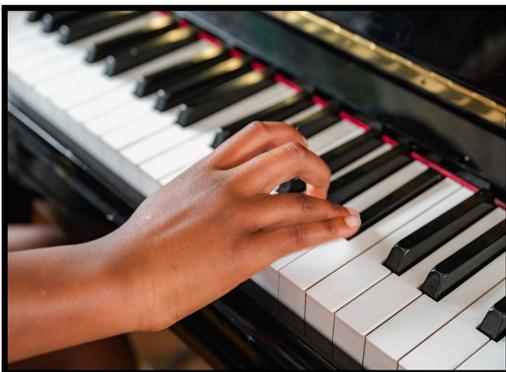




Dare to be Great

GCSE Options 2024



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Introduction

The GCSE Options process in Year 9 is both an exciting and a challenging time: it marks the transition between Key Stage 3 and Key Stage 4, and the first real moment when you as pupils have some influence and ownership of your day-to-day timetables and learning. It is a time when you make positive choices to follow certain subjects in more depth, but it is also a time when other subjects are discontinued, and a Key Stage 3 study programme of over fifteen subjects becomes a Key Stage 4 programme of nine or ten. Beyond a common core of English, Maths and Science, the vast majority of pupils will have, additionally, two structured choices and two open choices - and the options taken for GCSE will influence not only your Year 10 and Year 11 experiences but also the choices which you can and will make about study and careers well beyond the age of 16. There are fantastic opportunities available to you that will set you up for successful and rewarding futures.

It is important for you to choose subjects that will aid you to succeed, as well as interest and motivate you in the long-term (rather than any short-term ideas about favourite teachers or ease of workload!) Time should be spent thinking: What future might I want? What do I have an aptitude for? What keeps me interested and challenged? Remember that you are not alone in making these decisions; everyone in Year 9 is going through the same process. Teachers, friends, parents, carers and family will be able to guide, advise and support you in this important decision-making process. The better informed you are, the better decisions you will make.

The Key Stage 4 Curriculum at Queens'

Core Subjects

At Queens', as in any other school, all pupils have to study a number of compulsory GCSE and non-GCSE subjects in Years 10 and 11. These are:

1. **GCSE English Language and English Literature:** (worth 2 GCSEs but taught together as 'English' on your timetable)
2. **GCSE Mathematics**
3. **GCSEs in Science:** (Either 'Combined Science' worth 2 GCSEs or 'Triple Science' worth 3 GCSEs in each of Biology, Chemistry and Physics). Whilst the vast majority of pupils in Year 9 can cope with the demands of Triple Science, and will study for these three separate GCSEs, it is not an appropriate choice for all students. Suitability for Triple Science will be determined by a student's performance in Science across Year 9 and the Science faculty will issue information to pupils about which Science course they will be following at the end of Year 9.
4. **Core PE and Lifelong Learning:** Students will also have lessons in Core PE and Lifelong Learning (a combination of PSHE, Learning to Learn, Careers and Life Skills) which are not formally examined.

Pathways and Subjects

In addition to compulsory core subjects, students elect three or four further subjects for GCSE from a list of structured choices and open choices. Option subjects are studied for 5 hours/ fortnight. The number of subjects depends on whether the student is on **Pathway E** (the vast majority of students) or **Pathway C**. This is, in turn, determined by information the school has about each student's prior and current academic results and learning profile.

Pathway E: Students will elect:

Choice 1: History OR Geography

Choice 2: French OR Spanish

Choice 3: Open Choice

Choice 4: Open Choice

As well as being an appropriately rigorous academic and broad programme of study, this combination enables pupils to meet the requirements for the EBacc, the government-recommended set of subjects recognised as a significant benchmark of academic ambition, knowledge, competencies and transferable skill (see below). Students are welcome to take a second humanity from History or Geography or a second language from French or Spanish in their open choices if they would like.

Pathway C: Students will elect:

Choice 1: instead of a GCSE, pupils on this pathway will study a Core Skills package for 5 lessons/fortnight of extra foundational English, Maths and Study Skills. This is to ensure students on this pathway have the best possible opportunity of gaining a standard pass at English Language and Maths GCSE. As part of this, students may also be entered for foundational qualifications such as Level 1 or 2 Functional Skills.

Choice 2: History OR Geography OR French OR Spanish

Choice 3: Open Choice

Choice 4: Open Choice

The subjects listed below are the subjects available to be chosen as Open Choice:

French	Spanish	History	Geography	Religious Studies	Classical Civilisation*	
Art	Music	Drama	PE	Business*	Sociology*	Psychology*
Computer Science		Resistant Materials**		Graphics**	Textiles**	Food and Nutrition**

*Classical Civilisation, Business, Sociology and Psychology are all subjects new to pupils at GCSE. For this reason, students are only allowed to select ONE of these.

** Students are only allowed to select ONE Technology subject

*** We recommend that students on both pathways consider making a practical/performative/creative subject one of their Open Choices (Drama, Art, Music, PE, a Technology) as these give breadth, provide a different way of/ environment for learning and also contain Non-Examined Assessment (coursework) which can be completed across the two years rather than by terminal examination. However, we recognise that not all students will want to do this.

The 'EBacc' (English Baccalaureate)

"The EBacc is not a new qualification in itself. It will recognise students' achievements across a core of selected academic subjects in getting good passes in rigorous GCSEs. The English Baccalaureate will cover achievement in English, Maths, Science, a language and a humanities subject (Geography or History)."

Secretary of State for Education

At Queens' School, we believe it is imperative that students have a rigorous, academic and aspirational curriculum at GCSE Level, which then allows them to make the fullest choice of ambitious and exciting further study and career beyond Year 11. Therefore, at Queens' School, the vast majority of pupils are on **Pathway E**, which reflects our educational vision.

In addition, Pathway E necessarily facilitates pupils gaining the 'English Baccalaureate', or **'EBacc': GCSE English, Mathematics, Science, a Modern Foreign Language and one of History or Geography**. This set of subjects is recommended by the government and is increasingly recognised as a significant benchmark of academic ambition, knowledge, competencies and transferable skills by universities, Sixth Forms and employers.

Students who are on **Pathway C** are also welcome to choose a combination of both structured and open choices which will allow them to gain the Ebacc; with their choices being complemented with additional foundational English, Maths and Study Skills.

Submitting Options & Reserve Options

The process of selecting subjects is entirely paperless, and run through a system called **Options Online**. Students will receive email invitations in early March which will direct them to the website into which they can input their options. Parents of pupils who are on Pathway C will hear from the school before the February half-term.

The importance of reserve subjects:

On the Options Online website, students will be prompted to select their main preferred options in accordance with their pathway, and **also two reserve subjects- a first reserve and a second reserve**. It is vital that students think very carefully about reserve subjects and place them in order of importance. Whilst we try to ensure that students are given their preferred options (usually, the vast majority of students can be allocated preferred options), in some cases it is necessary to use a reserve e.g. because the school is unable to timetable a particular combination of subjects, a popular subject is oversubscribed. We will work on the basis that reserve choices are the subjects students most want to do after main choices and they will be automatically allocated where we are unable to give main preferred subjects, starting with the first reserve.

