



Key Stage 4 Options Guide 2025-26



Dear Parents/Carers

Key Stage 4 Options information 2025-26

Deciding upon the choice of subjects in KS4 is a pivotal time in a student's secondary education. Our aim is to provide detailed information and guidance which supports students in their decision-making process, encouraging them to make informed choices, which in turn, enables them to reach their full potential.

It is crucial for each student to understand their own abilities and interests, so they can optimise their chances of success. Equally, we recommend that students select subjects in which they have a real aptitude, as well as an interest.

What will the curriculum look like?

We strive to offer a broad and balanced curriculum, which is varied and meets the needs and aspirations of all our students. Ensuring that the combination of courses our students choose to study provides suitable progression routes into Sixth Form and beyond is of paramount importance to us at The Elizabethan Academy.

To support the students in making their choices, we will be providing the following:

- Options Evening which will allow students and parents to hear about the process and some of the subjects on offer.
- This Options Booklet, which contains information on courses and subjects.
- Access to your child's report with their current attainment, learning and behaviour grades.
- A parents evening following options evening to allow you to have 1:1 discussions with your child's teachers, which focus on their progress and helping to identify the most suitable subject choices.
- Students also have access to a Qualified Careers Advisor based within the school.

If you have any further questions, please do not hesitate to contact me.

Yours faithfully

Mr T Crowther
Principal

Introduction

Year 9 students are in for an exciting time as they embark on the options process. The objective is to provide students with the chance to study a broad array of subjects, including core subjects, while still giving them the freedom to make individual choices. We strongly encourage parents/carers and students to read through this booklet together and have informed discussions about which courses are the best fit.

Which options should I choose?

- Consider which **subjects** you are **good at**, are **interested in** and/or **enjoy**.
- Choosing a **balance of subjects** may help to **keep your future options open**.
- If you have a particular career or job in mind – you really need to find out which subjects will really assist you to access the best education/training and career opportunities.
- Find out exactly what each course involves, by reading this handbook and then decide whether you can cope with the demands of the subject;
- Ask your teachers for advice on your level of achievement and future potential in each subject.

Types of qualification

There are two main types of qualification: **‘GCSE’** and **‘Vocational’**.

GCSE (General Certificate in Secondary Education)

Assessment of GCSE subjects is mostly by external examinations. A few of the more creative/practical subjects also have a component that is assessed by NEA (coursework) or practical work. The balance between internal assessment and external assessment (written exams) varies from subject to subject and is shown clearly on the individual subject pages.

GCSE courses

- GCSE courses have a numerical grading system, ranging from 9 down to 1.
- Most subjects have two or three written exams at the end of Year 11.
- All GCSE exams must be taken at the same time at the end of the course in Year 11.

Vocational Qualifications

These vocational qualifications are often seen as GCSE-equivalent Qualifications.

- These courses are assessed mainly through coursework completed in school, but you will also need to take at least one external exam.
- In some subjects, there will be an opportunity to re-sit this external exam in order to improve the original grade.
- These qualifications are awarded at Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 2 Pass, Level 2 Merit, Level 2 Distinction and Distinction* grades.

Grading

Vocational grade	GCSE Grade equivalent
Level 2 Distinction *	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	1
Level 1 Pass	1.25

English Baccalaureate (EBacc)

The EBacc is not a qualification in itself. Instead, it is a specific set of GCSE subjects designed to ensure young people receive a broad and balanced education. By focusing on core academic disciplines, the EBacc helps keep students' options open for further study and future career opportunities.

The EBacc qualification includes the key subjects of English, Mathematics, Science, History or Geography, and a Foreign Language. These subjects are widely recognised as essential components of a well-rounded education. Universities and employers highly regard the EBacc as a strong indicator of a rigorous academic foundation, equipping students with valuable knowledge and skills.

While students may not have decided on their future career path yet, choosing the EBacc at Key Stage 4 gives them access to a full range of employment options when they leave secondary school, and the broad knowledge that employers are looking for. Students do not need to have studied all these subjects to go to university, but having options steered towards the English Baccalaureate subjects will help keep their options open. If students are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

What about arts and music?

While arts and music are not included in the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. At The Elizabethan Academy we are proud of the wide range of subjects students can study at KS4. Students can also nurture their passions by choosing art, PE, drama, music, and technology options in their enrichment time slot.

KS4 Curriculum

Our Key Stage 4 curriculum offers a wide range of subjects which provides students with a variety of academic and vocational courses to choose from. It is important to read about the subjects mentioned in this booklet carefully, as it will help students to understand what is expected of them next year.

Core Subjects

There are some subjects that all students must study, these are the compulsory 'Core' subjects:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- Science (all students will study either Combined Science (2 GCSE's) or Separate Sciences (3 GCSE's – Biology, Chemistry, Physics))
- PE
- Personal Development (PSHCE) during tutor time

Options Subjects

In addition to the above core subjects, students will choose **three** option subjects with **three** reserves.

Key things to note.

- Students cannot pick both art and photography.
- Students cannot pick both Sports studies and GCSE PE.
- To study French or Spanish, students need to have studied it in Year 7 and 8.
- To study any of the subjects at A Level it is advisable to have studied it at GCSE.

Student Pathways

At the Elizabethan Academy we allow students to select from one of two Pathways to structure their curriculum and option choices. In line with DfE guidance we recommend that the majority of our students follow the blue pathway (EBacc), however, we also recognise that the EBacc Pathway is not suitable or preferred by all students and their

parents, therefore some students will be recommended to, or can opt to follow the green pathway (Non-EBacc).

Blue pathway (EBacc)

This pathway is the preferred curriculum model for most students by the Department for Education (DfE). This pathway is comprised of the core curriculum, and three options:

- One option must be a Modern Foreign Language (French, German, Spanish)
- One option must be a Humanities subject (History or Geography)
- One option will be from the other subjects available.

Green pathway (Non-EBacc)

The EBacc pathway may not be the right choice for all students and some will therefore choose to follow a non-EBacc programme of study. By following this pathway students will study the core curriculum and three options:

- One option must be either a Modern Foreign Language (French, German or Spanish) or a humanities subject (Geography or History), or Computer Science
- Two options will be from the other subjects available

The green pathway will be advised based upon a variety of factors such as prior attainment or in some cases students particular strengths and desires demonstrated that lie outside the EBacc subjects.

Purple pathway (Foundation Learning Pathway)

The Foundation Learning Pathway provides a tailored package of options, to support the needs of students who may find it difficult to cope with the pressures of a full academic curriculum. This is not a pathway that students can choose, instead the SENDCO will identify students who may benefit from this pathway and arrange a meeting to discuss this pathway in more depth with students and their parents/carers.

Timescale

- **22nd January – Options Evening**
Join us for a presentation about the GCSE options process, followed by an opportunity to speak directly with subject staff and ask any questions.
- **5th February – Parents' Evening**
This is a chance for you to have 1:1 discussions with your child's teachers, which focus on their progress and helping to identify the most suitable subject choices.

- **7th February – Options Choices Form Released**
Students will receive an email with a form to complete to identify their preferred subject choices and reserves. This will be explained in more detail at the options evening.
- **21st February – Submission Deadline for Options Forms**

Letters will be sent out in June/July to confirm students' option choices ready to begin to study them in September 2025.

The Academy works very hard and spends a considerable amount of time trying to ensure that as many students as possible get their chosen Options. However, it is sometimes not practicably possible to make sure that everyone gets all their choices, and we hope that you will support us in explaining this to your child.

THE
ELIZABETHAN
ACADEMY



Core Subjects

Core PE



Qualification:

Course summary

In Core PE students will develop competence to excel in a broad range of physical activities ranging from evasion games to striking and fielding sports. Students will be physically active for sustained periods of time and engage in competitive sports and activities. Our aim in PE is to develop young people to become happy, healthy and active individuals who enjoy sport and fitness to encourage to lead healthy, active lives.

Course content

Invasion Sports:

Football, Gaelic football, rugby, netball, hockey, frisbee, basketball, handball, tchoukball, lacrosse, volleyball.

Striking and Fielding Sports:

Rounders, baseball, Danish longball, cricket.

Net Sports:

Tennis, badminton

Alternative Sports:

Climbing, trampolining, gymnastics, fitness.

Assessment structure

Students assessed every half term in our happy, healthy and active criteria. Ranging from leadership, confidence, motivation, capability in skills and competitive game play to outwit others.

Extra-curricular opportunities

- All years – Trampolining
- All years – Climbing
- All years – Basketball
- All years – Table Tennis
- KS3, KS4 Football
- KS3, KS4 Netball

Career pathways

- PE Teacher
- Physiotherapist
- Nutritionists
- Personal Trainer
- Sports Coaching
- Diet and Fitness Instructor

Further learning beyond Key Stage 4

- A-Level PE (OCR)
- BTEC Level 3 Extended Certificate in Sport (Pearson)
- Apprenticeship in Sports Coaching

Additional information

- We work closely with Primary Schools and offer opportunities to become a sports leader at various events throughout the year.

Faculty Leader: Mrs S Tsiknakis
tsiknakiss@elizabethan.notts.sch.uk

English - Language



Qualification:

Course summary

The AQA English Language GCSE course is designed to develop students' skills in reading, writing, and spoken language. It focuses on analysing a range of texts, from literature to nonfiction, helping students understand how language is used for different purposes. The course also encourages students to express themselves clearly and creatively through writing tasks, including descriptive, narrative, and persuasive writing.

Course content

The AQA English Language GCSE course covers two main components: reading and writing.

Reading:

Students analyse a variety of texts, including literary and non-fiction, to understand how writers use language and structure to create meaning and effect. They will be given one extract (Paper 1) or two unseen extracts (Paper 2) from the 19th-21st Century.

Writing:

They also develop their own writing skills, crafting different types of texts such as narratives, descriptions, and persuasive text types (letters, speeches, essays)

Assessment structure

English Language is 100% examination.

Paper 1: Explorations in Creative Reading and Writing.

One hour 45 minutes.

50% of the GCSE.

Paper 2: Writers' Viewpoints and Perspectives.

One hour 45 minutes.

50% of the GCSE.

Non-examination assessment: Spoken Language. 0% of the GCSE weighting.

Career pathways

Journalist	Lawyer	Advertising	Marketing	Translator	Librarian
Interpreter	Copywriter	Content Writer	Archivist	Editor	Police Officer
Engineer	Author	Public Relations	Teacher	Lecturer	Speech writer

Further learning beyond Key Stage 4

Additional information

Ten A-Levels that English Language supports:

- English Language
- English Literature
- Media Studies
- Psychology
- Sociology
- History
- Drama
- Law
- Philosophy and Ethic
- Modern Foreign Languages

English Language is a core subject and vital to many careers. You also gain a lot of skills that employers will look for in the future.

