



The Queen Elizabeth Academy

# Options 2026







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**04.02 – Options Assembly**

**05.02 – Options Evening**

**09.02 – 27.02 Individual Option Conversation with Tutors**

**20.03 – Option Choice Deadline**



# Message from the Head of Academy



Welcome to TQEA's Key Stage 4 Options process. This is an important time for students and within this booklet you will find important information about the courses that we offer for study in Years 10 and 11. I am proud that we offer a broad and balanced curriculum at TQEA. It is a curriculum which allows students to take options which are both varied and exciting and which will help support them as they progress towards their future careers.

This is an important stage in students' educational career and Year 9 will be making decisions, with the support of parents, carers and their teachers, that are crucial. We recommend that they make the most of the time between now and **20<sup>th</sup> March 2026** to consider their subject choices carefully. Please study this booklet and talk to staff at school to ensure that you have all the information you need.

At TQEA students consistently achieve strong outcomes and we aim to ensure that students are equipped with the knowledge and skills to compete with any students across the country. GCSEs and other Level 2 qualifications are essential for progression into further education, employment and work-based training. It is important that students choose options which align with their interests and potential career aspirations. We strongly advise students not to make choices based around their friendships or because of a specific teacher.

For Year 10 and Year 11 we offer a core curriculum of **English (Language and Literature), Mathematics, Science, core PE and PSHE**. Students should choose from either **Geography or History**. We have guided over half of our students to study **French**; this allows them to thrive and progress academically, competing against students across the country. We have also maintained subjects to make a broad offer, such as **Music, Drama, Engineering, Hospitality and Catering, Media and Statistics**. With all these options on offer, it often helps to talk to other students who are already doing these subjects, to find out more about the specifics of each course and what they are like to study.

Please do take the time to consider your choices carefully. It is important to get it right now. The subjects' students choose are what they will be studying for the remainder of their time at TQEA and, therefore, it is vital that they choose subjects which are right for them for the next two years and beyond. Our staff are always here to help and provide further guidance should you require it.

Alison Morris



# The TQEA Curriculum



“All TQEA students, whatever the challenge or barriers they face, will succeed to complete on a national and global scale in their chosen fields and will contribute positively to society”

## Our curriculum intent:

- is **ambitious** and enjoyable through knowledge and skills developed throughout their time at TQEA.
- is **knowledge rich**, ensuring access to a wide, global cultural capital - thus maximising lifetime opportunities.
- is **inclusive, nurturing and tailored towards the needs of the individual**.
- is focused on developing the very best **oracy, literacy, numeracy and digital skills** - enabling access to the widest learning and the very best careers possible to ensure we develop global citizens.
- is **enriching**, ensuring all experience a rich variety of **cultural, artistic and sporting activities**.
- is **broad** in terms of coverage and (at least) encompassing the breadth of the 2014 English National Curriculum.
- celebrates **academic success** and the **uniqueness of our local setting** in terms of localised knowledge and skills.
- develops **character, personal pride and the highest moral standards**.
- celebrates **diversity, challenges injustice, promotes equality** and encourages the creation of a better world.
- is delivered by **well-qualified, forward-thinking, skilled, passionate professionals**.

## Stepping into Key Stage 4:

All students will study our '**CORE**' subjects: English Language; English Literature; Mathematics; Science; PSHE and Core PE. Students will then select an additional **FOUR** option subjects.

All students will be directed to study either History or Geography, with SOME students also directed to study French as part of the EBacc pathway.

You will find a page devoted to each CORE subject and each OPTION subject, along with an explanation of the process of choosing your subjects at the back of this booklet.

Whilst we Endeavor to ensure that all students get their selected options, we do request that students make reserve choices if, due to unforeseen circumstances, some options are unable to run.



# The Ebacc



## Help your child make the best GCSE choices:

You and your child will currently be considering, with advice from the school, which GCSE subjects they should take next year.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc) and help keep options for young people open:

- English Language and English Literature
- Maths
- Science [Combined Science (2 GCSEs) or Triple Science 3 single GCSEs of Biology, Chemistry, Physics]
- History or Geography
- A language

The EBacc is not a qualification on its own it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people



## What is the Ebacc?

### EBACC FUTURE PROOFS YOUR CHILD'S PROSPECTS

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.

