



QUEEN ELIZABETH'S GRAMMAR SCHOOL

ASHBOURNE, DERBYSHIRE



The QEGS Vision: We care, therefore we question, we explore, we give and as a result, we succeed.

KEY STAGE 4 PROSPECTUS
2020 - 2021

AN OVERVIEW OF THE OPTIONS PROCESS



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A MESSAGE FROM THE HEADTEACHER

We are justifiably proud of the great achievements of our students at Queen Elizabeth's Grammar School. Our School is a thriving, vibrant and active community which provides opportunities for students to excel academically and mature through involvement in our enrichment programme. There is a friendly and welcoming atmosphere, where the beliefs of hard work, personal courtesy and smart appearance remain priorities.

We have high expectations of you and we want to foster a strong work ethic and spirit of participation; we expect you to be a responsible young adult. We offer excellent teaching, where progress is carefully monitored and tracked within a highly supportive pastoral system where you are known as an individual. Our care, guidance and high quality advice on course choice and progression is at the core of our organisation.

If you work hard you **will** be successful.

Most of you will progress from Year 11 to directly enter our Sixth Form or choose to continue your studies in Further Education. We believe you will appreciate the atmosphere and positive relationships between other students, parents, staff and the community. We want you to fulfil your potential and more, to be prepared for life after school and to receive the standard of support and care expected of a high performing organisation.

Our commitment to you is that you will leave QEGS, not just ready for Ashbourne, Derbyshire or the UK but for the world.

Mr S Garrity - Headteacher

KEY STAGE 4 AT QEGS

We pride ourselves on the range and variety of courses available for study in years 10 and 11. This booklet gives detailed information for you and your parents to read in order to help you with your choices. We offer a full range of GCSE courses, complimented by relevant and high value vocational qualifications. We also want you to develop skills and interests beyond your studies at school.

You will need to make decisions about the courses you wish to study from September 2020. Your parents and QEGS staff will help you to make these decisions.

You will continue to study Core subjects (English Language, English Literature, Science, Maths, PE and RS), but you will have decisions to make about which other subjects and courses you wish to choose. You should consider what you might like to do in the future and, to keep your options open, you should choose a balance of courses.

QEGS students will be able to discuss their choices in a short meeting with their form tutor. Further discussions can take place at the Year 9 Form Tutor Evening on Tuesday 4th February 2020. Time will also be given to you in Form Time and via individual appointments to help you investigate possible career pathways and to allow you to consult with Careers advisors.

When you have made your choices, you will need to complete the Option Choices Form on the Intranet. Your parents will then be sent a letter containing your choices which they must sign and return to reception by the deadline stated on the letter.

If you are currently at another school and you are thinking of coming to QEGS, please contact our Admissions and Transition Team, who will be able to organise a tour and a meeting to discuss your choices and the process for securing a place (contact details below).

We want you to fulfil your potential and develop skills and talents which can be deployed in any walk of life.

THE CURRICULUM IN YEARS 10 AND 11

The core subjects as shown below are still compulsory at Key Stage 4. The optional subjects are shown in the second section of the table along with the contact details for the lead member of staff (*the second part of the email address is @queenelizabeths.derbyshire.sch.uk*)

	Subject	Contact	Email
CORE	English Language and English Literature	Mrs Brown	brownn@
	Mathematics	Mr Warden	wardenc@
	Physical Education (KS4)	Mr Smith	smithr@
	Religious Studies	Mr McGarrigle	mcgarrigle@
	Science	Mr Meecham	meecham@

OPTIONAL	Agriculture	Ms Morgan	morgan@
	Art Craft & Design	Mrs Davis	davis@
	Art Textiles	Mrs Davis	davis@
	Business Studies	Mr Walker	walkerl@
	Computer Science	Mr Bowbanks	bowbanks@
	Creative and Digital Media Production	Mr Illsley	illsleyj@
	Dance & Drama	Mrs Corboz	corboz@
	Design & Technology	Mr Phipps	phipps@
	Engineering	Mr Kershaw	kershaw@
	Food Preparation & Nutrition	Mrs Flinders	flinders@
	Geography	Miss Edwards	edwards@
	History	Miss Robinson	robinson@
	Modern Foreign Languages	Mrs Anstead Mrs Palmer	anstead@ palmer@
	Music	Mr Roberts	robertsd@
	Physical Education (KS4)	Mr Smith	smithr@
	Sport	Mr Smith	smithr@
	Childcare & Education	Ms Morgan	morgan@
Construction Skills	Ms Morgan	morgan@	

English Baccalaureate

The English Baccalaureate is an award which certifies and recognises a student's achievements across a core group of selected GCSE subjects both nationally and internationally. The English Baccalaureate is awarded to students who achieve a grade 4 or higher in English Language, Mathematics, two Sciences, a humanity (History or Geography) and a Language (a wide range of languages are eligible).

This is an identified pathway and it is strongly recommended to students wishing to pursue further study at Sixth Form, FE College and/or at university.

GCSE Exams

All GCSE courses are now linear and students are only able to sit a final exam at the end of the course.

Places on some optional courses such as Construction Skills, Childcare and Agriculture courses are limited because of the restrictions on physical resources and availability of places. To ensure suitability and progression, places on these courses will be offered following interviews and a selection process. If any subject or course is oversubscribed, or too few students opt for it to run, students will be offered their reserve choice.

OTHER USEFUL CONTACTS

Progress Leader - Mrs Wood - wood@qegs.email

Deputy Headteacher (Curriculum) - Mrs Betty - betty@qegs.email

Careers & Work Related Coordinator - Ms Bains - bains@qegs.email

Vocational Leader - Ms K Morgan - morgan@qegs.email

Form Tutors

9B1 - Mr C Warden - wardenc@qegs.email

9B2 - Mrs C Fryer - fryer@qegs.email or Mr L Bateman bateman@qegs.email

9C1 - Mr N McGarrigle - mcgarrigle@qegs.email

9C2 - Mrs M Izquierdo - izquierdo@qegs.email

9H1 - Mrs G Marsh-Morgans - marsh-morgans@qegs.email

9H2 - Mr E Wilson - wilson@qegs.email

9S1 - Mrs S Wright - wright@qegs.email

9S2 - Mrs H Watson - watsonh@qegs.email or Mr R Smith - smithr@qegs.email

GCSE POINTS EXPLAINED

GCSE grades have recently been reformed and will now be graded with a new number scale from 9 to 1, with 9 being the highest grade. For example, as detailed in the table below if a student was to achieve a grade 6 at GCSE this is the equivalent to achieving a B in the old grading system. A standard pass is a grade 4 and a strong pass is a grade 5, the 4 being equivalent to a low C and a 5 being equivalent to a high C.

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

CAREERS INFORMATION ADVICE AND EDUCATIONAL GUIDANCE (CIAEG)

It can be a difficult and confusing task for both students and parents to decide the best combination of subjects when entering Year 10, as many fourteen year old students have no clear idea of what form their future may take. Others, who appear to have definite plans at this stage often change them by the time they reach Year 11. It is for these reasons that most authorities in careers guidance emphasis the need for a balanced choice of subjects, as this can allow for possible changes in interest at a later date.

All school subjects have their own particular values and strengths, but there are considerations, which may help in making the final choice:

- English, Mathematics and Science help young people to develop a wide range of essential transferable skills, crucial to success in the world of work. They

are therefore considered to be important subjects and consequently take a prominent and compulsory part of the timetable.

- Whilst acknowledging that there are career openings from some subjects, there is little point in taking them if they do not correspond to your own aptitudes and interests. Good examination results in subjects you enjoy and do well at are of greater value in the future.
- You may be looking ahead to the Sixth Form or even Higher Education; if so, do remember that most 'A' level subjects build on work done in Years 10 and 11. It can be very difficult to take them at Sixth Form level without the earlier background knowledge and skill development.
- Students have access to a full-time Careers Education & Guidance Coordinator in school.

