



# QUEEN ELIZABETH'S GRAMMAR SCHOOL

ASHBOURNE, DERBYSHIRE



We care, therefore we **Question**, we **Explore**,  
we **Give** and as a result, we **Succeed**.

KEY STAGE 4 PROSPECTUS  
2026 - 2027

## AN OVERVIEW OF THE Y9 OPTIONS PROCESS



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# A MESSAGE FROM THE HEADTEACHER

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

We have high expectations of you and we want to foster a strong work ethic and spirit of participation; we expect you to be a responsible young adult. As staff, we aim to leave nothing to chance in ensuring that every student is fully supported, from achieving academic success to accessing the wellbeing and pastoral support they may need. We offer excellent teaching, where progress is carefully monitored and tracked within a highly supportive pastoral system in which you are known as an individual. Our care, guidance and high-quality advice on course choice and progression lie at the core of our organisation.

We also encourage students themselves to leave nothing to chance with their studies, to support one another, work collaboratively and help each other to succeed. This shared responsibility and commitment to teamwork is the #TeamQEGS way. If you work hard, you will be successful.

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

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



**Mr S Garrity - Headteacher**

## KEY STAGE 4 AT QEGS

### AT QEGS WE:

- Ensure QEGS' values underpin our teaching and curriculum (Question, Explore, Give, Succeed). See the Curriculum Intent Statements for each subject if you require more detail
- Offer a broad and balanced curriculum with value and relevance both in and out of the classroom
- Promote and value academic and vocational, traditional and modern courses
- Prepare students for life beyond QEGS with an aim to be highly employable
- Ensure our staff and students' mental and physical wellbeing is at the heart of all that we do

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

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

All students study a minimum of Combined Science, with lessons in Biology, Chemistry and Physics. If a student wishes to study Triple Science, this does not affect their other options. Students could therefore select Triple Science, Geography, History or RS, plus two further option subjects. This will mean covering science content at an accelerated pace compared to the combined science groups.

QEGS students will be able to discuss their choices with their form tutor. Time is also given to you in Form Time and via individual appointments to help you investigate possible career pathways and to allow you to consult with Careers Advisors. When you have made your choices, you will need to complete the Option Choices Form on the Intranet.

If you are currently at another school and you are thinking of coming to QEGS, please contact our Admissions and Transition Team via email [admissions@qegs.email](mailto:admissions@qegs.email) or phone **01335 343685**.



# THE CURRICULUM IN YEARS 10 AND 11

The core subjects as shown below are still compulsory at Key Stage 4. The optional subjects are shown in the second section of the table along with the contact details for the lead member of staff.

	Subject	Contact	Email
CORE	English Language and English Literature	Mrs Brown	brownn@qegs.email
	Mathematics	Mrs Brankin	brankin@qegs.email
	Physical Education	Mr Hallam	hallam@qegs.email
	Science	Miss Hindes	hindes@qegs.email

OPTIONAL	Land-Based	Mrs Sargeant	sargeant@qegs.email
	Art & Design	Miss Adams	adams@qegs.email
	Business Studies	Mr Simnett	simnett@qegs.email
	Computer Science	Mr Bowbanks	bowbanks@qegs.email
	Digital Media	Miss Tilley	tilley@qegs.email
	Dance & Drama	Mrs Corboz	corboz@qegs.email
	Design & Technology	Mr Phipps	phipps@qegs.email
	Engineering Design	Mr S Walker	walkers@qegs.email
	Food Preparation & Nutrition	Mrs Flinders	flinders@qegs.email
	Geography	Miss Edwards	edwards@qegs.email
	History	Mrs Ward-Argument	ward-argument@qegs.email
	Languages	Mr Hurley	hurley@qegs.email
	Music	Miss Pettingale	pettingale@qegs.email
	Photography	Miss Adams	adams@qegs.email
	Physical Education	Mr Hallam	hallam@qegs.email
	Religious Studies	Mrs Waker	waker@qegs.email
	Sport and Coaching Principles	Mr Hallam	hallam@qegs.email
	Child Development and Care	Mrs Morgan	morgan@qegs.email
	Constructing the Built Environment	Mr Phipps	phipps@qegs.email

Places on some optional courses such as Construction, Childcare, Agriculture and GCSE PE courses may be limited because of the restrictions on physical resources and availability of places. To ensure suitability and progression, places on these courses may be offered following interviews and a selection process. If any subject or course is oversubscribed,

## OTHER USEFUL CONTACTS

**Director of Achievement** - Mrs Dyer [Dyer@qegs.email](mailto:Dyer@qegs.email)

**Dept. Head of Year 9** - Miss Forman [Forman@qegs.email](mailto:Forman@qegs.email)

**Assistant Headteacher (Curriculum)** - Miss Ward [Ward@qegs.email](mailto:Ward@qegs.email)

**Deputy Headteacher (Quality of Education)** - Mr M Walker [WalkerM@qegs.email](mailto:WalkerM@qegs.email)

**Leader of Employability and Careers Education** - Ms K Morgan [Morgan@qegs.email](mailto:Morgan@qegs.email)

# GCSE POINTS EXPLAINED

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

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

# SEND DEPARTMENT

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

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

There will be an opportunity for some students to work in smaller groups and to receive further assistance with assessed tasks, depending on identified needs and up to date examination concession arrangements from the JCQ. Access to Information Technology facilities such as Quick Type, a laptop, Read Write Gold or a ‘C’ pen is available where deemed an appropriate way forward. Emphasis is placed on preparation for Post-KS4 opportunities. SEND staff and careers advisors will liaise to ensure appropriate career routes are researched.

Students are supported and prepared for life beyond QEGS as an absolute priority.

Progress is carefully monitored and staff liaise with parents and staff from appropriate external agencies on a regular basis. Mentors are allocated to students with Educational Health Care Plans (EHCPs) and this has proven to be very successful link between QEGS and home life.

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



**Miss E Robinson**  
SENCo

# CAREERS INFORMATION ADVICE AND EDUCATIONAL GUIDANCE (CIAEG)

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

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

- English, Mathematics and Science help young people to develop a wide range of essential transferable skills, crucial to success in the world of work. They are therefore considered to be important subjects and consequently take a prominent and compulsory part of the timetable.
- Whilst acknowledging that there are career openings from some subjects, there is little point in taking them if they do not correspond to your own aptitudes and interests. Good examination results in subjects you enjoy and do well at are of greater value in the future.
- You may be looking ahead to the Sixth Form or even Higher Education; if so, do remember that most 'A' level and Vocational subjects build on work done in Years 10 and 11. It can be very difficult to take them at Sixth Form level without the earlier background knowledge and skill development.
- Students have access to a full-time Careers Education & Guidance Coordinator in school.