The Centre for Longitudinal Studies,  
August 2018



## LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden students horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure that we can compete in the global Market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

"Having language skills under your belt will make you stand out from the crowd, whether you're applying for an entry level position, a management role or an internal transfer."

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton.

The Russell Group has named Languages as subjects that open Doors to more degrees at universities.

(The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

"Young people skilled in the Languages of Europe, China and Other key markets around the world, can look forward to exciting and rewarding careers."

Dr Adam Marshall, Director General

## WHAT ABOUT ARTS AND MUSIC?

While arts and music are not included in the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. If your child can take 9 GCSEs, they will have either 1 or 2 further options and can choose subjects based on their wider interests like art or music as well as others such as physical education or technology.

Schools where more pupils select the EBacc at GCSE maintain the number of pupils that select arts.

Trends in arts subjects in schools with increased EBacc entry July 2017



## Further Information

Search EBacc on GOV.UK for more information.



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# Core Subjects



# English Language



## Introduction

English is an invaluable asset and a must have subject for college, university, work and life. Mastering both spoken and written language not only enhances your daily communication but also lends support to all your other GCSE subjects.

The English curriculum is thoughtfully crafted to be academically rigorous but also engaging and enjoyable. Acquiring a strong foundation in English at TQEA equips you with the skills to work independently, foster creativity, engage in critical thinking, and express your ideas with confidence.

## How will I be assessed?

- Paper 1 - 50% (20th century text: 40 marks reading; 40 marks writing)
- Paper 2 -50% (21st century and 19th century texts: 40 marks reading; 40 marks writing) Both exams are 1 hour and 45 minutes in length

## Key Topics

- Critical reading and comprehension of fiction and non-fiction texts
- Analysis, synthesis, evaluation and comparison
- Different modes of writing
- Producing clear and coherent texts and writing for impact
- Spoken Language

## Linked Subjects:

English Literature, History, Media & RE

## Possible Careers:

- Journalism
- Accounting
- Publishing
  - Law
- Marketing
- Teacher

## Qualification Details:

**Exam Board: AQA GCSE English Language 8700**

**Curriculum Leader: Mrs. Badham**



# English Literature



## Introduction

English Literature serves as the ideal companion to English Language. These two subjects intricately intertwine, with the skills acquired in one enriching the understanding of the other. Engaging with English Literature allows students to explore a range of established literary texts within the English canon, spanning three centuries, at the same time as developing their ability to analyse critically. They will also be able to confidently articulate the significance and importance of these works, demonstrating a keen awareness of their historical and cultural contexts. Moreover, students will develop the ability to recognise that while a text may have been created with a specific purpose, audience, and context, its relevance can extend into the contemporary world.

## How will I be assessed?

- Paper 1: 'Macbeth' and 'A Christmas Carol'  
(1 hour and 30 mins, 40%);
- Paper 2: 'An Inspector Calls', Power and Conflict poetry comparison and Unseen Poetry (2 hours and 15 mins, 60%)

## Key Topics

- Shakespeare's 'Macbeth'
- Dickens' 'A Christmas Carol'
- Priestley's 'An Inspector Calls'
- A collection of poetry, ranging from the 18th century to the contemporary, focused on 'Power and Conflict'
- 'Unseen' poetry

## Linked Subjects:

English Language, History, RE, Drama & Media



## Possible Careers:

- Journalism
- Accounting
- Publishing
  - Law
- Marketing

## Qualification Details:

**Exam Board: GCSE English Literature 8702**

**Curriculum Leader: Mrs. Badham**

# Mathematics



## Introduction

Mathematics is not just as a collection of skills; but a way of thinking. We aim to inspire our pupils to appreciate the beauty of Mathematics and use its logic skillfully across all areas of the school curriculum and life. GCSE Mathematics is a subject that every student has to study, with the importance of the subject never being more prominent. Almost every profession uses mathematics in some form on a daily basis.

### How will I be assessed?

- GCSE Mathematics has a Foundation tier (grades 1 - 5) and a Higher tier (grades 4 - 9).
- Students must take two question papers at the same tier. All question papers must be taken in the same series. Each paper is 90 minutes in length regardless of tier. There is no coursework component to the course.

