in choreography and performance, as well as understanding all the other elements that dance includes. It has given me the confidence to apply for A-Level dance in sixth form; something that before starting GCSE dance I wouldn't have considered'.

Subject Information

The dance specification is a powerful and expressive course which will engage students regardless of any previous dance experience. It includes both practical and theoretical elements. The practical tasks require students to show performance skills in solo and group work and to choreograph solos and small group dances. The theory work will be supported by an anthology of professional works and will develop students' ability to appraise dances of different styles and cultures.

Opportunities will be provided for students to develop their performance skills not only in lesson time but also by taking part in extra curricular projects. There will be small group tasks as well as whole school events, both in school and in the local community. There will be opportunities to view live dance performances at local and national venues.

Assessment:

Component 1: Practical- performance of a solo and a duet/trio or group choreography (60%)

Component 2: Theory- written examination (40%)

Sixth Form and Beyond

GCSE dance leads to higher level qualifications, such as GCE A-Level dance, and related, vocationally focused qualifications, such as BTEC performing arts. This leads to numerous professions in the performing arts industry as well as careers requiring skills of management, organisation, teaching, coaching, analysis and creativity.

Course Leader: Mrs N Miller
nmiller@queenelizabeths.com
Head of Faculty: Mrs A Payne
apayne@queenelizabeths.com

Open Option. Design and Technology GCSE:

AQA

What do our students say..?

Course Leader and Head of Faculty:

Mr R Wood

rwood@queenelizabeths.com

Subject Information

This course will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on design and technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Core study includes the following headings:

- New and emerging technologies
- Energy generation and storage
- Developments in new materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties.

Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, material techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

Assessment:

50% written examination

- Core technical principles
- Specialist technical principles
- Designing and making principles

50% coursework

- Substantial design and make task

Sixth Form and Beyond

GCSE design and technology can lead to an A-Level in design leading to multiple professions within design/engineering related professions.

Open Option. Drama GCSE: Pearson

What do our students say..?

'We get so many opportunities to watch shows or to do workshops with professionals in the performing arts industry. Whether you want to do acting as a career or not, the course is really useful and engaging!'

Course Leader and Head of Faculty:

Mrs A Payne

apayne@queenelizabeths.com

Subject Information

This course encourages and rewards creativity and will make you enjoy drama even more than you already do. Its focus is on practical **performance work**, underpinned by theoretical reflection, analysis and evaluation. You will develop skills that will support progression into further study of drama and/or a wide range of other subjects.

You will develop your skills in **devising**, in working from **scripts**, in working with others, in **evaluating performance**, in exploring characters and different performance styles. You will do this surrounded by people who share your enthusiasm and energy for the subject, including your teachers. Drama provides students not only with skills in acting and performance but many desirable transferable skills such as confidence, public speaking, critical thinking and teamwork. We also offer **design** routes as part of GCSE drama, students can opt to design the **lighting** or **sound** within component 1 and component 2. We have recently invested in the upgrade of our studio with the most up to date sound and lighting equipment to support students on this journey.

Entry Requirements

If students would like to take Drama GCSE, they will need to submit a 'self-tape' audition or recorded technical presentation alongside their options form. Further information and submission requirements will be available on the year 9 google classroom following the options evening. **Group performance makes up a significant part of our course and so students should ensure they have a high level of attendance, willingness to work with all and confidence to perform in public.**

Assessment:

Component 1: Devising (design routes available). Practical Performance and coursework (40%)

Component 2: Performing from a text (design routes available). Practical Performance (20%)

Component 3: Written Exam (includes live theatre evaluation) (40%)

Sixth Form and Beyond

We offer A-Level drama & theatre studies and BTEC performing arts national diploma & extended certificate. The entry requirements are:

Route A: GCSE grade 5 in drama

Route B: If you don't study GCSE drama you can instead join with GCSE grade 5 in English Language and by being able to demonstrate a commitment to drama with participation in extracurricular clubs/productions or within the local/national community.

Open Option. Food Preparation and Nutrition GCSE: AQA

What do our students say..?

