



Key Stage 4 Options Guide



2023

February 2023

Dear Parents/Carers

Key Stage 4 Options information 2023

The choice of subjects in KS4 is a pivotal moment in a student's secondary education. Our goal is to provide thorough information and guidance to support students to make informed decisions, allowing them to reach their full potential.

It is crucial for each student to understand their own abilities and interests to optimise their chance 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?

Our aim is 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 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:

- An 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.
- An opportunity to have a meeting with a member of the Senior Leadership Team or Head of House to discuss your child's choices and aspirations, and to select their final options (how to book these appointments will be confirmed after February half term).
- 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 the school.

Yours faithfully



Mrs C Horrocks
Principal

Introduction

Year 8 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 go through this booklet together to 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 what subjects will support you with any future education and/or training which is needed to access that career.
- 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 ‘**Technical**’.

The General Certificate of Secondary Education (GCSE) is primarily an exam-based qualification, which may include some controlled assessment work, depending on the nature of the subject. The Government introduced a programme of GCSE reforms starting in 2015, all GCSEs offered at The Elizabethan Academy are the reformed GCSEs. Key features of the new style GCSEs are:

- GCSE courses are more rigorous, demanding and challenging.
- There are now only tiered exam papers in Mathematics, Science and Modern Foreign Languages
- All GCSE exams will be studied in a linear format and be taken in the **summer term of year 11**.
- There is a greater emphasis on spelling, punctuation and grammar in the new examinations.
- The grade scale for all GCSEs now ranges from **9 to 1**, with 9 being the highest.

Technical qualifications result in a Level 2 qualification. The final qualification is weighted towards controlled assessments, which are completed throughout the duration of the course. However, all Technical courses also feature an examined element.

Grading – Technical Qualifications versus GCSE

Level / Qualification Grade	Grade Equivalent
Level 2 Distinction*	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1.25

English Baccalaureate (EBacc)

The EBacc is not a qualification in itself. Instead, it is a group of GCSE subjects that are viewed favourably by universities. The subjects included in the EBacc are English, Maths, Sciences (including Computer Science), History or Geography, and a Modern Foreign Language.

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

What about arts and music?

While art and music are not included in the EBacc, every student should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. As students can take up to four options, they will have either one or two further options to choose subjects based on their wider interests like Art or Music, as well as others such as Physical Education or Technology. Students can also nurture their passions by choosing Art, PE, Drama, Music and Technology options in their enrichment slot.

KS4 Curriculum

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

Core Subjects

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

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- Science (all students will study either Combined Science (2 GCSE's)
- **Separate Sciences is available for students to select as an option (3 GCSE's – Biology, Chemistry, Physics)**
- PE
- Personal Development (PSHCE)

Options Subjects

In addition to the core subjects, students will choose **four** Option subjects with **four** reserves. The subjects which they can choose from are set out below.

Block A Facilitating subjects	Block B-C	Block D
<ul style="list-style-type: none">• French• Geography• History• Spanish	<ul style="list-style-type: none">• Art• Computing• Dance• Drama• Film Studies• Food Technology• German• Geography• History• Music• PE• Photography• Product Design• Psychology• Sociology	<ul style="list-style-type: none">• Child Development• Creative iMedia• Digital Information Technologies• Engineering Programmable Systems• Enterprise• Separate Sciences• Sport Science• Textiles• Fast track languages
Foundation learning pathway – this can be a full or partial pathway depending on students' academic needs (selected students only)		

Subjects in bold count towards the English Baccalaureate

Key things to note

- Option blocks B-C will be formed after Expressions of Interest forms * are completed.
- Students cannot pick both art and photography.
- It is not advisable to pick both sport studies and GCSE PE.
- To study French or Spanish, students need to have studied it in Year 7 and 8.
- To study any of the subjects at A Level it is advisable **to have studied it at GCSE.**

Timescale

- **7th February** - Options Evening
- **20th February – 3rd March** – Taster sessions and/or subject information will be shared in lessons by subject teachers.
- **3rd- 8th March** - an Expressions of Interest Microsoft Form * will be sent to parents. Please remember this is not your child choosing their final options, it is purely to give us some initial information so that we can create the option B and C blocks.
The deadline for this form to be completed will be 5pm on 8th March.
- **20th – 31st March** - Options Appointments with a member of the Senior Leadership Team/Head of House to finalise option choices. These will be offered both in person and also via school cloud to allow parents/students to select the most convenient option.

* Following the Options Evening, students will be asked to complete an Expression of Interest Form. This information will be used to determine the “best fit” of options subjects into Blocks B and C to allow as many students as possible to study their preferred options. These Blocks will then be shared with parents on Friday 10th March, along with information on how to book an Options appointment with a member of the Senior Leadership Team. At this meeting, students will confirm their chosen preferences and reserve choices.

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

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.



Block A-C

Students will need to select:

- One subject from each block with one back up choice
- Block B-C subjects will be confirmed once expressions of interests have been completed.

Block A Facilitating subjects	Block B-C
<ul style="list-style-type: none"> • French • Geography • History • Spanish 	<ul style="list-style-type: none"> • Art • Computing • Dance • Drama • Film Studies • Food Technology • German • Geography • History • Music • PE • Photography • Product Design • Psychology • Sociology