**To help you decide your future, there is an extensive Careers Information Advice and Educational Guidance programme which includes the following:**

- |              |  |
|--------------|--|
| Year 7 - 9   | Careers Education is delivered by Form Tutors, Careers Advisors and Guest Speakers as well as in subject lessons. Students are encouraged to investigate different industries, understand the labour market and understand routes into different professions. But more than anything Key Stage 3 Careers Education is about students understanding themselves and their skills and attributes and how these may link to various careers. In addition students will learn about the importance of equality and diversity in the workplace, how to be safe in the workplace, developing employability skills and how to develop their financial capability to name but a few topics. Ultimately careers education is about preparing our young people for the workplace.   |
| Year 10 & 11 | You will be helped to develop decision making skills and we will further raise your awareness of different careers by means of talks from employers, careers interviews, World of Work Week and a week of work experience. The work experience takes place at the end of the year when you will spend time with an employer. A five day World of Work Event which involves two days in school undertaking activities such as CV writing, interview techniques and a mock interview, occupational talks, apprenticeship sessions and team building activities. You will spend the other three days visiting higher and further education establishments of your choice. The purpose of the event is to inform students of a range of careers pathways, entry requirements and allow them to talk to representatives from business and industry so that they make appropriate Post -16 choices in Year 11. |

# PERSONAL DEVELOPMENT

At QEGS, we are proud to offer a broad, inclusive, and ambitious curriculum that reflects the diversity of our school community and supports every student to achieve highly. We recognise that education extends beyond the classroom and are committed to developing well-rounded, confident, and responsible young people.

Alongside a high-quality academic curriculum, students benefit from a rich programme of clubs, trips, visits, and enrichment opportunities. These experiences broaden horizons, build communication and organisational skills, and develop cultural capital, ensuring students are fully prepared for the next stage of their education and life beyond school.

Our ethos is central to everything we do.

At QEGS, we care, therefore we **Question, Explore, Give, and Succeed**, and we are proud to be **#TeamQEGS**.



This shared identity creates a strong sense of belonging, ambition, and mutual respect across our school community.

Excellent attendance is fundamental to success. We actively promote and support strong attendance, recognising its vital role in helping students engage fully with learning, develop our core values, and grow into confident, successful adults.

Student voice is highly valued at QEGS. Through an active student council and leadership opportunities, students contribute meaningfully to school life, ensuring QEGS remains a school where everyone feels heard, supported, and proud to belong.

## PSHE AND RSE

**PSHE (Personal, Social, Health and Economic education)** is a subject that helps students develop the knowledge, skills, and confidence they need to manage their lives, stay healthy, build positive relationships, and make responsible choices.

**RSE (Relationships and Sex Education)** is part of PSHE and focuses on teaching students about relationships, respect, consent, emotional wellbeing, and physical development, helping them to understand healthy relationships and keep themselves safe.

PSHE and RSE helps us to understand ourselves, build healthy relationships, and make safe, informed choices as students grow up. These lessons develop important life skills such as communication, resilience, and respect for others, supporting both mental and physical wellbeing. By learning about real-life situations in a safe and supportive environment, students are better prepared for the challenges of school, relationships, and adult life.



# NOTES

[illegible]

# ENGLISH LANGUAGE & ENGLISH LITERATURE

## Aims of the Course

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

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

For your information our exam board is AQA:

English Language (8700)

<https://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF>

English Literature (8702)

<https://filestore.aqa.org.uk/resources/english/specifications/AQA-8702-SP-2015.PDF>

## Course Content

### Reading

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

### Writing

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

### Speaking and Listening

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

## Assessment

### Examination (100%):

#### English Language

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

#### English Literature

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



## Beyond GCSE

Qualifications in English lead you to a wide range of job opportunities such as:

- Journalist (newspaper, magazine, etc.)
- Editor
- Tutor
- Teacher (secondary/primary)
- Publisher
- Writer
- Web Content Writer
- Advertising Copywriter
- Administrator/Personal Assistant
- Marketing Executive
- Media Researcher/Social Media
- Legal Secretary
- Lawyer
- And so many more...

## Student Voice

"English makes me more confident. I can express my opinion."

"The texts are interesting and they are still relevant to life today."

"I really like the creative writing tasks – I'm learning how to write better stories."

# MATHEMATICS

## Aims of the Course

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

For your information our exam board is AQA:

[www.aqa.org.uk/subjects/mathematics](http://www.aqa.org.uk/subjects/mathematics)

## Course Content

### Foundation Level

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

The foundation tier awards from a grade 1-5. Therefore, the highest grade available is capped at a grade 5.

### Higher Level

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

Higher tier exams award from a grade 3-9. It is worth noting the Higher tier covers more complex topics by nature, therefore students risk securing a U (ungraded) if they do not have a strong enough understanding.

***Final decisions around tiers are not determined until spring in Year 10.***



## Assessment

### Examination (100%):

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

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

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

## Beyond GCSE

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

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

- Accounting and Finance
- Engineering
- Research Science
- Computing
- Medicine/Veterinary
- Architecture
- Economist

# PHYSICAL EDUCATION

All students continue to participate in PE at Key-Stage 4, with one practical Core PE lesson each week. Students will be given an option to choose an activity pathway, so that they can take part in the sports and exercise that they enjoy. Over the year they will take part in 8 different activities. Each block will last for five lessons. Five blocks will take place in the autumn/winter and winter/spring terms and three over the summer term. Choices fall in line with National Curriculum orders which specify that students should take part in at least 2 different activities and competitive games.

During each block of work students will:

- Acquire and develop skills
- Look at tactics and compositional ideas
- Evaluate and improve performance
- Understand that physical activities contribute to a healthy lifestyle
- Take on roles of official, coach, scorer, time-keepers etc
- Become aware of local opportunities to continue participation
- Body management & fitness development

Year 10 P.E. Example Option Blocks

Pathway 1	Pathway 2	Pathway 3	Pathway 4	Pathway 5	Pathway 6
Volleyball	Football	Hockey	Netball	Walking	Table Tennis
Football	Rugby	Volleyball	Table Tennis	Badminton	Fitness
Hockey	World Contact	Badminton	Volleyball	Trampoline	Walking
Rugby	Handball	Table Tennis	Hockey	Volleyball	Badminton
Netball	Basketball	Football	Badminton	Orienteering	Trampoline
Athletics	Athletics	Tennis	Rounders	Tennis	Ultimate Frisbee
Rounders	Tennis	Cricket	Tennis	Softball	Tennis
Tennis	Cricket	Softball	Cricket	Rounders	Golf

## Extra Curricular Activities:

In Key-Stage 4, school teams continue to run in athletics, badminton, basketball, cricket, cross-country, football, hockey, netball, rugby, rounders, swimming, table tennis and tennis.

