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We are justifiably proud of the great achievements



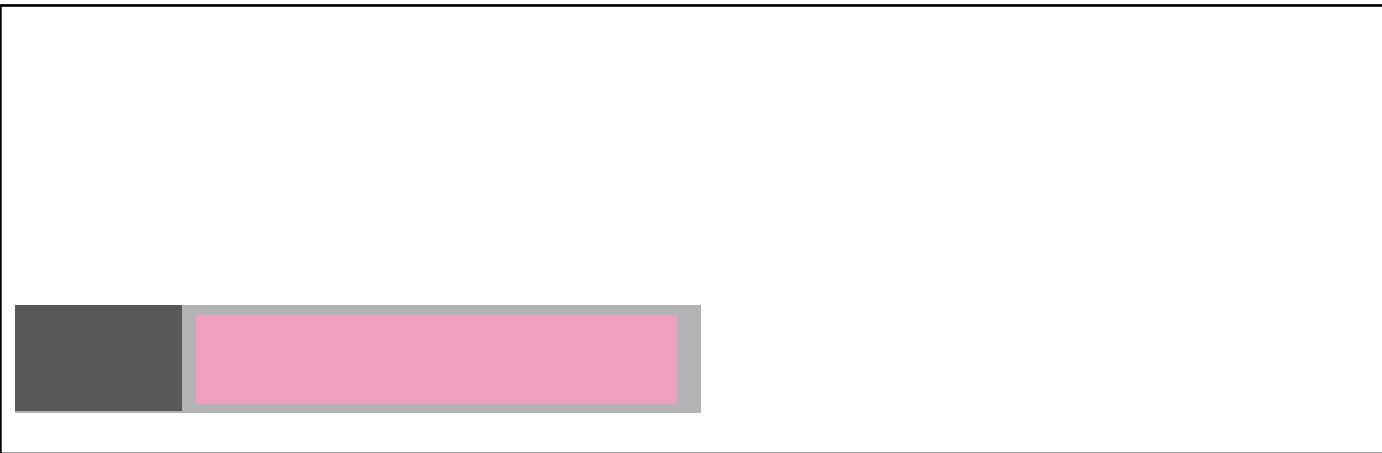
Our students are entering an increasingly competitive world; competition for employment, apprenticeships, university, internships, or work experience is fierce. Exam results alone are not enough to guarantee success. Students need to develop the skills and attributes which will help them to stand out and secure their ambitions. We focus on students making progress in their chosen academic courses, and we also offer students a broader programme to help them develop the skills they need.

Study Skills Topic Areas:

- Time management
- Essay writing
- Organisation skills
- Revision techniques
- Notetaking
- Critical thinking
- Research skills
- Career planning

The VESPA Programme

We embed the VESPA programme into our Study Skills lessons, this is a set of resources and activities



EN RE I EMEN

To follow a programme of A-Level subjects, students must have a minimum average grade of **4.5 GCSE points** from at least six GCSEs, which must include English and Mathematics (at grade 4 or above). To follow a Vocational programme students should have achieved an average of a 4.5 from their best 6 L2 qualifications, normally including English and Mathematics (at grade 4). It is possible to re-sit either Mathematics or English GCSE alongside a Level 3 programme. This individual programme will be agreed with Mrs Allen.

To study A-Level Mathematics it is necessary to have at least grade **7** at GCSE Mathematics.

To study A-Level Science it is necessary to have a grade **6** in the appropriate GCSE Science; or 2 6's in Combined Science: Trilogy. It is also necessary to have a grade **6** at GCSE Mathematics.

In order to study a subject at A-Level that has been studied at GCSE it is necessary to have at least a grade **5** in that subject.

To study Psychology students must have achieved a grade 5 in GCSE Mathematics.

All students must have a good record of conduct and be comfortable with the values and the ethos of the academy. Students who do not maintain a good record of conduct will be refused entry to the Sixth Form. All students will be interviewed and references sought for external candidates.

All students must apply for a place in the Sixth Form by completing an application form which sets out their subject choices and career plans.

We require any student who does not have a grade **4** in an English or Maths to re-sit to attempt to get a grade **4**. Lessons and Support will form part of their program of study.

The above entry criteria will guarantee entry to the Sixth Form, students who do not meet the above criteria due to mitigating circumstances will be considered on a case by case basis.

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Sixth form students are expected to look smart and set an example for the rest of the school.