- Improves Communication Skills
- Develops Critical Thinking
- Boosts Career Opportunities
- Enhances Creativity
- Supports Other Subjects
- Promotes Cultural Understanding
- Improves Academic Success
- Prepares for Further Education
- Strengthens Literacy Skills
- Encourages Independent Learning

Faculty Leader: Mrs G Hudson
HudsonG@elizabethan.notts.sch.uk

English – Literature



Qualification:

Course summary

The course is delivered in a variety of ways including class discussion, reading, sharing ideas, visual and audio activities, group work etc. Students will broaden their knowledge of texts of different forms, from different time periods, written by a range of English writers with very different backgrounds. Students will learn how to understand a text in different ways, drawing upon knowledge of history and context to do so.

Course content

Paper 1
 Shakespeare – Macbeth
 19th Century Novel - A Christmas Carol
 Skills Tested: Analysis of the novel’s plot, themes, characters, and historical context, along with the ability to link extracts to the wider narrative.

Paper 2
 Modern Text - An Inspector Calls
 Poetry – Power and Conflict Cluster
 Skills tested: Analysis of the novel’s plot, themes, characters, and historical context. Analysis of language, form, structure, and themes in the context of the studied anthology. Ability to respond to and interpret an unfamiliar poem under exam conditions.

Assessment structure

Assessment English Literature is 100% examination

Paper 1: Shakespeare and the 19th Century Novel.
 One hour 45 minutes.
 40% of the GCSE.

Paper 2: Modern Texts and Poetry.
 Two hours 15 minutes.
 60% of the GCSE.

Extra-curricular opportunities

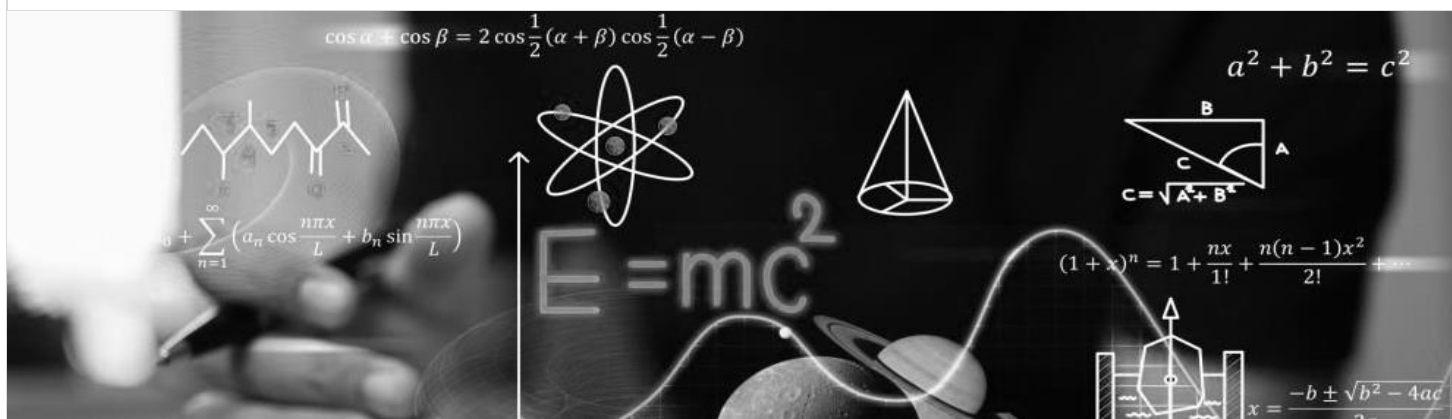
Poetry Live – an event where students have the opportunity to hear readings of poetry by some of the poets featured in their GCSE curriculum. It offers an engaging experience, allowing students to connect with the poems and poets in a live setting.

Career pathways

Writer/Author
 Journalist
 Editor
 Publisher
 Teacher
 Librarian

<p>Live performances of GCSE set texts, particularly those in English Literature, can greatly enhance students' understanding and appreciation of the material.</p>	<p>Copywriter Proofreader Content Creator Screenwriter</p>
<p>Further learning beyond Key Stage 4</p>	<p>Additional information</p>
<p>Ten A-Levels that English Literature supports:</p> <ul style="list-style-type: none"> • English Literature • English Language • Media Studies • Psychology • Sociology • History • Drama • Law • Philosophy and Ethics • Modern Foreign Languages 	<p>English Literature is a core subject and vital to many careers.</p> <ul style="list-style-type: none"> • Improves Communication Skills • Develops Critical Thinking • Boosts Career Opportunities • Enhances Creativity • Supports Other Subjects • Promotes Cultural Understanding • Improves Academic Success • Prepares for Further Education • Strengthens Literacy Skills • Encourages Independent Learning
<p style="text-align: center;">Faculty Leader: Mrs G Hudson HudsonG@elizabethan.notts.sch.uk</p>	

Maths



Qualification: Course summary

The Key Stage 4 Maths course builds on the foundation of earlier learning, covering a broad range of mathematical topics to ensure students develop a strong understanding and problem-solving skills. The curriculum includes algebra, geometry, statistics, and probability, as well as ratios, proportions, and percentages. Students will also explore mathematical reasoning and apply their knowledge to real-world scenarios. The course aims to prepare students for the GCSE exam, with a focus on both practical skills and theoretical concepts. Through regular assessments and varied teaching methods, students are encouraged to build confidence in tackling complex problems, which will help them succeed in further education and future careers.

Course content

Algebra: Students will explore expressions, equations, and inequalities, learning to manipulate algebraic formulas, solve linear and quadratic equations, and understand functions and graphs.

Ratio and Proportion: This section covers the understanding of ratios, proportions, and rates, including the ability to solve problems involving direct and inverse proportion and scale factors.

Geometry: Pupils will study shapes, angles, transformations, and symmetry, as well as work with perimeter, area, volume, and the properties of 2D and 3D figures, along with trigonometry and coordinate geometry.

Assessment structure

Our assessment structure is designed to support continuous progress and help students succeed in their GCSE exams. Throughout the course, students will complete regular in-class assessments, quizzes, and homework tasks, which provide valuable feedback on their understanding and allow for targeted improvement. In addition to these ongoing assessments, students will sit mock exams at key points in the course to simulate the final GCSE experience and identify areas for further focus, through analysis and regular feedback. This approach ensures that students are well-prepared for the final exams and can track their development in all areas of the curriculum.

<p>Probability and Statistics: Students will develop an understanding of probability, including the likelihood of events, and will analyse data.</p> <p>Number Skills: This includes mastering calculations with integers, fractions, decimals, and percentages, along with understanding and applying indices, powers, roots, and standard form in a range of contexts.</p>	
<p>Extra-curricular opportunities</p>	<p>Career pathways</p>
<ul style="list-style-type: none"> • Level 2 certificate in further mathematics. • GCSE statistics as an enrichment opportunity • Entry into UKMT maths Olympiad. • After school study sessions and masterclasses 	<ul style="list-style-type: none"> • Engineer • Research scientist • Doctor • Data analyst • Computer programmer
<p>Further learning beyond Key Stage 4</p>	<p>Additional information</p>
<ul style="list-style-type: none"> • Level 3 certificate in mathematical studies (core maths) • Mathematics A level • Further mathematics A level 	<ul style="list-style-type: none"> • All our learning is now supported with unlimited online resources
<p style="text-align: center;">Faculty Leader: Mr D Trott TrottD@elizabethan.notts.sch.uk</p>	

Science - Combined

Qualification: AQA Combined Science

Course summary

Science has something to offer every student, allowing you to understand the world around us and develop a range of transferrable skills. The course content suits students of all abilities and all aspirations. There are a range of required practicals for each discipline which are completed throughout the course. Aims of the subject:

- A learning experience that will develop and enhance scientific skills as well as foster lifelong appreciation, understanding and knowledge of the sciences.
- Strong qualifications supporting further studies at level 3 and beyond.

Course content

Biology – Cell Biology; Organisation, Infection & Response; Bioenergetics; Homeostasis & Response; Inheritance, Variation & Evolution; Ecology
Chemistry – Atomic structure, and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes; The rate and extent of chemical change; Organic Chemistry; Chemical analysis; Chemistry and the atmosphere; Using resources
Physics – Energy; Electricity; Particle model of matter; Atomic structure; Forces; Waves; Magnetism and electromagnetism

Assessment structure

We identify the most suitable exam pathway at the end of year 10 that will give pupils the highest success rates. The exam structure is outlined below.

For most students:

Synergy pathway– 4 1hr45min exams at the end of year 11.

Some students:

Trilogy pathway – 6 1hr15min exams at the end of year 11.

The course is tiered to foundation (up to grade 5) or higher tier (grades 5+).

Extra-curricular opportunities

- Revision Sessions
- Science Club

Career pathways

- Health professions – Medicine, Nursing, Physiotherapy, Veterinary science, Pharmacy, Optometry, Podiatry, Midwifery
- Science related professions – Engineering, Chemical engineering, Forensic science, Conservation, Laboratory technician
- Teaching

Further learning beyond Key Stage 4

- A-level Biology
- A-level Chemistry
- A-level Physics
- Health and Social Care
- Applied Science

Additional information

- Use of a calculator is required in science so bringing one to lessons is essential.

Faculty Leader: Mrs S Gray
GrayS@elizabethan.notts.sch.uk

Science - Separates



Qualification: AQA Biology, AQA Chemistry, AQA Physics

Course summary

The separate sciences route is for the more able pupils who wish to pursue careers within a scientific or medical field. The structure of the course is the same as combined science with additional content being taught for each discipline. The selection for separate sciences is identified at the end of year 10 and based on attainment throughout year 9 and 10.

Aims of the subject:

- A learning experience that will develop and enhance scientific skills as well as foster lifelong appreciation, understanding and knowledge of the sciences.
- Strong qualifications supporting further studies at level 3 and beyond.

Course content

Biology – Cell Biology; Organisation. Infection & Response; Bioenergetics; Homeostasis & Response; Inheritance, Variation & Evolution; Ecology
Chemistry – Atomic structure, and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes; The rate and extent of chemical change; Organic Chemistry; Chemical analysis; Chemistry and the atmosphere; Using resources
Physics – Energy; Electricity; Particle model of matter; Atomic structure; Forces; Waves; Magnetism and electromagnetism

Assessment structure

GCSE Biology:
2 1hr45min external exams

GCSE Chemistry
2 1hr 45min external exams

GCSE Physics
2 1hr 45min external exams

All pupils would be expected to be sitting the higher tier.

Extra-curricular opportunities

- Revision sessions
- Science club

Career pathways

- Medicine
- Veterinary Sciences
- Physiotherapy
- Pharmacy
- Engineering
- Chemical Engineering

Further learning beyond Key Stage 4

- Level 3 course
- Degree
- Research

Additional information

- A calculator is required for all lessons
- Take an interest in science around you – TV, newspapers, online and link to your existing knowledge

Faculty Leader: Mrs S Gray
 GrayS@elizabethan.notts.sch.uk



Subject information

Students will need to select three subjects and rank them 1-3

They will also need to select three reserve choices (also in rank order)

Art and Design



Qualification: Eduqas Art and Design (Fine Art)

Course summary

This creative and stimulating subject builds the knowledge, skills and understanding of a variety of art disciplines which can be included in the Fine Art GCSE course. Students will have the opportunity to explore a variety of media and techniques, such as drawing, painting, collage, pen and ink work, printmaking, creative relief, clay work and sculpture.