Students will have an assembly in early March to show them how to use the Options Online invitation and website; a guide will also be sent home.

Are there any choices I cannot make?

Although you have a choice when selecting your options, you are not permitted to select:

- Two Technology subjects (i.e. Resistant Materials, Graphics, Textiles, Food & Nutrition)
- Two “new” subjects (i.e. Business, Sociology, Classical Civilisation, Psychology)

When a student does attempt to choose two Technology subjects or new subjects, only one will be allocated, and the first reserve will then be used.

Oversubscription & Popular Subjects

We always try very hard to put on the number of classes required by the number of students choosing the subject, but this may be limited by staffing and facilities availability. If a subject becomes oversubscribed, then priority will be given to students who have i) picked the subject as a preferred option (as opposed to nominating it as a reserve) and then ii) on a first come, first served basis.

How Do I Choose?

Top tips for choosing your option subjects

1. Research all your options before you make a decision. If you have a firm career idea, choose the options you need to meet the entry requirements for the post-16 opportunities that interest you - whether that's for 6th form, university, apprenticeship or a job with training.
2. If you don't have a firm career idea, choose options that will give you plenty of choice post-16.
3. Don't fall into the trap of thinking that some courses are only for boys and some only for girls - this isn't true.
4. Don't be afraid to ask for help and advice from your family, friends, teachers, careers coordinator, Director of 6th form and others.

Students should ask themselves...

What subjects am I good at?

What subjects do I enjoy most?

What subjects do I need for my future?

What are my skills and interests?

Examples of Student Profiles and Choices

Sarah

Sarah is on Pathway E. She is interested in training to be a doctor. She researches this career and finds she will definitely need A-level Chemistry. She will also need to show she is a good communicator and user of language (for dealing with patients, understanding medical terminology and writing medical notes) and that she has very good manual dexterity and coordination. She selects:

1. **History** (will help her develop writing and note-taking skills and she prefers it marginally to Geography).
2. **Spanish** (will allow her to communicate with a wider range of patients and possibly travel to work as a doctor in other countries; she also prefers Spanish to French).
3. **Psychology** (she can fully develop her understanding of the biology of the brain).
4. **Resistant Materials** (will allow her to develop precise manual and design skills, and may help her get into medical engineering if she decides to go down that path).

Jayden

Jayden is on Pathway E. He likes most subjects, especially English, where he enjoys writing about characters in literature. He thinks he wants to go to college or university but he's not sure what he will want to study- maybe Sport or Politics. He selects:

1. **History** (he is good at writing essays and it will allow him to learn more about Politics; he enjoys the subject at the moment).
2. **French** (will allow him to develop communication skills which may be useful later).
3. **Drama** (another subject where he will be able to discuss and develop characters).
4. **P.E.** (he really enjoys sports and is interested in learning more about sports theory and leadership).

Yasmin

Yasmin is on Pathway E. She is an extremely talented artist. She has known for the last two years that she wants to take Art at both GCSE and A-level and would like to go to Art college and have a career in Art. If she's not an artist herself, she might get involved in publishing art books or running her own gallery or art supply company. She selects:

1. **Geography** (she enjoys the subject and is interested in the links between human geography and the impact on Art).
2. **Spanish** (she hopes to be able to promote her Art around the world and speak to people from the artist community across the globe).
3. **Art** (she is really good at it and it's her favourite subject).
4. **Business Studies** (it may help if she is thinking of running her own company).

Cam

Cam is on Pathway C. Cam likes lessons where he can discuss ideas and express opinions. He has thought about doing psychology after school but doesn't have a clear idea. He selects:

1. **Geography** (he enjoys it and is interested in the Human aspect, plus he is required to select one of Languages, History or Geography).
2. **Psychology** (lots of opportunities for discussing people's ideas and beliefs).
3. **Music** (he just really enjoys it and is a really skilled guitarist).

Important Dates

Date	Event
Tuesday 12th March	Year 9 Options Evening for Students and Parents
Monday 18th March	Assembly about how to select options using Options Online. Options Online invitations to be sent out to Year 9 students, selections can be made from 5pm.
Thursday 21st March	<u>Final deadline</u> for all choices to have been made online.

A note about changes to GCSEs grades

In the last few years, the government has introduced a number of changes to the GCSE qualifications. At the heart of these changes was an increased emphasis on examinations and on the level of knowledge students were expected to recall and apply in most subjects. Also fundamental was the change to numerical grades 9 – 1. In this new system:

- A similar proportion of students achieve a grade 7 and above as achieved the old grade A and above. The top 20% of those who get a grade 7 or above get a grade 9, the very highest performers
- Grade 5 is positioned on the top third of the marks for the old grade C and the bottom third of the marks for the old grade B
- A similar proportion of students achieve a grade 4 and above as achieved the old grade C and above
- The bottom of grade 1 is aligned with the bottom of the old grade G

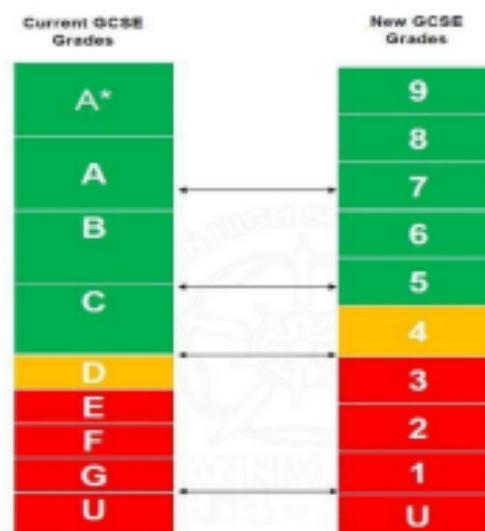
Details of all GCSE specifications can be found on the following websites:

www.aqa.org.uk

www.edexcel.org.uk

www.ocr.org.uk

www.wjec.co.uk



Compulsory Subjects

English Language

"I know nothing in the world that has as much power as a word. Sometimes I write one, and look at it until it begins to shine." ~Emily Dickinson

The Course Specification can be found at:

<https://www.eduqas.co.uk/qualifications/english-language-gcse>

The Course Content

At Queens' we follow the Eduqas syllabus for English Language. All students begin the course in Year 10 with a focus on studying non-fiction reading and writing skills; we then study fiction reading and writing skills in Year 11. At the end of Year 10, you will undertake a compulsory assessment of Speaking and Listening. Based on your performance and Attitude to Learning throughout this year, you will be placed into sets for the start of Year 10. Expectations are high. Both courses are challenging and demanding, so it is best to get started early by reading a wide range of fiction and non-fiction in preparation.

Language:

Paper 1: 1 Hour 45 minutes (40%)

- A comprehension task on an unseen passage of 20th Century Literature
- A creative writing task

Paper 2: 2 Hours (60%)

- A comprehension task on two unseen non-fiction passages.
 - One from the 19th Century
 - One from the 21st Century
- Two non-fiction writing tasks

Speaking and Listening: Students must deliver a speech to an audience and respond to questions

Who would enjoy it?

