



Queen  
Elizabeth's  
— ACADEMY —

# YEAR 9 OPTIONS 2021



Diverse  
Academies



# CONTENTS

- 04 Introduction
- 06 Choosing your subject options
- 10 Our knowledge-based curriculum
- 13 Pathways

## 14 Subject Guide

- 16 Art and design (BTEC)
- 17 Art and design (GCSE)
- 18 Child development
- 19 Computer science
- 20 Dance
- 21 Design and technology
- 22 Drama
- 23 Engineering
- 24 English language and literature
- 25 Food preparation and nutrition
- 26 French
- 27 Geography
- 28 Health and fitness
- 29 Health and social care
- 30 History
- 31 Hospitality and catering
- 32 Mathematics
- 33 Media studies
- 34 Music
- 35 Photography
- 36 Religious studies (full course)
- 37 Religious studies (short course)
- 38 Science (combined)
- 39 Science (triple)
- 40 Sport
- 41 Textiles design



# INTRODUCTION

At Queen Elizabeth's Academy we believe in giving our students great choice through different pathways that align with their onward aspirations. All students who move into key stage 4 can access a wide range of engaging courses which are academic, practical and suited to meet the specific needs of our students. We want all individuals to reach their full potential, whether that be continuing into further and higher education, or moving into employment or apprenticeships.

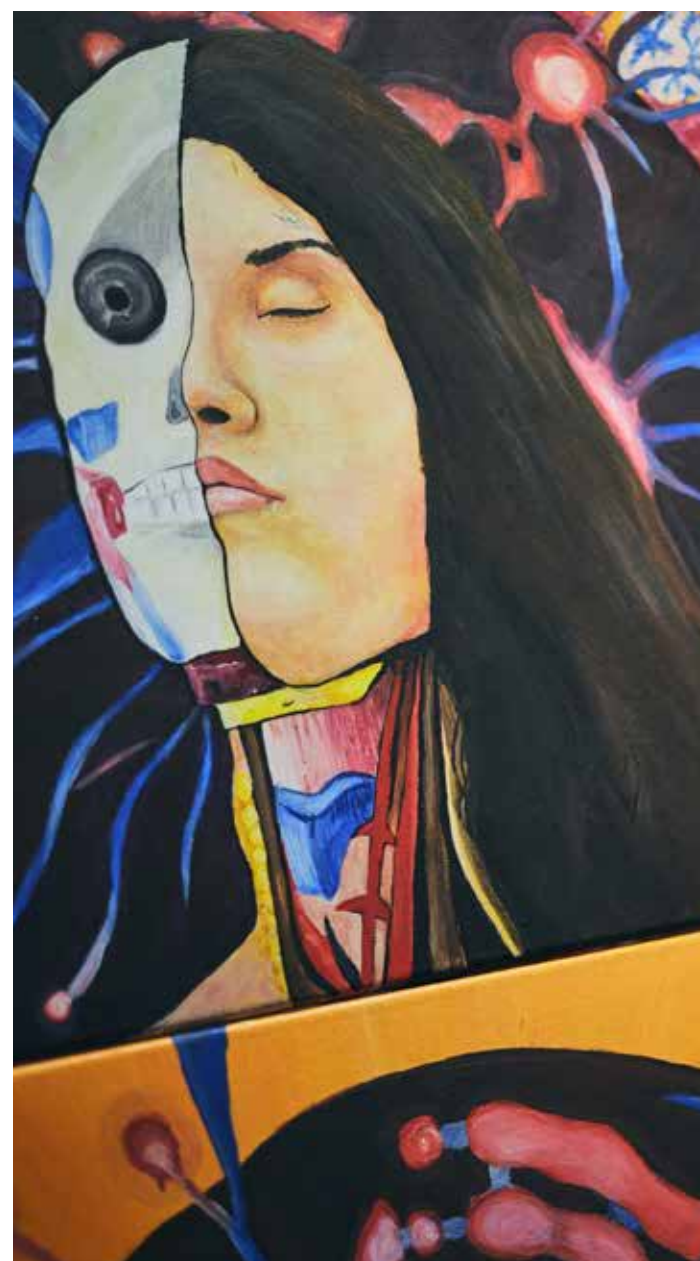
To support students to make the right choices for their future, the information contained in this booklet outlines our courses and their content, together with identifying potential future pathways and careers. The booklet should be used to make decisions about which subjects to take, and we encourage all students to use it alongside other sources of information before completing their options form.

Following our options evening, students will have until 5 March 2021 to get their completed year 9 options form back to the academy.

They will also have the chance to discuss their options with a senior member of academy staff to ensure that they get the best possible provision.

Additionally, during the summer term, we hold a transition event where students moving into year 10 experience what the new courses are like, and can adapt to life as a student in key stage 4.

We hope that students have enough information to make the right choices for their future – however, if they have further questions about the process or a specific course, they can speak to their tutor in the first instance.



Please encourage your child to:

Read this booklet and focus on courses they enjoy and excel in

Do research into careers and what they need to go into them

Speak to their teachers about specific subjects

Talk to their family and friends about what they would like to do



# CHOOSING YOUR SUBJECT OPTIONS

## How might you choose your options subjects?

- Choose subjects you will enjoy and think about the subjects you are good at.
- If you have a particular job or career in mind that you wish to pursue, find out if any subjects are a requirement.
- Research optional subjects available that you haven't studied before, and find out exactly what is involved by talking to the subject teacher.
- An important consideration is the balance of exams and coursework so check the exam and coursework breakdown for each subject you will or may be studying. If you like doing coursework, then consider more coursework intensive courses.
- Do not choose a subject based on what your friends might be doing. They might be in a different class.
- Do not choose a subject because you enjoy being taught by your year 9 teacher. He/she might not be your teacher next year.
- Talk to your teachers, head of house or family for further advice.
- Your year 9 choices will not limit your future pathway at this early stage.

## How do we personalise key stage 4 learning pathways?

All students' pathways at key stage 4 are individual and personalised, and each student will be placed on the most suitable and beneficial pathway to help ensure their potential and provide them with the best options for the pathway that follows key stage 4.

All students' progress and achievement in their chosen subjects is monitored and assessed at regular intervals throughout key stage 4.

