



# SIXTH FORM PROSPECTUS

2023-24



QUEEN ELIZABETH'S  
GRAMMAR SCHOOL

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## A MESSAGE FROM THE HEADTEACHER

We are justifiably proud of the great achievements of our Sixth Form students at Queen Elizabeth's Grammar School. Our Sixth Form is a thriving, vibrant and active community which provides opportunities for young 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.

Our curriculum is broad and balanced and offers a range of qualifications, from traditional A-Level subjects to new and innovative, employer-led vocational courses.

Students leave our Sixth Form to enter the world of work/apprenticeships or choose to continue their studies in Higher Education.

We are determined to remain at the heart of our community; we are an outstanding Sixth Form with the desire, ability and capacity to improve further. We believe you will appreciate the atmosphere and positive relationships between students, parents, staff and the community. We want students to fulfil their 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.

**Mr S Garrity**  
**Headteacher**



## WELCOME TO THE QEGS SIXTH FORM

QEGS is a happy, energetic and thriving Sixth Form with outstanding teachers and a wide range of courses on offer. It is a Sixth Form where we are passionate about developing young people and working in partnership with the community we serve. We pride ourselves on supporting students to make the most of their time with us and plan for a rewarding future.

We want each and every student in our Sixth Form to be successful and well prepared for their next steps. Many of our Year 11 students continue their studies in the Sixth Form and each year we are very pleased to welcome an increasing number of students from other schools.

We have maintained an outstanding record of A-Level and BTEC results, which secures our place as one of the top performing Sixth Forms in Derbyshire. These results come from hard work and a focus on high expectations of staff and students because we know that this is what they deserve. Our students are incredible and deserve amazing teachers, quality lessons and the right levels of support, as well as great opportunities that enrich their experience at school.

Our Sixth Form offers a wide range of A Level and BTEC Level 3 Nationals, so that students can find the course combinations which equip them to achieve their ambitions; whether they are moving on to university, apprenticeships, training or employment. Equally as important is an exciting range of super-curricular and enrichment opportunities that we provide our students with throughout the year; these allow them to develop and enhance their skills, interests and personal qualities. We have a very strong senior student leadership team and a number of students are appointed to positions of responsibility within our Sixth Form Council; an important one of which is to promote student welfare and to support other students.

Our pastoral and academic support is led by a dedicated and experienced tutor team, who guide students through their studies, as well as through

applications for apprenticeships and universities. Our tutorial programme includes opportunities for regular reviews of attendance, progress, engagement and general wellbeing. The Sixth Form Pastoral Team are very approachable and operate an 'open door' policy.

Many subjects are taught at our dedicated Sixth Form centre which is a separate site to the main school, although some subjects requiring specialist facilities are delivered at the main site (Art, Music, Performing Arts, Practical Science lessons). Each subject is allocated 5 hours of teaching per week. Students are also expected to complete 5 hours of independent study per subject per week. Private study periods are spent in a designated area with PCs, the main Library or an available teaching room.

Your choice of Sixth Form is a momentous one; the next two years will shape your university choices, career prospects and adult life.

The Sixth Form will provide you with the academic and pastoral support you need to shape and achieve your ambitions. This prospectus is intended to give you some further insight into our Sixth Form at Queen Elizabeth's Grammar School. We hope you find it informative and very much look forward to meeting you during the coming year.



**Mrs L Allen**  
**Head of Sixth Form**



**Mr L Walker**  
**Dept. Head of Sixth Form**



# QEGS SIXTH FORM OFFER

Our students entering an increasingly competitive World: competition for university, apprenticeships, internships, or work experience is fierce. Exam results alone are not enough guarantee success. Students need to develop the skills and attributes which will help them to stand out and secure their ambitions. We focus on students making progress in their chosen academic courses, and we also offer students a broader programme to help them develop the skills they need.

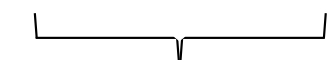
## PERSONAL DEVELOPMENT

Personal Development is a core part of our Sixth Form curriculum. It is a compulsory programme designed to equip students with the necessary skills and positive study habits to successfully manage their workload and the transition from year 11 to Sixth Form. All students are required to attend one lesson per fortnight and all sessions are delivered by a member of the KS5 teaching team.

## PERSONAL DEVELOPMENT TOPICS

Year 12:

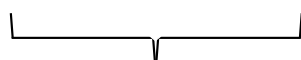
- **VESPA Programme**
  - Vision
  - Effort
  - Systems
  - Practice
  - Attitude
- **Employability skills**
  - Presentations
  - Interview technique
  - Assessment centres
- **Career preparation**



Transition from year 11

Year 13:

- **Next steps**
  - UCAS
  - Apprenticeships
  - Jobs
- **Adult life**
  - Bank accounts
  - Credit cards
  - Washing
  - Cooking
  - Mortgages
  - Car care
  - First aid
- **Exam focus**



Transition for after 13

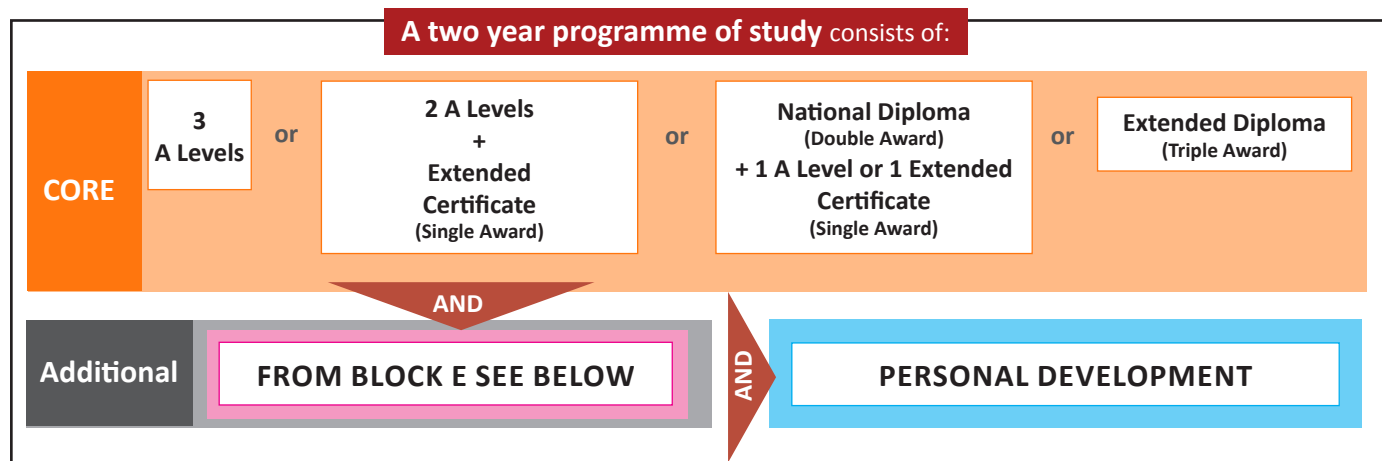


## QEGS FUTURES AWARD

We strongly believe that it is hugely beneficial for our students to get involved in volunteering their time to help in school or the local community. This not only promotes the acquisition of vital employability skills, but is also a valuable personal experience. We have developed our own award with the support of the University of Derby to promote and reward students for their commitments to volunteering and work based learning. We expect ALL students at QEGS to complete the Award at Foundation Level. This requires a minimum of 20 hours voluntary work, attendance at 3 careers workshops (provided through school) and the submission of a CV. The award has 2 further levels and, at Advanced Level, the focus is on leadership development. A number of local charities are very keen for our students to get involved, as well as there being many opportunities to volunteer at QEGS. The focus is on developing and reflecting on the vital skills gained through these experience.



# CHOOSING YOUR PROGRAMME OF STUDY



## A-LEVEL PROGRAMME

All of the A-Level subjects we offer at QEGS are linear qualifications with the assessment at the end of two years. The majority of students do choose to study 3 A-Levels, but it is possible to study 4. This will form their core programme, but we believe it is important students support this by taking another level 3 qualification alongside. This enables students to broaden their knowledge and understanding, develop vital skills, as well as gaining valuable UCAS points to enhance their applications. This will also be a linear option, taken over the two years to offer balance to a student's programme.

## BTEC PROGRAMME

We offer a number of BTEC Level 3 Nationals here at QEGS. These are equivalent in standard to A-Levels and provide specialist, work-related learning in a number of vocational sectors. They provide a more practical, real-world way of learning and their value is widely recognised by teaching professionals, employers, higher education and students. These require some external assessment. (See individual subjects for details). It is possible to combine these with A-Level(s).

## OPTION BLOCKS

Note: these can be subject to change.

BLOCK A	BLOCK B	BLOCK C	BLOCK D
Art & Design BTEC - Single	Art Craft & Design	Art & Design BTEC - Double	Art & Design BTEC - Triple
Art & Design BTEC - Double	Biology	Art & Design BTEC - Triple	Business BTEC - Triple
Art & Design BTEC - Triple	Business Studies	Biology	Chemistry
Business BTEC - Triple	Chemistry	Business BTEC - Triple	Digital Media BTEC - Triple
Digital Media BTEC - Triple	Computer Science	Digital Media BTEC - Single	Performing Arts BTEC - Single
EPQ	EPQ	Digital Media BTEC - Triple	EPQ
Geography	Economics	EPQ	French
Government and Politics	English Literature	Economics	Further Maths
History	Music	English Literature	German
Maths	Psychology	English Language	History
Psychology	Religious Studies	Geography	Physics
Spanish	Science BTEC - Single	Maths	Sociology
Sport & Exercise Science BTEC - Triple	Personal Development	Physics	Sport & Exercise Science BTEC - Triple
Personal Development		Sport & Exercise Science BTEC - Triple	Physical Education
		Personal Development	Personal Development

BLOCK E			
Core Maths	Further Maths	Engineering Workshop Programme	Supporting Teaching and Learning in Schools - Award
EPQ	Maths	Personal Development	

## ENTRY REQUIREMENTS

To follow a programme of A-Level subjects, students must have a minimum average grade of **4.5 GCSE points** from at least six GCSEs, which must include English and Mathematics (at grade 4 or above). To follow a Vocational programme students should have achieved an average of a 4.5 from their best 6 L2 qualifications, normally including English and Mathematics (at grade 4). It is possible to re-sit either Mathematics or English GCSE alongside a Level 3 programme. This individual programme will be agreed with Mrs Allen.

- To study A-Level Mathematics it is necessary to have at least grade **7** at GCSE Mathematics.
- To study A-Level Science it is necessary to have a grade **6** in the appropriate GCSE Science; or 2 6's in Combined Science: Trilogy. It is also necessary to have a grade **6** at GCSE Mathematics.
- In order to study a subject at A-Level that has been studied at GCSE it is necessary to have at least a grade **5** in that subject.
- To study Psychology students must have achieved a grade 5 in GCSE Mathematics.
- **All students** must have a good record of conduct and be comfortable with the values and the ethos of the academy. Students who do not maintain a good record of conduct will be refused entry to the Sixth Form. All students will be interviewed and references sought for external candidates.
- All students must apply for a place in the Sixth Form by completing an application form which sets out their subject choices and career plans. [www.qegs.link/SixthFormApply](http://www.qegs.link/SixthFormApply)
- We require any student who does not have a grade **4** in an English or Maths to resit to attempt to get a grade **4**. Lessons and Support will form part of their program of study.
- The above entry criteria will guarantee entry to the Sixth Form, students who do not meet the above criteria due to mitigating circumstances will be considered on a case by case basis.