This course offers something for everyone. If you enjoy reading or writing, fiction or non-fiction, literature or media, the spoken word or written word, this course will give you the opportunity to analyse and create a wide range of texts to develop your understanding of the English language and the world around you.

The next step within the subject: Studying English Language is superb preparation for a wide range of A Levels and future careers. The skills of reading, writing and communication continue to be among the most important skills you will learn at school. Employers will often look at your English GCSE grade first when they read your CV.	Compulsory
	Head of Department: Miss S. Wood
	Exams Vs NEA: Exams-100% NEA-0%

English Literature

"The more you read, the more you know. The more that you learn, the more places you go"
~Dr. Seuss

The Course Specification can be found at:

<https://www.eduqas.co.uk/qualifications/english-literature-gcse>

The Course Content

At Queens' we follow the Eduqas syllabus for English Literature. All students begin the course in Year 9 with a focus on studying 'An Inspector Calls', which is your first set text. Based on your performance and Attitude to Learning throughout this year, you will be placed into sets for the start of Year 10. Expectations are high. Both courses are challenging and demanding, so it is best to get started early by reading a wide range of fiction and non-fiction in preparation.

Literature: (*all examinations are closed book*)

Paper 1: 2 hours (40%)

- 'Macbeth': one extract question and one whole text question
- Poetry anthology: two questions, one of which is comparative, based on the Eduqas poetry anthology

Paper 2: 2 hours 30 minutes (60%)

- 'An Inspector Calls', by J.B. Priestley:
- 'A Christmas Carol', by Charles Dickens
- Poetry from the 20th/21st Centuries:

Who would enjoy it?

This course offers something for everyone. If you have a passion for reading and have an interest in texts that will fire your imagination whilst simultaneously teaching you about the world in which we live, then you will really enjoy the breadth and depth of our course.

The next step within the subject: Studying English Literature is superb preparation for a wide range of A Levels and future careers. The skills of reading, writing and communication continue to be among the most important skills you will learn at school. Employers will often look at your English GCSE grade first when they read your CV.	Compulsory
	Head of Department: Miss S. Wood
	Exams Vs Non Exam Assessment: Exams-100% NEA-0%

Mathematics

"Pure mathematics is, in its way, the poetry of logical ideas." ~Albert Einstein

The Course Specification can be found at:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

The Course Content

At Queens' we use the Edexcel exam board for Mathematics. The course builds on work done at KS3 with some topics revisited in greater depth, or in different contexts.

Students begin the GCSE course at around Easter time in Year 9 and take the exam at the end of Year 11. There are two tiers at Maths GCSE, Foundation and Higher. Students are taught in bands and students will be sitting either the Foundation or Higher Tier paper, dependent upon their progress and ability through the course

The Higher Tier paper starts at Grade 4 (old grade C) with the Foundation Tier paper going up to Grade 5 (a "good" grade C)

Papers:

Three papers:

- All taken at the end of Year 11
- All 1.5 hours
- Topics spread randomly across the 3 papers
- 1 non-calculator and 2 calculator

Who would enjoy it?

All students need to leave school with the numeracy skills required to operate in adult life. In addition, students will enjoy exploring other areas of Mathematics such as algebra which requires logic and the application of clear processes; geometry to develop a visual appreciation of the world around us; and handling data which provides opportunities to understand how data is analysed.

The next step within the subject: Studying Mathematics is vital to the further study of all Sciences as well as many other disciplines such as Economics, Psychology, Business and Engineering. It demonstrates an ability to think logically, understand complex processes and solve problems. Good numeracy and an ability to understand data are useful skills in all walks of life and are required by almost all employers.	Compulsory
	Head of Department: Mrs J. Day
	Exams Vs Non Exam Assessment: Exams-100% NEA-0%

Combined Science

“Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less...” ~Marie Curie

The Course Specification can be found at:

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

The Course Content

At Queens’ we follow the AQA syllabus for Combined Science. At the beginning of Year 10 students will be placed into a mixed-ability science group and will be taught by 3 specialist teachers. Over a 2-week timetable, students will have 4 lessons of Biology, 4 lessons of Chemistry & 4 lessons of Physics.

There are six papers. Each of the papers will assess knowledge and understanding from distinct topic areas.

Biology Paper 1 topics 1–4: Cell Biology; Organisation; Infection and Response; and Bioenergetics.

Biology Paper 2 topics 5–7: Homeostasis and Response; Inheritance, Variation and Evolution; and Ecology.

Chemistry Paper 1 topics 8–12: Atomic Structure and the Periodic Table; Bonding, Structure, and the Properties of Matter; Quantitative Chemistry; Chemical Changes; and Energy Changes.

Chemistry Paper 2 topics 13–17: The Rate and Extent of Chemical Change; Organic Chemistry; Chemical Analysis; Chemistry of the Atmosphere; and Using Resources.

Physics Paper 1 18–21: Energy; Electricity; Particle Model of Matter; and Atomic Structure.

Physics Paper 2 topics 22–24: Forces; Waves; and Magnetism and Electromagnetism.

All 6 papers

- Written exam: 1 hour 15 minutes
- Foundation or Higher Tier
- 70 marks
- 16.7% of GCSE

The next step within the subject: Students achieving a high enough grade in Combined Science or Triple Science can go on to take A-level Biology, Chemistry or Physics. Science will teach you lifelong skills, both theoretical and practical, and give you a greater understanding of the world around you	Science is Compulsory
	Director of Science: Mr D. Flanagan
	Exams Vs Non Exam Assessment: Exams-100% NEA-0%

Triple Science Biology

“Posing questions about the living world and seeking answers through scientific inquiry are the central activities of biology, the scientific study of life. Biologists’ questions can be ambitious” ~Jane B. Reece

The Course Specification can be found at:

<https://www.aqa.org.uk/subjects/science/gcse/biology-8461/specification-at-a-glance>

The Course Content

At Queens’ we follow the AQA syllabus for Triple Science - Biology. At the beginning of Year 10 students will be placed into a mixed-ability triple science group and will be taught by 3 specialist teachers- one for each of the sciences.

Over a 2 week timetable, students will have a total of 4 Biology lessons taught by a specialist Biology teacher.

Students sit 2 Biology exam papers at the end of year 11, there is no coursework component.

Examinations

Each of the papers will assess knowledge and understanding from distinct topic areas:

Biology Paper 1

Topics 1–4: Cell Biology; Organisation; Infection and Response; and Bioenergetics.

Biology Paper 2

Topics 5–7: Homeostasis and Response; Inheritance, Variation and Evolution; and Ecology.

For each paper

- Written exam: 1 hour 45 minutes
- Foundation or Higher Tier
- 100 marks
- 50% of GCSE

Questions

Multiple choice, structured, closed short answer, and open response.

