

**Queen Elizabeth's Grammar School,  
Horncastle**



# **Year 10 Options 2020/22**



# YEAR 10 OPTIONS 2020-22

## INTRODUCTION

You are about to embark upon your GCSE courses. This booklet is designed to give you lots of information in an objective and simple way. As well as providing you with details of what is involved in each course, there is also information about the option choosing process and what we will do to help you make your choice.

All GCSEs are now assessed by written exams and a few include work you complete under controlled conditions. All external exams have to be taken at the end of the course.

It is important that you talk to your teachers, your parents and listen to the advice you get on Parents' Evening and on the Stop the Clock Day before making your choices.

### **The Curriculum**

Our curriculum still conforms to the requirements of the National Curriculum and provides a significant element of choice.

Everyone will take GCSE courses in English, Mathematics and Science. The arrangements for English will provide the opportunity for all students to take GCSE English Literature as well as GCSE English Language.

All students will study elements of Biology, Chemistry and Physics in Years 10 and 11. Some students will take the combined Science GCSE in Year 11, whilst others will follow a programme leading to GCSEs in the separate sciences of Biology, Chemistry and Physics at the end of Year 11. This will allow students to play to their strengths in particular subjects, and all will complete the course with two or three GCSEs.

We require that students study a Modern Foreign Language and a Humanities subject: History, Geography, Religious Studies or Business Studies. Students' choices should, therefore, include French, German or Spanish (students can only choose a language that they studied in Year 9) and at least one of the Humanities options. In order to maintain breadth in their curriculum, students are also asked to consider studying either an Arts or Technology subject.

In addition, everyone has statutory lessons in Religious Studies, Citizenship and Physical Education, and a programme of Personal Development.

Our curriculum offers both balance and breadth, producing well-rounded young people; we do not insist that all students follow an English Baccalaureate (EBacc) style programme of study. The EBacc is not a qualification, but is one of many measures the Government uses to assess the achievement of schools. Students who achieve a grade 5 or better in English, Maths, 2 Sciences, a Modern Foreign Language and a Humanity (only History and Geography are included) are considered to have met the EBacc threshold.

Most of the teaching is no longer done in form groups. Sets and option groups take over, although the form group is kept for pastoral and administrative purposes. Form tutors stay with their form until the end of Year 11.

Assuming a timetable cycle of 60 lessons, the pattern for students during 2019-21 will be:

English	8
Mathematics	8
Triple Scientists	15
<b>or</b>	
Combined Scientists	12 (+LIBF Level 2 Certificate in Personal Finance for 3 lessons)
Religious Studies	2
Physical Education	5
Careers/PSHE	2

Everyone in KS4 takes these 40 lessons. To these we add four option blocks, each of five lessons, which complete the timetable cycle. These are the GCSEs you will choose.

In choosing the options, we try to fit a course of study to the talents and needs of each individual student. Where a student has particular needs, we would endeavour to tailor the curriculum to meet those special requirements. The options scheme is re-written each year, and the organisation of the timetable is geared to provide as much flexibility as possible, but there will always be some combinations which we cannot provide. Equally, it may be necessary to limit numbers in some options if they are over-subscribed and a course may not run if insufficient students choose it. When students make their choices, they will be asked also for reserve choices, which we may have to use.

## **ICT**

Capability in Information Communication Technology is essential for all students. ICT enhances the ways in which they learn and produce work and prepares them for further study or work after leaving school. Students in Year 10 can expect to use ICT resources across all the subjects they study, with a particular focus in Mathematics, and will cover the full range of ICT skills and knowledge.

## **The Pattern of Events**

The time scale for the options process looks like this:

26 <sup>th</sup> February	Year 9 Parents' Evening 5.30pm
30 <sup>th</sup> /31 <sup>st</sup> March/1 April	Stop the Clock – one-to-one conversations with staff
2 <sup>nd</sup> April	Provisional choices submitted via the online system
April-May	Option scheme prepared for timetable
3 <sup>rd</sup> June	Internal examinations begin
16 July	Option choices finalised and termly assessments sent home
September 2020	GCSE courses start

## The Pattern of Choice

Although having four option blocks provides scope for genuine choice, students do not make an entirely free choice. In addition to a Modern Foreign Language and a Humanities subject, we also advise that students consider either an Arts or Technology subject to GCSE level.

Although the core subjects do provide a basic balance, it is important that students think their choices through carefully. Students should ask themselves a series of fairly obvious questions:

[a] Which subjects do I enjoy most?

*You will be most likely to succeed in subjects which give you some degree of satisfaction.*

[b] What does the subject involve?