## DRESS CODE

Sixth form students are expected to look smart and set an example for the rest of the school.

- Plain black jacket
- Plain black tailored trousers or plain black tailored skirt (skirt must be a non-stretchy material, straight or A-line and reach to just above the knee)
- White shirt or blouse with a collar
- School tie or QEGS pin badge (available from school)
- A smart red, black, navy, grey or dark green fine-knit V-neck jumper can be worn under a jacket
- Black or neutral coloured tights
- Black or brown shoes (low heel, no trainers or canvas)

Students participating in sport/performing arts may wear sportswear as follows:

EITHER:

- QEGS Sports kit

OR:

- Black joggers, plain round necked T-shirt, plain round neck sweatshirt (no hoodies)

*There should be no slogans on sportswear and any logos must be minimal.*

*Any jewellery worn must be discreet. No nose rings or body studs are permitted except for small earrings.*

*Any student identifying with an alternative gender should follow the appropriate dress code.*

# CAREERS, EDUCATION AND GUIDANCE

The academy has a successful and well established careers, education and guidance programme, and this is continued into the Sixth Form. Students are given extensive support and guidance concerning further and higher education applications and with seeking employment/apprenticeships.

## Events and Trips

- Careers Convention where a range of employers, universities, colleges and apprenticeship providers exhibit in school.
- We arrange a trip to the UCAS convention to enable them to compare different universities and courses – all under one roof. Degree level apprenticeship providers also exhibit at this event.
- We attend the National Apprenticeship Show. This gives students the opportunity to speak to providers of apprenticeships including Degree Level Apprenticeships.

## Tutorial Programme

- Students have a complete programme of careers education delivered through the tutorial system. This includes:
  - Assemblies, CV workshops and Volunteering events
  - Talks from external visitors about a range of occupations
  - Help with UCAS applications and personal statement writing
  - Help securing relevant and valuable work experience
  - Checking their digital footprint and a LinkedIn workshop
  - Appointments available with one of our impartial careers advisors from Ideas4Careers.

## Mock Interviews and Work Experience

- All students receive a mock interview in year 12 with written feedback.
- All students have a week in the summer term to attend a work experience placement giving them the opportunity to investigate a chosen career further and hone important soft skills to make them more employable after education. Students reflect on this in year 13 as part of their research into their future destinations.

[@\\_QEGS\\_Careers](#) Follow us on Twitter for regular updates on opportunities.

## FACILITIES

- Sixth Form Centre
- Private Study Area from 8am - 5pm
- Common Room
- Food Service
- IT Rooms and WiFi
- Dedicated Sixth Form Science Lab
- Dedicated Sixth Form Art Studio
- Use of main site facilities including:
  - » Well-resourced Library
  - » Performing Arts Studio
  - » CAD/CAM and Technology Areas
  - » Sports Hall

## SAFEGUARDING

QEGS fully recognises its responsibility for child protection and safeguarding and meets the statutory requirements.

# ART, CRAFT & DESIGN

**Course Length:** Studied over two years  
**Examination Board:** AQA  
**Course Leader:** Mrs J Hilton (hiltonj@queenelizabeths.derbyshire.sch.uk)

## Course Content

### Component 1

Component 1 is a workshop skills based internally assessed unit, which will continue until January.

Students are set a summer homework before starting the course which is used to inspire the theme of the workshops- this has previously included Surroundings, Decay and Destroy and Sky High. The workshops allow the students the freedom to explore a wide range of disciplines including drawing, photography, textiles/fashion, ceramics, print, painting and digital art. This allows them the confidence to specialise later in the course.

The four objectives that must be addressed in all coursework and externally set projects are:

- Developing ideas demonstrating analytical and critical understanding.
- Experimenting with and selecting appropriate materials.
- Recording observations and insights.
- Presenting, personal, informed and meaningful outcomes

### Component 2

Component 2 is an internally set assignment and will last from February until May. Candidates select their own theme and specialisms. During the project students will complete 5 hours of unaided, supervised time as a mock exam. All work produced throughout and in the controlled session will be internally assessed and externally moderated by AQA.

### Component 3

Component 3 asks students to produce a personal investigation based on an idea, concept or theme. They must continue to produce practical work related to their chosen topic and must also work within the same title that was chosen at AS level. The written component should be no less than 1000 words and no more than 3000. This unit is marked internally and then moderated externally by AQA.

### Component 4

Component 4 is an externally set assignment and candidates select one from eight starting points. Students will be expected to produce a body of preparatory work and a set of resolved outcomes. Towards the end of the unit students will be required to complete 15 hours of unaided, supervised time, the first 3 hours of which should be consecutive. All work including the controlled assignment will be assessed internally and then moderated by AQA

## Assessment

Comp.	Title	Assessment	A Level
1	Themes to be set	Non-exam assessment/portfolio Internally assessed	-
2	Individually chosen themes	Portfolio + 5 hour mock practical test Internally assessed externally moderated	-
3	Individually chosen themes	Portfolio + up to 3000 word study relating to practical. Internally assessed externally moderated	60%
4	Externally set themes	Portfolio + 15 hour to produce major outcome(s) Internally assessed externally moderated	40%



# ART & DESIGN – BTEC NATIONAL EXTENDED CERTIFICATE SINGLE AWARD

<b>Course Length:</b>	Studied over two years
<b>Examination Board:</b>	Pearson
<b>Course Leader:</b>	Mrs D Davis (davis@queenelizabeths.derbyshire.sch.uk)

The Art & Design BTEC National Extended Certificate is an applied general qualification which is equivalent to 1 A-Level. This course provides learners with the opportunity to explore an in-depth vocational approach to the study of Art and Design, helping to prepare students for university and a career in the Creative Industries. This course would be beneficial to students who wish to study fashion, textiles, graphics or design and combine this with business or other A levels.

There are many benefits of the course, including an exciting range of units available for students, which will support them in the creation of a very individual and diverse portfolio of work. Each unit is designed to allow students to demonstrate their skills and knowledge in a real-life scenario they are likely to encounter in the workplace. There will be opportunities for learners to work, to live, industry-set briefs, wherever possible, to encourage high levels of professional practice.

Students will study 4 units over 2 years, including 3 mandatory units and a further 1 optional unit. Some mandatory units are set and marked externally by the Examination Board, whilst one is internally marked. The Optional unit allows learners to gain knowledge across a broad range of Art and Design disciplines for example : Photography, Graphics, Interactive Design, Fine Art, 3D Design, Textiles, Fashion and Design Craft. Most units require students to submit a portfolio of work. However, the Critical and Contextual Studies unit requires a written submission in response to a research brief set by the Examination Board.

Assessment				
Category	Title	Assessment	GLH (%)	Evidence
Mandatory Units (3)	Visual Recording and Communication	External - 3 hours	120	Portfolio of work
	Critical and Contextual Studies in Art and Design	External - 5 hours	90	Written submission
	The Creative Process	Internal	120 (83%)	Portfolio of work
Optional Units (8)  Students choose 1 optional units	<ul style="list-style-type: none"> <li>Photographic materials, techniques and processes</li> <li>Graphics materials, techniques and processes</li> <li>Interactive Design materials, techniques and processes</li> <li>Fine Art materials, techniques and processes</li> <li>3D Design materials, techniques and processes</li> <li>Textiles materials, techniques and processes</li> <li>Fashion materials, techniques and processes</li> <li>Design craft materials, techniques and processes</li> </ul>	Internal	60 (17%)	Portfolio of work

# ART & DESIGN - BTEC NATIONAL DIPLOMA

## DOUBLE AWARD

**Course Length:** Studied over two years

**Examination Board:** Pearson

**Course Leader:** Mrs D Davis (davis@queenelizabeths.derbyshire.sch.uk)

The Art & Design BTEC National Diploma is an applied general qualification which is equivalent to 2 A-Levels. This course provides learners with the opportunity to explore an in-depth vocational approach to the study of Art and Design, helping to prepare students for University and a career in the Creative Industries.

There are many benefits of the course, including an exciting range of units available for students, which will support them in the creation of a very individual and diverse portfolio of work. Each unit is designed to allow students to demonstrate their skills and knowledge in a real-life scenario they are likely to encounter in the workplace. There will be opportunities for learners to work, to live, industry-set briefs, wherever possible, to encourage high levels of professional practice.

Students will study 8 units over 2 years, including 6 mandatory units and a further 2 optional units. Some mandatory units are set and marked externally by the Examination Board, whilst the majority are internally marked. Optional units allow learners to gain knowledge across a broad range of Art and Design disciplines such as: Photography, Graphics, Interactive Design, Fine Art, 3D Design, Textiles, Fashion and Design Craft. Most units require students to submit a portfolio of work. However, the Critical and Contextual Studies unit requires a written submission in response to a research brief set by the Examination Board.

Assessment				
Category	Title	Assessment	GLH (%)	Evidence
Mandatory Units (6)	Visual Recording and Communication	External - 3 hours	120 (17%)	Portfolio of work
	Critical and Contextual Studies in Art and Design	External - 5 hours	90 (13%)	Written submission
	Developing & Realising Creative Intentions		120 (11%)	Portfolio of work
	The Creative Process	Internal	120 (11%)	
	Materials, Techniques and Processes in Art and Design		90 (8%)	
	Developing an Art and Design portfolio		90 (8%)	
Optional Units (8)  Students choose 2 optional units	<ul style="list-style-type: none"> <li>Photographic materials, techniques and processes</li> <li>Graphics materials, techniques and processes</li> <li>Interactive Design materials, techniques and processes</li> <li>Fine Art materials, techniques and processes</li> <li>3D Design materials, techniques and processes</li> <li>Textiles materials, techniques and processes</li> <li>Fashion materials, techniques and processes</li> <li>Design craft materials, techniques and processes</li> </ul>	Internal	60 (8%)	Portfolio of work

# ART & DESIGN - BTEC LEVEL 3 EXTENDED DIPLOMA

## TRIPLE AWARD

**Course Length:** Studied over two years

**Examination Board:** Pearson

**Course Leader:** Mrs D Davis (davis@queenelizabeths.derbyshire.sch.uk)

Pearson BTEC Level 3 National Extended Diploma (1080 Guided Learning Hours - Equivalent of 3 A Levels)

The Art & Design BTEC National Extended Diploma is an applied general qualification which is equivalent to 3 A-Levels. The main difference between the Double and Triple award is the total number of mandatory and optional units studied over two years.

Students will study 13 units, including 7 mandatory units and a further 6 optional units as part of the Extended Diploma. A broader range of optional units are available to students opting for this course, including more specialised Photography, Graphics, Textiles, Fine Art, Fashion and Interactive Design units.