To help you decide your future, over the next two years you will all be involved in an extensive Careers Information Advice and Educational Guidance programme which includes the following:

Year 9	During Form Time you will start to look at careers by researching into a field of work of interest to you. You will be analysing your own ability, strengths and weaknesses to produce an assessed piece of written work and a presentation to your form group. You will be introduced to an independent careers adviser, and will be able to start to explore the world of work and the 14-19 pathways open to you. You will spend a day working with Young Enterprise to explore the world of finance in a 'Learn to earn' workshop followed by an enterprise challenge identifying employability skills.
Year 10	You will be helped to develop decision making skills and we will further raise your awareness of different careers by means of talks from employers, use of the careers library, careers interviews, Employability week and a week of work experience. The work experience takes place at the end of the year when you will spend time with an employer. A five day Careers and Further Education Event which involves two days in school working with external representatives on CV writing, interview techniques, occupational talks, apprenticeship sessions and team building activities. You will spend the other two days visiting higher education establishments of your choice. The purpose of the event is to inform students of a range of careers pathways, entry requirements and allow them to talk to representatives from business and industry so that they make appropriate Post -16 choices in Year 11.
Year 11	You will be helped and guided in making decisions regarding your post 16 options, qualification routes, including guidance by a qualified independent careers advisor.
Sixth Form	The careers education and guidance process is continued throughout the Sixth Form with the provision of information in many areas such as higher education, sponsorship, grants, apprenticeships, employment etc. A further period of work experience is encouraged and guidance is provided by a careers advisor.

EXTENDED LEARNING DEPARTMENT

Queen Elizabeth's Grammar School believes that students with Special Educational Needs or disabilities should be fully integrated into the main school curriculum whenever possible. Our department's role is to help make this a success.

Integration, together with in-class support, is continued in Years 10 and 11 with the aim of enabling our students to complete appropriate courses. Guidance will be offered to determine which courses should be followed. We aim to achieve realistic choices where the demands of all assessed units can be met, and the best possible individual pathway followed to enable future successes on leaving our school.

There will be an opportunity for some students to work in smaller groups and to receive further assistance with assessed tasks, depending on identified needs and up to date examination concession arrangements from the JCQ. Access to Information Technology facilities such as Quick Type, a laptop, Read Write Gold or a 'C' pen is available where deemed an appropriate way forward.

Emphasis is placed on preparation for post-KS4 opportunities. Extended Learning Department staff and careers advisors will liaise to ensure appropriate career routes are researched. Students are supported and prepared for life beyond QEGS as an absolute priority. Progress is carefully monitored and staff liaise with parents and staff from appropriate external agencies on a regular basis. Mentors are allocated to students with Educational Health Care Plans (EHCPs) and this has proven to be very successful link between QEGS and home life.

The department also offers two fully staffed areas at lunchtimes and breaktimes to enable support with homework, organisation and social integration. As well as offering support from knowledgeable, experienced and friendly staff, access to ICT facilities is also available.

ENGLISH LANGUAGE & ENGLISH LITERATURE

Aims of the Course

English Literature and English Language are taught separately at QEGS resulting in two separate qualifications for students. In both subjects, however, you will continue to develop your skills in the area of speaking, listening, reading and writing.

Our aim is to make you confident, fluent and knowledgeable speakers, readers and writers with a life long enjoyment of language and literature.

For your information our exam board is AQA.

Course Content

Reading

You will study texts in class: a Shakespeare play; 19th century texts and extracts; 20th century texts and extracts; 21st century texts and extracts consisting of non-fiction, novels, drama and poetry, but you will also be expected to continue reading regularly on your own. As well as studying a wide range of texts from the three centuries, you will also look at other writing such as reviews, diaries and journalism.

Writing

You will learn to write for a range of purposes including essay writing for exam questions; descriptive/narrative writing and writing that presents a specific viewpoint. Writing will be assessed as part of both Language exams and there will also be a larger component than previously for SPaG (spelling, punctuation and grammar) in the Literature exams. You will continue to extend your knowledge of vocabulary and accuracy in spelling and grammar. The drafting skills you have already gained in Key Stage 3 will be developed.

Speaking and Listening

You will take part in one speaking and listening assessment in Key Stage 4, which may be filmed for submission to the exam board. This assessment will require you to present to a selection of your peers upon a chosen topic that you feel passionately about and respond to audience questions. We hope to make you confident with speaking in formal and informal situations, using Standard English when appropriate. This element receives a separate certificate at pass, merit or distinction and does not count towards the final English Language or Literature grade.

Assessment

Examination (100%):

English Language

There will be two exams, the first, exploring creative reading and writing and, the second, writer's viewpoints and perspectives. These are worth 50% each of the final grade and both consist of a reading and writing section.

English Literature

There will, again, be two exams: the first, Shakespeare and the 19th-century novel and, the second, modern texts and poetry. The first is 40% and the second 60% of the final grade.



MATHEMATICS

Aims of the Course

- To develop mathematical knowledge along with oral, written and practical skills in a manner that encourages confidence, enjoyment and perseverance.
- To apply Mathematics in everyday situations, and to develop an understanding of the part that Mathematics plays in the world around us.
- To solve problems, present solutions clearly and to demonstrate an ability to handle tasks with confidence.

Course Content

Foundation Level

At Foundation Level, the course has an emphasis on the continued development of numeracy skills with further study of data handling processes, fundamental techniques in shape and in solving a variety of equations.

Higher Level

At Higher Level, further study is undertaken introducing vector methods and advanced trigonometry in shape and a comprehensive study of algebraic techniques with a focus on the solution of multi-stage problems.



Assessment

Examination (100%):

In your final examination you will sit three written papers, (papers are 1hr 30mins in duration), one of the papers will be a non-calculator examination. These are designed so that you can demonstrate your Mathematical knowledge and your ability to solve contextual problems.

The tiers of entry for the examination correspond to the course you followed in Years 10 and 11 with a range of awards available for each tier of entry.

Coursework is no longer used to assess the 'Using and Applying Mathematics' aspect of the National Curriculum. Each of the written papers will include questions that will assess this area.

Beyond GCSE

Mathematics is a core subject in the National Curriculum. It can therefore be studied at a higher level as a subject in its own right, or as a service subject in areas such as Engineering, Science, Psychology, Geography and Economics.

A qualification in Mathematics continues to be demanded in all walks of life, and skills acquired in this subject can be put to positive use in almost all areas of employment.

PHYSICAL EDUCATION

Students will be given an option to choose one from five activities. Each block will last 10 lessons. Four blocks will take place in the Autumn and Winter term and two over the Summer term. Choices fall in line with National Curriculum orders which specify that students should take part in at least 2 different activities and competitive games.

During each block of work students will:

- acquire and develop skills
- look at tactics and compositional ideas
- evaluate and improve performance
- understand that physical activities contribute to a healthy lifestyle
- take on roles of official, coach, scorer, time-keepers etc
- become aware of local opportunities to continue participation
- body management & fitness development

Year 10 P.E. Example Option Blocks

Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Football	Rugby	5-a-side Football	World Contact	Athletics	Tennis A
Netball	Hockey	Girls Rugby	Girls Football	Dance	Tennis B
Basketball	Table Tennis	Badminton	Hockey	Fitness	Rounders
Zumba	Volleyball	Outdoor Fitness	Circuits/Weights		Softball
Trampolining	Insanity	Aerobics	Orienteering		Ultimate Frisbee
Hockey	Badminton	Trampolining	Basketball		Golf

Year 11 options are similar but include the opportunity to visit the Ashbourne Leisure Centre to use the swimming pool, squash courts and Reflections gym. There will be a reduced Leisure Centre charge of approximately £2 per visit.

Extra Curricular Activities - Boys

School Teams are run in Athletics, Basketball, Cricket, CrossCountry, Football, Hockey, Rugby and Tennis at Under 18, Under 16, and Under 15 levels. Strong players are encouraged to participate in County Trials for Derbyshire and many represent Derbyshire Dales District Teams. Other clubs and tournaments take place through the year in Badminton, Fitness Training and Volleyball during lunchtimes and after school.