Plain black jacket

Plain black tailored trousers or plain black tailored skirt (skirt must be a non-stretchy material, straight or A-line and reach to just above the knee)

White shirt or blouse with a collar

School tie or QEGS pin badge (available from school)

A smart red, black, navy, grey or dark green fine-knit V-neck jumper can be worn under a jacket

Black or neutral coloured tights

Black or brown shoes (low heel, no trainers or canvas)

Students participating in sport/performing arts may wear sportswear as follows:

EITHER:

QEGS Sports kit

OR:

Black joggers, plain round necked T-shirt, plain round neck sweatshirt (no hoodies)

ART, CERAMICS & DESIGN

Studied over two years

AQA

Mrs D Davis (davis@queenelizabeths.derbyshire.sch.uk)

Course Content

Component 1

Component 1 is a workshop skills based internally assessed unit, which will continue until January.

Students are set a summer homework before starting the course which is used to inspire the theme of the workshops- this has previously included Surroundings, Decay and Destroy and Sky High. The workshops allow the students the freedom to explore a wide range of disciplines including drawing, photography, textiles/fashion, ceramics, print, painting and digital art. This allows them the confidence to specialise later in the course.

The four objectives that must be addressed in all coursework and externally set projects are:

- Developing ideas demonstrating analytical and critical understanding.
- Experimenting with and selecting appropriate materials.
- Recording observations and insights.
- Presenting, personal, informed and meaningful outcomes

Component 2

Component 2 is an internally set assignment and will last from February until May. Candidates select their own theme and specialisms. During the project students will complete 5 hours of unaided, supervised time as a mock exam. All work produced throughout and in the controlled session will be internally assessed and externally moderated by AQA.

Component 3

Component 3 asks students to produce a personal investigation based on an idea, concept or theme. They must continue to produce practical work related to their chosen topic and must also work within the same title that was chosen at AS level. The written component should be no less than 1000 words and no more than 3000. This unit is marked internally and then moderated externally by AQA.

Component 4

Component 4 is an externally set assignment and candidates select one from eight starting points. Students will be expected to produce a body of preparatory work and a set of resolved outcomes. Towards the end of the unit students will be required to complete 15 hours of unaided, supervised time, the first 3 hours of which should be consecutive. All work including the controlled assignment will be assessed internally and then moderated by AQA

Assessment

Comp.	Title	Assessment	A Level
1	Themes to be set	Non-exam assessment/portfolio Internally assessed	-
2	Individually chosen themes	Portfolio + 5 hour mock practical test Internally assessed externally moderated	-
3	Individually chosen themes	Portfolio + up to 3000 word study relating to practical. Internally assessed externally moderated	60%
4	Externally set themes	Portfolio + 15 hour to produce major outcome(s) Internally assessed externally moderated	40%

ART & DESIGN - BTEC NATIONAL EXTENDED CERTIFICATE

Studied over two years

Pearson

Mrs D Davis (davis@queenelizabeths.derbyshire.sch.uk)

The Art & Design BTEC National Extended Certificate is an applied general qualification which is equivalent to 1 A-Level. This course provides learners with the opportunity to explore an in-depth vocational approach to the study of Art and Design, helping to prepare students for university and a career in the Creative Industries. This course would be beneficial to students who wish to study fashion, textiles, graphics or design and combine this with business or other A levels.

There are many benefits of the course, including an exciting range of units available for students, which will support them in the creation of a very individual and diverse portfolio of work. Each unit is designed to allow students to demonstrate their skills and knowledge in a real-life scenario they are likely to encounter in the workplace. There will be opportunities for learners to work, to live, industry-set briefs, wherever possible, to encourage high levels of professional practice.

Students will study 4 units over 2 years, including 3 mandatory units and a further 1 optional unit. Some mandatory units are set and marked externally by the Examination Board, whilst one is internally marked. The Optional unit allows learners to gain knowledge across a broad range of Art and Design disciplines for example : Photography, Graphics, Interactive Design, Fine Art, 3D Design, Textiles, Fashion and Design Craft. Most units require students to submit a portfolio of work.

Assessment				
Category	Title	Assessment	GLH (%)	Evidence
Mandatory Units (3)	Visual Recording and Communication	External - 3 hours	120	Portfolio of work
	Critical and Contextual Studies in Art and Design	External - 5 hours	90	Written submission
	The Creative Process	Internal	120 (83%)	Portfolio of work
Optional Units (8) Students choose 1 optional units	<ul style="list-style-type: none"> Photographic materials, techniques and processes Graphics materials, techniques and processes Interactive Design materials, techniques and processes Fine Art materials, techniques and processes 3D Design materials, techniques and processes Textiles materials, techniques and processes Fashion materials, techniques and processes Design craft materials, techniques and processes 	Internal	60 (17%)	Portfolio of work

ART & DESIGN - BTEC NATIONAL DIPLOMA DUAL AWARD

Studied over two years

Pearson

Mrs D Davis (davis@queenelizabeths.derbyshire.sch.uk)

The Art & Design BTEC National Diploma is an applied general qualification which is equivalent to 2 A-Levels. This course provides learners with the opportunity to explore an in-depth vocational approach to the study of Art and Design, helping to prepare students for University and a career in the Creative Industries.