Other clubs and tournaments also take place throughout the year in dance, fitness training, trampoline and volleyball during lunchtimes and after school.

Students will also get the opportunity to sign-up to represent their House in athletics, cricket, cross-country, hockey, football, netball, rounders, rugby, swimming.





# SCIENCE

## Aims of the Course

Science helps us understand the material world. The AQA specification covers all aspects of good science at GCSE level, including investigating, observing, experimenting, and testing ideas. The way scientific concepts flow through the specification supports students in developing a deep understanding of science.

Scientific exploration has shaped, and continues to shape, the way we view the world. We hope students will appreciate how valuable science is and the importance of using knowledge thoughtfully and responsibly.

For more information, visit the AQA website:

<http://www.aqa.org.uk/subjects/science/gcse>

## Course Content

### Combined Science (Trilogy) - Core

This double award is equivalent to two GCSEs and includes content from all three sciences: Biology, Chemistry, and Physics.

### Separate Sciences (Triple Science)

Students will gain three GCSEs – one each in Biology, Chemistry, and Physics.

Choosing Triple Science means you will earn an additional GCSE in Science. Students who opt for Triple Science have some additional curriculum time compared to Combined Science; however, the content is delivered at a slightly accelerated pace. This requires a strong level of commitment and excellent time-management skills.

Students may choose Triple Science alongside Geography or History, plus two additional option subjects.

## Assessment

***This is a two-year linear course, with all exams taken at the end.***

### ***Combined Science:***

- Six papers: two each in Biology, Chemistry, and Physics
- Each paper is 1 hour 15 minutes, 70 marks and worth 16.7% of the grade
- Question types include multiple choice, structured, short answer, and open response
- Maths skills: minimum 10% in Biology, 20% in Chemistry, 30% in Physics

### ***Separate Sciences:***

- Six papers: two each in Biology, Chemistry, and Physics
- Each paper is 1 hour 45 minutes, 100 marks and worth 50% of the grade
- Question types and maths skills are the same as above

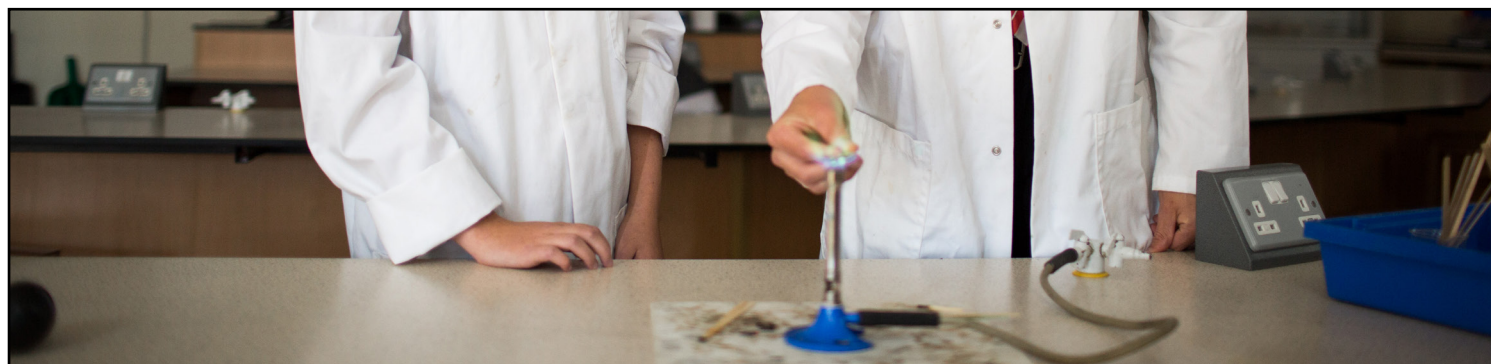
### ***Both courses include required practicals:***

- Combined Science: 16 practicals
- Triple Science: 24 practicals
- At least 15% of exam marks assess practical skills.

## Beyond GCSE

Students who study either course at Higher Tier may progress to A-Level (subject to entry requirements) in Biology, Chemistry or Physics.

These courses build on GCSE content and skills, developing research, problem-solving, and analytical abilities. They encourage logical reasoning and critical thinking – skills essential for STEM careers in healthcare, medicine, pharmaceuticals, energy, engineering, astronomy, robotics, and more.



# LAND-BASED

## CITY AND GUILDS LEVEL 2 EXTENDED CERTIFICATE 2 IN AGRICULTURE/ANIMAL CARE/ EQUINE

### Aims of the Course

The programme provides exciting opportunities to achieve industry recognised qualifications, skills and experience that can help students to progress onto Post 16 Further Education. Students benefit from a day at placement for a real “hands-on” experience and build a portfolio based on evidence and knowledge. QEGS students have also been involved in competitions against other schools at Bakewell Showground (very successfully) and the Ashbourne and Uttoxeter Sheep fairs.

For your information our awarding body is City and Guilds:  
[www.cityandguilds.com](http://www.cityandguilds.com)

### Course Content

Students will attend a placement that they have secured. Full health and safety checks will be carried out prior to any placement. Our tutor assessor, Miss Whieldon, will visit regularly to support both the technical and academic study necessary for each qualification. It is expected that students will be fully involved in all aspects of work which their placement can offer throughout the course of the academic year. Students will be expected to keep a diary of what they have done, what they have learned and how they are developing. The aim is to improve theoretical learning through practical activity.

### Assessment

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

### Beyond this Course

City and Guilds Level 3 study at an Agricultural College such as Reaseheath, Rodbaston, Burton or Derby; an Apprenticeship/Traineeship with a land based training provider. The course also encompasses a programme that develops employability skills and personal development enabling students to flourish in the workplace.

***Students will undertake an interview with QEGS staff, places will be offered on the basis of experience and career pathway plans.***





# ART AND DESIGN (INCLUDING TEXTILES)

## Aims of the Course

Choosing Art and Design enables students to explore and develop their creativity through a diverse range of media and processes, including drawing, painting, printmaking, sculpture, ceramics, photography, textiles, and digital manipulation. Students may explore textile-based techniques such as embroidery, printing, dyeing, stitching, and fabric manipulation, while developing creative ideas inspired by artists, designers, movements, cultures, and themes. Throughout the course, students develop their work through research, experimentation, and refinement, gaining confidence in selecting appropriate materials and processes to communicate their ideas effectively. A strong emphasis is placed on drawing and recording from observation, particularly for students following a Fine Art pathway. Sketchbooks play a central role in developing ideas, exploring media, recording research, and reflecting on progress. Students are encouraged and supported to develop their practical and creative skills to a high standard, enabling them to realise ideas in an ambitious and exciting way. The course also develops essential skills in independent working, critical thinking, and the refinement of concepts, allowing students to build a sophisticated and personal portfolio over the two-year course.