Extra Curricular Activities - Girls

School teams are run in Athletics, Basketball, Crosscountry, Football, Hockey, Netball, Rounders, Tennis and Trampoline, to which an individual needs to show total commitment. Other such activities include Badminton, Dance, Football, Rugby and Volleyball. Outdoor Activities Visits are sometimes available to the Whitehall Outdoor Pursuits Centre, Buxton. Specialist courses in Rock Climbing, Caving, Orienteering, Mountain Walking, Canoeing, Mountain Biking and Duke of Edinburgh training are available at Whitehall.

RELIGIOUS STUDIES

Aims of the Course

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues with a particular focus on Christianity and Islam. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. This will help students prepare for further study with valuable skills which can be applied across a variety of academic and professional pursuits.

The key aims of the course are:

- To encourage students to have an inquiring, critical and sympathetic approach to the study of two world religions as they exist today.
- To introduce students to the challenging and varied nature of these religions by studying what people believe, experience and practice.
- To give students the opportunity to explore questions about the meaning and purpose of life.
- To think through opinions on certain moral issues and explore how religions respond to them. Issues include Euthanasia, Abortion, Conflict, Sexual Morality and Medical Ethics.

Course Content

There is one full course GCSE on offer, which can also be studied as a short course GCSE.

The full course GCSE involves the study of:

- Christian Beliefs and Practices
- Muslim Beliefs and Practices

These beliefs and practices are then applied to:

- Relationships and Families
- Life and Death
- The existence of God
- Peace and Conflict

Assessment

Both courses run over 3 years
(Students begin study in Year 9)

2 written examinations in Year 11
– each worth 50% of the final mark

Beyond GCSE

Religious Studies is a very desirable academic subject among employers and places of further education. As well as teaching you to analyse complex religious concepts, it also teaches you to show understanding and tolerance towards others as you offer reasonable, balanced arguments to justify your own personal beliefs. With these vital skills you will find that people who have studied Religious Studies, whether it be to GCSE or even degree level, have gone on to have jobs in a wide variety of areas including media and journalism, commercial business, medical profession, the police and armed forces. The GCSE provides an excellent basis for taking Religious Studies and General Studies at A-Level.

SCIENCE

Aims of the Course

The new Science GCSE courses are designed to encourage a broad and balanced view of Science and its role in the modern world. Students study a wide range of Science topics split into the three disciplines of Biology, Chemistry and Physics. Practical activities are fundamental to Science, and students are given many opportunities to practise and develop their practical skills. It is essential that students approach their studies in Science with an enquiring mind and a determination to succeed.

Course Content

Combined Science (Trilogy) - Core

This double award is equivalent to two GCSEs in Science, including content in all three of the Sciences; Biology, Chemistry and Physics.

Separate Sciences (Triple Science) - Optional

Students will gain three GCSEs in Sciences, i.e. one each in Biology, Chemistry and Physics.

Students who study either course at the higher level will be eligible to progress onto study at A-Level, subject to meeting the entry requirements.



Assessment

For each of the Separate Sciences there are two papers, each of which is 1 hour 45 minutes, therefore students following this course will sit 6 papers in total (two for Biology, two for Chemistry and two for Physics). The papers are equally weighted; each is worth 50% of the grade and has 100 marks available. They can include multiple choice, structured, closed, short answer and open response questions. A minimum of 10% of marks will test maths skills in GCSE Biology; 20% in GCSE Chemistry; and 30% in GCSE Physics.

For Combined Science there are six papers: two Biology, two Chemistry and two Physics. All of the papers are 1 hour 15 minutes in length and each is equally weighted, so is worth 16.7% of the grade and has 70 marks. They can include multiple choice, structured, closed, short answer and open response questions. Marks for maths skills will be in the ratio 1:2:3. In other words for every one mark of maths in Biology there must be two in Chemistry and three in Physics.

There is no longer a separate centre assessed unit (ISA). Instead there are required practicals that all students must undertake; eight practicals for each of Biology, Chemistry and Physics, and 16 for Combined Science. Students will be assessed on their practical skills in their exams with at least 15% of the marks coming from questions relating to practicals.

For both courses we use the AQA awarding body. Further information on these courses can be found at: <http://www.aqa.org.uk/subjects/science/gcse>

AGRICULTURE

CITY AND GUILDS LEVEL 2 AGRICULTURE

Students can specialise in agriculture or equine

Please note that students will undertake an interview with DART and QEGS staff, places will be offered on the basis of experience and career pathway plans.

Introduction

DART is a specialist training provider which is able to offer work related learning opportunities for 14-19 year olds in the land-based sector across Derbyshire and the surrounding counties. Through our links with them, we are able to offer nationally recognised courses (City and Guilds) that will enable students to develop their understanding of farming/ equine or animal care. Students undertaking these courses will generally work for one day a week in a practical environment whilst at the same time studying for their qualification at Level 2. The level of study will reflect a student's ability as well as prior skills, knowledge and understanding. A personal DART tutor assessor will work with each student throughout the two year course.

Course Content

Students will attend a placement that they have secured. Full health and safety checks will be carried out by DART prior to any placement. A personal tutor assessor will visit regularly to support both the technical and academic study necessary for each qualification.

It is expected that students will be fully involved in all aspects of work which their placement can offer throughout the course of the academic year. Students will be expected to keep a diary of what they have done, what they have learned and how they are developing. The aim is to improve theoretical learning through practical activity.

Assessment

Each unit of study will be assessed against grading criteria set by the awarding body. A variety of assessment methods will be used including performance observation, written evidence, case studies and assignments. All work is internally marked and samples are externally verified. The qualification will be awarded on the overall quality of the students in terms of their application, commitment and achievements over the course.

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Beyond this Course

Level 2 / 3 study at an Agricultural College such as Reaseheath, Rodbaston, Burton or Derby; an Apprenticeship/ Traineeship with a land based training provider such as DART

Please note: this course is subject to confirmation and therefore may change.

ART, CRAFT AND DESIGN

Aims of the Course

Choosing Art and Design enables students to explore their creativity through a diverse range of media such as painting and drawing, printmaking, sculpture, ceramics, photography, textiles, digital manipulation and many more. Students will be encouraged and supported to develop their skills in a wide range of media to a high standard that will enable students to then develop their ideas fully in an ambitious and exciting way. Students will be encouraged to develop important skills in developing and refining concepts and will be expected to work independently throughout the two years to build a sophisticated and creative portfolio.

Course Content



Students will produce a portfolio of work exploring a range of skills and techniques within Art and Design. You will respond to a range of exciting themes, ideas and stimuli in order to produce exciting and ambitious outcomes. Teachers will guide students through a range of media developing their technical skills to give the students the confidence to realise their ideas. There will be opportunities to develop current skills while also trying new and exciting processes. Students will use sketchbooks to record their observations, ideas, experiments, research and written annotation to back up practical outcomes that are generated.



Assessment

Portfolio of work - controlled assessment (60%): The portfolio is the work done throughout Year 10 and part way into Year 11. Project 1 is started at the beginning of Year 10 through until the Summer Term in Year 10. Project 2 begins during the Summer term of Year 10 through until January Year 11. All coursework is handed in at the beginning of January Year 11. Projects are decided yearly by the Art Dept. Staff. Your work is marked by the centre and moderated by the Exam Board (AQA).

Externally set assignment - (40%): Question papers are issued to students at the start of January Preparation time is decided by the centre and work starts in January (Year 11). There is then 10 hours supervised time in which a major outcome is realised in April. We will ask you to display your course work and externally set work in an exhibition at the end of the course, usually around June. The exhibition of GCSE Art work is very popular and your parents and friends will be invited to come and look at what you have achieved.

