

2024-2026



Key Stage 4 Options Booklet

For current Year 9 students

Delivering Academic Excellence

Queen Elizabeth's school QE

Table of Contents

Introduction

- P3-5 Welcome & Information for Students
- P6-8 Making your Option Choices

Subject Profiles

- P9 Core Subject Mathematics GCSE
- P10 Core Subject English Language and Literature GCSE
- P11 Core Subject Science GCSE
- P12 Core Subject Religious Studies GCSE
- P13 English Baccalaureate French GCSE
- P14 English Baccalaureate Spanish GCSE
- P15 English Baccalaureate Geography GCSE
- P16 English Baccalaureate History GCSE
- P17 Art GCSE
- P18 Business GCSE
- P19 Computer Science GCSE
- P20 Dance GCSE
- P21 Design & Technology GCSE
- P22 Drama GCSE
- P23 Food Preparation and Nutrition GCSE
- P24 Graphic Communication GCSE
- P25 Health & Social Care CNAT
- P26 IT Creative iMedia CNAT
- P27 Media GCSE
- P28 Music BTEC
- P29 Music GCSE
- P30 Physical Education GCSE
- P31 Psychology GCSE
- P32 Retail Business BTEC
- P33 Sociology GCSE
- P34 Sport BTEC
- P35 Textiles GCSE
- P36 Triple Science GCSE

P37 Contact Information

Dear Year 9,

Welcome to your Year 9 Options booklet. This booklet outlines all the information, advice and guidance that will help you make the best decisions about which subjects to study over the next two years. Use this alongside the information you will receive at our Options Evening and our Options Assembly. In Year 9, you currently have had a broad and balanced curriculum to enable you to experience a variety of subjects that can help to inform your choices at Key Stage 4 (Years 10 and 11) and beyond.

Why is it important?

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, so we will offer as much support as we can to ensure that you follow the right path. Make sure that you speak with your parents about your intended Key Stage 4 choices as they can support you in this decision. No-one can choose your options for you and a range of support is available to help you decide which subjects will help you achieve your aspirations.

There are people in school who can help, such as:

- Your tutor / Head of House
- Your current subject teachers / teachers of new subjects who you will meet at Options Evening
- House Chaplains

Remember that 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 / career path you are interested in.

You should also ask yourself:

- What subjects am I good at? *This is the key indicator for likely success in a subject*
- What subjects do I enjoy most? *Enjoyment and examination success often go hand in hand*
- What are my skills and interests? *Often these can help support your subjects within school*
- Do I know what I want to do in the future? *Use Unifrog to help you (details on next page)*
- How will I be assessed in the subject? *Will it be all exam based or include coursework?*
- Will I have a good balance of subjects? *Do I have a variety of subject and lesson styles?*

Do not choose an option because:

- Your friends are choosing it - *they may not be in the same class and friendships change over time*
- You like your teacher - *you may have a different teacher you next year*
- You think it will be easy - *there are no easy Key Stage 4 Options, all have challenge and require your full engagement and excellent work ethic*

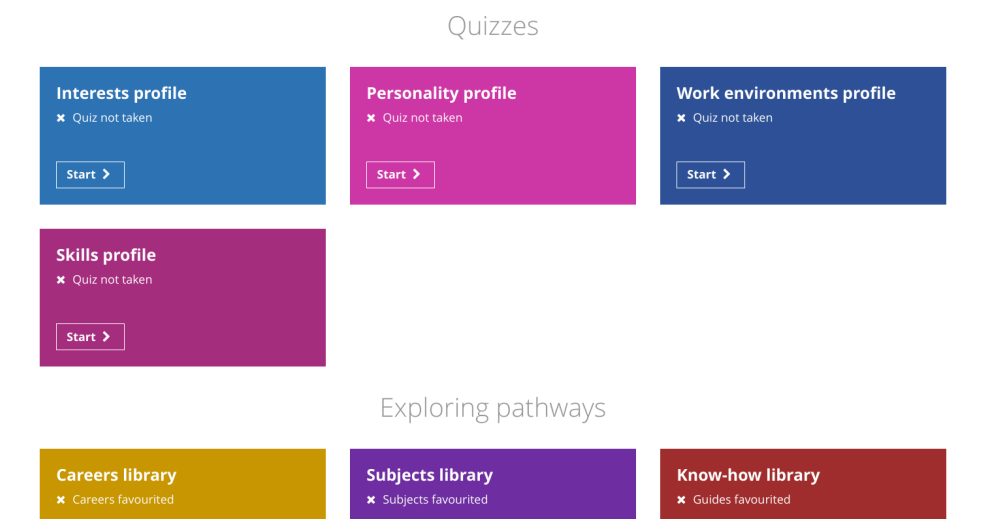
A Level and Career Progression

Each subject profile contains information on the requirements to study this at A Level. These are the routes to study the subject in Sixth Form at Queen Elizabeth's School.

Make sure you seek the guidance and support needed to be confident with your subject choices.

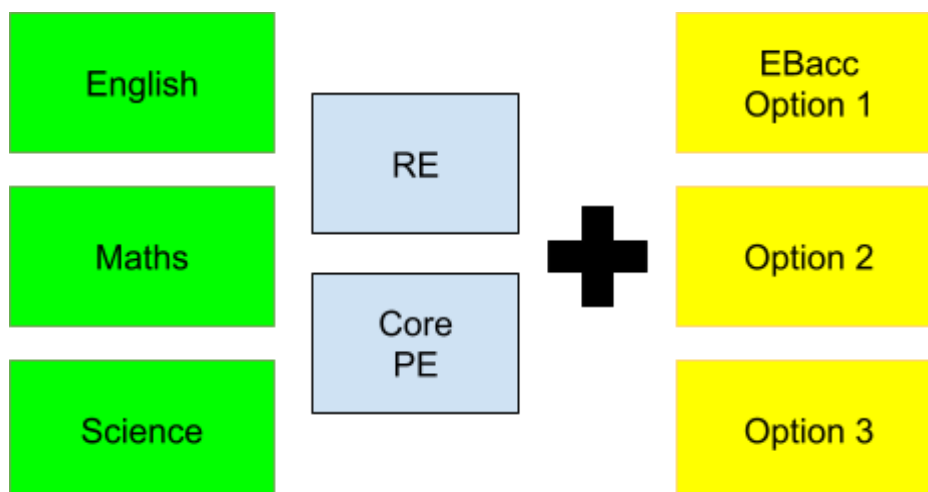
Unifrog - Online Careers Platform

You can access your [Unifrog](#) account to help guide you on career choices and destinations and we would advise you to look through this with your parents over the next month, before you submit your option choices. You can use the Unifrog site to help you explore the careers currently available, give you an indication of pathways you may be good at (use the interests, personality, work environments and skills profiles) and what routes you can take to get there. Remember some career paths you could go down, aren't even thought of yet!