*This is particularly important for subjects that are new to you; however, for more familiar subjects the GCSE syllabus may involve different work from that undertaken in Years 7-9. You should know what the course involves before you start it.*

[c] What are my chances of success?

*If you enjoy a subject, you are likely to succeed in it; however, you should also think carefully about how good you are at the subject.*

[d] How do my choices fit together?

*You should also consider whether your choices give you sufficient variety, and how they are assessed. You should try to play to your strengths.*

[e] What do teachers and parents think of my choice?

*They have known you for a long time; it is worth listening to them.*

Above all, choices should be made in the light of future intentions, which may include prospective career, Sixth Form or College course. Few careers require particular GCSE courses: beware of limiting your future choices at this stage.

We endeavour to make available as many of the combinations students ask for as we possibly can. **It is impossible, however, to guarantee every possible combination of four subjects, and we cannot allow sets to become too large.** Wherever difficulties are encountered with student choices, advice and help are available, and we aim to have everything settled by the end of the Summer Term.

**Qualification**      **GCSE ART AND DESIGN/PHOTOGRAPHY/TEXTILE DESIGN**

**Examination board**      **AQA**

### **Overview of course**

This is a two year course that encourages students to develop their creative thinking skills. Over the two year period students learn how to control a variety of media whilst exploring the world of Art and Design. They use their research skills to investigate classic and contemporary artists and designers whose work inspires them.

Students are required to submit three coursework projects in response to a starting point, brief, scenario or stimulus in Year 10 and one examined portfolio in Year 11. They must demonstrate control of a variety of media, evidence of research and experimenting with ideas. For each project students must create a final piece that reflects all the investigation that has taken place within the project as well as a sustained body of work.

### **Course structure**

#### **Year 10**

##### **Art and Design**

The first year of the course is spent developing a skill base using a range of media and processes. Students are required to produce a variety of observational drawings from first hand experiences and investigate a selection of artists that influence their work, this section of the course is structured to develop students understanding of how to create a portfolio of work.

##### **Photography**

The first year of this course is spent understanding how to use a camera on manual settings. You will explore through workshops and document these skills by creating your own work based on aperture, ISO, shutter speed and lighting techniques. You will also develop skills in Photoshop editing software.

Students will also explore and emulate the work of photographers before finding their own style of working.

Students will produce two projects in Year 10 through to the January of Year 11, selecting the strongest project to enter for moderation.

The starting point for these projects are "Identity" and "Close up".

By the end of Year 10 students will be aware of the demands of the subject, know their own strengths, be capable of making choices independently and will have completed 60% of their course through the completion of their first portfolio.

#### **Year 11**

Students will spend from September – December working on their close up project ensuring this is complete by their mock exam where they will create a final piece for this project. In January students select a theme from an externally set list for their “Externally Set Task”. Students will develop a body of work for this which shows development from their chosen starting point. The “set task” culminates in a 10 hour examination and is worth 40% of their overall grade and once the 10 hour examination has taken place students have completed their course.

## **Assessment**

The students’ first 2 coursework portfolios should be complete by the end of January in Y11. This will be internally moderated. Students will select their strongest portfolio to enter and the second will be entered as other work, these will make up 60% of their overall grade.

Coursework portfolio	60% of mark	A01 - Observational drawing/Photographs
		A02 -Research of artists and designers
		A03 - Development of ideas
		A04 - Final Piece

The Controlled Assignment portfolio commences in the January of Year 11.

Controlled Assignment	40% of mark	A01 - Observational drawing/Photographs
		A02 -Research of artists and designers
		A03 - Development of ideas
		A04 - Final Piece

## **Progression routes**

Many students go on to study A-Level Art or Photography in Sixth Form. In order to study at A-Level you must have studied GCSE Art or Photography and gained at least a grade 6.

Art and Photography are challenging subjects that are valued by universities and employers, creative students are often good at problem solving and are able to think outside of the box which are both valuable qualities in employees. A qualification in Art or Photography can be relevant to many careers some of which are listed below.

Landscape designer, Product designer, Fashion designer, Set designer, Hairdresser, Professional Photographer, Illustrator, Graphic designer, Florist, Architect, Teacher and the list goes on.

**Contact for further information**

**Miss K Dickens**

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**Qualification**

**GCSE BUSINESS STUDIES**

**Examination Board**

**AQA**

### **Overview of course**

The course examines both the theoretical and practical issues associated with the setting up and subsequent development of a business. It covers a broad range of relevant topics including research, entrepreneurial skills, marketing, finance, managing people and the impact of the wider economic environment on business.