Beyond GCSE

This course also gives students the foundation to move onto A level Art & Design or BTEC Art and Design where students are able to build their course and could specialise in a range of Art and Design options. This could be followed by a range of related Higher education courses. There are increasing opportunities for employment within Art and Design and



the Creative Industries in a range of areas such as: Fine Artist, Graphic Designer, Interior Designer, Product Designer, Architecture, Illustrator, Sculptor, Curator, Set Designer, Textiles Artist/ Designer and many more. Many of our students have gone on to study Art and Design related courses at university and pursued careers in Art and Design.

ART TEXTILES

Aims of the Course

Choosing Art Textiles enables students to explore their creativity through a diverse range of textile media such as embroidery, fashion, printing, fashion drawings, print designs, digital manipulation and many more. Students will be encouraged and supported to develop their skills in a wide range of media to a high standard that will enable students to then develop their ideas fully in an ambitious and exciting way. Students will be encouraged to develop important skills in developing and refining concepts and will be expected to work independently throughout the two years to build a sophisticated and creative portfolio

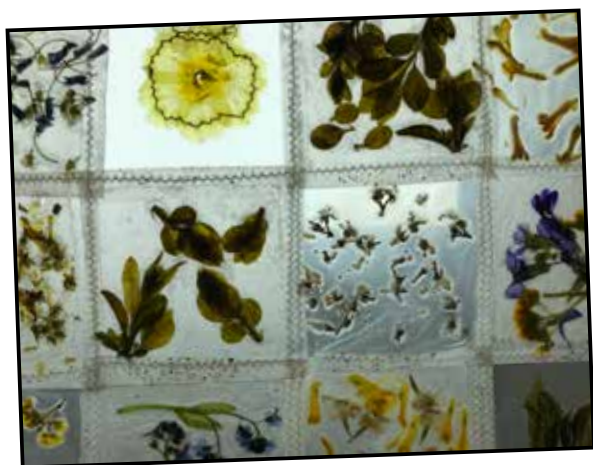
Course Content



Students will produce a portfolio of work exploring a range of skills and techniques within textile and fashion Design. You will respond to a range of exciting themes, ideas and stimuli in order to produce exciting and ambitious outcomes.

Teachers will guide students through a range of media developing their technical

skills to give the students the confidence to realise their ideas. There will be opportunities to develop current skills while also trying new and exciting processes. Students will use sketchbooks to record their observations, ideas, experiments, research and written annotation to back up practical outcomes that are generated.



Assessment

Portfolio of work - controlled assessment (60%):

The portfolio is the work done throughout Year 10 and part way into Year 11. Project 1 is started at the beginning of Year 10 through until the Summer Term in Year 10. Project 2 begins during the Summer term of Year 10 through until January Year 11. All coursework is handed in at the beginning of January Year 11. Projects are decided yearly by the Art Dept. Staff. Your work is marked by the centre and moderated by the Exam Board (AQA).

Externally set assignment - (40%):

Question papers are issued to students at the start of January Preparation time is decided by the centre and work starts in January (Year 11). There is then 10 hours supervised time in which a major outcome is realised in April. We will ask you to display your course work and externally set work in an exhibition at the end of the course, usually around June. The exhibition of GCSE Art work is very popular and your parents and friends will be invited to come and look at what you have achieved.

Beyond GCSE

This course also gives students the foundation to move onto A level Art & Design or BTEC Art and Design where students are able to build their course and could specialise in a range of Art and Design options. This could be followed by a range of related Higher education courses. There are increasing opportunities for employment within Textile Design and the Creative Industries in a range

of areas such as: textile artist/ designer, fashion designer, embroiderer, interior designer, shoe designer, fashion buyer, print designer, fashion stylist, clothing technologist, visual merchandiser, and many more. Many of our students have gone on to study Art and Design related courses at university and pursued careers in Art and Design.

BUSINESS STUDIES

Aims of the Course

The Business Studies course challenges students to critically evaluate business behaviour and how this affects a wide variety of stakeholders including customers, employees and society. Since business activity has such a profound impact on all of society, an understanding of business behaviour should be of considerable benefit to students in both their future careers and their life in general.

Course Content

Students study the Edexcel GCSE Business Studies Syllabus (2BS01). The course investigates a large number of topics in considerable depth to reflect the complexity of the subject, looking at both the internal and external factors that affect business activity.

Topics covered include: business finance, franchising, managing stock, effective recruitment, motivation, technology and business, marketing and ethics.

The two themes covered are:

- Theme 1: Investigating small businesses
- Theme 2: Building a business

The course will involve students in a wide variety of activities, including analysis of up-to-date business case study material, the gathering of research data, decision making exercises and business simulations. Some of these activities will involve the use of I.T.

Students will benefit greatly from a keen interest in how businesses work and an eagerness to actively engage in the subject. In Business Studies, it is important that students feel comfortable dealing with numerical data, but high level mathematical skills are not required. The ability to express written argument logically will help ensure students do well in this subject.

Assessment

Theme 1: Investigating small businesses

- 90 minutes, 90 marks (50% of the GCSE qualification)

Theme 2: Building a business

- 90 minutes, 90 marks (50% of the GCSE qualification)

The papers will consist of calculations, multiple-choice, short-answer and extended-writing questions and will be based on business contexts given in the paper.

Beyond GCSE

The course gives a very detailed insight into how businesses operate and, as many students will go on eventually to work in business, it will be of tremendous value to them. In addition, success in the GCSE Business Studies course provides an excellent basis for progression to A level Business Studies and A level Economics at QEGS. In turn, both of these subjects can be studied further in Higher Education where they form the basis of an extremely wide range of popular courses. Access to a career in a related profession or business management is then possible.



COMPUTER SCIENCE

Aims of the Course

The course will give you a real, in-depth understanding of how computer technology works. You will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. However, the course will give you an insight into what goes on 'behind the scenes', including computer programming, which many students will find absorbing.

Course Content

The course studied is the OCR GCSE in Computing (J276). The course is designed to enhance your knowledge and skills in the technology that makes modern computer systems work. Some key areas are:

- System Architecture, memory and storage
- Network topologies, protocols and layers (including wired and wireless networks)
- System security and system software – including ethical, legal, cultural and environmental concerns
- Algorithms and programming techniques – producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation – including binary, denary and hexadecimal numbers

Students undertaking this course must be able mathematicians and willing to spend a significant amount of time developing their programming skills outside of lessons. Resources will be provided, but those taking this course must be disciplined and willing to work independently.

Assessment

All components will be submitted in June of Year 11.

Question Paper: Computer Systems – 40% (1 hour 30 minutes), Computational Thinking, Algorithms & Programming – 40% (1 hour 30 minutes).

Non-examined Assessment:
Programming Project – 20% (20 hours).

Beyond GCSE

The course will stimulate interest and engagement with technology and technology related careers. There is a demand for professionals who are qualified in computing and students who want to go on to higher study and employment in the field of Computer Science, will find that this course provides a superb stepping stone.

The course is also an excellent preparation if you want to study or work in areas that rely on the skills you'll develop, especially where they're applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

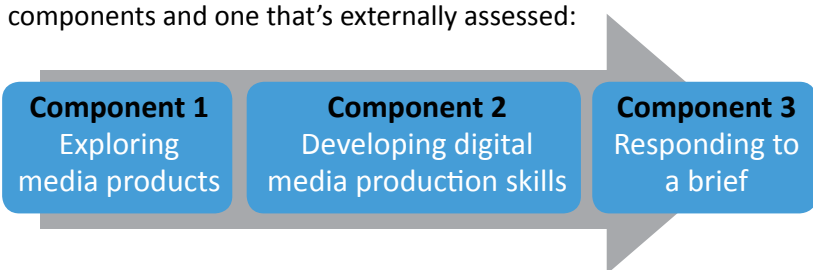
CREATIVE DIGITAL MEDIA PRODUCTION

Aims of the Course

The new BTEC Tech Award in Creative Media Production gives students the chance to develop valuable skills and techniques in different disciplines, produce a practical response to a digital media brief, and explore potential careers in the industry.