What will I study in Years 10 and 11?

All students will study core GCSEs in English, Mathematics, Science and RE; supplemented by a Personal Development Curriculum delivered through PE and tutorial sessions. You have the opportunity to select 3 further option subjects to create a curriculum that is personalised to your interests and aspirations. The subjects you choose at this stage may determine the courses that you can study in sixth form or further education for your future career path. A Level subject criteria has been included to help you make your choices, however this is subject to change depending on course changes in the future.



Key Stage 4 Curriculum

It is our aim to provide a **broad and balanced education** which keeps your career and further education options open for as long as possible and also gives you the chance to **follow your individual interests**, enabling you to develop your own particular abilities both inside and outside the classroom.

As you may be aware, the changes to Key Stage 4 courses ensure that all students have access to a core curriculum that makes them competitive learners within the country. Universities and employers agree that future students will need a deeper understanding of the subject and a resilience to cope with more independent learning styles in order to be successful. GCSEs have been reformed to meet these demands, with the removal of nearly all controlled assessment in favour of traditional terminal exams.

GCSEs are now **linear** i.e. students will typically take all their **exams at the end of Year 11** rather than taking modules throughout the course as was previously the case. This is the same in all schools in England and results from a change in government policy on the way GCSEs are run, including the grading on a 1 to 9 scale rather than the previous A* to G scale.

BTEC Level 1/2 Firsts, VCEs and OCR Level 1/2 Cambridge National courses are offered as an alternative to GCSEs in some subjects. They have an internal as well as external assessment element. These qualifications are graded Pass, Merit and Distinction.

There is now an emphasis on students achieving the **English Baccalaureate (EBacc)**. The English Baccalaureate is not a qualification in itself, but recognises where pupils have secured a grade 4 or better across a core of academic subjects – English, Mathematics, Sciences, History or Geography, and a Language.

For students hoping to go to university, The Russell Group guide on making informed choices for sixth form education identifies **‘facilitating subjects’** at A Level. These are 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 identify are those included in the English Baccalaureate – ***Mathematics, English, Physics, Biology, Chemistry, Geography, History and Languages.***

It is important that you choose your options carefully as decisions you make now will affect your future pathway. To keep your career and further education options open you will need to consider subject choices that enable you to achieve the English Baccalaureate.

Making your choices

Our curriculum is arranged in 2 parts, a core of compulsory subjects and option subjects.

Compulsory subjects: English, Mathematics, Science, and Religious Education

Option subjects: You have a choice of **three** options, **for all students at least one option subject must be an English Baccalaureate subject.** To achieve the EBacc we recommend you choose two EBacc subjects: one an MFL subject, or one of History or Geography. This will then leave you with a final open option. Please note, you can only choose 1 of the subjects within the subject pathway marked with an asterisk*.

EBacc Option 1	EBacc Option 1: History, Geography, Spanish or French
Option 2	EBacc Option 2: History, Geography, Spanish or French or Open Option Choice
Option 3	Open Option Choice

First Choice Subject

You will need to indicate which of the subjects is the one you absolutely want and don't want to compromise on. We will endeavour to ensure all students receive their first choice subject.

Reserve Choice

Students must make **ONE** reserve choice in case subjects are unavailable due to timetable restrictions or small numbers opting, making the subject unable to run. We use this if we are unable to allocate any of your chosen options.