Assessment				
Category	Title	Assessment	GLH* (%)	Evidence
Mandatory Units (7)	Visual Recording and Communication	External - 3 hours	120 (11%)	Portfolio of work
	Critical and Contextual Studies in Art and Design	External - 5 hours	90 (8%)	Written submission
	Managing a Client Brief		120 (11%)	Portfolio of work
	Developing & Realising Creative Intentions		120 (11%)	
	The Creative Process	Internal	90 (8%)	
	Materials, Techniques and Processes in Art and Design			
	Developing an Art and Design portfolio			
Optional Units (37)  Students choose 6 optional units	<b>Photography Units</b> Studio, location, digital, non-digital, etc	Internal	60 (8%)	Portfolio of work
<b>Graphics Units</b> Typography, branding, graphic illustration, etc				
<b>Interactive Design Units</b> Conceptual art for games, animation, web design, etc				
<b>Fine Art Units</b> Painting, drawing, printmaking, etc				
<b>3D Design Craft</b> Model making, 3D techniques, etc				
<b>Textiles Units</b> Woven, constructed textiles, surface design, digital textiles				
<b>Fashion</b> Fashion promotion, Fashion design, pattern development, etc				
			<i>* Guided Learning Hours</i>	

# BIOLOGY

**Course Length:** Studied over two years  
**Examination Board:** AQA  
**Course Leader:** Mr R Meecham (meecham@queenelizabeths.derbyshire.sch.uk)

**Why study Biology?** As with the other sciences, biology helps you to build up research, problem solving, organisation and analytical skills.

If you study biology, you will likely find yourself working on group projects, which will help you build your teamwork and communication skills too.

Biology is a key subject for lots of STEM careers, particularly in healthcare, medicine and jobs involving plants or animals. This includes: nursing, dentistry, forensic science, psychology, physiotherapy, botany, environmental science, zoology, geology, oceanography, pharmaceuticals, energy industry, science writing, genetics, anthropology, psychology, civil engineering, geography, and teaching.

We highly recommend that students have a companion textbook for the duration of the two-year course. There are a variety of AQA endorsed books available from the major publishing houses, and we advise that students investigate which one suits them the best. Alternatively, QEGS Science department can provide a textbook, for a refundable deposit of £20.

## Course Content

Year 1	Year 2
<b>Topics covered:</b> <ol style="list-style-type: none"> <li>1. Biological molecules</li> <li>2. Cells</li> <li>3. Organisms exchange substances with their environment</li> <li>4. Genetic information, variation and relationships between organisms</li> </ol>	<b>Topics covered:</b> <ol style="list-style-type: none"> <li>5. Energy transfers in and between organisms</li> <li>6. Organisms respond to changes in their internal and external environments</li> <li>7. Genetics, populations, evolution and ecosystems</li> <li>8. The control of gene expression</li> </ol> <b>Practical work:</b> <p>Students will undertake at least 12 practical activities across the A-Level course to CPAC standards, as directed by the Examination Board. These will be internally assessed and provide the opportunity to learn and use practical skills to link theory with practice, so deepening knowledge and understanding. Teachers will 'endorse' the practical work which, if passed, will be reported on the A-Level Certificate.</p> <p>In addition, 15% of the A-Level marks on all of the written papers will be allocated to practical knowledge and understanding.</p> <b>Assessment:</b> <p>Three written examination papers at the end of the 2 year A-Level Course.</p> <b>Mathematical requirements:</b> <p>10% of the marks in the written A-Level Biology papers will assess mathematical skills at the higher tier GCSE level</p>

## Assessment

Paper	Title	Assessment	A Level
1	Topics 1-4 including relevant practical skills	Written Exam: 2hr	35%
2	Topics 5-8 including relevant practical skills	Written Exam: 2hr	35%
3	Topics 1-8 including relevant practical skills	Written Exam: 2hr	30%



# BUSINESS

<b>Course Length:</b>	Studied over two years
<b>Examination Board:</b>	Pearson Edexcel
<b>Course Leader:</b>	Mr T Chow (chow@queenelizabeths.derbyshire.sch.uk)

## Course Content

### Theme 1: Marketing and people

#### Students will develop an understanding of:

- meeting customer needs
- the market
- marketing mix and strategy
- managing people
- entrepreneurs and leaders

### Theme 2: Managing business activities

#### Students will develop an understanding of:

- raising finance
- financial planning
- managing finance
- resource management
- external influences

### Theme 3: Business decisions and strategy

This theme develops the concepts introduced in Theme 2. Students will develop an understanding of:

- business objectives and strategy
- business growth
- decision-making techniques
- influences on business decisions
- assessing competitiveness
- managing change

### Theme 4: Global business

This theme develops the concepts introduced in Theme 1. Students will develop an understanding of:

- globalisation
- global markets and business expansion
- global marketing
- global industries and companies (multinational corporations)

## Assessment

Paper	Title	Assessment	A Level
1	Marketing, People and Global Businesses Themes 1&4	Written Exam: 2hr	35%
2	Business Activities, Decisions and Strategy Themes 2&3	Written Exam: 2hr	35%
3	Investigating Business in a Competitive Environment Themes 1-4	Written Exam: 2hr	30%

# BUSINESS - BTEC LEVEL 3 EXTENDED DIPLOMA

## TRIPLE AWARD

**Course Length:** Studied over two years  
**Examination Board:** Pearson Edexcel  
**Course Leader:** Mr L Walker (walkerl@queenelizabeths.derbyshire.sch.uk)  
 Mr T Chow (chow@queenelizabeths.derbyshire.sch.uk)

Pearson BTEC Level 3 National Extended Diploma (1080 Guided Learning Hours - Equivalent of 3 A-Levels)

### Course Content

#### How is the course assessed?

By nature BTECs provide a more practical, real-world approach to learning alongside a theoretical background, giving learners the knowledge, understanding and skills that they need to prepare for employment. The course is primarily based on student assignments. There are a total of 13 units to complete. Four of these are externally assessed with the rest being internally assessed. Assignments are graded, "pass", "merit" or "distinction". The internally assessed assignments are set by QEGS and matched to local and learner needs.

#### What topics are included?

- Exploring Business
- Developing a Marketing Campaign
- Personal and Business Finance
- Managing an Event
- International Business
- Principles of Management
- Business Decision Making

*Plus 6 optional units*

#### How will the course be taught?

By a mixture of taught lessons, independent research and assignments, presentations, role play, group work, visiting speakers and industry visits and the use of work experience.

#### Why should I choose the BTEC in Business at QEGS?

The BTEC offers a new pathway for studying Business at QEGS alongside our Business Studies A-Level. The Department has a long history of excellent grades at A-Level and is looking to continue that success with students who would prefer to study a course that isn't wholly exam-based and allows them to specialise in one subject, rather than three. The course allows you to gain a far deeper and broader knowledge of business. Whether you wish to study further at University, go into employment or start your own business, if you know that business is the subject for you, why not start studying it now?

#### How is it different from A-Level Business Studies?

BTEC offers students the chance to concentrate on one subject while at Sixth Form, rather than three or four separate A-Levels. It is only partially exam-based. The course is the equivalent of three A-Levels and is seen by universities and employers as equivalent in rigour and UMS points as the more traditional route of A-Levels.

### Assessment

Types of assessment	No. of units
Assignment - Set and marked internally	9
Task - Set and marked by Pearson	3
Written Exam - Set and marked by Pearson	1

# CHEMISTRY

<b>Course Length:</b>	Studied over two years
<b>Examination Board:</b>	AQA
<b>Course Leader:</b>	Mr R Meecham (meecham@queenelizabeths.derbyshire.sch.uk)

**Why study Chemistry?** Chemistry is sometimes known as the “central science” because it helps to connect physical sciences, like maths and physics, with applied sciences, like biology, medicine and engineering.

Key skills developed on the course, such as questioning and experimentation are essential when it comes to building a whole range of skills for the workplace.

Chemistry helps you to develop research, problem solving and analytical skills. It helps to you challenge ideas and show how you worked things out through logic and step-by-step reasoning. Chemistry often requires teamwork and communication skills too, which is great for project management.

Chemistry will help you get ahead in most STEM (science, technology, engineering and maths) careers such as: medicine, environmental science, engineering, toxicology, developing consumer products, metallurgy (studying how metals behave), space exploration, developing perfumes and cosmetics, pharmaceuticals, energy, teaching, science writing, software development and research.

We highly recommend that students have a companion textbook for the duration of the two-year course. There are a variety of AQA endorsed books available from the major publishing houses, and we advise that students investigate which one suits them the best. Alternatively, QEGS Science department can provide a textbook, for a refundable deposit of £20.

## Course Content

### AS Level content:

#### Paper 1 - Physical & Inorganic Chemistry

- **Physical Chemistry:**
  - Atomic structure
  - Energetics
  - Chemical equilibria
  - Oxidation, reduction and redox equations
- **Inorganic Chemistry**

#### Paper 2 - Physical & Organic Chemistry

- **Physical Chemistry:**
  - Amount of substance
  - Chemical equilibria and Le Chatelier's principle
- **Organic Chemistry**

### Practical work:

Students will undertake practical activities across the AS Level course, as directed by the Examination Board. These will be internally assessed and provide the opportunity to learn and use practical skills to link theory with practice, so deepening knowledge and understanding. Teachers will 'endorse' the practical work, which if passed, will be reported on the AS Level Certificate. In addition, knowledge of practical skills will be assessed in the written papers.

### A Level content:

#### Paper 1 - Physical & Inorganic Chemistry

- **Physical Chemistry:**
  - Atomic structure
  - Energetics
  - Chemical equilibria
  - Thermodynamics
  - Equilibrium constant  $K_c$  for homogeneous systems
  - Acids and bases
- **Inorganic Chemistry**

#### Paper 2 - Physical & Organic Chemistry

- **Physical Chemistry:**
  - Amount of substance
  - Chemical equilibria and Le Chatelier's principle
  - Rate equations
- **Organic Chemistry**

#### Paper 3 - Physical, Inorganic & Organic Chemistry

### Practical work:

Students will undertake at least 12 practical activities across the A-Level course, as directed by the Examination Board. These will be internally assessed and provide the opportunity to learn and use practical skills to link theory with practice, so deepening knowledge and understanding. Teachers will 'endorse' the practical work, which if passed, will be reported on the A-Level Certificate. In addition, knowledge of practical skills will be assessed in the written papers.

## Assessment

Paper	Title	Assessment	A Level
1	Physical & Inorganic Chemistry	Written Exam: 2hr	35%
2	Physical & Organic Chemistry	Written Exam: 2hr	35%
3	Tests across the whole specification and includes questions on practical techniques and data analysis and multiple choice.	Written Exam: 2hr	30%

# COMPUTER SCIENCE

<b>Course Length:</b>	Studied over two years
<b>Examination Board:</b>	OCR
<b>Course Leader:</b>	Mr R Bowbanks (bowbanks@queenelizabeths.derbyshire.sch.uk)

**Why Study Computer Science?** The UK has the second-biggest ICT sector in Europe (after Germany), worth an estimated £81bn. Every industry uses computers so naturally computer scientists can work in any industry. Problems in science, engineering, health care, and so many other areas can be solved by computers. It's up to the computer scientist to figure out how, and design the software to apply the solution.

The most important aspect of computer science is problem solving, an essential skill for life. Students study the design, development and analysis of software and hardware used to solve problems in a variety of business, scientific and social contexts.

## Course Content

### Component 01: Computer systems

This component will introduce students to the internal workings of the Central Processing Unit (CPU), the exchange of data and will also look at software development, data types and legal and ethical issues. It is expected that learners will draw on this underpinning content when studying computational thinking, developing programming techniques and devising their own programming approach in the programming project component.

### Component 02: Algorithms and programming

This component will incorporate and build on the knowledge and understanding gained in the computer systems component (01). In addition, students should: understand what is meant by computational thinking, understand the benefits of applying computational thinking to solving a wide variety of problems, understand the principles of solving problems by computational methods, be able to use algorithms to describe problems and be able to analyse a problem by identifying its component parts.