The next step within the subject: Students achieving a high enough grade in Combined Science or Triple Science can go on to take A-level Biology, Chemistry or Physics. Success with Biology will prepare you for a future in healthcare, medicine and jobs involving plants or animals. For example: Nursing, dentistry, forensic science, psychology, physiotherapy, botany, environmental science, zoology, geology, oceanography, pharmaceuticals, energy, teaching, science writing, genetics and research.	Science is Compulsory
	Head of Biology: Mr P. Lower
	Exams Vs Non Exam Assessment: Exams-100% NEA-0%

Triple Science Chemistry

“Chlorine is a deadly poison gas employed on European battlefields in World War I. Sodium is a corrosive metal which burns upon contact with water. Together they make a placid and unpoisonous material, table salt. Why each of these substances has the properties it does is a subject called chemistry” ~Carl Sagan

The Course Specification can be found at:

<https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

The Course Content

At Queens' we follow the AQA syllabus for Triple Science - Chemistry. At the beginning of Year 10 students will be placed into a mixed-ability triple science group and will be taught by 3 specialist teachers. Over a 2 week timetable, students will have a total of 4 Chemistry lessons taught by a specialist Chemistry teacher.

Students sit 2 Chemistry exam papers at the end of year 11.

Each of the papers will assess knowledge and understanding from distinct topic areas.

Chemistry Paper 1

Topics 1–5: Atomic Structure and the Periodic Table; Bonding, Structure, and the Properties of Matter; Quantitative Chemistry, Chemical Changes; and Energy Changes

Chemistry Paper 2

Topics 6–10: The Rate and Extent of Chemical Change; Organic Chemistry; Chemical Analysis, Chemistry of the Atmosphere; and Using Resources

For each paper

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks

Questions

Structured, closed short answers, open response, structured calculation (Paper 1).

The next step within the subject: Students achieving a high enough grade in Combined Science or Triple Science can go on to take A-level Biology, Chemistry or Physics. Success with Chemistry will prepare you for careers in Chemistry, Chemical Engineering, Medicine, Biomedical Sciences, Dentistry, Forensics, Biochemistry, and Pharmacology	Science is Compulsory
	Head of Chemistry: Dr E. Austin
	Exams Vs Non Exam Assessment: Exams-100% NEA-0%

Triple Science Physics

"I find out what the world needs. Then I go ahead and try to invent it"

~Thomas A. Edison

The Course Specification can be found at:

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463>

The Course Content

At Queens' we follow the AQA syllabus for Triple Science - Physics. At the beginning of Year 10 students will be placed into a mixed-ability triple science group and will be taught by 3 specialist teachers. Over a 2 week timetable, students will have a total of 4 Physics lessons taught by a specialist Physics teacher.

Students sit 2 physics exam papers at the end of Year 11.

Each of the papers will assess knowledge and understanding from distinct topic areas.

Physics Paper 1

Topics 1-4: Energy; Electricity; Particle Model of Matter; and Atomic Structure.

Physics Paper 2

Topics 5-8: Forces; Waves; Magnetism and Electromagnetism; and Space Physics.

For each paper

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

Questions

Multiple choice, structured, closed short answer, and open response.

The next step within the subject: Students achieving a high enough grade in Combined Science or Triple Science can go on to take A-level Biology, Chemistry or Physics. Physicists are problem solvers. Their analytical skills make physicists versatile and adaptable so they work in interesting places.	Science is Compulsory
	Head of GCSE Physics: Miss K. Sadler
	Exams Vs Non Exam Assessment: Exams-100% NEA-0%

Structured Choices

French

“Dans une grande âme tout est grand”

“In a great mind everything is great”

~Blaise Pascal

The Course Specification can be found at:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html>

The Course Content

At Queens' we follow the Edexcel syllabus for French. Students start the GCSE course at the start of year 9 and follow the syllabus as set out by Edexcel starting with the topic of 'My personal world- family and friends'. Therefore, the course is studied over 3 years.

Expectations are high. New courses are challenging and demanding, so it is best to get started early by looking at a wide range of vocabulary and revising basic grammar covered in KS3.

The topics you will study are split into six content areas (topic areas); my personal world, lifestyle and wellbeing, my neighbourhood, media and technology, studying and my future, travel and tourism. At the end of the course, you will sit 4 exams: Speaking; Listening; Reading and Writing. GCSE MFL like any other subject has two tiers of entry: Higher and Foundation. The tier you are entered for depends on your performance over the two years and past paper practice.

Examination information:

- Paper 1-Speaking 25% of overall GCSE
- Paper 2-Listening 25% of overall GCSE
- Paper 3-Reading 25% of overall GCSE
- Paper 4-Writing 25% of overall GCSE

During the course, you will be expected to work hard with your teachers in class but also do plenty of enjoyable independent learning. Examples of this could be Daily vocabulary/grammar learning, listening to French music and radio online, reading youth magazines in the target language, visiting language online websites, and watching French films.

Who would enjoy it?

Anyone with an inquiring mind interested in the culture of other countries. There are places you could go as a backpacker where people speak English, but they would obviously be more touristy places, it would be more interesting to go to places where they don't speak English, where you get a better idea of the culture. French is one of the most widely spoken and most important world languages.

<p>The next step within the subject:</p> <p>Studying an MFL is superb preparation for a wide range of A Levels and future careers. The skills of reading, writing and communication continue to be among the most important you will learn at school. Employers will often look to see if you have studied a language when they first read your C.V</p>	<p>Structured Choice</p>
	<p>Head of French: Mr R. Spada</p>
	<p>Exams Vs Non Exam Assessment: Exams-100% NEA-0%</p>

Spanish

“ Si sólo hablásemos cuando tenemos algo que decir, el uso del lenguaje desaparecería en dos generaciones”

If we were to speak only when we have something to say, the use of language would disappear in two generations.

~Noel Clarasó

The Course Specification can be found at:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html>

The Course Content

At Queens' we follow the Edexcel syllabus for Spanish. Students are exposed to the course content from September of Year 9. Expectations are high and new courses are challenging and demanding, so it is best to get started early by looking at a wide range of vocabulary and revising basic grammar covered in KS3.

The topics you will study are split into six topic areas; My Personal World; Lifestyle and Wellbeing; My Neighbourhood; Media and Technology; Studying and My Future and Travel and Tourism.

At the end of the course, you will sit 4 exams: Speaking; Listening; Reading and Writing. GCSE MFL like any other subject has two tiers of entry: Higher and Foundation. The tier you are entered for depends on your performance over the two years and past paper practice.

Examination information:

- Paper 1-Speaking 25% of overall GCSE
- Paper 2-Listening 25% of overall GCSE
- Paper 3-Reading 25% of overall GCSE
- Paper 4-Writing 25% of overall GCSE

During the course, you will be expected to work hard with your teachers in class but also do plenty of enjoyable independent learning. Examples of this could be Daily vocabulary/grammar learning, listening to Spanish music and radio online, reading youth magazines in the target language, visiting language online websites, and watching Spanish films.

Who would enjoy it?

Anyone with an inquiring mind interested in the culture of other countries. It will put you ahead of the competition: with uptake rates changing in 10 years' time there will be a massive shortage of Spanish speakers in the UK. Taking Spanish at GCSE will help you in sixth form, university and future job applications. It is the second most widely spoken language in the world!