### **Course Structure**

The Year 10 course focuses on the environment surrounding business and issues relating to how businesses may be organised and their objectives; how businesses grow and the influence of external factors such as the law, globalisation, and ethical considerations before moving on to operational issues such as location and production. In Year 11 the course considers specific areas of business activity and includes human resource management, marketing and finance.

### **Assessment Structure**

The course is assessed by two equally weighted examinations, each of 1 hour and 45 minutes and comprising a number of multiple choice questions (20 marks) along with questions based upon case study material (two sections worth a total of 70 marks).

Paper 1: Influences of operations and HRM on business activity: This paper examines the topics Business in the real world, Influences on business, Business operations and Human resources.

Paper 2: Influences of marketing and finance on business activity: This paper examines the topics Business in the real world, Influences on business, Marketing and Finance.

### **Progression routes**

The department offers two A-Level subjects: Business Studies and Economics. Whilst prior study is not essential students with some existing knowledge may find access to these courses a little more straightforward. There are a wide range of degree courses available, including joint degrees. The course is active and enjoyable and will appeal to anyone who has an interest in the world around them and sees a role in management as being part of their future careers.

**Contact for further information**

**Mr M Cherry**

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**Qualification**

**CERTIFICATE IN FINANCIAL EDUCATION (CeFE)**

**Examination board**

**LIBF University College**

### **Overview of course**

This course is being offered to students who take the Combined Science Trilogy course. It is a GCSE equivalent course that aims to give students the skills and knowledge to manage their money well and make sound financial decisions in addition to understanding the impact of finance on the economy, businesses and individuals. It is intended to develop a range of applied and transferable skills.

### **Course structure**

In Year 10 two units are studied:

U1: Finance, the Individual and Society: Students will understand the role of the citizen in the UK and how their values have an impact on matters of personal finance. It also examines the contribution of an individual to the economy of a country and the impact of external factors.

U2: Practices of Managing Money: This unit introduces the idea of financial planning and personal financial budgets. It also examines the impact of spending and borrowing on the individual and society.

In Year 11 one unit is studied:

U3: Financial Capability, Work and Enterprise: This introduces students to the impact of finance on the economy and encourages them to consider how this can affect both businesses and individuals.

### **Assessment structure**

U1 and U2 are assessed by means of 45 minute objective tests comprising a number of stand-alone multiple choice questions and sets of stimulus material with a series of associated questions.

U3 comprises a 1 hour examination requiring written responses to five questions based on a pre-release case study.

### **Progression routes**

This course would provide a sound basis for students wishing to consider finance or business related courses. We have offered the AS equivalent course for the last two years and students have found it be of genuine practical use even if their academic interests lie in other directions.

**Contact for further information**

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**Qualification**

**GCSE COMPUTER SCIENCE**

**Examination Board**

**AQA (8520 Option D)**

### **Overview of course**

Computer science is an excellent opportunity to develop students' logical thinking and apply these skills to solving problems through the use of computer programming.

### **Course Structure**

Alongside algorithm design and problem solving, the course looks at how computers and networks work, cyber security and the wider ethical effects of digital technology on the world, including privacy.

In Year 11, students will work on an individual programming task taking 20 hours to enhance their understanding of python. This will be completed as a report centred around the software development process – focusing not only on the programming but also upon the design and problem solving aspects. The programming language used in the course will be Python 3.

### **Assessment Structure**

Two written exam papers, both 90 minutes long:

Computational thinking and problem solving (50% of GCSE)

Computer science theory (50% of GCSE)

Programming project (20 hours)

### **Progression routes**

A level Computer science

**Contact for further information**

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**Qualification**                      **GCSE DRAMA**

**Examination board**              **Edexcel**

## **Overview of course**

### **Devising 40%**

- Create and develop a devised piece from a stimulus.
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance.

### **Performance from Text 20%**

- Students will perform in two key extracts from a performance text.

### **Theatre Makers in Practice 40%**

- Practical exploration and study of one complete performance text
- Live theatre evaluation.

## **Course structure**

- In Year 10, students will develop the knowledge and skills required for all components of the course and complete Component 1 Devising.
- In Year 11, students will complete Component 2 Performance from a text and prepare for the final written examination. A section of the exam requires students to answer a question on a live performance. In preparation for this students will see a piece of professional theatre which they will evaluate.

## **Assessment structure**

- **Devising:** Practical performance and portfolio
- **Performance from Text:** Externally assessed by visiting Examiner
- **Theatre Makers:** Written Examination; evaluation of live theatre and response to an unseen extract from a text studied in class.