### Component 03: Programming project

Students will be expected to analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The underlying approach to the project is to apply the principles of computational thinking to a practical coding problem. Students are expected to apply appropriate principles from an agile development approach to the project development.

## Assessment

Comp.	Title	Assessment	A-Level
Component 01	Computer systems	Written Exam Paper: 2.5hr	40%
Component 02	Algorithms and programming	Written Exam Paper: 2.5hr	40%
Component 03	Programming Project	Non-Exam Assessment	20%



# DIGITAL MEDIA TRIPLE OR SINGLE AWARD

**Course Length:** Studied over two years    **Examination Board:** Pearson

**Course Leader:** Mr J Illsley (illsleyj@queenelizabeths.derbyshire.sch.uk)

Pearson BTEC Level 3 National Extended Diploma (1080 Guided Learning Hours - Equivalent of 3 A-Levels)

Pearson BTEC Level 3 National Extended Certificate (360 Guided Learning Hours - Equivalent of 1 A-Level)

## Course Content

It has never been a more important and relevant time for the study of media. With a backdrop of concerns about the plethora of fake news in the world around us and worries about the resilience of our young people, the subject explores a range of issues that will enable those studying it to thrive in modern society. The UK Government has reported that the creative industries are worth over £8 million an hour to the UK economy. Across a diverse range of industries, the UK holds the talent and resources that produce some of the most innovative and imaginative media in the world. These industries are some of the fastest growing in the UK and are one of the areas in which the UK leads the rest of the world.

The Pearson BTEC Level 3 National Extended Diploma in Creative Digital Media Production is a triple award and equivalent to three A Levels. This course provides learners with the opportunity to explore an in-depth vocational approach to their study; helping to prepare students for university and a career in a wide range of industries. We also offer the opportunity to study the National Extended Certificate, which is equivalent to one A Level.

Students will study 13 units over two years including seven mandatory units (1 optional and 3 mandatory in the Extended Certificate) with a mixture of internal and external assessment. Over the units of mandatory content, students develop the underpinning knowledge and skills needed for the media sector.

They will investigate the media industry, looking at the influences of technology and audiences, and how media is affected by them. They develop research skills through their investigations, and understand the differences between primary and secondary research techniques, and quantitative and qualitative responses. Students learn how to analyse and deconstruct media representations, and develop the communication and planning skills that allow ideas to be produced.

Students take optional units in sectors such as television, film, radio, advertising and interactive media. This enables them to acquire knowledge of various media and media genres, which extends their understanding of the media and will support them in the creation of a very individual and diverse portfolio of work.

There will be opportunities for learners to work alongside industry experts to develop responses to live, real-world briefs, creating solutions for real clients and ensure they are exposed to and work to established industry practices.

## Assessment

	Title	GLH**	Assessment
Mandatory Units	Media Representations*	90	External
	Working in the Creative Media Industry	90	Internally Assessed and Externally Moderated
	Digital Media Skills	120	External
	Pre-Production Portfolio*	90	Internally Assessed and Externally Moderated
	Subject Specialist Investigation	120	External
	Media Campaigns	90	Internally Assessed and Externally Moderated
	Responding to a Commission*	120	External
Optional Units	A range of units covering areas including film production, radio production, news production, photography, digital graphics, and advertising	60	Internally Assessed and Externally Moderated

\* **Mandatory Units in the National Extended Certificate**

\*\* **Guided Learning Hours**

# EXTENDED PROJECT QUALIFICATION (EPQ)

<b>Course Length:</b>	Studied over 120 hours
<b>Examination Board:</b>	AQA
<b>Course Leader:</b>	Miss L Reynolds (reynolds@queenelizabeths.derbyshire.sch.uk)

## Course Content

### What is it?

The EPQ is an exciting qualification which is growing at QEGS each year. Students can choose to do the EPQ alongside their A-Level or BTEC courses.

It is a research-based piece of work of the students' choosing that requires evidence of planning, preparation, research, analysis, decision-making and autonomous working.

The Project can be an extension of an existing programme of study, or can arise from an area of interest. It could possibly be connected to a future career or university course.

The Project can take several forms. It can be a 5,000 word written report (dissertation style) or it can be an artefact (e.g. a piece of art), an event (e.g. a fashion show) or an electronic product (e.g. a computer game) with a shorter report.

This is a great opportunity to do something truly individual and increase the depth of knowledge in an area of particular interest.

Whatever form the outcome takes, it must be based on research which leads the student to make decisions about how they create the product or reach the written conclusion.

Recent example projects include:

- Can I create a silent superhero comic?
- Should we judge statues by our own contemporary, moral standards?
- Is it justified to keep animals in captivity?
- Can I write a radio play in the dark, comedy style?
- Assess the view that 'the New Deal promised much but achieved very little of real substance'
- Should Texas retain the death penalty?
- What can be done to address the rising incidents of Racism in football and who is ultimately responsible for this?
- To what extent has Spotify changed the music industry and its relationship with artists?
- Can IPS cells be used to develop a cure for Parkinsons?

### Why do it?

The EPQ is highly valued by universities and employers. It is graded A\*- E and achieves UCAS points worth half of A-Level grades.

### The aims of the extended project are:

- To extend students' skills in planning, research and critical thinking, presentation, synthesis, evaluation and referencing.
- To allow students independence, choice and input into the design of an extended piece of work.
- For students to use this 'toolkit' of skills to better prepare them for higher education and employment.

### How is it taught?

The EPQ includes a taught skills programme which is primarily delivered at the start of the course. This is followed by time to work independently, some more taught sessions and meetings with the students' EPQ teachers and supervisors. There is a lot of independent research involved in this qualification as this is a project in which the student becomes the expert. EPQ is normally timetabled for two hours per week but students will need to add to this independently once writing/developing has begun.

### How is it assessed?

There is no exam for the EPQ. The evidence submitted for assessment will be:

- A completed production log which records the process from proposal to final review
- The Project product: either a long-written report of approximately 5000 words or an artefact, CD/DVD of performances, audio/multimedia presentation, photo log, etc. which must be supported by a written report of approximately 1000 words
- A presentation for a non-specialist audience using appropriate media

# ECONOMICS

<b>Course Length:</b>	Studied over two years
<b>Examination Board:</b>	Pearson Edexcel
<b>Course Leader:</b>	Mr T Chow (chow@queenelizabeths.derbyshire.sch.uk)

## Course Content

### Theme 1: Introduction to markets and market failure

This theme focuses on microeconomic concepts. Students will develop an understanding of:

- nature of economics
- how markets work
- market failure
- government intervention

### Theme 2: The UK economy – performance and policies

This theme focuses on macroeconomic concepts. Students will develop an understanding of:

- measures of economic performance
- aggregate demand
- aggregate supply
- national income
- economic growth
- macroeconomic objectives and policy

### Theme 3: Business behaviour and the labour market

This theme develops the microeconomic concepts introduced in Theme 1 and 2 and focuses on business economics.

Students will develop an understanding of:

- business growth
- business objectives
- revenues, costs and profits
- market structures
- labour market
- government intervention

### Theme 4: A global perspective

This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of:

- international economics
- poverty and inequality
- emerging and developing economies
- the financial sector
- role of the state in the macroeconomy

## Assessment

Paper	Title	Assessment	A Level
1	Markets and business behaviour <i>Themes 1 and 3</i>	Written Exam: 2hr	35%
2	The national and global economy <i>Themes 2 and 4</i>	Written Exam: 2hr	35%
3	Microeconomics and macroeconomics <i>Themes 1-4</i>	Written Exam: 2hr	30%

# ENGINEERING

## QEGS ENGINEERING WORKSHOP PROGRAMME

**Course Length:** Studied over one year (90hrs)

**Course Leader:** Mr M Kershaw (Kershaw@queenelizabeths.derbyshire.sch.uk)

### Why study this Engineering Workshop Programme?

Our own in-house Engineering Workshop Programme will allow exposure to a variety of technical areas and skill sets used on a typical shop floor engineering environment. You will become competent in workshop practice including marking out, sheet metal fabrication, MIG welding, CNC, CAD design and secondary machining such as lathe work and milling machine operation. This programme has been introduced to act upon feedback from Industry experts to address some of the key skill sets missing from applicants entering into Engineering as a profession from further education. This course is a pure vocational one without any assessment or academic qualification. It provides willing and motivated learners the opportunity to learn a range of skill sets whilst also providing an escape from the pressures of academic work.

### Where can this Programme take me?

Your completed Programme gives you the relevant skill sets to support an engineering apprenticeship application. The Workshop Programme also provides you workshop skills and experience to support your Engineering degree as it is now common practice for degree courses to not include any workshop practice in the subject. This is a major concern as students miss out on vital 'shop floor' practical skill sets prospective employers require.

**Possible subject combinations:** Science, Mathematics, Further Mathematics and Engineering Workshop Programme.

Course Content	
<p>The topics studied are:</p> <p>1) Manufacturing Secondary Machining Processes In this unit you will:</p> <ul style="list-style-type: none"> <li>Examine the technology and characteristics of secondary processes that are widely used in industry</li> <li>Set up traditional secondary processing machines to manufacture a component safely</li> <li>Carry out traditional secondary machining processes to manufacture a component safely</li> <li>Review the processes used to machine a component and reflect on personal performance</li> </ul> <p>2) Engineering Product Design and Manufacture In this unit learners will explore engineering product design and manufacturing processes and will complete activities that consider function, sustainability, materials and form. You will:</p> <ul style="list-style-type: none"> <li>Learn about the properties and characteristics of a range of ferrous / non-ferrous / polymer and composite materials</li> <li>Engage with the 5 steps of the Engineering design and make process</li> <li>Carry out a design and make exercise</li> </ul>	<p>3) Basic Bench work skills In this module you will:</p> <ul style="list-style-type: none"> <li>Learn how to measure and mark out across a range of materials accurately using a range of tools and equipment such as angle plate / V-block / surface plate / surface gauge</li> <li>Apply correct technique to cut and work with both hand tools and power tools such as scribes, jenny calipers, angle grinders, air saws, nibblers</li> <li>Understand the requirement for appropriate fasteners, fixtures and components, screw thread systems, screw thread nomenclature.</li> <li>MIG welding / spot welding fabrication</li> <li>Apply safe working procedure as to HASAWA law</li> </ul>



# ENGLISH LANGUAGE

<b>Course Length:</b>	Studied over two years
<b>Examination Board:</b>	AQA
<b>Course Leader:</b>	Mrs N Brown (brownnn@queenelizabeths.derbyshire.sch.uk) Miss B Angris (angris@queenelizabeths.derbyshire.sch.uk)

**Why study English Language?** The first section in Paper 1 develops your ability to analyse texts and therefore prepares you for further study or careers in marketing, journalism or social media and web design. You will then learn about Children's Language Acquisition, which gives insight for anyone considering a pathway in childcare, speech therapy or education, particularly Primary teaching. Paper 2 focuses on language diversity and variation and so you will explore different accents, dialects, forms of English and why speakers might change their use of language. This links well with Sociology, Law and Psychology because you are investigating how people present themselves, through language, and use research to inform this. Finally, there is a creative writing element in Paper 2 and in one piece of your NEA. You will do a second piece of NEA on a Language Investigation of your choice. The freedom with the NEA means that you can research and write about a genre, topic or study that interests you, whether that's political speeches, court room interrogations or family interactions.