Choosing your options

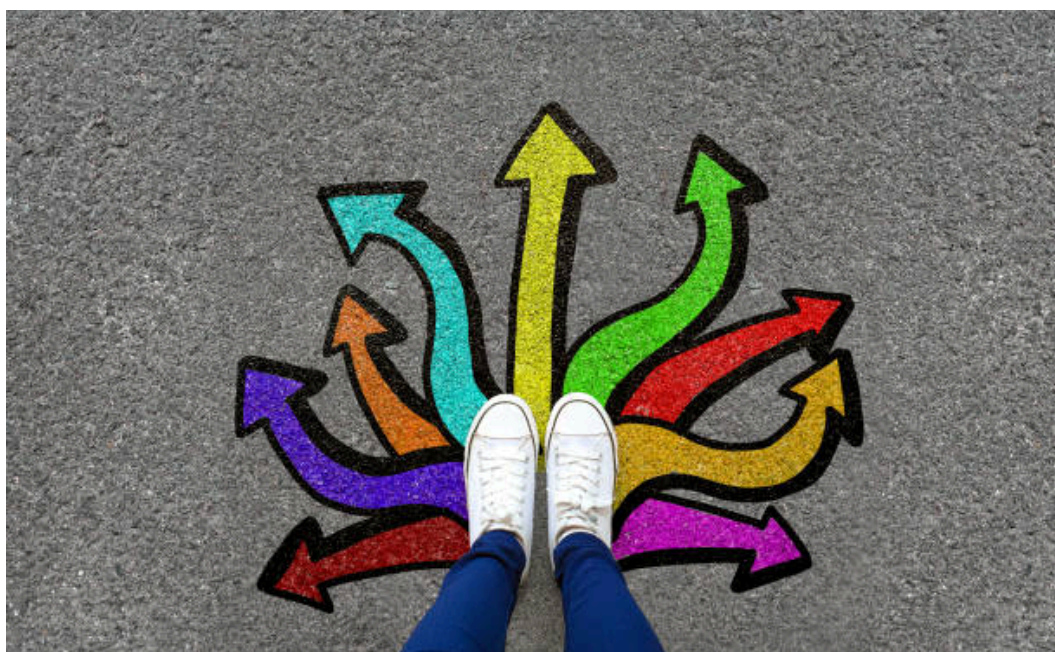
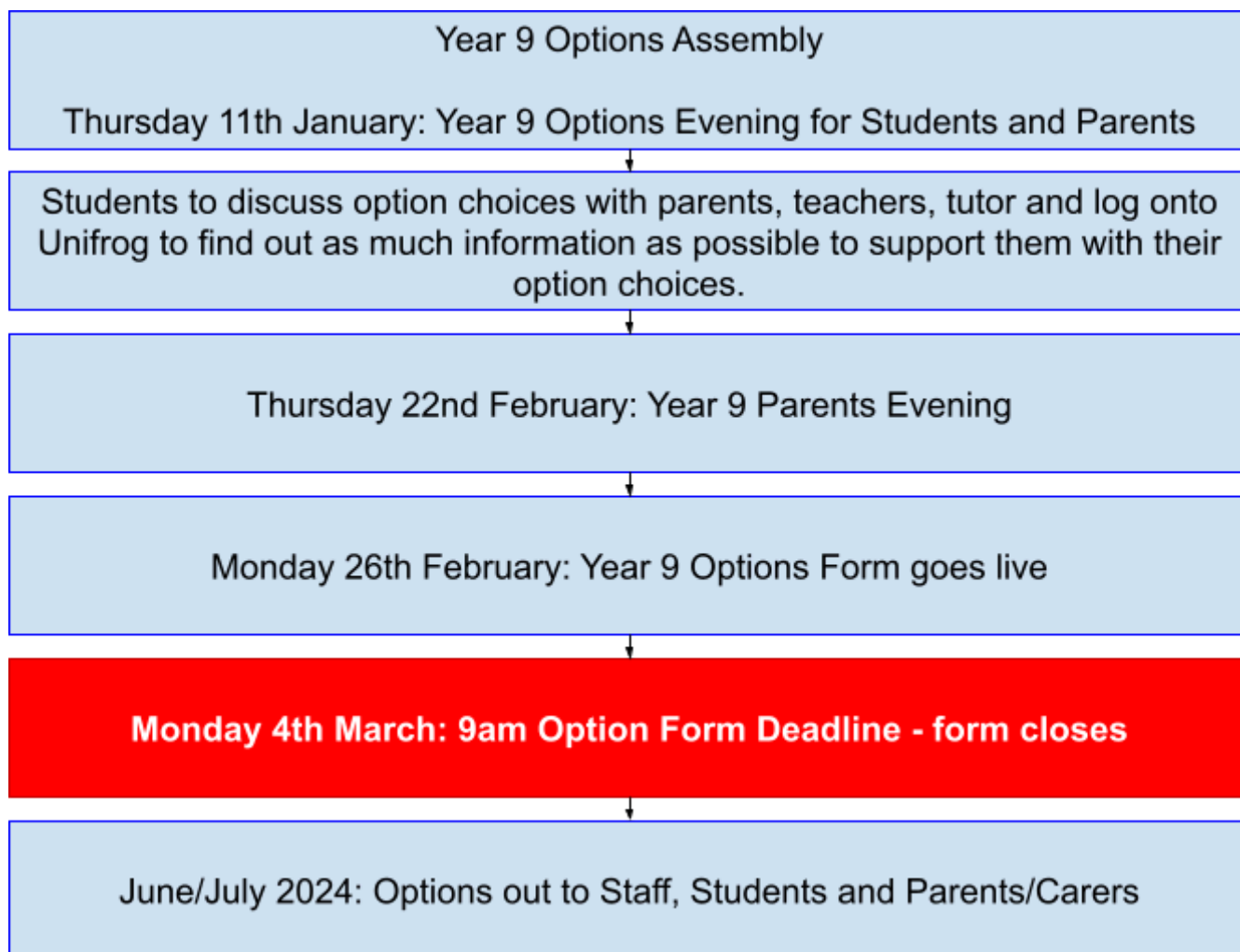
You have open choices for all option subjects this year. We will endeavour to accommodate all options chosen and will allocate as follows:

1. Endeavour for all students to receive their first choice option subject
2. Ensure all students have at least 1 EBACC subject choice
3. Consideration of numbers within subjects to ensure we can run and staff the subject appropriately
4. Allocate the rest of the options - individual conversations where choices cannot be accommodated

It is vital that you fill the form out correctly to ensure we can accommodate your choices. *Failure to choose an EBACC subject, place a first choice subject, or reserve, may place your option form to the bottom of the list.* **The options form will be emailed to you on Monday 26th February after the Y9 Parents Evening on Thursday 22nd February.** Please complete this by **8am on Monday 4th March.**

We are constantly reviewing our provision and additional and/or alternative courses may be offered. If it appears that some courses are going to generate insufficient interest they may be withdrawn from the programme.

Year 9 Options Process Timeline 2024



Subject Choices

EBacc Subject Options

- ☐ Geography
- ☐ History
- ☐ Spanish
- ☐ French

Open Subject Options

- ☐ *Art GCSE **or** Textiles GCSE **or** Graphic Communication GCSE
- ☐ Design and Technology GCSE
- ☐ *Business Studies GCSE **or** Retail Business Technical Award
- ☐ Drama GCSE
- ☐ Computer Science GCSE
- ☐ Dance GCSE
- ☐ Food Preparation and Nutrition GCSE
- ☐ Health and Social Care CNAT
- ☐ IT Creative iMedia CNAT
- ☐ *Music GCSE **or** Music BTEC
- ☐ Media GCSE
- ☐ *PE GCSE **or** Sport BTEC
- ☐ Psychology GCSE
- ☐ Sociology GCSE
- ☐ Triple Science GCSE

First choice subject: _____

Reserve choice subject: _____

*Only one of these subjects can be chosen

GCSE Music - you MUST be able to read traditional notation

Note: A course may not be offered if there are too few students wishing to study that subject and some courses have limited numbers.

Core Subject

Mathematics - GCSE - Pearson

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. The course provides a strong foundation of skills which enable students to make progress across a number of different subjects, such as Science, Geography and Business, as well as GCSE Mathematics itself.

Students' GCSE grades are made up from three examinations and we regularly provide opportunities for students 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 we have a number of online resources, such as Sparx Maths. Alongside GCSE Mathematics, 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 is a non-calculator paper
- Papers 2 and 3 are calculator papers

Each paper is 1 hour and 30 minutes.

Foundation papers are grade 1 – 5.

Higher papers are grade 4 – 9.

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

Student Profile

"Maths is surprisingly fun"

"Maths is challenging but very rewarding"

"The way Maths was taught made it easier to understand"

"You are always going to need Maths"

- Year 11, 12 and 13 pupils.

Sixth Form Progression / Related Careers

We offer A Level Mathematics and Further Mathematics and Level 3 Core Mathematics as part of 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 Further Mathematics.

Need more Information?

Course Leader

Mr T Baguley

Head of Faculty

Mr T Baguley

Core Subject

English Language and Literature - GCSE - AQA

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 and 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.

Assessment

100% written examination

English Language Paper 1 – Explorations in Creative Reading and writing 1.45 hours

English Language Paper 2 – Writer's viewpoints and perspectives 1.45 hours

English Literature Paper 1 – Shakespeare and 19th Century novel 1.45 hours

English Literature Paper 2 – Modern texts and poetry 2.15 hours

Student Profile

'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!' **Dylan Saberton – Stuart House**

Sixth Form Progression / Related Careers

A Level entry requirement is a Grade 6 in both English Language and Literature

Need more Information?