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	Assessment structure
<p>Year 1 - Explore a variety of media through recording/observation exercises. Practice coursework.</p> <p>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.</p> <p>Year 2 - Completion of 1st coursework following all the assessment objectives.</p> <p>Final coursework introduced– Main Portfolio- 60% of final grade.</p> <p>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). Coursework is 60%</p>	<ul style="list-style-type: none"> • 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. <p><u>Portfolio- final coursework 60%:</u></p> <p>Students are assessed on 4 Assessment Objectives – each one is marked out of 30 marks:</p> <ul style="list-style-type: none"> • 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>of their final grade.</p> <p>At the beginning of January, students receive the exam paper. Students have approximately 8 to 9 weeks in school time to plan and prepare for their exam (preliminary work) before they create their final piece in a 10-hour exam. The exam is 40% of their final grade.</p>	
Extra-curricular opportunities	Future pathways
<ul style="list-style-type: none"> ● After School Art Club and coursework catch-up sessions ● Gallery visits ● All Expressive Arts students will be invited to participate in a trip to Los Angeles during either Year 10 or 11 	<ul style="list-style-type: none"> ● A levels, Diplomas and Foundation course, moving onto Degree and MA in a chosen Art related area. ● Careers are vast and varied where skills achieved in Art and Design will be important. Here are just a few: <ul style="list-style-type: none"> ○ Architect ○ Museum and Gallery Curator ○ Graphic Designer ○ Illustration ○ Teacher ○ Film/Photography ○ Fashion/Product Design ○ Art Therapist ○ Interior Designer ○ Landscape Designer ○ Painter ○ Ceramics ○ Sculptor.
<p align="center">Subject Leader: Mr Brownhill Brownhilln@elizabethan.notts.sch.uk</p>	

Computing



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 working at grade of 2= (or above) at the end of Year 8

Course content	Assessment structure
<p>The computing qualification will build on the knowledge, understanding and skills established through the Computer Science elements of Year 7 and 8 ICT programme 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.</p> <p>Paper 1 - Computer systems</p> <ul style="list-style-type: none"> • Systems Architecture (How computers work) • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security 	<p>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.</p> <p>Paper 1 - Computer systems (Unit 1)</p> <ul style="list-style-type: none"> • 80 marks • 1 hour and 30 minutes written paper. • 50% of total GCSE mark <p>Paper 2 - Computational thinking, algorithms and programming (Unit 2)</p> <ul style="list-style-type: none"> • 80 marks • 1 hour and 30 minutes written paper

<ul style="list-style-type: none"> ● System software ● Ethical, legal, cultural and environmental concerns <p><u>Paper 2 - Computational thinking, algorithms and programming</u></p> <ul style="list-style-type: none"> ● Algorithms ● Programming techniques ● Producing robust programs ● Computational logic ● Translators and facilities of languages ● Data representation 	<ul style="list-style-type: none"> ● 50% of total GCSE mark <p>No calculators are allowed for either paper.</p> <p>Final Award 9 (highest) to 1 (lowest)</p>
Extra-curricular opportunities	Future pathways
<ul style="list-style-type: none"> ● Computing Club - understanding how to extend your programming skills. ● Off-site trips to Games Britannia in Sheffield /The National Museum of Computing in Milton Keynes 	<ul style="list-style-type: none"> ● A-Level Computer Science ● Software Developer ● Computer System Analyst ● Computer Network Architect ● Project Manager
<p>Faculty Leader: Mr G Nadin NadinG@elizabethan.notts.sch.uk</p>	

Dance



Qualification: AQA GCSE DANCE

Course summary

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

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

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

Course content	Assessment structure
<p>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.</p> <ol style="list-style-type: none">1) <u>3.1 Performance</u>2) <u>3.2 Choreography</u>3) <u>3.3 Dance appreciation</u> <p>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:</p> <ul style="list-style-type: none">• 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• different choreographic structures	<p>Component 1: Performance</p> <p>Assessment task 1: Performance (30%)</p> <p>The performance task is marked out of 40 marks. Each student must complete both parts of the task:</p> <ul style="list-style-type: none">• Solo performance (12 marks)• Duet/trio performance (24 marks) <p>Assessment task 2: Choreography (30%)</p> <p>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:</p> <ul style="list-style-type: none">• a solo dance of a minimum of two minutes and a maximum of two and a half minutes <p>or</p> <ul style="list-style-type: none">• a group dance of a minimum of three minutes and a maximum

<ul style="list-style-type: none"> • a variety of types of performance environment • a variety of aural settings • inclusive dance • dance influenced by other cultures. <p>Study of the works can inspire students to develop their own performance, creative and choreographic practice, at the same time as the knowledge, understanding and analytical skills required for critical appreciation.</p>	<p>of three and a half minutes for two to five dancers.</p> <p>Component 2: Dance appreciation (40%) Written exam.</p> <p>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.</p> <p>The exam will be marked out of 80.</p>
Extra-curricular opportunities	Career pathways
<ul style="list-style-type: none"> ● Contemporary Dance Club - weekly club run at lunchtime by an external contemporary dance specialist who can advise on techniques and offer help and guidance with choreography. ● Dance Leadership - KS1 dance festivals and KS3 dance clubs offer a great opportunity for students to develop their leadership and choreography skills. ● Enrichment – dance & fitness opportunity to improve performance skills required for GCSE dance. ● Theatre visits - the department aims for students to see live performances of dance in varying styles at a wide variety of theatres across the country. ● Northern Ballet - we have close links with Northern Ballet, Leeds and aim for students to actively get involved in workshops, visits and performances with the education department at this prestigious ballet school. ● School productions and shows - dance students are encouraged to get involved in the annual School Production. There is also an annual Dance Showcase Event where students will perform their dances for assessment purposes to an invited audience. 	<p>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>Faculty Leader: Mr N Brownhill BrownhillN@elizabethan.notts.sch.uk</p>	

Drama



Qualification: WJEC Eduqas GCSE in Drama

Course summary

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

Course content

Component 1: Devising Theatre

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

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

Component 2: Performing from a Text

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

Component 3: Interpreting Text (Written Examination)

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

Assessment structure

Component 1: Devising Theatre

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

Component 2: Performing from a Text

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

Component 3: Interpreting Theatre

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

Extra-curricular opportunities

- There will be several opportunities a year to visit Theatres to see live productions.
- Involvement in School Drama Performances
- All Expressive Arts students will be invited to participate in a trip to Los Angeles during either Year 10 or 11

Future pathways

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

Faculty Leader: Mr N Brownhill
Brownhilln@elizabethan.notts.sch.uk

Food Technology



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 Non-Examined Assessment tasks in the final year.