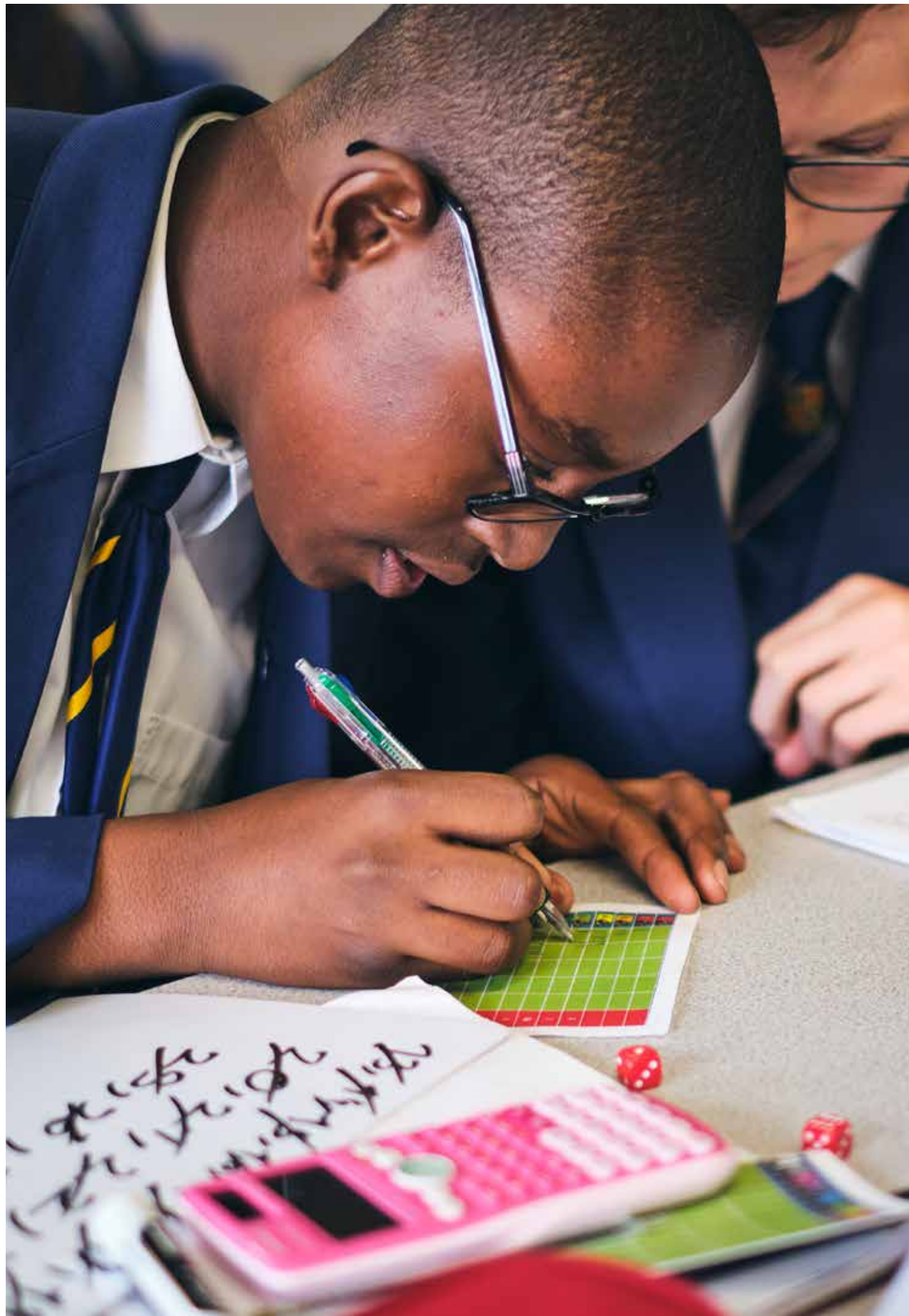
## GCSE grading and assessment

The government recently changed the way GCSEs are assessed. Students now receive their GCSE results in the new 9 to 1 format, with grade 9 being the highest.

The examinations are set to reward positive achievement. They allow candidates to demonstrate what they know, understand and can do. This means that most students are able to take the GCSE examination. All GCSEs are assessed by end of course examinations with the amount taken varying by student.







# FREQUENTLY ASKED QUESTIONS

## **What is a BTEC?**

BTEC stands for Business and Technology Education Council. BTECs are equivalent to GCSE but are more vocational in nature. Often they include more coursework than examination content.

## **What is coursework?**

Coursework includes any work that is carried out and assessed whilst the course is in progress. Coursework gives students the opportunity to demonstrate skills and techniques they would be unable to use in a final examination. These are delivered within controlled conditions within the academy.

## **What demands does coursework place upon students?**

The amount of coursework and its contribution to the final grade will vary from subject to subject. When making choices students should be careful to consider where their strengths lie. Coursework can take a lot of pressure off the final exam, especially now that these are done at the end of the course.

## **What is the English Baccalaureate?**

The English Baccalaureate (or EBacc) is a performance measure for academies, schools and colleges. It is not a qualification in itself. The measure recognises where students have secured a grade 5 (or equivalent) or better across a core of academic subjects.

The English Baccalaureate (or EBacc) is made up of English, maths, history or geography, the sciences and a language. These subjects were included to ensure that students had the opportunity to study a broad core of subjects, so that doors were not closed off to them in terms of future progression.

For example, for students hoping to go to university, the Russell Group\* guide on making informed choices for post 16 education identifies 'facilitating subjects' at A Level. These are the subjects most likely to be required for preferred entry to degree courses and ones that will keep most options open. The subjects they identify are those included in the English Baccalaureate. This core of subjects is deliberately kept small to allow the opportunity for further and wider study options.

Whilst the academy has a focus on academic achievement and high aspirations for our students, we aim to provide suitable pathways for all students – you will be guided into this route based on your GCSE target grades and how you are doing in year 9.

\*The Russell Group represents 24 leading UK universities including Oxford, Cambridge, Durham, Nottingham and Bristol.



# OUR KNOWLEDGE-BASED CURRICULUM

We know that a knowledge-based curriculum ensures that students have a solid foundation of core knowledge across a wide range of subject areas. There are things that we feel every QEA child should just know.

We do not agree with the view that students don't need knowledge because they can 'Google' whatever they need – we feel strongly that in order to compete in the jobs market, they need to have a good, broad knowledge base from which to draw from. We expect our students to learn poetry, dates in history, equations, key quotes from texts, and to know the history of the artists that they are studying. This knowledge will be revisited and revised until it trips off the tongue because we feel that it is vital to enable students to form skills in those subject areas.