There are many benefits of the course, including an exciting range of units available for students, which will support them in the creation of a very individual and diverse portfolio of work. Each unit is designed to allow students to demonstrate their skills and knowledge in a real-life scenario they are likely to encounter in the workplace. There will be opportunities for learners to work, to live, industry-set briefs, wherever possible, to encourage high levels of professional practice.

Students will study 8 units over 2 years, including 6 mandatory units and a further 2 optional units. Some mandatory units are set and marked externally by the Examination Board, whilst the majority are internally marked. Optional units allow learners to gain knowledge across a broad range of Art and Design disciplines such as: Photography, Graphics, Interactive Design, Fine Art, 3D Design, Textiles, Fashion and Design Craft. Most units require students to submit a portfolio of work. However, the Critical and Contextual Studies unit requires a written submission in response to a research brief set by the Examination Board.

Assessment				
Category	Title	Assessment	GLH (%)	Evidence
Mandatory Units (6)	Visual Recording and Communication	External - 3 hours	120 (17%)	Portfolio of work
	Critical and Contextual Studies in Art and Design	External - 5 hours	90 (13%)	Written submission
	Intentions		120 (11%)	Portfolio of work
	The Creative Process	Internal	120 (11%)	
	Materials, Techniques and Processes in Art and Design		90 (8%)	
	Developing an Art and Design portfolio		90 (8%)	
Optional Units (8) Students choose 2 optional units	<ul style="list-style-type: none"> Photographic materials, techniques and processes Graphics materials, techniques and processes Interactive Design materials, techniques and processes Fine Art materials, techniques and processes 3D Design materials, techniques and processes Textiles materials, techniques and processes Fashion materials, techniques and processes Design craft materials, techniques and processes 	Internal	60 (8%)	Portfolio of work

Assessment				
Category	Title	Assessment	GLH* (%)	Evidence
Mandatory Units (7)	Visual Recording and Communication	External - 3 hours	120 (11%)	Portfolio of work
	Critical and Contextual Studies in Art and Design	External - 5 hours	90 (8%)	Written submission
	Managing a Client Brief		120 (11%)	Portfolio of work
	Intentions		120 (11%)	
	The Creative Process	Internal	90 (8%)	Portfolio of work
	Materials, Techniques and Processes in Art and Design			
	Developing an Art and Design portfolio			
Optional Units (37)	Photography Units Studio, location, digital, non-digital, etc	Internal	60 (8%)	Portfolio of work
Students choose 6 optional units	Graphics Units Typography/ % ypogr e			





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Studied over two years
Pearson Edexcel
Mr L Walker (walkerl@queenelizabeths.derbyshire.sch.uk)

BTEC Level 3 Extended Diploma

Studied over two years
 Pearson Edexcel
 Mr L Walker (walkerl@queenelizabeths.derbyshire.sch.uk)
 Mr T Chow (chow@queenelizabeths.derbyshire.sch.uk)

Course Content

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Assessment

Types of assessment	No. of units
Assignment - Set and marked internally	9
Task - Set and marked by Pearson	3
Written Exam - Set and marked by Pearson	1

Studied over two years

AQA

Mr R Meecham (meecham@queenelizabeths.derbyshire.sch.uk)

Course Content

AS Level content:

Paper 1 - Physical & Inorganic Chemistry

- **Physical Chemistry:**
 - Atomic structure
 - Energetics
 - Chemical equilibria
 - Oxidation, reduction and redox equations
- **Inorganic Chemistry**

Paper 2 - Physical & Organic Chemistry

- **Physical Chemistry:**
 - Amount of substance
 - Chemical equilibria and Le Chatelier's principle
- **Organic Chemistry**

Practical work:

Students will undertake practical activities across the AS Level course, as directed by the Examination Board. These will be internally assessed and provide the opportunity to learn and use practical skills to link theory with practice, so deepening knowledge and understanding. Teachers will 'endorse' the practical work, which if passed, will be reported on the AS Level Certificate. In addition, knowledge of practical skills will be assessed in the written papers.

A Level content:

Paper 1 - Physical & Inorganic Chemistry

- **Physical Chemistry:**
 - Atomic structure
 - Energetics
 - Chemical equilibria
 - Thermodynamics
 - Equilibrium constant K_c for homogeneous systems
 - Acids and bases
- **Inorganic Chemistry**

Paper 2 - Physical & Organic Chemistry

- **Physical Chemistry:**
 - Amount of substance
 - Chemical equilibria and Le Chatelier's principle
 - Rate equations
- **Organic Chemistry**

Paper 3 - Physical, Inorganic & Organic Chemistry

Practical work:

Students will undertake at least 12 practical activities across the A-Level course, as directed by the Examination Board.