Course content

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

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

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

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

Food Preparation Skills

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

Assessment structure

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

Christmas Baking Club is run for Year 8 and 9 students during half term 2.

Opportunity to support with practical tasks at Open Evenings and transition events.

Activities week event cooking and serving afternoon tea to members of the local community.

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

Faculty Leader: Mr G Nadin
NadinG@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	Assessment structure
<p>The course is split into six sections:</p> <ol style="list-style-type: none"> 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 (<i>e.g., Invasion of the body snatchers and ET the Extra-Terrestrial</i>) and one of a US Independent film (<i>e.g., The Hurt Locker</i>) 4) Component 2: Global film - case studies of one global English language film (<i>e.g., District 9</i>), one recent global non-English language film (<i>e.g., Let the Right One In</i>) and one contemporary UK film produced since 2010 (<i>e.g., Submarine</i>) 5) Component 3: Production - Creating a film extract, script writing, camera angles, narratives, directing skills etc. 6) Exam skills - preparing you for the written exam, you will be expected to discuss areas learnt in components 1 and 2 in the exam, you will need to analyse and compare, discuss genres and conventions, key elements of the film etc. 	<p>Component 1: Key Developments in US Film. Written examination: 1 hour 30 minutes (35% of qualification)</p> <p>Component 2: Global Film: Narrative, Representation and Film Style. Written examination: 1 hour 30 minutes (35% of qualification)</p> <p>Component 3: Production: Non-exam assessment (30% of qualification)</p>

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

French



Qualification: AQA GCSE French

Course summary

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

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

To study this option in Block D (fast track languages) our suggestion is that students should ideally have a French working at grade of 3= (or above) at the end of Year 8

Course content	Assessment structure
<p>Students study all the following themes on which the assessments are based.</p> <ul style="list-style-type: none">● Theme 1: People and Lifestyle● Theme 2: Popular Culture● Theme 3: Communication and the world around us <p>Classroom activities will be based on these themes, with great emphasis on the four skills of listening, speaking,</p>	<p>There are four terminal exams in the summer of the final year. The papers are tiered:</p> <p>Paper 1:</p> <p>Listening - Understanding and responding to different types of spoken language and dictation of short, spoken extracts</p> <ul style="list-style-type: none">● Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)● 25% of GCSE

<p>reading and writing as well as learning about the grammatical structures of their chosen language.</p> <p>Students will need to commit to learning and revising vocabulary on a daily basis and also to study the structure and grammar of the language.</p> <p>This course is not suitable for beginners. Students must have at least two years experience of studying French to access the course.</p>	<p>Paper 2: Speaking - Communicating and interacting effectively in speech for a variety of purposes</p> <ul style="list-style-type: none"> • Non-exam assessment • 7–9 minutes (Foundation Tier) + preparation time • 10–12 minutes (Higher Tier) + preparation time • 25% of GCSE <p>Paper 3: Reading - Understanding and responding to different types of written language</p> <ul style="list-style-type: none"> • Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) • 25% of GCSE <p>Paper 4: Writing - Communicating effectively in writing for a variety of purposes.</p> <ul style="list-style-type: none"> • Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) • 25% of GCSE
Extra-curricular opportunities	Future pathways
<ul style="list-style-type: none"> • Study trip to Paris • One day student conference in Sheffield or Manchester • Outside speakers from the University of Nottingham • Lunchtime and after-school clubs • Support at Open Evenings 	<p>Practically any job can involve languages, whether it's based in the UK or abroad. Here are some examples:</p> <ul style="list-style-type: none"> • Journalist • Interpreter/Translator • Lawyer • Fashion Buyer/Distributor • International Charity Worker • Linguist • Teacher
<p>Faculty Leader: Mrs S Morris Morriss@elizabethan.notts.sch.uk</p>	

German



Qualification: AQA GCSE German

Course summary

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

Course content	Assessment structure
<p>Students study all the following themes on which the assessments are based.</p> <ul style="list-style-type: none"> ● Theme 1: People and Lifestyle ● Theme 2: Popular Culture ● Theme 3: Communication and the world around us <p>Classroom activities will be based on these themes, with great emphasis on the four skills of listening, speaking, reading and writing as well as learning about the grammatical structures of</p>	<p>There are four terminal exams in the summer of the final year. The papers are tiered:</p> <p>Paper 1: Listening - Understanding and responding to different types of spoken language</p> <ul style="list-style-type: none"> ● Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) ● 25% of GCSE <p>Paper 2: Speaking - Communicating and interacting effectively in speech for a variety of purposes.</p> <ul style="list-style-type: none"> ● Non-exam assessment ● 7–9 minutes (Foundation Tier) + preparation time ● 10–12 minutes (Higher Tier) + preparation time

<p>their chosen language.</p> <p>Students will need to commit to learning and revising vocabulary on a daily basis and also to study the structure and grammar of the language.</p>	<ul style="list-style-type: none"> ● 25% of GCSE <p>Paper 3: Reading - Understanding and responding to different types of written language.</p> <ul style="list-style-type: none"> ● Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) ● 25% of GCSE <p>Paper 4: Writing - Communicating effectively in writing for a variety of purposes</p> <ul style="list-style-type: none"> ● Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) ● 25% of GCSE
Extra-curricular opportunities	Future pathways
<ul style="list-style-type: none"> ● Study trip to Berlin ● One day student conference in Sheffield or Manchester ● Outside speakers from the University of Nottingham ● Lunchtime and after-school clubs ● Support at Open Evenings 	<p>Practically any job can involve languages, whether it's based in the UK or abroad. Here are some examples:</p> <ul style="list-style-type: none"> ● Journalist ● Interpreter/Translator ● Lawyer ● Fashion Buyer/Distributor ● International Charity Worker ● Linguist ● Teacher
<p>Faculty Leader: Mrs S Morris MorrisS@elizabethan.notts.sch.uk</p>	

Geography



Qualification: AQA Geography

Course summary

This exciting course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds. Students who complete the course will have the skills and experience to progress onto A-level and beyond. Students will study topics including natural hazards, ecosystems, river landscapes and our urban and economic world.

