

2021-22

Year 10 Options Booklet

For current Year 9 students

Delivering Academic Excellence

WIMBORNE
Academy Trust

Queen Elizabeth's school **QE**

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Welcome

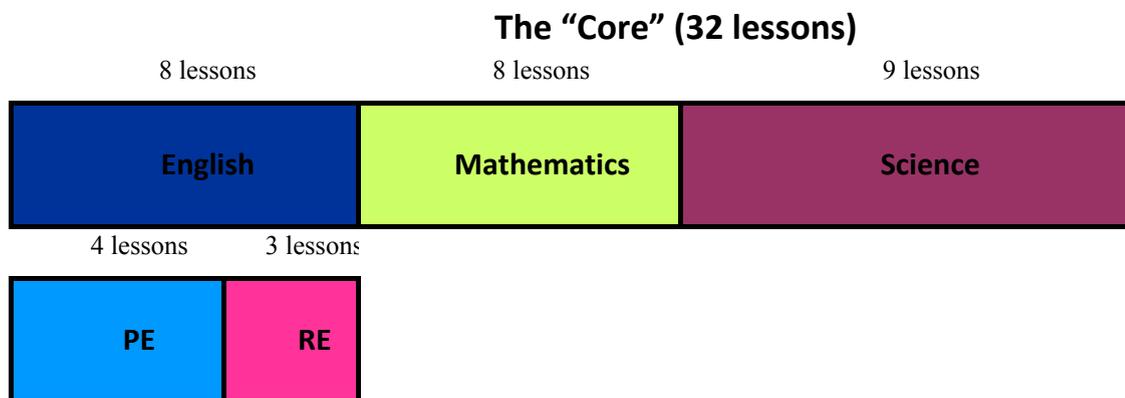
Students in Year 9 have had the opportunity to experience a wide range of subjects, in order to explore the types of course and combinations of subjects they wish to make during Years 10 and 11.

The purpose of this booklet is to explain the pattern of courses available — both compulsory and optional — and to help students and their parents make informed choices about what type of course and which subjects best suit them.

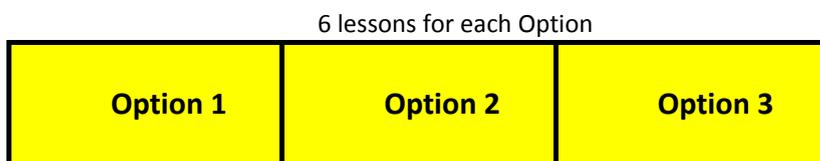
The pattern of subjects chosen at this stage may have a bearing on the courses that a student can study in the sixth form or further education and may impact on a student's future choice of career. We hope that this booklet will prove to be a valuable source of information in making the decisions with which students are now faced. A Level subject criteria has been included to help you make your choices. Please note that this is subject to change. Updated information will be given in the Sixth Form booklet which is amended each year.

All students will study core GCSEs in English, Mathematics, Science and RE. This is supplemented by a personal development curriculum (PDC) delivered through timetabled lessons (PE), tutorial sessions, focus days and in a cross-curricular manner. Students will then have the opportunity to select 3 further option subjects to create a curriculum that is personalised to their interests and aspirations.

Directed time for curriculum delivery is as follows:



The "Options" (18 lessons)



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, changes have been made to ensure that all students have access to a core curriculum that makes them competitive learners within the UK and EU. 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. New specifications have been introduced and these will be graded on a 1 to 9 scale rather than the previous A* to G scale.

BTEC Level 1/2 Firsts, VCerts 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**. 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, History **or** Geography, the Sciences 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

The curriculum is arranged in 2 parts, a core of compulsory subjects and option subjects:

Compulsory subjects

English
Mathematics
Science
Religious Education

Option subjects

You have a choice of **THREE** options subjects.

At least one of these must be an English Baccalaureate subject.

