



# Key Stage 4



## Options Guide 2026-28

Dear Parents/Carers

### **Key Stage 4 Options information 2026-28**

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 prior to issuing the options choices form.
- A parents 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
<b>Level 2 Distinction *</b>	<b>8.5</b>
<b>Level 2 Distinction</b>	<b>7</b>
<b>Level 2 Merit</b>	<b>5.5</b>
<b>Level 2 Pass</b>	<b>4</b>
<b>Level 1 Distinction</b>	<b>3</b>
<b>Level 1 Merit</b>	<b>1</b>
<b>Level 1 Pass</b>	<b>1.25</b>

### **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 Key Stage 3.
- To study any of the subjects at A Level it is advisable **to have studied it at GCSE.**

### **Student Pathways**

At The Elizabethan Academy, students can choose from two main pathways. Each one is designed to support learners in selecting subjects and building a curriculum that suits their interests and goals.

#### **Blue pathway (Separate Sciences)**

Students on the Blue Pathway have been selected by the Science Department to study Separate Sciences (Triple Science).

#### **Green pathway (Combined Science)**

Students on the Green Pathway will study Combined Science. However, in line with the Government ambition for all students to have the opportunity to study Triple Science (an important foundation for many STEM careers) students on this pathway may request to study Separate Sciences as part of the options process.

### **Option choices**

Being placed on either pathway does not restrict students option choices. All students will select:

- One option from either:
  - A Modern Foreign Language (French or Spanish), or
  - A Humanities subject (Geography or History), or
  - Computer Science
- Two additional options from the remaining subjects available.

#### **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 during the options process.

## **Timescale**

- **10<sup>th</sup> December 2025 – 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.
- **4<sup>th</sup> February 2026 – 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.
- **5<sup>th</sup> February 2026 – 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.
- **22<sup>nd</sup> February 2026 – 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 2026.

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



## 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

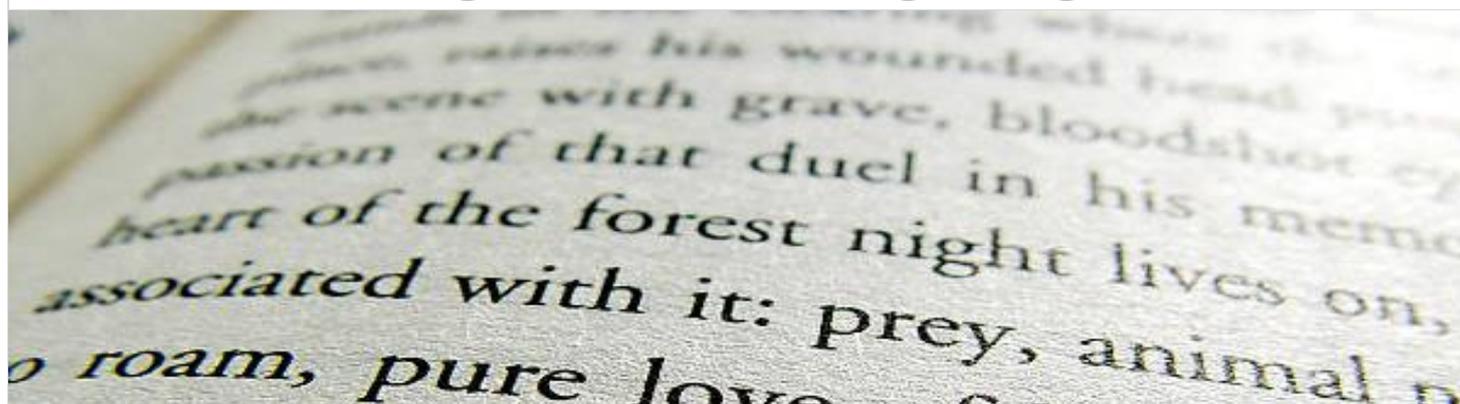
- A-Level PE (OCR)
- BTEC Level 3 Extended Certificate in Sport (Pearson)
- Apprenticeship in Sports Coaching

### 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](mailto:tsiknakiss@elizabethan.notts.sch.uk)

# English - Language



## 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 (Paper1) or two unseen extracts (Paper 2) from the 19<sup>th</sup>-21<sup>st</sup> 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

Ten A-Levels that English Language supports:

