

QUEEN ELIZABETH'S HIGH SCHOOL

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**Sixth Form**  
**Subject Prospectus**  
for  
**September 2019 entry**



An 11-18 Grammar School





Original Charter  
1589

# QUEEN ELIZABETH'S HIGH SCHOOL

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## Subject Prospectus

Welcome to the 2019 subject prospectus for the Sixth Form here at QEHS. The school is pleased to offer a broad and balanced curriculum to allow prospective students the opportunity to pick from a range of programmes of study.

### **Admission criteria**

Our admission criteria are as follows;

- Students intending to follow a route of three A Levels will need to achieve at least 42 points across their best eight subjects, including at least grade 5 in English Language and Maths. Beyond that, most subjects carry additional criteria to ensure suitability for study; please see the specific subject pages of the prospectus.
- Students who wish to study four or more A Levels will need to have at least six GCSE subjects graded 7 or higher.
- For legacy GCSEs, grades will be converted into points using the DfE point scores, these will be: A\*=8.5, A=7, B=5.5, C=4, D=3, E=2, F=1.5, G=1. The DfE point score for AS levels in 2019 will be; A=10.75, B=8.88, C=7, D=5.13 and E=3.5
- The school will only include other qualifications, such as BTEC's that are in the current DfE list of qualifications approved for use in school performance tables.

Please note that Year 12 students are recommended to have achieved two D grades at the end of Year 12 to ensure their best chance of success at the end of Year 13.

### **Application procedure**

Students wishing to apply for a place for September 2019 are asked to apply using a standard QEHS application form which is available in the prospectus pack and on the Sixth Form area of the school website.

It is essential that students make informed choices and you are encouraged to thoroughly investigate the impact of your options, both in terms of the relationship between them and the potential outcomes of those choices, be that employment or higher education. We will consider any application made before the commencement of the courses in September 2019, however we plan our curriculum and staffing based on student applications received by the end of December 2018. This means that some students applying after this date may find their choices restricted and could be placed on a waiting list for popular courses.

Students should expect to hear about their application in late March/early April where we indicate whether or not the options picked will work together; inevitably, we have to come back to one or two students to ask them to reselect if they can, as our best fit curriculum cannot possibly suit every applicant. The Sixth Form team are willing to support and guide you throughout this process. Please just ask for help!

Mr M S Betts  
Head of Sixth Form





### **Sixth Form Offer**

- All students will be expected to complete 3 A Levels by the end of Year 13.
- Students will be able to complete an independent extended project with support from tutors in school. This provides a fantastic opportunity for students to demonstrate commitment to their chosen future career or Higher Education course. It carries UCAS points too and is highly valued by universities.
- Students will be given the opportunity to pursue the Duke of Edinburgh Silver Award.
- Students may be able to study the LiBF Level 3 Qualification in Financial Management, an excellent additional qualification that carries UCAS points and enhances a student's financial skills prior to going to university or starting a Level 3 apprenticeship.
- Students receive 1:1 CV and UCAS guidance and advice from a team of tutors supplemented by specialist support from the Sixth Form Team and subject specialists. Staff who have years of experience in supporting students with University applications drawing on experience of working in University admissions with many successful applicants for Oxbridge and other Russell Group universities and highly competitive Level 3 apprenticeships each year.
- The QEHS programme of support outlined above is also supplemented by bringing in outside support for students preparing for interviews in areas like Medicine.
- In terms of personal development, the school offers an unrivalled selection of additional options\* to both enthuse and stretch students in their 'non-contact' time. Examples have included, Italian culture and language, Spanish, sport, the National Citizenship Service, assorted student led societies including a debating group, a sign language class, a drama group and a charities group. Students can also get involved in voluntary groups and work experience which offers opportunities for students to show their abilities in very different environments and Mandarin can be taken as a complementary activity.
- For students wanting to stay fit and healthy or pursue their sporting interests students can take up our special membership offer at the local leisure centre / gym or get more involved in the sporting activities offered at QEHS, possibly with a view to representing the school in fixtures. A link with Gainsborough Trinity Football Club has been made and coaching / community leadership opportunities may also be available.
- Finally, university level courses are available for more able students through the Open University and guided by our experienced Gifted and Talented co-ordinator.
- A week of valuable work experience is offered in term 6 to allow students to plan for their futures and experience the world of work in their chosen career.

Please feel free to contact us at [6thoffice@qehs.lincs.sch.uk](mailto:6thoffice@qehs.lincs.sch.uk) if you would like further information or visit the school website.

\* The opportunities offered will vary year on year, depending on student interests and with the aim of developing the skills and attributes of the cohort.



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# A Level Subjects

## A Level Art

Examination Board: AQA  
Specification Code: 7202 – A Level  
Fine Art: 7202/C & 7202/X – A Level

### Why Art?

A Level fine art allows you to develop personal visual responses to ideas, observations, experiences, environments and cultures, using practical, critical and contextual thinking. It provides you with a good grasp of a range of traditional and new media, processes and techniques and due to the nature of the course can work well with many other subjects.

### Entry Requirements

QEHS standard entry requirements will apply and in addition students will be expected to achieve at least a grade 6 in GCSE Art. However if a student has not achieved a 6 we may ask students to attend a short interview with a portfolio of their work to ascertain their suitability for the course before the beginning of the academic year.

### Course Content

All work produced for each of the Components will be marked as a whole and will cover the four assessment objectives.

- Year 12 Workshops  
At the start of the course your portfolio should include a selection of well presented work that shows the full range of your skills and workshops undertaken at the start of the year. The learning activities you are likely to undertake include skills based activities that explore drawing, mark making and working with a variety of media; personalised learning activities and individual tutorials.  
After the workshops are completed the focus of work shifts to the development of ideas. You will be given a starting point and following initial research and analytical work, you will develop a final outcome as a result of experimentation and recording.
- Component 1: Personal Investigation  
This is a practical unit with written elements (between 1000 and 3000 words). The investigation should be an in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.
- Component 2: Externally Set Assignment  
The question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one. Students will be provided with examination papers on 1 February, or as soon as possible after that date. Preparatory work should be presented in any suitable format such as mounted sheets or a sketchbook and following the preparatory period, students must complete 15 hours of unaided, supervised time.  
In the 15 hours students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work.

### How does this learning differ from Pre-16 study?

A Level Art will differ from previous study in that it will require greater skills in analysis and experimentation. The course is about highly developed finished outcomes and the process undertaken to get there. Students are expected to experiment with a wide range of materials/processes and have the skills to analyse and document their findings. Students are expected to find their own artists to study, visit galleries and engage with creative practitioners and the more genuine this interest is the more it will inform your work and progress it to a higher level.

### Prospects

Careers and courses in architecture, art therapy, education, research, gallery curatorship and management, design, arts marketing, management and buying, forensic / police / courtroom work, theatre and film, costume design, special effects, restoration and conservation, designer-maker, public and community art.

### Contacts

Please contact Miss E. Walsh, Head of Art, if you wish to discuss this qualification further.

# A Level Biology

Examination Board: OCR A

Specification Code: H420 - A Level

## Why Biology?

Through A Level it is hoped to stimulate an interest and understanding of biological facts and principles and foster an appreciation of the contribution of the subject to today's society. Over the two years, candidates are expected to further develop the fundamental scientific skills introduced through practical work at GCSE, thereby producing biologists who are also competent practical scientists. The mathematical content accounts for at least 10% of examined content and requires a careful, logical and methodical approach.

## Entry Requirements

QEHS standard entry requirements will apply and in addition students will be expected to have a grade 6 or above in either GCSE Biology or grade 6 in GCSE Combined Science. A grade 6 in Maths is beneficial.

## Course Content

**Year 1 covers AS Content which is tested as a mock exam and not an external exam.**

- Module 1: Development of practical skills – this module underpins the whole of the specification, and covers the practical skills that students should develop throughout the course. The practical skills in this module are assessed within written examinations.
- Module 2: Foundations in biology – cell structure, biological molecules, nucleotides and nucleic acids, enzymes, biological membranes, cell division, cell diversity and cellular organisation.
- Module 3: Exchange and transport – exchange surfaces, transport in animals and plants.