<p>The next step within the subject:</p> <p>Studying an MFL is superb preparation for a wide range of A Levels and future careers. The skills of reading, writing and communication continue to be among the most important you will learn at school. Employers will often look to see if you have studied a language when they first read your C.V</p>	<p>Structured Choice</p>
	<p>Head of MFL Faculty/Head of Spanish: Mrs K. Kallah</p>
	<p>Exams Vs Non Exam Assessment: Exams-100% NEA-0%</p>

Geography

“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?” ~Michael Palin

The Course Specification can be found at:

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

The Course Content

At Queens’ we follow the Edexcel A syllabus. In Year 10, students will be placed into mixed ability classes where expectations are high and have 5 lessons a fortnight. Students will be taught six topics across Year 10 and Year 11. At the end of Year 10 students will undertake two separate days of compulsory fieldwork with one based on the physical topics and the other on the human topics.

Paper 1 – The Physical Environment (37.5%)

- A. Changing landscapes of the UK – coasts and rivers
- B. Weather hazards and climate change
- C. Ecosystems, biodiversity and management

Paper 2 – the human environment (37.5%)

- A. Changing Cities
- B. Global Development
- C. Resource Management

Paper 3 – Geographical investigations:

- Fieldwork and UK challenges (25%)

This component brings together practical geographical enquiry into physical and human processes and environments and the interactions between the two.

Who would enjoy it?

Anyone with an interest in the world around them, both natural and human. If you enjoy learning in a wide variety of ways such as by using maps, GIS skills, data analysis, photos, videos and podcasts. You will be encouraged to frame your own questions using higher level thinking skills and showing your grasp of complex issues. There is plenty of room for discussion and extended research which will help you become an independent thinker and learner.

The next step within the subject: Studying Geography is superb preparation for a wide range of A Levels and future careers. It is a multi-disciplinary subject incorporating a broad range of skills including communication and teamwork, research and analysis. Geography is highly valued by universities as an A Level choice. The Russell Group report published in 2011 names Geography as one of the eight facilitating subjects. This is a subject most likely to be required or preferred for entry to degree courses and choosing facilitating subjects will keep more options open to you at university.	Structured Choice
	Head of Department: Miss S. Thorn
	Exams Vs Non Exam Assessment: Exams-100% NEA-0%

History

"The more you know about the past, the better prepared you are for the future"
~Theodore Roosevelt

The Course Specification can be found at:

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

The Course Content

Paper 1 : Thematic study: 1 hour 15 mins 30% (52 marks)

Medicine in Britain (c1250-present) and The British sector of the Western Front: injuries, treatment and the trenches: *Supernatural experiments, The Theory of the Four Humours and the miasma theory, The Black Death, The work of Vesalius and William Harvey, discovery of the circulation, Great Plague, Fighting Cholera in London, Western Front for experiments in surgery and medicine, NHS, Development of penicillin, lung cancer in the twenty-first century:*

Paper 2: Period & British depth study: 1 hour 45mins 40% (64 marks)

Early Elizabeth English 1558-88: *Religious Divisions, Mary Queen of Scot, Spain, The Armada, The Poor, Exploration, Raleigh and Virginia.*

Superpower relations- The Cold War 1941-1991: *Post WW2 Conferences, Berlin Blockade, Hungarian Revolt, Berlin Wall, Cuban Missile Crisis, Czechoslovakia, Detente, Vietnam, Soviet invasion of Afghanistan, Regan, Gorbachev.*

Paper 3: Modern depth study: 1 hour 20 mins 30% (52 marks)

Weimar and Nazi Germany 1918-39 *Hyperinflation, Ruhr Crisis, Stresemann, Nazi Rise to Power, Propaganda, The SS, Nazi Economic and racial policies*

Who would enjoy it?

History is one of the most popular optional subjects for good reason. With interesting topics spanning over 750 years, you will gain a fantastic understanding of the world we live in whilst learning through engaging lessons using a variety of teaching methods to capture your attention. History encourages you to ask two very important questions: How? and Why?, and will leave you wanting to know more about key Historical figures including Hitler, President Kennedy and Fidel Castro.

The next step within the subject: As a GCSE Historian you will develop fantastic analytical, writing, debating and detective skills and will be primed for a huge range of subjects to consider studying at A Level and beyond. History is an important foundation subject valued highly by Employers and Universities. By learning about the past and being able to apply this knowledge to the present you will be able to show excellent critical thinking ability.	Structured Choice
	Head of Department: Mr C. Macleod
	Exams Vs NEA: Exams-100% NEA-0%

Open Choices

Art

“In my own philanthropy and business endeavours, I have seen the critical role that the arts play in stimulating creativity and in developing vital communities....the arts have a crucial impact on our economy and are an important catalyst for learning, discovery, and achievement.” ~ Paul G. Allen, Co-Founder, Microsoft

The Course Specification can be found at:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

The Course Content

Unit 1- Personal Portfolio (60%)

For this coursework unit, students produce 10-12 A2 size sheets that meet the four Assessment Objectives:

- Develop; Refine; Record; Present

In **Year 10** students complete a project with an internally set theme.

In **Year 11** students complete a mock exam project. This familiarises them with the format for Unit 2, the Externally Set Assignment. In art, all work from Year 10 and Year 11 counts towards the GCSE.

Unit 2- Externally Set Assignment (40%)

A visual project with an externally set theme.

Students receive the exam paper in mid-January so that they can begin their preparatory work for the 10-hour exam.

They will produce 4-5 A2 sheets that meet the four Assessment Objectives. A final outcome for this project is produced during a 10-hour exam.

Who would enjoy it?

If you enjoy spending some of your weekly lessons being creative then you will definitely want to do this course. You will enjoy developing your own ideas whilst experimenting with a wide range of materials that you may not have used before. Art teachers are excellent at guiding, supporting and advising so that you achieve high standards. This ensures that in Year 11 you are able to work confidently and independently on a theme of your choice.

The next step within the subject: Studying Art is superb preparation for future careers within the UK's Creative Industries, now worth an estimated £101.5 billion, and beyond. The skills of visual literacy and communication, research, independent thinking and developing a concept are extremely important across a range of career sectors. These skills will help you to become a well-rounded learner who is able to see, appreciate and comment on the diverse cultural world in which we live	Open Choice
	Head of Department: Miss P. Challis
	Exams Vs NEA: Exams-40% NEA-60%

Business Studies

“Wherever you see a successful business, someone once made a courageous decision”
~Peter F. Drucker

The Course Specification can be found at:

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

The Course Content

At Queens’ we follow the Edexcel syllabus for Business Studies. A curriculum change has redesigned the qualification to become increasingly engaging and inspiring to reflect the demands of a modern and evolving business environment. The qualification enables students to develop a commercial and enterprising mind to help them succeed in their chosen career pathway. As a growing and thriving Department, our targets and expectations are high.

The qualification comprises two themes which are both examined at the end of Year 11.

Theme 1 – Investigating Small Business – written examination 1 hour 30 minutes: 50%

- 1.1 Enterprise and entrepreneurship
- 1.2 Spotting a business opportunity
- 1.3 Putting a business idea into practice
- 1.4 Making the business effective
- 1.5 Understanding external influences on business

Theme 2 – Building a Business – written examination 1 hour 30 minutes: 50%

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

Who would enjoy it?

