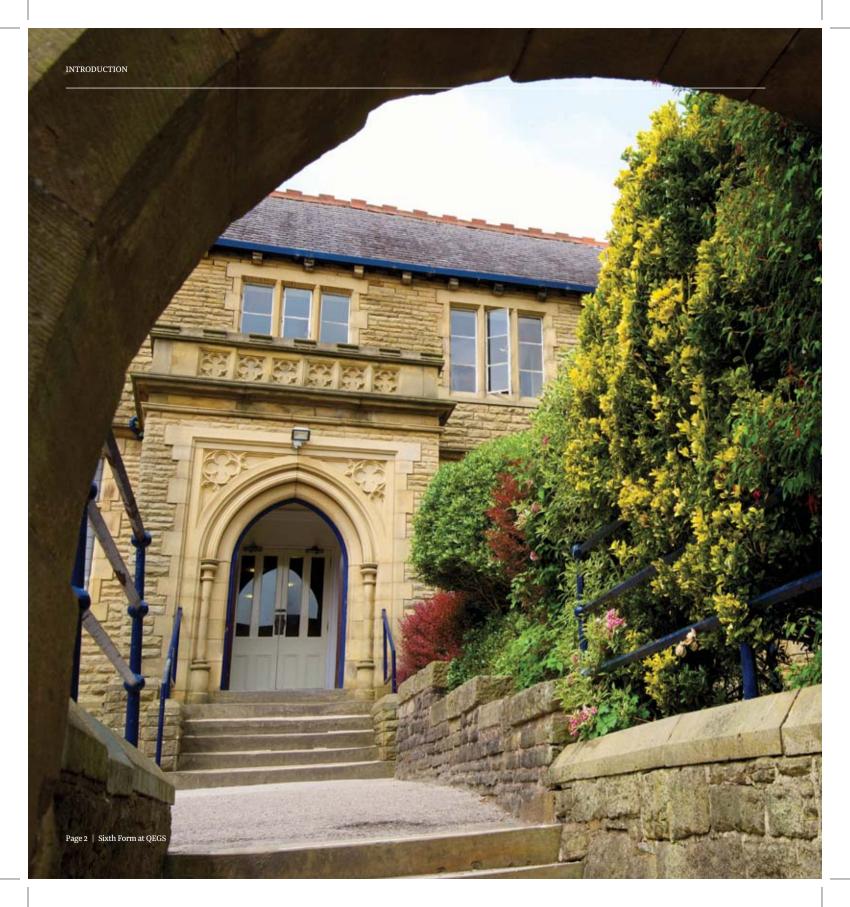


QEGSblackburn.com/sixth





Pursuit of excellence

It is our belief that our Sixth Form brings many advantages to young people in the transition stage between school and university. There are opportunities for leadership experience and sporting excellence in our many activities that go beyond the narrowly academic. Added to that there are numerous occasions on which you can perform in music or drama groups, all of which help to nurture the confident, rounded and mutually supportive human beings for which the school is renowned.

It will be clear to any reader of this prospectus that we are fortunate at Queen Elizabeth's to have academic departments which are fizzing with enthusiasm. As it should be, you may say, but it is far from being the case at every school and college. Here we are able to give our students individual attention in small classes so that our teaching can to a large extent be tailored to fulfil their potential and helping them to get the very best grade of which they are capable. This is, of course, supported by up-to-date, specialist careers advice.

Your teachers (some of them A-level examiners themselves) have always been committed to academic rigour, so they are well placed to provide the sort of teaching and individual attention that is necessary for the most able candidates to acquire the top grade. Reassuring too, is that, given the structures and experience already in place, this will not be at the expense of those candidates for whom the top grade is unlikely to be achieved. It is worth noting that already many universities, despite initial reluctance, now include A* grades in their offers.

We have the advantage here of knowing our pupils well as individuals, which is not possible in larger institutions. Here, each student has a Personal Tutor who has oversight of his or her academic progress and is able to view it in the context of the individual's extracurricular commitment so that, while we

strongly encourage involvement in the many opportunities the school offers beyond the classroom, a sense of balance is maintained.