- English Language
- English Literature
- Media Studies

### Additional information

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

- Psychology
- Sociology
- History
- Drama
- Law
- Philosophy and Ethic
- Modern Foreign Languages

- 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



## 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  
 19<sup>th</sup> 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

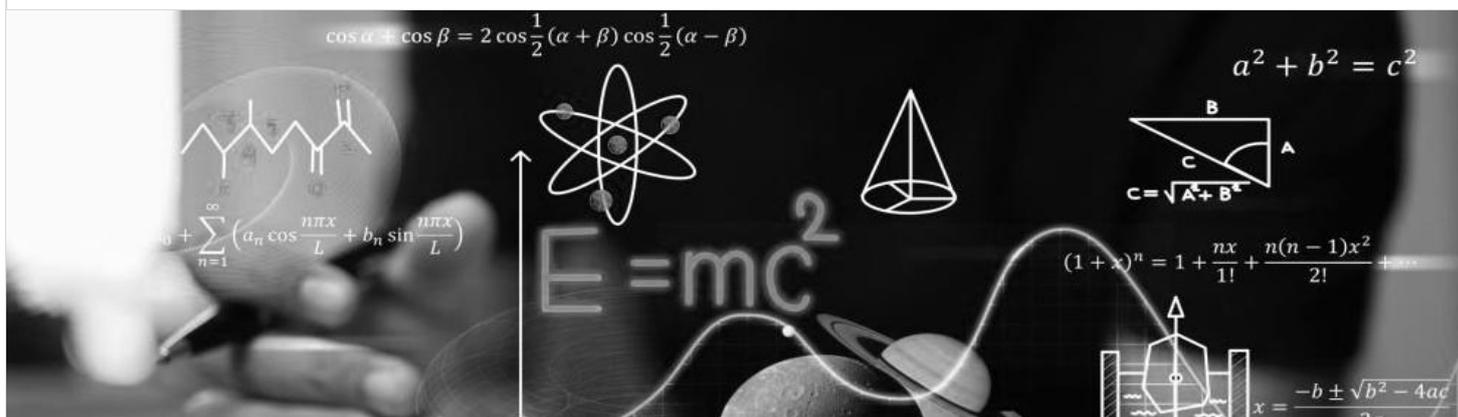
Poetry Live – an event where students have the opportunity to hear readings of poetry by some of the poets featured in their GCSE curriculum. It offers an engaging experience, allowing students to connect with the poems and poets in a live setting. Live performances of GCSE set texts,

## Career pathways

Writer/Author  
 Journalist  
 Editor  
 Publisher  
 Teacher  
 Librarian  
 Copywriter

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

# Maths



## 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.

**Probability and Statistics:** Students will develop an understanding of probability,

### 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>including the likelihood of events, and will analyse data.</p> <p><b>Number Skills:</b> 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><b>Extra-curricular opportunities</b></p>	<p><b>Career pathways</b></p>
<ul style="list-style-type: none"> <li>• Level 2 certificate in further mathematics.</li> <li>• GCSE statistics as an enrichment opportunity</li> <li>• Entry into UKMT maths Olympiad.</li> <li>• After school study sessions and masterclasses</li> </ul>	<ul style="list-style-type: none"> <li>• Engineer</li> <li>• Research scientist</li> <li>• Doctor</li> <li>• Data analyst</li> <li>• Computer programmer</li> </ul>
<p><b>Further learning beyond Key Stage 4</b></p>	<p><b>Additional information</b></p>
<ul style="list-style-type: none"> <li>• Level 3 certificate in mathematical studies (core maths)</li> <li>• Mathematics A level</li> <li>• Further mathematics A level</li> </ul>	<ul style="list-style-type: none"> <li>• All our learning is now supported with unlimited online resources</li> </ul>
<p style="text-align: center;"><b>Faculty Leader: Mr D Trott</b>  <a href="mailto:TrottD@elizabethan.notts.sch.uk">TrottD@elizabethan.notts.sch.uk</a></p>	

# Science - Separates



**Qualification: AQA Biology, AQA Chemistry, AQA Physics**

## Course summary

The separate sciences route is for pupils who show a commitment and ability in science. You may wish to pursue careers within STEM or medical areas such as dentistry, medicine and veterinary science. The structure of the course is the same as combined science with additional content being taught for each discipline. This will give a greater depth and a fantastic foundation giving a smooth transition for studying any science subject at a-level standard.