## Course Content

### Paper 1: Language, the Individual and Society

- Textual variations and representations
- Children's language development (0-11 years)
- Methods of language analysis are integrated into the activities

### Paper 2: Language Diversity and Change

- Language diversity and change
- Language discourses
- Writing skills
- Methods of language analysis are integrated into the activities

### Non-exam assessment: Language in Action

- Language Investigation
- Original Writing
- Methods of language analysis are integrated into the activities

## Assessment

Paper	Title	Assessment	A Level
1	Language, the individual and society	Written Exam	40%
2	Language diversity and change	Written Exam	40%
-	Language in Action	Non-exam assessment	20%

# ENGLISH LITERATURE

<b>Course Length:</b>	Studied over two years
<b>Examination Board:</b>	AQA
<b>Course Leader:</b>	Mrs N Brown (brownnn@queenelizabeths.derbyshire.sch.uk) Miss B Angris (angris@queenelizabeths.derbyshire.sch.uk)

**Why study English Literature?** The English Literature course is split into two topics: 'Aspects of Tragedy' (Paper 1) and 'Elements of Crime' (Paper 2). Currently, we study 'Othello', 'Tess of the D'Urbervilles' and 'Death of a Salesman', for Paper 1 and move on to 'Oliver Twist', 'Atonement' and poetry by Crabbe, Browning and Wilde, for Paper 2. We might be changing one of the texts for Paper 2, so please check before purchasing any resources. The A-Level builds upon the analytical essays written at GCSE and introduces you to critical theories, such as Feminism, Marxism and Eco-Critical theory. You will then be supported in applying a theory to your choice of novel and poetry for the NEA. Students enjoy this opportunity to read and analyse their selected author and the process of writing and answering your own essay question sets you up for dissertation writing at university. In terms of job opportunities, media and publishing can be a good fit for an English Literature graduate, as they offer a good way to apply your knowledge of the written language. These skills will also serve you well in advertising and marketing. Teaching is another option; from primary education right up to tertiary, English as a subject is considered important at all stages. The analytical skills associated with such a degree also apply well to subjects such as Law. Generally speaking, English Literature is a degree well respected by potential universities and employers, owing to the numerous transferable skills it demonstrates.

## Course Content

### Paper 1: Literary genres

- Aspects of tragedy: study of three texts: one Shakespeare text; a second drama text and one further text, of which one must be written pre-1900

### Paper 2: Texts and genres

- Elements of crime writing: Study of three texts: one post-2000 prose text; one poetry and one further text, of which one must be written pre-1900
- Exam will include an unseen passage

### Non-exam assessment: Theory and independence

- Study of two texts: one poetry and one prose text, informed by study of the Critical anthology
- Two essays of 1,250–1,500 words, each responding to a different text and linking to a different aspect of the Critical anthology
- One essay can be re-creative
- The re-creative piece will be accompanied by a commentary

## Assessment

Paper	Title	Assessment	A Level
1	Literary genres	Written Exam: 2hr 30min (closed book)	40%
2	Texts and genres	Written Exam: 3hr (open book)	40%
-	Non-exam assessment: Theory and independence	Non-exam Assessment	20%

# GEOGRAPHY

**Course Length:** Studied over two years

**Examination Board:** Pearson Edexcel

**Course Leader:** Miss K Edwards (edwards@queenelizabeths.derbyshire.sch.uk)

**Why study Geography?** Geography is an all-embracing subject. Geographers have a unique view because they combine skills and attitudes drawn from other disciplines. Geography is 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!

## Course Content

### Paper 1 Dynamic Landscapes

- Topic 1: Tectonic Processes and Hazards – we question of the causes of tectonic hazards, the impact of tectonic activity on people, and responses to tectonic hazards.
- Topic 2: Coastal Landscapes - we study of coastal landscapes system and the physical & human processes influencing change over time & space.
- Topic 3: The Water Cycle and Water Insecurity – we examine of the water cycle, human & natural factors that impact on water cycling, consequences for water security & future water conflicts.
- Topic 4: The Carbon Cycle and Energy Security – we study of the carbon Cycle, human & natural factors impacting on the carbon cycling, the consequences for ecosystems & management strategies

### Paper 2 Dynamic Places

- Topic 5: Globalisation - a study of globalisation, its causes & consequences for different people & places.
- Topic 6: Regenerating Places – we explore how & why places are shaped & changed; the meanings & identities attached to different places & the consequences for different people.
- Topic 7: Superpowers – we look at the reasons for shifting economic and political power, the impacts of superpowers, influences of superpowers in governing global commons
- Topic 8: Health, Human Rights and Intervention

### Paper 3 Synoptic Assessment

A resource booklet will contain information about a geographical issue withing a place-based context. The following synoptic themes will be assessed within the compulsory content areas:

- Players
- Attitudes and actions
- Futures and uncertainties

### Independent Investigation

- An investigation report on an area of interest in Geography.

## Assessment

Paper	Title	Assessment	A Level
1	Dynamic Landscapes	Written Exam: 2 hr 15 min	30%
2	Dynamic Places	Written Exam: 2 hr 15 min	30%
3	Synoptic Paper	Written Exam: 2 hr 15 min	20%
4	Independent Investigation	4-day fieldtrip to Liverpool and North Wales. Internally assessed, externally moderated.	20%

# POLITICS

**Course Length:** Studied over two years  
**Examination Board:** AQA  
**Course Leader:** Mr C Flynn (flynn@queenelizabeths.derbyshire.sch.uk)

**Why study Politics?** In the current climate of massive political change in Britain, the US, and our world as whole, there is no better time to be studying Politics.

Will Boris Johnson's levelling up agenda convince voters who lent him their vote in 2019 to do the same in the next election? Can the UK government find a solution to the Northern Ireland conundrum? Is Keir Starmer able to convince both traditional Labour voters in red wall seats and middle England that he should be the next Prime Minister? Where will the Republican Party go next after Trump's election defeat? Will Joe Biden help the US lead the way on the world's fight against climate change? These are some of the many questions that studying Politics will allow you to wrestle with and try to answer.

**Where can Politics take me?** It's ideal if you're considering studying politics, sociology, ethics, advertising or journalism at university and is highly regarded by employers in industries including politics, international organisations, the media, government and the civil service.

## Course Content

The topics studied are:

### Paper 1 - The Government and Politics of the UK

In this section of the course, students will study the Government and Politics of the UK. Students will develop knowledge of the government of the UK, focusing on the British constitution, the UK Parliament, the Prime Minister and cabinet, the judiciary and devolution. Students will also develop knowledge of UK politics, covering democracy and participation, elections and referendums, political parties, pressure groups and the European Union.

### Paper 2 - The Government and Politics of the USA

In this section of the course, students will study the Government and Politics of the USA. Students will develop knowledge of the constitutional framework of US Government, the legislative branch of government: Congress, the Executive Branch of Government: President, and the Judicial Branch of Government. Students will also look at the electoral process and direct democracy, political parties, and pressure groups. Key to this section will be pupil's ability to make links between similarities and differences between UK and US politics.

### Paper 3 – Political Ideas

In this section of the course, students will study the main three ideologies that are present in our society: liberalism, socialism, conservatism, and the fourth ideology of multiculturalism. They will make links between the ideologies and issues that have been studied in Paper 1 and 2. They will examine the arguments and theories of the influential figures within the ideologies.

## Assessment

Paper	Title	Assessment	A Level
1	Government and Politics of the UK	Written exam: 2 hours	33%
2	The Government and Politics of the USA	Written exam: 2 hours	33%
3	Political ideas	Written exam: 2 hours	33%



# HISTORY

<b>Course Length:</b>	Studied over two years
<b>Examination Board:</b>	Pearson Edexcel
<b>Course Leader:</b>	Mr C Flynn (flynn@queenelizabeths.derbyshire.sch.uk)

## Course Content

### PAPER 1: Russia 1917-91: from Lenin to Yeltsin

This topic comprises a study in breadth, in which students will learn about the key political, social and economic features of communist rule in Russia during the twentieth century, an era that saw its authority and influence rise to the status of a superpower, only to diminish and decline later in the century.

The focus of study is on developments and changes over a broad timescale, and so the content is presented as themes spanning a significant duration: 1917–85. This option also contains a study in depth of historical interpretations on a broad question, which is contextualised by, and runs on from, the themes: reasons for the fall of the USSR, c1985–91. Communist Government in the USSR, 1917–85, Industrial and agricultural change, 1917–85, Control of the people, 1917–85, Social developments, 1917–85, What explains the fall of the USSR, c1985–91?

### PAPER 2: Mao's China, 1949-76

This topic comprises a study in depth of the transformation of communist China in the years 1949–76. The aftershocks of these changes are still being felt today as China emerges as a great economic and political power on the world stage.

Students will gain an in-depth understanding of the nature and extent of change in this period, the effects of Mao Zedong's policies on the lives of the Chinese people, and Mao's role in driving dramatic political, social and economic changes. Establishing communist rule, 1949–57, Agriculture and industry, 1949–65, The Cultural Revolution and its aftermath, 1966–76, Social and cultural changes, 1949–76.

### PAPER 3 (A-Level only): Lancastrians, Yorkists and Henry VII, 1399-1509

This topic comprises two parts: the Aspects in breadth focus on long-term changes and contextualise the Aspects in depth, which focus in detail on key episodes. Together, the breadth and depth topics explore the dramatic developments in late medieval England that centred around the personalities and political skills of a series of kings, queens and their powerful subjects, and the impact of these developments on the kingdom. Within the primarily political focus on the nature of kingship and authority in England, this option also explores the wider social and economic contexts of political struggle.

## Assessment

Paper	Title	Assessment	AS	A Level
1	Russia 1917-91: from Lenin to Yeltsin	Written Exam	60%	-
2	Mao's China, 1949-76	Written Exam	40%	-
1	Russia 1917-91: from Lenin to Yeltsin	Written Exam	-	30%
2	Mao's China, 1949-76	Written Exam	-	20%
3	Lancastrians, Yorkists and Henry VII, 1399-1509	Written Exam	-	30%
-	Topic relating to Paper 1 or 2	Non-exam assessment	-	20%

# MODERN FOREIGN LANGUAGES

## French | German | Spanish

<b>Course Length:</b>	Studied over two years
<b>Examination Board:</b>	AQA
<b>Course Leaders (French):</b>	Mrs L Atkinson (atkinson@queenelizabeths.derbyshire.sch.uk)
<b>Course Leader (German):</b>	Ms A Hill (hill@queenelizabeths.derbyshire.sch.uk)
<b>Course Leader (Spanish):</b>	Mrs M Izquierdo (izquierdo@queenelizabeths.derbyshire.sch.uk)

Course Content - French	
<b>Aspects of French-speaking society: current trends</b> Including: the changing nature of family, the 'cyber-society', and the place of voluntary work.	<b>Aspects of French-speaking society: current issues</b> Including: positive features of a diverse society, life for the marginalised and how criminals are treated.
<b>Artistic culture in the French-speaking world</b> Including: a culture proud of its heritage, contemporary francophone music and cinema: the 7th art form.	<b>Aspects of political life in the French-speaking world</b> Including: teenagers, the right to vote and political commitment, politics & immigration, demonstrations, strikes – who holds the power?