Students should not select to study both Photography and Art as they are the same GCSE course with a different output media.

Course content

Year 1 - Explore a variety of media through recording/observation exercises. Practice coursework.

1st coursework. Students will be taken through this step-by step, gaining an understanding of how to build up a full and effective body of work.

Year 2 - Completion of 1st coursework following all the assessment objectives.

Final coursework introduced– Main Portfolio- 60% of final grade.

Year 3 – Continuation of portfolio- 60% of final grade. Regular reviews and guidance throughout. Written feedback given to help the students upgrade before final assessment.

Students must have just one coursework for their final assessment (They can choose their best coursework, or it can be a mix of

Assessment structure

- Continual assessment of homework and class work tasks.
- A formal assessment twice a term.
- Practice coursework assessment – students receive a document with detailed feedback on areas of success in their coursework as well as areas to improve/upgrade.

Portfolio- final coursework 60%:

Students are assessed on 4 Assessment Objectives – each one is marked out of 30 marks:

- AO1 - Developing their ideas through researching artists/art movements etc.
- AO2 - Refining ideas through experimenting with a variety of materials and techniques
- AO3 – Recording ideas – observational drawing and written annotation.

the two put together if they link).
Coursework is 60% of their final grade.
 At the beginning of January, students receive the exam paper. Students have approximately 8 to 9 weeks in school time to plan and prepare for their exam (preliminary work) before they create their final piece in a 10-hour exam. **The exam is 40% of their final grade.**

- AO4 – Final piece – and how it links to all preliminary work and research.

Extra-curricular opportunities

Future pathways

- After School Art Club and coursework catch-up sessions
- Gallery visits
- All Expressive Arts students will be invited to participate in a trip to Los Angeles during either Year 10 or 11

- A levels, Diplomas and Foundation course, moving onto Degree and MA in a chosen Art related area.
- Careers are vast and varied where skills achieved in Art and Design will be important. Here are just a few:
 - Architect
 - Museum and Gallery Curator
 - Graphic Designer
 - Illustration
 - Teacher
 - Film/Photography
 - Fashion/Product Design
 - Art Therapist
 - Interior Designer
 - Landscape Designer
 - Painter
 - Ceramics
 - Sculptor.

Further learning beyond Key Stage 4

Additional information

- A Level Art and Design
- A Level Photography
- University courses in a wide range of Visual Arts

- Complimentary courses include Creative I Media, Design and Technology, Textiles, Film Studies.

Subject Leader: Mr Brownhill
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Business Studies



Qualification: OCR GCSE Business Studies

Course summary

Why are so many adverts aimed at teenagers? How do businesses get all that money? Why do we all want different things?

Business equips learners with the skills and confidence to explore and engage with the real world. In a constantly changing world, business studies help students make informed choices, develop important life skills, and become financially aware. The course gives clear progression onto further study in the exciting worlds of Business, Economics, Accountancy and more. If being your own boss and succeeding in the business world is what you want, this is the subject for you!

Course content

Assessment structure

Paper 1

Theme 1: Business Activity

How to set up and run your own business, how to be an entrepreneur, what skills and motivations are needed.

Theme 2: Marketing

Marketing, including advertising, development of products, setting the best price.

Theme 3: People/HR

Recruitment, including how businesses get the right staff and keep them working well.

Paper 2:

Theme 4: Operations

Business operations, including how businesses produce the things we buy.

Theme 5: Finance

Finance, including how businesses get the money to set up and operate and how they make a profit.

Theme 6: Influences on Business

Influences on businesses, including the

Externally Assessed Written Exam:

Paper 1: Theme 1-3

80 Marks

1 hour 30 mins

Paper 2: Theme 4-7

80 Marks

1 hour 30 minutes

environment and how many businesses are operating around the world.	
Extra-curricular opportunities	Career pathways
We hope to create opportunities to visit businesses like Bubble, Lincoln FC and Jaguar/Land Rover to uncover how real businesses in different industries run and for pupils to be able to ask questions of businesspeople in a real-world setting. Personal finance enrichments will also be available.	<ul style="list-style-type: none"> • Business Owner • Financial Advisor • Marketing • Research Analyst
Further learning beyond Key Stage 4	Additional information
A-level Business A-level Economics University	There will be multiple opportunities to speak with business leaders throughout the course, developing your contacts in industry.
Faculty Leader: Mr S Thunder ThunderS@elizabethan.notts.sch.uk	

Child Development



Qualification: BTEC Tech Level 1/2 Child Development

Course summary

This qualification allows you to develop applied knowledge and understanding of child development and growth up to the age of five. This includes:

- How children learn through play.
- How to support children with additional needs by adapting activities to promote development.
- How to evaluate activities to ensure they best support all children to develop and to promote inclusion.
- Practical elements are involved where possible so pupils can learn themselves through play.
- Visits to Hallcroft Infant school to gain first hand experiences of young children's development and learning.

Course content

Component 1 - Children's Growth and Development

Helping you to understand the expected patterns of development for children aged 0-5 years and recognise there are different factors that can have an impact on a child's development.

Component 2 - Learning Through Play. Helping you to understand how children play, the different types of play in early years settings, how play supports children's development and the role of the adult in supporting play.

Component 3 - Supporting Children to Play, Learn and Develop. Investigating how a child learns and develops and adapt activities to support the inclusion of all children in play for learning and development.

Assessment structure

Components 1 & 2 are internally assessed. This means students will receive a scenario and a task with a clear deadline to complete it by. Evidence must be created to meet the requirements of the learning aim to gain marks.

Component 3 is externally assessed with a written paper - this will be sat at the end of Y11 along with summer exams

Extra-curricular opportunities

- Each week, we offer coursework catch-up sessions where students can
- Complete/upgrade coursework
- Gain feedback and advice to upgrade work
- Work in a supportive study space with staff support

Career pathways

- Early Years Teacher
- Paediatric Nursing
- Occupational Therapy
- Child Psychologist
- Social Work and Play Work

Further learning beyond Key Stage 4

- Visits to Hallcroft Infant school to gain first hand experiences of young children's development.
- Around assessment periods we offer coursework

Additional information

- Links to Work experience if pupils want to go into Childcare settings

catch-up sessions where students can gain feedback, advice, complete and upgrade coursework

- Work in a supportive study space with staff support

Faculty Leader: Mrs S Gray
GrayS@elizabethan.notts.sch.uk

Computer Science



Qualification : OCR GCSE Computer Science

Course summary

This course teaches the students computational thinking at its core, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence. We apply the academic principles they learn in the classroom to real-world systems in an exciting and engaging way. The course gives students a clear progression into higher education, as the course was designed after careful consultation with members of BCS, CAS and top universities.

Due to the high level of mathematical content in Computing our suggestion is that students should ideally have a Maths grade of meeting or above at the end of Year 9.

Course content

The computing qualification will build on the knowledge, understanding and skills established throughout years 7,8 and 9 of study. This content has been designed, not only to allow for a solid basis of understanding, but to engage each learner and get them thinking about real world application(s) of computer systems and structured programming.

Paper 1 - Computer systems

- Systems Architecture (How computers work)
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers

Assessment structure

OCR Computer Science offers a simple and intuitive assessment model, consisting of two papers, one focusing on computer systems and one with a focus on programming, computational thinking, and algorithms. Both papers have identical weighting and mark allocations.

Paper 1 - Computer systems (Unit 1)

- 80 marks
- 1 hour and 30 minutes written paper.
- 50% of total GCSE mark

Paper 2 - Computational thinking, algorithms and programming (Unit 2)

- 80 marks
- 1 hour and 30 minutes written paper
- 50% of total GCSE mark

<ul style="list-style-type: none"> • System security • System software • Ethical, legal, cultural and environmental concerns <p>Paper 2 - Computational thinking, algorithms and programming</p> <ul style="list-style-type: none"> • Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages <p>Data representation</p>	<p>No calculators are allowed for either paper.</p> <p>Final Award</p> <p>9 (highest) to 1 (lowest)</p>
Extra-curricular opportunities	Future pathways
<ul style="list-style-type: none"> • Computing Club - understanding how to extend your programming skills. • Potential trips to important locations such as Bletchley Park 	<ul style="list-style-type: none"> • A-Level Computer Science • Software Developer • Computer System Analyst • Computer Network Architect • IT specialist
Further learning beyond Key Stage 4	Additional information
<ul style="list-style-type: none"> • Software Development (T Level and A Level options) • Web Development (Apprenticeships) • Data Analytics (AAQ) • Cybersecurity (T Level) 	<p>Students would greatly benefit from coming into the qualification with <i>some</i> foundational knowledge of computer programming in any language.</p>
<p>Faculty Leader: Mr S Thunder ThunderS@elizabethan.notts.sch.uk</p>	

Dance



Qualification: AQA GCSE Dance

Course summary

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.

This specification recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria.

The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

Course content

The subject content details the knowledge, understanding and skills that students are expected to learn during the course of study. This is set out below in three core areas of dance: performance, choreography and appreciation.

- 1) [3.1 Performance](#)
- 2) [3.2 Choreography](#)
- 3) [3.3 Dance appreciation](#)

The anthology consists of six short professional dance works each between 12-30 minutes duration. Students must study all six works.

Together the six works include:

- different dance styles and fusions of style
- a selection of established and emerging choreographers
- different numbers and combinations of dancers
- a variety of choreographic approaches

Assessment structure

Component 1: Performance

Assessment task 1: Performance (30%)
The performance task is marked out of 40 marks. Each student **must** complete both parts of the task:

- Solo performance (12 marks)
- Duet/trio performance (24 marks)

Assessment task 2: Choreography (30%)

The choreography task is marked out of 40 marks. Students must demonstrate their creative response to a choice of **one** stimulus, from a prescribed task list set by AQA. The choreography must be a complete dance, either as:

- a solo dance of a minimum of **two** minutes and a maximum of **two and a half** minutes

<ul style="list-style-type: none"> • different choreographic structures • a variety of types of performance environment • a variety of aural settings • inclusive dance • dance influenced by other cultures. <p>Study of the works can inspire students to develop their own performance, creative and choreographic practice, at the same time as the knowledge, understanding and analytical skills required for critical appreciation.</p>	<p>or</p> <ul style="list-style-type: none"> • a group dance of a minimum of three minutes and a maximum of three and a half minutes for two to five dancers. <p>Component 2: Dance appreciation (40%) Written exam. This component is the written exam paper of one and a half hours, set in the summer of the year of certification. The question paper has three sections and covers the assessment objectives AO3 and AO4. The exam will be marked out of 80.</p>
<p style="text-align: center;">Extra-curricular opportunities</p> <ul style="list-style-type: none"> • Contemporary Dance Club - weekly club run at lunchtime by an external contemporary dance specialist who can advise on techniques and offer help and guidance with choreography. • Dance Leadership - KS1 dance festivals and KS3 dance clubs offer a great opportunity for students to develop their leadership and choreography skills. • Enrichment – dance & fitness opportunity to improve performance skills required for GCSE dance. • Theatre visits - the department aims for students to see live performances of dance in varying styles at a wide variety of theatres across the country. • Northern Ballet - we have close links with Northern Ballet, Leeds and aim for students to actively get involved in workshops, visits and performances with the education department at this prestigious ballet school. • School productions and shows - dance students are encouraged to get involved in the annual School Production. There is also an annual Dance Showcase Event where students will perform their dances for assessment purposes to an invited audience. 	<p style="text-align: center;">Career pathways</p> <p>The performing arts are a major part of the creative and cultural industries in the UK. There are 5,480 businesses and 101,593 people working in the performing arts sector.</p> <p>Study of this sector at KS4 will provide opportunities for practical exploration and application alongside conceptual study, leading and strong opportunities to progress to the Sixth Form and study at A-Level.</p>
<p style="text-align: center;">Further learning beyond Key Stage 4</p>	<p style="text-align: center;">Additional information</p>
<ul style="list-style-type: none"> • A Level Dance • Further Education Performance Arts Courses 	<p>Previous Dance Experience not essential but highly desirable.</p>
<p style="text-align: center;">Faculty Leader: Mr N Brownhill Brownhilln@elizabethan.notts.sch.uk</p>	

Design Technology – Graphics



Qualification: Edexcel Design and Technology (Papers)

Course summary

The Edexcel GCSE in Design and Technology offers students an opportunity to explore the dynamic field of graphic design, focusing on the ‘Papers and Boards’ material category. This course emphasises creativity, technical skills, and problem-solving abilities, preparing students for further education and careers in Design and Technology, marketing and manufacture.