Any students who wish to use skills gained in Y7 – Y9 from other subject areas and apply them in the real world of business. By developing enquiring and critical minds students will become reflective thinkers with the ability to construct well-argued, balanced and structured arguments on a broad range of commercial topics.

The next step within the subject: A GCSE qualification in the subject is ideal preparation for ‘A’ level studies in Economics or Business Studies. The key skill areas of communication, organisation and drive required in the subject can be directly applied to the future careers of all students. Whether it is direct employment or further study at university Business Studies offers something for everyone	Open Choice
	Head of Department: Mr M. Howell
	Exams Vs NEA: Exams-100% NEA-0%

Classical Civilisation

“If man neglects education, he walks lame to the end of his life” ~Plato

The Course Specification can be found at:

<https://www.ocr.org.uk/qualifications/gcse/classical-civilisation-j199-from-2017/>

The Course Content

The OCR Classical Civilisation course is exciting, diverse, and intellectually stimulating. You will cover two components:

Paper 1: Thematic Study 1 Hour 30 Mins 50% (90 Marks)

Myth and Religion in Ancient Greece and Rome:

You will study: *The Gods including the myths associated with them and how they are represented in art and architecture; Heracles/Hercules including his 12 labours and links to the Olympic games; religious ideas including temple buildings, statues and how the gods were worshipped; the foundation myths associated with Athens and Rome focusing on Theseus, Romulus, and Aeneas; festivals and how they were celebrated; myths about the underworld.*

Paper 2: Literature and Culture 1 Hour 30 Mins 50% (90 Marks)

Roman City Life:

You will study: *Roman housing including buildings in Pompeii and Herculaneum; the Roman home and family; how Roman society was structured; Roman entertainment including drama, chariot racing, gladiatorial shows and the baths; satirical writing by Horace, Juvenal and Petronius; letters about Roman life by Pliny and what these writings reveal about Roman city life and culture.*

Who would enjoy it?

This is a fantastic course for anyone with an interest in mythology and the ancient world. As a multidisciplinary subject, it has interesting connections with a range of subjects including art, drama and history. This is a subject that will help build students' cultural capital as well as develop analytical and evaluative skills. It also gives them an opportunity to grapple with fascinating ideas about life, death, crime, justice, and societal values.

The next step within the subject:

Studying Classical Civilisation is superb preparation for a wide range of A Levels and future careers given its diverse and fascinating content. It not only builds students' knowledge about the foundations of Western society and literature but hones their critical thinking skills encouraging independent thought and debate. Highly regarded as a facilitating subject by Russell Group universities, it is excellent preparation for future studies, particularly in arts and humanities subjects.

Open Choice

Head of Department:

Miss S. Wood

Exams Vs NEA:

Exams-100%
NEA-0%

Computer Science

“Computers are incredibly fast, accurate and stupid; humans are incredibly slow, inaccurate and brilliant; together they are powerful beyond imagination.”

Commonly attributed to Albert Einstein (but probably wasn't.)

The Course Specification can be found at:

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

The Course Content

Component 01: Computer systems

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Practical programming

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular, component 02 (section B).

Who would enjoy it?

This course is aimed at students who have a real interest in not just using computers but how they work. The course involves a large amount of mathematics and would be suitable for somebody who enjoys mathematics. During this course, there will be a large amount of time spent programming therefore an interest in this is a must.

The next step within the subject: Studying Computer Science teaches not just how to program but also logic and problem-solving skills. The GCSE is perfect for those who wish to further study the subject, but is also a great accompaniment to other subjects such as science, engineering, etc. In fact, you would be hard pushed to find an industry where Computer Science is not applicable.	Open Choice
	Head of Department: Ms H. Lynch
	Exams Vs NEA: Exams-100% NEA-0%

Design and Technology - Graphic Products

"If I can give anyone advice (on design), just do it your way" ~Margaret Calvert

The Course Specification can be found at:

[D&T Specification](#)

The Course Content

At Queens' students who study GCSE Design and Technology have the option of three 'specialist technical principles'. This option is for those who wish to focus on 'GRAPHIC PRODUCTS'. Students opting for 'GRAPHIC PRODUCTS' will study core technical principles of Design and Technology, design and making principles, and will be expected to complete a non-exam assessment coursework project based on GRAPHIC PRODUCTS.

Paper 1

What's assessed - core, specialist, design and making technical principles.

How it's assessed-

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of the GCSE

Non-exam assessment (NEA)

What's assessed - Core, specialist, design and making technical principles.

How it's assessed

- Non-exam assessment (NEA): 30-35 hours approx.
- 100 marks
- 50% of the GCSE

This will be a substantial design and task covering investigating an idea, designing, making and evaluating. Students will produce a portfolio of evidence maximum of 20 pages of A3 and a working prototype. The focus for this task will be PAPERS & BOARDS.

Who would enjoy it?

This course offers something for everyone, students will learn lifelong skills that will prepare them to participate confidently and successfully in the increasingly technological world.

Students will gain awareness and learn from wider influences on design and technology including historical, social, cultural, environmental and economic factors.

The next step within the subject: Studying Design and Technology at GCSE prepares students for a wide range of A Levels and future careers, including Product Design offered here at Queens'. The skills of drawing, analysing, using ICT and CAD programs, and communicating and presenting yourself and your work to others continue to be among the most important skills you will learn.	Open Choice
	Head of Faculty: Ms S. Taplin
	Exams Vs NEA: Exams-50% NEA-50%

Design and Technology - Resistant Materials

"What works good is better than what looks good because what works good lasts"
~Beatrice (Ray) Eames

The Course Specification can be found at:

[D&T Specification](#)

The Course Content

At Queens' students who study GCSE Design and Technology have the option of three 'specialist technical principles'. This option is for those who wish to focus on 'RESISTANT MATERIALS'. Students opting for 'RESISTANT MATERIALS' will study core technical principles of Design and Technology, design and making principles, and will be expected to complete a non-exam assessment coursework project based on RESISTANT MATERIALS.

Paper 1

What's assessed - core, specialist, design and making technical principles.

How it's assessed-

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of the GCSE

Non-exam assessment (NEA)

What's assessed - Core, specialist, design and making technical principles.

How it's assessed

- Non-exam assessment (NEA): 30-35 hours approx.
- 100 marks
- 50% of the GCSE

This will be a substantial design and task covering investigating an idea, designing, making and evaluating. Students will produce a portfolio of evidence maximum of 20 pages of A3 and a working prototype. The focus for this task will be RESISTANT MATERIALS.

Who would enjoy it?

This course offers something for everyone, students will learn lifelong skills that will prepare them to participate confidently and successfully in the increasingly technological world. Students will gain awareness and learn from wider influences on design and technology including historical, social, cultural, environmental and economic factors.