Course content	Assessment structure
<p>Paper 1: Living with the physical environment. This includes natural hazards, ecosystems, coastal landscapes and river landscapes.</p> <p>Paper 2: Challenges in the human environment. This includes urban issues and challenges, the changing economic world and the challenge of resource management.</p> <p>Paper 3: Geographical applications and skills. This includes an issue evaluation; the topic of which will be released by AQA in the March before the year of examination. The second part is an assessment of fieldwork.</p>	<p>Paper 1&2: Written exams: 1 hour 30 minutes each, 88 marks each (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG) Each is worth 35 % of GCSE.</p> <p>Paper 3: Written exam: 1 hour 15 minutes, 76 marks (including 6 marks for SPaG) 30 % of GCSE. Pre-release resources booklet made available 12 weeks before Paper 3 exam</p>
Extra-curricular opportunities	Future pathways
<p>A compulsory element of the Geography GCSE is two days fieldwork. In recent years we have visited a city location for human fieldwork collection and a coastal resort for physical. These trips are necessary to collect the data needed for the fieldwork element of paper 3.</p>	<p>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.</p>

Faculty Leader: Miss V Boneham
Bonehamv@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	Assessment structure
<p>Paper 1: Thematic study and historic environment Crime and Punishment Through Time 1000-Present</p> <p>Paper 2: Period study and British depth study Superpower relations and the Cold War, 1941–91 Early Elizabethan England, 1558–88</p> <p>Paper 3: Modern depth study Weimar and Nazi Germany, 1918–39</p>	<p>Paper 1: Thematic study: Crime and punishment. 20% Historical environment: Whitehall 10%</p> <p>Paper 2: Period study: Cold War 20% British depth study: Early Elizabethan study 20%</p> <p>Paper 3: Modern depth study: Germany 30%</p>
Extra-curricular opportunities	Future pathways
<p>In the past, we have run trips to the theatre to see Hitler on Trial and the Medicine Show, as well as visits to the National Cold War Museum in Shropshire.</p> <p>In addition, there is always a programme of study support and exam revision classes in Year 10 and 11.</p>	<ul style="list-style-type: none">• 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.
<p>Faculty Leader: Miss V Boneham Bonehamv@elizabethan.notts.sch.uk</p>	

Music



Qualification: Edexcel Music

Course summary

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

Course content

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

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

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

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

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

Year 3: Coursework completion, revision of set

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)

works and thorough preparation for the final written exam.	
Extra-curricular opportunities	Future pathways
<p>Students are encouraged to contribute to the musical life of the academy and take every opportunity to develop their performing skills by taking part in ensemble activities and accessing instrumental or vocal support out of curriculum time.</p> <p>The department runs a choir, band, percussion ensemble, annual musical production, composing/performing/theory support and provides opportunities for students to lead their own groups if appropriate.</p> <p>All Expressive Arts students will be invited to participate in a trip to Los Angeles during either Year 10 or 11.</p>	<p>A level Music, Level 3 BTEC</p> <p>Musical careers include:</p> <ul style="list-style-type: none"> ● Recording Engineer ● Music Journalist ● Critic ● Teacher ● Music Producer ● Personnel Manager ● DJ ● Tour Manager ● Stage Manager ● Sound Technician ● Event Promoter
<p>Faculty Leader: Mr N Brownhill BrownhillN@elizabethan.notts.sch.uk</p>	

PE



Qualification: GCSE PE Edexcel

Course summary

Students will receive a well-rounded and full introduction to the world of PE, sport and sport science by developing an understanding of how the mind and body works in relation to performance in physical activity.

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

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

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

Due to the high level of physical ability required to access the higher grades in this subject we require students to have an average score of competent across all PE activities.

Course content	Assessment structure
Theory 60% <u>Physiology</u> Skeletal system, muscular system, cardiovascular and respiratory system, short and long term effects of exercise, levers systems. <u>Fitness</u> Principle of training, methods of training, components of fitness. <u>Skill Acquisition</u> Classification of skills, forms of practice, SMART targets, types of guidance, feedback, mental preparation.	<u>GCSE PE Theory</u> 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. <u>Practical</u> (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. <i>Skills in isolation</i> – given a score of 1-10

<p><u>Sports Injuries</u> Identification and prevention of injuries. Drugs in sport.</p> <p><u>Sociocultural Influences</u> Factor affecting participation, participation trends, commercialisation and the media, sporting behaviours and deviance in sport.</p> <p><u>Practical 40%</u> 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>Applied skills in a competitive situation</i> – given a score of 1-25.</p> <p><u>PEP</u> – Written coursework design, completion and evaluation of an exercise programme to improve their performance in a chosen sport. Maximum number of words 1500.</p>
Extra-curricular opportunities	Career pathways
<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"> ● PE Teacher ● Fitness Instructor ● Coach ● Physiotherapist ● Sports Psychologist ● Nutritionist ● Sports Events Management.
<p>Faculty Leader: Mr M Bright BrightM@elizabethan.notts.sch.uk</p>	

Photography



Qualification: Eduqas Art and Design (Photography)