EBacc Option (1)

Option 2

Option 3

Reserve Choice

Students must make **ONE** reserve choice in case subjects are unavailable due to timetable restrictions or small numbers opting for their first choices making the subject unviable to run.

Non examined courses

Physical Education

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?
- How will I be assessed in the subject?

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.

Guidance and Support

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 a number of people who are ready to help:

- Your Tutor
- Year 10, 11, 12 and 13 students
- Subject teachers
- Your Head of House
- House Chaplains
- Parents, friends and family members

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

CHOOSING YOUR OPTIONS

The option subjects are split into 3 blocks A, B and C. Within these blocks we have identified the EBacc subjects at the top, other GCSE subjects and then Vocational subjects.

You must choose **THREE** subjects - **ONE** from each block.

At least **ONE** subject must come from the **English Bacculaureate** section.

You can then make **TWO** other choices.

You can only choose one of the subjects marked by an asterisk

You must also choose **ONE** reserve subject.

Completing your Form

- Once you have decided upon your options, with your parents fill in the **Year 10 Options Form 2021-22 via the [Google Form here](#)**
- Your tutor will check your selections once they have been completed and make contact with you if there are any errors.

What Happens Next?

- We analyse all of the option forms and assign you into your chosen courses and classes
- If any issues arise where your first choices are not possible, we will use the reserve you selected.