CAM E SCIENCE

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Studied over two years

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Mr R Bowbanks (bowbanks@queenelizabeths.derbyshire.sch.uk)

Course Content

Component 01: Computer systems

EXTENDED PROJECT QUALIFICATION (EPQ)

Studied over 120 hours

AQA

Mrs C Tresidder (tresidder@queenelizabeths.derbyshire.sch.uk)

Course Content

What is it?

The EPQ is an exciting qualification which is growing at QEGS each year. Students can choose to do the EPQ alongside their A-Level or BTEC courses.

It is a research-based piece of work of the students' choosing that requires evidence of planning, preparation, research, analysis, decision-making and autonomous working.

The Project can be an extension of an existing programme of study, or can arise from an area of interest. It could possibly be connected to a future career or university course.

The Project can take several forms. It can be a 5,000 word written report (dissertation style) or it can be an artefact (e.g. a piece of art), an event (e.g. a fashion show) or an electronic product (e.g. a computer game) with a shorter report.

This is a great opportunity to do something truly individual and increase the depth of knowledge in an area of particular interest.

Whatever form the outcome takes, it must be based on research which leads the student to make decisions about how they create the product or reach the written conclusion.

Recent example projects include:

- Will UEFA Fair Play Regulation solve the problems commercialisation has created in the Premier League?
- A design for an aesthetically pleasing Passive House
- To what extent are Modern day beliefs about Ancient Roman dietary habits exaggerated?
- To design a Role Playing Game with a compelling narrative for the 16-25 age group
- Should Texas retain the death penalty?
- Can IPS cells be used to develop a cure for Parkinsons?
- To create a contemporary propaganda poster accessible to dyslexics

Why do it?

The EPQ is highly valued by universities and employers. It is graded A*- E and achieves UCAS points worth half of A-Level grades.

The aims of the extended project are:

- To extend students' skills in planning, research and critical thinking, presentation, synthesis, evaluation and referencing.
- To allow students independence, choice and input into the design of an extended piece of work.
- For students to use this 'toolkit' of skills to better prepare them for higher education and employment.

How is it taught?

The EPQ includes a taught skills programme which is primarily delivered at the start of the course. This is followed by time to work independently, some more taught sessions and meetings with the students' EPQ teachers and supervisors. There is a lot of independent research involved in this qualification as this is a project in which the student becomes the expert. EPQ is normally timetabled for two hours per week but students will need to add to this independently once writing/developing has begun.

How is it assessed?

There is no exam for the EPQ. The evidence submitted for assessment will be:

- A completed production log which records the process from proposal to final review

ENGINEERING

QEGS ENGINEERING / K H / G AMME

Studied over one year (90hrs)

Mr M Kershaw (Kershaw@queenelizabeths.derbyshire.sch.uk)

Why study this Engineering Workshop Programme?

Our own in-house Engineering Workshop Programme will allow exposure to a variety of technical areas and skill sets used on a typical shop floor engineering environment. You will become competent in workshop practice including marking out, sheet metal fabrication, MIG welding, CNC, CAD design and secondary machining such as lathe work

Course Content	
<p>The topics studied are:</p> <p>1) Manufacturing Secondary Machining Processes In this unit you will:</p> <ul style="list-style-type: none"> Examine the technology and characteristics of secondary processes that are widely used in industry Set up traditional secondary processing machines to manufacture a component safely Carry out traditional secondary machining processes to manufacture a component safely Review the processes used to machine a component and reflect on personal performance <p>2) Engineering Product Design and Manufacture In this unit learners will explore engineering product design and manufacturing processes and will complete activities that consider function, sustainability, materials and form. You will:</p> <ul style="list-style-type: none"> Learn about the properties and characteristics of a range of ferrous / non-ferrous / polymer and composite materials Engage with the 5 steps of the Engineering design and make process Carry out a design and make exercise 	<p>3) Basic Bench work skills In this module you will:</p> <ul style="list-style-type: none"> Learn how to measure and mark out across a range of materials accurately using a range of tools and equipment such as angle plate / V-block / surface plate / surface gauge Apply correct technique to cut and work with both hand tools and power tools such as scribes, jenny calipers, angle grinders, air saws, nibblers Understand the requirement for appropriate fasteners, fixtures and components, screw thread systems, screw thread nomenclature. MIG welding / spot welding fabrication Apply safe working procedure as to HASAWA law

ENGLISH LITERATURE



Studied over two years

AQA

Mrs N Brown (brownn@queenelizabeths.derbyshire.sch.uk)