We provide a grammar-style education for everyone.

### Knowledge recall

The start of each lesson at Queen Elizabeth's is a focus on knowledge recall. We check recent and longer-term retention of learning because we know that to revisit it helps students to 'bank' it. Alongside each module of work we provide a knowledge organiser at the start of each new topic. This enables students to work independently to build and revise the knowledge they need and gives parents and carers the opportunity to support this revision at home. We do not wait until students are in year 11 to teach the importance of revision and the skills needed for this. The culture of revision is at the heart of students every day practice. We believe that this also develops our celebration of 'grit'; celebrating and developing students' capacity for hard work.

### Key stage 4

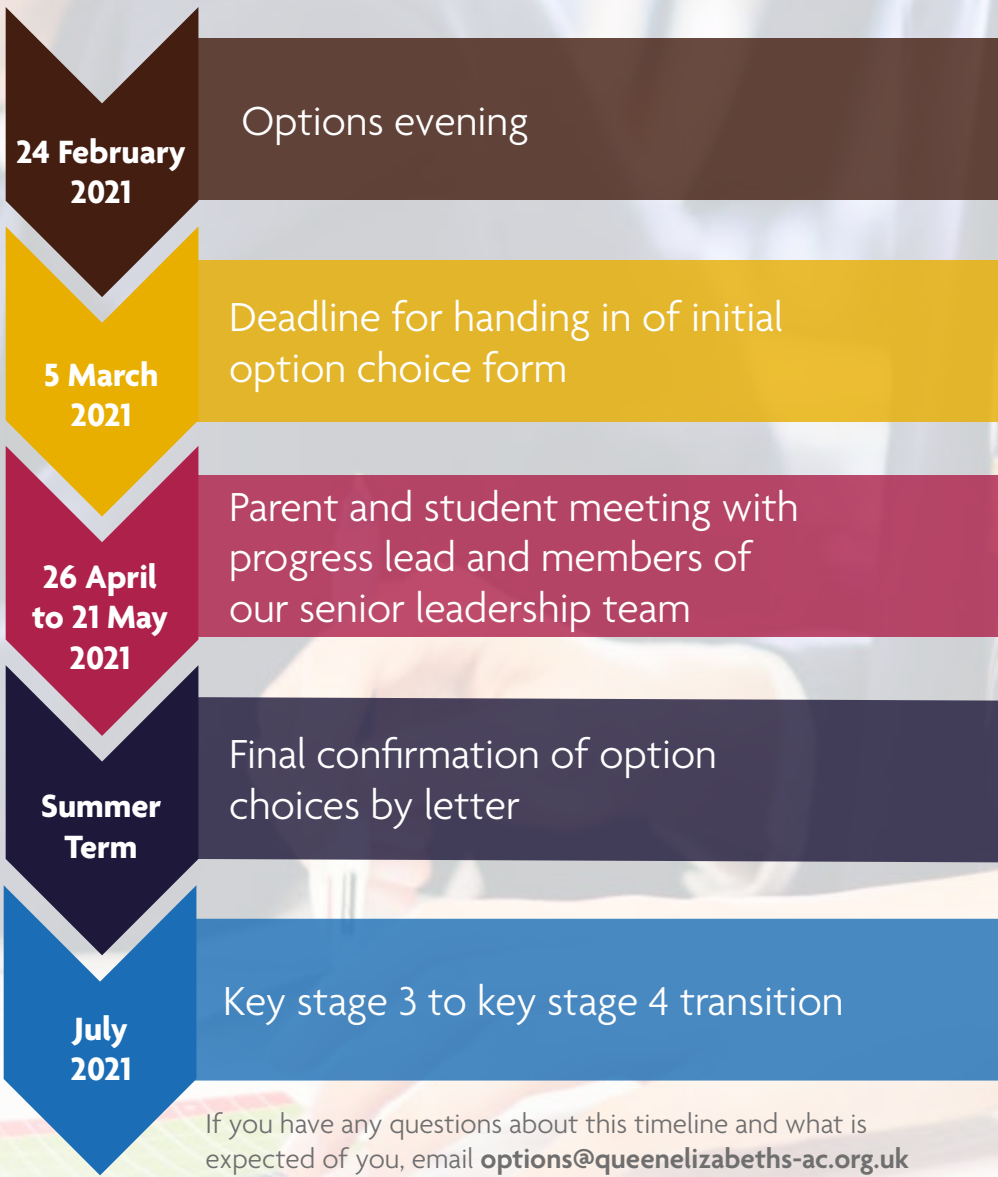
Our GCSEs start in year 10. Up to this point, we like to offer the full breadth of subjects, before asking students to potentially drop any. We feel this allows them to develop character and explore creative subjects for as long as possible.

Our curriculum strategy has been devised to maximise the potential of all students regardless of ability. We do not want to label or hinder any student at a young age with an idea that their educational attainment is set in stone so early on – we don't believe that it is.

All students have access to the English Baccalaureate (EBacc) – a collection of subjects covering English, maths, science, humanities and a language – irrespective of prior attainment. This is what colleges, apprenticeship employers and universities are looking for. Providing access to EBacc means that our students can compete with their peers from other schools.

For more information about the knowledge-based curriculum, visit Parents and Teachers for Excellence – [www.parentsandteachers.org.uk](http://www.parentsandteachers.org.uk) – a campaign promoting higher standards of education.