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

Foundation tier papers are recommended for pupils with target grades up to grade 5.

High tier papers are recommended for pupils with target grades of 6 and above.

## Extra-curricular opportunities

- Revision sessions
- Science club

## Career pathways

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

<b>Further learning beyond Key Stage 4</b>	<b>Additional information</b>
<ul style="list-style-type: none"><li>• Level 3 course</li><li>• Degree</li><li>• Research</li></ul>	<ul style="list-style-type: none"><li>• A calculator is required for all lessons</li><li>• Take an interest in science around you – TV, newspapers, online and link to your existing knowledge</li></ul>
<p style="text-align: center;"><b>Faculty Leader: Mrs S Gray</b> <b>GrayS@elizabethan.notts.sch.uk</b></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 practical's 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

**The exam structure is outlined below:**

All exams are 1hr15min exams at the end of year 11.

- Biology paper 1
- Biology paper 2
- Chemistry paper 1
- Chemistry paper 2
- Physics paper 1
- Physics paper 2

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
- Human Biology

### 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](mailto: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 the two put together if they link).

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

<p><b>Coursework is 60% of their final grade.</b> 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. <b>The exam is 40% of their final grade.</b></p>	
<p><b>Extra-curricular opportunities</b></p>	<p><b>Future pathways</b></p>
<ul style="list-style-type: none"> <li>• After School Art Club and coursework catch-up sessions</li> <li>• Gallery visits</li> <li>• All Expressive Arts students will be invited to participate in a trip to Los Angeles during either Year 10 or 11</li> </ul>	<ul style="list-style-type: none"> <li>• A levels, Diplomas and Foundation course, moving onto Degree and MA in a chosen Art related area.</li> <li>• Careers are vast and varied where skills achieved in Art and Design will be important. Here are just a few: <ul style="list-style-type: none"> <li>➤ Architect</li> <li>➤ Museum and Gallery Curator</li> <li>➤ Graphic Designer</li> <li>➤ Illustration</li> <li>➤ Teacher</li> <li>➤ Film/Photography</li> <li>➤ Fashion/Product Design</li> <li>➤ Art Therapist</li> <li>➤ Interior Designer</li> <li>➤ Landscape Designer</li> <li>➤ Painter</li> <li>➤ Ceramics</li> <li>➤ Sculptor.</li> </ul> </li> </ul>
<p><b>Further learning beyond Key Stage 4</b></p>	<p><b>Additional information</b></p>
<ul style="list-style-type: none"> <li>• A Level Art and Design</li> <li>• A Level Photography</li> <li>• University courses in a wide range of Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Complimentary courses include Creative I Media, Design and Technology, Textiles, Film Studies.</li> </ul>
<p style="text-align: center;"><b>Subject Leader: Mr Brownhill</b> <b>Brownhilln@elizabethan.notts.sch.uk</b></p>	

# 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.	
<b>Extra-curricular opportunities</b>	<b>Career pathways</b>
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.	<ul style="list-style-type: none"> <li>• Business Owner</li> <li>• Financial Advisor</li> <li>• Marketing</li> <li>• Research Analyst</li> </ul>
<b>Further learning beyond Key Stage 4</b>	<b>Additional information</b>
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.
<b>Subject Leader: Mr R Bingham</b> <b>BinghamR@elizabethan.notts.sch.uk</b>	

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

# 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.
- Opportunities to collaborate on school

### Career pathways

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

<p>projects like promotional materials and events.</p>	<ul style="list-style-type: none"> <li>• Film/TV Production Assistant</li> </ul>
<p><b>Further learning beyond Key Stage 4</b></p>	<p><b>Additional information</b></p>
<ul style="list-style-type: none"> <li>• Level 3 Cambridge Technical in Media</li> <li>• A-Levels in Media Studies or IT</li> <li>• Apprenticeships in digital media or design</li> <li>• Higher education in creative fields such as animation, film production or graphic design.</li> </ul>	<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><b>Subject Leader: Mr J Sargeant</b>  <b>SargeantJ@elizabethan.notts.sch.uk</b></p>	

# 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. Student will receive a scenario and three tasks to complete by a given deadline. Learners must produce work that meets the requirements of the learning aims.