Course Content - German	
<b>Aspects of German-speaking society</b> Including: the changing state of the family, the digital world and youth culture: fashion and trends, music and television.	<b>Multiculturalism in German-speaking society</b> Including: immigration, integration and racism.
<b>Artistic culture in the German-speaking world</b> Including: festivals and traditions, art and architecture and cultural life in Berlin, past and present.	<b>Aspects of political life in the German-speaking world</b> Including: Germany and the European Union, politics and youth, and German reunification and its consequences.

Course Content - Spanish	
<b>Aspects of Hispanic society</b> Including: modern and traditional values, cyberspace and equal rights.	<b>Multiculturalism in Hispanic society</b> Including: immigration, racism and integration.
<b>Artistic culture in the Hispanic world</b> Including: modern day idols, Spanish regional identity and cultural heritage or cultural landscape.	<b>Aspects of political life in the Hispanic world</b> Including: Today's youth, tomorrow's citizens, monarchies, republics and dictatorships, and popular movements.

Assessment			
Paper	Title	Assessment	A Level
1	Listening, Reading and Writing	Written Exam: 1hr 45min	-
2	Writing (set text or film)	Written Exam: 1hr 15min	-
-	Non-exam Assessment	Speaking Exam: 12-14min	-
1	Listening, Reading and Writing	Written Exam: 2hr 20min	50%
2	Writing (2 set texts or 1 text and 1 film)	Written Exam: 2hr	20%
-	Non-exam Assessment	Speaking Exam: 21-23min	30%

# CORE MATHEMATICS

<b>Course Length:</b>	Studied over two years
<b>Examination Board:</b>	AQA
<b>Course Leader:</b>	Mr A Barnhurst (barnhurst@queenelizabeths.derbyshire.sch.uk) Mrs R Statham (statham@queenelizabeths.derbyshire.sch.uk)

## What is our Core Mathematics qualification?

- A Level 3 Mathematics qualification, half the size of an A-Level, with two end-of-course examinations
- The content is based around the new GCSE Mathematics Higher Tier, with around 20% taken from other qualifications, for example A-Level Mathematics

Level 3 Mathematical Studies (Core Mathematics) is a qualification designed for students who have achieved a grade 4 or above at GCSE and who are not taking Mathematics in the Sixth Form.

It helps to develop students' mathematical skills and thinking and supports courses such as A-level Psychology, Sciences and Geography, as well as technical and vocational qualifications. Some universities have given reduced offers to students with a Core maths qualification. The course focuses on real world and financial maths.

This qualification is linear. Linear means that students will sit all the exams at the end of their two year course.

### Compulsory content:

- Analysis of data
- Maths for personal finance
- Estimation
- Critical analysis of given data and models (including spreadsheets and tabular data)

### The academy will then offer optional units taken from:

- Statistical techniques
- Critical path and risk analysis
- Graphical techniques

## Assessment

The assessment will be 2 papers each of one hour and a half where much of the content questions are based on pre released preliminary material.

# MATHEMATICS

<b>Course Length:</b>	Studied over two years
<b>Examination Board:</b>	AQA A Level Mathematics 7357
<b>Course Leader:</b>	Mr A Barnhurst (barnhurst@queenelizabeths.derbyshire.sch.uk) Mrs R Statham (statham@queenelizabeths.derbyshire.sch.uk)

## A-Level

A-level maths is one of the most prestigious A-levels out there, and will demonstrate to any prospective university or employer that you have the ability to take on complex abstract concepts and apply them to solve problems. It is essential or highly desirable for large numbers of degree courses such as computing, economics, engineering and many sciences, although there are not many applications that would not be strengthened by the addition of A-level maths.

It is a challenging A-level, but we have ensured there is a vast amount of support available. This years results speak for themselves - 63% of our students got A\* or A grades.

This further develops techniques in algebra and functions, trigonometry, logarithms and calculus and also introduces the use of numerical methods to find approximate solutions to equations.

There is further study of more complex functions and their operations, trigonometrical identities, co-ordinate geometry, series and calculus. Formal vector geometry is introduced and differential equations are solved.

There will be further work on statistics and mechanics.

50% of the exam will focus on problem solving.

## Assessment

Paper No.	Assessment	A Level %
Paper 1	Written Exam: 2hr	33.3%
Paper 2	Written Exam: 2hr	33.3%
Paper 3	Written Exam: 2hr	33.3%

# FURTHER MATHEMATICS

<b>Course Length:</b>	Studied over two years
<b>Examination Board:</b>	AQA
<b>Course Leader:</b>	Mr A Barnhurst (barnhurst@queenelizabeths.derbyshire.sch.uk) Mrs R Statham (statham@queenelizabeths.derbyshire.sch.uk)

Further maths is a fantastic qualification to further demonstrate to universities the true extent of your academic capabilities. An A-level in further maths, far from narrowing down your options can open many doors, as it clearly shows your ability to grasp abstract concepts and apply them to unfamiliar situations. We have a long history of success in Further Maths at QEGS, and our students thoroughly enjoy the course, as with A-level Maths, we offer a large amount of targeted support.

AS Level	A2 Level
This extends the knowledge and skills studied in A-Level Mathematics. The study areas are Algebra and Graphs, Roots of Quadratic Equations, Series, Calculus, Numerical Methods and Trigonometry. New topics introduced are Complex Numbers and Matrices, along with applied mathematics.	This assumes prior coverage of A-Level Mathematics and goes deeper into Calculus. Differential Equations of first and second order are studied in detail. Other topics on the programme of study are polar co-ordinates, complex numbers, matrices, trigonometry and vectors. There will be work on applied mathematics alongside this.
When taken as an AS, Further Maths can help gain favourable university offers.	An A-level in Further Maths ensures your place among the academic elite.

Assessment			
Paper No.	Assessment	AS %	A2 %
Paper 1	Written Exam: 1hr 30min	50%	-
Paper 2	Written Exam: 1hr 30min	50%	-
Paper 1	Written Exam: 2hr	-	33.3%
Paper 2	Written Exam: 2hr	-	33.3%
Paper 3	Written Exam: 2hr	-	33.3%



# MUSIC

**Course Length:** Studied over two years  
**Examination Board:** AQA  
**Course Leader:** Mr T Atkins (atkins@queenelizabeths.derbyshire.sch.uk)

## Course Content

Students must complete all three components.

### Component 1: Appraising music (40% of A-Level marks)

You will answer questions from three sections:

- Section A: Listening (56 marks)
- Section B: Analysis (34 marks)
- Section C: Essay (30 marks)

### Component 2: Performance (35% of A-Level marks)

This component will be externally marked by AQA examiners.

- Work must be completed by 15th May and sent by post/uploaded to AQA.
- A minimum of ten minutes of performance in total is required.

### Component 3: Composition (25% of A-level marks)

A minimum of four and a half minutes of music in total is required.

- Composition 1: Composition to a brief (25 marks)
- Composition 2: Free composition (25 marks)

### Subject Content (Areas of Study)

#### Compulsory

1. Western Classical Tradition 1650-1910 (three strands as follows)
  - Baroque: Solo Concerto
  - Classical: Operas of Mozart
  - Romantic: Piano Music of Chopin, Brahms and Grieg

#### Additional (two to be chosen)

2. Pop Music
3. Music for Media
4. Music for Theatre
5. Jazz
6. Contemporary Traditional Music
7. Art Music since 1910

## Assessment

Comp.	Title	Assessment	A Level
1	Appraising music	Written exam	40%
2	Performance	10-12 min Performance	35%
3	Composition	4.5-6 min Composition	25%

# PERFORMING ARTS SINGLE AWARD

**Course Length:** Studied over two years

**Examination Board:** Edexcel

**Course Leader:** Mrs S Corboz (corboz@queenelizabeths.derbyshire.sch.uk)

Pearson BTEC Level 3 National Extended Certificate (360 Guided Learning Hours - Equivalent of 1 A-Level)

## Course Content

The BTEC qualification in Performing Arts aims to prepare learners for professional work in the performing arts sector and is suitable for progression to BTEC Higher National Diploma or Higher Education.

The BTEC Level 3 Extended Certificate provides students with the opportunities of a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Year One builds on skills and techniques developed at GCSE focusing on the performing arts.

- Investigating Practitioners Work
- Developing skills and techniques for live performance

Year Two prepares learners for employment in the Performing Arts sector refining skills and techniques.

- Group performance workshop
- Optional unit: acting, contemporary dance or musical theatre

Additional optional units are available to meet the demands of progression to Higher Education through either Dance or Drama.

The BTEC Extended Certificate in Performing Arts single award is equivalent to one A-Level and attracts UCAS points.

## Assessment

Unit Category	Unit No	Titles	Assessment	Coursework
Compulsory	1	Investigating Practitioners' Work	Externally Assessed	Written
	2	Developing skills and techniques for live performance	Internally Assessed	Written and Practical
	3	Group Performance Workshop	Externally Assessed	Written and Practical
Optional Units			Internally Assessed	Written and Practical

# PHYSICS

**Course Length:** Studied over two years  
**Examination Board:** AQA  
**Course Leader:** Mr R Meecham (meecham@queenelizabeths.derbyshire.sch.uk)

**Why study Physics?** Physicists use the laws they uncover to develop new materials, machinery, and technology to improve our lives and help us explore the universe further, from computers to telescopes and spacecraft. There is a wide range of careers, for example, nuclear physicists who study the tiniest particles of matter to discover what the universe is made of, to astrophysicists who study some of the largest things – stars, planets and celestial bodies.

Many physicists also combine their work with the other sciences (chemistry and biology) to study things like meteorology (the atmosphere) and geophysics (the structure of the earth).

Physics is a very useful subject for the majority of STEM (science, technology, engineering and maths) careers. Physics is especially helpful for jobs that involve building things and developing new technologies, including: engineering (flight, buildings, space), astronomy, robotics, renewable energies, computer science, communications, space exploration, science writing, sports and games technology, research and nanotechnology.

We highly recommend that students have a companion textbook for the duration of the two-year course. There are a variety of AQA endorsed books available from the major publishing houses, and we advise that students investigate which one suits them the best. Alternatively, QEGS Science department can provide a textbook, for a refundable deposit of £20.

## Course Content

### AS Content

#### Paper 1

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and materials
- Electricity

#### Paper 2

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and materials
- Electricity

### A-Level Content

#### Paper 1

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and materials
- Electricity
- Periodic motion

#### Paper 2

- Thermal Physics
- Fields and their consequences
- Nuclear physics

#### Paper 3

- Practical skills and data analysis
- Plus 1 from the following list:*

- Astrophysics
- Medical physics
- Engineering physics
- Turning points in physics
- Electronics

There is also an 'Endorsement of Practical Skills' which is awarded separately to the A-Level grade. This is assessed internally through 12 set practicals throughout the course.

## Assessment

Paper	Title	Assessment	AS	A Level
1	Physics Paper 1	Written Exam: 1hr 30min	50%	-
2	Physics Paper 2	Written Exam: 1hr 30min	50%	-
1	Physics Paper 1	Written Exam: 2hr	-	34%
2	Physics Paper 2	Written Exam: 2hr	-	34%
3	Physics Paper 3	Written Exam: 2hr	-	32%

# PSYCHOLOGY

<b>Course Length:</b>	Studied over two years
<b>Examination Board:</b>	AQA
<b>Course Leader:</b>	Mrs J Eaton (eaton@queenelizabeths.derbyshire.sch.uk)

## Course Content

The Psychology A-level science course ensures that all students are given the opportunity to acquire the experimental and practical skills essential for further study and successful scientific research.