## Timeline and deadlines







# PATHWAYS

	CORE	NON-EXAMINED	EBACC – ONE CHOICE OF:	OPEN – TWO CHOICES OF:*
PURPLE PATHWAY	English language and literature  French  Maths  RE (short course)  Science (triple)	PE  Tutor  RSE (relationship and sex education)	Geography  History	Art and design (BTEC) Art and design (GCSE) Child development (BTEC) Computer science (GCSE) Dance (BTEC) Design and technology (GCSE) Drama (BTEC) Engineering (GCSE) Food preparation and nutrition (GCSE) Health and fitness (BTEC) Health and social care (BTEC) Hospitality and catering (BTEC) Media studies (GCSE) Music (BTEC) Photography (GCSE) RE full course (GCSE) Sport (BTEC) Textiles design (GCSE)
BLUE PATHWAY	English language and literature  French  Maths  RE (short course)  Science (combined)	PE  Tutor  RSE (relationship and sex education)	Geography  History	Art and design (BTEC) Art and design (GCSE) Child development (BTEC) Computer science (GCSE) Dance (BTEC) Design and technology (GCSE) Drama (BTEC) Engineering (GCSE) Food preparation and nutrition (GCSE) Health and fitness (BTEC) Health and social care (BTEC) Hospitality and catering (BTEC) Media studies (GCSE) Music (BTEC) Photography (GCSE) RE full course (GCSE) Sport (BTEC) Textiles design (GCSE)
GREEN PATHWAY	English language and literature  Maths  RE (short course)  Science (combined)	PE  Tutor  RSE (relationship and sex education)	Geography	Art and design (BTEC) Art and design (GCSE) Child development (BTEC) Computer science (GCSE) Dance (BTEC) Design and technology (GCSE) Drama (BTEC) Engineering (GCSE) Food preparation and nutrition (GCSE) Health and fitness (BTEC) Health and social care (BTEC) Hospitality and catering (BTEC) Media studies (GCSE) Music (BTEC) Photography (GCSE) RE full course (GCSE) Sport (BTEC) Textiles design (GCSE)

\*Students on the purple pathway should choose one subject, and those on the blue and green pathway should choose two. If you have a question about these pathways, email [options@queenelizabeths-ac.org.uk](mailto:options@queenelizabeths-ac.org.uk)



# SUBJECT GUIDE

- 16 Art and design (BTEC)
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- 22 Drama
- 23 Engineering
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- 26 French
- 27 Geography
- 28 Health and fitness
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# ART AND DESIGN (BTEC)

EXAM BOARD	Edexcel
QUALIFICATION TYPE	BTEC Level 2
CONTACT	Mrs V Carefoot vcarefoot@queenelizabeths-ac.org.uk

## Why study art and design?

If you enjoy both art, and design and technology, then this is the course for you.

BTEC art and design helps students develop the skills they will need to work in today's art and design industry, from creativity and communication to teamwork and digital literacy.

It provides a practical, real-world approach to learning, and students will need to respond to a client brief in a way that meets the customers' needs. They will also learn about inspirational artists and designers and how these practitioners can influence their work.

Students will be able to communicate their ideas through their work in a variety of ways, such as initial designs and notes in a sketchbook, review sessions where they can present their work and see presentations from their peers, an online ePortfolio, and a final exhibition.

## What will I learn?

This qualification is equivalent in size to one GCSE. It is a technical award designed for students working at level 2 who want to include a practical and technical study of the art and design industry. It provides an introduction to the key themes of product design within the industry, enabling students to develop and apply their knowledge of the sector while also developing a range of relevant practical skills and techniques.

## How will I be assessed?

- Controlled assessment
- Examination (10 hours, split over two days)



## Future pathways and careers

A range of art and design industries such as product design, web design, advertising and illustration. This will provide a sound basis for those students who wish to further study level 3 qualifications such as BTEC National Diploma, or an apprenticeship.

# ART AND DESIGN (GCSE)

EXAM BOARD	OCR
QUALIFICATION TYPE	GCSE
CONTACT	Ms G Long glong@queenelizabeths-ac.org.uk

## Why study art and design?

The GCSE in art and design is a highly creative and practical course. Throughout the course you will complete a wide range of practical work based around your own identity. Our art department provides a stimulating and friendly atmosphere and you will study alongside like-minded students. If you want a career which leads to a job in a wide range of creative industries then this is a great subject to take as an option.

## What will I learn?

You will create a portfolio of work based on the topic of 'Your Identity' which is completed throughout years 10 and 11.

## How will I be assessed?

- Portfolio
- Examination (10 hours, split over two days)



## Future pathways and careers

- Fine art
- Photography
- Jewellery design and silversmiths
- Web design
- Graphic design
- Architects/landscape designers



# CHILD DEVELOPMENT

EXAM BOARD	Pearson
QUALIFICATION TYPE	BTEC
CONTACT	Ms R Williams rwilliams@queenelizabeths-ac.org.uk

## Why study child development?

The BTEC in child development will give you the fundamental knowledge and understanding of child development and of promoting development through play.

## What will I learn?

### Patterns of child development

This unit looks at child development and the patterns that can be seen as children grow and develop. It will help you to understand why children at particular ages and stages tend to do similar things.

### Promoting children’s development through play

You will learn how play can promote children’s development and about the type of play opportunities that early years settings provide.

### Principles of early years practice

In this unit we explore the different types of early years settings including childminders, nurseries and schools. Although different, they all work on the same basic principles to make sure each child benefits from the opportunities on offer within each setting.

## How will I be assessed?

- Examination
- Coursework

Internally assessed work is coursework based and students are required to complete a variety of assignments in different formats to show their understanding. For example, this might be in the form of producing an information booklet or producing a plan for play opportunities.

## Future pathways and careers

- Childcare
- Healthcare
- Nursery practitioner
- Teacher

# COMPUTER SCIENCE

EXAM BOARD	OCR
QUALIFICATION TYPE	GCSE
CONTACT	Miss L Eastwood leastwood@queenelizabeths-ac.org.uk

## Why study computer science?

GCSE computer science will enable students to understand and apply the fundamental principles and concepts of computing, including abstraction, decomposition, logic, algorithms, and data representation.

Students will analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. They will think creatively, innovatively, analytically, logically and critically, to understand the components that make up digital systems and how they communicate with one another and with other systems. They will understand the impacts of digital technology to the individual and to wider society. Finally, students will apply mathematical skills relevant to computer science.

## What will I learn?

Computer systems – systems architecture, memory and storage, computer networks, connections and protocols, network security, systems software and ethical, legal, cultural and environmental impacts of digital technology.

Computational thinking, algorithms and programming – algorithms, programming fundamentals , producing robust programs, Boolean logic, programming languages and integrated development environments.

Practical programming – all students will be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in practical programming.

## How will I be assessed?

- Examination
- Coursework

## Future pathways and careers

- Programmer
- Cyber security analyst
- Database administrator
- Forensic computer analyst
- Game designer
- Games developer
- Information systems manager
- IT consultant
- Machine learning engineer
- Software engineer
- Systems analyst
- Web designer



# DANCE

EXAM BOARD	Pearson
QUALIFICATION TYPE	BTEC Level 1 or 2
CONTACT	Mrs L Burridge lburridge@queenelizabeths-ac.org.uk

### Why study dance?

The Pearson BTEC Level 1 and 2 Tech Award in Performing Arts (Dance) is an excellent pathway for students wishing to study and further their knowledge and understanding in dance both practically and theoretically. There are a range of assessment methods that will prepare students for further programs of study in dance post 16. These include live performances to written evaluations of one's own work. Students will develop both their technical dance skills in a range of genres as well as their knowledge and understanding of dance both in the past and present.