For your information our exam board is AQA:

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

Assessment follows AQA objectives, focusing on:

- Developing ideas through investigation
- Experimenting with materials and techniques
- Recording ideas and observations
- Presenting a personal, meaningful final outcome

## Course Content

Students will produce a portfolio of work that explores a wide range of skills, techniques, and processes within Art and Design. They will respond to a variety of exciting themes, ideas, and stimuli, resulting in creative and ambitious outcomes. Teachers will guide students through a range of media, developing their technical skills and confidence so they can successfully realise their own ideas. There will be opportunities to extend existing skills while also experimenting with new and innovative processes. Students will use sketchbooks to record observations, ideas, experimentation, research, and written annotation, which will support and evidence the development of practical outcomes throughout the course.

## Assessment

### Portfolio of work - controlled assessment (60%):

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

### Externally set assignment - (40%):

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

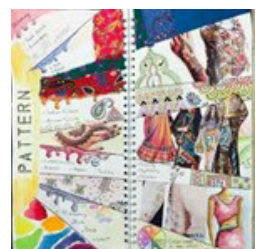
## Beyond GCSE

This course provides a strong foundation for progression to A Level Art & Design as well as BTEC Art and Design pathways. Students are able to build on their skills and interests and may choose to specialise in a range of Art and Design, including Fine Art and Textiles. From these qualifications, students can progress to a wide range of Art, Design and Creative Industries courses in Higher Education. There are increasing opportunities for employment within the creative sector, with potential career paths including Fine Artist, Textiles Artist or Designer, Fashion Designer, Graphic Designer, Interior Designer, Product Designer, Illustrator, Sculptor, Set Designer, Architect and many more. Many of our students have successfully gone on to study Art and Textiles related courses at university and have pursued rewarding careers within Art, Design and the Creative Industries

**We have a range of socials you can follow:**

Pinterest: [qegsarttextilescdm](#)

Instagram: [qegs\\_artdept](#)



# BUSINESS

## Aims of the Course

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

For your information our exam board is Edexcel:  
Edexcel GCSE Business Syllabus (2BS01).

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

## Course Content

The course investigates a large number of topics in considerable depth to reflect the complexity of the subject, looking at both the internal and external factors that affect business activity.

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

### The two themes covered are:

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

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

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

## Assessment

### Theme 1: Investigating small businesses

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

### Theme 2: Building a business

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

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

## Beyond GCSE

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





# CHILD DEVELOPMENT

## CACHE LEVEL 2 CERTIFICATE IN CHILD DEVELOPMENT

### Aims of the Course

The CACHE Level 2 Certificate in Child Development is an ideal qualification for learners who want to develop a strong understanding of how children grow, learn, and develop from birth to five years. This course provides a solid foundation for anyone considering a future career in early years, education, or childcare-related roles.

The qualification is the same level of qualification as GCSEs and combines theoretical knowledge with practical understanding of child development in real-life contexts.

### Course Content

#### Who Is This Course For?

- Students interested in working with children aged 0–5
- Any student wishing to understand child development more deeply

#### What you will study

Students will explore key aspects of child development, including:

- Child growth and development from birth to five years
- Physical, cognitive, emotional, and social development
- Factors that influence development, including family, environment, and health
- Observation skills and understanding children's individual needs
- Inclusive practice and supporting diversity
- Keeping children safe and healthy

#### Course Delivery

- Classroom-based however we have strong links with Childcare providers and students will visit childcare settings and hear from industry professionals to aid the delivery of the course.
- It is recommended that students consider seeking work experience at a nursery to aid their understanding of the vocational aspects of the course

This qualification is awarded by CACHE (Council for Awards in Care, Health and Education), a nationally recognised awarding organisation.

### Assessment

- Internally assessed coursework - 50% of marks
- Externally assessed exam – 50% of marks

### Beyond This Course

On successful completion, learners may progress to:

- Level 3 Early Years qualifications and Health & Social Care
- Apprenticeships in childcare or education

### Student Voice

“When I was asked to choose an option for GCSE I saw childcare as a good option, because I aspire to be a teacher and I felt childcare would be a good stepping-stone to get me there. I enjoy the layout because personally I feel that coursework suited me, because it's very relaxed and you can pick up marks throughout not just in an exam”.

“It wasn't what I expected however I've also learned more than I thought I would, including skills I can use later in life, whether I go into a childcare profession or not.”



# COMPUTER SCIENCE

## Aims of the Course

The course will give you a real, in-depth understanding of how computer technology works and how concepts of computing are being applied to the future jobs market. You will peek behind the curtain to see how computer systems are built, how software is developed and vulnerabilities that hackers exploit to steal your personal data.

For your information our exam board is OCR:

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

## Course Content

The course studied is the OCR GCSE Computer Science (J277). The course is designed to enhance your knowledge and skills in the technology that makes modern computer systems work. Some key areas are:

- **Systems Architecture** – giving you an in depth understanding of the components that make computer systems of all shapes and sizes run; as well as how to build your own.
- **Software Development/Programming** – which will show you how to build your own custom software solutions including games and apps.
- **Network Security** – where you will look at the tools and techniques that hackers use to exploit computer systems and get access to all sorts of sensitive data. You will be given the chance to try and stop these attacks in a live simulation.
- **Algorithms** – you will be taught to think like a Computer Scientist and solve all sorts of real-world problems at the drop of a hat using a number of techniques.
- **Networks** – you will get to see how networks are constructed and take an in-depth look at the role of the internet.
- **Ethics & Legislation** – whilst on the course, you will look at some of the concerns that technology poses to the world, such the role of artificial intelligence in the future, surveillance, as well as how the law is changing to try and keep up with new threats.
- As well as much more....

## Assessment

The course is assessed through two exam papers.

**Question Paper: Computer Systems** – 50% (1 hour 30 minutes)

**Computational Thinking, Algorithms & Programming** – 50% (1 hour 30 minutes).

Students will not be assessed for their **programming ability** on the course, however will have ample opportunity to partake in various projects to further their knowledge and understanding.

## Beyond GCSE

The course will stimulate interest and engagement with technology and technology related careers. There is a demand for professionals who are qualified in computing in all industries and careers today. Students who want to go on to higher study and employment in the field of Computer Science will find that this course provides a superb stepping stone. Students can use the course to think about 'future careers', which are those jobs that don't exist today, but that will arise as a direct result of the increased use of technology in the business world.