## **Why choose GCSE Drama?**

Drama at QEGS is taught in a practical way that will equip you with the skills needed for a job in the entertainment industry, on stage or behind the scenes. However, GCSE Drama is not just about acting. The communication skills, creative skills and group work skills you use in drama are highly valued in every field of work. Many employers now actively seek those who have studied the arts. Furthermore, the physical and intellectual confidence that comes from exploring ideas through drama will aid you in whatever you choose to do.

## **Progression route**

Students can progress to study Drama and Theatre Studies at A level and beyond.

## **Careers**

Drama can benefit students who wish to pursue a career in the arts, media, the communications industry, the law, marketing and any career which deals with the public.

## **Contact for further information**

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**Qualification**                      **GCSE ENGLISH LANGUAGE**

**Examination board**              **WJEC Eduqas**

### **Overview of course**

All students take the GCSE in English Language, in which they develop invaluable communication skills, enabling them to write in a variety of styles and for various purposes, including creatively, adapting their language to suit context. They also gain important analytical skills, extending their ability to respond to the nuances of language use in the world around us, and to infer subtler meanings from the words of others.

### **Course structure**

#### Component 1: 20th Century Literature Reading and Creative Prose Writing

Section A – Reading: Understanding of one extract of literature from the 20th century.  
Section B – Prose Writing: One creative writing task selected from a choice of four titles.

#### Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing

Section A – Reading: Understanding of two extracts of high-quality non-fiction writing.  
Section B – Writing: Two compulsory transactional/persuasive writing tasks.

#### Component 3: Spoken Language

One presentation/speech, including responses to questions and feedback.

### **Assessment structure**

This is a linear course with all assessment at the end of Year 11. There is no coursework or controlled assessment.

Component 1 - Written examination: 1 hour 45 minutes (40% of qualification)

Component 2 - Written examination: 2 hours (60% of qualification)

Component 3 - Unweighted. Spoken Language will be reported, but will not form part of the final grade.

### **Progression routes**

A good pass in GCSE English Language can be considered vital for progression to further study and almost all career paths. It is relevant to any occupation that involves communicating with others in either verbal or written form.

**Contact for further information**

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**Qualification**                      **GCSE ENGLISH LITERATURE**

**Examination board**              **WJEC Eduqas**

### **Overview of course**

All students take the GCSE in English Literature, in which they engage with a variety of challenging texts from the English Literary Heritage as well as more modern works. In the course of their study, they develop important analytical and interpretative skills, and are encouraged to explore the social and ethical issues raised in texts, including examination of how they reflect their historical contexts. Students are also encouraged to develop an appreciation of literature and its place in our broader creative culture.

### **Course structure**

#### Component 1: Shakespeare and Poetry

Section A – Shakespeare: one extract question and one essay question based on the reading of a play by Shakespeare.

Section B – Poetry from 1789 to the present day: two questions based on poems from the WJEC Eduqas Poetry Anthology, one of which involves comparison.

#### Component 2: 19th Post-1914 Prose/Drama, 19th Century Prose and Unseen Poetry

Section A – Post-1914 Prose/Drama: One source-based question on a post 1914 prose/drama text.

Section B – 19th Century Prose: One source-based question on a 19th century prose text.

Section C – Unseen Poetry: Two questions on unseen poems, one of which involves comparison.

### **Assessment structure**

This is a linear course with all assessment at the end of Year 11. There is no coursework or controlled assessment. Students are not permitted to take texts into any of the examinations.

Component 1 - Written examination: 2 hours (40% of qualification)

Component 2 - Written examination: 2 hours 30 mins (60% of qualification)

### **Progression routes**

English Literature is a demanding academic qualification that is highly respected by universities and employers. As well as developing the analytical and critical skills required in a wide variety of professions, it encourages the creativity, communication and problem solving skills necessary in all walks of modern working life.

**Contact for further information**

**Dr E Gallivan**

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**Qualification**                      **GCSE FILM STUDIES**

**Examination Board**              **WJEC Eduqas**

## **Overview of course**

Film is an important part of many people's lives. Those who choose to study it characteristically bring with them a huge enthusiasm and excitement for film which constantly motivates them in their studies. They experience a powerful medium which inspires a range of responses from the emotional to the reflective as they are drawn into characters, their narratives and the issues films raise. The root of that power is the immersive audio-visual experience film offers — one which can exploit striking cinematography, composition and locations as well as powerful music and sound. It is not surprising that many consider film to be the major art form of the last hundred years and that many feel it important to study a medium which has such a significant influence on the way people think and feel.

The WJEC Eduqas specification in GCSE Film Studies is designed to draw on learners' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology. The films learners study will introduce them to a broad range of films from around the world as well as give them a historical perspective on film.