Course content

Core Content: Properties, paper, metals, alloys and polymers, manufactured boards, electronic systems, mechanical systems. They will also gain an understanding of selecting materials, forces and stresses, quality control, production. Students will also research designers, customer needs, market research, product analysis, drawing techniques, prototyping, working safely.

Material Properties: Understanding the sources, origins, and characteristics of various papers and boards, including weight, surface finish, printability, and absorbency.

Design and Production Techniques: Learning marking-out methods, the use of templates, patterns, and computer-aided manufacturing (CAM) to efficiently produce high-quality paper and board products.

Specialist Techniques: Exploring processes such as die cutting, creasing, folding, and bonding to shape and assemble paper-based products effectively.

Surface Treatments and Finishes: Applying appropriate finishes to enhance both the

Assessment structure

The Edexcel GCSE Design and Technology course is assessed through two main components:

Component 1: Written Examination

- **Duration:** 1 hour and 45 minutes
- **Weighting:** 50% of the total GCSE
- **Content:** Assesses core technical principles, specialist technical principles, and designing and making principles.

Component 2: Non-Examined Assessment (NEA)

- **Task:** Design and make project
- **Weighting:** 50% of the total GCSE
- **Content:** Investigate, design, make, evaluate.

functional and aesthetic qualities of paper and board products.

Extra-curricular opportunities

- A range of local and national visits are arranged for students on this course, including visits to local manufacturers.
- Visits to professional design studios and printing houses.

Career pathways

- **Graphic Designer:** Creating visual content for print and digital media.
- **Product Designer:** Developing new products with a focus on aesthetics and functionality.
- **Exhibition Designer:** Creating displays and fixtures for exhibitions, museums, and galleries.
- **Packaging Designer:** Developing packaging solutions that are both functional and attractive.

Further learning beyond Key Stage 4

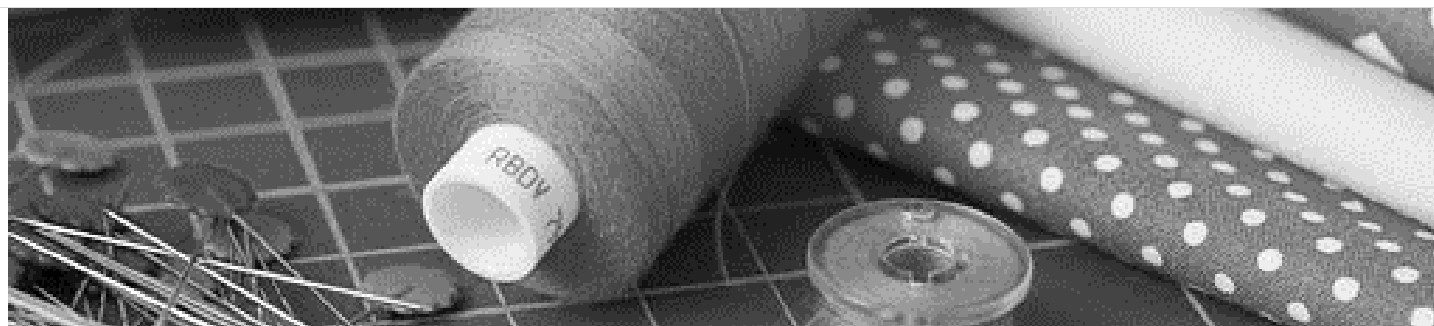
- A Levels in graphic communication and product design.
- Vocational qualifications including T Level and Art and Design.
- Apprenticeships including Junior Content Creator.
- Opportunities at University.

Additional information

- Speak with Mr Dench-Smith, Mr Thunder or Mrs Ward for more information about this course.
- Cannot be taken with other Design & Technology options.

Faculty Leader: Mr S Thunder
ThunderS@elizabethan.notts.sch.uk

Design Technology - Textiles



Qualification: Edexcel Design and Technology (Textiles)

Course summary

The Design and Technology GCSE will enable our students to be able to understand and apply iterative design processes to overcome any problem. The Design Technology GCSE covers core content which is applicable to an abundance of materials before specialising in either Textiles or Timbers. It will future proof our students to be able to solve problems whilst analysing the impact of any prototypes on the environment and society.

Course content

Core Content - Properties, paper, metals, alloys and polymers, manufactured boards, electronic systems, mechanical systems. They will also gain an understanding of selecting materials, forces and stresses, quality control, production. Students will also research designers, customer needs, market research, product analysis, drawing techniques, prototyping, working safely.

Textiles – Students will look at different design contexts, Selection of textiles, Forces and Stresses, specialist techniques such as needlework, sewing machines, and surface treatments and finishes.

Assessment structure

Year 10

Students will be assessed periodically using end of topic style exam questions and undertake several practical based projects. They will also undertake a formal mock exam which will be a past paper.

Year 11

- 50% NEA (Non-Examined Assessment)
- 50% Written Exam

In addition, they will undertake mock exams.

Extra-curricular opportunities

- Enrichment opportunities.
- Design and manufacture bespoke products.
- Exploration of the textile industry by research and visits to manufacturers

Career pathways

- Designer, e.g., Product, Graphic
- Fashion Industry
- Garment manufacturing
- Material Development
- Researcher.

Further learning beyond Key Stage 4

- A level Product Design.
- A level Art and Design

Additional information

- Will incorporate skills from Mathematics, Science, English, Geography, History

Faculty Leader: Mr S Thunder

ThunderS@elizabethan.notts.sch.uk

Design Technology – Timbers



Qualification: Edexcel Design and Technology (Timbers)

Course summary

Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. To support their designing and making, students will build an understanding of a broad range of materials and will specialise in timbers. They will study manufacturing processes, environmental impacts and explore the work of existing designers.

Course content

Core Content - Properties, paper, metals, alloys and polymers, manufactured boards, electronic systems, mechanical systems. They will also gain an understanding of selecting materials, forces and stresses, quality control, production. Students will also research designers, customer needs, market research, product analysis, drawing techniques, prototyping, working safely.

Timbers – Students will specialise in timbers, stock forms, forces and finishes. They also consider sustainable sourcing and environmental impacts of the Timber industry.

Assessment structure

Year 10

Students will be assessed periodically using end of topic style exam questions and undertake several practical based projects. They will also undertake a formal mock exam which will be a past paper.

Year 11

50% NEA (Non-Examined Assessment)
50% Written Exam
In addition, they will undertake mock exams.

Extra-curricular opportunities

Enrichment opportunities.
Design and manufacture bespoke products.
Trips to various Design and Technology museums and trips into industry.

Career pathways

- Designer, e.g., Product, Graphic
- Design engineer, product engineer
- Architect, quantity surveyor
- Technician
- Game Designer, Set designing

Further learning beyond Key Stage 4

A level Product Design
Engineering Degree
Architecture Degree
Various apprenticeships

Additional information

Will incorporate skills from Mathematics, Science, English, Geography, History

Faculty Leader: Mr S Thunder
ThunderS@elizabethan.notts.sch.uk

Creative iMedia



Qualification : Cambridge National in Creative iMedia

Course summary

Creative iMedia focuses on the use of digital tools to design and create visually appealing and functional media products. Unlike Computer Science, Creative iMedia looks to explore and develop your skills in the creative side of Information Technology. You will use the latest software from Affinity to create graphics for the web, print and digital media, as well as develop your web development and design skills. This course will equip you with transferable skills such as project planning and media creation preparing you for the ever-evolving creative industries.

Course content

R093: Creative iMedia in the media industry

Understanding how the media industry operates, including job roles, legal considerations, and industry processes.

R094: Visual identity and digital graphics

Developing branding and creating high-quality digital graphics using industry-standard techniques.

R097: :Interactive Digital Media

Understand how to design and create websites for a chosen platform. You will learn to select, edit and repurpose multimedia assets to create an effective website.

Assessment structure

R093: Exam (40%)

A written exam assessing understanding of media industry practices and processes (1 hour 30 minutes).

R094 and R097: Coursework (60%)

Practical, project-based assignments assessed through a portfolio. Students apply their creative skills to complete realistic briefs.

Extra-curricular opportunities

- Media club to explore advanced tools and techniques in graphic design.
- Visits to local and nationally recognised design companies.

Career pathways

- Graphic Designer
- Comic Book Illustrator
- Web Developer
- Digital Marketer

<ul style="list-style-type: none"> • Opportunities to collaborate on school projects like promotional materials and events. 	<ul style="list-style-type: none"> • Video Game Designer • Film/TV Production Assistant
Further learning beyond Key Stage 4	Additional information
<ul style="list-style-type: none"> • Level 3 Cambridge Technical in Media • A-Levels in Media Studies or IT • Apprenticeships in digital media or design • Higher education in creative fields such as animation, film production or graphic design. 	<p>Creative iMedia is ideal for students who enjoy the practical and creative challenges that are faced by modern marketing and social media. The project management skills that students develop is a valuable transferrable skill in any industry.</p>
<p>Faculty Leader: Mr S Thunder ThunderS@elizabethan.notts.sch.uk</p>	

Drama



Qualification: WJEC Eduqas GCSE in Drama

Course summary

The WJEC Eduqas GCSE in Drama is an exciting, inspiring and practical course. The specification promotes involvement in and enjoyment of drama, as performers, directors and/or designers. Additionally, it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members.

Course content

Component 1: Devising Theatre

Students participate in the creation, development and performance of a piece of devised theatre, using the techniques of an influential theatre practitioner in response to a stimulus. Students must produce:

- a realisation of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design.

Component 2: Performing from a Text

Students study two extracts from the same performance text chosen by the Tutor. Students participate in one performance using sections of text from both extracts.