Course Leader

Mrs J Farmer

Head of Faculty

Mrs J Farmer

Bluebells and Stone - Becca Legg – Lancaster House

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

Core Subject

Science - GCSE - AQA

Subject Information

Combined Science is a joint award that looks at all three science disciplines (Biology, Chemistry and Physics) but is worth two GCSEs upon completion. Students receive a double grade at the end, i.e 65, which means they will receive both a grade 6 and a grade 5.

The aim of the course is to:

- Develop scientific knowledge and conceptual understanding - It provides a good grounding in all 3 Sciences.
- Develop understanding of the 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

What skills will I 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 21 required practicals you must complete.

Assessment

100% written examination, students will sit six 1h 15 min exams.

2 x Biology papers

2 x Chemistry Papers

2 x Physics Papers

The combined scores in all 6 papers will produce a double grade at the end.

Sixth Form Progression

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

A Level Biology – A minimum of a 6:5 in combined Science, 5 in GCSE Maths, 6 in GCSE English

A Level Chemistry –

A minimum of a 6:5 in combined Science, 6 in GCSE Maths, 5 in GCSE English

A Level Physics – A minimum of a 6:5 in combined Science, 6 in GCSE Maths, 5 in GCSE English

Need more Information?

Course Leaders

Biology – Mrs S Grant

Chemistry – Mrs A Jenner

Physics – Mr B Smith

Head of Faculty

Mr D Thompson

Core Subject

Religious Studies - GCSE - AQA

Subject Information

Religious Studies is taken by all students as part of their preparation for life in a multicultural society. It is a legal requirement under the Education Act. The aim is to help each student think critically about religious, moral and social issues. Students develop verbal and written skills and should be able to express a well-informed and clearly thought out viewpoint. As part of the GCSE students will focus on exploring beliefs, practices and teaching of two world religions; Christianity and Islam. The course then explores ethical issues from religious viewpoints, themes included are:

Theme A: Relationships and families
 Theme B: Religion and Life
 Theme D: Religion, peace and conflict
 Theme E: Religion, crime and punishment

Assessment

100% written examination

Student Profile

"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. At GCSE 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. RE has helped me grow in confidence with developing these skills and I thoroughly enjoy the subject. RE at GCSE is thought provoking and challenging, developing useful written skills that help me with my other subjects and has encouraged me to share my ideas to my peers."

Joshua Hatchard - Lancaster House

Sixth Form Progression / Related Careers

GCSE Religious Studies is designed to promote transferable skills in communication, analysis, evaluation and decision-making — 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 level 6 in English.

Need more Information?

Course Leader/Head of Department

Mrs E Willis

Head of Faculty

Mrs B Willcox

English Baccalaureate Option

French - GCSE - AQA



Subject Information

At Queen Elizabeth's School, we are passionate about the benefits of learning French. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding. French classes at GCSE 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! One lesson you may be learning a song to help remember some grammar, the next you could be writing your horoscope in French. Your progress is really noticeable, soon you'll start talking more, picking up more information in the listening exercises and understanding what you read and all this in... French!

At GCSE Level, 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

Students say:

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

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

"A language allows entry to the European marketplace."

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%

Student Profile

"I chose to take French for GCSE because it was a great opportunity to consolidate and extend my knowledge of the language. I know that in the future it will create a lot of job opportunities, because a lot of employers look for a person that can speak multiple languages. I am so happy I chose French, because it's a chance to learn with other people of similar abilities, and it's just great fun". Jacob, Y10 – Tudor House

"Bonjour! I currently take French GCSE. Honestly it wasn't my first choice. However, I know you can't really get into a good university without a language. I actually now love French (though I didn't use to) as I'm learning so much and enjoying all my lessons, I'm already considering French for A level!" Iona, Y11 - Lancaster House

"I wanted to take French as I really enjoy learning about other languages and cultures from around the world. As well as that I would love to live in France in the future. I also feel that it is a very useful skill to have, not only to be able to speak another language but also to use alongside my other subjects". Tilly, Y12 – Tudor House

Sixth Form Progression / Related Careers

Minimum Subject 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 skills • team working skills • presentation skills • problem solving skills • organisational skills • good learning strategies

Need more Information?

Head of Faculty

Mrs Coombes

English Baccalaureate Option

Spanish - GCSE - AQA

Subject Information

In GCSE Spanish, students will be able to develop their Spanish 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.

Assessment (Linear Qualification):

25% Paper 1 Listening (questions in English and Spanish)

25% Paper 2 Speaking (role play, photo card and conversation)

25% Reading (questions in English and Spanish. Translation Spanish to English)

25% Writing (structured writing task 90 words, open ended writing task 150 words. Translation English to Spanish)

Student Profile

"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 for me to communicate with people over there. Furthermore, having a language will give me access to better career opportunities and will enable me to develop a different set of skills." **Emma - Stuart House**

Sixth Form Progression / Related Careers

Minimum Subject 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 skills • team working skills • presentation skills
problem solving skills • organisational skills • good learning strategies



Need more Information?

Head of Faculty
Mrs Coombes

English Baccalaureate Option

Geography - GCSE - AQA

Subject Information

GCSE Geography is a subject that introduces a range of skills useful at Sixth Form and at 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

Student Profile

"I chose to take Geography at GCSE level 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 it was good to be putting 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. This 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 enjoyed it." **Anna Parnum – Wessex House**

Sixth Form Progression / Related Careers

Students wishing to take Geography at A Level will need to obtain a Grade 6 at GCSE in Geography.

Need more Information?

Course Leader / Head of Department

Mrs B Willcocks (Head of KS3/4 Geography)

Head of Faculty

Mrs B Willcocks

English Baccalaureate Option

History - GCSE – AQA

Subject Information

In GCSE History 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

Student Profile

"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 to complete our work. 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." **Former student**

Sixth Form Progression / Related Careers

Route A: GCSE Grade 6 in History

Need more Information?

Head of Department

Mr N Kirby

Head of Faculty

Mrs B Willcocks



Art - GCSE - AQA

Subject Information

GCSE 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.

The 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 to take risks when experimenting 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 essentials such as pencils and watercolour sets which are all available from the LRC.

Assessment

Component 1 – Portfolio – 60%

Over the two years students complete a Coursework Portfolio, which includes both large scale and sketchbook work. Students complete personal projects on themes such as 'Growth & Decay' & 'Identity'.

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 by the centre and moderated by AQA during a visit to the centre.

Student Profiles

"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 about my art and I can feel proud about the work that I have produced"

Mollie Hatcher – York House

Sixth Form Progression / Related Careers

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. The course 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.