### Key Topics

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

### Linked Subjects:

Statistics, Science, Art, Computer Science & Engineering

### Possible Careers:

- Architect
  - Risk Management
- Accountant
- Engineer
- Computer Game Designer



### Qualification Details:

**Exam Board: GCSE Mathematics 8300**

**Curriculum Leader: Ms. Shepherd**

# PSHE



## Introduction

PSHE is where you will be asked to think deeper about the choices you make, your aspirations for life, the sort of citizen you should be and the community you live in. Throughout the study you will have access to knowledge on the statutory content including mental health, relationships and sex education, physical health, careers, managing finances, citizenship including British values and many personal skills which you will take with you to enable you to be successful in any future endeavor.

### How will I be assessed?

As there are no formal exams in PSHE, instead, assessment happens throughout the year through a combination of speaking and listening tasks, questioning and extended written tasks. The purpose of these assessments is to ensure all students fully understand the concepts and how to use the strategies we provide them with to be successful in life.

### Key Topics

- Active Citizenship
- Relationships and Sex Education
- Mental Health
- Health Education
- Economic Literacy
- Careers Guidance
- Growing and Changing
- Personal Safety
- Bullying and Discrimination.
- Media and Digital Literacy.

### Linked Subjects:

Science, English, History, Media, Physical Education, Food & Drama



### Possible Careers:

In PSHE you will learn skills and gain knowledge that can be transferred to any career or environment you choose to follow.

### Qualification Details:

**There is no formal qualification attached to this subject.**

**Curriculum Leader: Mrs. Knight**

# Combined Science Trilogy



## Introduction

Students study the content of GCSE Science,

which helps them to make sense of the Science they come across in everyday life. They come to appreciate what Science can tell them about themselves, the environment and the Universe. Students achieve two GCSE grades, with scores from each Science (Biology, Chemistry and Physics) combined to define an overall double grade. Their overall grades are determined through linear assessment at the end of their Year 11 studies. Practical skills are assessed through written assessment, incorporated into each of their individual Year 11 examinations.

### How will I be assessed?

- AQA Trilogy GCSE (9-1) consists of six externally examined papers. These are available at foundation tier and higher tier.
- Each paper is 1 hour and 15 minutes in duration and consists of a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

### Key Topics

- Forces and Energy
- Waves and Electricity
- Atomic structure and states of matter
- Obtaining and using resources
- Types of chemical reactions
- Plant structures and their functions
- Human Biology
- Ecology

### Linked Subjects:

Mathematics, English, Geography, RE & PE



### Possible Careers:

- Engineer
- Sports Science
- Doctor
- Veterinary Surgeon
- Pharmacist

### Qualification Details:

**Exam Board: AQA 8464 (Trilogy)**

**Curriculum Leader:**

**Second in Charge: Mrs. Thomson**



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# Option Subjects



# Art



## Introduction

Students with an interest and talent in Art have a good chance of success on the GCSE course, provided they work hard. During the course, different themes and projects are introduced which are intended to help students develop their drawing, painting, printing, 3D, research and design skills. Students will be taught new skills and techniques, as well as being encouraged to improve those they already know and have developed at Key Stage 3. Students will begin to develop a good idea of what their strengths are and with support, will become more independent in their approach to projects.

## How will I be assessed?

- The course is made up of 2 components. The Personal Portfolio is worth 60% of the total grade and the Externally Set Assignment is worth 40%.
- The four Assessment Objectives are based around artists, drawings, media, design and outcomes.

## Key Topics

- Observational drawings and recordings
- Artist research/development/influence
- Encouragement of personal creativity
- Media Exploration
- Design & outcomes

## Linked Subjects:

Mathematics, English Literature, History, Engineering, Media & RE.



## Possible Careers:

- Fine Artist
- Art Director
  - Designer (Interior, Architect etc.)
- Art/Gallery Curator
- Animator

## Qualification Details:

**Exam Board: Eduqas GCSE Fine Art**  
**Curriculum Leader: Mrs. Bennett**



# Dance



## Introduction

Dance is a form of performance that embodies emotion, expression and technical skill.

Throughout the course you will develop your skills and knowledge as a dancer by watching performances, choreographing pieces and reviewing your own and other pieces of work. You need to be a creative and committed individual to excel at Dance. You should enjoy group work, solo work and performing to an audience. If this course appeals to you, come along and develop this creative skillset.