## Year 2

- Consists of all of the above with the addition of:
- Module 4: Biodiversity, evolution and disease – communicable diseases, disease prevention and the immune system, biodiversity, classification and evolution.
- Module 5: Communications, homeostasis and energy – communication and homeostasis, excretion as an example of homeostatic control, neuronal communication, hormonal communication, plant and animal responses, photosynthesis and respiration.
- Module 6: Genetics, evolution and ecosystems – cellular control, patterns of inheritance, manipulating genomes, cloning and biotechnology, ecosystems, populations and sustainability.

To attain an A Level you will be examined on Year 1 and Year 2 content. Assessment will be covered by three examination papers in the summer of Year 13 for A Level.

A Level Practical Endorsement. Non examination. Reported separately to A Level as PASS/FAIL. Candidates complete a minimum of 12 practical activities to demonstrate practical competence.

## How does learning differ from Pre-16 study?

You must not underestimate the demands of this course; many aspects are significantly more challenging than anything you will have covered before in Biology. You must be willing to engage in at least the recommended private study, as well as read around the areas covered in class to broaden your knowledge and understanding. It is imperative that assignments are completed punctually given the amount of work we cover. There is a lot of content to learn in A Level biology. The ability to learn key terms and produce extended pieces of writing is essential. If you are not sure which science is best for you to study please talk to your science subject teachers or Mrs Medcalf as Head of Science.

## Prospects

A qualification in Biology is highly regarded and opens the way to a wide range of career choices such as biological sciences, medicine, veterinary medicine, dentistry, nursing, psychology, forensic science – and many, many more. The problem solving and analytical skills are valuable to both universities and future employers.

## Contacts

Please contact Mrs C. Medcalf, Head of Biology, if you wish to discuss this qualification further.

## A Level Business

Examination Board: OCR  
Specification Code: H431 – A Level

### Why Business?

Business has become one of the most popular post-16 choices in recent years and has experienced huge growth. This course will provide students with an excellent qualification that is both academic in its content and modern in its delivery. Business incorporates what is happening in the present day business environment at local, national and international levels. Teaching and learning is varied in its approach. There is some mathematical content and good oral and written communication skills are necessary. Students will be expected to use different IT software to present their work. All work accessible via the Google classroom suite.

### Entry Requirements

QEHS standard entry requirements will apply. Although it helps, it is not a requirement to have studied Business at GCSE level. Maths is a key skill when studying A Level Business.

### Course Content

The main areas of study in A Level in Business are accounting and finance, external influences, marketing, operations and people in organisations. You will be studying topics such as marketing (the marketing mix, consumer/customer needs), human resources (recruitment, selection and training), operations management (methods of production, capacity management, stock control and logistics/supply chain solutions) and accounting and finance (final accounts, including the calculation of profit). These topics are split between into 3 key areas (see below).

The students will look at these topics critically to be able to make suitable business decisions. Students will be expected to problem solve, offer advice and develop plans in a managerial or consultancy role in 3 distinct areas.

### Assessment:

- Component 1  
“Operating in a local business environment”, Section A contains multiple-choice questions worth a total of 25 marks. The questions can be drawn from any aspect of the specification. Section B contains data response questions which relate to the case study, this section is worth a total of 55 marks.
- Component 2  
“The UK business environment”, Section A contains a number of short answer questions worth a total of 20 marks. The content of these short answer questions will be drawn from any element of the specification. Section B contains extended response questions which relate to the case study. This section is worth a total of 60 marks.
- Component 3  
“The global business environment”, This contains extended response questions which relate to the case study. This section is worth a total of 80 marks.

### How does this learning differ from Pre-16 study?

The main difference from GCSE is that students will develop a critical understanding and application of business theory, acting in a “managerial role” and use their skills to solve real business issues.

### Prospects

Beyond A Level, students can proceed to study Business related degrees which are offered by leading universities such as LSE, Bath, Warwick, Manchester and Nottingham. However, there has been a growth in Business degrees combined with Social Sciences, Humanities and Languages in recent years. The possibilities are vast and, as such, this qualification provides many opportunities post-18.

### Contacts

Please speak to Mr. G. Senescall (Head of Business & Computing) or Ms S. Snow, if you would like to discuss this qualification further.

# A Level Chemistry

Examination Board: OCR

Specification Code: H432 – A Level

## Why Chemistry?

The course aims to develop interest in Chemistry in particular, but also in science generally, whilst preparing students for employment or further studies. Confidence in laboratory skills will be developed and safe practice is stressed as being essential. The course also aims to develop the key skills of communication, application of number, working with others, problem solving and information technology. It may be important to note that at many universities, courses in Medicine, Biological Science or Medical Sciences require Chemistry to at least AS Level.

## Entry Requirements

QEHS standard entry requirements will apply and in addition students will be expected to have a grade 6 or above in either GCSE Chemistry or grade 6 in GCSE Combined Science. A grade 6 in Maths is also beneficial.

## Course Content

Learning Activities - the course is practical based. Consequently students can expect one practical per week on average.

**Year 1 covers AS Content which is tested as a mock exam and not an external exam.**

- Module 1: Development of practical skills – this module underpins the whole of the specification, and covers the practical skills that students should develop throughout the course. The practical skills in this module can be assessed within written examinations and (for A Level only) within the Practical Endorsement.
- Module 2: Foundations in chemistry covering concepts required throughout the remaining modules.
- Modules 3 (Periodic table & energy) and 4 (Core organic chemistry)

## Year 2

- Module 5: Physical chemistry and transition elements
- Module 6: Organic chemistry and analysis

Examination: Paper 1 (37%, 2hr 15min) assesses the content from Modules 1, 2, 3 and 5 (Periodic table, elements and physical chemistry). Multiple choice and structured questions covering theory and practical skills.

Paper 2 (37%, 2hr 15min) assesses the content from Modules 1, 2, 4 and 6 (Synthesis and analytical techniques). Multiple choice and structured questions covering theory and practical skills.

Paper 3 (26% 1hr 30min) assesses the content from Modules 1 to 6 Unified chemistry. Structured questions and extended response questions covering theory and practical skills.

A Level Practical Endorsement. Non examination. Reported separately PASS/FAIL

Candidates complete a minimum of 12 practical activities to demonstrate practical competence. Performance reported separately to the A Level grade.

## How does learning differ from Pre-16 study?

In Chemistry we find that the students who have well developed, independent study skills cope much better with the big leap in responsibility for their own learning. Students who completed their work and met deadlines at GCSE, prove year on year that they are the most successful at making the transition to A Level.

Specifically the course relies heavily on skills developed at GCSE in understanding mathematical principles and explaining concepts in terms of the particle model. Being able to modify old ideas based on new information as well as handle abstract concepts are essential. There are a lot of fundamental concepts to learn in Chemistry, and these need to be able applied to a range of problems, if you do not practice these skills independently you will not be successful on the course. If you are not sure which science is best for you to study please talk to your science subject teachers or Mrs Medcalf as Head of Science.

## Prospects

Chemistry is an essential requirement for applications in medicine, dentistry and veterinary studies. Beyond A Level, you might expect to move into careers in almost anything. It is a highly regarded qualification and if you can succeed in Chemistry you can put your mind to anything.

## Contacts

Please contact Dr. S. Horgan, Head of Chemistry, if you wish to discuss this qualification further.

# A Level Computing

Examination Board: To be decided.

## Why Computing?

- Computing is an academic 'A' level that is highly respected by Russell Group universities
- Computing develops the ability to solve problems and think logically - vital skills in today's environment

## Entry Requirements

QEHS standard entry requirements and in addition students will be expected to achieve at least a grade 6 in GCSE Computing.