## **Course Structure**

The course covers US film (classic Hollywood, “new” Hollywood, and contemporary independent), European film, global film, and contemporary British film. Students are also required to develop knowledge of the history of film as an art form and an understanding of the key technological developments in the evolution of cinema.

There are three course components:

- Component 1 — Key developments in US film: Students explore the technical aspects of filmmaking as well as genre, narrative and context.
- Component 2 — Global film (narrative, representation and film style): Students explore the technical aspects of filmmaking as well as narrative, representation and aesthetics.
- Component 3 — Production: Students will produce an individual media production for an intended audience in response to a set brief.

## **Assessment Structure**

70% final examination (2 x 90 minutes); 30% coursework (1 extended production).

## **Progression Routes**

Film and the media are areas of rapid growth and opportunity, fitting well with a wide range of other subject areas. QEGS offers a Film Studies A-Level which expands upon the material covered in the Film Studies GCSE. Increasing numbers of our students go on to study Film or Media at university and work in the film and media industries.

**Contact for further information**

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**Qualification**                      **GCSE GEOGRAPHY**

**Examination board**              **AQA 8035**

## **Overview of course**

Students will travel the globe from their classroom at QEGS through exploring case studies in the United Kingdom and from around the world. Topics of study are based on a balanced mix of physical, human and environmental geography with an emphasis on contemporary issues and future changes. Students are encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

## **Course structure**

### **Living with the physical environment**

- A: The challenge of natural hazards – tectonic and weather hazards, climate change
- B: The living world – ecosystems, tropical rainforests and cold environments
- C: Physical landscapes in the UK – coastal and river landscapes in the UK

### **Challenges in the human environment**

- A: Urban issues and challenges – including how cities can be managed sustainably
- B: The changing economic world – including global variations in economic development
- C: The challenge of resource management – the importance of food, water and energy

### **Geographical applications**

- A: Issue evaluation – this section is synoptic and provides students with the opportunity to show their breadth of understanding by looking at a particular issue(s) derived from the specification.
- B: Fieldwork - students are required to undertake **two geographical enquiries**, each of which must include the use of primary data, collected as part of a fieldwork exercise.

### **Geographical skills**

Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification.

## **Assessment structure**

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

### Paper 1: Living with the physical environment

Written exam: 1 hour 30 minutes

35% of GCSE

### Paper 2: Challenges in the human environment

Written exam: 1 hour 30 minutes

35% of GCSE

### Paper 3: Geographical applications

Pre-release resources booklet made available 12 weeks before Paper 3 exam

Written exam: 1 hour 15 minutes

30% of GCSE

### **Progression routes**

GCSE Geography is a highly regarded academic qualification. It is unique in that it allows students to gain an understanding of the interactions between people and environments through developing their competence in a range of skills including those used in fieldwork, in using maps and GIS. Whatever the choice of career or employment, GCSE Geography will prove to be a supportive qualification.

Upon completion of this two year course, students will have the skills and experience to progress onto A-level Geography and beyond.

### **Contact for further information**

**Mr S Ward**

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**Qualification** GCSE HISTORY

**Examination board** Edexcel

### **Overview of course**

We look at history from different centuries and in different ways e.g. a thematic study covering hundreds of years and contrasting depth studies of British, European and world history.

### **Course structure**

**Paper 1: Thematic study and historic environment (30%) Medicine in Britain, c1250–present with a special focus on the treatment on British sector of the Western Front, 1914–18.** Although full of some memorably gory detail, this is much more than the History of Medicine; this topic is a vehicle for studying the broad sweep of History via a topic that allows us to compare changes in technology, science, beliefs, warfare, attitudes and forms of government across the eras. Through looking at medical change you will learn about the politics of each era (e.g. Victorian laissez faire or Labour’s 1945 Welfare State); cultural change (e.g. Renaissance art); religious beliefs; technological and scientific breakthroughs (e.g. X-Rays) and the impact of wars such as the Crimean War and the world wars.

**Paper 2 Part A: British depth study (20%): Early Elizabethan England, 1558-88.** We will cover topics such as the challenges of being a female ruler in the 1500s; religion and Catholic plots; Mary Queen of Scots; the Spanish Armadsa; trade and exploration.

**Paper 2 Part B: Period study (20%) The American West, c1835–c1895.** We study the formative years of the world’s most powerful nation, but this is also a topic with broader philosophical implications for our time such as the clashes amongst migrant peoples, and between native aboriginal peoples and industrialized societies seeking resources. It is about how the world’s first mass democracy arguably perpetrated racism, genocide and environmental destruction.