The next step within the subject: Studying Design and Technology at GCSE prepares students for a wide range of A Levels and future careers, including Product Design offered here at Queens'. The skills of drawing, analysing, using ICT and CAD programs, and communicating and presenting yourself and your work to others continue to be among the most important skills you will learn.	Open Choice
	Head of Faculty: Ms S. Taplin
	Exams Vs NEA: Exams-50% NEA-50%

Design and Technology - Textiles

"Don't be like the rest of them darling" ~Coco Chanel

The Course Specification can be found at:

[D&T Specification](#)

The Course Content

At Queens' students who study GCSE Design and Technology have the option of three 'specialist technical principles'. This option is for those who wish to focus on 'TEXTILES'. Students opting for 'TEXTILES' will study core technical principles of Design and Technology, design and making principles, and will be expected to complete a non-exam assessment coursework project based on TEXTILES.

Paper 1

What's assessed - core, specialist, design and making technical principles.

How it's assessed-

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of the GCSE

Non-exam assessment (NEA)

What's assessed - Core, specialist, design and making technical principles.

How it's assessed

- Non-exam assessment (NEA): 30-35 hours approx
- 100 marks
- 50% of the GCSE

This will be a substantial design and task covering investigating an idea, designing, making and evaluating. Students will produce a portfolio of evidence maximum of 20 pages of A3 and a working prototype. The focus for this task will be TEXTILES.

Who would enjoy it?

This course offers something for everyone, students will learn lifelong skills that will prepare them to participate confidently and successfully in the increasingly technological world.

Students will gain awareness and learn from wider influences on design and technology including historical, social, cultural, environmental and economic factors.

The next step within the subject: Studying Design and Technology at GCSE prepares students for a wide range of A Levels and future careers, including Product Design offered here at Queens'. The skills of drawing, analysing, using ICT and CAD programs, and communicating and presenting yourself and your work to others continue to be among the most important skills you will learn.	Open Choice
	Head of Faculty: Ms S. Taplin
	Exams Vs NEA: Exams-50% NEA-50%

Drama

“Actors are athletes of the heart” ~Antonin Artaud

The Course Specification can be found at:

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

The Course Content

The OCR GCSE for Drama is practical and an exciting specification.

You will work on 3 components:

Component 1 – Devising Drama.

This is worth 30%. You will devise a piece of theatre from a range of stimuli given to us by the exam board. You will be marked on this performance and you will create and complete a written portfolio to accompany your practical work.

Component 2 – Presenting and Performing Texts.

This is worth 30%. You will take part in 2 performances. You can choose between performing monologues, duologues or group extracts from a play.

This is externally assessed by a visiting examiner.

Component 3 – Performance and Response.

This is worth 40%. This written exam lasts 1 and a half hours. There are 2 sections. Section A is a set text. We study the play *Missing Dan Nolan* by Mark Wheeler. You will explore the play from the perspectives of a designer and performer. Section B is a live theatre evaluation - essay based on a production we go and see.

Who would enjoy it?

You will enjoy this course if you love performing, working with others and being up on your feet. If you want to improve your communication skills or confidence then Drama can really help with this.

If you like reading plays, watching plays and being in plays then this is the course for you.

The next step within the subject: Students who have studied GCSE Drama often go onto study Drama at A-Level, or performing arts at college. Students benefit from being able to talk well in front of others, work collaboratively with other people and present themselves well. Former Queens' Drama students have gone on to study subjects such as Drama, Psychology, Creative Writing and Law at university, and others have gone on to Drama school.	Open Choice
	Head of Faculty: Mrs S. Jones
	Exams Vs NEA: Exams-60% NEA-40%

Food Preparation & Nutrition

"It is health that is real wealth not pieces of gold & silver" ~Mahatma Gandhi

The Course Specification can be found at:

https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse/#tab_keydocuments

The Course Content

The WJEC Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

There are 6 main areas of content:

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

The course is assessed through a combination of a written exam paper and two non-examination assessment tasks (NEAs).

Year 10:

Students will complete practical work on a weekly basis linked to theoretical content in 5 lessons over 2 weeks. Students will have the opportunity to work independently under teacher guidance and supervision, learning a variety of key practical skills and techniques.

Year 11:

The majority of this year is taken up with the completion of both NEA tasks and revision in preparation for the written exam (normally sat in June)..

The written paper is worth 50% of the total GCSE grade and is marked out of 100.

NEA 1: The Food Science Investigation/Report. This is worth 15% of the total GCSE grade and consists of a written report (1,500-2,000 words) based on a food science brief to include practical experiments.

NEA 2: The Food Preparation Task. Candidates are given the choice between two briefs as directed by the exam board. This is worth 35% and culminates in a 3hr practical exam supported by a portfolio of written work

Who would enjoy it?

Anyone who wants to improve their life through better knowledge of food, where it comes from and how it affects our bodies. If you have a passion for food, enjoy cooking at home, experimenting with ingredients, and cooking from scratch then this would be an ideally suited course. Similarly, if you enjoy science and want to understand more about how ingredients work and their nutritional, chemical and functional properties then this could be for you!

The next step within the subject: Completion of Level 3 in Food Science and Nutrition: https://www.eduqas.co.uk/qualifications/food-science-and-nutrition-level-3/#tab_keydocuments Or apply to West Herts College Food Academy for further options: https://www.westherts.ac.uk/courses/food-academy Careers in Food: https://nationalcareers.service.gov.uk/job-categories/hospitality-and-food https://www.foodafactoflife.org.uk/whole-school/careers-in-food/ https://www.thecompleteuniversityguide.co.uk/courses/search/undergraduate/food-science https://www.ucas.com/explore/subjects/food-science https://www.ucas.com/explore/industry-guides/catering-and-hospitality	Open Choice
	Head of Department: Mrs J. Matthews
	Exams Vs NEA: Exams-50% NEA-50%

Music

"Where words fail, music speaks" ~Hans Christian Anderson

The Course Specification can be found at:

<https://www.eduqas.co.uk/qualifications/music/gcse/>

The Course Content

Component 1: Performing Music 30%

For this unit you will record one solo performance (15%) and one ensemble performance (15%). Students can perform on any instrument or sing, there is also a technology option available for some students; these recordings take place in year 11.

Component 2: Composing Music 30%

For this unit you will need to create two compositions, one is a brief set by Eduqas and the other is a free choice. These tasks may be approached through a variety of mediums including practically on your chosen instrument or through the use of technology.

Component 3: Appraising 40%

For this component you will study music from a broad range of musical genres and styles. These include Musical Forms and Devices, Music for Ensemble, Music for Film and Popular Music. Questions will be on both unfamiliar pieces of music and pieces that we study over the course.

A financial bursary is available to students taking music lessons in school as part of their GCSE music course, who might otherwise not be able to take lessons. The bursary is a limited fund set aside annually, and the amount available to students each term will depend on the number of applications.

Who would enjoy it?

GCSE music is suitable for students with a variety of musical interests and experiences. Listening topics are explored through group practical work, similar to the approach students are already used to from classroom music. Students are also able to channel their love of a particular instrument into the performance aspect of the course as well as channelling their creativity in the composition side of the course.