## Course Content

- Common programming algorithms - problem solving using computers.
- Hardware and Software, including operating systems.
- How computers store and manipulate data.
- How microprocessors work in detail.
- Computer Networks and the Internet.
- More advanced programming algorithms.
- How Operating Systems work in detail.
- Computer architectures.
- Data representation and manipulation.
- Object oriented programming, programming techniques and low-level languages.
- Database development.
- Develop your own computer program project in the Java programming language (this could be an Android based app).

Assessment is by an examination and practical coursework.

## Prospects

- The worldwide \$400 billion dollar commercial software industry needs Computer Scientists to develop the next generation of software that will shape tomorrow's world.
- Computer Scientists are working in just about every field of Science and Engineering, helping to solve problems in fields as diverse as molecular biology and high energy physics. Progress on understanding the genetics of disease or of creating an AIDS vaccine requires professionals to think in terms of computing, because the problems are unsolvable without it.
- Computer Scientists are involved in creating the latest consumer electronics products and software
- Movies like Avatar and Lord of the Rings required the development of new computing techniques. Those who understand the technology can make the new movies and invent the new techniques, and they are the professionals who will go beyond simply using what others have invented.

"Today the computer is just as important a tool for chemists as the test tube."

*-Royal Swedish Academy of Sciences*

## Contacts

Please contact Mr Hilton if you wish to discuss this qualification further.

# A Level Design & Technology

Examination Board: Edexcel

Specification Code: 9DT0

## Why Design & Technology?

Design and Technology is designed to offer students opportunities to study, propose and realise prototype solutions closely linked to the real world of product manufacture. You will have the opportunity to work in a range of material areas and develop your problem solving skills in a very practical way. ICT, Maths, Science and Business Studies are subjects closely linked to and help support this subject area.

## Entry Requirements

QEHS standard entry requirements will apply and in addition students will be expected to have a GCSE grade 6 or above in either Design and Technology, Resistant Materials, Graphic Products, Electronic Products, Product Design, Systems and Control or Textiles.

## Course Content

- Component 1  
2hours 30mins Theory Exam  
These will be theory topics ranging from materials knowledge, processing techniques, product development and digital technologies.
- Component 2  
Non-exam Assessment – Independent Design & Make Project  
You will develop a design brief to solve a real problem either individually or in conjunction with a client. They will develop a range of ideas and produce one working prototype of their final product. You will produce a portfolio that demonstrates research, design, development, modelling and evaluation skills.

## How does this learning differ from Pre-16 study?

Product Design enables you to develop your design, modelling and making skills to a much higher level. It will also allow you to use science and maths skills in a practical environment. As an A Level it gives you the opportunity to design and make an innovative and substantial piece of practical work.

## Prospects

Related further studies exist in many universities in the following courses: engineering (structural, mechanical, electronic, electrical or civil etc), manufacturing, product design, textiles, advertising, architecture, product development, business and commerce and lots more!

The course could also help to secure you an apprenticeship in a wide variety of vocational areas.

*'The UK needs 1.82 million new engineers in the decade up to 2022. Studying D&T in school enables this.'*

*'1 million people are needed to fill new creative jobs by 2030.'*

[www.data.org](http://www.data.org)

## Our students have gone on to many different careers including...

*Running their own design businesses      Illustration      Special effects in movies*

*Apprenticeships with JCB and Jaguar      Architecture      Intern years with Dyson and*

*F1      Packaging Design      Product Design      Promotion &*

*Marketing*

## Contact

Please contact Miss H. Spencer, Head of Design & Technology, if you wish to discuss this qualification further.

**In 2018 Product Design results  
were 84% A to C.**

**In 2018 Product Design 11%  
of students achieved  
an A grade.**



@ALevelProduct

## A Level Drama & Theatre Studies

Examination Board: Edexcel  
Specification Code: 9DR0– A Level

### Why Drama and Theatre Studies?

You need to be curious about issues and ideas and have a creative instinct for communicating your views through drama. You may be keen on acting, or on the visual and technical side of theatre and wish to develop your skills in some or all of these areas. Equally you will be interested in going to the theatre independently and with the department.

It is important that you are interested in gaining a greater understanding of how theatre plays and playwrights work, and that you are keen to be involved with performances; you probably enjoy doing speaking and listening in your English lessons. You are probably very imaginative and creative, and may be interested in creative writing or design. You also enjoy reading and studying plays, and have already seen, or would like to go and see, lots of different types of plays. You will have genuine interest in the mechanics of how all elements of theatre work.

### Entry Requirements

OEHS standard entry requirements will apply and you will have a 5 grade or above in Drama or Performing Arts at GCSE; or a Merit in an equivalent Performing Arts qualification. Consideration will be given to other candidates on an audition and interview basis.

### Course Content

The course demands practical, creative and communication skills in almost equal measure. You will extend your ability to create drama and theatre, in a performing role and with some options to focus on production roles alongside performing. You will also be required to write about drama in coursework and exam situations, to develop your powers of analysis.

- Component 1  
Devising (\*Component Code: 9DR0/01)  
40% of the qualification
  - Devise an original performance piece.
  - Use one key extract from a performance text and a theatre practitioner as stimuli.
  - Portfolio - 2500–3000 words or combination of written/recorded/verbal evidence.
- Component 2  
Text in Performance (\*Component Code: 9DR0/02)  
20% of the qualification
  - Group performance/design realisation of one key extract from a performance text.
  - Monologue/duologue performance/design realisation from one extract from a different text.
- Component 3  
Theatre Makers in Practice (\*Paper Code: 9DR0/03)  
Written examination: 2 hours 30 minutes  
40% of the qualification
  - Live theatre evaluation – choice of performance.
  - Practical exploration of a complete text – focusing on realising this for performance.
  - Practical exploration and interpretation of another complete text, in light of a theatre practitioner, focusing on how this text could be reimaged for a contemporary audience.

### Prospects

This A Level can lead to further study in Drama, Theatre Studies and Performing Arts in higher education at degree or HND level. It can be used as part of your course to broaden your studies and may lead on to a career in the Performing Arts industries. There are also very clear links that can be made between this course and the study of English Literature since you will study and read a number of plays. There are also links to be made with subjects like Politics and History in the contextual factors, issues and ideas that arise from the study of various plays and that are explored using drama. Drama/Theatre Studies A Level complements a range of subjects and is useful in building confidence and improving presentation skills in a range of careers.

### Contacts

Please contact Mr. D. Rigby, Head of Drama, if you wish to discuss this qualification further.

# A Level English Language and Literature

Examination Board: AQA

Specification Code: 7707 – A Level

## Why English Language and Literature?

This course focuses on the close analysis of language, examining the choices we make when we write or speak. Not only will you study great works of literature, you will also study non-fiction texts, learning more about the types of language we use every day: the anthology which features in this course includes such diverse non-fiction texts as web pages, transcripts of speech and passages from autobiographies. This wide-ranging exploration of language is what gives English Language and Literature a unique character distinct from English Literature. The course is designed to equip you with the skills to see how language manipulates people's feelings, opinions and responses. It also gives you the chance to write creatively and to be able to analyse your own writing. There is also an analytical coursework module which helps you to develop as an independent learner.

## Entry Requirements

QEHS standard entry requirements apply and in addition students are also required to achieve at least two grade 6 passes at English Language and English Literature.

## Course Content

(Both exam papers are worth 40% of the A Level)

For Paper 1, Section A, you will be asked to compare two texts from an anthology of non-fiction texts on Paris. One of the texts is named, but you will be expected to select an appropriate text with which to compare it. For Section B, you will be given a passage from *Dracula* to analyse and to discuss in relation to the whole text. For Section C, you will be given a named poem by Heaney and asked to select an appropriate one with which to compare it. For Paper 2, Section A, you will be given a passage from *The Great Gatsby* to re-create from a different perspective. This will test your creative skills. You will also be asked to write a commentary to explain your decisions. For Section B, you will be given a passage from *Othello* to analyse and to discuss in relation to the whole text.