Miss B Angris (angris@queenelizabeths.derbyshire.sch.uk)

Why study English Literature? The English Literature course is split into two topics: 'Aspects of Tragedy' (Paper 1) and 'Elements of Crime' (Paper 2). Currently, we study 'Othello', 'Tess of the D'Urbervilles' and 'Death of a Salesman', for Paper 1 and move on to 'Oliver Twist', 'Atonement' and poetry by Crabbe, Browning and Wilde, for Paper 2. We might be changing one of the texts for Paper 2, so please check before purchasing any resources. The A-Level builds upon the analytical essays written at GCSE and introduces you to critical theories, such as Feminism, Marxism and Eco-Critical theory. You will then be supported in applying a theory to your choice of novel and poetry for the NEA. Students enjoy this opportunity to read and analyse their selected author and the process of writing and answering your own essay question sets you up for dissertation writing at university. In terms of job opportunities, media and publishing can be a good fit for an English Literature graduate, as they offer a good way to apply your knowledge of the written language. These skills will also serve you well in advertising and marketing. Teaching is another option; from primary education right up to tertiary, English as a subject is considered important at all stages. The analytical skills associated with such a degree also apply well to subjects such as Law. Generally speaking, English Literature is a degree well respected by

Course Content

Paper 1: Literary genres

- Aspects of tragedy: study of three texts: one Shakespeare text; a second drama text and one further text, of which one must be written pre-1900

Paper 2: Texts and genres

- Elements of crime writing: Study of three texts: one post-2000 prose text; one poetry and one further text, of which one must be written pre-1900
- Exam will include an unseen passage

Non-exam assessment: Theory and independence

- Study of two texts: one poetry and one prose text, informed by study of the Critical anthology
- Two essays of 1,250–1,500 words, each responding to a different text and linking to a different aspect of the Critical anthology
- One essay can be re-creative
- The re-creative piece will be accompanied by a commentary

Assessment

Paper	Title	Assessment	A Level
1	Literary genres	Written Exam: 2hr 30min (closed book)	40%
2	Texts and genres	Written Exam: 3hr (open book)	40%
-	Non-exam assessment: Theory and independence	Non-exam Assessment	20%

GE G A H

h e Studied over two years
h n Pearson Edexcel
h h Miss K Edwards (edwards@queenelizabeths.derbyshire.sch.uk)

Course Content

Paper 1 Dynamic Landscapes

- Topic 1: Tectonic Processes and Hazards – we question of the causes of tectonic hazards, the impact of tectonic activity on people, and responses to tectonic hazards.
- Topic 2: Coastal Landscapes - we study of coastal landscapes system and the physical & human
- Topic 2: Coa39 (T)111 (sicW)3710.1atynaCyclehe W

POLITICS

Studied over two years

AQA

Mr P Wyke (wyke@queenelizabeths.derbyshire.sch.uk)

Why study Politics? In the current climate of massive political change in Britain, the US, and our world as whole, there is no better time to be studying Politics.

Will Boris Johnson's levelling up agenda convince voters who lent him their vote in 2019 to do the same in the next election? Can the UK government find a solution to the Northern Ireland conundrum? Is Keir Starmer able to convince both traditional Labour voters in red wall seats and middle England that he should be the next Prime Minister? Where will the Republican Party go next after Trump's election defeat? Will Joe Biden help the US lead the way on the world's fight against climate change? These are some of the many questions that studying Politics will allow you to wrestle with and try to answer.

Where can Politics take me? It's ideal if you're considering studying politics, sociology, ethics, advertising or journalism at university and is highly regarded by employers in industries including politics, international organisations, the media, government and the civil service.

Course Content

The topics studied are:

Paper 1 - The Government and Politics of the UK

In this section of the course, students will study the Government and Politics of the UK. Students will develop knowledge of the government of the UK, focusing on the British constitution, the UK Parliament, the Prime Minister and cabinet, the judiciary and devolution. Students will also develop knowledge of UK politics, covering democracy and participation, elections and referendums, political parties, pressure groups and the European Union.

Paper 2 - The Government and Politics of the USA

In this section of the course, students will study the Government and Politics of the USA. Students will develop knowledge of the constitutional framework of US Government, the legislative branch of government: Congress, the Executive Branch of Government: President, and the Judicial Branch of Government. Students will also look at the electoral process and direct democracy, political parties, and pressure groups. Key to this section will be pupil's ability to make links between similarities and differences between UK and US politics.

Paper 3 – Political Ideas

In this section of the course, students will study the main three ideologies that are present in our society: liberalism, socialism, conservatism, and the fourth ideology of multiculturalism. They will make links between the ideologies and issues that have been studied in Paper 1 and 2. They will examine the arguments and theories of the influential figures within the ideologies.