**Component 3** is externally assessed with a 2 hour written paper - this will be sat at the end of Y11 along with summer exams

#### Extra-curricular opportunities

- Dedicated time to complete outstanding tasks and receive guidance in a structured environment.
- Individual sessions with staff to review your work, identify strengths, and provide tailored advice for improvement.
- Access to a calm, well-equipped area where you can work independently or collaboratively, with staff available for on-the-spot support.

#### Career pathways

- Early Years Teacher
- Paediatric Nursing
- Occupational Therapy
- Child Psychologist
- Social Work and Play Work
- Special Educational Needs (SEN) Support Worker
- Childminder

#### Further learning beyond Key Stage 4

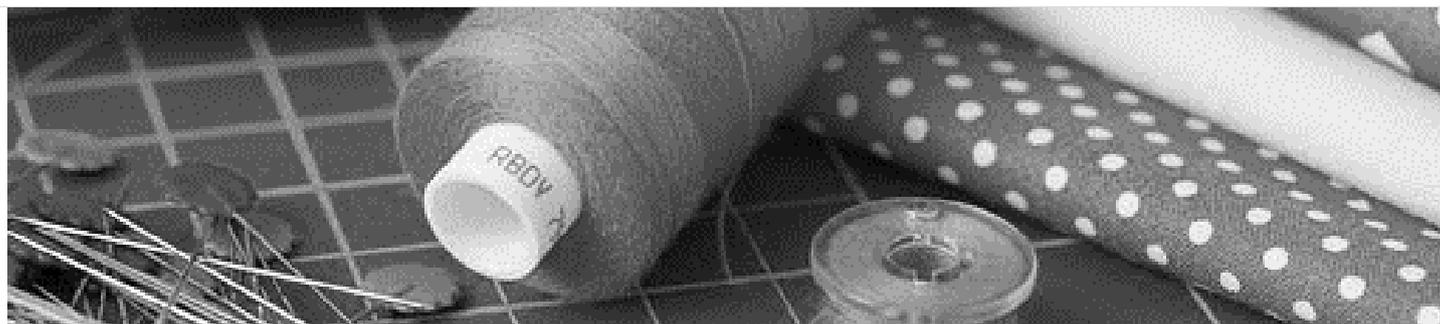
- Visits to Hallcroft Infant school to gain first hand experiences of young children's development.
- Around assessment periods we offer coursework catch-up sessions where students can gain feedback, advice, complete and upgrade coursework
- Work in a supportive study space with staff support

#### Additional information

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

**Subject Leader: Mrs E Ferrarelli**  
**FerrarelliE@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

**Subject Leader: Mrs C Richardson**  
**RichardsonC@elizabethan.notts.sch.uk**

# 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"> <li>• different choreographic structures</li> <li>• a variety of types of performance environment</li> <li>• a variety of aural settings</li> <li>• inclusive dance</li> <li>• dance influenced by other cultures.</li> </ul> <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"> <li>• a group dance of a minimum of <b>three</b> minutes and a maximum of <b>three and a half</b> minutes for two to five dancers.</li> </ul> <p><b>Component 2: Dance appreciation (40%)</b> 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;"><b>Extra-curricular opportunities</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Dance Leadership - KS1 dance festivals and KS3 dance clubs offer a great opportunity for students to develop their leadership and choreography skills.</li> <li>• Enrichment – dance &amp; fitness opportunity to improve performance skills required for GCSE dance.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p style="text-align: center;"><b>Career pathways</b></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;"><b>Further learning beyond Key Stage 4</b></p>	<p style="text-align: center;"><b>Additional information</b></p>
<ul style="list-style-type: none"> <li>• A Level Dance</li> <li>• Further Education Performance Arts Courses</li> </ul>	<p>Previous Dance Experience not essential but highly desirable.</p>
<p style="text-align: center;"><b>Faculty Leader: Mr N Brownhill</b> <b>Brownhilln@elizabethan.notts.sch.uk</b></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"> <li>All Expressive Arts students will be invited to participate in a trip to Los Angeles during either Year 10 or 11</li> </ul>	speaking
<b>Further learning beyond Key Stage 4</b>	<b>Additional information</b>
<ul style="list-style-type: none"> <li>A Level Drama and Theatre Studies</li> <li>University courses in wide range of areas within the Arts industry</li> </ul>	<ul style="list-style-type: none"> <li>Complimentary courses include English Language, English Literature, Film Studies, History, Creative-I Media</li> </ul>
<b>Faculty Leader: Mr N Brownhill</b> <b><a href="mailto:Brownhilln@elizabethan.notts.sch.uk">Brownhilln@elizabethan.notts.sch.uk</a></b>	