'I chose food preparation and nutrition because I have a passion for cooking and experimenting with food. I love learning about nutrients and healthy eating and what you need to fuel your body'.

Course Leader:

Miss S Stough

[sstough@queenelizabeths.com](mailto:ssstough@queenelizabeths.com)

Head of Faculty:

Mr R Wood

rwood@queenelizabeths.com

Subject Information

This GCSE has been designed to link the subject content very closely to the practical aspects. There is a strong emphasis on the theoretical side, which is put into practice through practical tasks. In year 10, students will be widening and refining their theory knowledge and practical skills, preparing meat, fish, fruit and vegetables; using equipment and a variety of cooking methods; preparing, combining and shaping a wide range of food products. The subject content covers food, nutrition and health, food science, food safety, food choice and food provenance. In year 11, students will carry out two non examination assessments which consist of a food investigation task, involving the production of a substantial written document linking to food science, and a presentation linking to food preparation. In both pieces of work, research and planning is carried out before a practical assessment and evaluation. There will also be a written examination, which is 50% of the grade, highlighting the importance of theoretical knowledge. Our aim is to enable students to learn about the many aspects of food in an enjoyable and creative manner.

Assessment:

50% written examination

50% coursework

Sixth Form and Beyond

There is currently no A-Level available in this subject nationally. However students can progress to degree level food and nutrition courses with A-Levels in chemistry and biology. Catering courses are available post 16 through other providers.

This course can lead to study in catering college courses. It will be of benefit if you are considering working in catering, food retail, food manufacture, food media, consumer protection or trading standards. This course also links closely to careers in sports, nutrition and healthcare as we look at nutrients and how it helps the body to function.

Open Option. Graphic Communication

GCSE: AQA

What do our students say..?

'I really enjoy my GCSE graphic lessons because they allow me to express my creativity while learning new techniques. I love how every project is a different topic that challenges me to develop my ideas into something visually exciting. It's so satisfying to see my designs come to life!'

Course Leader:

Mrs C Parsons

cparsons@queenelizabeths.com

Head of Faculty:

Mrs C Darley

cdarley@queenelizabeths.com

Subject Information

This is a creative and dynamic subject that blends artistic skills with the principles of design and visual communication. It allows students to explore various aspects of graphic design, from traditional techniques to modern digital practices. It helps students develop the ability to convey ideas through visuals, using a range of media and tools. Throughout the course, students will be introduced to different design themes, building the necessary skills to produce high quality graphic work.

In year 10 students are introduced to a variety of design projects that provide a foundation in graphic communication. These projects explore both practical skills and theoretical knowledge, with students gaining an understanding of design history, principles, and key techniques.

Year 11 is focused on the development of two major projects, where students will apply the skills and knowledge gained in the previous year.

1. The sustained project is a self directed unit that allows students to explore a specific theme or concept in greater depth. Students will be encouraged to choose a topic that interests them, such as advertising, environmental design, or social media campaigns, and develop a series of related graphic designs. They will conduct research, generate ideas, create prototypes, and refine their work, ultimately producing a final outcome that demonstrates both their technical skills and creative thinking. This project is an opportunity for students to showcase their personal style and ability to manage a design process from concept to completion.
2. The externally set assignment (ESA) is a controlled assessment that is issued by the exam board. Students are provided with a brief that they must respond to through a series of design solutions. This could cover a wide range of graphic design areas, from branding and advertising to product packaging or digital media. Students will have a set period of time to complete their work, allowing them to apply their skills under timed conditions. This unit tests their ability to work independently, meet deadlines, and develop creative solutions to a specific design challenge.

Assessment:

Component 1: Portfolio (60%)

Throughout both years, students will develop their practical skills, experiment with different media, and refine their ability to communicate ideas visually.

Component 2: Externally Set Task (40%)

This consists of a 10 week planning and preparation period in year 11 followed by a 10 hour exam. All work is marked and moderated by the centre and externally moderated by visiting AQA moderator in June.

Sixth Form and Beyond

GCSE grade 5 (ideally grade 6) in graphics or GCSE grade 5 (Ideally grade 6) in an art & design/ design technology subject. A portfolio of work and interview process will be used to support applications, particularly if demand for the subject is high. It can also lead to apprenticeships within the printing and creative industries.