Coursework: (Worth 20%) involves comparing the way a theme, chosen by you, is explored in fiction with the way it is explored in speech or non-fiction texts.

## How does the learning differ from Pre-16 study?

You will be expected to read widely during the two years of your course. This will be independent reading and, whilst you will be given a suggested reading list, your commitment to reading should go beyond this. You will be expected to contribute to high order discussions on texts, research, prepare and deliver presentations, develop sophisticated essay writing techniques and analyse texts with insight and enthusiasm.

## Prospects

English occupies a central position in our education system and is welcomed and valued by a wide range of higher education courses. Careers in media, journalism, advertising and publishing are obvious English-based opportunities, but good communication skills are needed in most walks of life.

## Contacts

Please contact Ms. C. Deighton, Assistant Head of English, if you wish to discuss this qualification further.

# A Level English Literature

Examination Board: AQA  
Specification Code: 7712 – A Level

## Why English Literature?

English is among the most personally rewarding and enjoyable of Sixth Form subjects. The knowledge and skills it teaches can be of lasting value in any walk of life. We hope that you will join us.

## Entry Requirements

QEHS standard entry requirements apply and in addition students are also required to achieve at least two grade 6 passes at GCSE English Language and English Literature.

A pleasure and interest in reading is essential. You must be happy reading independently. If you don't enjoy reading, don't choose English Literature. You need to have been generally happy with GCSE Literature work and to be comfortable with writing essays.

## Course Content

Modules:

- **Love Through the Ages**  
Assessment of this module is by one three hour exam at the end of Year 13. This module is worth 40% of the assessment at A Level.  
For this module, the study of a Shakespeare text is compulsory. At this moment in time, we are studying 'Othello' and have been fortunate in being able to organise a trip to see it live on stage. You will also study an anthology of poems, including work by Donne, Blake, Rossetti and Keats and also poems by modern poets. The prose genre will be covered by studying 'Tess of the D'Urbervilles' by Thomas Hardy. The exam will include a question on unseen texts.
- **Texts in Shared Contexts**  
This module will be assessed by one two-and-a-half hour examination at the end of Year 13. The module is worth 40% of the assessment at A Level.  
We will study option 2A: WW1 and its Aftermath. Here, we will analyse a range of prose, poetry, drama and non-fiction texts related to the war and its long term impact. The range of texts will include an anthology of poetry, the play 'My Boy Jack' by David Haig and 'Birdsong' by Sebastian Faulks. The English department also usually offers a four day trip to France and/or Belgium to study the First World War in situ. We visit a variety of sites, including cemeteries, memorials and battlefields, placing the poetry of the war into its environment.
- **Independent Critical Study: Texts Across Time**  
This is a coursework module and is worth 20% of the final A Level assessment. It is submitted at the end of Year 13.  
For this module, you are expected to write one 2,500 word essay comparing two texts of your own choice, one of which must have been written pre-1900. You will negotiate the title with your teacher depending on your interest in the texts you have chosen to study. Although this is largely independent work, one of your two teachers will be allocated to supervise and help you in producing the best possible work.

## How does the learning differ from Pre-16 study?

You will be expected to read widely during the two years of your course. This will be independent reading and, whilst you will be given a suggested reading list, your commitment to reading should go beyond this. You will be expected to contribute to high order discussions on texts, research, prepare and deliver presentations, develop sophisticated essay writing techniques and analyse texts with insight and enthusiasm.

## Prospects

English occupies a central position in our education system and is welcomed and valued by a wide range of higher education courses. Careers in media, journalism, advertising and publishing are obvious English-based opportunities but communication skills are valued in most walks of life.

## Contacts

Please contact Ms. C. Deighton, Assistant Head of English, if you wish to discuss this qualification further.

# A Level French

Examination Board: AQA

Specification Code: 7652 – A Level

## Why French?

Forensic anthropologist in Québec? Conservationist in Réunion? Accountant in Paris?

Described by the students as “an immensely rewarding subject”, A Level French is fun! Challenging and demanding great commitment, yes, but definitely worth it. You will be able to get to know not just the language but also the culture of France and the Francophone world, and examine a range of interesting social issues such as “crime and punishment”, “the media”, or “family and relationships”. During the lessons, you will study texts in the target language, analyse news articles, study extracts of TV programmes and, above all, gain the ability to discuss any topic in French.

## Entry Requirements

QEHS standard entry requirements will apply and in addition, students will be expected to have a grade 6 or above in GCSE French. However, a grade 7 or better makes for an easier transition from GCSE to A Level. Students will be expected to have a solid comprehension of grammar from Key Stage 4.

## Course Content

### Speaking (30%)

You will perform one role-play on a theme covered during the course (see below), and you will discuss a topic of your choice relating to Francophone society with the examiner, which you will research in advance.

### Listening and Reading (50%)

You will complete listening and reading tasks with some non-verbal and some French responses to spoken/written passages including factual and abstract content with questions targeting the main points. Topics covered will include social issues and trends, political and artistic culture, multiculturalism in Francophone society and aspects of technology. You will complete translation activities into both English and French, practising the grammar skills you will have acquired during the course.

### Writing (20%)

You will write an extended essay on a cultural (film/literary) topic of your choice that you will have studied as part of your course.

## How does learning differ from Pre-16 study?

The government’s changes to A Levels, means that students study a two year course leading to an A Level qualification. There will still be an AS Level in French but this will be examined as a separate entity and results will not contribute to the full A Level.

In A Level French we build on the key GCSE skills of Listening, Speaking, Reading and Writing and help you develop the language and intellectual skills you require to tackle real issues. You will use a wealth of real life resources from all parts of the Francophone world. We want you to expand your vocabulary and comprehension further to give you the skills to converse more naturally in French. We encourage you to listen to or read items of personal interest on the Internet in French and you will have a study slot each week with a native speaker to help your skills and confidence grow.

## Prospects

The study of French at A Level forms part of a well-rounded education and gives students valuable language skills, regarded very favourably by potential employers. These can give candidates the edge in the job market, particularly in more competitive sectors. Language-specific jobs such as translating or interpreting necessitate a very high order of skills in the relevant languages, but even a working knowledge, when combined with a business or professional qualification, can open many career doors. As an intellectual discipline in their own right, languages provide a rigorous challenge and develop skills of analysis and sound argument. These are amongst the intellectual abilities highly sought after by university admission tutors as well as employers. In recent years several of our students have been accepted on university courses combining French and another subject, including Oxford and Cambridge.

## Contacts

Please contact Mrs. R. Robinson, Head of French, if you wish to discuss this qualification further.

## A Level Further Mathematics

Examination Board: AQA  
Specification Code: 7367 - A Level

### Why Further Mathematics?

The same reasons as choosing Mathematics apply. You should choose Further Mathematics if you have a real love of Mathematics and want to get a deeper understanding of why and how Mathematics works. You will be very good at it and enjoy the challenge of solving difficult problems that take you outside your comfort zone. Further Maths would be an essential choice if you are considering Oxbridge for Maths, Physics or Engineering.

### Entry Requirements

QEHS standard entry requirements will apply and in addition students must achieve at least a Grade 7 in GCSE Mathematics. You will need to study Mathematics in addition to Further Mathematics.

### Course Content

This is a new course and it will be assessed by three 2 hour exams at the end of Year 13. Two of the exams will focus on pure maths with algebra, calculus and matrices. The final exam gives us some choice but we will probably teach students for mechanics and decision maths.

### How does learning differ from Pre-16 study?

As Maths but more so!!

### Prospects

Further Mathematics is very useful, indeed it is essential for some courses, if you intend to study Mathematics, Physics, Computing or Engineering at university. However it is a difficult subject and it will limit your options, so choose with care.

### Contacts

Please contact Mr. N. Bowler, Head of Mathematics, if you wish to discuss this qualification further.