### What will I learn?

**Component 1:**  
Exploring the performing arts – internal assessment

**Component 2:**  
Developing skills and techniques in the performing arts – internal assessment

**Component 3:**  
Responding to a brief synoptic –external assessment  
The BTEC enables students to gain knowledge and understanding of their chosen subject whilst working within a practical environment. This course also enables students to link the three units to the world of work and gain practical skills which will be vital after key stage 4.

Students should have some dance background or experience to help achieve the success criteria.

### How will I be assessed?

- Internally assessed (75%)
- Externally assessed (25%)

### Future pathways and careers

- Dancer
- Performer
- Musical theatre
- Teacher

# DESIGN AND TECHNOLOGY

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Mrs V Carefoot vcarefoot@queenelizabeths-ac.org.uk

### Why study design and technology?

Design and technology teaches students how to design and make products from a range of different materials. The aim of the course is to challenge students to develop innovation, flair and entrepreneurial skills. This course suits students who enjoy designing and making. Students are encouraged to combine a range of materials including timbers, metals, plastics, packaging and textiles materials to construct a final solution. This course develops a wide range of skills that include ICT, CAD (computer aided design) and CAM. Design and technology also uses specialist technology, machinery and equipment that is being used in industry.

### What will I learn?

Students can specialise in different areas including:

- 3D design
- graphics and architecture
- textiles
- packaging
- fashion design

### How will I be assessed?

- Examination
- Controlled assessment task

### Future pathways and careers

- Further education and higher education courses in a range of design and technology subjects
- Industrial design
- Engineering
- Manufacturing
- Marketing, advertising, or sales
- Architecture
- Interior and sustainable design





# DRAMA

EXAM BOARD	Pearson
QUALIFICATION TYPE	BTEC
CONTACT	Mrs L Burridge lburridge@queenelizabeths-ac.org.uk

## Why study drama?

Being able to communicate confidently, listen to people and collaborate as part of a team are all important qualities that are needed in many modern workplaces. Drama will give you the opportunity to work with a range of people, to make decisions, solve problems and try out different situations that you might have to face at some time in the future.

You will explore all aspects of drama, from performing script based work, to devising your own piece of theatre with a clear purpose. You will also develop your ability to reflect on your own work and that of others. You will take on the roles of performer, director, designer and deviser.

## What will I learn?

### Component 1

Exploring the performing arts – internal assessment

### Component 2

Developing skills and techniques in the performing arts – internal assessment

### Component 3

Responding to a brief synoptic – external assessment

## How will I be assessed?

- Internally assessed (75%) – (50% of this is practical, 50% written)
- Externally assessed (25%) – (25% of this is practical, 75% written)

## Future pathways and careers

- Continue studies at Hucknall Sixth Form Centre or further study at college or university
- Actor
- Theatre production
- Script writing
- Set designer
- Director

# ENGINEERING

EXAM BOARD	OCR
QUALIFICATION TYPE	GCSE
CONTACT	Mr C Crutchley ccrutchley@queenelizabeths-ac.org.uk

## Why study engineering?

Engineering is an increasingly popular job role in the UK and the country is currently at record shortages for talented engineers. Engineers currently have the top starting salary for students finishing university with a degree in engineering. Engineering allows you to look into everyday problems and find innovative ways to solve them effectively. The course provides you with key and fundamental skills for any engineering prospect ranging from design, cad and making skills.

## What will I learn?

The course has four main areas of study:

- R105: examination of the key fundamentals around designing for engineering
- R106: product analysis, disassembling and reassembling a product
- R107: design and computer aided design, designing and virtually modelling a product
- R108: production and manufacture, making a product using engineering drawings

## How will I be assessed?

- R105: examination externally assessed (25%)
- R106: coursework internally assessed, externally moderated (25%)
- R107: coursework internally assessed, externally moderated (25%)
- R108: coursework internally assessed, externally moderated (25%)

## Future pathways and careers

- Engineering designer
- Mechanical engineering
- Mechanic
- Product designer
- Electrical engineer





# ENGLISH LANGUAGE AND LITERATURE

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Ms G Marples gmarples@queenelizabeths-ac.org.uk

## Why study English language and literature?

The aim of the English department at Queen Elizabeth's Academy is to ensure that all students develop their English knowledge to prepare them for their GCSEs and beyond. Our key stage 4 curriculum equips students with the knowledge and skills they need to successfully complete GCSEs in both English language and literature. We supply opportunities to ensure progress in year 10 and 11 through learning in the classroom and at home through the use of the academy's new Knowledge Organiser homework programme.

### The study of English is important because:

- all future employers will ask for this qualification
- you will convey skills in speaking, listening, reading and writing effectively
- you will be able to use language to effectively communicate with others
- it is a pathway to future opportunities both in employment and in education

### What will I learn?

Our syllabus is as follows:

#### English language

- Explorations in creative reading and writing (fiction)
- Writers' viewpoints and perspectives (non-fiction)

#### English literature

- Shakespeare and the 19th-century novel
- Modern texts and poetry

### How will I be assessed?

- Examinations



### Future pathways and careers

- Further study of English at Hucknall Sixth Form Centre
- Higher education
- English skills are vital for any job role

# FOOD PREPARATION AND NUTRITION

EXAM BOARD	WJEC/EDUQAS
QUALIFICATION TYPE	GCSE
CONTACT	Mrs L Bland lbland@queenelizabeths-ac.org.uk

## Why study food preparation and nutrition?

Food preparation and nutrition is an exciting and creative course which will give students the knowledge, understanding and skills required to cook confidently and apply the principles of food science, nutrition and healthy eating.