Open Option. Health and Social Care Cambridge National Level 1/2: OCR

What do our students say..?

'I chose health and social care because I wanted a career in nursing. I enjoyed this subject because you learn about how people are cared for, and it was interesting learning about how people develop and the effects different things have on their lives. After the OCR national, I plan to take health and social care at post 16 at QE to learn more and continue towards my career choice'.

Subject Information

The OCR level 1/2 Cambridge national certificate in health and social care is a relatively new course specification that started in September 2022. It consists of two mandatory units and one optional. This will help you to develop independence and confidence in using skills that would be relevant to the health and social care sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as: communicating effectively with individuals or groups. Communication is at the heart of health and social care and is taught or applied in all, researching topic areas and recording research sources, then using them to interpret findings and present evidence, planning creative activities or health promotion campaigns; this will involve managing time and identifying aims, purpose, resources, and methods.

R032: Principles of care in health and social care settings: you will learn about the key topics that are important when caring for and protecting people in health and social care. These include: the rights of service users in health and social care settings, person centred values, effective communication in health and social care settings, protecting service users and service providers in health and social care settings

R033: Supporting individuals through life events: you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include: life stages, impacts of life events and sources of support.

R035: Health promotion campaigns: you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign. Topics include: current public health issues and the impact on society, factors influencing health, plan and create a health promotion campaign, Deliver and evaluate a health promotion campaign.

Assessment:

R032: Principles of care in health and social care settings. Assessed by an external exam.

R033: Supporting individuals through life events. Assessed by a set assignment, marked internally and externally moderated.

R035: Health promotion campaigns Assessed by a set assignment, marked internally and externally moderated.

Sixth Form and Beyond

To study this subject at key stage 5: OCR national merit grade in health & social care OR GCSE grade 5 in English language or literature

Students who have studied health and social care have gone on to do midwifery, nursing, teaching, social care and medicine.

Course Leader and Head of Faculty:

Mrs A Leach

aleachqueenelizabeths.com

Joint Head of Faculty:

Mrs S Jones

sjones@queenelizabeths.com

Open Option. Media Studies GCSE: Eduqas

What do our students say..?

'Lessons are super fun! They have allowed me to make new friends. Thank you'.

Subject Information

Learners study a range of media forms: advertising and marketing, film, magazines, music video, newspapers, online media, radio, television and video games. We live in a world where we are surrounded by media: the internet, TV, film, radio, magazines, papers...the list goes on. Not only is media studies interesting and relevant, it gives you valuable skills to help understand the world around us. Relying on analytical skills developed through the study of English we analyse texts for meaning and explore how the media has had a significant effect on the society we live in. The subject links well with a variety of other courses, in particular English, business, sociology and even psychology.

Assessment: 70% Exam/30% Coursework

Component 1: Exploring the Media (1 hour 30 minutes) (30%)

Section A: Exploring media language and representation focuses on a choice of set texts from each of the following platforms: newspapers, magazines, print advertisements.

Section B: Exploring media industries and audiences requires learners to study the influence of relevant social, cultural, industry and historical contexts on media products including: film (industry only), newspapers and radio.

Component 2: Understanding media forms and products (1 hour 30 minutes) (40%)

Section A: Television. Learners will study two contrasting crime drama or sitcom programmes set by Eduqas.

Section B: Music (music videos and online media). Learners will study two contemporary music videos chosen by Eduqas as well as the online, social and participatory media surrounding the artists. Learners will also be required to study a comparative video from the 1980s-90s to understand conventions and changing representations.

Coursework Component 3: Creating media products (30%)

Learners will create an individual media production 2-3mins in length; applying their knowledge and understanding of media language and representation. This can be in the form of a music video, a magazine front cover, a DVD cover or 2 min thriller.

Sixth Form and Beyond

The creative and digital media sector is growing faster every day and the prospects and apprenticeships available to school leavers are becoming ever more exciting and varied. Careers include marketing and advertising, all areas of media production including film, television and radio, journalism, animation and visual effects. Media studies has a substantial academic content and is an acceptable A-Level for a large number of university courses.