**Paper 3: Modern depth study (30%) Modern depth study (30%) Weimar and Nazi Germany.** How did a modern democracy collapse and one of the most sinister regimes in History emerge in one of the most advanced and cultured countries in the world? Topics include the Nazi secret police, propaganda, and policies towards Jews, youth and women.

### **Assessment structure**

Three examination papers sat at the end of Year 11 (see above)

### **Progression routes**

This GCSE course builds on the skills students have learned in Years 7, 8 and 9. These include analysis of sources, short factual answers and the skill (so valued by employers) of writing longer arguments that are well structured and analytical.

### **Contact for further information**

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**Mrs J Sutcliffe** ssutcliffej@qegs.lincs.sch.uk



**Qualification**                      **GCSE MATHEMATICS**

**Examination board**              **Edexcel**

### **Overview of course**

The course develops further many topics with which you will be familiar whilst at the same time introducing some new aspects of Mathematics. These topics cover the now familiar areas of Using & Applying Mathematics, Number, Algebra, Shape & Space and Data Handling. There is now a far greater emphasis on problem solving questions and these will be introduced and assessed throughout the course.

### **Course structure**

Students are placed in one of five sets, as they currently are in Year 9, in order that they may follow an appropriate programme of study at the correct pace. Students in sets 1 – 4 will be following a Higher Tier course where the grades available at the end range from 4 to 9 and students in set 5 will follow a Foundation Tier course where the grades available range from 1 to 5.

### **Assessment structure**

All assessment is by written paper alone at the end of the course. There are 3 papers, one non calculator paper and two calculator papers, each comprising 33.3% of the overall mark. There is no controlled assessment in the course.

### **Progression routes**

Mathematics is one of the core subjects and is essential for further study in many areas. Many students go on to take A Levels in Mathematics and some will even progress to Further Mathematics A Level. A Level Mathematics is essential for students who wish to study any of the following subjects at university: Accountancy, Actuarial Studies, Aeronautical Engineering, Chemical Engineering, Chemistry, Computing, Dentistry, Economics, Electrical Engineering, Management Studies, Mathematics, Mechanical Engineering and Physics.

### **Contact for further information**

**Mrs H Lascelles**  
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**Qualification**                      **GCSE MFL: FRENCH/GERMAN/SPANISH**

**Examination Board**              **AQA**

## **Overview of Course**

The specification covers three distinct themes. These themes apply to all four question papers.

**Theme 1:** Identity and culture covers the following topics: me, my family and friends / relationships with family and friends / marriage/partnership /technology in everyday life / social media / mobile technology / free-time activities / music / cinema and tv / food and eating out / sport /customs and festivals.

**Theme 2:** Local, national, international and global areas of interest covers the following topics: home, town, neighbourhood and region/social issues/charity/voluntary work/ healthy/unhealthy living /global issues / the environment/ poverty/homelessness /travel and tourism.

**Theme 3:** Current and future study and employment covers the following topics: my studies/ life at school/college /education post-16 /jobs, career choices and ambitions.

Students will be expected to:

cope with a greater degree of unpredictability; deal with a widening range of potential problems; understand and use more accurately a widening range of vocabulary and structures, including some unfamiliar language; understand issues and opinions; discuss issues and opinions; give full descriptions and accounts

## **Course Structure**

The four skills of listening, speaking, reading and writing are addressed in equal proportion to enable systematic development of vocabulary and structures within the topic areas. Working towards a GCSE takes many forms: presentations in class, exploitation of listening and reading texts, extended writing tasks, as well as appropriate language learning skills, access to a textbook and to authentic material, pair and group work, independent study and ICT.

## **Choice of Language**

Students must choose a language at GCSE and the language chosen must be one they have studied during Year 9. It is recommended to choose the stronger language, although enjoyment should form part of the decision as well. Students may take two languages at GCSE.

## Assessment Structure

This qualification is linear. Linear means that students will sit all their exams at the end of the course in Y11.

The four skills are weighted as follows:

Listening 25%, Reading 25%, Speaking 25%, Writing 25%

The new GCSE French/German/Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

## Progression Routes

The knowledge of a foreign language is not just another GCSE grade – it is a concrete and demonstrable life skill, like being able to drive a car or touch-type, and it is a skill highly valued by employers. Languages teach you communication skills and adaptability. Learning how to interact with speakers of other languages means you are less likely to be stuck in one mode of thinking. It can help you see things from a range of perspectives, develop your problem-solving skills, and make you more adaptable, resourceful and creative. Languages give you the edge in the global job market. It is not necessary to be completely fluent in a foreign language to be an asset to any potential employer. Knowing how to meet and greet people from other countries and cultures is a valued skill.