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



# DIGITAL MEDIA

## Aims of the Course

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

For your information our awarding body is Pearson:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production-2022.html>

## Course Content

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

**Component 1**  
Exploring  
media products

**Component 2**  
Developing digital  
media production skills

**Component 3**  
Responding to  
a brief

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

### Component 1 (taken in the spring term of Year 10)

**Exploring media products** - Worth 30% of the overall grade. In component 1, students carry out investigations into media products in the audio/moving image, publishing and interactive sectors. They have the freedom to choose products that interest them and will analyse the way that media producers use a variety of tools and techniques to create meaning for their audiences.

### Component 2 (taken in the autumn term of Year 11)

**Developing digital media skills** - Worth 30% of the overall grade. During component 2, students will have the opportunity to experiment with a variety of media production skills and techniques and then apply those skills to re-imagine a past media product for a modern teenage audience. They will reflect on their progress and develop strategies for improvement.

### Component 3 (taken in the spring term of Year 11)

**Create a media product in response to a brief** - Worth 40% of the overall grade. In component 3, students will produce a media product in response to a brief, under controlled conditions. In this summative task, students will learn how to respond to a brief, plan their response, apply production skills and techniques, justify the outcome they have developed and reflect on their application, time management & use of sources.



## Assessment

**Assessment:** Components 1 and 2 are internally assessed and externally moderated. Component 3 is externally assessed.



## Digital Media Options Video



<https://youtu.be/eDJ-qsWTlzl>

## What can this qualification lead to?

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



## Student Voice

"There are lots of options when you study Digital Media and lots of jobs you can go into"

"Digital Media is way more practical than other subjects, you get to work on real productions"

# PERFORMING ARTS: DANCE

## Aims of the Course

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

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

For your information our awarding body is Pearson:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html#science-j277-from-2020/>

## Course Content

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

### Component 1:

Exploring the Performing Arts

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

### Component 2:

Developing Skills and Techniques

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

### Component 3:

Performing to a Brief

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

## Assessment

### Component 1:

Exploring the Performing Arts – internally assessed 30%

Practical workshops, written journal and reflective evaluation.

### Component 2:

Developing skills and techniques – internally assessed 30%

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

### Component 3:

Performing to a Brief – externally assessed 40%

## Beyond GCSE

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





# DRAMA

## Aims of the Course

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

For your information our exam board is OCR:

<https://www.ocr.org.uk/qualifications/gcse/drama-j316-from-2016/>

## Course Content

GCSE Drama consists of 60% practical coursework and 40% written examination. All students will study the following areas:

### *Devising Drama*

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

### *Presenting and Performing Texts*

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

### *Performance and Response*

Written Paper

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

### *Coursework:*

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

You can also follow a Design route and do not have to act at all. You could study lighting, sound design, props, costume and set design. You will work with a group for devising and performance to support them in their designs for their productions. In the written exam you will still study *Blood Brothers* and complete a live review.

## Assessment

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

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

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

## Beyond GCSE

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



# DESIGN & TECHNOLOGY

## Aims of the Course

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

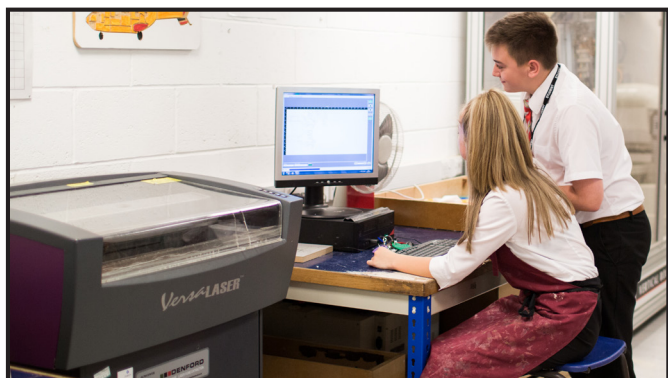
For your information our exam board is AQA:

<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

## Course Content

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

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



## Assessment

### Written Examination: 50%

#### What's assessed

Core technical principles  
Specialist technical principles  
Designing and making principles

### Non-examined Assessment (NEA): 50%

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



## Beyond GCSE

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

# ENGINEERING DESIGN

## CAMBRIDGE NATIONAL IN ENGINEERING DESIGN (J822)

### Aims of the Course

The Cambridge National in Engineering Design will inspire and equip students with the confidence to use skills that are relevant to the sector and more widely. It covers the design process, types of drawings, influences on design, and the use of computer-aided design (CAD) in Engineering. Topics include designing processes, designing requirements, communicating design outcomes, evaluating design ideas, manual production of freehand sketches/engineering drawings /use of 3-D CAD, product evaluation, modelling design ideas. The course will be delivered in workshop 657 and CAD/CAM suite 654

### Course Content

- R038: Principles of Engineering Design 48 GLH
  - R039: Communicating designs 36 GLH
  - R040: Design, evaluation and modelling 36 GLH
- GLH = Guided Learning Hours*

### Assessment

#### R038: Written paper

OCR set and marked 70 marks 1hr 15 mins

#### R039: Centre-assessed tasks

OCR moderated 60 marks Approx 10-12 hours

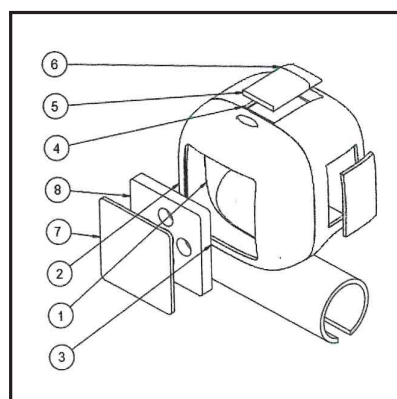
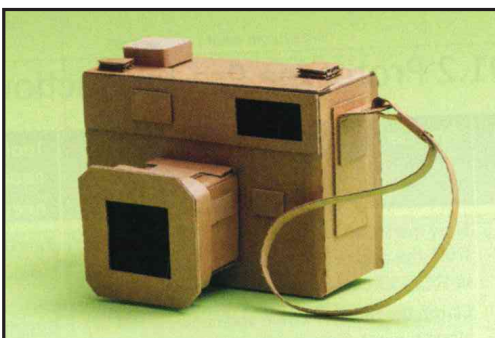
#### R040: Centre-assessed tasks

OCR moderated 60 marks Approx 10-12 hours

### Beyond This Course

Progression from this course is flexible and responsive across a range of general and vocational engineering qualifications. Potential pathways are provided with learners having the underpinning skills and knowledge to enable them to choose the most appropriate progression routes which include:

- Apprenticeships and further study at Cambridge Technicals in Engineering at Levels 2 and 3
- A level Design and Technology (Level 3)
- GCSE Design and Technology (Level 1/2 )
- T Level Design and Development for Engineering and Manufacturing (Level 3).