It is also worth noting that the Creative Industries in the UK continue to grow and be highly successful contributing to the economy. A future within the creative industries could be very rewarding.

Need more Information?

Course Leader

Mrs C Darley

Head of Department/Faculty

Mrs C Darley

NB: The exam board prohibits students from studying Art and Textiles or Art and Graphics

Business Studies - GCSE - Pearson Edexcel

Subject Information:

GCSE Business is delivered by an experienced team of teachers with business experience, it consists of two themes which are assessed in two external exam papers, sat at the end of Year 11.

- **Theme 1** concentrates on the 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:

- **Theme 1:** The examination is 1 hour and 30 minutes. Questions will relate to the content that appears in Theme 1*
- **Theme 2:** The assessment is 1 hour and 30 minutes (examination). Questions will relate to the content that appears in Theme 2*

Students may draw on underpinning knowledge and understanding developed through Theme 2 as appropriate. Good literacy and numeracy skills will help with assessments.

Student Profile:

"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 is done. 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."

Former Business Studies student

Sixth Form Progression / Related Careers:

We offer the following courses at L3:

- **A Level Business**
- **BTEC National Business (Diploma or Extended Certificate) or**
- **A Level Economics**

Entry Requirements:

- **A Level Business and BTEC National Business:** GCSE Grade 5 in Business and GCSE Grade 5 in English Language and Maths
- **A Level Economics:** GCSE Grade 6 Mathematics.

This qualification will equip you equally for the world of work or to move on to further education.

Careers are wide ranging and can include entry into Engineering, Accounting.

Need more Information? Course Leaders

Miss K Mason

Head of Academic Business Studies

Mrs K Simpson

Head of Vocational Business Studies

NB: The exam board prohibits students from studying both GCSE Business and BTEC First in Business

Computer Science - GCSE - OCR

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 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 with impacts on the individual and wider society
- independent learning and team working

Assessment

100% written examination,

There are three main topic areas

- **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 examination 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

Student Profile

"I chose to take Computer Science because I wanted to gain a more in depth understanding of computers and the way that they work. I have always had an interest in computers and taking GCSE Computing allowed me to cement my interest with an academic qualification. The course is interesting and engaging, covering a wide variety of topics which develops general understanding. However, don't take this if you want an easy course! Commitment is required at every stage. Taking this course also provides a great foundation to A level GCE Computer Science." **Dylan Saberton - Stuart House**

Sixth Form Progression / Related Careers

A Level Computer Science course requires Grade 6 Maths and English. Careers in all IT sectors as well as engineering, manufacturing, banking, project management, retail, and office administration.

Need more Information?

Course Leader

Mr C Murray



Dance - GCSE - AQA

Subject Information

The GCSE 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.

Opportunity 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

The final assessment will include:

Component 1: (60%) - Practical

Performance of a solo and a duet/ trio

Solo or Group Choreography

Component 2: (40%) - Theory

Written examination.

Student Profiles

"I chose GCSE Dance because I wanted my love for dance 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 passion for dance as you, 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". GCSE Dance student 22/23

"I chose GCSE Dance because the teachers are passionate about what they do. Mrs Clark- Nation and Mrs Miller are always prepared to sacrifice their lunch to help with revision and creation on our choreography. I also enjoy how you are able to use the dance studio for your own personal time to perform and improve your work". GCSE Dance student 22/23

Sixth Form Progression / Related Careers

GCSE 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 but also develops transferable skills including communication, teaching / coaching, management of people and organisation.

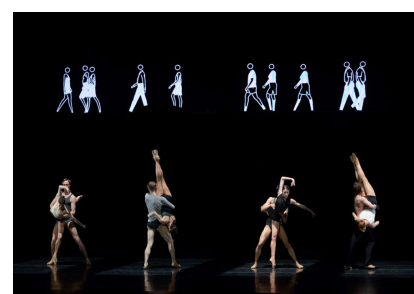
Need more Information?

Head of Dance

Mrs N Miller

Head of Faculty

Mrs A Payne



Design and Technology - GCSE - AQA

Subject Information

GCSE Design and Technology 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 Progression / Related Careers GCSE Design and Technology can lead to an A Level in Design leading to multiple professions within design/engineering related professions.

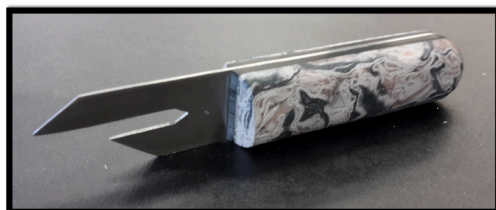
Need more Information?

Course Leader

Mr R Wood

Head of Faculty

Mr R Wood



Drama - GCSE - Pearson

Subject Information

The GCSE 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.

This is one of the most popular GCSE choices, and students achieve the highest results in the school in this subject area.

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.

Assessment

Component 1 Devising (design routes available) – 40% - Practical Performance and coursework

Component 2 Performing from a text (design routes available) – 20% - Practical Performance

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

Student Profile

"I chose GCSE drama because I had a passion for the arts, and this course really helped me to flourish in confidence, creativity and team working skills" **Harry Vockins - York House**

"I chose GCSE drama because I was interested in the opportunities and the creativity that the course offered me. It was an amazing way for me to meet new people, develop my skills in the arts and build my confidence in all situations, not just in the classroom" **Ellie Joyce - Tudor House**

"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!" **Scarlet Acreman - York House**

Sixth Form Progression / Related Careers

We have A Level Drama & Theatre Studies and BTEC Performing Arts Post-16; the entry requirements for A Level are:

Route A: GCSE Grade 5 in Drama

Route B: If you don't study the GCSE Drama you can instead join the A Level with GCSE Grade 5 in English Language and by being able to demonstrate a commitment to Drama with participation in extra-curricular clubs/productions or within the local/national community.

Need more Information?

Course Leader

Mrs A Payne

Head of Department / Faculty

Mrs A Payne



Food Preparation and Nutrition - GCSE - AQA

Subject Information

GCSE Food Preparation and Nutrition GCSE has been designed to link the subject content very closely to the practical aspects of the subject.

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, which involves the production of a substantial written document, and a food preparation task. 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 examination, highlighting the importance of theoretical knowledge.

The aim is to enable students to learn about the many aspects of food in an enjoyable and creative manner.

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.

Assessment

50% written examination

50% coursework

Student Profile

"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 in your body." **Chloe Hicks – Lancaster House**

Sixth Form Progression / Related Careers

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.

Need more Information?

Course Leader

Mr R Wood

Head of Faculty

Mr R Wood

Graphic Communication - GCSE - AQA

Subject Information

GCSE Graphic Communication is the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief. Students are required to work in one or more area(s) of graphic communication, such as: communication graphics, design for print, advertising and branding, package design, typography or signage.