# Design Technology – Timbers



## Qualification: Edexcel Design and Technology (Timbers)

### Course summary

Students will use their creativity and imagination to design and develop prototypes that solve real, relevant problems while considering their own needs and those of others, including user wants, needs and values. To support their design and manufacturing work, they will gain knowledge of a broad range of materials with a focus on timber specialism.

Throughout the course, students will explore manufacturing processes, consider environmental impacts, and study the work of established designers to inspire and inform their own ideas.

### 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****Additional information**

A level Product Design  
Engineering Degree  
Architecture Degree  
Various apprenticeships

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

**Subject Leader: Mrs K Ward**  
**WardK@elizabethan.notts.sch.uk**

# Engineering



## Qualification: OCR Cambridge National Engineering Design

### Course summary

Engineers are the problem-solvers of our society, and the ability to analyse, evaluate and resolve issues is an essential life skill. This course is designed to develop critical thinking alongside practical skills that can be applied to a wide range of real-world situations. Students will work with various technologies, including CAD and CAM, and learn to create orthographic drawings. The course also supports the development of strong communication skills, enabling students to present and articulate their ideas with confidence.

### 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

### Career pathways

- Mechanical Engineering
- Motorsport Engineering

motorsport, engineering museums and opportunities to gain hands on experience in the engineering field.

- Civil Engineering
- Structural Engineering

#### **Further learning beyond Key Stage 4**

#### **Additional information**

- A Level Design and Technology, building on the skills and understanding gained at KS4
- University-level engineering degrees across a range of specialisms, opening pathways to exciting careers and opportunities to work and travel internationally.

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

**Subject Leader: Mrs K Ward**  
**WardK@elizabethan.notts.sch.uk**

# 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 – Learn how to structure and format a professional screenplay.
- 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.

### 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"> <li>• 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.</li> <li>• 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)</li> <li>• All Expressive Arts students will be invited to participate in a trip to Los Angeles during either Year 10 or 11</li> </ul>	<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"> <li>• A Level Film Studies</li> <li>• University courses in a wide range of aspects of film production and creative writing.</li> </ul>	<p>Complimentary Courses include English Language, English Literature, Drama, Photography, History, Creative I Media</p>
<p align="center"><b>Faculty Leader: Mr N Brownhill</b>  <b>BrownhillN@elizabethan.notts.sch.uk</b></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

Year 10 students will complete written assessments, of exam 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, 8 and 9.  
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
- Research Scientist
- Hospitality Management

Further learning beyond Key Stage 4	Additional information
<p><u>WJEC Level 3 Advanced Alternative Qualification in Food Science and Nutrition</u></p> <p>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>In year 13 students will recap knowledge for food safety and food science, which leads to completing an Internal controlled assessment. After this they will complete an external written assessment</p>	<ul style="list-style-type: none"> <li>● Unit 1 – Nutritional needs across the life stages – External written assessment.</li> <li>● Unit 2 – Developing practical food production skills – Internal controlled assessment</li> <li>● Unit 3 – Principles of food hygiene and food safety in food Production – External written assessment.</li> <li>● Unit 4 – Experimenting to solve food production problems – Internal controlled assessment</li> <li><b>OR</b></li> <li>● Unit 5 - Current issues in food science and nutrition - Internal controlled assessment</li> </ul>
<p><b>Subject Leader: Mrs C Richardson</b>  <b>RichardsonC@elizabethan.notts.sch.uk</b></p>	

# French



## Qualification: AQA GCSE French

### Course summary

If you enjoy communicating with others, exploring how language works, and discovering different countries and cultures, GCSE French is an excellent choice! You'll gain insights into French-speaking countries and develop skills that make any future travel experiences far more rewarding.

Choosing French adds an international dimension to your GCSEs, preparing you for a world of global markets and multinational companies—qualities valued by employers and universities. Learning another language helps us become more open to different cultures and perspectives.