Assessment

Paper	Title	Assessment	A Level
1	Government and Politics of the UK	Written exam: 2 hours	33%
2	The Government and Politics of the USA	Written exam: 2 hours	33%
3	Political ideas	Written exam: 2 hours	33%



Studied over two years

Pearson Edexcel

Miss E Robinson (robinson@queenelizabeths.derbyshire.sch.uk)

Mrs A Barto (barto@queenelizabeths.derbyshire.sch.uk)

Course Content

PAPER 1: Russia 1917-91: from Lenin to Yeltsin

This topic comprises a study in breadth, in which students will learn about the key political, social and economic features of communist rule in Russia during the twentieth century, an era that saw its authority and influence rise to the status of a superpower, only to diminish and decline later in the century.

The focus of study is on developments and changes over a broad timescale, and so the content is presented as themes spanning a significant duration: 1917–85. This option also contains a study in depth of historical interpretations on a broad question, which is contextualised by, and runs on from, the themes: reasons for the fall of the USSR, c1985–91. Communist Government in the USSR, 1917–85, Industrial and agricultural change, 1917–85, Control of the people, 1917–85, Social developments, 1917–85, What explains the fall of the USSR, c1985–91?

PAPER 2: Mao's China, 1949-76

This topic comprises a study in depth of the transformation of communist China in the years 1949–76. The aftershocks of these changes are still being felt today as China emerges as a great economic and political power on the world stage.

Students will gain an in-depth understanding of the nature and extent of change in this period, the effects of Mao Zedong's policies on the lives of the Chinese people, and Mao's role in driving dramatic political, social and economic changes. Establishing communist rule, 1949–57, Agriculture and industry, 1949–65, The Cultural Revolution and its aftermath, 1966–76, Social and cultural changes, 1949–76.

PAPER 3 (A-Level only): Lancastrians, Yorkists and Henry VII, 1399-1509

This topic comprises two parts: the Aspects in breadth focus on long-term changes and contextualise the Aspects in depth, which focus in detail on key episodes. Together, the breadth and depth topics explore the dramatic developments in late medieval England that centred around the personalities and political skills of a series of kings, queens and their powerful subjects, and the impact of these developments on the kingdom. Within the primarily political focus on the nature of kingship and authority in England, this option also explores the wider social and economic contexts of political struggle.

Assessment

Paper	Title	Assessment	AS	A Level
1	Russia 1917-91: from Lenin to Yeltsin	Written Exam	60%	-
2	Mao's China, 1949-76	Written Exam	40%	-
1	Russia 1917-91: from Lenin to Yeltsin	Written Exam	-	30%
2	Mao's China, 1949-76	Written Exam	-	20%
3	Lancastrians, Yorkists and Henry VII, 1399-1509	Written Exam	-	30%
-	Topic relating to Paper 1 or 2	Non-exam assessment	-	20%

M A D E I N F O R E I G N L A N G U A G E

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Studied over two years

AQA

(French): Mrs L Atkinson (atkinson@queenelizabeths.derbyshire.sch.uk)

(German): Ms A Hill (hill@queenelizabeths.derbyshire.sch.uk)

(Spanish): Mrs M Izquierdo (izquierdo@queenelizabeths.derbyshire.sch.uk)

Course Content - French

<p>Aspects of French-speaking society: current trends Including: the changing nature of family, the 'cyber-society', and the place of voluntary work.</p> <p>Artistic culture in the French-speaking world Including: a culture proud of its heritage, contemporary francophone music and cinema: the 7th art form.</p>	<p>Aspects of French-speaking society: current issues Including: positive features of a diverse society, life for the marginalised and how criminals are treated.</p> <p>Aspects of political life in the French-speaking world Including: teenagers, the right to vote and political commitment, politics & immigration, demonstrations, strikes – who holds the power?</p>
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Course Content - German

<p>Aspects of German-speaking society Including: the changing state of the family, the digital world and youth culture: fashion and trends, music and television.</p> <p>Artistic culture in the German-speaking world Including: festivals and traditions, art and architecture and cultural life in Berlin, past and present.</p>	<p>Multiculturalism in German-speaking society Including: immigration, integration and racism.</p> <p>Aspects of political life in the German-speaking world Including: Germany and the European Union, politics and youth, and German reunification and its consequences.</p>
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Course Content - Spanish

<p>Aspects of Hispanic society Including: modern and traditional values, cyberspace and equal rights.</p> <p>Artistic culture in the Hispanic world Including: modern day idols, Spanish regional identity and cultural heritage or cultural landscape.</p>	<p>Multiculturalism in Hispanic society Including: immigration, racism and integration.</p> <p>Aspects of political life in the Hispanic world Including: Today's youth, tomorrow's citizens, monarchies, republics and dictatorships, and popular movements.</p>
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Assessment