Course summary

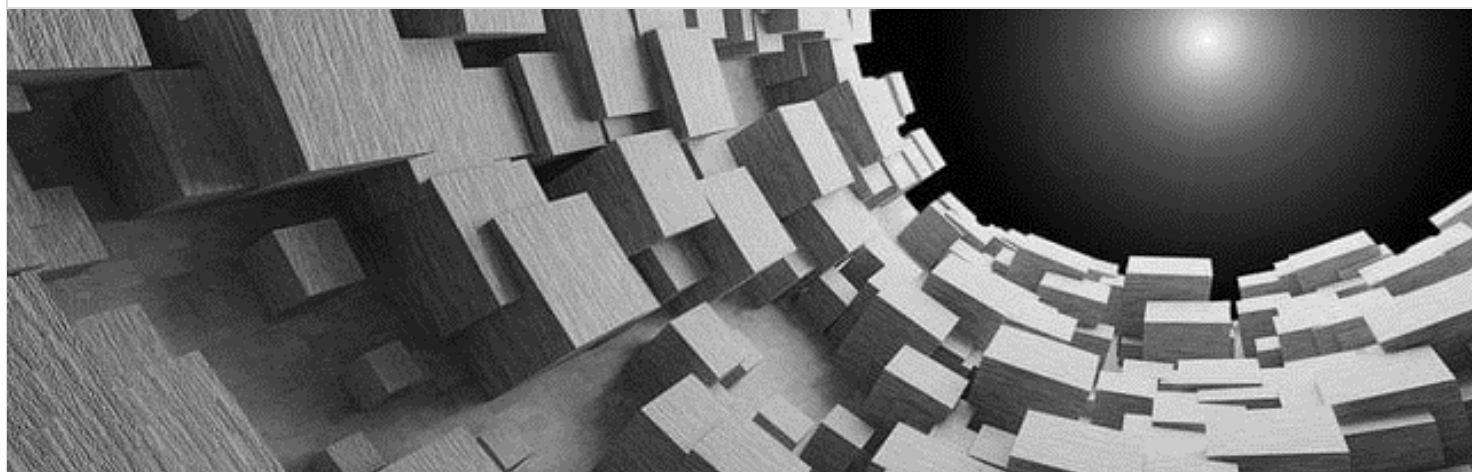
This creative and stimulating subject builds the knowledge, skills and understanding of a variety of photographic disciplines that can be included in the Photography GCSE course. Students will have the opportunity to explore a variety of media and techniques such as documentary photography, photojournalism,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

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

Course content	Assessment structure
<p>Over the course of three years, students will develop an understanding of a range of photographic skills and processes, including using the manual features of a camera; photographic principles such as composition, lighting, and depth of field; photo editing; and experimental photographic presentation and display. They will also learn about a range of artists and the way in which photography is used in a variety of forms of arts and media.</p> <p>The GCSE has two components.</p> <p>Component 01: Portfolio Students should produce:</p> <ul style="list-style-type: none"> a portfolio of practical work showing their personal response to either a centre - or learner-set starting point, brief, scenario or stimulus. <p>Component 02: Externally set task</p>	<p>Portfolio:</p> <ul style="list-style-type: none"> 120 marks Internally assessed and externally moderated 60% of total GCSE <p>Examination:</p> <ul style="list-style-type: none"> Externally set task 80 marks Ten hours realisation assessment internally assessed and externally moderated 40% of total GCSE

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

Product Design



Qualification: AQA Design and Technology

Course summary

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

Course content

Materials - Properties, paper, board and timber, metals, alloys and polymers, textiles, manufactured boards, electronic systems, mechanical systems.
Manufacturing - Selecting materials, forces and stresses, quality control, production aids.
Designing and Making - Designers, customer needs, market research, product analysis, drawing techniques, prototyping, working safely.
Industry - Technology in manufacturing, production systems, sustainability, powering systems, products in society.

Assessment structure

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

Year 11

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

Extra-curricular opportunities

Year 9 STEM club.
In Year 10 and 11, coursework catch-up sessions will be available each week.

Career pathways

- Designer, e.g., Product, Graphic
- Engineer
- Architect
- Technician
- Trade, e.g., Builder, Electrician

Faculty Leader: Mr G Nadin
NadinG@elizabethan.notts.sch.uk

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 2= (or above) at the end of Year 8

Course content	Assessment structure
<p>Paper 1: Cognition and Behaviour comprises of four units:</p> <ul style="list-style-type: none">● Memory● Development● Perception● Research Methods <p>Paper 2: Social Context and Behaviour comprises of four units:</p> <ul style="list-style-type: none">● Social Influence● Language, Thought and Communication● Brain and Neuropsychology● Psychological Problems	<p>The course is assessed through two examinations, both of which are equally weighted and make up 50% of the total qualification.</p> <p>Paper 1: Cognition and Behaviour four units that all need completing and consisting of multiple choice, short answer and extended writing questions.</p> <p>Paper 2: Social Context and Behaviour four units that all need completing and consisting of multiple choice, short answer and extended writing questions.</p>

Career pathways

- Psychology can naturally be continued through to A Level, but also combines well with other social sciences such as Sociology and Criminology or Biology.
- Studying Psychology can lead to a range of careers such as Counsellor; Social Worker; Human Resources; Marketing; Parole Officer as well as more traditional routes such as Clinical Psychologist and Educational Psychologist.

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

Spanish

Qualification: AQA GCSE Spanish

Course summary

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

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

To study this option in Block D (fast track languages) our suggestion is that students should ideally have a Spanish working at grade of 3= (or above) at the end of Year 8

Course content	Assessment structure
<p>Students study all the following themes on which the assessments are based.</p> <ul style="list-style-type: none"> • Theme 1: People and Lifestyle • Theme 2: Popular Culture • Theme 3: Communication and the world around us <p>Classroom activities will be based on these themes, with great emphasis on the four skills of listening, speaking, reading and writing as well as learning about the grammatical structures of their chosen language.</p> <p>Students will need to commit to learning and revising vocabulary</p>	<p>There are four terminal exams in the summer of the final year. The papers are tiered:</p> <p>Paper 1: Listening - Understanding and responding to different types of spoken language.</p> <ul style="list-style-type: none"> • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 25% of GCSE <p>Paper 2: Speaking - Communicating and interacting effectively in speech for a variety of purposes.</p> <ul style="list-style-type: none"> • Non-exam assessment • 7–9 minutes (Foundation Tier) + preparation time • 10–12 minutes (Higher Tier) + preparation time • 25% of GCSE <p>Paper 3: Reading, understanding and responding to different types of written language.</p>