In Year 10, students work on a range of design projects which enable them to develop their creativity, understanding and knowledge of design. Looking at the work of other designers whilst exploring all aspects of Graphic Communication to build their skills and confidence in design.

In Year 11, students focus on two main components:

Component 1: Portfolio: Here students make individual choices about their own project brief, which will be designed for a specific need and form a sustained project supporting the journey from initial engagement to the realisation of intentions. Through research, design, analysis, manufacture and evaluation students build evidence of completing the four assessment objectives

Component 2: Externally set assignment: Here students respond to a chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

The key skills learnt whilst studying Graphic Communication will not only support our students as designers but can also feed into other subject areas, improving analytical and critical evaluation, attention to detail and presentation explicitly helping them to become creative 'problem solvers' with a logical approach.

Assessment

60% Portfolio

40% Externally set assignment

Student Profile

"I love my Graphics lessons! My teachers have helped me to change the way that I think about design. They have shown me different ways of thinking and have encouraged us all to think of new ideas to become individually creative"

Olivia - Tudor House

Sixth Form Progression / Related Careers

Route A: GCSE Grade 6 in Graphics or 6 in a Design Technology subject.

Route B: GCSE Grade 6 in Art. 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.

Need more Information?

Course Leader

Mrs C Parsons

Head of Faculty

Mrs C Darley

NB: The exam board prohibits students from studying GCSE Graphics and Textiles or GCSE Graphics and Art



Health and Social Care - Cambridge National Level 1/2 - OCR

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 unit. 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, methods.

R032: Principles of care in health and social care settings

In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care. Topics 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

In this unit 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, Sources of support

R035: Health promotion campaigns

In this unit 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 This unit is assessed by an external exam

R033: Supporting individuals through life events This unit is assessed by a Set Assignment - marked internally and externally moderated

R035: Health promotion campaigns This unit is assessed by a Set Assignment - marked internally and externally moderated

Student Profile

"I chose Health and Social Care because I wanted a career in nursing. I enjoy doing 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 QE to learn more and continue towards my career choice." Hannah - York House

Sixth Form Progression / Related Careers

To study this subject at Key Stage 5:

Route A: OCR National Merit Grade in Health & Social Care

Route B: 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.

Need more Information?

Course Leader

Mrs A Leach

Head of Social Sciences

Mrs A Leach & Mrs S Jones

IT Creative iMedia - Level 2 Cambridge Nationals - OCR

Subject Information

Digital Media is a key part of many areas of our everyday lives. The creation of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce.

The Creative iMedia course is media sector-focused and includes graphic design, web development and multimedia studies with IT at its heart. It offers a chance to develop key transferable skills from pre-production such as research and design to practical skills like digital graphics and website creation, with a strong emphasis on communicating creative concepts using hands-on approach to learning.

This course delivers skills across the whole range of learning styles and abilities and is effective for engaging and inspiring all students to achieve great things. If you want to get stuck into the creative side of IT, then this is the course for you!

Assessment

Unit	Name	Percentage	Assessment
R093	Creative iMedia in the media Industry: <ul style="list-style-type: none"> In this unit you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. 	40%	1 hour 30 minutes written exam paper
R094	Visual identity and Digital Graphics: <ul style="list-style-type: none"> In this unit you will learn how to develop brands and visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. You will also learn a range of design skills 	25%	10-12 hours NEA** (Controlled Coursework)
R097*	Interactive Digital Media: <ul style="list-style-type: none"> In this unit you will learn to design and create interactive digital media products for chosen platforms. Interactive digital media products are found across the media industry, in games, websites and apps, and learning. You will learn to select, edit and repurpose multimedia content of different kinds and create the interactive elements necessary for an effective user experience. 	35%	12-15 hours NEA** Controlled Coursework

* Optional Units

**NEA (Non Exam Assessment) - completed in school only*

Sixth Form Progression / Related Careers

BTEC Level 3 ICT is a commonly seen progression for students moving on from the Creative iMedia course; with potential for advancement into careers in the IT and creative technology sectors.

Student Profile

"There are lots of different reasons why I am glad that I chose IT, one of them being ... the need to understand and develop using new tools which helped me massively not only in IT but also allowed me to progress at a quicker rate in other subjects. The courses are specific and easy to understand and I couldn't recommend the subject any more. I now study it at A Level and it's one of my favourite subjects!" **Oliver Baugh - Lancaster House**

Need more Information?

Course Leader

Mr C Murray

Media Studies - GCSE - Eduqas

Subject Information

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.

"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.

Assessment

70% Exam/30% Coursework

Exam Component 1 (30%) – Exploring the Media (1 hour 30 minutes)

This component introduces students to the knowledge, understanding and skills required to look critically at media products through the study of: **media language** and **representation**.

Section A: Exploring Media Language and Representation focuses a choice of set texts from each of the following platforms:

- newspapers
- magazines
- print advertisements

The examination includes the use of unseen print-based resource material as a focus for critical analysis.

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
- Radio

Exam Component 2 (40%) – Understanding Media Forms and Products (1 hour 30 minutes)

This builds on Component 1 through a focus on all areas of the theoretical framework in relation to television and music. This component also requires learners to study the influence of relevant social, cultural, industry and historical contexts on media products as follows:

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 (30%) – Creating Media Products

In this component, learners create an individual media production applying their knowledge and understanding of **media language** and **representation**.

Sixth Form Progression / Related Careers

Route A: GCSE Grade 5 in Media Studies

Route B: GCSE Grade 5 in English Language

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. Media Studies has a substantial academic content and is an acceptable A-Level for a large number of University courses.

Need more Information?

Course Leader

Mrs L Hunnisett

Head of Faculty

Mrs A Payne

Music - BTEC in Music Practice

Subject Information

The Edexcel Level 2 BTEC Tech Award in Music Practice is a brand new initiative in our highly successful Music Department. Delivered by an experienced team of teachers with extensive music industry experience, the course has two internally assessed components, and one that is externally assessed:

Exploring Music Products and Styles (30%). Aim: explore musical styles and techniques, and gain an understanding of roles the industry

Music Skills Development (30%) Aim: develop musical knowledge, skills, and techniques and apply them to a music product

Responding to a Commercial Music Brief (40%) Aim: put skills into practice by responding to a brief as a composer, performer or producer

Assessment

One unit is externally assessed. Students are set an assignment brief by Edexcel

Two units are internally assessed. Again, Students are set an assignment brief by Edexcel

Examination format:

The assignments are undertaken in controlled conditions during class time.