## How will I be assessed?

- Component 1: Exploring the Performing Arts - Dance (Internal Assessment - 30%)
- Component 2: Developing Skills and Techniques in the Performing Arts - Dance (Internal Assessment - 30%)
- Component 3: Responding to a brief (External Assessment - 40%)

## Key Topics

- Analysing and evaluating performance work.
- Performance of your own choreography linked to a brief.
- Improvisation, choreography, performance.
- Study of dance styles
- Performance of dance styles
- Professional roles, responsibilities and skills
- Investigating how performance work is created.

## Linked Subjects

Music, Drama, Media, Geography & Art



## Possible Careers:

- Dancer
- Choreographer
- Costume designer
- Dance Teacher
  - Journalist
- Dance movement psychotherapist
  - Fitness instructor/personal trainer
- Presenter

## Qualification Details:

**Exam Board: Pearson BTEC Tech Award Level 1/2 Dance**  
**Curriculum Leader: Mrs. Reynolds**



# Drama



## Introduction

Drama is more than just acting—it's a powerful form of expression. This course explores the roles of actor, director, and designer, covering lighting, sound, costume, makeup, props, and set design to create theatrical magic. You'll need creativity, commitment, and a passion for teamwork, performance, and theatre visits. With creativity ranked as a top employability skill, this course is a great opportunity to develop yours.

## How will I be assessed?

- Devising drama - You will make and perform your own play in a group. You will write a 900-word portfolio of coursework and an evaluation (40% completed in year 10)
- You will perform a scripted piece to an examiner in a group. (20% completed in year 11)
- Written exam. You will have a 1hr 30 minute exam on a set text and theatre performance that we will have studied throughout the course. (40% completed in year 11)

\*NOTE\* Students do not need to be assessed as actors, you can choose to be a designer for lighting, sound or costume & makeup.

## Key Topics

- Performance of plays
- Analysing and evaluating performance work
- Theatre styles and practitioners
- Stage craft and management
- Study of plays
- Improvisation, script writing and directing

**Linked Subjects:** English Literature, Music, History, Art & Engineering.



## Possible Careers:

- Actor
- Director
- Lighting Designer
- Costume, Hair and Make-up Designer
- Stage Manager
- Presenter
- Journalist
- Teacher

## Qualification Details:

**Exam Board: Eduqas GCSE Drama**

**Curriculum Leader: Mr. Stewart**



# Engineering



## Introduction

Do you ever look around your home and think of handy products that could improve people's lives? Or get inspired by the amazing feats of engineering all around you? Do you want to start building the skills you need for a successful career in the industry? If so, it's time to uncover your potential and study Engineering as an option. The course is a mixture of theory and practical. While students spend time manufacturing and designing products, there is a significant proportion of theory and applying it to contexts.

## How will I be assessed?

- Unit 1 will involve producing a manufacturing product, which will be worth 40% of the qualification. 20 hours.
- Unit 2 will also be assessed through project work and will be worth 20% of the qualification. Here you will apply your problem-solving skills to answer a brief and produce a solution. 10 hours.
- Unit 3 will involve a single exam, which is worth 40% of your qualification. The exam will last 1 hour and 30 minutes.
- 

## Key Topics

- Manufacturing Engineering Products
- Engineering Drawing
- Problem Solving
- Designing Engineering Products
- Solving Engineering Problems

## Linked Subjects:

Science, Mathematics, Design Technology, Music, Physical Education & Art



## Possible Careers:

- Aerospace Engineer
- Biomedical Engineer
  - Civil/structural Engineer
- Computer Engineer
- Electrical/Electronic Engineer
  - Environmental Engineer
  - Marine Engineer
- Mechanical Engineer
  - Product Engineer

## Qualification Details:

**Exam Board: WJEC/Eduqas Level 1/2 Engineering**  
**Curriculum Leader: Mrs. Trewin**



# French



## Introduction

French is very important for present and future careers. If students enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying GCSE French is an excellent choice.

Students will be adding an international dimension to their choice of Key Stage 4 subjects, which is something many universities and future employers look for. French does not rely solely on writing but also relies on speaking, listening and reading skills. Students will be able to use revision apps, such as Memrise and duolingo, to engage their learning of vocabulary. Above all, being able to speak French is fun!