on a daily basis and also to study the structure and grammar of the language This course is not suitable for beginners. Students must have at least two years' experience of studying Spanish to access the course.	<ul style="list-style-type: none"> ● Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) ● 25% of GCSE <p>Paper 4: Writing Communicating effectively in writing for a variety of purposes</p> <ul style="list-style-type: none"> ● Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) ● 25% of GCSE
Extra-curricular opportunities	Career pathways
<ul style="list-style-type: none"> ● Study trip to Barcelona or Madrid ● One day student conference in Sheffield or Manchester ● Outside speakers from University of Nottingham ● Lunchtime and after-school clubs ● Support at Open Evenings 	<p>Practically any job can involve languages, whether it's based in the UK or abroad. Here are some examples:</p> <ul style="list-style-type: none"> ● Journalist ● Interpreter/Translator ● Lawyer ● Fashion Buyer/Distributor ● International Charity Worker ● Linguist ● Teacher
<p>Faculty Leader: Miss S Morris Morriss@elizabethan.notts.sch.uk</p>	

Sociology



Qualification: AQA GCSE Sociology

Course summary

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

Due to the high level of written content in Sociology our suggestion is that students should ideally have an English working at grade of 2= (or above) at the end of Year 8

Course content	Assessment structure
<p>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.</p> <p>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.</p>	<p>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.</p> <p>Paper 1 covers: families, education and methods of research.</p> <p>Paper 2 covers: crime and deviance, social stratification and again relevant methods of research.</p>

Extra-curricular	Career pathways
There is a programme of study support and exam revision classes in Year 11.	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.

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



Block D

Students need to select one subject from this block with back-up choice.

- Creative iMedia
- Child Development
- Digital Information Technologies
- Engineering Programmable Systems
- Enterprise
- Separate Sciences
- Sport Science
- Textiles
- **Fast track languages** – this information is not included as it will be either GCSE French or Spanish depending on the subject students have studied in GCSE. Please refer to the relevant pages in the previous section for more information.

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.

Course content	Assessment structure
<p>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.</p> <p>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.</p> <p>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.</p>	<p>Components 1 & 2 are internally assessed. This means students will receive a scenario and a task with a clear deadline to complete it by. Evidence must be created to meet the requirements of the learning aim to gain marks.</p> <p>Component 3 is externally assessed with a written paper, usually taken in February.</p>
Extra-curricular opportunities	Career pathways
<p>Each week, we offer coursework catch-up sessions where students can</p> <ul style="list-style-type: none">● Complete/upgrade coursework● Gain feedback and advice to upgrade work● Work in a supportive study space with staff support	<ul style="list-style-type: none">● Early Years Teacher● Paediatric Nursing● Occupational Therapy● Child Psychologist● Social Work and Play Work

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

Creative iMedia



Qualification: CNAT in Creative iMedia

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	Assessment structure
<u>Pre-production skills (Mandatory)</u> <ul style="list-style-type: none"> Understand the purpose and content of pre-production Plan pre-production Produce pre-production documents Review pre-production documents 	<u>Exam Papers</u> Paper 1: Pre-production Skills 1hr 15mins (25%)
<u>Creating digital graphics (Mandatory)</u> <ul style="list-style-type: none"> Understand the purpose and properties of digital graphics Plan the creation of a digital graphic Create a digital graphic Review a digital graphic 	<u>Non-exam Assessments</u> Coursework: Creating digital graphics (25%) Coursework: Creating a multipage website (25%) Coursework: Creating interactive multimedia products (25%)
<u>Creating a multipage website</u> <ul style="list-style-type: none"> Understand the properties and features of multipage websites Plan a multipage website Create multipage websites using multimedia components Review a multipage website 	
<u>Creating interactive multimedia products</u> <ul style="list-style-type: none"> Understand the use and properties of interactive multimedia products Plan interactive multimedia products Create interactive multimedia products Review interactive multimedia products 	

Extra-curricular opportunities	Career pathways
Film Club Opportunities to produce promotional materials for the academy	Areas of work include television and radio, film and video, digital media, computer games, journalism, writing and publishing, PR and media practice.

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

Digital Information Technologies



Qualification : BTEC Tech Award in DIT

Course summary

This course is aimed at students who want to acquire technical knowledge and technical skills by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection. The Award gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

Course content

Component 1 Exploring User Interface Design Principles and Project Planning Techniques

In this component, you will learn different project planning techniques that can be used to plan and deliver a project that meets a set of user requirements. You will learn the different design principles that can be used to design effective user interfaces and apply appropriate project planning techniques to create a user interface that meets user requirements

Component 2 Collecting, Presenting and Interpreting Data

In this component, you will learn the different data manipulation tools that can be used to change the way that data is presented. You will provide clear summaries of the data and present them in a dashboard that will allow organisations to make effective decisions. You will learn the different presentation features that can be used to ensure that information is understood clearly in an objective way so that it is not misinterpreted. You will develop your understanding of how to represent information

Assessment structure

Internally Assessed Controlled Assessment:

Component 1 Exploring User Interface Design Principles and Project Planning Techniques