You'll build communication skills, self-confidence, and independence, along with a strong understanding of grammar and language awareness, which can 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

#### Theme 1: People and Lifestyle.

- Identity and relationships with others.
- Healthy living and lifestyle.
- Education and work.

#### Theme 2: Popular Culture.

- Free-time activities.
- Customs, festivals and celebrations.
- Celebrity culture.

#### Theme 3: Communication and the world around us.

- Travel and tourism.
- Media and technology.
- The environment and where people live.

In class, you'll explore these topics through activities that develop all four key language skills: listening, speaking, reading, and writing.

### Assessment structure

At the end of the course, you'll sit four exams, each worth 25% of your final grade. You'll be entered for either Foundation or Higher Tier.

#### Paper 1: Listening

- Listen to spoken extracts and answer questions in English.
- Complete a short dictation task.
- 35 minutes (Foundation) / 45 minutes (Higher).

#### Paper 2: Speaking

- Conducted by your teacher.
- Includes a role-play, reading aloud, photo card discussion, and a conversation in the language.
- 7–9 minutes (Foundation) / 10–12 minutes (Higher) + 15 mins prep time.

<p>You'll also gain a clear understanding of how the language works by learning its grammar in a practical way.</p>	<p><b>Paper 3: Reading</b></p> <ul style="list-style-type: none"> <li>• Answer questions in English on written French texts.</li> <li>• Complete a short translation task.</li> <li>• 45 minutes (Foundation) / 1 hour (Higher).</li> </ul> <p><b>Paper 4: Writing</b></p> <ul style="list-style-type: none"> <li>• Respond in writing to questions on the topics.</li> <li>• Maximum length of question: 90 words at Foundation and 150 words at Higher.</li> <li>• 1 hour 10 minutes (Foundation) / 1 hour 15 minutes (Higher)</li> </ul>
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<b>Extra-curricular opportunities</b>	<b>Future pathways</b>
<ul style="list-style-type: none"> <li>• Become a Language Ambassador – inspire younger students and share your passion.</li> <li>• Support at Open Evenings and transition events.</li> <li>• Attend revision sessions.</li> </ul>	<p>Learning a language opens doors! As well as ‘traditional language careers’ like teaching, travel and tourism, and interpreting or translating, a GCSE in a language can give you an edge in fields such as:</p> <ul style="list-style-type: none"> <li>• Business and finance</li> <li>• Journalism and media</li> <li>• Design and research</li> <li>• Medicine and healthcare</li> <li>• The armed forces</li> </ul> <p>Languages make you stand out and create opportunities in a global job market.</p>

<b>Further learning beyond Key Stage 4</b>	<b>Additional information</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<p>Students should enjoy studying languages, enjoy the puzzle of grammar and be prepared to work hard in lessons and at home.</p>

**Faculty Leader: Miss A Aston**  
**AstonA@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.

### 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 GCSE.

### Additional information

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

- 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

**Subject Leader: Mr A Bolton**  
**BoltonA@elizabethan.notts.sch.uk**

# 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

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.

There is an ancient history 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

A Level History (AQA at Elizabethan Academy):

- Tsarist and Communist Russia 1855-1964
- The English Revolution 1625-1660

A wide range of university courses are available including:

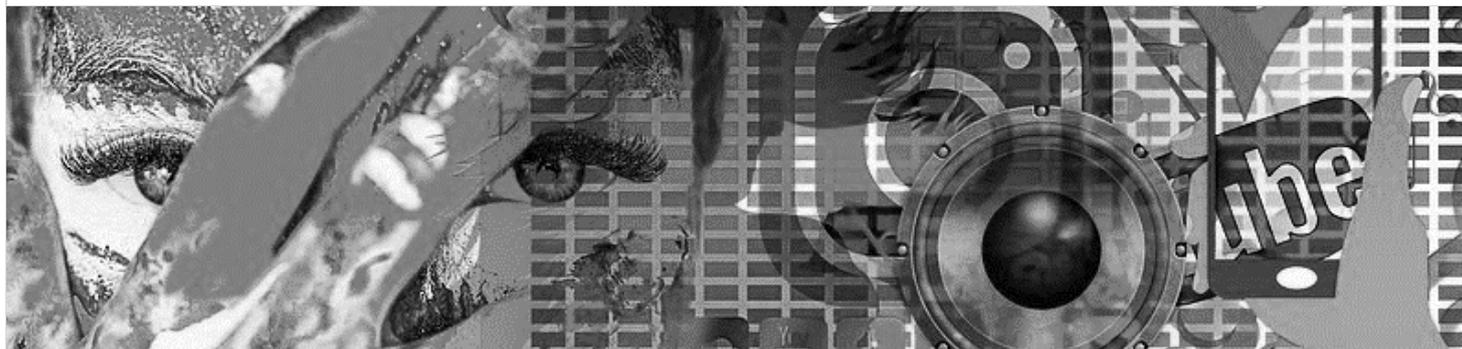
- Ancient and Modern History
- Archaeology
- Art History
- Economic History and Geography
- Education and History
- History and Politics
- History (with an option to study abroad)
- Modern European Languages and History