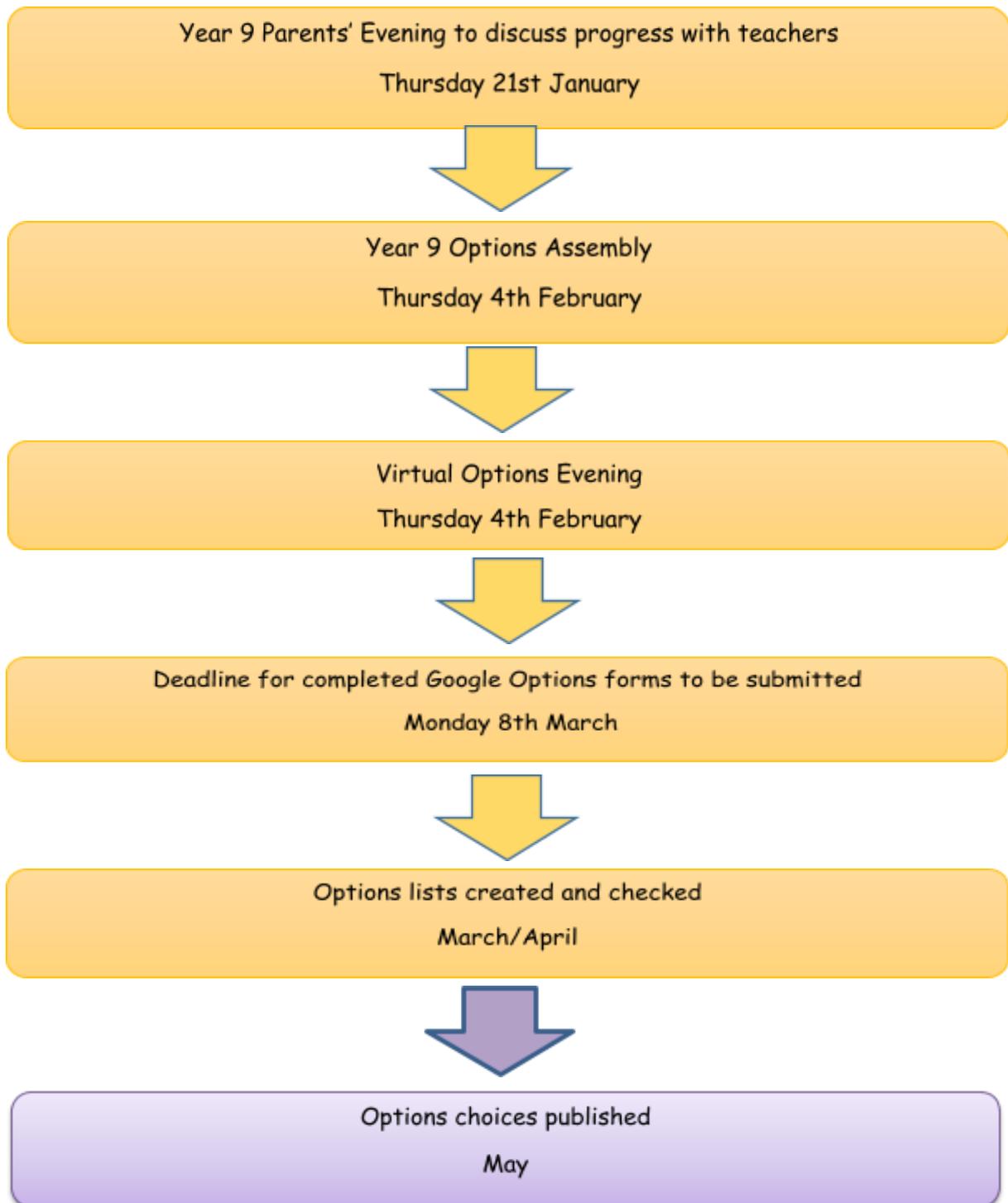
In Summary

- You will study three option subjects (at least one will be from the English Bacculaureate group) in addition to your core studies.
- We endeavour to allocate your preferred options, but this is not always possible and will depend on group sizes – we will then use your reserve subject
- Complete your online Options Google Form by Monday 8th March 2021
- We will let you know whether or not your choices can be accommodated.

**Your Options Form must be completed online by
Monday 8th March 2021**

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 2021



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 Maths Watch and PiXL Maths App, available to help students with their revision.

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 C Murray

Head of Faculty

Mrs C Bailey

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

Combined Science – GCSE - AQA

Subject Information

Science is experimenting to finding out how the universe works, from what happens in your body to how we generate electricity for our everyday life. It involves both learning and testing new theories as well as being able to apply these to new contexts in the real world. The course is divided into the three Sciences; Biology, Chemistry and Physics. Each of the Sciences is divided further into topics, each covering different key concepts.

The aim of the course is to:

- Develop scientific knowledge and conceptual understanding
- 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

Student Profile

"I really enjoy studying core Science, especially completing the practical work as I find it's the best way to learn and it can teach everyone something new. This year Science has been full of interesting things about life and how it works, in particular the structure of the heart and the heart dissection. I find that I am always learning something new in my lessons which help me to further my understanding of the world." **Lewis Thornton – Wessex House**

Sixth Form Progression

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

A Level Biology – 7 in GCSE Combined Science, 6 in GCSE Maths, 6 in GCSE English
A Level Chemistry – 7 in GCSE Combined Science, 6 in GCSE Maths, 6 in GCSE English
A Level Physics – 7 in GCSE Combined Science, 7 in GCSE Maths, 5 in GCSE English

Need more Information?

Head of Faculty
Mr D Thompson

Core Subject

Religious Studies - 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

Miss S Forster

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

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 Trigger, 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-Megan Berrie, 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 this, 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 Vadgama, Y12 – Tudor House

Sixth Form Progression / Related Careers

Minimum Subject Criteria: GCSE Grade 6.

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 A S Mason

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 Graham - Stuart House

Sixth Form Progression / Related Careers

With the competition for university places growing ever fiercer, it is advantageous to have a foreign language qualification. A foreign language 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 a language! Critical thinking skills also improve as you learn to see the world through a different cultural perspective so learning a second language actually stimulates your creative streak too!

Need more Information?

Head of Faculty
Mrs A S Mason



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 enjoy 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 C Dudley

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." **Sam Josephs - Tudor House**

Sixth Form Progression / Related Careers

Route A: GCSE Grade 6 in History

Need more Information?

Head of Department

Mr N Kirby



English Baccalaureate Option

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 GCSE, one in each subject.