The next step within the subject: Studying music prepares you for a wide range of careers by developing the seven skills for employability identified by the Confederation for British Industry in 2011. These skills include communication, self-management, teamwork and problem-solving. Studying music also develops students' ability to perform under pressure, planning, and critical reflection as well as powers of memory and concentration.	Open Choice
	Head of Department: Mr J. Penhaligan
	Exams Vs NEA: Exams-40% NEA-60%

Physical Education

"Look in the mirror, that's your competition!" ~Mick Kremling

The Course Specification can be found at:

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

The Course Content

The PE Course (Edexcel) covers the following areas:

- Anatomy and Physiology
- Movement analysis
- Physical Training
- Health, fitness and well-being
- Sport Psychology
- Sport, society and culture
- Using Data

Component 1- written exam - 80 marks - 36% of overall grade

Component 2- written exam - 60 marks - 24% of overall grade

Component 3- Practical (3 sporting activities) - 105 marks - 30% of overall grade

Component 4- Personal Exercise Programme - 20 marks - 10% of the overall grade.

Who would enjoy it?

Committed students who enjoy the practical and theoretical aspects of Physical Education. Students who attend activities in and out of school in order to further their skill development of sports or activities. The course encourages a holistic understanding of PE, students will receive a well-rounded and full introduction to the world of PE, sport and sport science by developing an understanding of how the mind and body work in relation to performance in physical activity.

The next step within the subject: Studying Physical Education gives you the opportunity to combine academic and practical knowledge. With rising obesity rates in this country, it is essential we understand how to train our bodies to follow a healthy and active lifestyle. Studying Physical Education enables students to develop important transferable skills for progression to the next level, including numeracy, communication and an understanding of practical performances. The blend of scientific and social knowledge positions students to access a range of qualifications.	Open Choice
	Head of Department: Mrs R. Marks
	Exams Vs NEA: Exams-60% NEA-40%

Psychology

“The disappearance of a sense of responsibility is the most far-reaching consequence of submission to authority” ~Stanley Milgram

The Course Specification can be found at:

<https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182/specification-at-a-glance>

The Course Content

Paper 1: Cognition and Behaviour

- Memory
- Perception
- Development
- Research Methods

Paper 2: Social Context and Behaviour

- Social Influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

Who would enjoy it?

Studying Psychology helps students to develop critical thinking, scientific enquiry, data analysis and evaluation. Learning about how people think and why they carry out certain behaviours helps students to understand others and makes them consider their own actions too. There is a strong link to both mathematics and science, so students who are interested in these subjects would enjoy the challenges of Psychology

The next step within the subject: Studying GCSE Psychology will fully prepare you for studying the subject at A level and beyond, as well as giving you the skills to be able to study a wide array of other subjects. As well as specialising in an area of psychology such as clinical or forensic psychology, the flexibility of psychology means that many students go on to study and work in a wide range of fields including medications. Health and social care, prisons, the police force, and marketing and advertising.	Open Choice
	Head of Department: Ms J. Butterfield
	Exams Vs NEA: Exams-100% NEA-0%

Religious Studies

"To find yourself, think for yourself." ~Socrates

The Course Specification can be found at:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-b-2016.html>

The Course Content

At Queens' we follow the Edexcel syllabus in which all units are underpinned by philosophical enquiry and questioning as well as ethical debates about social and moral issues. Important transferable skills of investigation, reasoning, analysis and evaluation are developed throughout the course which is taught by specialist teachers who are also exam markers with direct insight into obtaining a high grade in the subject.

Paper 1: Religion and Ethics - 50% of the exam which is 1 hour 45 minutes

- Unit 1: Christian Beliefs
- Unit 2: Marriage and the Family, including societal issues
- Unit 3: Practices linked to Beliefs
- Unit 4: Matters of Life after Death, including medical ethics

Paper 2: Religion, Peace and Conflict - 50% of the exam which is 1 hour 45 minutes

- Unit 1: Buddhist Beliefs
- Unit 2: Crime and Punishment, including the legal system
- Unit 3: Practices linked to Beliefs
- Unit 4: Peace and Conflict, including international relations

Who would enjoy it?

RS at GCSE is an exciting, challenging, enjoyable and interesting course which enables students to think outside the box, broaden their minds, challenge assumptions and have an awareness of life itself in preparation for further studying, the world of work and travelling the world. It is for anyone who enjoys reflecting on human beliefs and values and since the course comprises of philosophy and ethics as well as religion it would be of interest to anyone who is inquisitive, likes to think and is open-minded in their approach to life.

The next step within the subject: The RS GCSE is excellent preparation for the well-respected A-level we offer at Queens' of Philosophy, Religion, Ethics as well as of other academic A-levels on offer. The skills of reading, writing and communication as well as the ability to substantiate logical chains of reasoning are vital. As such, the course suits students who would like to pursue a range of career paths including Medicine, Law and Politics.	Open Choice
	Head of Department: Mrs A. Yokoi
	Exams Vs NEA: Exams - 100% NEA - 0%

Sociology

"Workers of the world unite, you have nothing to lose but your chains" ~Karl Marx

The Course Specification can be found at:

<http://www.eduqas.co.uk/qualifications/sociology/gcse/>

The Course Content

Sociology will allow students to enquire into the nature of society and the role of individuals within it. It is a thoughtful and demanding subject but no previous knowledge is required, except a commitment to work hard.

What is Sociology? Sociologists want to understand the behaviour of people in terms of age, gender, social class and other groups they belong to. They try to find and explain patterns of behaviour common to people in these groups. For example, are the roles of men and women natural or created by our culture? Does your social class, gender or ethnic background affect your chances of succeeding in life? Is our society fair? Are some people poor only because they are lazy? Are we manipulated by the media? Are the police racist? Students will also be introduced to the key sociological theories; Functionalism, Marxism, Feminism, Postmodernism and the New Right.

Component 1: Understanding Social Processes (50%)

Written examination: 1 hour 45 minutes. 100 marks. This component focuses on the themes of socialisation, identity and culture. Learners study the key concepts of cultural transmission, including socialisation and the acquisition of identity, and develop these through detailed study of families and education. Sociological research methods are presented as a separate topic area.

Component 2: Understanding Social Structures (50%)

Written examination: 1 hour 45 minutes. 100 marks. The focus of this component is on social differentiation, power and stratification. (Social inequality) This includes the theme of criminology, power, issues of social order and social control, studied through crime and deviance. Learners also study applied methods of sociological enquiry.

Who would enjoy it?

Students who enjoy thinking about how our society works and trying to understand it.

Studying sociology should equip students with the knowledge to engage in rigorous debate about our contemporary society. Feminism is just discrimination against men? Rap culture is rubbish and is dumbing down our young people? Diversity is not a strength? BLM riots were just an excuse to go looting? Traditional families better for society? The education system favours girls and discriminates against boys?

The next step within the subject: Studying Sociology is an excellent preparation for a wide range of A Levels including History, Psychology, Philosophy, Politics and of course Sociology. Students who study Sociology are well-equipped to pursue careers in Policing, Social Work, Journalism, Law, Advertising, Teaching and many other fields. This subject is particularly important for anyone wishing to study criminology in the future.	Open Choice
	Head of Department: Ms J. Butterfield
	Exams Vs NEA: Exams-100% NEA-0%