Course Content

The course is a practical introduction to life and work in the Creative Media industry and has two internally assessed components and one that's externally assessed:



These components build on each other and are designed to motivate students by helping them put what they've learned into practice and grow in confidence.

Component 1 – Exploring media products

- Worth 30% of the overall grade.

Aim: learn about the sector and investigate media products across the following sub-sectors:

- audio/moving image (TV programmes, films, video shorts, animations, radio broadcasts)
- publishing (newspapers, magazines, books, e-magazines, comics)
- interactive (websites, mobile applications, mobile games, video games, online games).

During component 1, students will be introduced to the sector by exploring the content and purpose of digital products, the style and use of digital design principles, idea generation and the production process and industry regulations and professional practices.

Assessment: internally assessed assignment.



Component 2 – Developing digital media skills

- Worth 30% of the overall grade.

Aim: develop technical skills and techniques in the chosen discipline(s) of audio/moving image, publishing and interactive.

During component 2, students will have the opportunity to experiment with a variety of media production skills and techniques, apply the technical skills they learn and reflect on their progress and develop strategies for improvement.

Assessment: internally assessed assignment.

Component 3 - Create a media product in response to a brief

- Worth 40% of the overall grade.

Aim: apply digital skills and techniques by responding to a digital media brief.

In component 3, students need to produce a media product in response to a brief, under controlled conditions. In this summative task, students will learn how to respond to a brief, plan their response, apply production skills and techniques, justify the outcome they have developed and reflect on their application, time management and use of resources.

Assessment: externally assessed task where students respond to a brief to create a media product.

What can this qualification lead to?

This qualification will support learners in progression to the level 3 single or triple awards in Creative Digital Media or to an apprenticeship in the field. Beyond level 3, learners can undertake a range of further and higher education courses or employment in a wide range of job roles across the digital media industry, including film and television, radio, digital design, graphic design, animation, games design, web design, advertising and photography.

PERFORMING ARTS: DANCE

Aims of the Course

The BTEC Tech Award in Performing Arts: Dance is a practical introduction to life and work in the industry, and students can explore the sector while:

- Developing skills and techniques
- Choreographing and delivering a workshop performance
- Analysing, evaluating and enhancing your own skills

Course Content

BTEC Tech Award is based on 100% coursework with NO formal examination at the end of the two years.

Component 1:

Exploring the Performing Arts

You will observe and reproduce existing repertoire, as well as explore the performance styles, creative intentions and purpose of the work. Understand the roles, responsibilities and skills of those involved in creating the repertoire. Develop performance techniques, approaches and process, and how practitioners create and influence what is performed.

Component 2:

Developing skills and techniques

Gain physical, interpretative and rehearsal skills during workshops and classes. Apply technical, stylistic and interpretative skills in performance and reflect on your own progress and use of skills in performance, as well as how you can improve.

Component 3:

Performing to a Brief

You will work in groups to create a performance based on the set brief. You will use the brief and what you have learnt to choreograph your workshop performance. You will review the development process, perform to a target audience and reflect on the performance in an evaluation report.



Assessment

Component 1:

Exploring the Performing Arts – internally assessed 30%

Practical workshops, written journal and reflective evaluation.

Component 2:

Developing skills and techniques – internally assessed 30%

Practical workshops and technique classes, written journal and reflective evaluation.

Component 3:

Performing to a Brief – externally assessed 40%

Beyond GCSE

By obtaining a BTEC Tech Award in Dance students will be able to progress onto a BTEC National Diploma in Performing Arts or A Level in Dance providing students with the skills necessary for employment in the Performing Arts industry, Higher Education or courses at specialist Performing Arts Schools.



DRAMA

Aims of the Course

- Apply knowledge and understanding of drama when making, performing and responding to drama
- Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice

Course Content

GCSE Drama consists of 60% practical coursework and 40% written examination.

All students will study the following areas:

Devising Drama

Explore a given stimulus (provided by OCR), through practical exploration and create a piece of devised drama. Throughout the process you will keep a portfolio of evidence and provide a written evaluation of your own work.

Presenting and Performing Texts

Application of presentation and performance skills through realising two extracts from one text. You will study the full text considering how the social, cultural and historical aspects of the text might have an impact on your realisation. You will practically explore two contrasting sections, and then perform in a live performance.

Performance and Response

Written Paper

- Section A: Study a whole performance text
- Section B: An analysis and evaluation of live theatre performance

Coursework:

- 1) Devising Drama
- 2) Presenting and Performing Texts

Assessment

Devising Drama, 60 marks non-exam assessment 30% of total GCSE

Presenting and Performing Texts, 60 marks external examiner, 30% of total GCSE

Drama: Performance and Response, 80 marks, 1 hour 30 minutes written exam, 40% of total GCSE

Beyond GCSE

By obtaining a GCSE in Drama students will be able to progress onto a BTEC National Diploma in Performing Arts or A Level Drama and Theatre providing students with the skills necessary for employment in the Performing Arts industry, Higher Education or courses at specialist Performing Arts Schools.



DESIGN & TECHNOLOGY

Aims of the Course

This course is designed to encourage students to develop an awareness of the nature and significant importance of Design and Technology in a rapidly changing society. Design and Technology is a practical subject area which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. In all of the Design & Technology students will be taught a range of designing skills such as how to be creative designers, how to evaluate products of their choice, how to use CAD/CAM and a range of graphical communication skills including ICT. They will also be taught a range of making skills including how to select tools and equipment, work in a safe manner, how to work accurately and where Computer Aided Manufacturing techniques can be applied. The course aims for students to become autonomous and problem solvers as individuals and members of a team. These are skills which potential employers look for when students leave school.

Course Content

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.

This GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment.

Assessment

Written Examination: 50%

What's assessed

Core technical principles
Specialist technical principles
Designing and making principles

Non-examined Assessment (NEA): 50%

A design folio containing a brief, research, ideas, development, evaluations and quality made outcome. This in year 11 as the theme is set by the exam board.



Beyond GCSE

All routes through employment, further and higher education will be enhanced by this subject area which relates to careers in design and manufacture, engineering and electronics, architecture, graphic and product design etc.

ENGINEERING

Aims of the Course

The Pearson BTEC Tech Award in Engineering is available at QEGS as a Level 1/2 qualification. The course consists of 3 Component units across 2 years of study to ensure that all learners develop areas of essential engineering knowledge. The Tech Award is a 120 GLH(Guided Learning Hours) sized course equivalent to 1 GCSE.

Tech Award Course Content

The Award course will cover the following Components and learning aims:

Component 1 - Exploring Engineering Sectors and Design Applications.

(GLH 36 Internal assessment)

Learning aims:

- A) Understand engineering sectors, products and organisations, and how they interrelate.
- B) Explore engineering skills through the design process.

Component 2 - Investigating an Engineering Product.

(GLH 36 Internal assessment)

Learning aims:

- A) Understand materials, components and processes for a given product.
- B) Investigate a given engineered product using disassembly techniques.
- C) Plan the manufacture and safely reproduce/inspect/test a given engineered component.

Component 3- Responding to an Engineering Brief.

(GLH 48 External assessment)

This external Component provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 but enables learning to be brought together and related to a real-life situation. Learners will apply developed skills in problem solving, design and communication to enable them to respond to engineering briefs.



Beyond This Course

This course provides an opportunity for students to make an informed decision on a career in a specific trade, possibly through a modern apprenticeship or further study at QEGS 6th Form or a Further Education establishment. This course also provides an excellent grounding in skills required to compliment a University Degree in Engineering and also those of related subjects such as Dentistry and Architecture as the practical content and skillsets learned are well suited to support the learner through their subject at this level.

The qualification is equivalent to 1 GCSE.