For those students who have a healthy curiosity of the scientific world and how it works, then triple science GCSEs are recommended.

The aim of the course is to:

- Develop scientific knowledge and conceptual understanding
- 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 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 – 7 in GCSE Biology, 6 in GCSE Maths, 6 in GCSE English

A Level Chemistry – 7 in GCSE Chemistry 6 in GCSE Maths, 6 in GCSE English

A Level Physics – 7 in GCSE Combined Physics, 7 in GCSE Maths, 5 in GCSE English

Need more Information?

Course Leaders

KS4 Biology – Mr G Wilson

Chemistry – Mr D Thompson

Physics – Mr G Bazany-Barber

Head of Faculty

Mr D Thompson

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 art 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

Mrs C Darley

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

Business - GCSE – Pearson

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.

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 assessment is 1 hour and 30 minutes (examination)

Questions will relate to the content that appears in Theme 1 and students may draw on underpinning knowledge and understanding developed through Theme 2 as appropriate.

Theme 2: The assessment is 1 hour and 30 minutes (examination).

Questions will relate to the content that appears in Theme 2 and students may draw on underpinning knowledge and understanding developed through Theme 1 as appropriate.

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.”

Harvey Austin – Tudor House

Sixth Form Progression / Related Careers

Students can go on to study A Level Business or A Level Economics

A Level Business

Route A: GCSE Grade 6 in 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.

Need more Information?

Course Leader

Mr C Finean

Head of Business and ICT

Mr R Richardson

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, 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 A Major

Head of Faculty

Mr R Richardson



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 ensembles. 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%)

Performance of a solo and a duet/ trio

Solo or Group Choreography

Component 2: (40%)

Written examination.

Student Profile

"I chose GCSE Dance because my passion is dance and to have it 6 lessons every two weeks was just brilliant! It's enjoyable, free and lots of fun - especially when doing something you love! After GCSE I now do A Level Dance and it's definitely the best decision I made! Go have fun but work hard too!" **Emma Collins - Lancaster House**

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 in Performing Arts. This leads to numerous professions in the performing arts industry, teaching, fitness industry and employment.

Need more Information?

Course Leader

Mrs N Miller

Head of Faculty

Mr S Green



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. There is now less coursework than with the old specification and the newly incorporated written exam is explored through practical workshops and live theatre trips.

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.

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!” **Maddie Trueman - 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

Miss A Chester

Head of Department

Miss A Chester



Enterprise – BTEC Tech Award – Pearson

Subject Information

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

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

The BTEC Tech 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.

Assessment

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

Component 1: **Exploring Enterprises:** exploring different enterprises and how they become successful and what influences them. Assessed via presentations and reports.

Component 2: **Planning for and Running an Enterprise:** Creating a business idea and gaining the finance for it, before running a live business for a minimum of 8 weeks.

Component 3: **Promotion and Finance for Enterprise:** is a synoptic component which is externally assessed as the final aspect. Exploring different promotional methods and different financial documents that will be used to monitor and improve a business.

Student Profile

"I chose BTEC Business Studies 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 'Enterprises' whilst taking Business and that is down to the support of the business teachers and the opportunities you receive. BTEC Business 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 Pass in Business

Route B: GCSE Grade 5 in English Language and Maths

A Level Business

Route A: GCSE Grade 6 in 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

Mr C Finean

Head of Business and ICT

Mr R Richardson

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

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 cooking skills with a wide range of practical activities enabling students to improve their grasp of the theoretical side.

In Year 10 students will be widening and refining their 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 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.

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

Mrs S Woodgate

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

Mr R Wood

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



Health and Social Care – Cambridge National – OCR

Subject Information

The OCR Level 1/2 Cambridge National Certificate in Health and Social Care is a new course recently introduced at Key Stage 4. It consists of two mandatory units and two optional units.