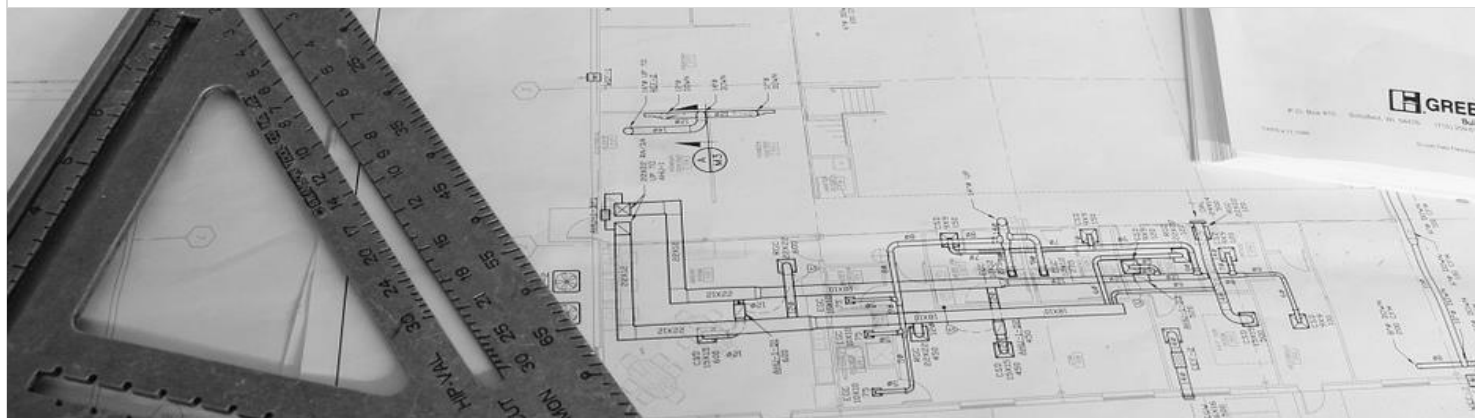
Component 2 Collecting, Presenting and Interpreting Data

Externally Assessed Written Exam:

Component 3 Effective Digital Working Practices

<p>in different ways to give it more meaning.</p> <p><u>Component 3 Effective Digital Working Practices</u></p> <p>In this component, you will learn about how organisations can use technology safely and about the cyber security issues when working in a digital organisation.</p>	
Extra-curricular opportunities	Career pathways
<ul style="list-style-type: none"> ● Coursework catch-up sessions after school ● Weekly, Wednesday enrichment sessions ● Supporting with Open Evenings and Options Evenings 	<ul style="list-style-type: none"> ● Data Analyst ● Interface Designer ● Web Designer ● Database Manager ● Cyber Security
<p>Faculty Leader: Mr G Nadin NadinG@elizabethan.notts.sch.uk</p>	

Engineering Programmable Systems



Qualification: OCR Cambridge National Engineering Programmable Systems

Course summary

Cambridge National in Engineering Programmable Systems will inspire and equip you with the confidence to use skills that are relevant to the design, installation, maintenance and repair of control and instrumentation systems.

Course content

R047 - Principles of Electronic and Programmable systems

In this unit, you will learn the key principles that underpin how electronic and programmable technologies work. You will learn about the relationships between voltage, current, resistance and power, and the ways in which systems are represented, tested and assembled commercially. You will also develop your knowledge and understanding of electronic circuit components, including what different types of sensors and output devices do, and the methods used to program microcontrollers.

R048 – Making & testing electronic circuits.

In this unit you will learn the skills required to construct and test electronic circuits. You will learn how to simulate circuits using CAD software and physically inspect and test them once assembled. You will learn

Assessment structure

Internally Assessed Controlled Assessment:

R048 – Making & testing electronic circuits.

10-12 hours

R049 – Developing programmable systems.

10-12 hours

Externally Assessed Written Exam:

R047 - Principles of Electronic and Programmable systems

1hr 15 min exam

how to produce printed circuit boards (PCBs) similar to those used in commercial products and use tools and equipment to populate and assemble them with components. You will also develop your ability to identify common faults in circuits that do not work as expected

R049 – Developing programmable systems.

In this unit you will learn the skills required to develop programmable systems. You will learn how to draw block diagrams of systems and how to determine hardware and system requirements to meet a given brief, including the selection of appropriate input and output devices. You will use software to program microcontrollers and test systems to make sure that they work correctly.

Extra-curricular opportunities

Weekly catch up and revision sessions run in Year 10 & Year 11
Weekly physical computing enrichment activities run on Wednesdays.

Career pathways

Engineering Sectors: Aerospace, Electrical, Chemical, Automotive, Biomedical.

Faculty Leader: Mr G Nadin
NadinG@elizabethan.notts.sch.uk

Enterprise



Qualification: Pearson Technical Award in Enterprise

Course summary

Enterprise is for students who wish to acquire knowledge and skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, planning, pitching and reviewing an enterprise idea. The qualification enables students to develop their technical skills, such as market research, planning, promotional and financial ability using realistic work scenarios. They will also further develop their personal skills, through a practical and experience-based approach to learning and assessment.

Course content

Unit 1 - Exploring Enterprises: learn about characteristics of enterprises, market research, factors of a successful enterprise.

Unit 2 - Planning for a micro-enterprise idea: come up with ideas and then plan and pitch for a micro-enterprise. Review and reflect on the success of your pitch.

Unit 3 - Promotion and finance for enterprise: complete units on promotion, marketing, financial records, financial planning and forecasting.

Assessment structure

Internally Assessed Controlled Assessment:

Unit 1- Exploring Enterprises
Unit 2- Planning for and pitching a micro-enterprise idea

Externally Assessed Written Exam:

Unit 3 - Promotion and finance for enterprise

Extra-curricular opportunities

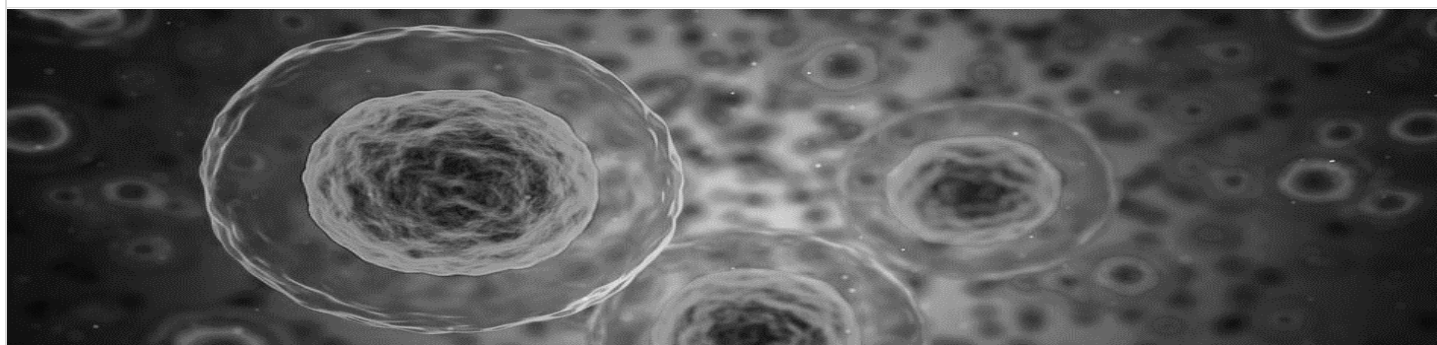
Weekly catch-up and revision sessions run in Year 11.