- L1 Pass 3
- L2 Pass 4
- L2 Merit 5/6
- L2 Distinction 7

About the engineering sector

The UK is regarded as a world leader in engineering, which covers a wide range of exciting and rapidly developing areas such as renewable energy, space, low carbon, aerospace, automotive, agri-food and bioscience. People with engineering skills are always in demand. Between 2010 and 2020, engineering companies are projected to have 2.74 million job openings.

Engineering at QEGS

At QEGS we are particularly keen to promote this new engineering course to our female students as the engineering sector clearly recognises that many of their best engineers within their industry are female. Female engineers within major engineering organisations are fast tracked to senior managerial roles of responsibility.

FOOD PREPARATION AND NUTRITION

Aims of the Course

The course is designed to give students an opportunity to gain practical cookery skills, a thorough understanding of nutrition, a knowledge of food hygiene and the working characteristics of food.

There is a big emphasis on practical work and students will be expected to participate in practical lessons on a weekly basis.

GCSE Food Preparation and Nutrition will equip students with the knowledge, understanding and skills required to cook. It also allows students to gain knowledge of food science, nutrition and healthy eating.

It encourages students to cook and it enables them to make informed decisions about food and nutrition. It gives students the skills to be able to feed yourself and others affordably and nutritiously now and later in life. It is an invaluable life skill.

Lessons will be active and engaging and will include a range of practical lessons and theory lessons developing Effective and safe cookery skills.

This is a suitable qualification for those who want to go into the food industry, study catering at college or who just enjoy cooking.

Course Content

Written examination 50% of the qualification:

Principles of Food Preparation and Nutrition written examination: 1 hour 45 minutes

The written exam consist of two sections containing compulsory questions and will assess six areas of content: Food commodities, Principles of nutrition, Diet and good health, The science of food, Where food comes from and Cooking and food preparation.

Coursework (NEA tasks) 50% of the qualification:

Food Preparation and Nutrition in Action - Non-examination Assessment (NEA): internally assessed, externally moderated. This is split into two tasks, that are completed in year 11

Assessment

Assessment 1: 15%

What's assessed

The Food Investigation Assessment. A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: 35%

The Food Preparation Assessment. Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

These assessments will be based on a choice of tasks released by WJEC annually.



Exam board website:

www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/

GEOGRAPHY

Aims of the Course

Our primary aim continues to be best summarised by the departmental vision: “Using Geography to stimulate, challenge, empower and inspire individuals in readiness for the demands of their everyday lives and their future in the 21st Century.” The subject itself is about making sense of the world and we hope that you too will have the same interests and enthusiasm as us.

If you are interested in studying real people in real places; If you value knowledge of how nations rely on each other and the skills of discussion; problem solving and practical fieldwork; If you believe that we have a responsibility to other people to maintain a sustainable environment for future generations; If you hope to be suitably prepared for further academic study and/or your working life, and appreciate the benefits of a multidisciplinary subject; Above all, if you believe that teaching and learning should always be challenging, topical, motivating and fun, you are already a Geographer!

Course Content

The study of Geography has changed over the last twenty years and the syllabus we use reflects this modern and forward-thinking approach. Students will follow the Edexcel B specification. This course not only develops students’ ability to have a unique understanding of people and places, but it also encourages and enhances their ability to think, ask questions, solve problems and analyse information.

Students will study the following content:

Component 1 - Global Geographical Issues

Topic 1: Hazardous Earth

- Tectonics
- Tropical storms
- Climate change
- Extreme weather in the UK

Topic 2: Development Dynamics

- Measuring development
- How do countries develop?
- Global inequalities
- Case study country: India

Topic 3: Challenges of an Urbanising World

- A world of growing cities
- Megacities
- Challenges cities face
- Case study: Mumbai, India

Geographical skills

Component 2 - UK geographical issues

Topic 4: The UK’s Evolving Physical Landscape

Topic 5: The UK’s Evolving Human Landscape

Topic 6: Geographical Investigations

- River processes and pressures
- Dynamic urban areas
- Geographical skills

Component 3 - People and environment issues - Making Geographical Decisions

Topic 7: People and the Biosphere

Topic 8: Forests under Threat

Topic 9: Consuming energy resources

Making Geographical issues

Fieldwork

Students will undertake two geographical enquiries. This will involve collecting primary data from both a physical AND a human environment. There will be specific exam questions relating to the fieldwork carried out in the Component 2 exam.

Assessment

Component 1 (1hr 30min)	37.5%
Component 2 (1hr 30min)	37.5%
Component 3 (1hr 30min)	25%

Beyond GCSE

Geography is an all embracing subject. Geographers have a unique view because they combine skills and attitudes drawn from other disciplines. Geography is considered to be the natural bridge between the arts and the sciences and can add an extra dimension to University and employment applications. As Geographers we are concerned with looking at many of the important issues facing the world today and we also develop a wide range of skills: but what can it do for your career?

Law, Commerce, Business, Medicine, Education, Sport and Leisure, Marine Biology, Environmental based work; these are just a few of the routes of our past students. A recent survey of employers in the North of England showed that after Maths and English, Geography is rated as one of the most useful subjects. They know that Geography helps young people to be aware of the world around them, to communicate with others and to offer fair and practical solutions to difficult issues and problems.

Places and people are amazing. Geography is the key to understanding what makes them so!

HISTORY

Aims of the Course

History is the story of mankind and covers the great achievements and successes of the human race, and its spectacular failures. Any study of history investigates the great diversity of human life, power, money, living conditions, invention, science, religion and war.

In order to understand the present we have to understand the past. Without knowing what we have already done we have no way of understanding what we can do and what we might achieve in the future. History helps us to understand ourselves and other people and other cultures. It encourages a more compassionate and humane outlook. History is a great story.

Course Content

Edexcel GCSE History:

1. Medicine in Britain, c1250-present and a study of the historic environment, The British sector of the Western Front, 1914-18: injuries, treatment and the trenches.
2. Early Elizabethan England, 1558-88
3. Superpower relations and the Cold War, 1941-91
4. The USA, 1954-75: conflict at home and abroad

Assessment

Examination (100%):

Paper 1 – 1 hour 15 minutes. Section A Historic environment, 2 questions. Section B Medicine 3 questions.

Paper 2 – 1 hour 45 Minutes. Superpower relations, 3 questions. Early Elizabethan England, 1 three part question.

Paper 3 - 1 hour 20 minutes. The USA, 1954-75, 3 questions, question 3 split in to 4 parts.

Beyond GCSE

History develops a range of skills which are of use in both the study of other subjects and for a whole range of careers by developing skills such as; the ability to form judgements, to read with understanding, to weigh evidence, to organise ideas, to reach decisions and to write clearly.

History students learn how to research, discuss, interpret, analyse and evaluate information. GCSE history is essential to progress on to AS and A level history at QEGS and an A-level in history is well regarded by Higher Education institutions.



MODERN FOREIGN LANGUAGES

Do you love going to different places, meeting new people and trying new experiences? If so, then learning a new language will really enhance your opportunities to do these things.

Learning a language will broaden your horizons and give you access to a whole new world!

By learning a language, you are demonstrating a high level of communication skills, resilience and determination and will become a global citizen.

A language GCSE builds on what you have already learnt in years 7, 8 and 9 and you will so much know more than you think. Language classes are fun and interactive and you cover things at a slightly quicker pace, this is good as you will easily notice the improvements that you make in your foreign language.

Language skills are used in a variety of job sectors including: Hospitality and Tourism, Publishing and Media, Education, Recruitment and HR, Law as well as Advertising and Marketing. Speaking and understanding a foreign language is also beneficial for holidays and travel.

Aims of the Course

The MFL course in French/German/Spanish aims to prepare students in using language skills to express themselves in a variety of situations- personal, social and business. By the end of the course, students will have a working knowledge of the language, which will prepare them to communicate with native speakers in different contexts and furthermore give them cultural insight into the countries where the language is spoken.