## How will I be assessed?

- French is available at Higher or Foundation tiers.
- The course is broken into skills which are examined separately. It is broken down into assessed units focusing on Writing 25%; Speaking 25%; Reading comprehension 25%; Listening comprehension 25%.

## Key Topics

- Identity and Culture
- Local, National, International, and Global, Areas of Interest
- Current and Future Study and Employment

## Linked Subjects:

Geography, English Language, History & Computer Science



## Possible Careers:

- Researchers
  - Teachers
- Holiday Reps
- Interpreters/Translators
- Scientists
- Businesses
- International Lawyers
- 

## Qualification Details:

Exam Board: AQA GCSE French 8658

Curriculum Leader: Mrs Harris

# Geography



## Introduction

The world in which we live in, is likely to change more in the next 50 years than it has ever done before. Geography explains why, and helps to prepare you for those changes. Geography tackles, investigates and searches for answers, developing knowledge and understanding for big issues and challenges like environmental responsibility; our global interdependence and place in the World; cultural understanding and tolerance. The transferable skills which Geography fosters are an asset in the complex world of employment today. Geography is about the future and encourages flexible thinking and provides a firm basis for life- long learning. You will be able to see the world that you live in, question and answer why it is like this and what the future holds.

## How will I be assessed?

- Geography is a linear course, which means that students will be assessed at the end of Year 11. There are 3 units in which students are assessed.
- Unit 01 - Living in the UK - 30%
- Unit 02 - The World around Us 30%
- Unit 03 - Geographical Skills - 40%

## Key Topics

- Ever changing rivers and coasts
- Growing UK cities
- The future of energy
- World cities
- Developing World Countries
- Climate change and the threats to the planet

## Linked Subjects

Science, English, Maths & History



## Possible Careers:

- Discover new places: Travel Agent, Tourism Officer, Media Researcher.
- Enjoy being in the outdoors: Coastal Manager, Geologist, Civil Engineer, Surveyor, police force.
- Interested in people: Planner, Social Worker, Market Researcher, Diplomat.

## Qualification Details:

**Exam Board: OCR A J383**

**Curriculum Leader: Mr Brown**



# History



## Introduction

History is the study of the past and how it affects the present. The GCSE History course allows students to study in depth periods of History which have had a lasting impact on the way our society is today. The topics are varied, and give students the opportunity to use a variety of sources to understand the causes and consequences of some of the most important moments in our past. History helps students to develop skills in research, analysis, evaluation and precise communication. Even better, it's full of amazing stories!

### How will I be assessed?

Two exams, both containing two papers, equally weighted, each paper has 40 marks plus four SPAG with questions ranging from 4-16 marks. Questions range from source or interpretation questions to essay style questions, testing knowledge and analysis skills.

- **Exam 1** : Germany and Conflict & Tension
- **Exam 2**: Health and the People and Elizabeth.

### Key Topics

- Germany, 1890-1945, Democracy and Dictatorship
- Conflict & Tension, 1918-1939
- Britain: Health and the People c1000-present
- Elizabethan England c1568 - 1603.

### Linked Subjects:

English Literature, Geography, Media Studies, RE & Art



### Possible Careers:

- Archaeologist
- Genealogist
- Media Research
  - Accountant
  - Museum Curator,
- Law-Solicitor, Barrister
- Politics

### Qualification Details:

**Exam Board: AQA GCSE History 8145**

**Curriculum Leader: Mr Timmins**



# Hospitality & Catering



## Introduction

Food studies allows students to develop a knowledge of foods including their functional and chemical characteristics as well as a sound knowledge of their nutritional properties and the impact of this on health and well being. The subject encourages students to explore a range of ingredients and processes from different culinary traditions (traditional British and international) and to understand the socio-economic and environmental factors around sourcing, preparing and cooking food. The knowledge base of the course is underpinned by a range of practical activities and skill sessions. The course includes study of the Hospitality and Catering industry and possible careers within it.