Languages can be used in a wide variety of jobs:

Translator, Interpreter, Languages teacher / TEFL/Diplomatic corps / Foreign Office/  
International aid & development. Media – journalism, broadcasting, publishing, social  
media. Business – public relations, development, marketing, sales, research, analysis,  
Customer Services - Tourism /Tour Management Museums & libraries Transport & Logistic  
In addition to pure Modern Languages degrees, many universities offer combination  
degrees which may incorporate two or more subjects, including a Modern Language. For  
example: Modern Languages with Business Studies, Politics and Modern Languages, Modern  
Languages and International Relations or Civil Engineering with Modern Languages.

**Contact for further information**    **Mr A C Dunn** (French) [sdunnc@qegs.lincs.sch.uk](mailto:sdunnc@qegs.lincs.sch.uk)  
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**Qualification**                      **MUSIC**

**Examination board**              **AQA**

### **Overview of course**

GCSE Music is divided into 3 components: performing, composing and contextual understanding.

This subject is intended to cater for a wide range of musical talents and interests. A basic level on an instrument or voice is essential and you need to be able to read music and understand basic theory. Students taking GCSE Music are expected to participate in at least one extracurricular music activity in school including choir; there is a wide range of activities available.

### **Course structure**

Component 1 – the study of a range of musical genres including Western Classical Tradition, pop, music theatre, film, computer gaming and world music plus the analysis of Mozart’s Clarinet Concerto and the musical “Little Shop of Horrors” (specific pieces set by AQA).

Component 2 – preparing and recording two performances, 1 solo and 1 ensemble, on an instrument (including voice) of your choice.

Component 3 – composing 2 pieces, one set to a brief from AQA, using computer software.

### **Assessment structure**

Component 1 – 40% - 1 ½ hour listening & written exam

Component 2 – 30% - 2 performances, internally assessed and externally moderated

Component 3 – 30% - 2 compositions, internally assessed and externally moderated.

### **Progression routes**

Students who study GCSE Music are able to progress onto A level Music and music/performance/music technology courses and degrees at college and universities.

Music also develops transferrable skills including problem solving, communication, creativity and analysis leading to many different education and career paths; it is a useful option for a broad range of experiences and interests.

### **Contact for further information**

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**Qualification**                      **GCSE PHYSICAL EDUCATION**

**Examination board**              **AQA**

### **Overview of course**

The content of this GCSE Physical Education specification is designed to inspire students through new and contemporary topics which will allow students to develop a well-rounded skill set and prepare them for progression to further studies.

Due to the practical element of the course, student who express an interest will be required to provide additional information of their sporting activities both inside and outside of school, clearly stating the level at which they perform at.

Students must demonstrate commitment and a high level of performance in either: one team and two individual sports or vice versa. The requirement by the exam board is three sports. In order for students to access the higher marks please visit the performance specification on the AQA website to view the grading criteria for each activity:

<https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>

### **Course structure**

Students are assessed for both their theoretical knowledge and practical ability. The course is 60% theory and 40% practical. This means that the course will be run as a theoretical subject with student's practical marks coming from their extra-curricular activities core PE lessons and video evidence.

### **Assessment structure**

The theory grade is determined by two exam paper assessments, with a weighting of 30% each, both lasting 75 minutes and containing 78 marks (156 marks in total). The style of the papers includes multiple choice questions, short answer questions and extended answer questions. Paper 1 covers: Applied anatomy and physiology, Movement analysis, Physical training and use of data. With Paper 2 covering Sports Psychology, Socio-cultural influences and Health, fitness and well-being as well as again the use of data.

For the practical element, students are assessed in three different activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either team or in an individual). Students will also complete a written piece of coursework on the analysis and evaluation of their performance in one of their assessed activities in order to bring about improvement.

The marks are split across the three activities, with each activity being marked out of 25, with 10 marks for skills in progressive drills and 15 marks for the performance in a full context (match). The written coursework is also marked out of 25 marks with 15 marks

being awarded for the analysis and 10 marks for the evaluation. In total 100 marks are awarded for the practical content making up 40% of the overall grade.

For activities that cannot be performed live on moderation day e.g. skiing, students must be video recorded, outside of lesson time. If students do not have video evidence they cannot be assessed in that activity. It is essential that the student for whom the recording is being made must be easily identifiable. If in a team situation, they should be identified by a number, or a coloured item of clothing e.g. a bib. Equally, during filming the student being assessed must always be in shot; evidence filmed where the student disappears from the shot, will not be accepted.