### What will I learn?

Students will learn about:

- effective and safe cooking skills by planning, preparing and cooking a variety of food commodities using different cooking techniques and equipment
- functional properties, chemical characteristics and nutritional content of food and drinks
- relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes

### How will I be assessed?

- Examination
- Assessment of knowledge

### Future pathways and careers

- Progress to further education and higher education courses in food related topics
- Ideal preparation for a variety of careers in the food industry





# FRENCH

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Mrs L Hill lhill@queenelizabeths-ac.org.uk

## Why study French?

By taking French at GCSE you don't just learn the language you get to find out about other people, countries and cultures. This makes it an interesting and varied subject. Learning a language helps your memory, creativity, listening skills and self-confidence.

Many companies look for individuals who can speak more than one language, and using a language at work could raise your salary by between 8-20%.

## What will I learn?

During the GCSE course students will study three main themes. Each theme contains three or four topics.

- Identity and culture, covering topics such as family, friends, marriage, technology, free-time activities, customs and festivals in French-speaking countries/communities
- Local, national, international and global areas of interest, including home, town, neighbourhood and region, social issues, healthy living, global issues such as the environment, poverty and homelessness, travel and tourism
- Study and employment, including topics on my studies, life at school/college, post-16 education, jobs, career choices and ambitions

## How will I be assessed?

- Examinations – writing, reading, speaking, listening



## Future pathways and careers

- You can continue studying French at Hucknall Sixth Form Centre
- Interpreters
- Translation and teaching
- Business, marketing and sales
- Travel and tourism
- Banking and finance

# GEOGRAPHY

EXAM BOARD	Edexcel
QUALIFICATION TYPE	GCSE
CONTACT	Mr J Perry jperry@queenelizabeths-ac.org.uk

## Why study geography?

Geography gives students the opportunity to understand more about the world, the challenges it faces and their place within it. The course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

## What will I learn?

The changing landscapes of the UK – an overview of the distribution and characteristics of the UK's changing landscapes and detailed studies of two landscapes – coastal landscapes and processes, river landscapes and processes or, glaciated upland landscapes and processes

Weather hazards and climate change – an overview of the global circulation of atmosphere and climate change over time and two detailed studies of tropical cyclones and drought

Ecosystems, biodiversity and management – an overview of the distribution and characteristics of global and UK ecosystems and two detailed studies of deciduous woodlands and tropical rainforests

## How will I be assessed?

- Examinations

## Future pathways and careers

- Geography can be continued at Hucknall Sixth Form Centre to further education level
- Higher education courses
- Geography careers offer opportunities to develop solutions to some of the most pressing issues for modern society, including climate change, natural disasters, overpopulation, urban expansion, and multicultural integration.





# HEALTH AND FITNESS

EXAM BOARD	Pearson
QUALIFICATION TYPE	BTEC Level 1 and 2
CONTACT	Mr M Sisson msisson@queenelizabeths-ac.org.uk

## Why study health and fitness?

Throughout this course you will learn how to understand and identify the main body systems and their functions, understand the principles of training, explore how physical activities affect the body in the short and long term, use relevant fitness tests, understand lifestyle factors and create a health and fitness programme.

### You should study this course because:

- it is equivalent to one GCSE
- you understand the academic requirements of this course
- you understand that it is not all practical
- you are interested in a career in sport
- you want to combine new information with what you already know about sport
- you are interested in what makes a healthy, active lifestyle
- you enjoy analysing and evaluating sports performance

## What will I learn?

Unit one – introduction to body systems and principles of training in health and fitness

Unit two – preparing and planning for health and fitness

## How will I be assessed?

- Examination
- Coursework
- Portfolio

## Future pathways and careers

- BTEC Level 3 Nationals in Sport
- Sport and exercise scientist
- Coach
- Fitness/gym instructor
- PE teacher
- Sports commentator
- Armed Forces
- Leisure centre attendant/manager
- Sports development officer
- Physiotherapist
- Massage therapist

# HEALTH AND SOCIAL CARE

EXAM BOARD	Pearson
QUALIFICATION TYPE	BTEC
CONTACT	Mrs R Williams rwilliams@queenelizabeths-ac.org.uk

## Why study health and social care?

Health and social care offers an opportunity to develop knowledge and understanding of different aspects of the care sector. It will also extend students' skills and promote independent learning.

This vocational course links directly to the world of work, and is ideal for anyone interested in pursuing a career in care or nursing.

## What will I learn?

The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of health and social care at levels 1 and 2.

Human lifespan and development – students explore human growth and development across the life stages, investigating the factors which affect human growth and development.

Health and social care services including values – exploring the care values which underpin current practice and investigating ways of empowering individuals who use care services.

Health and wellbeing – students look at the factors that have a positive or negative influence on a person's health and wellbeing. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short-and long-term targets. Additionally, learners will explore the difficulties an individual may face when trying to make these changes.

## How will I be assessed?

- Coursework
- External assessment, including the completion of a key task set by BTEC

## Future pathways and careers

- Students can progress to level 3 health and social care at Hucknall Sixth Form Centre
- Health care assistant
- Nursing
- Paramedic
- Careers working with vulnerable people



# HISTORY

EXAM BOARD	Edexcel
QUALIFICATION TYPE	GCSE
CONTACT	Mr C Gilmore cgilmore@queenelizabeths-ac.org.uk

## Why study history?

The study of history allows us to apply the lessons of the past to help solve problems in the present, and have the ability to apply an analytical mindset to all kinds of situations and challenges. These problem-solving and analytical skills are relevant in just about any industry which has a focus on current societies and future developments, particularly in the fields of business, politics and academia.

The aims and objectives of GCSE history are to enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history, and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions

## What will I learn?

- Medicine in Britain, c1250–present
- The British sector of the Western Front, 1914–18
- Injuries, treatment and the trenches
- Early Elizabethan England
- The American West, c1835–c1895
- Weimar and Nazi Germany, 1918–39

## How will I be assessed?

- Examinations

### Future pathways and careers

- Further and higher education
- Television and radio broadcasting
- Law
- Accountancy and finance
- Politics
- Management careers
- Publishing and writing
- Retail and sales
- Business and marketing

# HOSPITALITY AND CATERING

EXAM BOARD	WJEC/EDUQAS
QUALIFICATION TYPE	BTEC Level 1/2
CONTACT	Mrs V Carefoot vcarefoot@queenelizabeths-ac.org.uk

## Why study hospitality and catering?

Hospitality and catering is Britain's fourth largest industry and this course equips you with the theoretical knowledge and practical skills that you will need to succeed in this sector. You will learn how to plan, prepare, and cook a variety of dishes, which is not only a valuable life skill but a solid foundation for employment in the hospitality and catering industry.