# A Level Geography

Examination Board: AQA  
Specification Code: 7037 – A Level

## Why Geography?

Geography is a fascinating, dynamic and relevant subject. Many of the world's current issues have a strong geographical context and by studying Geography at A Level you will gain a deeper insight into issues such as climate change, hazards, international trade, and governance of the global commons and the importance of 'place'.

Geography will also provide you with a wide range of social, academic and transferable skills that are highly valued by universities and employers. The combination of the physical and human Geography elements in the course coupled with data handling and fieldwork mean that Geography is very well placed to complement science or arts based A Level combinations. Geography is highly valued by universities as an A Level choice and is listed by the Russell Group of universities as a 'facilitating subject'.

## Entry Requirements

QEHS standard entry requirements apply and in addition students will be expected to achieve a grade 6 or above in GCSE Geography. For some students it may be possible to take AS Geography as a fourth subject choice.

## Course Content

These are the options we currently teach but this may be subject to change.

Physical Geography (Component 1)	Human Geography (Component 2)
The topics we will be teaching include: 1) Water and carbon cycles 2) Coastal systems and their landscapes 3) Hazards	The topics we will be teaching include: 1) Global systems and global governance 2) Changing places 3) Population and resources
Component 1 and 2 will be assessed in a 2 hours 30 minutes written exam comprising multiple choice, short answers, levels of response and extended prose. Each paper will account for 40% of the A Level and be out of 96 marks.	
Geographical Investigation (Component 3)	
Students complete an individual investigation that must include data collected in the field. The investigation must be based on a question or issue related to the specification content. The work will be between 3,000-4,000 words, will be marked by teachers and moderated by AQA. It will account for 20% of the A Level and 35 marks. <b>As part of the delivery of the investigation / skills component the AQA requirements are that all students attend a minimum of 4 days of fieldwork during the course.</b> We are currently intending to deliver the required fieldwork days during Year 12 and our delivery may include a residential trip (two days, one night).	

## How does learning differ from Pre-16 study?

A Level study demands higher order thinking skills. For example you will be required to synthesise, analyse, and evaluate concepts, issues and case studies. You will be expected to respond to more challenging question commands and you will be expected to work with greater independence with regard to note keeping, reading and problem solving. You will need to develop your writing style so that you can write well-structured pieces of extended writing and essays.

## Prospects

*"If you choose to take Geography on to university there are literally hundreds of courses to choose from and the range of career areas accessed by graduates of Geography will probably surprise you,"* (quote from Royal Geographical Society, accessed 19/10/15 <http://www.rgs.org/HomePage.htm>). Given that Geographers develop such a wide range of transferrable core skills as well as subject specific and technical skills many fields of employment and opportunities in further education are available to them.

## Contacts

Please contact Mrs. R. Rider, Head of Faculty, if you wish to discuss this qualification further.

# A Level German

Examination Board: AQA  
Specification Code: 7662 – A Level

## Why German?

Germany is still the UK's largest non-English speaking trade partner. In September 2016, *The Independent* named German as number 1 in the top 9 languages for the highest paid jobs in Britain. Learning German is an excellent choice for young people wanting to maximise their employment chances both in the UK and abroad, especially in the current political climate. An understanding of another language and culture means a more rounded world view and an opportunity for a broader horizon in life. The life experiences gained by travelling and enjoying another culture are unbeatable.

The A Level course will develop your existing German language skills in much more depth, widen your vocabulary and you will learn much more about the German-speaking world and its culture. You will also have the opportunity to visit Germany, either with school to Berlin or as part of the UK-German connection language course. We continue to maintain strong links with our partner school in Bavaria and in recent years, A Level students have taken a gap year working at the school before going onto undergraduate study.

## Entry Requirements

QEHS standard entry requirements will apply and in addition, students will be expected to have a grade 6 or above in GCSE German. However, a 7 grade or better makes for an easier transition from GCSE to A Level. Students will be expected to have a solid comprehension of grammar from Key Stage 4.

## Course Content

### Speaking (30%)

You will perform one role-play on a theme covered during the course, and you will discuss a topic of your choice relating to a Germanic society with the teacher-examiner, which you will research in advance.

### Listening and Reading (50%)

You will complete listening and reading tasks with some non-verbal and some German responses to spoken/written passages including factual and abstract content with questions targeting the main points. Topics covered will include social issues and trends, political and artistic culture, multiculturalism in German society and aspects of technology. You will complete translation activities into both English and German, practising the grammar skills you will have acquired during the course.

### Writing (20%)

You will write two extended critical and analytical essays on cultural topics, one film and one literary text, that you will have studied as part of your course. We currently are studying the film, 'Goodbye Lenin!' and 'der Besuch der alten Dame.'

## How does learning differ from Pre-16 study?

During A Level German we build on the work done at GCSE and develop the skills required to tackle real issues in the target language. Your lessons will use a wealth of real life resources to teach topics in a motivating and engaging way. We want you to expand your vocabulary and comprehension much further than at GCSE to give you the skills to converse naturally in German. We encourage the use of independent study to listen to or read items of personal interest on the Internet in German and you will have an individual conversation class with a native speaker to help your skills and confidence grow.

## Prospects

Previous A Level German students have gone on to study German in combination with other languages such as Italian, Spanish, French and Arabic at top flight universities. A language can also be combined with other courses and be a useful skill in this globalised workplace. Several students have completed studies abroad or gained invaluable work experience in Germany. German made products and technology from companies such as Siemens, BMW or Bosch are all around us and it's not only German companies who are ready to employ people with German language skills. UK companies repeatedly say that they need these skills amongst new recruits and German is in demand.

## Contacts

Please contact Ms. G. Turnbull, Head of Languages and German, if you wish to discuss this qualification further.

# A Level History

Examination Board: AQA  
Specification Code: 7042 – A Level

## Why History?

If you have enjoyed GCSE History, the chances are that you will enjoy the subject at A Level, where you will have the opportunity to get to grips with topics and issues in much more depth, explore disagreements among historians (and fellow students) and reach your own conclusions. You will also develop and improve a variety of vital skills that will help you in other areas of study and in a wide range of careers. A Level History will teach you how to handle large amounts of information by being able to distinguish between what is important and relevant and what isn't. It will teach you how to think critically and how to evaluate the strengths and weaknesses of people's ideas. Most importantly, perhaps, A Level History will help you to understand what motivates people and what they think and feel. It will help you to communicate ideas and arguments in a clear, concise and logical way and will help you to defend your point of view convincingly, both verbally and on paper.

## Entry Requirements

QEHS standard entry requirements will apply and in addition students are expected to achieve at least a grade 6 in GCSE History.

## Course Content

- Component 1

Breadth Study - The study of a significant historical development of a period of around 100 years and associated with interpretations.

'Industrialisation and the People: Britain c1783-1885' You will have the opportunity to study change, continuity, cause and consequence during a time of major developments for Britain. You will examine how democracy, political organisations, the economy and society changed and developed. You will be asked to consider the role of individuals and groups and how they were affected by these developments.

- Component 2

Depth Study - The study in depth of a period of major historical change or development and associated primary evidence

'Revolution and dictatorship: Russia, 1917–1953'

This option provides for the study in depth of the coming and practice of communism in Russia. It explores concepts such as Marxism, communism, Leninism, and Stalinism, ideological control and dictatorship. It also enables students to consider issues of political authority, the power of individuals and the inter-relationship of governmental and economic and social change.

- Component 3

Historical Investigation - (Year 2) Candidates will be required to submit a historical enquiry based on a question that is set in the context of 100 years. This is to be confirmed later.

## How does this learning differ from Pre-16 study?

To succeed at A Level History you need to be prepared to develop as an independent learner. In order to understand the new social, political and economic concepts associated with the course, you need to spend time quietly thinking about and reflecting upon, the details and arguments you have learned about. You also need to be prepared to read around the subject; increase your understanding of the periods covered by looking at biographies and the works of key historians. Finally you need to be prepared to enter into discussion work in class and, when uncertain about your understanding of a topic, be pro-active in approaching staff and asking for their help in increasing that understanding.

