

*Queen Elizabeth's Grammar School,  
Horncastle*



# *Year 10 Options 2016/18*



# YEAR 10 OPTIONS 2016/18

## 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.

GCSE examinations have been around for a long time. Most subjects are now assessed by written exams and some include work you complete under controlled conditions, practical assignments and orals. All external exams have to be taken at the end of the course, meaning that re-sits of individual modules is not possible.

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, eg: History, Geography, History, Religious Studies or Business Studies. Students' choices should, therefore, include either French or German (or either, or both with Spanish) and at least one of the Humanities options (Geography, Religious Studies or Business Studies). 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; as a result 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 C 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 2016-18 will be:

English	8
Mathematics	8
Triple Scientists	15
<b>or</b>	
Combined Scientists	13 (They will also study for the CoFE Level 2 Certificate in Personal Finance for 2 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

Broadly speaking, the time scale for the options process looks like this:

16 March 2016	Year 9 Parents' Evening 7pm
17 & 18 March 2016	Stop the Clock – one-to-one conversations with staff
23 March 2016	Provisional choices submitted to Form Tutor
March – April 2016	Option scheme prepared for timetable
23 May 2016	Internal examinations begin
19 July 2016	Option choices finalised and termly assessments sent home
5 September 2016	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 to the course, 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?

*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.

### **Illustrative Option Scheme**

A typical option scheme might look like this:

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
French	French	French	German
PE	Geography	Spanish	History
Music	Art	Religious Studies	Geography
Business Studies	Electronic Products	Product Design	Textiles
Geography	Media Studies	Art	Resistant Materials
History	German	Drama	

***Please note: this is only an illustration, not the actual scheme!***

Students would make **one** choice from **each** column. The number of times each subject appears, and the make-up of the columns in which it appears, are derived from the provisional choices made by students in March. We endeavour to make available as many of the combinations they 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.** On the other hand, a combination may be provided through a number of different routes. 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**

**Examination board**              **OCR**

### **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. 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.

### **Course structure**

#### **Year 10**

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.

From May onwards students are encouraged to independently develop their projects and work toward refining ideas and creating a final piece. The emphasis from May onwards is defiantly on the individual. Students are encouraged to think independently and reflectively about their own work and its context.

By the end of Year 10 students will be aware of the demands of the subject, know their own strengths and be capable of making choices independently.

#### **Year 11**

The theme of the second GCSE coursework project is chosen individually, and finished by the Christmas holidays; this is the student's opportunity to direct their learning to an area of interest. In January the students will be given their 'Externally set task' or controlled assessment. Students are allowed six weeks to prepare a body of work which shows development of their chosen starting point this culminates in a two day (10 hour) examination in which final unaided artwork is created.

## Assessment

Although the Coursework Portfolio is completed over the course of two years it is assessed together with the controlled assessment, at the end of year 11.

Coursework portfolio	60% of mark	A01 - Observational drawing A02 -Research of artists and designers A03 - Development of ideas A04 - Final Piece
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Controlled Assignment	40% of mark	A01 - Observational drawing A02 -Research of artists and designers A03 - Development of ideas A04 - Final Piece
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## Progression routes

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

Art and Design is a challenging subject that is 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 and design 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

**Mrs Bealby**

[sbealby@qegs.lincs.sch.uk](mailto:sbealby@qegs.lincs.sch.uk)

**Qualification**                      **GCSE BUSINESS STUDIES**

**Examination board**              **Edexcel**

### **Overview of course**

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

### **Course structure**

The Year 10 course focuses on the skills and knowledge required to set up a small business. Students will additionally develop skills in the areas of creative thinking, analysis and decision making, research and investigation and group work through the setting of practical tasks. We will also begin the research for the controlled assessment. In Year 11, in addition to the controlled assessment write-up, the main focus changes to looking in more detail at some of the key areas of business activity and how these relate to the continuing success of a business as it grows and develops. There is also a greater focus on issues such as the environment, interest rates and international trade.

### **Assessment structure**

The course is assessed by three examinations:

**Unit 1:** Introduction to Small Business: a multiple choice examination worth 25% of the total marks.

**Unit 2:** Investigating small Business: a single piece of controlled assessment worth 25% of the total marks. Students have approximately six hours of research time and a maximum of three hours writing time. Students will have a choice from five titles issued by the examination board in the May of Year 10.

**Unit 3:** Building a Business: a single written examination comprising a number of multiple choice questions but principally a series of data based questions requiring longer written responses. This paper carries 50% of the total marks available.