### **Progression routes**

Progression on to A level Physical Education.

Career routes – Teacher, Coach, Fitness instructor, Physiotherapist, Sport management.

### **Contact for further information**

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**Qualification**                      **GCSE RELIGIOUS STUDIES**

**Examination board**              **AQA Specification A 8062**

### **Overview of course**

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

### **Course structure**

Component 1: Study of Religions: beliefs, teachings and practices  
- Christianity and Islam

Component 2: Thematic Studies: religious, philosophical and ethical themes  
- A: Relationships and families  
- B: Religion and Life  
- C: Existence of God and Revelation  
- D: Religion, Peace and Conflict  
- E: Religion, Crime and Punishment

### **Assessment structure**

This is a linear course with all assessment at the end of Year 11. There is no coursework or controlled assessment.

Component 1 – written exam of 1hr 45 mins.  
- 50% of GCSE

Component 2 - written exam of 1hr 45 mins  
- 50% of GCSE

### **Progression routes**

This course is specifically designed so that it is equally accessible and valuable to students of any particular faith or none at all.

Religious Studies is a challenging and academic qualification that is valued by higher education institutions and employers. A qualification in Religious Studies can be relevant to any career that involves working with and understanding other people – from lawyer to doctor, journalist to architect and many others in between.

**Contact for further information**

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**Qualification**      **GCSE SCIENCE:  
BIOLOGY, CHEMISTRY, PHYSICS AND COMBINED SCIENCE TRILOGY**

**Examination board**      **AQA**

### **Overview of course**

All students will study elements of Biology, Chemistry and Physics in Years 10 and 11.

### **Course structure**

Some students will follow a programme leading to GCSEs in the separate sciences of Biology, Chemistry and Physics whilst others will take combined science which is worth two GCSEs. This will allow students to play to their strengths in particular subjects, and all will complete the course with two or three GCSEs.

### **Assessment structure**

There are two written papers in each of the sciences, which are taken at the end of the two year course. The papers for combined science are shorter than those for the separate sciences. The exam papers will include questions which test students' practical ability.

### **Progression routes**

In order to study a science subject at A level, students studying the individual sciences should achieve a 6 grade or higher in the appropriate science: Biology, Chemistry, Physics. Students taking GCSE combined science need to achieve a grade 6-6 to study a science subject at A Level. It is recommended that all students have at least a grade 6 in GCSE Maths.

Please note that in order to study a science at A level it is the grade achieved, rather than the course followed that is most important.

### **Contact for further information**

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**Qualification**                      **GCSE DESIGN & TECHNOLOGY**

**Examination board**              **AQA**

### **Overview of courses**

The course will encourage students to develop design and thinking skills that open up a world of possibility, giving them the tools to create the future. The course should excite and engage the students with contemporary topics covering the breadth of this subject. Students will be required to use critical thinking leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, considering their own and other's needs, wants and values.

The course will give students an opportunity to be creative and innovative and apply knowledge from other subjects such as Mathematics, Science, Art, Computing and Humanities, as well as the practical and technical knowledge and understanding from design and technology.

### **Assessment structure**

Written exam of 2 hours – 50% of GCSE

Design challenge (coursework) – 50% of GCSE

### **Course Structure – Resistant Materials**

A core knowledge of design and technology principles including designing skills making skills products and application and industrial practices. In-depth knowledge of materials and manufacturing systems. Electrical systems can be explored through this option choice.

### **Progression routes**

This course is aimed at students who enjoy designing and making using materials in a workshop environment. It will give students a good understanding of designing and making with an emphasis on using workshop skills and processes.

### **Course Structure – Product Design**

Students will use existing products to draw inspiration and create a unique and imaginative product. It will allow students to explore a range of materials, developing making skills and apply industrial practices. Electrical systems can be also be explored through this option choice.

### **Progression routes**

This course is aimed at students who enjoy creative design and making using a variety of materials. It will give students a good understanding of designing and making with an emphasis on using innovative techniques to produce a dynamic product.

### **Contact for further information**

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**Qualification**                      **GCSE FOOD PREPARATION AND NUTRITION**

**Examination board**            **AQA**

### **Overview of course**

The new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

### **Assessment structure**

**Written exam** of 1 hour and 45 minutes – 50% of GCSE

**Coursework** – 50% of GCSE:

Task 1: Food Investigation – 30 marks

Task 2: Food Preparation Assessment - 70 marks

### **Course structure**

Food preparation skills are integrated into five core topics:

Food, nutrition and health

Food science

Food safety

Food choice

Food provenance

### **Progression routes**

Upon completion of this course students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

**Contact for further information**

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