## Prospects

History is useful for many careers because of the skills it teaches you. Employers value a qualification in History because they know that the skills you will have developed can be applied to all sorts of situations and tasks. History is also one of the more popular degree courses and some of the careers for which History can be a great asset are journalism, archaeologist, archivist, advertising & marketing, barrister, researcher, banking, solicitor, public relations, social work, teaching and publishing.

## Contacts

Please contact Mrs. N. Slack, Head of History, if you wish to discuss this qualification further.

# A Level Law

Examination Board: OCR

Specification Code: H415 – A Level

## Why Law?

Do you enjoy a good debate? Are you interested in justice and fairness? Would you like to develop your understanding of current affairs and of many of the contentious issues of the day? If so, you will enjoy studying A Level Law. If you are thinking of studying Law at university, this will allow you to sample it first to make sure it is the right course for you. Even if you are not thinking of studying law at university, A Level law at QEHS will develop many skills (comprehension, reasoning, communication, research, problem solving and critical evaluation) that future employers and university admissions tutors value. As long as you are prepared to work hard there is no reason why you cannot attain a high grade.

## Entry Requirements

QEHS standard entry requirements will apply, including a grade 6 in English (however discretion may be exercised where students have received grade 6 in their Humanities subjects at GCSE in lieu of English)

## Course Content

The three components in the OCR Law specification are:

- **Component 1: The legal system and criminal Law:** including criminal and civil courts, lay people in the legal system, legal personnel and access to justice. The criminal Law element includes the principles of criminal liability, fatal and non-fatal offences against the person, offences against property, defences and critical evaluation of the offences against the person and against property including ideas for reform.
- **Component 2: Law making and the Law of tort:** including Parliamentary Law making, delegated legislation, statutory interpretation, judicial precedent, Law reform and European Law. The tort Law element includes tort Law rules and theory, negligence, occupiers' liability, torts connected to land, vicarious liability, defences, remedies and critical evaluation of these torts including ideas for reform.
- **Component 3: Further Law.** This component includes the nature of Law and *either* contract Law *or* human rights Law. The nature of law includes the Rule of Law, Law and morality, Law and justice, Law and society and Law and technology.

Each component will be assessed by a 2 hour written examination at the end of the course. The examination will include a combination of medium tariff and extended response questions. The questions will require students to demonstrate knowledge and understanding of the Law, problem solving skills by application of the Law to given scenarios and the evaluation of legal rules and concepts.

## How does this learning differ from Pre-16 study?

High level skills of analysis and reasoning are required and you are encouraged to keep yourself abreast of events in the wider world. The Law department runs a lunchtime Law group: all students with an interest in legal matters are invited to attend. Here, among other things, we debate controversial legal issues, discuss books, hold mock trials and invite speakers. You will need to be prepared to read around the subject to increase your understanding, to enter into class discussions, take part in role plays (scripted or unscripted) and prepare short presentations.

## Prospects

Our Law students regularly go on to study Law (and other subjects) at many 'top twenty' and Russell group universities, including Oxbridge, LSE, Manchester, King's College London, York, Durham, Nottingham and Newcastle. Students with Law A Level have gone on to study for degrees in subjects as diverse as Medicine, Economics, English, Psychology and Mathematics as well as Criminology. Some have gone directly into employment as Trainee Legal Executives.

## Contacts

Please contact Miss R. Wade, i/c of Law, if you wish to discuss this qualification further.

# A Level Mathematics

Examination Board: AQA

Specification Code: 7357 – A Level

## Why Mathematics?

You should choose Mathematics because you are good at it, because you enjoy it and because you want to do it. Mathematics complements most combinations of A Levels.

## Entry Requirements

QEHS standard entry requirements will apply and in addition students are expected to achieve at least a Grade 7 in GCSE Mathematics.

## Course Content

This is a new qualification which will be assessed by three 2 hour exams at the end of Year 13. The course will be approximately two thirds pure maths, such as calculus and algebra and one third applied maths. The applied maths will be a combination of statistics and mechanics.

## How does learning differ from Pre-16 study?

You will quickly need to be confident in dealing with algebra in a variety of contexts. This will include quadratics, algebraic manipulation, particularly with indices, inequalities and graphs. In addition you will need to be ready to link together ideas from across the course. You must be willing to take responsibility for your learning seeking help when necessary.

## Prospects

Students with good Mathematics A Levels are in demand for Science, Computing, Engineering and, of course, Mathematics degree courses. A good A Level pass is a requirement for many physics and engineering degrees. Jobs in which a Mathematics qualification is useful include banking, finance, accountancy, architecture, insurance, statistics, teaching, medicine, engineering, ICT, computing, scientific research and many others.

## Contacts

Please contact Mr. N. Bowler, Head of Mathematics, if you wish to discuss this qualification further.

# A Level Music

Examination Board: WJEC Eduqas – A Level

## Why Music?

Queen Elizabeth's High School has a well-deserved reputation for producing musicians of a high standard, many of whom go on to follow music as their chosen career, or as keen amateurs.

The A Level music course builds on the GCSE skills of performing, composing and appraising in ways that emphasise their interdependence. Students are able to perform on any instrument (or voice) and are expected to present a wide repertoire. This should be of about Grade 6 standard by the end of Year 12, and grade 7 standard for the final performance in Year 13.

Students study a wide range of music, including rock, pop, musical theatre, jazz, twentieth and twenty-first century music and western classical music, as well as popular and classical traditions of non-western origin.

## Entry Requirements

QEHS standard entry requirements will apply. Students will need to have achieved:

- grade 6 or above in music at GCSE Level
- grade 5 standard on at least one instrument
- grade 5 music theory

However, if the student does not meet one of these requirements they will be considered on an individual basis. These students will be asked to attend a short interview to ascertain their suitability for the course before the beginning of the academic year. Please contact Mrs. R. Lawrence for further information.

## Course Content:

There are three units representing the three major activities of this qualification: performing, composing and listening/analysing;

- Performing: 10-12 minute performance – 35%
- Composing: two compositions – 25%
- Developing Musical Understanding: written examination – 40%

Students can perform in a range of styles and can select music that best suits their ability. Composing is assessed by a portfolio submission.

## How does learning differ from Pre-16 study?

Although A Level music follows the same key areas of listening, history, composition and performance, students are expected to work more independently, learn research skills and produce extended pieces of writing.

## Prospects

Students studying A Level music will often progress to degree-level courses in music, performing arts or music technology at universities and conservatoires.

Students studying A Level music at QEHS will receive funding towards the cost of music lessons on their main instrument studied in school. Please contact the music office for further information.

## Contacts

Please contact Mrs. R. Lawrence, Head of Music, if you wish to discuss this qualification further.

# A Level Physics

Examination Board: OCR (Physics A)

Qualification Code: H556 – A Level

## Why Physics?

Are you.....

- Interested in getting a qualification that leads to lots of different options at university, from Theoretical Physics to Applied Physics, Engineering and Mathematics?
- Interested in STEM careers?
- Curious about how things work?
- Interested in problem solving?
- Interested in doing a wide variety of practical experiments to test hypotheses?
- Curious how the universe works?
- Interested in how new particles are discovered?

By studying Physics you're opening the door to a wide variety of rewarding careers. As well as learning about how the universe works, you'll get a broad training in skills that all employers value – an ability to grasp concepts quickly, a determination to find coherent answers, not to mention problem-solving, analytical, mathematical and IT skills.

Physics A Level is one of the most universally accepted qualifications for progression to university. You will integrate the concepts studied with a range of practical experiments throughout each topic giving the course both an academic and practical focus.

## Entry Requirements

QEHS standard entry requirements will apply and in addition students will be expected to have at least a grade 6 or above in GCSE Physics or grade 6 in GCSE Combined Science. A grade 6 in Maths is also required.