## What will I learn?

- The importance of personal/food safety and hygiene
- Principles of nutrition, diet and good health
- Where food comes from and how to prepare the following ingredients: meat, fish, eggs, dairy, fruit, vegetables, cereal grains and potatoes

## How will I be assessed?

- Unit 1: the hospitality and catering industry  
Written exam paper, 1 hour, 30 minutes (90 marks) worth 40%
- Unit 2: hospitality and catering in action  
Practical assessment, 3 hours and write-up, 6 hours, worth 60%

### Future pathways and careers

- Further education in food and nutrition
- Apprenticeships in food-related industries
- Hospitality and catering
- Professional cookery
- Baker, patisserie, confectioner, butcher
- Food waste management
- Agriculture
- Food and drink manufacturing
- Food science
- Teaching



# MATHEMATICS

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Mrs A King aking@queenelizabeths-ac.org.uk

## Why study maths?

Mathematics is a compulsory core subject from year 7 until the end of year 11. A mathematics qualification is a key requirement for many apprenticeships, university and college courses and job roles. Passing this qualification with a grade 4 or above demonstrates a strong understanding of numbers and the ability to confidently work with them.

## What will I learn?

You will learn about how maths links to everyday life and why you cannot live without it. You will also find out how maths can make your life easier. Where possible, we link the topics to practical examples.

GCSE mathematics has a foundation tier (grades 1-5) and a higher tier (grades 4-9). The course covers five strands, namely:

- algebra
- geometry and measures
- ratio, proportion and rates of change
- number
- statistics and probability

## How will I be assessed?

- Examinations (two calculator papers and one non-calculator paper – each paper consisting of 80 marks)



## Future pathways and careers

- Students can continue to study pure mathematics, core mathematics, or further mathematics at Hucknall Sixth Form Centre
- Animator
- Computer game designer
- Robotics engineer
- Roller-coaster designer
- Pilot
- Sports announcer and/or statistician
- Photographer
- Mathematics teacher
- Medical career

# MEDIA STUDIES

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Ms G Marples gmarples@queenelizabeths-ac.org.uk

## Why study media studies?

The course is designed to engage students in the depth of study of media products in relation to four key areas: media language, media representation, media industries and media audiences.

It nurtures students' ability to formulate their own responses to the range of media present in modern life and enables students to critically evaluate texts.

## What will I learn?

Students will study the following media forms: television, film, radio, newspapers, magazine, advertising and marketing, social media, video games and music video.

The course will enable students to develop:

- skills of enquiry, critical thinking, decision making and analysis
- knowledge and understanding of a range of important media issues
- appreciation and critical understanding of the media and their role in society, culture and politics
- how to understand and apply specialist terminology to analyse and compare media products, their context, and reaching conclusions about media issues
- practical skills by providing opportunities for creative media production

## How will I be assessed?

- Examinations
- Coursework

## Future pathways and careers

- Animator
- Broadcast journalist
- Film editor/director
- Games developer
- Journalist
- Location manager
- Researcher
- Sound technician
- Web designer
- Writer



# MUSIC

EXAM BOARD	Pearson
QUALIFICATION TYPE	BTEC
CONTACT	Mr J Williams jwilliams@queenelizabeths-ac.org.uk

## Why study music?

Interested in a range of music? A keen participator in musical activities or instrumental lessons at the academy? A keen participator in music in your spare time? Interested in all different types of music? Interested in using technology to create music? A “high achiever” in your music lessons? If you are some of the above, BTEC music is for you.

## What will I learn?

You will learn about different areas of music. You will explore and learn what it takes to become a performer in the music industry. In some units you will develop your instrumental/vocal skills and perform pieces of music and be assessed on these. You and your class will also have the chance to plan and deliver your very own live music event at the academy. Finally, if performing isn’t your strong suit you can compose and write music. In one of the units you will be using music technology to compose music for scenes from films. You will become a well-rounded musician through the BTEC course.

## How will I be assessed?

The BTEC First Award in music has core units and optional units – each unit is worth 25 per cent of the qualification that is assessed by the teacher then externally moderated. Unit 1 is the external assessment and this consists of multiple choices, short answer and extended-writing questions, therefore candidates must be competent in longer written answers to succeed and a high level of literacy skills is, therefore, essential. It is also essential that you are interested in all aspects of music – both practically and theoretically.

- Written exam (25%)
- Coursework (75%)



## Future pathways and careers

- You can continue music at Hucknall Sixth Form Centre
- Sound engineer
- Musician
- Recording artist
- Production
- Teacher

# PHOTOGRAPHY

EXAM BOARD	OCR
QUALIFICATION TYPE	GCSE
CONTACT	Mrs L Burridge lburridge@queenelizabeths-ac.org.uk

## Why study photography?

Photography is a very practical, hands-on, creative subject. It is perfect for students who are able to work hard and enjoy the challenge of lots of independent projects using your own initiative and a range of digital format and programmes, such as Photoshop. If you like the idea of developing photography and digital skills through lots of practical work based around your own identity, then photography is the choice for you.

## What will I learn?

You will create a portfolio of work based on the starting point topic of ‘Your Identity’ which is completed throughout years 10 and 11 using a variety of techniques and formats.

## How will I be assessed?

- Portfolio
- Examination (10 hours, split over two days).



## Future pathways and careers

- Photography can be continued into further education at Hucknall Sixth Form Centre
- Photographer
- Film-maker
- Graphic designer
- Marketing

# RELIGIOUS STUDIES (FULL COURSE)

EXAM BOARD	Edexcel
QUALIFICATION TYPE	GCSE
CONTACT	Mrs S Smart ssmart@queenelizabeths-ac.org.uk

## Why study religious studies?

Religious studies is an issues-based course. The subject at GCSE reflects the dominance of Christianity in the UK, whilst taking into account the increasing importance of Islam. The course tackles religious and secular perspectives on a range of moral and social issues. Religious studies is accessible to persons of any religious persuasion or none.

This new qualification will allow students to apply a wide range of concepts allowing them to confidently interpret, contextualise and analyse the expressions of religions and world views they encounter.