Sixth Form Progression / Related Careers

Rock School Music Practitioner Level 3

Route A: GCSE Grade 5+ in Music or Merit + in BTEC Music Tech Award Level 2

Route B: Very strong instrumental skills are fundamental to the successful completion of this course, judged through informal audition via video.

Please note: No access to GCE Music via this BTEC Level 2 course. GCSE Music must be studied to access GCE Music

This qualification will equip you equally 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.

Need more Information?

Course Leader / Head of Department

Mr S Glover

Head of Faculty

Mrs A Payne

NB: The exam boards prohibit students from studying both GCSE Music and BTEC Tech Award in Music Practice. Please note that students will need to demonstrate their aptitude for this course through performance before being accepted. Places are limited.



Music - GCSE - Pearson

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 including Queen, Afro Celt Sound System, Purcell, Beethoven and Jon Williams. 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 set works.

Student Profile

"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." **Elisa Love – Stuart House**

Sixth Form Progression / Related Careers

Rock School Music Practitioner Subsidiary Diploma Level 3

Route A: GCSE Grade 5+ in Music or Merit + in BTEC Music Tech Award Level 2

Route B: Very strong instrumental skills are fundamental to the successful completion of this course, judged through informal audition via video.

GCE Music

Route A: GCSE Grade 5 in Music

Route B: N/A

This qualification will equip you equally 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.

Need more Information?

Course Leader / Head of Department

Mr S Glover Teaching staff: Mrs B Miller, Miss E Phenix, Mr S Glover

Head of Faculty

Mrs A Payne

NB: The exam board prohibits students from studying both GCSE Music and BTEC Tech Award in Music. Please note that students will need to demonstrate their aptitude for this course before being accepted.



Physical Education - GCSE - Pearson

Subject Information

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

Component 1: Fitness and Body Systems

In this section students will develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training.

Component 2: Health and Performance

In this section 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

The purpose of this component 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.

Assessment

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

Student Profile

"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." Alex - York House

Sixth Form Progression / Related Careers

Students can go on to study A Level Physical Education or Level 3 BTEC Sport

A Level Physical Education

Route A: GCSE PE Grade 5 or Distinction in BTEC Sport

Route B: GCSE Science Grade B or English Grade 6

Level 3 BTEC Sport

Route A: Merit in Level 2 BTEC Sport or Distinction in any other Level 2 BTEC

Route B: English Language Grade 5

Need more Information?

Course Leader / Head of Physical Education

Mr S P Green

Head of Faculty

Mr S P Green

NB: The exam board prohibits students from studying both GCSE PE and BTEC Tech Award in Sport

Psychology - GCSE - OCR

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

Student Profile

"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." **Danielle Till**

Sixth Form Progression / Related Careers

Psychology provides a good foundation for progressing on to study Psychology at Post-16 as well as other related subjects such as Biology, Health & Social Care, Child Development, Sociology and PE.

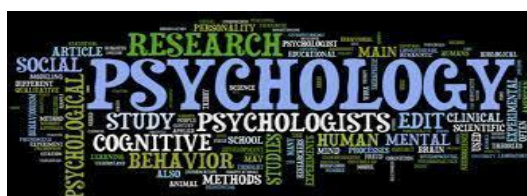
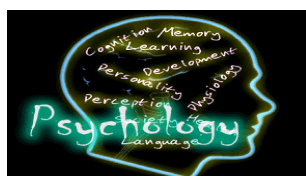
Route A: Grade 6 in GCSE Psychology or Sociology or Health and Social Care

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

Need more Information?

Head of Psychology

Mrs S Jones



Retail Business – Technical Award WJEC Level 1 and 2

Subject Information

Are you interested in Business and retail? Do you feel you are a budding business person or entrepreneur? Then this is the course for you!

The Business Retail Technical award is made up of three units that follow on from each other. Throughout the course students will be assessed and monitored on key business, enterprising and retail aspects. Students will need to demonstrate a range of skills in; Enterprise, Finance, Marketing and actually running a small retail enterprise.

The Retail Business Technical Award is all about vocational learning and has been built in such a way that it allows students the opportunity to build skills that show aptitude for further learning and explore the subject outside of the classroom environment. There are many opportunities to build confidence and gain valuable experience in your customer service skills and be involved in some practical tasks that will lead towards gaining your qualification.

Assessment

The assessment is made up of 3 components. The components are interrelated.

Unit 1: The business of retail: The course work produced is based on exploring different types of retail outlets and the retail industry as a whole. They look at how they become successful and what influences them. Assessed via an external examination which contributes towards **40%** of the overall grade. -

Unit 2: Customer service in retail business: The course work produced is based on the value and features of customer service within the context of a retail business. Learners will gain practical experience of demonstrating their customer service skills and also undertaking first hand primary and secondary research. Assessed via a written report and contributes towards **30%** of the final grade -

Unit 3: Visual Merchandising for retail business - This is a fantastic unit for the creative ones among us that can use their creative flair to build and showcase displays and be able to critique their usefulness within different retail environments. There will also be a written piece of work that demonstrates your full understanding of the importance of visual displays. Assessed via a formal written report and contributes toward **30%** of the final grade -

Student Profile

"I chose Business retail for one of my options because it would look great on my CV. The amount of opportunities you get when you take business is incredible, whether it's The Student Investor competition or Peter Jones' Academy 'Tycoons in School'. Plenty of other students have set up 'Retail Enterprises' whilst taking Business and that is down to the support of the business teachers and the opportunities you receive. Business retail really does give you a wide and broad skill set which can really help you in the future. It's a brilliant subject!" Adam West - York House

Sixth Form Progression / Related Careers

Students can go on to study A Level Business or a Level Economics, BTEC National in Business, Enterprise

BTEC National Extended Certificate Business, and BTEC National Diploma in Business, and BTEC National Extended Certificate in Enterprise

Route A: BTEC Grade Level 2 Pass in Retail Business

Route B: GCSE Grade 5 in English Language and Maths

A Level Business

Route A: GCSE Grade 6 in Business or WJEC Grade Level 2 Merit in Retail Business

Route B: GCSE Grade 5 in English Language and Maths

A Level Economics

Route A: GCSE Grade 6 Mathematics.

This qualification will equip you equally for the world of work or to move on to further education. Careers in engineering or accounting; education opportunities at a range of universities to study Business, Economics, Accounting or Management.

Need more Information?