Course Content

Students follow the AQA syllabus (French 8658 / German 8668 / Spanish 8698).

There are three areas of study:

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

Vocabulary and structures are taught across these areas through the key skills of:

- Listening
- Speaking
- Reading
- Writing

Assessment

Unit 1: Listening (25% of final grade):

Written exam

- Foundation Tier: 35 minutes
- Higher Tier: 45 minutes

Unit 2: Reading (25% of final grade):

Written exam

- Foundation Tier: 45 minutes
- Higher Tier: 1 hour

Unit 3: Speaking (25% of final grade):

Oral exam

- Foundation tier: 7-9 minutes + preparation time
- Higher tier: 10-12 minutes + preparation time

Unit 4: Writing (25% of final grade):

Written exam

- Foundation tier: 1 hour
- Higher tier: 1 hour 15 minutes

Students must be ready to work in a variety of group settings and enjoy the challenge of understanding and manipulating vocabulary and grammar to express themselves personally, something which can be extremely rewarding. They will study the generic skills of language learning, which will prepare them for the study of other languages if required later in life.

Beyond GCSE

There is the opportunity to continue the study of languages to AS and A2 level. There is also the opportunity of work experience in France/Germany at the end of Year 12. This will prepare students for studying either language as discreet subjects or combined with others in Higher Education. Some universities highly value MFL at GCSE. Learning a language fits well with any subject and it broadens your horizons as having a language qualification on your CV makes you more desirable to an employer in today's global economy. A languages qualification can lead to a career in many diverse areas such as the Law, Business, Management, Film, Computing, Engineering, Travel and Tourism, Criminology and many more, not just translating and teaching!

MUSIC

Aims of the Course

Music influences our moods and emotions and stimulates and excites us in many ways. We hear it all the time in the charts, films, TV, games and even supermarkets. Following this GCSE Music course will develop an understanding of how music is created through five Areas of Study. These provide focus and detail of specific areas of music. In the course students will learn how to compose and develop skills in performing, composing and appraising music.

Course Content

You will study:

- How to compose for, and perform on, your chosen instrument
- How to compose for a group of instruments in a style of your choice
- Use ICT and recording techniques to enhance and develop your work
- The music for your instrument and write an original composition for it
- Film Music, concentrating on how composers have written music for film and video games
- Rhythms of the world, including Calypso, Samba and African drumming
- The Concerto through time
- The Conventions of Pop

All of this is contained in the five Areas of Study. The main skills you will develop and use will be:

- Composing
- Performing
- Appraising

All of these skills are interrelated and will be assessed.



Assessment

The exam covers the full range of grades from 9 to 1. There are three aspects to the assessment:

Performing:

You will give a total of two performances (one solo, one ensemble). They will be recorded and they should add up to at least 4 minutes in length. The mark will contribute to the 60% coursework total.

Composing:

You will compose two pieces. One will be written to your own brief and the other will be to a brief set by the exam board (OCR). These compositions must add up to 3 minutes in length and they will contribute to the 60% coursework mark.

Listening Paper (approximately 90 minutes, in CD format):

This paper is based on everything you have learned in the course and will be taken at the end of Year 11. You will answer questions on different extracts of music based on any style or musical idea covered in the Areas of Study. The listening paper makes up 40% of the overall GCSE.

Beyond GCSE

GCSE music is an interesting course in its own right or may lead to further study at AS/A level and beyond. The GCSE course will allow you to develop your Music Technology skills, leading to an A level Music Technology course or providing you with the skills to make professional recordings of your work. There has never been a better time to work within the music industry, create your own work and publish on the Internet. Other opportunities include performance degrees (Rock Schools and Music Colleges), writing for film / TV and live performance with a band or orchestra.

PHYSICAL EDUCATION

Course Content

You will be expected to study and understand the following areas relating to physical activity:

Component 1 - Written examination: 1 hour and 45 minutes (36%) - Fitness and Body Systems (Applied anatomy and physiology, Movement analysis, Physical training, Use of data)

Component 2 - Written examination: 1 hour and 15 minutes (24%) - Health and Performance (Health, fitness and wellbeing, Sport psychology, Socio-cultural influences, Use of data)

Component 3 - Non-examined assessment: Internally marked and externally moderated (30%) - Practical Performance (Skills during individual and team activities, General performance skills)

Component 4 - Non-examined assessment: Internally marked and externally moderated (10%) - Personal Exercise Programme (PEP) (Aim and planning analysis, Carrying out and monitoring the PEP, Evaluation of the PEP)

Practical

You will participate in many sports and will acquire a greater depth of knowledge, understanding and experience within each specific area. Assessments will be made during the course and a final assessment will take place during April of the final year, witnessed by a visiting moderator. Major sports covered will be athletics, badminton, basketball, table tennis, football, hockey, netball, rounders, rugby, tennis, and volleyball. Other sports and areas may be covered depending on the individual groups needs.

Course Requirements

To be considered for this course you will: Have participated regularly and enthusiastically in PE lessons during Years 7, 8 and 9, consistently achieving effort and behaviour grades of 1 or 2 in PE reports. Have reached a high level of performance in at least three sports and take part in extra-curricular sport. Be committed to training and practicing activities outside the normal school day, i.e. lunchtimes and after school to reach the higher levels of performance required.

Assessment

- 60% - Theoretical
- 30% - Practical
- 10% - Coursework

Beyond GCSE

This course gives you a broad base of information that allows entry to jobs in physiotherapy and sports therapy to sports journalism and statistical analysis. GCSE PE provides a logical stepping stone for A-Level studies of PE and Exercise Science, where students can develop knowledge of physiological, psychological and sociological aspects or develop breadth of study with the Level 3 Sport and Exercise Science through the study of thirteen modules including, but not limited to; nutrition, sport massage, coaching, specialised fitness and sports injury.

SPORT

CAMBRIDGE NATIONALS OCR – SPORT SCIENCE LEVEL 1/2 CERTIFICATE

What are BTEC Firsts?

Cambridge National in Sport Science helps students appreciate how sport science underpins sport at all levels. They learn about anatomy, physiology, injury prevention, improving personal fitness through appropriate training and diet, and the role of psychology in improving performance.

These qualifications are intended primarily for learners in the 14–19 age group, but may also be used by other learners who wish to gain an introductory understanding of a vocational area. When taken as part of a balanced curriculum, there is a clear progression route to a level 3 course or an apprenticeship. Cambridge Nationals are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: team working; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes. Cambridge Nationals motivate learners, and open doors to progression into further study and responsibility within the workplace.

Key Features

- is a level 2 qualification; however it is graded at Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*, Level 1 and Unclassified
- is a 120 guided-learning-hour qualification (equivalent in teaching time to one GCSE)
- has core units and optional units
- has 25 percent of the qualification that is externally assessed. Edexcel sets and marks these assessments.
- will be available on the National Qualifications Framework (NQF)
- presents knowledge in a work-related context
- provides opportunities for synoptic assessment. Learners will apply the skills and knowledge gained from the core units when studying the optional units.

Core units

- Each qualification has core units totalling 60 guided learning hours.
- These compulsory core units cover the body of content that employers and educators within the sector consider essential for 14–19-year-old learners.
- There are usually two contrasting types of core unit. One type focuses on essential knowledge and the other type focuses on applying essential vocational skills.
- One of the core units is externally assessed.

Core Units:

Reducing the risk of sports injuries (Written paper, OCR-set and marked)

Students learn how to prepare participants to take part in physical activity so that they minimise the risk of injuries. They also learn how to respond to common sporting injuries and how to recognise the symptoms of some common medical conditions.

Applying principles of training (Centre-assessed task, OCR moderated)

Students develop knowledge and understanding of the principles of training and how to keep performers in peak physical condition. They apply practical skills in fitness testing and in designing bespoke training programmes to suit individual requirements.