# FOOD PREPARATION AND NUTRITION

## Aims of the Course

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

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

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

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

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

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

For your information our exam board is Eduqas:

[www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/](http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/)

## Course Content

Written examination 50% of the qualification:

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

The written exam consist of two sections containing compulsory questions and will assess six areas of content: Food Commodities, Principles of Nutrition, Diet and Good Health, The Science of Food, Where Food Comes From and Cooking and Food Preparation.

Coursework (NEA tasks) 50% of the qualification:

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

## Assessment

### Assessment 1: 15%

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

### Assessment 2: 35%

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

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





# GEOGRAPHY

## Aims of the Course

Our primary aim continues to be best summarised by the departmental vision: "In Geography we **QUESTION** the differences in the world and why they exist. We **EXPLORE** regions of the world and the people who live there. We **GIVE** balanced views to global issues and, as a result we **SUCCEED** in opening our eyes and understanding the world in which we live.

- If you are interested in studying real people in real places
- If you value knowledge of how nations rely on each other and the skills of discussion
- Problem solving and practical fieldwork
- If you believe that we have a responsibility to other people to maintain a sustainable environment for future generations
- If you hope to be suitably prepared for further academic study and/or your working life, and appreciate the benefits of a multidisciplinary subject

Above all, if you believe that teaching and learning should always be challenging, topical, motivating and fun, you are already a Geographer!

For your information our exam board is AQA:  
<https://www.aqa.org.uk/subjects/geography>

## Course Content

**Paper 1:** Living with the Physical Environment focuses on the dynamic nature of the physical processes and systems of Earth, and the human interactions with these processes and systems that entwine into an interdependent state in a variety of different places across a range of scales, from local to global. It is concerned with developing a knowledge and understanding of tectonic, geomorphological, biological and meteorological processes, landforms and characteristics of different environments, and to consider the need for management strategies concerned with sustainability, biospheres, and climate change.

**Paper 2:** Challenges in the Human Environment focuses on human processes, systems and outcomes and how these change over time and space. Students study various locations, at a range of scales, and will consider contrasting levels of economic development (higher income countries HICs, lower income countries LICs, newly emerging economies NEEs). It is concerned with developing an understanding of the factors that produce diverse human environments, the causes of change over time, and the impact of these and subsequent needs for sustainable management. Students will consider the future challenges and opportunities for urban areas, economic change and resources.

**Paper 3:** Geographical Applications is a synoptic assessment that draws together the knowledge, understanding and skills that students have gained across the entire course as well as assessing their fieldwork skills (from their two contrasting pieces of fieldwork, which must contain primary data collection and subsequent analysis). It is intended to assess student understanding of interrelationships in order to make evaluative judgements. Critical thinking, problem-solving and decision-making is key.

## Assessment

100% examination

## Assessment Objectives

The course is intended to develop better geographers, to develop and extend their knowledge of locations, places, environments and processes at different scales and in different contexts. Students will be assessed on their knowledge and understanding of this, and of their understanding of the interrelationship between people and environments, and how places and processes change over time. Students will also be assessed on their competence to both interpret and employ a range of skills, including those for fieldwork, cartography, literacy, numeracy and graphicacy. As such, the exams have four key assessment objectives.



## Beyond GCSE

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

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

# HISTORY

## Aims of the Course

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

In History at QEGS, we **QUESTION** the causes, consequences, change/continuity and significance of events throughout history. We **EXPLORE** contemporary sources and historians' interpretations to develop our understanding of events and applying that to the modern world. We **GIVE** our opinions, judgments and conclusions on the impacts of events in history. We **SUCCEED** in becoming learners who can consider a balanced argument based on evidence and who can celebrate diversity throughout history.

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

For your information our exam board is Pearson:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

## Course Content

Edexcel GCSE History:

1. Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city. Explores how crime, punishment and policing have changed over time in Britain, using Victorian Whitechapel as a detailed case study of how these issues worked in a real community.
2. Early Elizabethan England, 1558-88  
Explores how Elizabeth I ruled England, managed religion and government, dealt with threats at home and abroad, and how life changed for ordinary people in Elizabethan society.
3. Superpower relations and the Cold War, 1941-91  
Examines how rivalry between the USA and the USSR developed after the Second World War, leading to crises, conflict and ultimately the collapse of the Soviet Union.
4. The USA, 1954-75: conflict at home and abroad  
This paper investigates how the United States experienced major conflict at home and abroad through civil rights struggles and the Vietnam War between 1954 and 1975.

## Assessment

### Examination (100%):

#### Paper 1: Thematic study and historic environment.

Time - 1 hour 20 minutes:

- Crime and Punishment in Britain c1000-present - 20%
- Whitechapel, c1870–c1900: crime, policing and the inner city- 10%

#### Paper 2: Period study and British Depth study.

Time - 1 hour and 50 minutes:

- Early Elizabethan England, 1558-88- 20%
- Superpower relations and the Cold War, 1941-91-20%

#### Paper 3: Modern depth study.

Time - 1 hour and 30 minutes:

- The USA, 1954-75: conflict at home and abroad 1954-1975 - 30%

## Beyond GCSE

History is far more than the study of the past. It is a subject that trains students to think, argue, and understand the world around us. Students develop a powerful set of transferable skills that are valued across all subjects and careers. These include the ability to form balanced judgements, read critically, weigh up evidence, organise ideas, reach well-reasoned conclusions, and communicate clearly and confidently in writing and discussion. History students learn how to research independently, question sources, interpret different viewpoints.

GCSE History provides the foundation for A Level History at QEGS, where students develop even greater depth of knowledge and analytical skill. It is particularly valued for degrees and careers in law, journalism, politics, international relations, teaching, business, and the civil service but it also opens doors in any profession that values clear thinking, research, and communication. History equips students not only to succeed in their exams, but to understand the world, challenge ideas, and shape their future.



# LANGUAGES

## Aims of the Course

At QEGS we believe that learning a language gives our students a skill for life, as they learn functional language that they can use for trips abroad, holidays and in the world of work. In addition to this, studying a language helps students to develop a range of other useful skills such as communication skills, problem-solving, self-confidence, resilience, and creativity. It can help students with their native language, as they make links with new vocabulary, improve their understanding of grammar, and learn techniques to memorise new words. Students also deepen their knowledge of the world around them as they explore other cultures and traditions. A foreign language qualification is highly respected in the world of education and can aid students in future college and university applications, for example for entry onto increasingly popular degree courses such as International Business. In an increasingly globalized economy, there are a wealth of career opportunities available with languages in sectors such as engineering, fashion, sports, military, journalism, marketing, intelligence, education, hospitality and travel and tourism. Statistics also show that having a language qualification can lead to a higher salary!