### **Progression routes**

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

### **Overview of course**

This course is being offered to students who take the Double Award science 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**

**Mr M Cherry**

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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 Y11, students will work on an individual programming task taking 20 hours and counting for 20% of their overall GCSE grade. This will be completed as a report focussing on the software development process – the greatest proportion of the marks are for design and problem solving, and not all for the program itself. 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 (40% of GCSE)

Computer science theory (40% of GCSE)

Non-Exam Assessment (20 hours, 20% of GCSE)

### **Progression routes**

AS or A level computer science

**Contact for further information: Mr D Bird [sbirdd@qegs.lincs.sch.uk](mailto:sbirdd@qegs.lincs.sch.uk)**

**Qualification**

**DESIGN & TECHNOLOGY: PRODUCT DESIGN**

**Examination board**

**AQA**

### **Overview of course**

The course will allow you to specialise in the area of product design, where you will learn about a range of materials, manufacturing processes and techniques and be able to use them to design and make quality products with creativity and originality. The course builds upon projects undertaken in Years 7, 8 and 9, resulting in the production of a complete 3D product that includes a graphic element.

### **Course structure**

The structure of the course enables you to develop your knowledge and understanding of designing, making, materials, components, processes and manufacturing.

The work will be a mixture of: short focused tasks, written work, practical projects, analysing products, designers and the impact they have in society.

Students will specialise in a variety of materials including: card, plastic, woods, metals, smart and modern materials. This will enable you to choose an appropriate route when undertaking the coursework task.

### **Assessment structure**

The assessment will consist of two parts. There is a final written examination worth 40% of the total marks, also, one piece of coursework worth 60% which is a design and make activity working within a theme set by the examination board.

### **Progression routes**

The course is aimed at students who like designing and making products using a combination of materials. Product design is a challenging, self-motivated qualification that is valued by higher education institutions and employers. It develops practical, graphical and problem solving skills that can be applied to a wide range of career options from engineer to architect, graphic designer to armed forces and many others in between.

**Contact for further information**

**Miss L Hebden**

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**Qualification**            **GCSE DESIGN & TECHNOLOGY: RESISTANT MATERIALS**

**Examination board**        **AQA**

### **Overview of course**

The course allows you to develop your design and technology capability by combining skills with knowledge and understanding of wood, plastics and metal in order to design and make quality products.

### **Course structure**

You will acquire and apply knowledge and understanding through:

- Short focused tasks to develop making techniques
- Analysing and evaluating products and processes
- Developing ideas, planning and producing products
- Considering how past and present design and technology affects society
- Recognising moral, cultural and environmental issues that form part of design and technology

### **Assessment structure**

Assessment will consist of two parts. There is a final written examination worth 40% of the total marks and one piece of coursework worth 60% of the total marks. The coursework will involve designing and making a 3-dimensional outcome using wood, metal and plastics.

### **Progression routes**

This course is aimed at students who like designing and making. The qualification is valued by many higher education institutions and employers as it shows that candidates can solve problems and apply practical solutions.

Resistant Materials can be relevant to a wide range of careers from engineering to dentistry.

**Contact for further information**            **Mr D Bird or Miss L Hebden**

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**Qualification**                      **GCSE DRAMA**

**Examination board**              **Edexcel**

## **Overview of course**

### **Devising 40%**

- Create and develop a devised piece from 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**

- 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.

## **Assessment structure**

**Devising:** Practical performance and portfolio

**Performance from Text:** Assessed by visiting Examiner

**Theatre Makers:** Written Examination; evaluation of live theatre and response to unseen extract from a text studied in class.

## **Progression routes**

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

**Contact for further information**

**Mr M O'Neill**

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**Qualification**

**DESIGN & TECHNOLOGY: ELECTRONIC PRODUCTS**

**Examination board**

**AQA**

### **Overview of course**

The course aims to develop student's technological capacity by combining, designing and making skills with knowledge and understanding in order to make quality products. It provides opportunities in designing, making and evaluating of electronic products. Students will develop the ability to work with timers, Microcontrollers, Amplifiers and digital electronics.

### **Course structure**

Designing skills, making skills, electronics, computer control, knowledge of materials, components, products and applications, systems and control and health and safety. Also industrial practices, producing products in quantity and social issues. Work will be covered through a mixture of written, design and practical work.

### **Assessment structure**

Unit 1      Written exam of 2 hours – 40% of GCSE

Unit 2      Coursework – 60% of GCSE

### **Progression routes**

The course is aimed at students who like working with electronics and computers.

Electronics is a challenging and academic qualification. It gives students a good understanding of principles of electronics and allows them to develop their ability to link between computer science and control systems.

**Contact for further information**

**Mr Payne**

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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**

**Dr E Gallivan**  
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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 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 (UK) 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 hot deserts
- C: Physical landscapes in the UK – coastal and river landscapes in the UK

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

- A: Urban issues and challenges – including two case studies of cities
- 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**

**Miss Longbottom**

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**Qualification**                      **GCSE HISTORY**

**Examination board**              **Edexcel**

### **Overview of course**

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

### **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; everyday life; trade and exploration; the Spanish Armada.

**Paper 2: 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 about the clashes amongst migrant peoples, and between native aboriginal peoples and industrialized societies seeking resources. 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? The topic includes looking at Nazi use of secret police and propaganda, as well as 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 work students have done in Years 7, 8 and 9 as well as introducing a range of new topics. Skills covered 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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**Mr Wright** [swrightp@qegs.lincs.sch.uk](mailto:swrightp@qegs.lincs.sch.uk)

**Mrs Sutcliffe** [ssutcliffej@qegs.lincs.sch.uk](mailto: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. All students will be following a Higher Tier course where the grades available at the end range from 4 to 9.