Paper	Title	Assessment	AS	A Level
1	Listening, Reading and Writing	Written Exam: 1hr 45min	45%	-
2	Writing (set text or flm)	Written Exam: 1hr 15min	25%	-
-	Non-exam Assessment	Speaking Exam: 12-14min	30%	-
1	Listening, Reading and Writing	Written Exam: 2hr 20min	-	50%
2	Writing (2 set texts or 1 text and 1 flm)	Written Exam: 2hr	-	20%
-	Non-exam Assessment	Speaking Exam: 21-23min	-	30%

CORE MATHEMATICS

Studied over two years

AQA

Mr A Barnhurst (barnhurst@queenelizabeths.derbyshire.sch.uk)

Key Information

- A new Level 3 Mathematics qualification, half the size of an A-Level, with two end-of-course examinations
- The content is based around the new GCSE Mathematics Higher Tier, with around 20% taken from other qualifications, for example A-Level Mathematics

Level 3 Mathematical Studies (Core Mathematics) is a new qualification designed for students who have achieved a grade 4 or above at GCSE and who are not taking Mathematics in the Sixth Form.

It helps to develop students' mathematical skills and thinking and supports courses such as A-level Psychology, Sciences and Geography, as well as technical and vocational qualifications. Some universities have given reduced offers to students with a Core maths qualification. The course focuses on real world and financial maths.

This qualification is linear. Linear means that students will sit all the exams at the end of their two year course.

Compulsory content:

- Analysis of data
- Maths for personal finance
- Estimation
- Critical analysis of given data and models (including spreadsheets and tabular data)

The academy will then offer optional units taken from:

- Statistical techniques
- Critical path and risk analysis
- Graphical techniques

Assessment

The assessment will be 2 papers each of one hour and a half where much of the content questions are based on pre released preliminary material.

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Studied over two years

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FURTHER MATHEMATICS

Studied over two years

AQA

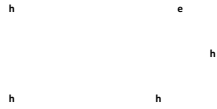
Mr A Barnhurst (barnhurst@queenelizabeths.derbyshire.sch.uk)

Further maths is a fantastic qualification to further demonstrate to universities the true extent of your academic capabilities. An A-level in further maths, far from narrowing down your options can open many doors, as it clearly shows your ability to grasp abstract concepts and apply them to unfamiliar situations. We have a long history of success in Further Maths at QEGS, and our students thoroughly enjoy the course.

AS Level	A2 Level
This extends the knowledge and skills studied in A-Level Mathematics. The study areas are Algebra and Graphs, Roots of Quadratic Equations, Series, Calculus, Numerical Methods and Trigonometry. New topics introduced are Complex Numbers and Matrices, along with applied mathematics.	This assumes prior coverage of A-Level Mathematics and goes deeper into Calculus. Differential Equations of first and second order are studied in detail. Other topics on the programme of study are polar coordinates, complex numbers, matrices, trigonometry and vectors. There will be work on applied mathematics alongside this.

Assessment			
Paper No.	Assessment	AS %	A2 %
Paper 1	Written Exam: 1hr 30min	50%	-
Paper 2	Written Exam: 1hr 30min	50%	-
Paper 1	Written Exam: 2hr	-	33.3%
Paper 2	Written Exam: 2hr	-	33.3%
Paper 3	Written Exam: 2hr	-	33.3%

M IC



Studied over two years
AQA

Course Content

Students must complete all three components.

Component 1: Appraising music (40% of A-Level marks)

You will answer questions from three sections:

- Section A: Listening (56 marks)
- Section B: Analysis (34 marks)
- Section C: Essay (30 marks)

Component 2: Performance (35% of A-Level marks)

This component will be externally marked by AQA examiners.

- Work must be completed by 15th May and sent by post/uploaded to AQA.
- A minimum of ten minutes of performance in total is required.

Component 3: Composition (25% of A-level marks)

A minimum of four and a half minutes of music in total is required.

- Composition 1: Composition to a brief (25 marks)
- Composition 2: Free composition (25 marks)

Assessment

Comp.	Title	Assessment	A Level
1	Appraising music	Written exam	40%
2	Performance	10-12 min Performance	35%
3	Composition	4.5-6 min Composition	25%

PH I C

Studied over two years

AQA

Mr R Meecham (meecham@queenelizabeths.derbyshire.sch.uk)

Why study Physics?