'In the modern world, media literacy will become as important a skill as maths or science'.

Tessa Jowell, Former Secretary of State for Culture, Media and Sport.

Course Leader:

Mrs L Hunnisett

lhunnisett@queenelizabeths.com

Head of Faculty:

Mrs A Payne

apayne@queenelizabeths.com

Open Option. Music GCSE: Eduqas

What do our students say..?

'I enjoy studying music because it teaches you much more than how to identify a key signature; you learn about the context of music pieces, the intentions of the composer and the effect on the listener. I love how we get to develop our own styles and take inspiration during class to become better musicians'.

Subject Information

GCSE Music encourages students to engage critically and creatively with a wide range of music. At the start of the course they must already be learning to play an instrument or be a confident vocalist. To be successful, students should have a private instrumental/singing teacher and be used to practising independently. Students will have the opportunity to explore music by composers of many genres: pop/rock/jazz and blues (Toto's *Africa* is one of the two set works), western art music (the other set work is by Bach), music for film, and world music. This exciting repertoire covers the development of music from 1692 onwards.

Lessons aim to explore these set works in a practical way, performing excerpts of this music whenever possible in groups. Opportunities for student composition are many and varied, in any genre.

Assessment:

The course has three components :

Performing (30%): two solo/ensemble performances

Composing (30%): two compositions, one to a set brief, the other a free composition. Together they must total three minutes minimum.

Appraising (40%): an exam testing students' understanding of instrumental, vocal, stage and screen music, and fusions. Taught through the study of 2 set works plus wider listening.

Sixth Form and Beyond

Rock School Music Practitioner Subsidiary Diploma Level 3

GCSE grade 5+ in music or merit + in BTEC music tech award level 2 or equivalent

OR very strong instrumental skills fundamental to the successful completion of this course, judged through informal audition via video.

GCE Music: GCSE grade 5 in Music

This qualification will equip you for the world of work or to move on to further education. Possible careers in the music industry include performer, composer, recording engineer, teacher, and numerous positions in the creative arts industries.

Course Leader:

Mr S Glover

sgloverqueenelizabeths.com

Head of Faculty:

Mrs A Payne

apayne@queenelizabeths.com

Open Option. Physical Education GCSE: Pearson

What do our students say..?

'You should choose GCSE PE if you love being active and want to find out more about how to improve your

performance. Not only do you improve your sports performance

but you also learn about the human body from an athlete's perspective.

The thing we love about this course is it is not just exam based but there is practical aspects to it as well. It helps to develop our understanding of the physical demands in your chosen sports as well as others. We look forward to lessons because they are fun, interesting and you always learn something new. GCSE PE is helping us improve our sports and we are sure it would do the same for you'.

Course Leader and Head of Faculty:

Mr S Green

sgreen@queenelizabeths.com

Subject Information

This qualification is delivered by an experienced team of teachers with a background in sports science, it consists of four components.

Component 1: Fitness and body systems. Students will develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training.

Component 2: Health and performance. Sports psychology will be introduced, with a focus on skill development through relevant practice, guidance and feedback, as well as key socio cultural influences that can affect people's involvement in physical activity and sport.

Component 3: Practical performance. Students will be required to perform in three different physical activities in the role of player/performer. They will be required to demonstrate their skills in practice and competitive situations.

Component 4: Personal exercise programme. This is to assess students' skills in analysing and evaluating performance through a personal exercise programme (PEP) in order to improve/optimize performance in a chosen physical activity.

Component	Time Allocation	Qualification Percentage	Marks	Overview
1	1 hour 30 minutes	36%	80	Written exam
2	1 hour 15 minutes	24%	60	Written exam
3	N/A	30%	105 (35 per activity)	Practical assessment
4	N/A	10%	20	Written coursework

Sixth Form and Beyond

Students can go on to study A-Level physical education or Level 3 BTEC Sport

A Level Physical Education: GCSE PE grade 5 or distinction in BTEC sport

OR GCSE science grade 5 or English grade 6

Level 3 BTEC Sport: Merit in Level 2 BTEC sport or distinction in any other Level 2 BTEC OR English language grade 5

Open Option. Psychology GCSE: OCR

What do our students say..?