### **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 Lascelles**  
slascellesh@qegs.lincs.sch.uk

**Qualification**                      **GCSE MEDIA STUDIES**

**Examination board**            **OCR**

### **Overview of course**

The OCR GCSE Media Studies course provides a stimulating introduction to a study of the media industries and their products. It would suit anyone interested in contemporary culture. It also provides an excellent introduction to key concepts in the study of the arts, business, ICT and society.

### **Course structure**

The syllabus covers three areas:

- Generic conventions from a variety of media
- Media producers and audiences (who make what for whom)
- Messages and values (analysis of what is conveyed)

### **Assessment structure**

The course consists of 60% controlled assessment and 40% terminal examination

The controlled assessment comprises:

- Individual portfolio (30%) – analysis of media products and marketing
- Production portfolio (30%) – production of original media products

### **Progression routes**

The GCSE Media Studies course prepares students for the AS and A2 Media Studies courses. It also provides valuable skills that can be applied in a range of post-16 study options.

### **Contact for further information**

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**Qualification**                      **GCSE MFL: FRENCH/GERMAN/SPANISH**

**Examination Board**            **AQA**

## **Overview of Course**

The new 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 4 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. Students will have access to a native-speaker language assistant to help with conversation. They will also be encouraged to participate in the well established French/German exchanges and language trip to Spain.

## **SPANISH**

Spanish is offered as an additional language, and since progress must be very rapid, you should already be choosing French and/or German. It may not be taken as a single language option.

Students build on linguistic skills already gained in French and German and enjoy applying these skills in a new and fun language. Spanish is currently the third most spoken language in the world.

### **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**    **Mrs Dechirot**(French) [sdechirotc@qegs.lincs.sch.uk](mailto:sdechirotc@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 Haydn's Clock Symphony and 3 songs by The Beatles (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 one individual sport, two team or two individual. The requirement by the exam board is three sports; two team and one individual or two individual and one team. In order for students to access the higher marks (20/25 for each sport) of the performance specification: <http://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016-V1-0.PDF>

### **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 students practical marks coming from their extra-curricular activities and core PE lessons.

### **Assessment structure**

The theory grade is determined by two exam paper assessments, with a weighting of 30% each, both lasting 1 hour and 15mins. The style of the paper includes multiple choice/objective test 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 three activities and the written coursework with 10 marks for skills in progressive drills and 15 marks for the performance of the full activity and in the written coursework 15 marks for analysis and 10 marks for the evaluation to improve performance resulting in a total of 100 marks making up 40% of the overall grade.

## **Progression routes**

Progression on to A level Physical Education.

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

## **Contact for further information**

**Miss MacLean**

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

**Examination board**              **AQA (Draft 8062) Specification A**

### **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
- 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**

**Miss Macdonald**

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

**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 B grade or higher in the appropriate science: biology, chemistry, physics. Students taking GCSE combined science need to achieve a grade B to study one science subject at A Level, a grade A to study two science subjects at A Level and a grade A\* to study three science subjects at A level.

### **Contact for further information**

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**Qualification**                      **GCSE DESIGN & TECHNOLOGY: TEXTILES**

**Examination board**            **AQA 4572**

### **Overview of course**

The syllabus is concerned with the designing and making activities delivered through textiles. Students follow a course viewing fashion and furnishings. Candidates will be made aware of the use of textiles in everyday life and have the opportunity to produce creative products from fabrics displaying a wide range of decorative and construction techniques. Students will also gain an understanding of products made in industry and how products could be made from sustainable sources.

### **Course structure**

**Unit 1** Written paper:

A study of fibres, fabrics and textiles techniques and their applications.

**Unit 2** Controlled Assessment:

A 20 page written portfolio of design work and a resultant piece of practical work.

### **Assessment structure**

**Unit 1** Written paper:

(45701) 2 hours. 120 marks.

40% of the overall mark.

**Unit 2** Controlled Assessment:

(45702) Approximately 45 hours.

90 marks. 60% of the overall mark.

### **Progression routes**

The syllabus gives the students the opportunity to apply skills, knowledge and understanding from other subject areas including art, business studies, science and history. Students are encouraged to work individually and as part of a team. It is a challenging qualification relevant to a career that involves working with other people using design and management skills in positions such as fashion journalism, fashion design and careers in interior design.

### **Contact for further information**

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