Component 3: Interpreting Text (Written Examination)

Section A: Set Text: A series of questions on one set text studied in class. Section B: Live Theatre Review: One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

Assessment structure

Component 1: Devising Theatre

- Recorded performance with supporting written.
- Internally assessed, externally moderated 40% of qualification.

Component 2: Performing from a Text

- Performance assessed by a visiting examiner.
- 20% of qualification

Component 3: Interpreting Theatre

- Written examination: 1 hour 30 minutes.
- 40% of qualification

Extra-curricular opportunities

- There will be several opportunities a year to visit Theatres to see live productions.
- Involvement in School Drama Performances

Future pathways

- The Creative or Performing Arts Industry
- Any career that involves public

<ul style="list-style-type: none"> • All Expressive Arts students will be invited to participate in a trip to Los Angeles during either Year 10 or 11 	speaking
Further learning beyond Key Stage 4	Additional information
<ul style="list-style-type: none"> • A Level Drama and Theatre Studies • University courses in wide range of areas within the Arts industry 	<ul style="list-style-type: none"> • Complimentary courses include English Language, English Literature, Film Studies, History, Creative-I Media
Faculty Leader: Mr N Brownhill Brownhilln@elizabethan.notts.sch.uk	

Engineering



Qualification: OCR Cambridge National Engineering Design

Course summary

Engineers are the problem solvers of our society and being able to analyse, evaluate and solve problems is vital for life. The course aims to develop critical thinking and practical skills that can be applied to different life scenarios. It will draw on different technologies include CAD, CAM, orthographic drawings and develop students communication skills to be able to express their ideas.

Course content

R038 – Principles of design engineering.

Students will learn the different engineering design strategies that can be used to solve a multitude of engineering problems. They will learn how to use research to aid their designs and obtain feedback to aid design improvements.

R039 – Communicating design ideas.

Students will be given a brief in which they will create initial design ideas, a final design, orthographic drawings and the use of computer aided design.

R040 – Design, evaluation and modelling.

Students will analyse existing products to inform the development of a new product. They will further their understanding of how to communicate their ideas and then create a working prototype of their product.

Assessment structure

- R038 – Exam based assessment based on content taught over year 10 and 11.
- R039 - Design Project based upon the communication of design ideas (taken in year 10)
- R040 – Design Project based upon analysis and production of a prototype project (taken in year 11)

Extra-curricular opportunities

Enrichment opportunities – Design and making bespoke projects
Trips – different engineering companies including motorsport, engineering museums and opportunities to gain hands on experience in the engineering field.

Career pathways

- Mechanical Engineering
- Motorsport Engineering
- Civil Engineering
- Structural Engineering

Further learning beyond Key Stage 4	Additional information
<p>A Level Design and Technology. University level degree courses in various engineering disciplines that could enable travel around The World.</p>	<p>Will incorporate skills from Mathematics, Science, English, Geography, History</p>
<p style="text-align: center;">Faculty Leader: Mr S Thunder ThunderS@elizabethan.notts.sch.uk</p>	

Film Studies



Qualification: Eduqas Film Studies

Course summary

WJEC Eduqas GCSE Film Studies is designed to build on student' enthusiasm and interest in film. It covers a variety of cinematic experiences by focusing on films which have been important at different points during the development of film and film technology.

Students will be encouraged to develop their knowledge and understanding of films, by analysing how they are constructed and organised, and how they are used artistically as a way of communicating ideas and important issues to an audience.

Course content

The course is split into six sections:

- 1) Exploring Film - an introduction into why we study film and an overview of the course.
- 2) Film Form - Cinematography, Mise-en-scene, editing, sound, structure, context
- 3) Component 1: US film - A case study which focuses on a pair of mainstream films (*e.g., Invasion of the body snatchers and ET the Extra-Terrestrial*) and one of a US Independent film (*eg The Hate U Give*)
- 4) Component 2: Global film - case studies of one global English language film (*eg District 9*), one recent global non-English language film (*eg Let the Right One In*) and one contemporary UK film produced since 2010 (*eg Skyfall*)
- 5) Component 3: Production - Creating a film extract, script writing, camera angles, narratives, directing skills etc.
- 6) Exam skills - preparing you for the written exam, you will be expected to discuss areas learnt in components 1 and 2 in the exam, you will need to analyse and compare, discuss genres and conventions, key elements of the film etc.

Assessment structure

Component 1: Key Developments in US Film.

Written examination: 1 hour 30 minutes (35% of qualification)

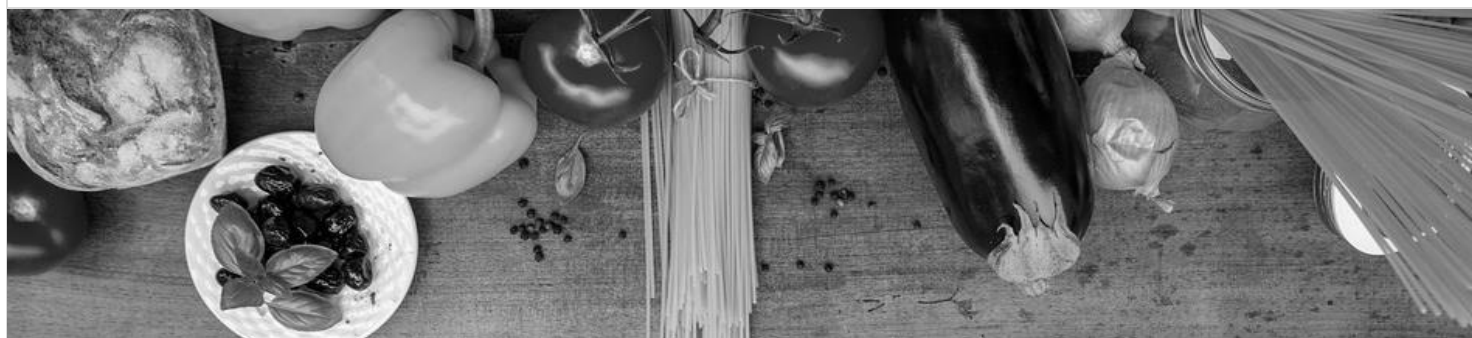
Component 2: Global Film: Narrative, Representation and Film Style.

Written examination: 1 hour 30 minutes (35% of qualification)

Component 3: Production: Non-exam assessment (30% of qualification)

Extra-curricular opportunities	Future pathways
<ul style="list-style-type: none"> • Pupils will be given the opportunity to visit Warner Bros Studios in London to look at how the Harry Potter films were created. They will look at set designs, costumes, green screen techniques, art departments' concepts and special effects. • There will be at least one organised trip to the cinema per year to look at how film is projected in different formats (i.e. - IMAX) • All Expressive Arts students will be invited to participate in a trip to Los Angeles during either Year 10 or 11 	<p>Film Industry careers include - camera technicians, directors, set designers, costume designers, directors, foley artists, sound engineers, actors, lighting technicians - to name but a few!</p> <p>Think how many people appear on the credits at the end of every film you watch!</p>
Further learning beyond Key Stage 4	Additional information
<ul style="list-style-type: none"> • A Level Film Studies • University courses in a wide range of aspects of film production 	<p>Complimentary Courses include English Language, English Literature, Drama, History, Creative I Media</p>
<p>Faculty Leader: Mr N Brownhill BrownhillN@elizabethan.notts.sch.uk</p>	

Food and Nutrition



Qualification: AQA GCSE Food Preparation and Nutrition

Course summary

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. Alongside practical lessons, students will also study theory topics and will work towards 2 Non-Examined Assessment tasks plus a final written exam in the final year.

Course content

Food Preparation Skills

Food, Nutrition and Health: Macronutrients, micronutrients, fibre, healthy eating guidelines, nutritional analysis, The Eat Well Guide, nutritional needs.

Food Science: Heat transfer methods, cooking methods, changing of properties in macronutrients, raising agents, uses of microorganisms in cooking.

Food Safety: Food poisoning, hygiene and safety, cross-contamination, microorganisms.

Food Choices: Cultural choices, moral choices, religious choices, food labelling, influences of marketing.

Food Provenance: Grown food, reared food, caught food, GM crops, food miles and carbon footprint, global food production, British and international cuisines, food processing.

Assessment structure

In Year 9 and 10 students will complete a written assessment, of exam style questions, after studying each theory topic. In Year 10, students will undertake a piece of mock controlled assessment.

Year 11

50% NEA (Non-Examined Assessment)

Task 1- Food Preparation (15%)

Task 2- Food Investigation (35%)

50% Written Exam

Extra-curricular opportunities

Baking during enrichment time for year 7 and 8.
Opportunity to support with practical tasks at Open Evenings and transition events.
In Year 10-11 support sessions will be available each week.

Future pathways

- Food Preparation, e.g., chef
- Food Technologist
- Nutritional Therapist
- Product Development
- Production Manager

	<ul style="list-style-type: none"> • Research Scientist • Hospitality Management
Further learning beyond Key Stage 4	Additional information
<p><u>WJEC Level 3 Certificate in Food Science and Nutrition</u> In year 12 students will gain more in-depth knowledge about all aspects studied previously at GCSE. They will complete an internal assessment in Food preparation and an external written assessment.</p> <p>WJEC level 3 Diploma in Food Science and Nutrition In year 13 students will recap Knowledge for food science, which leads to completing an Internal assessment. After this they will complete an external assessment</p>	<ul style="list-style-type: none"> • Unit 1 – Meeting nutritional needs of Specific groups – External assessment. • Unit 1 – Meeting Nutritional needs of Specific groups – Internal assessment • Unit 3 – Experimenting to solve food production problems. – Internal assessment • Unit 2 – Ensuring food is safe to eat – External assessment
<p>Faculty Leader: Mr S Thunder ThunderS@elizabethan.notts.sch.uk</p>	

French



Qualification: AQA GCSE French

Course summary

If you enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying GCSE French is an excellent choice for you! You will learn about the country where your language is spoken and get a lot more out of a trip there. You will add an international dimension to your choice of GCSE subjects, preparing you for a world of global markets and multinational companies, which is something many future employers and higher education providers look for. Being able to communicate in more than one language allows us to become more open to other people's cultures and outlook. Students develop communication skills, self-confidence and independence, together with an underlying understanding of grammatical concepts and language awareness, which could prove invaluable in later life.

You need to have studied French in Year 7, 8 and 9 to select this as an Option.

Course content

Students study all the following themes on which the assessments are based.

- Theme 1: People and Lifestyle
- Theme 2: Popular Culture
- Theme 3: Communication and the world around us

Classroom activities will be based on these themes, with great emphasis on the four skills of listening, speaking, reading and writing as well as learning about the grammatical structures of their chosen language.