Optional Units:

The body's response to physical training (Centre-assessed tasks, OCR moderated)

Students explore how the body changes and responds to physical activity. They develop knowledge and understanding of the musculoskeletal and cardio-respiratory systems and some of the changes that occur in response to physical activity, both short term and long term.

Sport psychology (Centre-assessed tasks, OCR moderated)

Students look at some of the key elements of sport psychology and the strategies and techniques used to help sports performers maintain an effective balance between being relaxed and focused when performing under pressure.

Sports nutrition (Centre-assessed tasks, OCR moderated)

Students explore the role that diet plays in different sports and activities and the importance of a healthy, balanced diet that includes essential nutrients in the correct quantities. They use the knowledge they gain to produce an appropriate, effective diet plan for a performer.

Technology in sport (Centre-assessed tasks, OCR moderated)

Students consider how various technologies are used in sport to enhance performance and the experience of sport both for performers and for spectators, as well as the career opportunities that the use of technology presents. They also explore arguments both for and against the increasing use of technology in sport.

Beyond Cambridge Nationals

This course gives you a broad base of information that allows entry to jobs in physiotherapy and sports therapy to sports journalism and statistical analysis. Cambridge Nationals provide a stepping stone for sixth form studies of BTEC Level 3 PE and Sport at QEGS where a deeper understanding of physiological, psychological and sociological aspects are gained.

CONSTRUCTION SKILLS

Aims of the Course

The course is designed to give our students key life skills which will ensure that they are able to manage and look after their future properties and give students a full experience of the Construction trade if that is a route they wish to pursue. In this two year course students undertake a varied practical programme of study that introduces them to the range of work in the construction industry and achieve a level 2 qualification.

Course Content

Students will be introduced to the Construction Industry, Health and safety in Construction along with looking at the varied trades that make up the Construction industry. Key skills like plastering, painting and decorating, joinery and bricklaying are core parts of the practical aspects of the course which will be delivered during masterclass sessions in our new Construction site workshop. We are also establishing links with local tradesmen who will give our students a greater insight into the trade and provide exciting opportunities to experience and explore.

It is essential that students wishing to follow this course provide their own personal protective equipment including safety boots and overalls.

Assessment

Level 2 Construction

- A series of externally set assignments which are internally marked with one online examination. The set assignments are heavily practical based with accompanying evidence of their work.



Beyond This Course

On completion of this qualification, students may progress to the Level 3 qualifications at either sixth form or at college, Technical Levels or an apprenticeship.

CHILDCARE & EDUCATION

Aims of the Course

This course provides a vocational opportunity to develop basic skills in caring. It covers the care and changes in development of babies, through to school age. It gives an introduction to Childcare and includes working and undertaking practical placements in local nurseries, playgroups and schools.

Course Content

Three units that are studied are:

1. An introduction to Working with Children (0-5 years)
2. Development and Well-Being (0-5 years).
3. Childcare and Development (0-5 years). The internally assessed units are supported by placements at local playgroups, nurseries and infant schools.

Assessment

Attendance of over 80% is an essential element of the course. Two units are internally assessed in school. One unit is an external multiple-choice examination paper sat in Year 11.



Beyond This Course

This Level 2 course equips you for progression into a range of Childcare, Health & Social Care Level 3 qualifications at college. Some pre-schools, playgroups and nurseries will employ people with a Level 2 qualification.

CURRICULUM INTENT STATEMENTS

Digital Media

In Digital Media we QUESTION what we see in the media. We EXPLORE the motives of producers. We GIVE our opinions and theories and, as a result, we SUCCEED in becoming educated and critical consumers of media.

Dance and Drama

In Dance and Drama we QUESTION how to create and develop performance, and improve our work. We EXPLORE our own and others ideas to create performances to help improve our ideas and understand techniques. We GIVE performances to demonstrate our knowledge of skills and our opinions to refine our own, and others work. As a result, we SUCCEED as confident independent learners who are creative and expressive.

Business

In Business we QUESTION the reasons behind real life business decisions and EXPLORE the impact that they will have on the success of the business and on society as a whole. We GIVE balanced viewpoints to enable us to see the uncertain nature of business decisions & subsequently SUCCEED in helping students' become prepared for the real world.

History

In History we QUESTION the causes, consequences and significance of events throughout history. We EXPLORE contemporary sources and historians interpretations to develop our understanding of event. We GIVE our opinions, judgments and conclusions on the impacts of events in history, we SUCCEED in becoming learners who can consider a balanced argument based on evidence.

Geography

In Geography we QUESTION the differences in the world and why they exist. We EXPLORE regions of the world and the people who live there. We GIVE balanced views to global issues and, as a result we SUCCEED in opening our eyes and understanding of the world in which we live.

Science

In SCIENCE we QUESTION by always getting students to explain their ideas and views from a scientific standpoint, we EXPLORE the world around us through practical investigations, we GIVE students opportunity to explain natural phenomena and challenge their view of the world and, as a result, we succeed in creating minds that are open and hungry for knowledge.

Mathematics

In mathematics we QUESTION the way that we interact with the world around us in terms of information and data we EXPLORE by creating mathematical models which help to decipher and predict a range of natural phenomena. We GIVE students the transferable skills such as problem solving, analytical and investigative expertise that they can use in other subjects to help. We SUCCEED by giving students the opportunities to both make mistakes and learn from them, developing their resilience and their ability to ask why things work and what they mean.

Art

In Art we QUESTION everything we see and seek to enrich our environment. We EXPLORE the parameters of creativity past, present and future. We GIVE students an ability to respond, react and re-invent the world they live in. We SUCCEED in encouraging students to develop the confidence to work independently and trust their creative contribution.

Design & Innovation

In Design & Innovation we QUESTION how products are made, the materials they are made from and the techniques used to make them. We EXPLORE the design process to produce products that have a purpose and understand their needs of a user. We GIVE back by making products to improve our lives and, as a result, we SUCCEED by producing creative products that fulfill a purpose. These are designed and made to the best of our ability and that we are proud of.

Religious Studies

In RS we QUESTION how beliefs, both religious and secular, can affect the behaviour of ourselves and others, we EXPLORE why a range of beliefs are held within our society by different communities, we GIVE our own views whilst being able to understand and tolerate those of others, and we SUCCEED by becoming literate in not only British Values but also the variety of values and virtues held by those in British Society, celebrating this diversity.

English Language

In English Language, we QUESTION the texts we read to gain an understanding of their content and intent. We EXPLORE the meaning created by writers through their word, form and structural choices. We GIVE our own opinions and ideas within a variety of written forms and discussion. As a result, we SUCCEED in becoming well-rounded readers who can scrutinise texts for meaning and skillful writers who can communicate effectively for a variety of purposes.

Physical Education

In PE we QUESTION the physical, social and emotional benefits regular physical exercise and a healthy active lifestyle can bring. We EXPLORE the use of a variety of different physical and interpersonal skills alongside strategies and tactics. We GIVE opportunity and experience in a wide range of physical activities. We SUCCEED by our learners choosing to make physical activity habitual by the time they leave.

Languages

In Languages we QUESTION by comparing own values, culture and interpretation of the work against different ones in other countries, we make students think outside the box. We EXPLORE other cultures and ways of interpreting the outside world and ways of becoming creative in another language. We GIVE students the chance to become a more rounded person, a more tolerant person, a better informed person and, as a result, we SUCCEED by providing our students with the skills to be better communicators and better qualified candidates to any job or career.

English Literature

In English Literature, we QUESTION the texts we read to gain an understanding of their content, intent and the influence of the context. We EXPLORE the meaning created by writers through their word, form and structural choices and look at how this reflects their ideas and contexts. We GIVE our own opinions and interpretations of a text's meaning and the writer's intentions. As a result, we SUCCEED in becoming critical readers who can enjoy texts from across history and different cultures – we develop readers who can reflect on modern times in light of the lessons of the past.

Sponsors include:

The Woodroffe Benton Foundation - The Ashburnian Society

- The Old Trust (founders 1585)



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