'When I first heard about the topics studied instantly I was fascinated because it's so different from the other subjects offered at QE. We look at why we think and behave the way that we do and look into the brain's functions. It's a great subject choice even if you're still unsure of what you want to do when you leave school because it opens so many doors. Personally it is one of my favourite topics because it is so different from the rest of your timetable'.

Subject Information

GCSE psychology aims to engage students in the process of psychological enquiry so that they can develop as critical and reflective thinkers. This is one of the more challenging GCSEs and would appeal to those who are highly motivated and enjoy the critical exploration of psychological research and approaches.

The aim of psychology is to understand the motivation, causation and patterns in human behaviour. Psychology contains competing perspectives and ideas on the causes and factors which effect behaviour so you will learn to explain behavioural trends from different approaches by looking at psychological studies and research. Students who select this option will investigate research and acquire an understanding of crime and criminality, development, mental health issues and problems which individuals face, the influence of authority figures and group behaviour on individual's behaviour, patterns of sleep and dreaming and the ways in which psychological research can be carried out.

Students choosing psychology must have a minimum target grade of 5 in English language in order to access the course content, plus a good level of maths

You do not have to study psychology GCSE to select the psychology A-Level course

Assessment: 100% examination

Studies and applications in psychology 1: criminal psychology; development; psychological problems; research methods. **50% of the course, 90 marks, 1 hour 30 exam**

Studies and applications in psychology 2: social Influence; memory; sleep and dreaming; research methods. **50% of the course, 90 marks, 1 hour 30 exam**

Sixth Form and Beyond

Psychology provides a good foundation for progressing on to study psychology post-16 as well as other related subjects such as biology, health & social care, child development, sociology and PE.

Route A: Grade 6 in GCSE psychology or sociology

Route B: Grade 6 in English language (good level of maths needed)

Open Option. Sociology GCSE: WJEC Eduqas

What do our students say..?

'Sociology is one of my favourite subjects, it's helped me develop a wide range of knowledge and understanding about society, and how sociologists study and understand its structures, processes and issues. Sociology is exciting, interesting and relevant towards my own life and now I look at life with a more sociological mindset'.

Subject Information

GCSE sociology offers students the opportunity to understand how different individuals, groups and institutions shape society. Families and households focuses on the purpose and function of the family, diverse family structures, laws and changes in family practices, gender roles and relationships and divorce. They will also look at how the family as an institution is problematic from sociological perspectives. Education looks at inequality within the education system which may influence life chances, students' treatment and educational success. They will learn about teacher and pupil relationships, subcultures or peer pressure, lack of money and different values and how class, ethnicity and gender affect success. Crime and deviance is one of the most exciting topic areas and students will look at trends in criminal behaviour based on class, gender, age and ethnicity, police and biased policing and law making, the treatment of offenders and the sociological theory on crime in society. Finally, Stratification looks at how social groups are divided and have different levels of power and chances of success in society, for example why we have a continuing gender pay gap when women are in their 30s and is this problematic or just practical?

Students choosing Sociology are recommended to have a target grade of 6 in English due to the essay based nature of the course – this is a recommendation, not a requirement.

Assessment: 100% examination

Understanding Social Processes- Paper 1: key concepts and processes of cultural transmission, families, education, sociological research methods

Written exam: 1 hour 45 minutes, 100 marks 50% of GCSE

Understanding Social Structures- Paper 2: Social differentiation and stratification, crime and deviance, applied methods of sociological enquiry

Written exam: 1 hour 45 minutes, 100 marks 50% of GCSE

Sixth Form and Beyond

Many students go onto study A-Levels in subjects such as sociology, psychology, history, english, health and social care, law and philosophy and ethics. They have progressed into careers such as journalism, law, police, social work, the civil service and teaching.