The mathematical skill in Psychology is taught and understood at and beyond the level of Mathematics required for a GCSE grade 4. Students taking A-level Psychology are required to have a grade 5 in GCSE Mathematics (over 10% of the assessment tests mathematical ability).

### Paper 1 - Introductory topics in Psychology

1 - Social Influence: What makes people follow the crowd and what gives some of us the power to resist? Why do you follow an authority figure?

2 - Memory: Can you remember everything you have done in the last 24 hours and what happens when you invent events to fill the gaps?

3 - Attachments: How are emotional bonds with our caregivers built and how do earliest attachments leave a lasting mark on our lives?

4 - Psychopathology: What does it mean to be abnormal? An exploration of the definitions, explanations and treatments of psychological disorders including; phobias and depression.

### Paper 2 – Psychology in Context

1 - Approaches in Psychology: Where does psychology originate from? Who were the key researchers that established the main approaches we study in psychology today?

2 - Biopsychology: Focuses on explaining behaviour biologically by considering the role of genetics, brain physiology and biochemistry. What happens to your brain following injury?

3 - Research Methods: Scientific methods are explored alongside a thorough consideration of the ethical issues relating to psychological research.

Students are required to carry out mathematical equations including algebra, percentages, ratios amongst other skills.

### Paper 3 - Issues and Options in Psychology

1 - Issues and Debates: What is the nature vs. nurture debate? Is psychological research biased to males? This explores the different issues that arise throughout psychological research and how best to deal with them.

2 - Schizophrenia: How does a psychiatrist decide whether a patient has a mental illness such as schizophrenia and depression? Why do these definitions vary so much between cultures?

3 - Cognition and Development: How does a child's mind develop? When do different abilities and characteristics emerge?

4 - Forensic Psychology: Forensic psychology looks at how we define, explain and treat criminal behaviour using psychological theories and research.

## Assessment

Paper	Title	Assessment	A Level
1	<b>Introductory Topics in Psychology</b> <i>Social influence, Memory, Attachment &amp; Psychopathology</i>	Written Exam: 2hr	33.3%
2	<b>Psychology in Context</b> <i>Approaches in Psychology, Biopsychology &amp; Research Methods</i>	Written Exam: 2hr	33.3%
3	<b>Issues and Options in Psychology</b> <i>Issues and Debates, Schizophrenia, Cognition and Development &amp; Forensics</i>	Written Exam: 2hr	33.3%

# RELIGIOUS STUDIES

<b>Course Length:</b>	Studied over two years
<b>Examination Board:</b>	AQA
<b>Course Leader:</b>	Mr N McGarrigle (mcgarrigle@queenelizabeths.derbyshire.sch.uk)

Course Content	
<p>The topics studied are:</p> <p><b>Year 12</b></p> <p><b>Religion and Ethics</b></p> <p>Ethics is the study of ideas surrounding 'right and wrong'. In this paper students will explore the key moral principles and values that underline Christian identity. From this foundation, students will also critically explore other key ethical theories (both religious and non-religious) as they apply them to complex and often emotive issues surrounding human life and death, as well as also applying them to issues surrounding animal welfare.</p> <p><b>Religion and Philosophy</b></p> <p>Here, students will study Christian philosophical concepts surrounding God and beliefs about life after death. Students will then progress to explore further key philosophical arguments surrounding the existence of God, religious experiences, and evil and suffering.</p> <p><b>Year 13</b></p> <p>A-Level students continue to explore new areas of religious studies, philosophy and ethics in an A-Level which is designed to challenge and yet offer a structured approach to the final examination.</p> <p><b>Religion and Ethics</b></p> <p>Students will continue to develop their understanding of complex issues surrounding Christianity and sexual identity, as well as assessing the effects of religious pluralism on core Christian principles and values. From here, students will progress to critically evaluate additional significant ethical theories (Bentham and Kant), study meta-ethics (the meaning of ethical language), exploring concepts of conscience, and finally analyse arguments surrounding freewill/determinism.</p>	<p><b>Religion and Philosophy</b></p> <p>Students will continue to explore complex philosophical arguments drawing upon the challenges to Christian belief from scientific advancement, and the nature and role of Christianity in modern society. They will also critically analyse the philosophical and religious challenges of miracles, religious language and the idea of 'self' in relation to life after death.</p> <p><b>Additional Information</b></p> <p>Religious Studies is a popular and very successful A-Level at QEGS. Past students have gone on to study at many of the top Universities and to use their knowledge in a variety of careers ranging from Medicine, Law, and Finance right through to the Police Service and the Armed Forces.</p> <p>It is recommended that students have an interest in current affairs as they are regularly used to enrich their learning experiences through applying them to philosophical, ethical and religious ideas.</p> <p>There are regular practice essays to support students in developing their exam skills, plus regular lively debates and discussions as we explore these fascinating and often contentious topics.</p> <p>We recommend that if you are considering beginning this course, you should try reading one of the following books:</p> <ul style="list-style-type: none"> <li>Jostein Gardner – Sophie's World</li> <li>Peter Vardy – The Puzzle of God/Ethics/Sex</li> <li>Mel Thompson – Teach Yourself the Philosophy of Religion/Ethics</li> </ul>

Assessment			
Unit No	Title	Assessment	A Level
C1	Component 1: Philosophy of Religion and Ethics	3 hour Exam in Yr13	50%
C2	Component 2: Study of Religion and Dialogues	3 hour Exam in Yr13	50%



# SCIENCE (APPLIED SCIENCE) - LEVEL 3 BTEC

## EXTENDED CERTIFICATE SINGLE AWARD

<b>Course Length:</b>	Studied over two years
<b>Examination Board:</b>	Pearson Edexcel
<b>Course Leader:</b>	Miss S Rogers (rogerss@queenelizabeths.derbyshire.sch.uk)

### Course Content

QEGS has a strong tradition of successful science teaching over many years.

This Level 3 BTEC is a Nationally Recognised Qualification which is widely accepted by universities and is equivalent to 1 A Level. Grades are awarded as "Pass", "Merit" and "Distinction" and carry the same UCAS points as A Levels.

During the first year students will concentrate on the externally assessed units, Unit 1 and Unit 3, and during the second year students will complete the internally assessed units, Unit 2 and Unit 8.

The course covers all three sciences of Biology, Physics and Chemistry, but in an "applied" context. That means that you will learn the science in a "real life" context through specially developed assignments. You will sometimes work on your own and sometimes in small groups.

We will teach you the research and study skills you will need for success. There will also be opportunities to visit scientific workplaces to learn how science and scientific skills are used professionally. Such visits will allow you to gain ideas about career opportunities in science. As well as using ICT for presenting your work, you will also be encouraged to use it for research and for monitoring and recording experimental work.

You will benefit from extensive support and guidance throughout your time on the course. BTEC Level 3 Applied Science will prepare you for a career in many science-based industries and organisations. It will also support those who are interested in other careers for which science is important such as Primary Teaching, Childcare, Nursing, Sports Management or Sports Training.

Many former science students have progressed to University to study a wide range of subjects including Forensics, Marine Biology, Animal Behaviour, Biochemistry, Physiotherapy and Biomedical Sciences.

Other students following the course have chosen to follow Apprenticeships in Laboratory Work or Engineering.

#### Mandatory units in the first year and into the second

- Principles and Application of Science 1 Examined externally (90GLH)
- Practical Scientific Procedures and Techniques (90GLH)
- Science Investigation Skills Examined externally (120 GLH)

#### The optional internally assessed unit is:

- Physiology of Human Body Systems (60GLH)

### Why choose Level 3 BTEC Extended Certificate: Applied Science?

This course is perfect for students wanting to follow a science based career but who may be put off the traditional A Level science route by the increase in mathematical content or the linear examination structure. Level 3 BTEC in Applied Science sits well alongside A Levels such as Psychology, Sociology, Economics and PE.

### Assessment

Unit No	Title	Assessment
1	Principles and Application of Science	External exam in May of Year 12
2	Practical Scientific Procedures and Techniques	Internal assignments completed by May of Year 13
3	Science Investigation Skills	External practical investigation and exam in January of Year 13
8	Physiology of Human Body Systems	Internal assignments completed by May/June of Year 13

# SOCIOLOGY

**Course Length:** Studied over two years  
**Examination Board:** AQA  
**Course Leader:** Mrs J Eaton (eaton@queenelizabeths.derbyshire.sch.uk)

## Course Content

A-Level Sociology has a strong focus on contemporary UK society and our place in a global context. At the heart of Sociological research lies the desire to understand how society works and to explore possibilities for change. What issues inspire you? What would you change? We are living in exciting times. Controversial social questions form part of the fabric of our lives and the world around us.

### Education and Methods in Context

'Compulsory education will get young pickpockets off the streets.' W.E. Gladstone, 1868. What is the purpose of education today? Is education a human right? What do you learn in school - skills, facts or how to agree with authority? Some sociologists see education as turning pupils into model citizens while others say that it suppresses revolution. What do you think? Students will understand and use surveys, questionnaires, interviews, such as those conducted by Mac an Ghaill into sub-groups among secondary school pupils. They will also analyse Government statistics, such as the data showing that White and African Caribbean working class boys are failing at school. Students will examine the ethics of experimenting in the classroom and ask - "Can it ever be acceptable to lie about a pupil's intelligence for the sake of research?".

### Culture and Identity

What does it mean to be human? Two infants were lost in India in 1918; years later they were found and returned to their families, but they had been brought up by wolves and they growled, lapped water from puddles and ran on all fours. At birth, we are faced with a social world that already exists. Joining this world involves rapidly learning how things are done in it. 'In the Shirbit culture men daily engage in a barbaric act of self mutilation by scraping their faces.' Recognise this? Where might the 'shirbits' live? Sociologists seek to understand their own culture and enter other cultures and understand them too.

### The Media

Developments over the past 30 years have led to a dramatic increase in the types of mass media available to people and the effects of this are still unclear. Does the age of new personalised media mean more consumer choice, resulting in a wide range of opinions? Or are they dominated by media conglomerates that use them for their own purposes? The Leveson Inquiry was set up to investigate the relationship between press and politicians. Which is the more powerful? Has YouTube beaten TV? Should the Government be able to control the film industry? Do the media shape your opinions... or are you, the audience, in control?

### Crime And Deviance

Students will understand the major theoretical approaches to crime including Functionalism, Marxism and Interactionism. They will consider issues such as: Who decides what a crime is? How can some Sociologists argue crime benefits society? What are the causes of crime? Why are black people around 14 times more likely to be stopped and search by the police in the UK than white people? Why is 75% of crime committed by men? Can media increase the amount of violent crime in society? What is the best way to punish crime?

### Theory and Methods

Students will become familiar with a wide range of original research, such as official crime statistics, self-report studies and Durkheim's comparative analysis of the reasons for suicide. This will include the process involved in sociological research including sampling, practical, ethical and theoretical issues. Students will also examine the role of social policy in addressing social problems, such as racism and youth offending.