We understand and share the belief that academic performance must come first and that results must be the best possible for each student. This only happens when pastoral care is of a high standard and students are able to approach staff when they have difficulties, in the sure knowledge that time and expertise will be available to them. This, plus very close monitoring of standards by Tutors and the Head of Sixth Form, is the cornerstone of advanced study at Queen Elizabeth's. Hence the excellent A-level results achieved, taking over 90% of our students straight to university each year.

Life in the natural, co-educational world of our Sixth Form is – notwithstanding the hard work we expect – a wonderful experience; you need only ask those who are currently engaged on A-level study, whether they are students who have come through our own system, or whether they have come from other high schools whether they are used to a single-sex or co-educational setting.

Recognising that the Sixth Form is preparation for university and life beyond, young men and women are encouraged to work well with each other in class and in directed learning and private study periods, so that they have the opportunity to grow intellectually in a balanced environment that represents the world they are likely to inhabit

after A-level. Dress regulations are adjusted in recognition of the greater maturity associated with Sixth Form study but high standards of smartness and appearance continue to be required.

Please note that, in common with other schools, while we strive to offer all the courses advertised in this prospectus, in the event of a set being extremely small, we cannot guarantee that course will run. We will of course inform you if we foresee this problem once you have made your choices

There is much good advice in the pages that follow, but none of it more important than the recommendation you should choose subjects you enjoy and at which you are therefore likely to do best. I look forward to welcoming you into Year 12.

Mr Malcolm Russell Head of Sixth Form







Sixth Form Life

Sixth Form life is not solely about the study of A-level subjects; it is a crucial time in a student's personal development. To this end each student has a Personal Tutor who will stay with them throughout their two years and whose role is to help develop a 'well-rounded' young adult.

The Tutor will conduct regular reviews of a student's progress and suggest courses of action where appropriate. This can range from attendance at an after school subject 'clinic' to get any extra help needed, or a more formal review of the student's development.

At Queen Elizabeth's we recognise that the gap between GCSE and A-level cannot be bridged instantly and without help, so Year 12 provides a structured framework for the students to enable a smooth transition. For example, there are many subject support sessions available where students can get extra help with a tricky topic or missed work. Our students find these sessions invaluable.

The Sixth Form Centre, Singleton House, is the social hub of the Sixth Form. The elected Sixth Form Council meets regularly, acting as a valuable channel of communication between staff and students, and plays an important role in the running of the centre.

Extra-Curricular

For students in Year 12 we provide a wide range of sports and activities. There is also an opportunity to take part in a community-based programme of work experience and volunteering. Sports fixtures for seniors take place predominantly on Wednesday afternoons and Saturday mornings. There is also huge involvement in the House competitions which encompass a wide range of activities. Additionally we find our Sixth Formers take leading roles in a great range of opportunities, for example, musical performances, showcasing their work in our annual Art and Design Technology exhibitions as well as giving vent to their argumentative side in Debating Club.

Sixth Form students are never averse to 'getting away from it all' and have the opportunity to go on a number of trips. They include subject trips such as the Geography field trip to Arran, the History Battlefields trip to France, the Physics trip to Switzerland, Art trip to Italy as well as regular skiing trips and the Uganda trip. Trips may vary from year to year but there is always plenty on offer.

UCAS

Students will undertake a comprehensive programme in preparation for university applications. The process will begin early on in the first term of Year 12 making students aware of what they need to do with information being given to them throughout the year. The process intensifies, however, in the Trinity Term after examinations when visiting university speakers come in to offer advice and when students attend university open days. One-to-one advice is given to the students by their Personal Tutor before their personal statement is passed on to the UCAS team. Students will be given the opportunity to develop and practise interview skills.