Route A: Grade 5 in GCSE sociology or psychology or merit grade in OCR national health and social care

Route B: Grade 5 in English language or literature

Head of KS4 Sociology:

Mrs A Leach

aleach@queenelizabeths.com

Teacher of Sociology:

Mr M Oldfield

moldfield@queenelizabeths.com

Teacher of Sociology:

Mr J Bicknell

jbicknell@queenelizabeths.com

Subject Information

This provides students with an insight into what it is like to work in the sport sector, offering a broad introduction that keeps future options open and supports informed decisions about further learning and career pathways.

Component 1: Taking part and improving other participants sporting performance: this will explore the different types of provision and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

Component 2: Taking part and improving other participants sporting performance: students will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

Component 3: Developing fitness to improve other participants' performance in sport and physical activity: students will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

Assessment:

Component	Assessment Title	Assessment Type	Assessment Method	Guided Learning Hours
1	Preparing Participants to Take Part in Sport and Physical Activity	Internal	Coursework	36
2	Taking Part and Improving Other Participants Sporting Performance	Internal	Coursework	36
3	Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity	External (Synoptic)	Exam	48

Sixth Form and Beyond

Students can go on to study A-Level PE or Level 3 BTEC Sport:

A Level Physical Education	Level 3 BTEC Sport
Route A: GCSE PE Grade 6 or Distinction in BTEC Sport Tech Award Route B: GCSE Science Grade B or English Grade 6	Route A: Merit in Level 2 BTEC Sport tech Award or Distinction in any other Level 2 BTEC Route B: English Language Grade 5

Open Option. Textiles GCSE: AQA

What do our students say..?

'I enjoy experimenting with different techniques like embroidery and fabric manipulation. It's really rewarding to create something from my own designs with my own hands. Textiles has definitely sparked my creativity and passion for fashion and interior design!'

Course Leader:

Mrs C Parsons

cparsons@queenelizabeths.com

Head of Faculty:

Mrs C Darley

cdarley@queenelizabeths.com

Subject Information

GCSE Textiles offers students the opportunity to explore the world of fabric, design, and garment production. The course combines creative skills with technical knowledge, encouraging students to develop a variety of textile techniques and explore both fashion and interior design applications. Students will learn how to design, create, and evaluate textiles, gaining an understanding of the industry and the processes involved in textile production.

Through hands on projects, students will develop their creativity, problem solving, and technical skills, which will be essential for the completion of their final coursework and examination.

Year 10: Students focus on building a solid foundation of skills and techniques in textiles, allowing them to experiment and refine their abilities. The focus is on exploring different fabric types, textile techniques, and design concepts, along with understanding the environmental and ethical considerations in textile production.

Year 11: Students will focus on developing and refining their textile projects, with two major pieces of work that demonstrate their skills and understanding: the sustained project and the externally set assignment.

Sustained Project: This is an independent and self directed unit that allows students to explore a theme or concept in depth. Students will choose a specific area of interest in textiles, such as fashion design, costume design and create a series of designs that showcase their skills and creativity. They will conduct research, explore various techniques, and produce a range of final outcomes. The project involves the design process from initial concept and sketching to the development of prototypes and the final product. This demonstrates both technical ability and creative exploration.

Externally Set Assignment (ESA): This is a controlled assessment issued by the exam board. Students will be given a brief that they must respond to, allowing them to demonstrate their design process in a timed environment. The brief could cover a variety of textile applications, such as creating a garment for a specific event, designing a home accessory, or creating a collection based on a cultural or historical theme. Students will have a set period to complete their work, starting with initial research and design development, followed by the creation of their final piece. This assesses students' ability to apply their skills under exam conditions, manage their time effectively, and produce a final design solution that meets the brief.

Assessment:

Component 1: Portfolio (60%)

Component 2: Externally Set Task (40%)

Students will complete an externally set task in year 11, which consists of a 10 week planning and preparation period followed by a 10 hour exam. All work is marked and moderated by the centre and externally moderated by visiting AQA moderator in June.

Sixth Form and Beyond

Route A: GCSE grade 5 in textiles (ideally grade 6)

Route B: GCSE grade 5 in art (ideally grade 6). A portfolio of work and interview process will be used to support applications, particularly if demand for the subject is high.

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Notes:

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