## How will I be assessed?

- One written exam counting 40% of the grade containing a range of types and lengths of questions
- One non-exam assessment completed in school including a practical exam session

## Key Topics

- Healthy eating, diet and nutrition
- Types of foods and food commodities
- Cooking and preparation methods
- Traditional British and foreign foods
- The hospitality and catering industry
- Practical food preparation, cooking and presentation skills.
- Food safety and hygiene

## Linked Subjects:

RE, Geography & Science



## Possible Careers:

- Food Scientist
  - Dietician
  - Product Development
- The Hospitality and Catering Industry
- Environmental Health

## Qualification Details:

Exam Board: WJEC Level 1/2 Hospitality and Catering 601/7703/2

Curriculum Leader: Mrs L Mullaney



# Media Studies



## Introduction

In Media Studies, students analyse and think critically about the way we communicate information and ideas. Media forms are major sources of modern culture and entertainment, making up much of our cultural diets. What we see in the cinema, broadcasting (television and radio), advertising, photography and the press, help us form ideas about the world around us, and in Media Studies we explore how and why the media do this and the impact this has on audiences. Students will also have the opportunity to be creative and imaginative as they design and produce their own media based material such as films, magazines and websites. Media Studies is a fascinating and thought-provoking subject, ideal for students who enjoy learning brand new skills, using technology and being creative.

## How will I be assessed?

- **Paper 1**-Television and Promoting Media (35%)
- **Paper 2**- Music and News (35%)
- **Non-examination Assessment** - Designing your own website/magazine/music video (30%)

## Key Topics

- Film and Television Industries
- Music Videos and Magazines
- News and Advertising
- Video Games and Social Media
- Analysing media language and representation
- Practical application (creating own media forms)
- Understanding media contexts
- Media theories

## Linked Subjects:

Computer Science, English, History & Art



## Possible Careers:

- Journalism
  - TV/Film Production
- Engineering
- Video/Audio Editing
- Graphic Design
  - Podcaster

## Qualification Details:

**Exam Board: OCR GCSE Media Studies J200**

**Curriculum Leader: Mrs Craig**

# Music



## Introduction

Music GCSE will provide a contemporary, accessible and creative education in Music with an integrated approach to the three main elements – performing, composing and appraising. Learners are encouraged to be creative and to broaden their musical horizons and understanding with Areas of Study that inspire and challenge!

This course enables learners to explore performance and composition with a focus on their own instrument and genre choices and offer opportunity to explore new instrumental skills.

Students must have peripatetic music lessons in order to access this course.  
It's a fun-packed course!

## How will I be assessed?

- Integrated Portfolio – Solo performance and free choice composition = 30%
- Practical Component 30% - Ensemble performance and composition set to an OCR brief = 30%
- Listening and Appraising Exam 40%

## Linked Subjects:

Meida, English, Geography, Art & Maths

## Key Topics

AOS 1 – My Music - Learners should study their instrument, voice or music technology.

AOS 2 – The Concerto Through Time – The Baroque, Classical and Romantic era.

AOS 3 – Rhythms of the World – India and Punjab, Eastern Mediterranean and Middle East, Africa and Central and South America.

AOS 4 – Film Music – A mood or emotion being conveyed on the screen, a significant character or place, specific actions, dramatic effects.

AOS 5 – Conventions of Pop – Rock 'n' Roll, Rock Anthems, Pop Ballads, Solo Artists



## Possible Careers:

- Professional Musician
- Sound Engineer
- Music Producer
- Music Teacher
- Music Therapist

## Qualification Details:

**Exam Board: OCR GCSE Music J536**

**Curriculum Leader: Mrs Deeley**

# Sport Tech Award



## Introduction

The Pearson BTEC Tech Award Level 1/Level 2 Tech Award in Sport is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning. They will also explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. Please note: the course is theory based but it does involve participating in sport and video evidenced much be taken for your Exam.

## How will I be assessed?

- 60% Internal Controlled Assessment units X2
- 40% External end of course Exam 1.5 hours

## Linked Subjects:

Science (Human body), Media, Food (Diet and Nutrition) & Geography (Culture and Influences)

## Three Components

- Preparing participants to take part in sport and physical activity
- Taking part and Improving other participants sporting performance
- Developing Fitness to Improve other Participants Performance in Sport and Physical Activity



## Possible Careers:

- Sports Management
- Sports Coaching
- Personal Trainer
  - Teaching
  - Physiotherapy
- Movement Analysis

## Qualification Details:

**Exam Board: Pearson BTEC Tech Award in Sport**  
**Curriculum Leader: Miss Wilson**

# PE (GCSE)



## Introduction

The GCSE encourages students to contextualise theory and to develop and apply their knowledge, understanding and quality of performances in practical assessments.