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

For your information our exam board is AQA:

<https://www.aqa.org.uk/subjects/languages/gcse>

## Course Content

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

There are three areas of study:

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

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

- Listening
- Speaking
- Reading
- Writing

## Assessment

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

Written exam

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

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

Written exam

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

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

Oral exam

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

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

Written exam

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

## Beyond GCSE

There is also the opportunity of work experience in France or Spain during Year 12 or Year 13. This will prepare students for studying either language as discreet subjects or combined with others in Higher Education. Some universities highly value MFL at GCSE. Learning a language fits well with any subject and it broadens your horizons as having a language qualification on your CV makes you more desirable to an employer in today's global economy. A languages qualification can lead to a career in many diverse areas such as the Law, Business, Management, Film, Computing, Engineering, Travel and Tourism, Criminology and many more, not just translating and teaching!



# MUSIC

## Aims of the Course

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

For your information our exam board is OCR:

<https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/>

## Course Content

### You will study:

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

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

- Composing, Performing & Appraising

All of these skills are interrelated and will be assessed.



## Assessment

The exam covers the full range of grades from 9 to 1.

There are three aspects to the assessment:

### Performing:

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

### Composing:

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

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

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

## Beyond GCSE

GCSE music is an interesting course in its own right or may lead to further study at AS/A Level and beyond. It is an exciting time to work within the music industry, create your own work and publish on the Internet. Other opportunities include performance degrees (Rock Schools and Music Colleges), writing for film / TV and live performance with a band or orchestra.

## Extra-Curricular Opportunities

Alongside the GCSE course there are many music clubs which give students the chance to develop their skills. We have an orchestra, a choir and a rock band as well as around half a dozen smaller chamber ensembles, all of which perform at events in school and around the Ashbourne area. This is an excellent opportunity for GCSE candidates to improve their performance skills, develop ensemble relationships and potentially take on leadership roles, all of which will benefit their course.



# PHOTOGRAPHY

## Aims of the Course

Choosing Photography enables students to explore their creativity through a diverse range of media such as:

- lighting
- viewpoint
- aperture
- depth of field
- shutter speed and movement
- use of enlarger
- chemical and/or digital processes

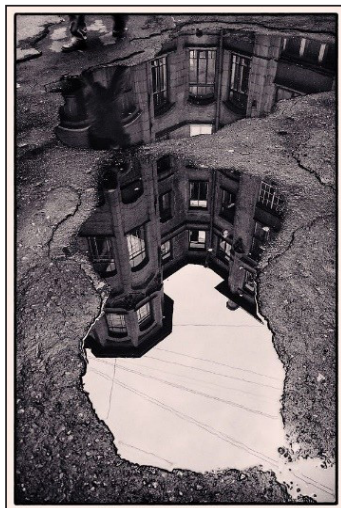
Students will be encouraged and supported to develop their skills in a wide range of media to a high standard that will enable students to then develop their ideas fully in an ambitious and exciting way. Students will be encouraged to develop important skills in developing and refining concepts and will be expected to work independently throughout the two years to build a sophisticated and creative portfolio.

For your information our exam board is AQA:

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/specification/subject-content/photography>

## Course Content

GCSE Photography is a creative and practical course that encourages students to explore ideas, develop technical skills, and produce personal photographic work. Students will learn how to use cameras confidently, edit and manipulate images, and analyse the work of photographers and artists. The course develops creativity, problem-solving, visual literacy, and independent working skills.



## Assessment

### Portfolio of work - controlled assessment (60%):

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

### Externally set assignment - (40%):

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

## Beyond GCSE

GCSE Photography helps students develop a wide range of creative, technical, and transferable skills that are valuable both within and beyond further education. The course encourages independent thinking, problem solving, and visual communication skills that are highly sought after in many careers.

Photography opens doors to a wide range of creative and digital careers, including:

- Professional Photographer (e.g. portrait, fashion, sports, documentary)
- Graphic Designer
- Photo Editor or Retoucher
- Media and Marketing roles
- Advertising and Branding
- Film, TV, and Digital Content Creation
- Fashion and Visual Merchandising
- Web and Social Media Design

Even for students who do not pursue photography as a career, the course develops visual literacy, creativity, and technical confidence, which are valuable in many industries.

This course also gives students the foundation to move onto A Level Art & Design, BTEC Art and Design or Creative Digital Media, where students are able to build their course and could specialise in a range of Art & Design options.

# PHYSICAL EDUCATION

## Aims of the Course

GCSE Physical Education is a fantastic course for those that are interested in both the theoretical and practical elements of sport. It provides a holistic understanding of physical education, through stimulating content related to sport and sport science, as well as the opportunity for practical assessment.

The course supports progression, from Key Stage 3, by building on the physical development skills already learned, to Key Stage 5, for students seeking to pursue further qualifications in A Level Physical Education or BTEC Sport and Exercise Science.

For your information our exam board is Pearson:

<https://qualifications.pearson.com/en/qualifications/dexcel-gcses/physical-education-2016.html>

## Course Content

The course is made up of the following components, to develop theoretical knowledge and understanding of the factors that underpin physical activity and sport:

- Applied anatomy and physiology – develop understanding of the key body systems
- Movement analysis – gain knowledge of the basic principles of movement
- Physical training – develop knowledge of the principles of effective training
- Health, fitness and wellbeing – gain understanding of the benefits of being physically active
- Sport psychology – examines the psychological factors that can affect performers
- Sociocultural influences – highlights the impact of sport on society
- Use of data – develop knowledge and understanding of data analysis

Students will also participate in a wide-range of team and individual sports, to gain knowledge, understanding and experience within each specific activity.



## Assessment

**Examinations 60%** - The course consists of two externally examined papers, made up of multiple choice, short-answer, and extended writing questions. Paper 1 (36%) examines applied anatomy and physiology, movement analysis physical training, and use of data. Paper 2 (24%) examines health and wellbeing, sport psychology, socio-cultural influences, and use of data.

**Practical Performance 30%** - Students are assessed completing three physical activities, against set assessment criteria, from a set list. One must be a team activity, one must be an individual activity and one can be a free choice.