Students will need to commit to learning and revising vocabulary on a daily basis and also to study the structure and

Assessment structure

There are four terminal exams in the summer of the final year. The papers are tiered:

Paper 1:

Listening - Understanding and responding to different types of spoken language and dictation of short, spoken extracts

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 25% of GCSE

Paper 2:

Speaking - Communicating and interacting effectively in speech for a variety of purposes

- Spoken exam
- 7–9 minutes (Foundation Tier) + 15 minutes supervised preparation time
- 10–12 minutes (Higher Tier) + 15 minutes

<p>grammar of the language.</p> <p>This course is not suitable for beginners. Students must have at least three years experience of studying French to access the course.</p>	<p>supervised preparation time</p> <ul style="list-style-type: none"> • 25% of GCSE <p>Paper 3: Reading - Understanding and responding to different types of written language</p> <ul style="list-style-type: none"> • Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) • 25% of GCSE <p>Paper 4: Writing - Communicating effectively in writing for a variety of purposes.</p> <ul style="list-style-type: none"> • Written exam: 1 hour 10 minutes (Foundation Tier), 1 hour 15 minutes (Higher Tier) • 25% of GCSE
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Extra-curricular opportunities	Future pathways
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<ul style="list-style-type: none"> • Study trip to Paris • One day student conference in Sheffield or Manchester • Outside speakers from the University of Nottingham • Lunchtime and after-school clubs • Support at Open Evenings 	<p>Practically any job can involve languages, whether it's based in the UK or abroad. Here are some examples:</p> <ul style="list-style-type: none"> • Journalist/Interpreter/Translator • Lawyer • Fashion Buyer/Distributor • International Charity Worker • Linguist • Teacher
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Further learning beyond K4	Additional information
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<ul style="list-style-type: none"> • A Level – Can be studied in Sixth Form here as well as other local providers and develops further on what you will learn at GCSE. • Degree – A degree in an MFL subject will be a four-year course with a year living abroad in a country where the language is spoken. A languages degree can be combined with other subjects too such as Law, History and International Politics. 	<p><u>Theme 1 – Identity and culture</u></p> <ul style="list-style-type: none"> • Module 1 – Qui suis-je? • Module 2 - Le temps de loisirs • Module 3 – Jours ordinaires, jours de fête <p><u>Theme 2 – Local, national, international and global areas of interest</u></p> <ul style="list-style-type: none"> • Module 4 – De la ville à la campagne • Module 5 – Le grand large • Module 6 – Au collège • Module 8 – Un oeil sur le monde <p><u>Theme 3 – Current and future study and employment</u></p> <ul style="list-style-type: none"> • Module 6 – Au collège • Module 7 – Bon travail
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Faculty Leader: Miss B Hoggarth
Hoggarthb@elizabethan.notts.sch.uk

Geography



Qualification: OCR Geography A

Course summary

This exciting course encourages learners to think like geographers through the study of geographical themes applied within the context of the UK and the wider world. This structure allows learners to draw synoptic links between the content within the comparable themes of human and physical geography and the current challenges facing our planet.

Course content

Paper 1: Living in the UK Today

- Landscapes of the UK
- People of the UK
- UK Environmental Challenges

Paper 2: The World Around Us

- Ecosystems of the Planet
- People of the Planet
- Environmental threats to our Planet

Paper 3:

- Geographical Skills
- Fieldwork Assessment
- Includes synoptic links from Paper 1 and Paper 2.

Assessment structure

Paper 1: Living in the UK Today:

1 hour written paper.
60 marks – 30% of GCSE

Paper 2: The World Around Us:

1 Hour written paper.
60 marks – 30% of GCSE

Geographical Skills

1 Hour 30 minutes
80 marks – 40% of GCSE

Extra-curricular opportunities

A compulsory element of the Geography GCSE is two fieldwork trips to collect data for their Geographical Skills paper. One trip is to Hornsea at the coast and the other to the city of Sheffield.

There is also the option of the opportunity for a trip to Iceland.

Future pathways

Geography can be further studied at A Level standard. A qualification in Geography can open up a range of career pathways such as environmental consultancy, town planning, conservation, architecture, surveying, travel representatives and teaching.

Further learning beyond Key Stage 4

- A Level – Can be studied in Sixth Form here as well as other local providers and develops further on what you will learn at

Additional information

Will incorporate skills from Mathematics, Science, English History.

GCSE.

- Degree – For geography degrees at university these often specialise in human or physical geography and might have the option for fieldwork abroad. Other related degrees include:
 - Environmental and Earth Sciences
 - Social Sciences
 - Biodiversity and Conservation
 - Zoology

Faculty Leader: Miss V Boneham
Bonehamv@elizabethan.notts.sch.uk

German



Qualification: AQA GCSE German

Course summary

If you enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying GCSE German is an excellent choice for you! You will learn about the country where your language is spoken and get a lot more out of a trip there. You will add an international dimension to your choice of GCSE subjects, preparing you for a world of global markets and multinational companies, which is something many future employers and higher education providers look for. Being able to communicate in more than one language allows us to become more open to other people's cultures and outlook. Students develop communication skills, self-confidence and independence, together with an underlying understanding of grammatical concepts and language awareness, which could prove invaluable in later life.

Students ideally need to be at meeting or above in French or Spanish in Year 7, 8 and 9 to select this as an Option.

Course content

Students study all the following themes on which the assessments are based.

- Theme 1: People and Lifestyle
- Theme 2: Popular Culture
- Theme 3: Communication and the world around us

Classroom activities will be based on these themes, with great emphasis on the four skills of listening, speaking, reading and writing as well as learning about the grammatical structures of their chosen language.

Assessment structure

There are four terminal exams in the summer of the final year. The papers are tiered:

Paper 1:

Listening - Understanding and responding to different types of spoken language and dictation of short, spoken extracts

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 25% of GCSE

Paper 2:

Speaking - Communicating and interacting effectively in speech for a variety of purposes

- Spoken exam
- 7–9 minutes (Foundation Tier) + 15 minutes supervised

<p>Students must commit to learning and revising vocabulary on a daily basis and also to study the structure and grammar of the language.</p>	<p>preparation time</p> <ul style="list-style-type: none"> • 10–12 minutes (Higher Tier) + 15 minutes supervised preparation time • 25% of GCSE <p>Paper 3: Reading - Understanding and responding to different types of written language</p> <ul style="list-style-type: none"> • Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) • 25% of GCSE <p>Paper 4: Writing - Communicating effectively in writing for a variety of purposes.</p> <ul style="list-style-type: none"> • Written exam: 1 hour 10 minutes (Foundation Tier), 1 hour 15 minutes (Higher Tier) • 25% of GCSE
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Extra-curricular opportunities	Future pathways
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<ul style="list-style-type: none"> • Study trip to Berlin • One day student conference in Sheffield or Manchester • Outside speakers from the University of Nottingham • Lunchtime and after-school clubs • Support at Open Evenings 	<p>Practically any job can involve languages, whether it's based in the UK or abroad. Here are some examples:</p> <ul style="list-style-type: none"> • Journalist/Interpreter/Translator • Lawyer • Fashion Buyer/Distributor • International Charity Worker • Linguist • Teacher
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Further learning beyond KS4	Additional information
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<ul style="list-style-type: none"> • A Level – Can be studied in Sixth Form here as well as other local providers and develops further on what you will learn at GCSE. • Degree – A degree in an MFL subject will be a four-year course with a year living abroad in a country where the language is spoken. A languages degree can be combined with other subjects too such as Law, History and International Politics. 	<p><u>Theme 1 – Identity and culture</u></p>
	<ul style="list-style-type: none"> • Module 2 – Zeit für Freizeit • Module 3 – Menschilche Beziehungen • Module 4 – Willkommen bei mir!
	<p><u>Theme 2 – Local, national, international and global areas of interest</u></p>
	<ul style="list-style-type: none"> • Module 4 – Willkommen bei mir! • Module 5 – Ich <3 Wien • Module 6 – Im Urlaub und zu Hause • Module 8 – Eine wunderbare Welt
	<p><u>Theme 3 – Current and future study and employment</u></p>
	<ul style="list-style-type: none"> • Module 1 – Auf in die Schule! • Module 7 – Rund um die Arbeit

<p>Faculty Leader: Miss B Hoggarth Hoggarthb@elizabethan.notts.sch.uk</p>
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History



Qualification: Edexcel History

Course summary

The course is an exciting mixture of different themes and topics selected from the Edexcel programme of study. Students get the opportunity to explore several different aspects of British and World History, including depth and development studies.

Course content

Paper 1: Thematic study and historic environment

Crime and Punishment Through Time 1000-Present

Paper 2: Period study and British depth study
Superpower relations and the Cold War, 1941–91

Early Elizabethan England, 1558–88

Paper 3: Modern depth study
Weimar and Nazi Germany, 1918–39

Assessment structure

Paper 1:

Thematic study: Crime and punishment. 20%
Historic environment: Whitechapel, c1870–c1900 10%

Paper 2:

Period study: Cold War 20%
British depth study: Early Elizabethan study 20%

Paper 3:

Modern depth study: Germany 30%

Extra-curricular opportunities

Last Year, History students went to Berlin on a joint trip with Modern Foreign Languages.

In the past, we have run trips to the theatre to see Hitler on Trial and Elizabeth on Trial. We are also aiming to take students to the National Crime and Justice Museum in Nottingham.

In addition, there is always a programme of study support and exam revision classes in Year 10 and 11.

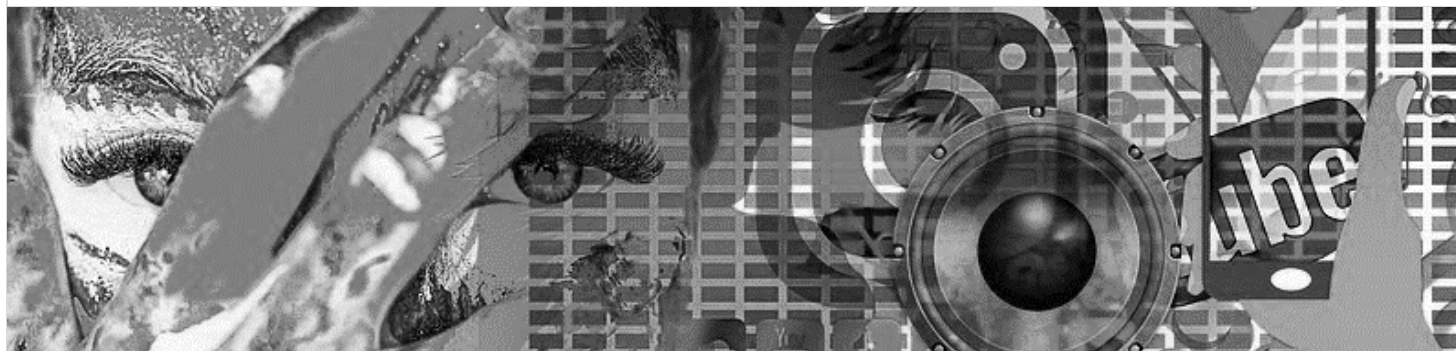
Latin and Classics enrichment

Future pathways

- A Levels
- Law, teaching and a wide variety of other careers where the skills developed in History can be applied; literacy, independent study, presenting and supporting an argument, e.g. journalism, research, civil service, etc.
- Research, academia
- Archives, museums
- Heritage sector
- Education
- Archaeology

Further learning beyond Key Stage 4	Additional information
<p>A Level History (AQA at Elizabethan Academy):</p> <ul style="list-style-type: none"> – Tsarist and Communist Russia 1855-1964 – The English Revolution 1625-1660 <p>A wide range of university courses are available including:</p> <ul style="list-style-type: none"> • Ancient and Modern History • Archaeology • Art History • Economic History and Geography • Education and History • History and Politics • History (with an option to study abroad) • Modern European Languages and History 	<p>Courses which can be pursued after KS4 that are closely related include: A Level Politics, BTEC/A Level Public Services, A Level English Language, A Level Philosophy and Ethics/Religious Studies</p>
<p>Faculty Leader: Miss V Boneham Bonehamv@elizabethan.notts.sch.uk</p>	

Media Studies



Qualification: Eduqas GCSE Media Studies

Course summary

The creative media sector is a dynamic, growing and rewarding sector to work in, with new opportunities arising continually. The UK's creative industries, as a whole, are now worth over £84 billion per year to the UK economy. Students will explore a range of media products (this could include film, TV, music videos, newspapers, magazines, websites, apps, video games, advertisements) and produce their own media products to set briefs.