Course Leader

Mrs K Simpson

Head of Business

Mrs K Simpson

NB: The exam board prohibits students from studying both GCSE Business and Retail Business Technical Award

Sociology - GCSE - WJEC Eduqas

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 practises, 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/ 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

Student Profile

"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 mind-set." **Grace Thomas, York House**

Sixth Form Progression / Related Careers

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

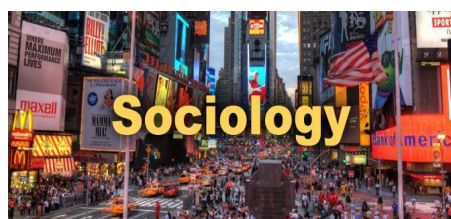
Need more Information?

Head of KS4 Sociology

Mrs A Leach aleach@queenelizabeths.com

Assistant Head Teacher and Teacher of Sociology

Mr M Oldfield moldfield@queenelizabeths.com



Sport - BTEC - Pearson

Subject Information

The new BTEC Tech Award in Sport (2022) is a brand new qualification for first delivery in September 2022 and has been developed from the BTEC First Award in Sport which we have previously delivered very successfully and the BTEC Tech Award in Sport, Activity and Fitness (2018). The Tech Award will offer students an insight into what it is like to work in the sector, giving students a broad introduction that keeps options open and allows them to make an informed decision about their future learning and career.

The [BTEC Tech Award in Sport \(2022\)](#) is delivered by an experienced and outstanding team of teachers and consists of 3 Components.

Component 1: Taking Part and Improving Other Participants Sporting Performance

This component 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 Breakdown

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 Progression / Related Careers

Students can go on to study A Level Physical Education 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

Need more Information?

Head of Physical Education Faculty
Mr S P Green

NB: The exam board prohibits students from studying both GCSE PE and BTEC Sport

Textiles - GCSE- AQA

Subject Information

GCSE Textiles is a hands-on creative and practical subject which requires the application of knowledge and understanding when developing ideas, planning and producing products and evaluating them. Throughout the course students explore the different areas of textile design, such as costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors and installed textiles.

In Year 10 students cultivate their designing and practical skills by working on a number of projects, ranging from interior to fashion design. They also learn new skills and techniques to enable them to become holistic designers. Looking at the work of other designers to inspire their individual creativity.

In Year 11, students focus on two main components:

Component 1: Portfolio: Here students make individual choices about their own project brief, which will be designed for a specific need and form a sustained project supporting the journey from initial engagement to the realisation of intentions. Through research, design, analysis, manufacture and evaluation students build evidence of completing the four assessment objectives.

Component 2: Externally set assignment: Here students respond to a chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

The key skills learnt whilst studying Textiles Design will not only support our students as designers but can also feed into other subject areas, improving analytical and critical evaluation, attention to detail and presentation. Explicitly helping them to become creative 'problem solvers' with a logical approach.

Assessment

60% Portfolio

40% Externally set assignment

Student Profile

"Textiles is really rewarding. Having never touched a sewing machine before in my life you learn lots and you can take the course even if you're starting from scratch. I loved the designing and practical aspects of the course and found it a really nice escape from all my other textbook heavy subjects. I am now going on to study Textiles at A Level and hopefully fashion at degree level as I have found it so much fun." **Annabelle - Tudor House**

Sixth Form Progression / Related Careers

Route A: GCSE Grade 6 in Textiles or Art

Route B: GCSE Grade 6 in a Design Technology. A portfolio of work and interview process will be used to support application particularly if demand for the subject is high.

Need more Information?

Course Leader : Mrs C Parsons

Head of Faculty: Mrs C Darley

NB: The exam board prohibits students from studying GCSE Textiles and Graphics or GCSE Textiles and Art



Triple Science - GCSE - AQA

Subject Information

GCSE 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.

The aim of the course is to:

- Develop scientific knowledge and conceptual understanding - Topics are learnt in greater depth and detail than combined Science and also incorporates a few extra topics which suits someone with an interest in Science.
- Develop understanding of the 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

What skills will I 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 skill 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 examination, students will sit six 1h 45min exams.

2 x Biology papers
2 x Chemistry Papers
2 x Physics Papers

Student Profile

"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."

Rebecca Cuddy – Wessex House

Sixth Form Progression

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 Physics, 6 in GCSE Maths, 5 in GCSE English

Need more Information?

Course Leaders

Biology – Mrs S Grant

Chemistry – Mrs A Jenner

Physics – Mr B Smith

Head of Faculty

Mr D Thompson

Contact Information

Science

Head of Faculty: Mr David Thompson

dthompson@queenelizabeths.com

English

Head of Faculty: Mrs Jen Farmer

jfarmer@queenelizabeths.com

Mathematics

Head of Faculty: Mr Tim Baguley

tbaguley@queenelizabeths.com

Modern Foreign Languages

Head of Faculty: Mrs D Coombs

dcoombs@queenelizabeths.com

Humanities

Head of Faculty: Mrs B Willcocks

bwillcocks@queenelizabeths.com

Head of Geography: Mrs B Willcocks

bwillcocks@queenelizabeths.com

Head of History: Mr Neil Kirby

nkirby@queenelizabeths.com

Head of Religious Studies: Mrs E Willis

ewillis@queenelizabeths.com

Head of Social Sciences:

Mrs Sue Jones and Mrs Amanda Leach

sjones@queenelizabeths.com aleach@queenelizabeths.com

Design Technology

Head of Faculty: Mr Richard Wood

rwood@queenelizabeths.com

Business and ICT

Head of Business:

Mrs Katie Simpson and Miss Kayleigh Mason

ksimpson@queenelizabeths.com kmason@queenelizabeths.com

Head of IT: Mr Chris Murray

cmurray@queenelizabeths.com

Creative Arts

Head of Faculty: Mrs Clare Darley

cdarley@queenelizabeths.com

Head of Art: Mrs Clare Darley

cdarley@queenelizabeths.com

Head of Graphics: Mrs Cara Parsons

cparsons@queenelizabeths.com

Performing Arts

Head of Faculty: Mrs Alexandra Payne

apayne@queenelizabeths.com

Head of Drama: Mrs Alexandra Payne

apayne@queenelizabeths.com

Head of Dance: Mrs Nicola Miller

nmiller@queenelizabeths.com

Head of Music: Mr Steve Glover

sglover@queenelizabeths.com

Physical Education

Head of Faculty: Mr Shane Green

sgreen@queenelizabeths.com

Heads of House

Lancaster House - Mr Nicholas Cooke

ncooke@queenelizabeths.com

Stuart House - Mrs Toni Mynard

tmynard@queenelizabeths.com

Tudor House - Mr Craig Finean

cfinean@queenelizabeths.com

Wessex House - Mrs Emily O'Neil

oneil@queenelizabeths.com

York House - Mrs Clara Taylor-Gallop

ctaylor-gallop@queenelizabeths.com