**Coursework 10%** - Students produce a Personal Exercise Programme (PEP) which they perform, analyse and evaluate.

## Beyond GCSE

This course provides an excellent base of knowledge, understanding and skills that are essential in a wide range of career paths. Examples of jobs that previous students have gone on to do range from physiotherapy, sport coaching, nutritionist, sport journalism, sport betting analysis, teaching, sport science, sport materials design and sport development, to name a few. GCSE PE obviously provides a logical stepping stone for A Level PE and BTEC Sport and Exercise Science.



# RELIGIOUS STUDIES

## Aims of the Course

Undertaking a Religious Studies GCSE (AQA 8062) aims to provide students with a deep understanding of Christianity and Islam, focusing on the key beliefs, teachings, and practices of these two major world religions. The course encourages students to apply their knowledge and understanding of these religions to explore and analyse ethical issues around the world such as euthanasia, abortion, animal rights and environmental concerns. Students develop critical thinking skills and the ability to consider multiple perspectives on complex issues. This also helps them become more aware of the world around them. Additionally, the course encourages students to write persuasively evidencing analytical and evaluative skills. Previous students have gone on to secure positions in The Police Force, Education, Law and Medicine.

For your information our exam board is AQA:

[www.aqa.org.uk/subjects/religious-studies/gcse/religiousstudies-a-806](http://www.aqa.org.uk/subjects/religious-studies/gcse/religiousstudies-a-806)

## Course Content

There is one full course GCSE on offer. The full course GCSE is split into two exam papers and involves the study of:

### Paper 1

- Christian Beliefs
- Christian Practices
- Islamic Beliefs
- Islamic Practices

### Paper 2

These beliefs and practices are then applied to:

- Relationships and Families
- Religion and Life
- Peace and Conflict
- Crime and Punishment

## Assessment

There are two exams at the end of Year 11. Each are worth 50% of the total mark.

Each exam is 1 hour and 45 minutes.

## Beyond GCSE

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





# SPORT AND COACHING PRINCIPLES

## WJEC LEVEL 1 & 2 VOCATIONAL AWARDS

### Aims of the Course

The WJEC Vocational Award in Sport and Coaching Principles will develop students' knowledge and understanding of the Sport and Coaching sector and provide them with opportunities to develop associated practical skills. It covers fitness for sport, improving sporting performance and, coaching principles. Sport in the UK has achieved some incredible results in recent years, especially in the Olympics and Paralympics. UK Sport has identified coaching as a key element of the high-performance system in the UK. Coaching, alongside other key performance support services, plays a crucial role in ensuring the ongoing success of British athletes. The Vocational Award in Sport and Coaching Principles has been designed to support students in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It develops students' knowledge and understanding of coaching and performance improvement, applying their learning and skills to real-life contexts and work situations. It will encourage learners to think creatively and logically, whilst taking responsibility for their own learning. The WJEC Sport and Coaching Principles is a fantastic qualification for students that enjoy sport and physical activity, for whom entirely exam-based qualifications are not the most appropriate pathway.

For your information our awarding body is OCR:  
<https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-sport-and-coaching-principles/>

### Course Content

1. Unit 1 – Fitness for Sport - introduces learners to the adaptations that take place in the body following exercise, how training can lead to improvements in fitness, and the planning of training programmes. The aim of this unit is to develop the knowledge, understanding and skills needed to plan training programmes to improve the fitness of individuals.
2. Unit 2 – Improving Sporting Performance - introduces learners to how different areas of sporting performance can be improved. The aim of this unit is to

provide learners with the knowledge and understanding needed to be able to analyse sporting performance, identify strengths and weaknesses and plan for improvement

3. Unit 3 – Coaching Principles - introduces learners to the principles involved in sports coaching. The aim of this unit is to provide learners with the appropriate knowledge and understanding to be able to plan, lead and evaluate a coaching session within a sporting activity.

Although there is not a formal practical assessment, students will participate in practical lessons, including a wide range of team and individual sports. The purpose of these practical lessons is to gain knowledge, understanding and experience within each specific activity, so that learners can apply theoretical concepts practically and relate Sport Science to the theoretical concepts within the course.

### Assessment

#### Examination 40%

- Fitness for Sport – an 80-minute exam worth 80 marks, which comprises of some multiple choice questions, short-answer questions, and extended response questions.

Coursework 60%

- Improving Sporting Performance - 25%
- Coaching Principles - 35%

The assessment for all coursework units based on an assignment brief, provided by WJEC. The brief will include a scenario and several tasks, which will be completed by learners during their lessons, assessed internally and moderated by WJEC.

### Beyond This Course

Sport and Coaching Principles obviously provides a logical steppingstone for A-level PE and BTEC Sport and Exercise Science, but this course also provides an excellent base of knowledge, understanding and skills that are essential in a wide range of career paths. Examples of jobs previous students have undertaken range from physiotherapy, sport coaching, nutritionist, sport journalism, sport betting analysis, teaching, sport science, sport materials design and sport development, to name a few.



# CONSTRUCTING THE BUILT ENVIRONMENT

## Assessment

### Aims of the Course

The course is designed to give our students key life skills which will ensure that they are able to manage and look after their future properties. In addition to this students will gain an insight into the construction industry and have a greater understanding of job roles, how health and safety impacts on jobs and understand the key phases of a construction job.

For your information our awarding body is Eduqas:

<https://www.eduqas.co.uk/qualifications/level-1-2-vocational-award-in-construction-and-the-built-environment/>

In this two year Level 1/2 course students cover 2 units.  
Unit 1: Introduction to the Built Environment On-screen examination: 1 hour 30 minutes 40% of qualification. Questions requiring objective responses, short and extended answers, based around applied situations.

Unit 3: Constructing the Built Environment Controlled assessment: 30 hours 60% of qualification an assignment brief will be provided by WJEC that will include a scenario and several tasks.

Graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction

### Course Content

Unit 1 Introduction to the Built Environment: introduces learners to the built environment and provides them with the opportunity to develop skills, knowledge and understanding in identifying, explaining and evaluating different ideas and concepts of the built environment. Learners will explore a range of profession and trade roles, and some of the different structures and buildings of the built environment. The learner will explore the different types of buildings and structures that the built environment forms. Sustainability and the impact of the built environment on the local community is explored along with reduction measures that can be employed.

Unit 3 Constructing the Built Environment: offers learners the opportunity to develop skills, knowledge and understanding of three construction trade areas of the built environment, including planning, undertaking and evaluating construction tasks.



### Beyond This Course

On completion of this qualification will be able to display a range of construction skills. Students may progress to the Level 3 qualifications at either Sixth Form or at college, Technical Levels or an Apprenticeship.

## NOTES

[illegible]

[illegible]

Sponsors include:

The Woodroffe Benton Foundation - The Ashburnian Society

- The Old Trust (founders 1585)



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