The content reflects today's global world - students will engage with key issues and themes relating to contemporary global influences on physical education and sport. The blend of scientific and social knowledge positions students to access a range of qualifications.

Develops a holistic understanding of physical education - stimulating content is at the heart of this engaging qualification. Students will receive a well-rounded and full introduction to the world of PE, sport and sport science through the combination of physical performance and academic challenges.

## How will I be assessed?

- 2 written exams (60% of the course in total)
- 1 internally assessed comment unit 3 practical sports (30%)
- 1 personal exercise programme (10%)

## • Key Topics

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Health, fitness & wellbeing, sport psychology

## Linked Subjects:

Science (Human body), Media, Food (Diet and Nutrition) & Geography (Culture and Influences)



## Possible Careers:

- Sports Management
- Sports Coaching
- Personal Trainer
  - Teaching
  - Physiotherapy
- Movement Analysis

## Qualification Details:

**Exam Board: Pearson GCSE PE**

**Curriculum Leader: Miss Wilson**

# Religion & Ethics



## Introduction

Religious Studies is an important subject to study in 21st Century Britain. Not only is it increasingly important to have a clear understanding of various world faiths, the study of Christianity is taught explicitly as it is embedded within our culture and shapes our society today. Religious beliefs and teachings are only 50% of the GCSE. Philosophy and Ethics is a key component of the GCSE, with pupils looking at questions such as “Are all humans equal”, “Is it ever right to end a life?”, “Is marriage still relevant today?” and “What do I think about life after death?”. It is these questions that give opportunities to show critical thinking, develop reasoning and evaluation skills. It is these skills which employers look for in prospective candidates.

## How will I be assessed?

Two papers are worth 25% of the course total and are 1 hour each: Hinduism and Christianity.

The third paper, worth 50% of your GCSE grade, is 2 hours long and reviews the Philosophy and Ethics part of the course, including Human Rights, Relationships, Good and Evil and Life and Death.

## Key Topics

- Relationships
- Life and Death
- Good and Evil
- Human Rights

## Linked Subjects:

History, English, Geography & Art



## Possible Careers:

- Careers in Law
  - Police Work
- Working for The
  - Government
  - Teaching
  - Social work

## Qualification Details:

Exam Board: EDUQAS GCSE Religious Studies

Curriculum Leader: Mrs Patel



# Statistics



## Introduction

Communication, opinion, analysis and enjoyment. Students will now be offered the opportunity to complete a high-quality GCSE in Statistics. With the new curriculum studying statistics in more depth, the students will cover a large section of the course through the normal mathematics lessons but allows the flexibility to delve a little deeper.

## How will I be assessed?

- Two externally assessed papers. Both papers contain multiple choice, short answer and a statistical enquiry cycle question.
- It is available at foundation and higher tiers, making it suitable for students of all abilities and ensuring they're assessed appropriately.

## Linked Subjects:

Mathematics, Science, Engineering & Geography

## Key Topics

- How to collect, summarise and represent unbiased data
- The skills necessary to read, analyse and interpret data/various diagrams and statistical statements
- To develop your ability to reason and discuss results.
- How to predict what will happen in the future by making forecasts based on statistical results and considering the probability of something happening.



## Possible Careers:

- Forensic Statistician
- Sports Analyst
- Pharmaceutical Industry
- Entrepreneur
- Meteorologist
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## Qualification Details:

**Exam Board: Edexcel GCSE Statistics 1STO**  
**Curriculum Leader: Mr Singh**



# Science Triple



## Introduction

Students who study Separate Science achieve a GCSE in each of the three Sciences. GCSE Science helps students to make sense of the world and universe around them, and explain the Science they come across in everyday life. Students come to appreciate what Science can tell them about themselves, the environment and the universe. Students achieve three separate GCSE grades; one in Biology, another in Chemistry and a third in Physics. Their overall grade for each Science GCSE is calculated through linear examinations. Practical skills are assessed through written assessment, incorporated into each of their individual Year 11 examinations.