Course content

Component 1
 Section A: Exploring Media Language and Representation
 Section B: Exploring Media Industries and Audiences

Component 2
 Section A: Television
 Section B: Music (music videos and online media)

Component 3
 An individual media production for an intended audience in response to a choice of briefs set by exam, board, applying knowledge and understanding of media language and representation.

Assessment structure

Component 1: Exploring the Media
 Written examination:
 1 hour 30 minutes
 40% of qualification

Component 2: Understanding Media Forms and Products
 Written examination:
 1 hour 30 minutes
 30% of qualification

Component 3: Creating Media Products
 Non-exam assessment
 30% of qualification

Extra-curricular opportunities

Opportunities to produce promotional materials for the Academy
 Media City visit

Career pathways

Journalist, Media Analyst, Public Relations, Social Media Manager, Content Creator, Advertising Executive, Television Producer, Film Editor, Marketing Strategist, Broadcast Technician.

Further learning beyond Key Stage 4	Additional information
<p>A Levels that studying GCSE Media Studies will support:</p> <ul style="list-style-type: none"> • Media Studies • English Literature • English Language • Journalism • Film Studies • Sociology • Graphic Design • Photography • Business Studies • Psychology 	<p>Skills gained to support with a range of future careers</p> <p>Understanding the Media Landscape</p> <ul style="list-style-type: none"> • Critical Thinking • Creative Expression • Practical Skills • Career Pathways • Analytical Skills • Creative Skills • Communication Skills • Research Skills • Technical Skills • Teamwork and Collaboration • Attention to Detail • Time Management
<p>Faculty Leader: Mrs G Hudson hudsonG@elizabethan.notts.sch.uk</p>	

Music



Qualification: Edexcel Music

Course summary

The new Edexcel GCSE music qualification will inspire the next generation of students in forming personal and meaningful relationships with music, through the development of musical knowledge, understanding and skills. Students will be encouraged to engage critically and creatively with a wide range of music, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.

Course content

Unit 1: Performing – record two performances, one solo, one ensemble on your main instrument or voice.

Unit 2: Composing – create two compositions, one free, one to a brief (set by Edexcel) making your own decisions on style, instruments (electronic or acoustic), and musical elements.

Unit 3: Listening – study eight pieces of music from four areas of study (Instrumental Music, Vocal Music, Music for Stage and Screen, Fusions) and answer questions based on extracts from these set works.

Year 1: Preparation and investigation of musical concepts, principles and language, notation/theory, stylistic features, instrumental techniques, composing devices all linked to set works. Familiarisation with set works. Performing and Composing initial ideas.

Year 2: Coursework practice – practical performing and composing assessments in preparation for exam year. In-depth analysis of

Assessment structure

All practical coursework is completed in the year of the exam (Year 11). Other internal deadlines are set throughout the course.

Two performances are recorded and marked by teaching staff, then moderated by the Exam Board. (30% of final mark)

Two compositions are recorded and marked by teaching staff, then moderated by the Exam Board. (30% of final mark)

Practical and written assessments are planned into the course to ensure progression and development.

Written exam (1hr 45mins) tests knowledge and aural familiarity of set works and is marked by the Exam Board. (40% of final mark)

<p>set works. Year 3: Coursework completion, revision of set works and thorough preparation for the final written exam.</p>	
Extra-curricular opportunities	Future pathways
<p>Students are encouraged to contribute to the musical life of the academy and take every opportunity to develop their performing skills by taking part in ensemble activities and accessing instrumental or vocal support out of curriculum time.</p> <p>The department runs a choir, band, percussion ensemble, annual musical production, composing/performing/theory support and provides opportunities for students to lead their own groups if appropriate.</p> <p>All Expressive Arts students will be invited to participate in a trip to Los Angeles during either Year 10 or 11.</p>	<p>A level Music, Level 3 BTEC</p> <p>Musical careers include:</p> <ul style="list-style-type: none"> • Recording Engineer • Music Journalist • Critic • Teacher • Music Producer • Personnel Manager • DJ • Tour Manager • Stage Manager • Sound Technician • Event Promoter
Further learning beyond Key Stage 4	Additional information
<ul style="list-style-type: none"> • A Level Music • University Courses in music performance or production 	<p>Previous ability to play a musical instrument would be highly desired but not compulsory.</p>
<p>Faculty Leader: Mr N Brownhill Brownhilln@elizabethan.notts.sch.uk</p>	

PE



Qualification: GCSE PE Edexcel

Course summary

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 works in relation to performance in physical activity.

The qualification has a straightforward structure with four engaging and up-to-date components, assessed through three practical performances, a Personal Exercise Programme (PEP) and two externally examined papers.

The exam papers have a range of question types - multiple choice, short answer, and extended answer questions, accessible to candidates of all abilities.

Builds on the understanding developed at Key Stage 3, supporting a smooth transition to the next level of study. Encourages students to become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.

Due to the high level of physical ability required to access the higher grades in this subject we strongly suggest that students should have an average score of meeting across all PE activities or to compete in a sport outside of school.

Course content

Theory 60%

Physiology

Skeletal system, muscular system, cardiovascular and respiratory system, short and long term effects of exercise, levers systems.

Fitness

Principle of training, methods of training, components of fitness.

Assessment structure

GCSE PE Theory is assessed in two papers. (60% of the final mark)

Paper 1 – Fitness and Body Systems, 1 hour 30 minutes for 80 marks.

Paper 2 – Health and Performance, 1 hour 15 minutes for 60 marks.

Practical (30% of the final mark)

Three sports: one individual sport, one team sport and another from either category. Each

<p>Skill Acquisition Classification of skills, forms of practice, SMART targets, types of guidance, feedback, mental preparation.</p> <p>Sports Injuries Identification and prevention of injuries. Drugs in sport.</p> <p>Sociocultural Influences Factor affecting participation, participation trends, commercialisation and the media, sporting behaviours and deviance in sport.</p> <p>Practical 40% Assessment of physical performance across three sports. One individual sport, one team sport and another from either category. Personal Exercise Programme (PEP) written coursework of a fitness plan designed, completed and evaluated by the students in a 1500-word document.</p>	<p>sport is marked out of 35. These marks are awarded in 2 sections. <i>Skills in isolation</i> – given a score of 1-10 <i>Applied skills in a competitive situation</i> – given a score of 1-25. PEP – Written coursework design, completion and evaluation of an exercise programme to improve their performance in a chosen sport. Maximum number of words 1500.</p>
<p>Extra-curricular opportunities</p> <p>A full range of sporting activities, in the main sports assessed, run at lunchtime and after school throughout the week. These include, Football, Basketball, Badminton, Table Tennis, Volleyball, Gymnastics and Fitness.</p>	<p>Career pathways</p> <ul style="list-style-type: none"> ● PE Teacher ● Fitness Instructor ● Coach ● Physiotherapist ● Sports Psychologist ● Nutritionist ● Sports Events Management.
<p>Further learning beyond Key Stage 4</p> <ul style="list-style-type: none"> ● A-Level PE (OCR) ● BTEC Level 3 Extended Certificate in Sport (Pearson) ● Apprenticeship in Sports Coaching 	<p>Additional information</p> <p>External moderations take place to assess the students ability in their 3 sports, attendance is compulsory. Homework is set on The EverLearner weekly.</p>
<p style="text-align: center;">Faculty Leader: Mrs S Tsiknakis tsiknakiss@elizabethan.notts.sch.uk</p>	

Photography



Qualification: Eduqas Art and Design (Photography)

Course summary

This creative and stimulating subject builds the knowledge, skills and understanding of a variety of photographic disciplines that can be included in the Photography GCSE course. Students will have the opportunity to explore a variety of media and techniques such as documentary photography, photojournalism, studio photography, location photography and experimental imagery.

Students should not select to study both Photography and Art as they are the same GCSE course with a different output media.

Course content

Over the course of three years, students will develop an understanding of a range of photographic skills and processes, including using the manual features of a camera; photographic principles such as composition, lighting, and depth of field; photo editing; and experimental photographic presentation and display. They will also learn about a range of artists and the way in which photography is used in a variety of forms of arts and media.

The GCSE has two components.

Component 01: Portfolio

Students should produce:

- a portfolio of practical work showing their personal response to either a centre - or learner-set starting point, brief, scenario or stimulus.

Component 02: Externally set task

Assessment structure

Portfolio:

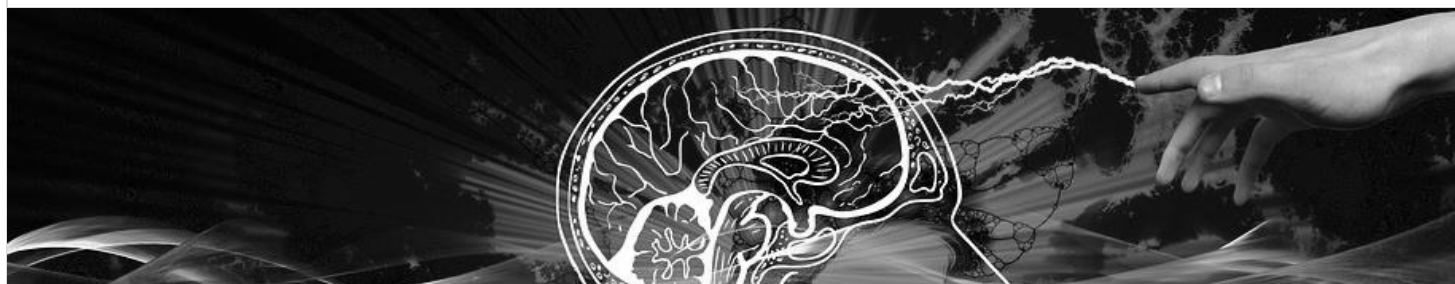
- 120 marks
- Internally assessed and externally moderated
- 60% of total GCSE

Examination:

- Externally set task
- 80 marks
- Ten hours realisation assessment internally assessed and externally moderated
- 40% of total GCSE

<ul style="list-style-type: none"> • The exam paper will provide students with five themes, each with a range of written and visual starting points and stimuli. • A response should be based on one of these options. 	
Extra-curricular opportunities	Career pathways
<ul style="list-style-type: none"> • During the course there will be opportunities to visit galleries and workshops with a professional photographer and visit a variety of locations for external photoshoots. • All Expressive Arts students will be invited to participate in a trip to Los Angeles during either Year 10 or 11 	<p>Photography could lead to academic or vocational degrees relating to art careers, advertising, commercial work, editorial, fashion, film, food, forensic, industrial, architectural, portraiture and wedding photography, sports and travel, press photography, photojournalism, fine art, editing, fashion photography or styling, the film industry, forensic science, curating, image library, etc.</p>
Further learning beyond Key Stage 4	Additional information
<ul style="list-style-type: none"> • A Level Photography • Wide Range of University Courses in Visual Arts and Media 	<p>Complimentary subjects include: Creative I Media, Film Studies, Design and Technology</p>
<p>Faculty Leader: Mr N Brownhill Brownhilln@elizabethan.notts.sch.uk</p>	

Psychology



Qualification: AQA GCSE Psychology

Course summary

This engaging qualification introduces students to the fundamentals of psychology, developing critical analysis, independent thinking and research skills. The topics reflect the latest advances in the subject. Students will study topics as diverse as Memory and Social Influence, Perception and Psychological Problems. Research methods are threaded throughout the topics as well as being a topic in its own right. Students will use mathematical skills to present and analyse research findings, and knowledge of research methods, gained through classroom experience of practical psychology, will be assessed using scenario-based questions.