## What will I learn?

### Religion and ethics (Christianity)

- Christian beliefs
- Living the Christian life
- Marriage and family
- Matters of life and death

### Religion, peace and conflict (Islam)

- Muslim beliefs
- Living the Muslim life
- Crime and punishment
- Peace and conflict

## How will I be assessed?

- Examinations

## Future pathways and careers

- The Armed Forces
- National Health Service
- Teaching
- Child care opportunities
- Counselling services
- Any field of working with the general public



# RELIGIOUS STUDIES (SHORT COURSE)

EXAM BOARD	Edexcel
QUALIFICATION TYPE	GCSE
CONTACT	Mrs S Smart ssmart@queenelizabeths-ac.org.uk

## Why study religious studies?

Religious studies develops the ability to explore the belief systems within our modern society. The central focus is the study of Christianity and Islam. It also takes account of secular, scientific and those of no belief system. A breadth of beliefs, morals and teachings will be explored.

This course encourages students to explore at a deeper level, Christian and Islamic beliefs and attitudes. Religious studies develops the knowledge and understanding of religious and non-religious beliefs, their impact on society and the individual, through studying a variety of sources of wisdom and authority.

This course enables students to question, argue and develop their own personal beliefs and attitudes for adult life.

## What will I learn?

### Religion and ethics (Christianity)

- Christian beliefs
- Marriage and family

### Religion, peace and conflict (Islam)

- Muslim beliefs
- Crime and punishment

## How will I be assessed?

- Examination

## Future pathways and careers

- The Armed Forces
- National Health Service
- Teaching
- Child care opportunities
- Counselling services
- Any field of working with the general public



# SCIENCE (COMBINED)

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Mrs M Vickers mvickers@queenelizabeths-ac.org.uk

## Why study combined science?

Combined science leads to two GCSE qualifications and covers biology, chemistry and physics. Employers are crying out for candidates with science-based skills making this course a solid foundation for a multitude of careers and further education courses.

## What will I learn?

The biology topics are designed to enable students to understand the living parts of the environment around them and how their own body works. They will learn to use a microscope, investigate how organs within the body work and how scientists monitor the environment.

The chemistry topics will develop students understanding of matter and chemical reactions between substances. They will carry out investigations to identify unknown substances and the factors affecting chemical reactions.

The physics topics cover the interactions between matter and energy, electricity and how the physical world works. They will learn how technology advances and how to investigate forces, magnetism and electricity.

## How will I be assessed?

- Examinations – six exams

## Future pathways and careers

Combined science enables students to continue studying science at sixth form college

- Medicine – doctors and nurses
- Teacher
- Research scientist
- Personal trainer
- Emergency services
- Astronaut
- Laser engineer
- Product developer
- Forensic scientist
- Veterinary science
- Pharmacist

# SCIENCE (TRIPLE)

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Mrs M Vickers mvickers@queenelizabeths-ac.org.uk

## Why study triple science?

Triple science is an opportunity for students to delve further into the study of science and earn three GCSEs in biology, chemistry and physics. The course includes everything covered in combined science, with extra content for each area and some additional topics.

## What will I learn?

The biology topics are designed to enable students to understand the living parts of the environment around them and how their own body works. They will learn to use a microscope, investigate how organs within the body work and how scientists monitor the environment.

The chemistry topics will develop students understanding of matter and chemical reactions between substances. They will carry out investigations to identify unknown substances and the factors affecting chemical reactions.

The physics topics cover the interactions between matter and energy, electricity and how the physical world works. They will learn how technology advances and how to investigate forces, magnetism and electricity.

## How will I be assessed?

- Examinations – six exams

## Future pathways and careers

Triple science enables students to continue in science at sixth form college and gives students the foundation for studying science A Levels.

- Medicine
- Doctors and nurses
- Teacher
- Research scientist
- Personal trainer
- Emergency services
- Astronaut, engineer
- Product developer
- Forensic scientist
- Veterinary science
- Pharmacist

# SPORT

EXAM BOARD	Pearson
QUALIFICATION TYPE	BTEC Level 2
CONTACT	Mr M Sisson msisson@queenelizabeths-ac.org.uk

## Why study sport?

BTEC sport can help you take your first steps towards a career in sport and fitness. You'll learn essential skills such as training for personal fitness, encouraging sports participation and understanding how the body responds to exercise.

### You should study sport because:

- it is equivalent to one GCSE
- you understand the academic requirements of this course
- you understand that it is not all practical
- you are interested in a career in sport
- you want to combine new information with what you already know about sport
- you are interested in what makes a healthy, active lifestyle
- you enjoy analysing and evaluating sports performance

## What will I learn?

### There are four units covered on the course:

- Unit one – fitness for sport and exercise
- Unit two – practical sport
- Unit three – applying the principles of training
- Unit four – the sports performer in action

## How will I be assessed?

- Coursework portfolio
- Online tests
- Project-based assessments

### Future pathways and careers

- BTEC Level 3 Nationals in sport
- Sport and exercise scientist
- Coach
- Fitness/gym instructor
- PE teacher
- Sports commentator
- Armed Forces
- Leisure centre attendant/manager
- Sports development officer
- Physiotherapist
- Massage therapist

# TEXTILES DESIGN

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Mrs V Carefoot vcarefoot@queenelizabeths-ac.org.uk

## Why study textiles design?

If you enjoy art and designing, as well as making products with textiles, then this is the course for you!

Textiles design is an art and design qualification that enables you to focus specifically on developing ideas using textiles materials and techniques such as: printing, dyeing, batik, silk painting, applique, machine and hand embroidery, CAD (computer aided design)/CAM and many others.

Students are required to work in one or more areas of textile design such as art textiles, fashion design, illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and embellished textiles, and soft furnishings and/or interiors.

Students must develop and apply the knowledge, understanding and skills of all aspects of textile design and the work of other artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures.

## What will I learn?

Textile design encourages the development of imagination, sensitivity, observational and analytical skills.

## Candidates are required to demonstrate their skills to:

- record responses to direct experience
- develop ideas for their work, investigating visual and other sources of information
- explore and use a range of media for working in two and/or three dimensions
- review, modify and refine work as it progresses and realise intentions
- identify the distinctive characteristics of textiles, craft and design and relate them to the context in which the work was created, making connections with their own work
- make critical judgments about textile, craft and design, using specialist vocabulary

## How will I be assessed?

- Examination (40%)
- Controlled assessment task (60%)

### Future pathways and careers

Students could go on to college to study A Level in art, art and design, textiles or fashion, or pursue a career in design, advertising, illustrating, teaching, art therapy, interior design, product design, theatre design or fine arts.





## NOTES



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