### How will I be assessed?

- Each of the sciences consist of 2 externally- examined papers. Each paper is 1 hour 45 minutes long and consists of a mixture of different question styles, including multiple- choice questions, short answer questions, calculations and extended open-response questions. These are available at foundation tier and higher tier. The content of the course includes twenty one core practical's.

### Key Topics

- Forces and Energy
- Waves and Electricity
- Atomic structure and states of matter
- Obtaining and using resources
- Types of chemical reactions
- Plant structures and their functions
- Human Biology
- Ecology

### Linked Subjects:

Mathematics, English, Geography, RE & PE

### Possible Careers:

- Engineer
- Sports Science
  - Doctor
- Veterinary Surgeon
- Pharmacist



### Qualification Details:

**Exam Board: AQA GCSE Biology 8461, GCSE Chemistry 8462, GCSE Physics 8463.**

Curriculum Lead:

Second in Charge: Mrs. Thomson



# Digital Information Technology (DIT)



## Introduction

Digital Information Technology is an exciting and practical course that focuses on how modern businesses use digital tools to solve problems and create solutions. Students develop key skills in designing user interfaces, managing and presenting data, and understanding how digital systems are used in real workplaces. The course helps students build creativity, independence, and digital confidence through hands-on projects and realistic scenarios.

### How will I be assessed?

You will complete three components, made up of both coursework and an external exam:

- C1: Exploring User Interface Design Principles and Project Planning (Internal)
- C2: Collecting, Presenting & Interpreting Data (Internal)
- C3: Effective Digital Working Practices (External Exam)

### Key Topics

- User Interface Design and Principles
- Designing, Developing and Reviewing User Interfaces
- Data Collection, Storage and Organisation
- Spreadsheet Skills and Data Analysis
- Creating Dashboards to Visualise Data
- Modern Digital Systems
- Cybersecurity and Online Safety
- The Impact of Technology on Business and Society

### Linked Subjects:

Mathematics, Engineering, Science & Media



### Possible Careers:

- Software and Application Development
- Computer Games Authoring
  - Computer hardware Engineer
- Web Development

### Qualification Details:

**Exam Board: Pearson BTEC**

**Curriculum Leader: Mr Mooney**





# Careers Advice



## Why is this important?

Although you are only in Year 9, you need to seriously think about your possible career and education pathways after you leave TQEA. You don't have to know exactly which job you want to do, but you should consider which qualifications you may want to study when you leave TQEA as some require specific GCSE grades in certain courses. Consider which subjects will give you the most options for your destination after TQEA. If you want to go to university, consider which subjects will give you the best chance to attend a top university. Use the useful links page on the school website for more advice.

## Where will I go next?

Popular destinations after leaving TQEA in Year 11 are:

- North Warwickshire and South Leicestershire College
- King Edward 6<sup>th</sup> College
- Polesworth 6<sup>th</sup> Form
- Higham Lane 6<sup>th</sup> Form
- St Thomas More 6<sup>th</sup> Form
- Eton 6<sup>th</sup> Form



## What experience can I use to help me?

When you were in Year 8 you had Careers Guidance meetings and next year, you will also have one- to-one interviews with our Careers Guidance Officer.

You have also recently had Careers Week where lessons celebrated careers linked to individual subjects.

You should also consider the Careers lessons you've had in PSHE and make sure to use the National Careers Service website to help guide you towards career choices.

For more information contact Reception



# The Choosing Process

## What happens next?

All students in Year 9 will receive an email after Options Afternoon, held on Thursday 5<sup>th</sup> February 2026. This will send them a link where they will be able to choose their options through the My Child at School App.

Students must choose **ONE** first-choice option from each block and then **ONE** reserve option from each block. Students should **NOT** choose any core subject as their first-choice, or their reserve, as all students will study core subjects. Students should use the insert sheet to help them with this.

Should students have any difficulties with completing this through the app, then students should complete their options on the insert sheet and hand this into reception for the attention of Mrs Arnold.

The deadline for choosing options is **Friday 20<sup>th</sup> March 2026**. Any student who has not submitted their option choices by then will be allocated to subjects.

## What did other students say?

**Do not choose subjects based on your favourite teacher as teachers change!**

**Think about your career path and what you want to do after TQEA**

**Speak to us older students - we'll tell you the truth about the subject at GCSE!**

**Choose subjects you enjoy. My reserve option is now my favourite subject; I'm doing it at A-Level**