## Additional information

Courses which can be pursued after KS4 that are closely related include: A Level Politics, BTEC/A Level Uniform Protective Services, A Level English Language and Literature, A Level Philosophy and Ethics/Religious Studies, Criminology, A Level Sociology

**Subject Leader: Mrs Cadwell**  
**CadwellK@elizabethan.notts.sch.uk**

# 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

A Levels that studying GCSE Media Studies will support:

- Media Studies
- English Literature
- English Language
- Journalism
- Film Studies
- Sociology
- Graphic Design
- Photography
- Business Studies
- Psychology

Skills gained to support with a range of future careers

Understanding the Media Landscape

- 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

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

# 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.  <b>Year 3:</b> Coursework completion, revision of set works and thorough preparation for the final written exam.</p>	
<b>Extra-curricular opportunities</b>	<b>Future pathways</b>
<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"> <li>• Recording Engineer</li> <li>• Music Journalist</li> <li>• Critic</li> <li>• Teacher</li> <li>• Music Producer</li> <li>• Personnel Manager</li> <li>• DJ</li> <li>• Tour Manager</li> <li>• Stage Manager</li> <li>• Sound Technician</li> <li>• Event Promoter</li> </ul>
<b>Further learning beyond Key Stage 4</b>	<b>Additional information</b>
<ul style="list-style-type: none"> <li>• A Level Music</li> <li>• University Courses in music performance or production</li> </ul>	<p>Previous ability to play a musical instrument would be highly desired but not compulsory.</p>
<p><b>Faculty Leader: Mr N Brownhill</b>  <b>Brownhilln@elizabethan.notts.sch.uk</b></p>	

# PE GCSE



## 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.

##### **Skill Acquisition**

Classification of skills, forms of practice,

### 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 sport is marked out of 35.

These marks are awarded in 2 sections.

<p>SMART targets, types of guidance, feedback, mental preparation.</p> <p><b>Sports Injuries</b> Identification and prevention of injuries. Drugs in sport.</p> <p><b>Sociocultural Influences</b> Factor affecting participation, participation trends, commercialisation and the media, sporting behaviours and deviance in sport.</p> <p><b>Practical 40%</b> 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><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. <b>PEP</b> (10% of the final mark) Written coursework design, completion and evaluation of an exercise programme to improve their performance in a chosen sport. Maximum number of words 1500.</p>
<b>Extra-curricular opportunities</b>	<b>Career pathways</b>
<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>	<ul style="list-style-type: none"> <li>● PE Teacher</li> <li>● Fitness Instructor</li> <li>● Coach</li> <li>● Physiotherapist</li> <li>● Sports Psychologist</li> <li>● Nutritionist</li> <li>● Sports Events Management.</li> </ul>
<b>Further learning beyond Key Stage 4</b>	<b>Additional information</b>
<ul style="list-style-type: none"> <li>● A-Level PE (OCR)</li> <li>● BTEC Level 3 Extended Certificate in Sport (Pearson)</li> <li>● Apprenticeship in Sports Coaching</li> </ul>	<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;"><b>Faculty Leader: Mrs S Tsiknakis</b> <b>tsiknakiss@elizabethan.notts.sch.uk</b></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 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, Shutter speeds, and depth of field; photo editing using a range of different apps and programs; 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.