Essential values of care for use with individuals in care settings - This mandatory unit focuses on the rights of individuals and will instil the values of care to be used when working in a health, social care or early years environment.

Communicating and working with individuals in health, social care and early years settings - This unit will provide learners with the underpinning knowledge and understanding of how to communicate effectively and what personal qualities will contribute to the creation of a caring environment when working with individuals in a health, social care and early years setting.

Understanding body systems and disorders - This unit will provide learners with the underpinning knowledge and understanding of three major body systems: respiratory, digestive and cardiovascular.

Understanding the development and protection of young children in an early years setting - This unit aims to provide learners with a key understanding of the physical, intellectual, language, emotional and social development of 0–5 year olds in an early years setting. It will enable learners to understand the importance of promoting a safe environment when working with children in which they are looked after and understand the areas of risk that can endanger children's lives in an early years setting.

Assessment

Essential values of care for use with individuals in care settings – 1 hour Written paper (Externally marked)

Communicating and working with individuals in health, social care and early years settings - Centre assessed tasks (Internally marked)

Understanding body systems and disorders - Centre assessed tasks (Internally marked)

Understanding the development and protection of young children in an early years setting - Centre assessed tasks (Internally marked)

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 GCSE I plan to take Health and Social Care for A Level to learn more and continue towards my career choice." **Hannah Knape - 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

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 Mullins

IT - Level 2 Cambridge Nationals in Creative IMedia - 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 a 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
R081	Pre-Production: all about planning the production of your media product. You will learn about pre-production documents, what they are, how they are produced and reviewed. This is the foundation for the other units.	25%	1 hour 15 minutes written exam paper
R082	Creating Digital Graphics: Learn about the purposes, properties and planning of digital graphics together with the tools and techniques needed to create them.	25%	10 hours Controlled Coursework
R085*	Creating a Multipage Website: An introduction to the basics of website design and creation from a client brief. Learning to consider the function as well as the design and visual appearance of your website.	25%	10 hours Controlled Coursework
R087*	Creating Interactive Multimedia Products: Understand the ABCs of what interactive multimedia by looking at their purposes, features and properties and seeing how they are made.	25%	10 hours Controlled Coursework

* Optional Units

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 Profiles

"I chose Creative Imedia as one of my GCSE options as you are given the opportunity to be more creative with your work. I enjoyed it as it gave you the opportunity to do something different than other subjects ... and you got to learn about how to use different softwares and how things are made, then make them yourself. My favourite part of the coursework was the 3rd unit as we got to create websites which was very interesting." **Matthew Wilcox - York House**

"I chose IT because, in the modern world more and more jobs are dependent on good IT skills making it a very valuable skill to have ... Not only that, doing the website development made the subject enjoyable to take."

Charles Crabb - Lancaster House

"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

Mrs K Chuter

Head of Faculty

Mr R Richardson

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 C Bailey

Music - Music Practitioner - RSL

Subject Information

The RSL Level 2 Certificate in Performance for Music Practitioners qualification is a brand new initiative in our highly successful Music Department. Delivered by an experienced team of teachers with extensive music industry experience, this course comprises two compulsory core units and at least one optional unit from a list, until 20 credits are reached.

The two core units are:

Music Knowledge Development Internal assessment (4 Credits): Learners will study musical styles and the various distinctive traits that comprise them. Through study of this unit learners will build a wider contextual and theoretical knowledge of contemporary music. This knowledge will be demonstrated through the ability to identify and analyse the key stylistic and musical elements present within contemporary music.

Live Music Performance 8 External Assessment (8 Credits): Through study of this unit learners will engage with a full live performance project including planning, rehearsal, performance, and evaluation. The skills learned within this unit can be directly applied to any future pursuits in the live music industry.

Optional units:

Instrumental Study (8 Credits): to facilitate the student's ongoing development as an instrumentalist/singer, based around their own goals and objectives using structured planning and reflection of personal development.

or

Using a DAW (8 Credits): The aim of this unit is to develop the learner's understanding of the functions of a DAW such as Logic X and develop their keyboard skills in relation to music sequencing.