Course Content

AS Content

Paper 1

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and materials
- Electricity

Paper 2

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and materials
- Electricity

A-Level Content

Paper 1

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and materials
- Electricity
- Periodic motion

Paper 2

- Thermal Physics
- Fields and their consequences
- Nuclear physics

Paper 3

- Practical skills and data analysis

- Astrophysics
- Medical physics
- Engineering physics
- Turning points in physics
- Electronics

There is also an 'Endorsement of Practical Skills' which is awarded separately to the A-Level grade. This is assessed internally through 12 set practicals throughout the course.

Assessment

Paper	Title	Assessment	AS	A Level
1	Physics Paper 1	Written Exam: 1hr 30min	50%	-
2	Physics Paper 2	Written Exam: 1hr 30min	50%	-
1	Physics Paper 1	Written Exam: 2hr	-	34%
2	Physics Paper 2	Written Exam: 2hr	-	34%
3	Physics Paper 3	Written Exam: 2hr	-	32%

Studied over two years

AQA

Mrs J Eaton (eaton@queenelizabeths.derbyshire.sch.uk)

Course Content

The Psychology A-level science course ensures that all students are given the opportunity to acquire the experimental and practical skills essential for further study and successful scientific research.

The mathematical skill in Psychology is taught and understood at and beyond the level of Mathematics required for a GCSE grade 4. Students taking A-level Psychology are required to have a grade 5 in GCSE Mathematics (over 10% of the assessment tests)

Assessment

Paper	Title	Assessment	A Level
1	Introductory Topics in Psychology <i>Social influence, Memory, Attachment & Psychopathology</i>	Written Exam: 2hr	33.3%
2	Psychology in Context <i>Approaches in Psychology, Biopsychology & Research Methods</i>	Written Exam: 2hr	33.3%
3	Issues and Options in Psychology <i>Issues and Debates, Schizophrenia, Cognition and Development & Forensics</i>	Written Exam: 2hr	33.3%

RELIGIOUS STUDIES

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Studied over two years
AQA

Social

h e
h h

Studied over two years

AQA

Mrs J Eaton (eaton@queenelizabeths.derbyshire.sch.uk)



SPORTS AND PHYSICAL EDUCATION

Studied over two years

AQA

Mr B Hallam (hallam@queenelizabeths.derbyshire.sch.uk)

Course Content

Y12 students study:

- Applied anatomy and physiology - cardiovascular system, respiratory system, neuromuscular system, musculo-skeletal system and analysis of movement.
- Skill acquisition - skill, skill continuums and transfer of skills, impact of skills classification on structure of practice for learning, principles and theories of learning and performance, and the use of guidance and feedback.
- Sport and Society - emergence of globalisation of sport in the 21st century and sociological theory applied to equal opportunities.
- Exercise physiology - diet and nutrition and their effect on physical activity and performance, and preparation and training methods in relation to maintaining physical activity and performance.
- Biomechanical movement - biomechanical principles and levers.
- Sports psychology - aspects of personality, attitudes, arousal, anxiety, aggression, motivation, social facilitation, group dynamics and the importance of goal setting.

Y13 students study:

- Applied anatomy and physiology - energy systems and the impact of specialised training methods.
- Skill acquisition - information processing models and the efficiency of information processing.
- Exercise physiology - injury prevention and the rehabilitation of injury.
- Biomechanical movement - linear motion, angular motion, projectile motion and fluid mechanics.
- Sports psychology - achievement motivation theory, attribution theory, self-efficacy and confidence, leadership and stress management.
- Sport and society and the role of technology in physical activity and sport - concepts of physical activity and sport, development of elite performers in sport, ethics in sport, violence in sport, drugs in sport, sport and the law, impact of commercialisation in sport, development of elite physical activity and development of elite sport and society and the role of technology

STUDYING TEACHING AND LEARNING IN SCHOOL

Studied over two years
Edexcel
Mrs C Rushton-Plant (rushton-plant@queenelizabeths.derbyshire.sch.uk)

Course Content

Units Completed

- 1 – Communication and Professional Relationships with Children, Young People and Adults
- 6 – Schools As Organisations
- 10 – Understand Child and Young Person Development
- 11 – Understand How to Safeguard the Well-being of Children and Young People



Travel

At QEGS, we believe it is important that students are given the opportunity to broaden their horizons and develop new interests. Each year, the geography department offer a foreign expedition to explore an area of global significance or interest. In the past these trips have included; Iceland, Thailand, Morocco and China.

For students taking Modern Foreign Languages the academy is able to arrange work experience in France, Germany or Spain.

University Visits

Each year we offer visits to universities, opportunities to take part in taster days, and places on schemes run by universities. We run a visit to the UCAS convention, where students can access information on a vast number of different universities and higher education organisations. In J M Ä M





Sponsors include:

The Woodroffe Benton Foundation - The Ashburnian Society

- The Old Trust (founders 1585)



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