### 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

<p><b>Component 02: Externally set task</b></p> <ul style="list-style-type: none"> <li>• The exam paper will provide students with five themes, each with a range of written and visual starting points and stimuli.</li> <li>• A response should be based on one of these options.</li> </ul>	
<p><b>Extra-curricular opportunities</b></p>	<p><b>Career pathways</b></p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• All Expressive Arts students will be invited to participate in a trip to Los Angeles during either Year 10 or 11.</li> </ul>	<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>
<p><b>Further learning beyond Key Stage 4</b></p>	<p><b>Additional information</b></p>
<ul style="list-style-type: none"> <li>• A Level Photography</li> <li>• Wide Range of University Courses in Visual Arts and Media</li> </ul>	<p>Complimentary subjects include: Creative I Media, Film Studies, Design and Technology</p>
<p align="center"><b>Faculty Leader: Mr N Brownhill</b>  <b><a href="mailto:Brownhilln@elizabethan.notts.sch.uk">Brownhilln@elizabethan.notts.sch.uk</a></b></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;

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

# Spanish

Qualification: AQA GCSE Spanish

## Course summary

If you enjoy communicating with others, exploring how language works, and discovering different countries and cultures, GCSE Spanish is an excellent choice! You'll gain insights into Spanish-speaking countries and develop skills that make any future travel experiences far more rewarding. Choosing Spanish adds an international dimension to your GCSEs, preparing you for a world of global markets and multinational companies—qualities valued by employers and universities. Learning another language helps us become more open to different cultures and perspectives.

You'll build communication skills, self-confidence, and independence, along with a strong understanding of grammar and language awareness, which can prove invaluable in later life.

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

## Course content

## Assessment structure

### Theme 1: People and Lifestyle.

- Identity and relationships with others.
- Healthy living and lifestyle.
- Education and work.

### Theme 2: Popular Culture.

- Free-time activities.
- Customs, festivals and celebrations.
- Celebrity culture.

### Theme 3: Communication and the world around us.

- Travel and tourism.
- Media and technology.
- The environment and where people live.

In class, you'll explore these topics through activities that develop all four key language skills: listening, speaking, reading, and writing.

You'll also gain a clear understanding of how the language works by learning its grammar in a practical way.

At the end of the course, you'll sit four exams, each worth 25% of your final grade. You'll be entered for either Foundation or Higher Tier.

### Paper 1: Listening

- Listen to spoken extracts and answer questions in English.
- Complete a short dictation task.
- 35 minutes (Foundation) / 45 minutes (Higher).

### Paper 2: Speaking

- Conducted by your teacher.
- Includes a role-play, reading aloud, photo card discussion, and a conversation in the language.
- 7–9 minutes (Foundation) / 10–12 minutes (Higher) + 15 mins prep time.

### Paper 3: Reading

- Answer questions in English on written French texts.
- Complete a short translation task.
- 45 minutes (Foundation) / 1 hour (Higher).

	<p><b>Paper 4: Writing</b></p> <ul style="list-style-type: none"> <li>• Respond in writing to questions on the topics.</li> <li>• Maximum length of question: 90 words at Foundation and 150 words at Higher.</li> <li>• 1 hour 10 minutes (Foundation) / 1 hour 15 minutes (Higher)</li> </ul>
<b>Extra-curricular opportunities</b>	<b>Career pathways</b>
<ul style="list-style-type: none"> <li>• Become a Language Ambassador – inspire younger students and share your passion.</li> <li>• Support at Open Evenings and transition events.</li> <li>• Attend revision sessions.</li> </ul>	<p>Learning a language opens doors! As well as ‘traditional language careers’ like teaching, travel and tourism, and interpreting or translating, a GCSE in a language can give you an edge in fields such as:</p> <ul style="list-style-type: none"> <li>• Business and finance</li> <li>• Journalism and media</li> <li>• Design and research</li> <li>• Medicine and healthcare</li> <li>• The armed forces</li> </ul> <p>Languages make you stand out and create opportunities in a global job market.</p>
<b>Further learning beyond Key Stage 4</b>	<b>Additional information</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<p>Students should enjoy studying languages, enjoy the puzzle of grammar and be prepared to work hard in lessons and at home.</p>
<p><b>Faculty Leader: Miss A Aston</b>  <b>AstonA@elizabethan.notts.sch.uk</b></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 2026. 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](mailto:options@elizabethan.notts.sch.uk).