Assessment

One Core unit is externally assessed.

One Core unit is internally assessed

The optional unit is internally assessed

Examination format:

There are no written exams in this course.

Students are expected to have a very good level of ability on their instrument/voice (grade 3 or equivalent) and the confidence and desire to perform publicly. Student engagement in current Music lessons will be taken into account when deciding suitability. Performance ability will be assessed via a video showreel sent by the student to Mr Glover.

Sixth Form Progression / Related Careers

Rock School Music Practitioner Level 3

Route A: GCSE Grade 5+ in Music or Merit + in RSL Music Practitioners Level 2 Certificate

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 RSL 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: Mr S Glover

Director of Music

NB: The exam boards prohibit students from studying both GCSE Music and RSL Music Practitioners Course. 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." **Eilisa Love – Stuart House**

Sixth Form Progression / Related Careers

BTEC National Extended Certificate in Music

Route A: GCSE Grade 5 in Music

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:

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

Mr B Jose

Lead Practitioner of Teaching and Learning & Head of Community Music

NB: The exam board prohibits students from studying both GCSE Music and RSL Music Practitioners Course. 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, it 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 45 minutes	36%	90	Written exam
2	1 hour 15 minutes	24%	70	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

Mr S P Green

Head of Physical Education

Mr S P Green

NB: The exam board prohibits students from studying both GCSE PE and BTEC First 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 6 in English Language in order to access the course content.**
- **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.

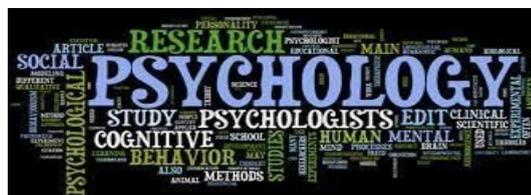
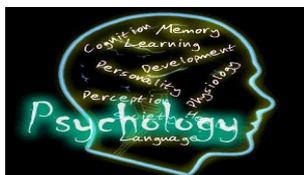
Route A: Grade 6 in GCSE Psychology or Sociology or Health and Social Care

Route B: Grade 6 in English Language

Need more Information?

Joint Heads of Social Science

Mrs A Leach or Mrs S Mullins



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 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/ 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

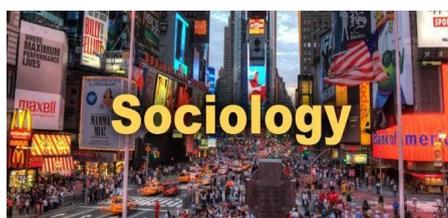
Need more Information?

Head of KS4 Sociology

Mrs A Leach

Head of Tudor House and Teacher of Sociology

Mr M Oldfield



Sport – BTEC – Pearson

Subject Information

Level 2 BTEC Sport is now in its second year of the current specification, giving students a vocational insight into the world of sport. Delivered by an experienced team of teachers with a background in sports science, it consists of 4 units.

Unit 1: Fitness for Sport and Exercise

This unit gives students an insight into physical and skill-related fitness components, including aerobic endurance, body composition and power and how these are related to positive health and wellbeing.

Unit 2: Practical Sports Performance

This unit focuses on developing and improving your own practical sports performance. This is achieved through your active participation in practical activities.

Unit 3: Applying the Principles of Personal Training

This unit is a synoptic unit and is the last unit that you cover as it will apply all of the learning from the previous units covered. You will be assessed in designing and carrying out a training programme for yourself.

Unit 5: The Sports Performer in Action

This unit provides an opportunity to explore factors associated with regular exercise. The body undergoes several short-term effects, such as increased breathing and heart rate.