Career pathways

- Business Owner
- Financial Advisor
- Marketing
- Research Analyst

Faculty Leader: Mr Trott
TrottD@elizabethan.notts.sch.uk

Separate Sciences



Qualification: GCSE Biology, GCSE Chemistry, GCSE Physics

Course summary

In this course you will study the extra content in addition to the core science course. This would allow you to qualify with 3 GCSE's rather than 2. By taking sciences separately at GCSE level you will cover more science content, so you'll be better prepared if you want to take science A-levels. You need to be a confident mathematician to be able to meet with the demands of the chemistry and physics courses.

Course content

Assessment structure

In addition to the main combined science course the following is studied to cover the separate sciences course.

GCSE Biology Content

- Growing bacteria, the brain and eye, plant hormones, monoclonal antibodies, homeostasis including the role of the kidneys, cloning, decomposition, and food security.

GCSE Chemistry Content

- The Transition Elements, Nanoparticles, Yield in chemical reactions and atom economy, Titrations, Bond energy, Organic reactions, Polymers, Testing for ions, uses of resources.

GCSE Physics Content

- Infrared radiation, electrical charges and fields, gas pressure and volume, nuclear radiation in medicine, nuclear fission, nuclear fusion, moments, levers and gears, using conservation of momentum, impact forces, safety first, force and pressure, sound waves, ultrasound, seismic waves, Light, Lenses, electromagnets in devices, motor effect, generator effect, AC generator, transformers, Space,

6 exams in year 11, 1hr 45mins each.

Paper 1 Biology
Paper 2 Biology

Paper 1 Chemistry
Paper 2 Chemistry

Paper 1 Physics
Paper 2 Physics

Extra-curricular opportunities

- Enrichment sessions
- Revision clubs

Career pathways

- Medicine
- Research
- Dentistry
- Veterinary sciences

Faculty Leader: Mrs S Gray
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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.

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

Extra-curricular opportunities	Career pathways
<ul style="list-style-type: none"> • Multiple sports clubs for students to join and enjoy. • Coursework catch-up sessions for students to complete or upgrade work. 	<ul style="list-style-type: none"> • Sports Coach • Teacher • BTEC level 3
<p style="text-align: center;">Faculty Leader: Mr M Bright BrightM@elizabethan.notts.sch.uk</p>	

Textiles



Qualification: BTEC Level 2 - Pearson

Course summary

Textiles is a highly diverse discipline which includes skills such as designing, printing, sewing, embroidery and the construction of products. The BTEC Level 2 course centres around practical skills, fine motor skills and decision making to lead towards a final outcome (product) that encompasses key skills within textiles.

As a starting point, students are given the opportunity to learn about the properties of different textile fibres and fabrics to increase their awareness and understanding of textiles. This then leads to students developing and refining their analytical skills of textiles so that they can work practically and confidently towards refining their knowledge, skills and technical understanding of products and their construction.

The study of fabric, fibres and the works of textile/fashion designers and makers will develop students to develop their ability to design and to create garments, accessories and items such as home furnishings to a high standard.

Course content

This section details the knowledge, understanding and skills that students are expected to learn during their study and is split into two parts - component 1 and component 2.

Component 1:

This is an internal assessment set by Pearson, marked by the school and moderated by Pearson. It consists of learning skills such as.

- How to identify textiles, develop awareness of different fabrics/fibres and their properties
- Develop an understanding of how fabric is made worldwide and in-depth investigations into the textile industry

Assessment structure

This section details how the assessments are structured and marked. There are two components in the qualification which give learners the opportunity to develop broad knowledge and understanding of the Textiles sector.

Component 1: Creative Practice in Art and Design: Textiles

Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 20 hours of supervised assessment. 84 marks.

<ul style="list-style-type: none"> • Grow and broaden knowledge of textiles artists, makers and innovators. • Learn how to use a sewing machine, hand stitching techniques, embroidery, pattern cutting, constructing products such as garments, accessories and home furnishings <p><u>Component 2:</u> Consists of learners responding to a brief that requires research of ideas and concepts, investigations into specific area of textiles and a final outcome/product. This includes;</p> <ul style="list-style-type: none"> • Integration of learning from across the qualification • Generating ideas, developing textiles skills/techniques • Gaining experience in responding to a brief to meet the needs of a client or company in the textiles industry. <p>a) Developing a portfolio and final response (product) for a specified audience and/or client</p>	<p><u>Component 2: Responding to a Brief</u> Task set and marked by Pearson, completed under supervised conditions. Learners will be given a brief to which they respond with art or design work and produce a portfolio. The supervised assessment is a maximum of 20 hours and can be arranged over a number of sessions in a 12-week period timetabled by Pearson. 60 marks.</p>
Extra-curricular opportunities	Career pathways
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Trend Forecaster • Textiles Designer/Maker • Interior or Fashion Designer • Print Designer • Tailor or Dressmaker • Textile Artist
<p align="center">Faculty Leader: Mr N Brownhill BrownhillN@elizabethan.notts.sch.uk</p>	

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 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 mention this in your meeting with a member of the Senior Leadership Team.

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 2023. 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.