## Course Content

- Module 1: Development of practical skills– this module underpins the whole of the specification, and covers the practical skills that students should develop throughout the course. The practical skills in this module can be assessed within written examinations and within the Practical Endorsement.
- Module 2: Foundations of Physics.
- Module 3: Forces and motion.
- Module 4: Electrons, waves, and photons.
- Module 5: Newtonian world and astrophysics.
- Module 6: Particles and medical Physics.

A Level Practical Endorsement: Non examination. Reported separately as a PASS/FAIL grade. Students must complete a minimum of 12 practical activities to demonstrate practical competence.

## How does learning differ from Pre-16 study?

Post-16 physics differs from GCSE in a number of ways. Students need a mature attitude and the ability to study and learn independently; an appetite for work, for example reading, researching, problem solving and practising without specific direction. This is in addition to the assignments set. There is a lot of content to learn in A Level Physics as well as skills to master. The ability to learn key terms and produce extended pieces of writing is essential. The desire to apply your knowledge and skills to solve complex problems is essential. Maths is the language of Physics; therefore the course does have a large mathematical element to it.

## Prospects

It is essential for access to Physics and most engineering courses. Physics is highly regarded for other subjects such as medicine, law and economics because of the thinking skills and problem solving involved. Subject cross-over with maths and chemistry makes maths, physics and chemistry a powerful combination to optimise your A Level grades.

## Contacts

Please contact Mr. M. Watt, Head of Physics, if you wish to discuss this qualification further.

If you are not sure which science is best for you to study please talk to your science subject teachers or Mrs Medcalf as Head of Science.

# A Level Psychology

Examination Board: AQA

Specification Code: 7182 – A Level

## Why Psychology?

Psychology is the study of the mind and behaviour. This course provides the student with an awareness of the psychological and physical processes that encompass our daily living routines.

This A Level is an absorbing and current subject, which can change not only the academic future of the students that undertake the course, but also the way in which they perceive the world around them. The course itself comprises of studies of real-life psychological experiments and the student is required to adopt a very critical and analytical approach to every theory covered, no matter how controversial and shocking it may be.

## Entry Requirements

QEHS standard entry requirements will apply and in addition students are expected to achieve at least two 6 grades in GCSE science or equivalent.

## Course Content

### Year 1

Topics include:

Social Influence – How humans conform to social roles, explanations for obedience why some people obey and others don't.

Memory – exploring short term and long term memory and the working memory model. Factors affecting the accuracy of memory will also be explored.

Attachment – exploring the types of attachment that both humans and animals display including theories of maternal deprivation.

Students also learn about Psychology in Context:

Psychological approaches, Biopsychology, Psychopathology, Research Methods, The Scientific Process, Data Handling and Analysis.

### Year 2

Students will study Issues and Debates in Psychology such as Gender, Free Will, Determinism, the Nature, Nurture debate and will then be directed in the learning of three of the following options: Relationships, Gender, Cognition and Development, Schizophrenia, Eating Behaviour, Stress, Aggression, Forensic Psychology and Addiction.

Students will be encouraged to undertake practical research and develop independent research skills. Extended writing answers will require skills of analysis, evaluation, application and effective written communication. Students will need to organise and structure their knowledge and understanding of contemporary topics to develop clear lines of argument.

## Prospects

Psychology incorporates the most challenging aspects of a variety of subjects such as science, maths and English. It therefore is a superb qualification in terms of university options. Career-wise, a degree that encompasses Psychology will open up an extremely vast array of future employment opportunities, ranging from an actual Chartered Psychologist to any job that demands a good understanding of people and their behaviour.

## Contacts

Please contact Mr. M. Betts, Head of Department, if you wish to discuss this qualification further.

# A Level Religious Studies

Examination Board: AQA  
Specification Code: 7062 – A Level

## Why Religious Studies?

Throughout the world, religion continues to be a force for reconciliation or conflict amongst individuals and communities. An understanding of the nature and contemporary role of religion therefore seems important.

This course aims to assist the understanding, by a method of debate and enquiry. Philosophical and sociological approaches will be used alongside consideration of the historical, legal and traditional issues.

## Entry Requirements

QEHS standard entry requirements will apply and in addition students are expected to achieve at least a grade 6 in GCSE full or short course Religious Studies.

## Course Content

Component 1: Philosophy & Religion includes:	Component 2: Ethics, Religion and Society includes:
❖ The challenge of science	❖ Medical issues i.e. abortion, genetic engineering & euthanasia
❖ Life after death	❖ Animal rights
❖ Miracles	❖ Sexual identity
❖ Religious experience	❖ Free will and moral responsibility
❖ The nature and role of religion	❖ Conscience
❖ Wisdom and authority	❖ Secular ethical theories

Candidates must study both components. There is no controlled assessment/coursework. All students will sit two exam papers. Each exam paper will be 3 hours in length.

## How does this learning differ from Pre-16 study?

You will be expected to read widely during the one or two years of your course and much of this will be independent. You will be expected to be prepared to participate and contribute to discussions, research, prepare and deliver presentations and develop sophisticated essay writing techniques.

## Prospects

Students are strongly advised to investigate the possibility of A Level work in RS. Although you may not intend to specialise in the subject beyond A Level, you will find that the study of religious ideas and the exploration of religious, philosophical and ethical questions can illuminate and complement other subjects, whether in the arts, the humanities or the sciences. It needs to be stressed that, at external examination level, RS is accorded the same status as any other subject.

A number of skills are involved (and required) which can be useful in pursuing certain careers.

Former students say:

- *'I thoroughly enjoyed the RS course. Ethics has been useful in my medical studies...I found the interviewers were interested that I had studied it at A Level'.*
- *'RS is definitely something that future medical applicants should consider'.*
- *'The ethics module helped me in my university interviews'.*
- *'I chose to study RS because I want to study Law at university. Many laws that exist today have their grounding in religious teaching. I feel it is important to understand how the legal system considers religious beliefs and differing communities'.*

Many students have gone on to apply their RS skills in a wide range of higher education opportunities and careers i.e. BBC Religious Affairs correspondent, medical professionals, teachers, lawyers, journalists and many more.

## Contacts

Please contact Ms. J. Duncalf, Head of Religious Studies, if you wish to discuss this qualification.

# A Level Sociology

Examination Board: AQA

Specification Code: 7192 – A Level

## Why Sociology?

Sociologists are interested in patterns of behaviour that are learned. We are brought up to behave in certain ways by our parents, teachers and society as a whole. Sociologists are interested in contemporary society; what goes on within social groups, from the smallest, such as the family or friendship groups, through to large societies.

Sociologists ask questions that stretch and challenge the mind. Questions that make us cultivate an awareness of key issues, structures and processes in our 21<sup>st</sup> century world.

Study Sociology if you want an enhanced understanding of the world and a broader outlook on life. Discover how different groups think and behave via social research and gain the key skills of analysis and evaluation – if you like asking questions and are interested in social issues then Sociology may be for you! If your study of Sociology gives a 'different meaning to the cosy everyday world' around you, it will have succeeded.

Sociology is a good choice for a range of students with different aims; those who want a subject to combine with other humanities A Level subjects, or those science specialists who want a contrasting subject to their other A Level choices in order to demonstrate a wider breadth of knowledge and skills.

## Entry Requirements

QEHS standard entry requirements will apply.

## Course Content

### Year 1

Units of study include: Families and Households: critical and positive views on diverse family types, why marriage is losing its appeal, domestic violence and issues surrounding migration to Britain. Education: The different levels of achievement of boys versus girls, how the process of teacher - pupil labelling works in school, rejection of educational value, gender and ethnic differences in education, the 'successes' and failures of various education systems. Integrated in both of these topics we will be examining and evaluating ways of carrying out Sociological Research.

### Year 2

Units of study examine social, political, scientific and religious Beliefs in Society and also consider the following issues on Crime and Deviance: Do the media exaggerate violent crime? Why do people commit suicide? How should criminals be punished? How has globalisation affected drug trafficking, people trafficking, cybercrime and other crimes? Students will also revisit the families and households, education, theory and methods material studied in Year 1 and develop a deeper understanding of social research and sociological thought in readiness for the final exam.