Assessment

Unit	Assessment Title	Assessment Type	Assessment Method	Guided Learning Hours
1	Fitness for Sport and Exercise	Exam	External	30
2	Practical Sports Performance	Coursework	Internal	30
3	Applying the Principles of Personal Training	Coursework	Synoptic/ Internal	30
5	The Sports Performer in Action	Coursework	Internal	30

Student Profile

“You should choose BTEC Sport if you are interested in how exercise affects your body and how you can use a range of training methods to help you improve. The course will provide you with the tools to make informed choices about factors that can influence your performance as well as athlete’s at the elite level. BTEC Sport lessons are designed to help you reach your best in a practical way. Most of the course is based on coursework, so if you find exams difficult this is definitely the best choice for you” Rachel – Tudor 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 6 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

Mr S P Green

Head of Physical Education

Mr S P Green

NB: The exam board prohibits students from studying both GCSE PE and BTEC First in 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 applications, particularly if demand for the subject is high.

Need more Information?

Course Leader : Mrs C Parsons

Head of Faculty: Mr R Wood

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



Option Blocks

Subject Choices:			
At least one English Baccalaureate (EBacc) subject must be chosen.			
* Only one of these subjects can be chosen.			
	BLOCK A	BLOCK B	BLOCK C
EBacc Subjects	French	French	French
	Geography	Geography	Geography
	History	History	History
		Spanish	Triple Science
GCSE Subjects	*Art	*Art	*Art
	Dance	Business	Business
	Design Technology	Computing	Design Technology
	Drama	Drama	Drama
	**Music	*Graphic Communication	Food & Nutrition
	PE	PE	*Graphic Communication
	Psychology	Sociology	Psychology
	Media	*Textiles	
Vocational Subjects	BTEC Enterprise	BTEC Enterprise	BTEC Enterprise
	OCR Health & Social Care	OCR Creative iMedia	OCR Health & Social Care
	BTEC Sport	Music Practitioner RSL	BTEC Sport
		BTEC Sport	
*Only one of these subjects can be chosen / **GCSE Music - you HAVE to 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.			

[Please click here to access the Year 9 Google Options Form](#)

Contact Information

Science

Head of Faculty: Mr David Thompson dthompson@queenelizabeths.com

English

Head of Faculty: Mrs Claire Bailey cbailey@queenelizabeths.com

Mathematics

Head of Faculty: Mr Tim Baguley tbaguley@queenelizabeths.com

Modern Foreign Languages

Head of MFL: Mrs Anne-Sophie Mason amason@queenelizabeths.com

Humanities

Head of Geography: Mrs Clare Dudley cdudley@queenelizabeths.com

Head of History: Mr Neil Kirby nkirby@queenelizabeths.com

Head of Religious Studies: Miss Sophie Forster sforster@queenelizabeths.com

Head of Social Sciences:

Mrs Sue Mullins and Mrs Amanda Leach smullins@queenelizabeths.com aleach@queenelizabeths.com

Design Technology

Head of Faculty: Mr Richard Wood rwood@queenelizabeths.com

Business and ICT

Head of Faculty: Mr Bob Richardson rrichardson@queenelizabeths.com

Performing and Creative Arts

Head of Art: Mrs Clare Darley cdarley@queenelizabeths.com

Head of Drama: Miss Alex Chester achester@queenelizabeths.com

Head of Media: Mrs Claire Bailey cbailey@queenelizabeths.com

Head of Music: Mr Steve Glover sglover@queenelizabeths.com

Physical Education

Head of Faculty: Mr Shane Green sgreen@queenelizabeths.com

Head of Dance: Mrs Nicola Miller nmiller@queenelizabeths.com

Heads of House

Lancaster House - Mr Joshua Mead jmead@queenelizabeths.com

Stuart House - Mrs Toni Mynard tmynard@queenelizabeths.com

Tudor House - Mr Matthew Oldfield moldfield@queenelizabeths.com

Wessex House - Mrs Gemma Heighway gheighway@queenelizabeths.com

York House - Mr Luke Smith lsmith@queenelizabeths.com

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“You will be secure because there is hope”
Job 11:18