Due to the high level of written content in Psychology our suggestion is that students should ideally have an English working at grade of meeting at the end of Year 9.

Course content

Paper 1: Cognition and Behaviour comprises of four units:

- Memory
- Development
- Perception
- Research Methods

Paper 2: Social Context and Behaviour comprises of four units:

- Social Influence
- Language, Thought and Communication
- Brain and Neuropsychology
- Psychological Problems

Assessment structure

The course is assessed through two examinations, both of which are equally weighted and make up 50% of the total qualification.

Paper 1: Cognition and Behaviour

four units that all need completing and consisting of multiple choice, short answer and extended writing questions.

Paper 2: Social Context and Behaviour

four units that all need completing and consisting of multiple choice, short answer and extended writing questions.

Extra-curricular opportunities

- Opportunities to lead activities for GCSE students studying Psychology

Career pathways

- Studying Psychology can lead to a range of careers such as Counsellor; Social Worker; Human Resources;

<ul style="list-style-type: none"> • Conducting research experiments for specific topic areas. • Opportunity to visit Chester Zoo for a psychology workshop and explaining human behaviour through animal studies. 	<p>Marketing; Parole Officer as well as more traditional routes such as Clinical Psychologist and Educational Psychologist.</p>
<p>Further learning beyond Key Stage 4</p>	<p>Additional information</p>
<ul style="list-style-type: none"> • Psychology can naturally be continued through to A Level and degree level. • Many degrees can be combined, for example BSc in Psychology and Sociology 	<p>Psychology also combines well with other GCSE subjects such as Sociology.</p>
<p>Faculty Leader: Miss V Boneham bonehamv@elizabethan.notts.sch.uk</p>	

Sociology



Qualification: AQA GCSE Sociology

Course summary

This course literally means ‘science of society’. It is made up of several different elements which allow students to discover how society works and discuss why different areas of society function like they do. This subject allows a great deal of discussion and investigation into different themes and ideas.

Due to the high level of written content in Sociology our suggestion is that students should ideally have an English working at grade of meeting at the end of Year 9.

Course content

Students will first examine the life, times and work of the Founding Fathers of Sociology such as Karl Marx and Emile Durkheim. They will also look at the various research methods which have been used by the different thinkers.

The first topics include family and education, where students investigate the changing roles within the family and how different governments have made changes to our education system and the impacts of those changes. The last two topics are crime and deviance, which looks at the causes and consequences of crime, who is likely to commit crime and what can be done about it. Finally, social stratification which looks at inequality around the world, the reasons for it and who causes it.

Assessment structure

Two final exams at the end of Year 11. Paper 1 and 2 are written exams of 1 hour 45 minutes. The papers contain a mix of multiple-choice questions, short and extended written response questions. The papers are marked out of 100 with each being 50% of the GCSE. There are no optional questions.

Paper 1 covers: families, education and methods of research.

Paper 2 covers: crime and deviance, social stratification and again relevant methods of research.

Extra-curricular

There is a programme of study support and exam revision classes in Year 11.

Career pathways

There are many varied career paths for sociology ranging from counselling and social work to uniformed services such as the police and health care workers. Other opportunities include jobs like lawyer, research analyst and

	marketing research.
Further learning beyond Key Stage 4 Additional information	
A level sociology (AQA) Degree level sociology and related courses in any 'pathway' subject from criminology, social science, women's studies and beyond.	There are opportunities for a trip to York to look into crime and crime prevention through time (for paper 2). This is a one day trip.
Faculty Leader: Miss V Boneham Bonehamv@elizabethan.notts.sch.uk	

Spanish

Qualification: AQA GCSE Spanish

Course summary

If you enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying GCSE Spanish is an excellent choice for you! You will learn about the country where your language is spoken and get a lot more out of a trip there. You will add an international dimension to your choice of GCSE subjects, preparing you for a world of global markets and multinational companies, which is something many future employers and higher education providers look for. Being able to communicate in more than one language allows us to become more open to other people's cultures and outlook. Students develop communication skills, self-confidence and independence, together with an underlying understanding of grammatical concepts and language awareness, which could prove invaluable in later life.

You need to have studied Spanish in Year 7 and 8 to select this as an Option.

Course content

Students study all the following themes on which the assessments are based.

- Theme 1: People and Lifestyle
- Theme 2: Popular Culture
- Theme 3: Communication and the world around us

Classroom activities will be based on these themes, with great emphasis on the four skills of listening, speaking, reading and writing as well as learning about the grammatical structures of their chosen language.

Students will need to commit to learning and revising vocabulary often e.g. three times a week.

Assessment structure

There are four terminal exams in the summer of the final year. The papers are tiered:

Paper 1: Listening - Understanding and responding to different types of spoken language.

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 25% of GCSE

Paper 2: Speaking - Communicating and interacting effectively in speech for a variety of purposes.

- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 25% of GCSE

Paper 3: Reading, understanding and responding to different types of written language.

<p>on a daily basis and also to study the structure and grammar of the language This course is not suitable for beginners. Students must have at least two years' experience of studying Spanish to access the course.</p>	<ul style="list-style-type: none"> • Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) • 25% of GCSE <p>Paper 4: Writing Communicating effectively in writing for a variety of purposes</p> <ul style="list-style-type: none"> • Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) • 25% of GCSE
Extra-curricular opportunities	Career pathways
<ul style="list-style-type: none"> • Study trip to Barcelona or Madrid • One day student conference in Sheffield or Manchester • Outside speakers from University of Nottingham • Lunchtime and after-school clubs • Support at Open Evenings 	<p>Practically any job can involve languages, whether it's based in the UK or abroad. Here are some examples:</p> <ul style="list-style-type: none"> • Journalist • Interpreter/Translator • Lawyer • Fashion Buyer/Distributor • International Charity Worker • Linguist • Teacher
Further learning beyond Key Stage 4	Additional information
<ul style="list-style-type: none"> • A-Levels Spanish • Vocational qualifications such as certificates or diplomas in Spanish • University Degrees 	<p>Students will need to study vocabulary items each week and revise frequently to work on their long-term memory. Students will develop organisational skills and broaden their cultural capital.</p>
<p>Faculty Leader: Miss A Ponce Poncea@elizabethan.notts.sch.uk</p>	

Sport



Qualification: BTEC Tech award in Sport

Course summary

In this course, you will study three key areas linked to participation in sport and developing fitness

Course content

Component 1: Preparing participants to take part in sport and physical activity

Students aims. In this unit you will:

- Explore types and provision of sport and physical activity for different types of participants.
- Examine equipment and technology required for participants to use when taking part in sport and physical activity
- Be able to prepare participants to take part in sport and physical activity.

Component 2: Taking Part and Improving Other Participants Sporting Performance

- Understand how different components of fitness are used in different physical activities.
- Be able to participate in sport and understand the roles and responsibilities of officials.
- Demonstrate ways to improve participants sporting techniques.

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

- Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise
- Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.

Assessment structure

- **Component 1 & 2** - Non-exam internal assessment, marked by the centre and moderated by Pearson. The Pearson set the assignment will be completed in approximately 5 hours of supervised assessment for 60 marks each
- **Component 3** – External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 1.5 hours within the period timetabled by Pearson for 60 marks.

<p>c) Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.</p> <p>d) Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise</p>	
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Extra-curricular opportunities

- Multiple sports clubs for students to join and enjoy.
- Coursework catch-up sessions for students to complete or upgrade work.

Career pathways

- Sports Coach
- PE Teacher
- Personal Trainer
- Sports and Events Manager

Further learning beyond Key Stage 4

- BTEC Level 3 Extended Certificate in Sport (Pearson)
- Apprenticeship in Sports Coaching
- A-Level PE (OCR)

Additional information

Homework is set on The EverLearner weekly.

Faculty Leader: Mrs S Tsiknakis
tsiknakiss@elizabethan.notts.sch.uk

Frequently Asked Questions

If I can't decide between two subjects, who should I talk to?

Talk to your teachers, parents, or form tutor. Remember to really consider your strengths, interests, needs and future career plans whilst making your final choice.

If I want to go on to study in Sixth Form which subjects would be best?

There are no 'best' Options to prepare you for further study. The best advice for all future pathways is to keep your Options broad and balanced. If you wish to study A Level subjects in Sixth Form, then you will ideally need to achieve a Grade 6 or above in your chosen A-Level subjects with a minimum of a Grade 4 in GCSE English Language and Mathematics. A Grade 5 will be considered for certain subjects not studied at GCSE level.

I have heard that if there aren't enough students opting for a subject it might not run. Is this true?

We cannot run a course for very small numbers of students. If this happens, we will look at your back-up options or will liaise with you to find the most suitable alternative.

Will I get all of my first choices?

While most students do get the majority of their first choices, we do have to allocate some back-up choices, so it is important that you select back-up choices that you are willing and able to do. If you have a specific career direction or outside interest in mind, you should make sure that you consider this when selecting your choices.

When do I find out which subjects I have been given from my choices?

You will find out which subjects you have been allocated in June 2025. If we have any worries or concerns about the subjects you have chosen, we will be in contact to arrange a meeting with you and your parents.

If I start a subject and later realise that I have made a mistake, what can I do?

This happens to a small number of students every year. There is a very **short period of time** at the start of term, when we look at requests for changes and make them if we can. Sometimes subject groups are full, and students are unable to move, but we do our best to help. By the end of the first couple of weeks in the autumn term, we have to stop making any changes as you will have missed too much work to begin a new subject.

We hope that these FAQs are of some help to you. If your question isn't answered here, please contact the school, initially by email to options@elizabethan.notts.sch.uk.