Assessment is via data response questions and essays.

## How does this learning differ from Pre-16 study?

Sociology requires students to apply theories and methods to new concepts. This requires a high degree of selectivity, analysis, application and evaluation. Students will be asked to contribute to discussion in class, prepare presentations, research independently and critically examine sociological theories. Contemporary issues will be debated during lessons in an informed way. Students will be expected to produce thorough, detailed and balanced essays.

## Prospects

Sociology will improve your skills of research, analysis, evaluation and communication. Sociology graduates are found in strategic management positions in higher education and administration and also in the police force, media, business, advertising and marketing, personnel, the caring professions and social services. The knowledge and skills acquired in a Sociology course can be of life long benefit and can be applied to any job which demands a good understanding of society.

## Contacts

Please contact Mr. M. Betts, Head of Sociology, if you wish to discuss this qualification further.

# A Level Spanish

Examination Board: AQA

Specification Code: 7692 – A Level

## Why Spanish?

Medic in Buenos Aires? Solicitor in Madrid? Architect in Quito?

If you speak Spanish, you can communicate with almost 500 million people worldwide! Spanish is the second most used language in international communication, and an official language of the UN and its organisations. Not only is it widely spoken in Latin America, it is also the second language in the USA. An advanced knowledge of Spanish provides extensive opportunities for both world travel and future career development in such areas as diverse as engineering and law, finance and fashion, tourism and business, development work and conservation, medicine and translation/interpretation. Employers love potential employees who have more than just a smattering of a worldwide language – 80% of internet content is not in English!

## Entry Requirements

QEHS standard entry requirements will apply and in addition, students will be expected to have a grade 6 or above in GCSE Spanish. However, a 7 grade or better makes for an easier transition from GCSE to A Level. Students will be expected to have a solid comprehension of grammar from Key Stage 4.

## Course Content

### Speaking (30%)

You will perform one role-play on a theme covered during the course (see below), and you will discuss a topic of your choice relating to Hispanic society with the examiner, which you will research in advance.

### Listening, Reading and Writing (50%)

You will complete listening and reading tasks with some non-verbal and some Spanish responses to spoken/written passages including factual and abstract content with questions targeting the main points. Topics covered will include social issues and trends, political and artistic culture, multiculturalism in Hispanic society and aspects of technology. You will complete translation activities into both English and Spanish, practising the grammar skills you will have acquired during the course.

### Essay Writing (20%)

You will write two extended critical and analytical essays on cultural topics, one film and one literary text, that you will have studied as part of your course.

## How does learning differ from Pre-16 study?

Following the government's recent changes to A Levels, 2018 will be the third year of the new 2-year course leading to an A Level qualification. There will still be an AS Level in Spanish but this will be examined as a separate entity and results will not contribute to the full A Level.

In A Level Spanish we build on the key GCSE skills of Listening, Speaking, Reading and Writing and help you develop the language and intellectual skills you require to tackle real issues. You will use a wealth of real life resources from all parts of the Hispanic world. We want you to expand your vocabulary and comprehension further to give you the skills to converse more naturally in Spanish. We encourage you to listen to or read items of personal interest on the Internet in Spanish and you will have a study slot each week with a native speaker to help your skills and confidence grow.

## Prospects

The prospects for students of Spanish at A Level and beyond are excellent, and are improving all the time. Spanish not only provides access to language-based university courses and careers, but also opens up opportunities for you to study and visit other countries and pursue your career choice there later. The openings for gap year travel in Spain and Latin America are many and varied, from a year in Spain on an ERASMUS exchange to working as a volunteer in Latin American countries. They often lead to future career choices and promote personal development, and are always favourable on university applications, complementing science and medicine applications, and you can go to work as part of "Medicos sin Fronteras" as everything from a logistics coordinator/administrator to nutritionist, doctor or expert in International Human Rights Law, as Spanish is an official UN language.

## Contacts

Please contact Miss E Clark, Head of Spanish, if you wish to discuss this qualification further.

## A Level Sports Studies

Examination Board: AQA  
Specification Code: 7582 – A Level

### Why Sports Studies?

The broad nature of the course means that Sports Studies can be combined with a wide variety of disciplines at A Level. The course will enable students to develop further personal skills such as problem solving, communication skills, independent research, report writing, statistical analysis and decision-making. This combination of skills means that A Level Sports Studies is now recognised by the majority of universities for matriculation purposes.

### Entry Requirements

A Level Sports Studies is an extremely challenging course and we strongly advise in addition to the standard QEHS entry requirements that students have a minimum of two 6 grades or above in Science GCSE subjects, A grade 6 or above in Sports Studies GCSE is extremely beneficial at GCSE but is not essential.

Due to the practical content students must be able to perform or coach one sport to a high level.

### Course Content

A Level Sport Studies is a two-year course and consists of two units. All candidates will select one practical activity either as a performer or coach.

#### Unit 1 – (70% Overall mark – Theory Element)

- Paper 1: Factors affecting participation in physical activity and sport – 2 hour exam (35% of Overall mark)
- Content: Section A: Applied anatomy and physiology Section B: Skill acquisition Section C: Sport and Society
- Type of Questions: Each section has 35 Marks including multiple choice, short answer and extended writing
- Paper 2: Factors affecting optimal performance in physical activity and sport – 2 hour exam (35% Overall mark)
- Content: Section A: Exercise physiology and biomechanics Section B: Sport psychology Section C: Sport and society and technology in sport
- Type of Questions: Each section has 35 Marks including multiple choice, short answer and extended writing

#### Unit 2 – (30% Overall Mark – Practical/Analysis Element)

- Non Exam Assessment: Practical Performance in physical activity and sport (Assessed as a performer/coach and provide written/verbal analysis of performance) (30% Overall Mark)
- Content: Internal assessment/external moderation and written/verbal analysis of performance (90 Marks)  
45 Marks – Practical Performance  
45 Marks – Written/Verbal Analysis of Performance

### How does this learning differ from Pre-16 study?

The Sports Studies A Level goes into significantly more detail around the biomechanics of movement, psychological aspects, skill acquisition and physiology of sport. It is advantageous to have studied GCSE Sports Studies but not compulsory.

### Prospects

With the move towards greater leisure time, there are now far more opportunities in the sports science industry. This combined with a course structure which provides a sound academic basis, means that A Level Sports Studies, is relevant for a variety of employment opportunities/university pathways.

### Contacts

Please contact Mr Burge, Head of PE, if you wish to discuss this qualification further.



Original Charter  
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# QUEEN ELIZABETH'S HIGH SCHOOL

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## Timeline of Events

Stage 1: **Research!** What do you want to do? Why? Have you checked that the outcomes match your HE / employment aspirations?

Stage 2: **Sixth Form Open Evening**  
**Wednesday 14<sup>th</sup> November 2018 ~ 6.00-8.30 pm**  
(External Students ~ please arrive at 6.00 pm)  
Come to the school, find out what Sixth Form life is all about and talk to subject staff and students.

Stage 3: **Apply**  
Paper application forms are available from the Sixth Form Office.

We are usually oversubscribed, so please apply by  
**Wednesday 12<sup>th</sup> December 2018**

Late applications will, of course, be accepted, subject to meeting the entrance criteria, though those students may have less chance of being offered their first choice of subjects.

Stage 4: **Offers**  
Students will be given conditional offers in late March/early April.

Stage 5: **Taster Day ~ Wednesday 3<sup>rd</sup> July 2019**  
This is a chance for students to experience their forthcoming life!

**\*\* Please try to be available on this date as it is a key chance for you to sample your subjects and the Sixth Form environment\*\***

Stage 6: **Results Day ~ Thursday 22<sup>nd</sup> August** ~ be around to collect results!  
Students MUST accept Sixth Form places on this day ~ please remember that we are oversubscribed in some subjects and if you fail to accept your place, it may be offered to someone else.

**Good luck! We look forward to welcoming you in September 2019**