## Assessment

Paper	Title	Assessment	A Level
1	<b>Education with Theory and Methods</b>	Written Exam: 2hr	33.3%
2	<b>Topics in Sociology</b> <i>Culture and Identity, The Media</i>	Written Exam: 2hr	33.3%
3	<b>Crime and Deviance with Theory and Methods</b>	Written Exam: 2hr	33.3%

# SPORT AND EXERCISE SCIENCE

## BTEC LEVEL 3 EXTENDED DIPLOMA TRIPLE AWARD

**Course Length:** Studied over two years

**Examination Board:** Pearson Edexcel

**Course Leader:** Miss K Brown (brown@queenelizabeths.derbyshire.sch.uk)

Pearson BTEC Level 3 National Extended Diploma (1080 Guided Learning Hours - Equivalent of 3 A-Levels)

The Extended Diploma is a two-year full-time course, equivalent to three A-levels, providing a specialist, work-related programme of study. It delves deep into the topics of nutrition, physiology, fitness, psychology and coaching and applies them to an industry that is currently expanding by over 7% a year. The course would suit anyone with a passion for sport and/or fitness with no direct assessment on their ability to compete and perform. Our previous students have successfully gone on to study Sports Psychology, Sports Science, Physiotherapy, Personal Training, Marketing and Business. The course provides the key knowledge, understanding and practical skills that underpin the sport and exercise science sector and will prepare you well for these industries and more.

UCAS points are worth the same points as for A Level's and are accepted by universities nationwide.

GCSE PE or CNAT Sport Science are NOT required for success on this course.

### Students will study 7 mandatory content areas

- Applied Research Methods in Sport and Exercise Science
- Applied Sport and Exercise Psychology (Pre-release task)
- Coaching for Performance and Fitness
- Field and Laboratory-based Fitness Testing
- Functional Anatomy (exam based)
- Sport and Exercise Physiology (exam based)
- Nutrition (Pre-release task)

### Optional units are then chosen to complement the mandatory units

- Specialised fitness training in Sport and Exercise Science
- Physical Activity for Individual and Group-based Exercise
- Sociocultural Issues in Sport and Exercise
- Biomechanics in Sport and Exercise Science
- Research project in Sport and Exercise Science
- Sports Massage
- Sports Injury and Assessment

Students will build a portfolio based around evidence generated by the various assessment methods in each unit.

### Students can expect to be assessed through:

- External Examination (x2)
- External pre-release tasks (x2)
- Logbooks and performance records
- Written reports and essays
- Presentations
- Workbooks
- Student Assignment

# PHYSICAL EDUCATION

<b>Course Length:</b>	Studied over two years
<b>Examination Board:</b>	AQA
<b>Course Leader:</b>	Mr B Hallam (hallam@queenelizabeths.derbyshire.sch.uk)

A-level PE takes a multi-disciplinary approach to broaden learners' knowledge and understanding of all facets of sports science and the socio-cultural issues affecting sport in Britain today. This fascinating course will prepare learners for a wide range of Higher Education courses and employment within one of the fastest growing sectors of modern society.

GCSE PE is NOT required for success on this course.

## Course Content

### Y12 students study:

- Applied anatomy and physiology - cardiovascular system, respiratory system, neuromuscular system, musculo-skeletal system and analysis of movement.
- Skill acquisition - skill, skill continuums and transfer of skills, impact of skills classification on structure of practice for learning, principles and theories of learning and performance, and the use of guidance and feedback.
- Sport and Society - emergence of globalisation of sport in the 21st century and sociological theory applied to equal opportunities.
- Exercise physiology - diet and nutrition and their effect on physical activity and performance, and preparation and training methods in relation to maintaining physical activity and performance.
- Biomechanical movement - biomechanical principles and levers.
- Sports psychology - aspects of personality, attitudes, arousal, anxiety, aggression, motivation, social facilitation, group dynamics and the importance of goal setting.

### Y13 students study:

- Applied anatomy and physiology - energy systems and the impact of specialised training methods.
- Skill acquisition - information processing models and the efficiency of information processing.
- Exercise physiology - injury prevention and the rehabilitation of injury.
- Biomechanical movement - linear motion, angular motion, projectile motion and fluid mechanics.
- Sports psychology - achievement motivation theory, attribution theory, self-efficacy and confidence, leadership and stress management.
- Sport and society and the role of technology in physical activity and sport - concepts of physical activity and sport, development of elite performers in sport, ethics in sport, violence in sport, drugs in sport, sport and the law, impact of commercialisation on physical activity and sport, the relationship between sport and the media and the role of technology in physical activity and sport..
- Non-examined assessment - analysis and evaluation of performance in a fully competitive situation.

## Assessment

Title	Assessment	A Level
<b>Paper 1:</b> Factors affecting participation in physical activity and sport <ul style="list-style-type: none"> <li>• <b>Section A:</b> Applied anatomy and physiology</li> <li>• <b>Section B:</b> Skill acquisition</li> <li>• <b>Section C:</b> Sport and society</li> </ul>	Written Exam: 2hr	35%
<b>Paper 2:</b> Factors affecting optimal performance in physical activity and sport <ul style="list-style-type: none"> <li>• <b>Section A:</b> Exercise physiology and biomechanics</li> <li>• <b>Section B:</b> Sport psychology</li> <li>• <b>Section C:</b> Sport and society and technology in sport</li> </ul>	Written Exam: 2hr	35%
<b>NEA:</b> Practical performance in physical activity and sport <ul style="list-style-type: none"> <li>• Assessed as a performer/coach in the full version of one activity (15%)</li> <li>• Plus: written/verbal analysis of performance (15%)</li> </ul>	Non-exam Assessment	30%

# SUPPORTING TEACHING AND LEARNING IN SCHOOLS

## BTEC LEVEL 3 AWARD

**Course Length:** Studied over two years  
**Examination Board:** Edexcel  
**Course Leader:** Mrs N Brown (brownN@queenelizabeths.derbyshire.sch.uk)

Are you considering a job in the educational sector? Would you like to gain valuable experience in addition to your graded course? Would you like to help others to learn and provide young students with every possible chance to succeed? Would you like to start work as a teaching assistant post qualification?

This is an exciting opportunity to take a supplementary course that will provide you with a hands on vocational experience within an educational environment. A perfect addition to A Levels or one of our BTEC options which will open job opportunities directly after sixth form or perhaps to supplement your University degree.

This award is designed to provide the knowledge, understanding and skills learners need to provide effective support for teaching and learning in educational settings. Learners will develop skills and techniques, personal qualities and attitudes essential for successful performance in working life in and out of the education sector. The award supports pre-service and early career learning for teaching assistants and other learning support roles in education enabling entry to a school environment as a teaching assistant on completion

You would receive structured lessons delivering the course content alongside a placement within our school setting or a local primary school to transfer your knowledge into a refined skill.

### Course Content

#### Units Completed

- 1 – Communication and Professional Relationships with Children, Young People and Adults
- 6 – Schools As Organisations
- 10 – Understand Child and Young Person Development
- 11 – Understand How to Safeguard the Well-being of Children and Young People

This is a competence-based qualification of 80 GLH with a total qualification time (TQT) of 120 hours.

Assessment would include; video recordings, observation records, log books and tracking documentation providing a portfolio of evidence.



## OTHER OPPORTUNITIES



### The Woodroffe Benton Travel and Expedition Fund

Every year we are kindly gifted a travel fund from the Woodroffe Benton Trust. This enables our Sixth Formers to apply for financial support and a contribution towards any travel or expedition plans they may have; these plans can be made during the school holidays or after the students have completed their final exams and assessments. In 2021-2022 the following are examples of how this fund was used to support our students to travel and partake in a variety of incredible experiences and opportunities:

- Two students travelled to Spain
- Two students travelled to South Africa
- Two students travelled with a Jazz Band to the USA
- One student undertook a Pru Leith culinary course
- Four students travelled to London to visit the British Museum
- One student undertook a flying course
- One student was assisted with a trip to Thailand

### University and Apprenticeship Visits

Each year we encourage our students to visit universities, to take part in taster days, and to secure places on schemes run by universities and apprenticeship providers. We also run a visit to the UCAS and Apprenticeship convention in Year 12, where students can access information on a range of different universities and apprenticeship organisations. We also have links with Oxford and Cambridge via our partner colleges; and we have a full programme of support for students who aspire to achieve a place at Oxbridge. We have strong connections with the University of Lancaster, University of Sheffield and the University of Derby and have attended taster days on 'Global Justice' and 'Gender on the Agenda', a Mock United Nations, and a Law Competition. We encourage participation in the broad range of opportunities we offer our students.

### Student Leadership

In March of Year 12, students are able to apply for positions on the Student Leadership Team. These include Head Students and 8 other individual leadership roles. They regularly represent the academy and are role models to younger students throughout QEGS. Students are responsible for their Prom, Sixth Form Charities, Promotion of the Sixth Form, Lower School Councils, student wellbeing, mentoring of younger students, Sixth Form events, inter-form competitions, and digital communication. There are regular meetings of the Sixth Form council and there is the opportunity for Year 12 students to become members of both the council and the subcommittee. We also arrange occasional training sessions on minute taking, leadership, mentoring, etc. Student Leaders also act as reading buddies and role models for the younger students.

## Sport

There is a strong tradition of sporting activity throughout QEGS and this continues on into the Sixth Form. Teams practice regularly during lunchtime and after school and fixtures are held mid-week.

Students are represented in Athletics, Basketball, Cricket, Cross-Country, Hockey, Netball, Rounders, Rugby, Football and Tennis and play against teams in both Derbyshire and Staffordshire. Outstanding sporting students have the potential to be awarded Full School Colours.



Opportunities arise for students to attend trials for Area, County and Regional teams. QEGS has always been well represented at Derbyshire Schools level and have had National success in the main team games.

QEGS also has a very active and successful Equestrian team, which has competed at National level for several years, in the disciplines of: show jumping, jumping with style and dressage.

## Music

Students are encouraged to develop their musical talents, either individually or as part of an ensemble. Ensembles are dependent on the cohort of instrumentalists and those currently active are:

- Senior Choir
- Senior Band
- Swing Band
- Ukulele Group

Practices are weekly and concerts are presented at Christmas and in the summer term. Musicians also support the annual show. The academy's musical production is performed for several consecutive nights and is well-attended each year by parents and the local community. Year 12 students are regularly involved both on stage and back stage.

## Duke of Edinburgh Gold Award

The Gold award for Sixth Form students is universally recognised as an enjoyable, challenging and rewarding programme of personal development.

The sections to be completed for the Gold Award are:

- Volunteering - providing service or individuals or the community
- Physical - sporting, dance or fitness activities
- Skills - developing skills and personal interests
- Expedition - planning, training and completing an adventurous activity (kayaking or walking offered)
- Residential - a purposeful project away from home





Sponsors include:

The Woodroffe Benton Foundation - The Ashburnian Society

- The Old Trust (founders 1585)



# QUEEN ELIZABETH'S GRAMMAR SCHOOL

The Green Road, Ashbourne, Derbyshire, DE6 1EP

Tel: 01335 343685 Email: [enquiries@queenelizabeths.derbyshire.sch.uk](mailto:enquiries@queenelizabeths.derbyshire.sch.uk)

Web: [www.queenelizabeths.derbyshire.sch.uk](http://www.queenelizabeths.derbyshire.sch.uk) Twitter: @QEGS\_Ashbourne

Proud to be part of QEGSMAT

Registered address: The Green Road, Ashbourne, Derbyshire DE6 1EP

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