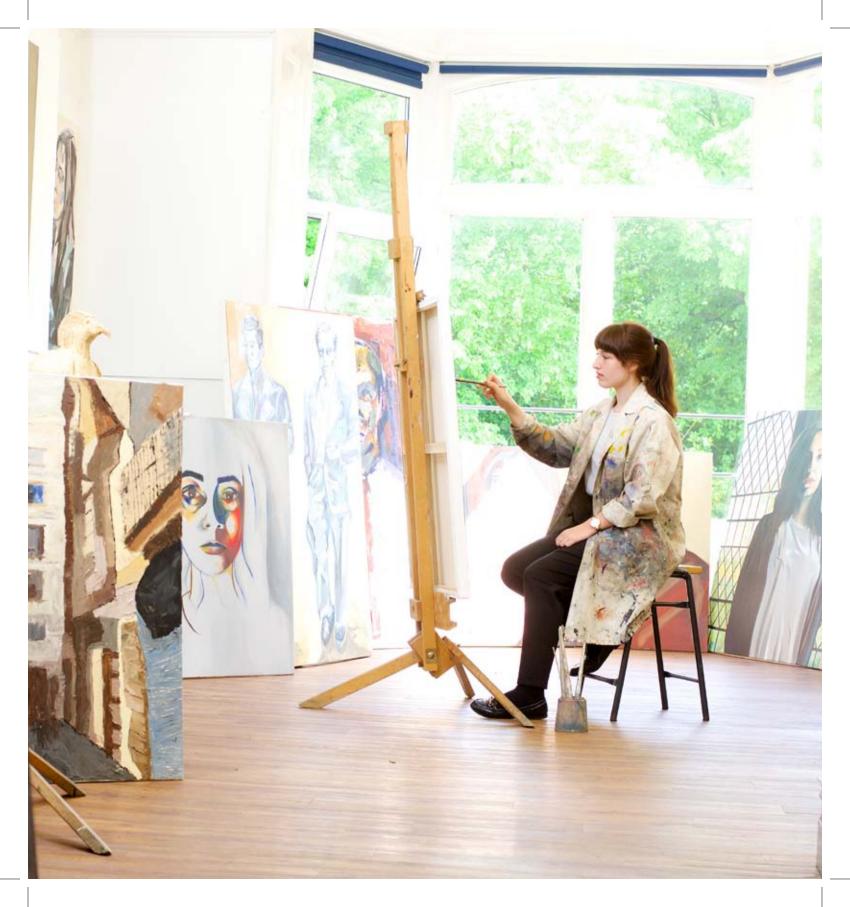
Careers

The Head of Careers will also begin the programme of events early in the first term when the groups of, for example, potential medics or engineers will be focused on to ensure they receive advice specific to their needs. Students have access to a dedicated, well-resourced careers room and the Head of Careers is always available to offer guidance to students on an individual basis. In addition, Queen Elizabeth's is fortunate in the quality and quantity of its former students who can provide invaluable advice and links to all the major professions.

Our Ethos

We aim to foster an enjoyment of academic study and a desire for the pursuit of excellence. We help students to acquire the essential interpersonal and life-skills which will set them apart. We want our 'product' to be an individual who has fulfilled their potential.





Sixth Form Choices

You will soon have to decide what you are going to do after taking your GCSEs. This important decision is likely to affect the rest of your life. Be flexible in your planning; take plenty of advice. Discuss your intentions with your parents, your Form Tutor and teachers and be careful not to rule out certain careers at this stage by narrowing your fields of study too much.

A-levels have gone through considerable change in the last 2-3 years. The new reformed A-levels are linear in structure, meaning that all the examinations take place at the end of the course, and they are more demanding than the previous 'modular' courses. Because of this, we have taken the decision that most pupils will only study three A-levels throughout their two years of the Sixth Form. If you feel that you still want to do four subjects in Year 12, please discuss this as soon as possible with the Deputy Head (Academic). Note that, if Mathematics and Further Mathematics are two of your choices, it is usual to take four subjects in total.

When choosing your A-level subjects start by deciding which subjects you enjoy most and where your academic strengths lie. Of course A-levels are different from GCSEs, not just in terms of content, but in the way the subjects are taught and examined, so subjects which you enjoy now might not be to your liking at A-level. That is why you must discuss your choices with those who teach you and with Heads of Faculty and Subject Leaders. This booklet will also help you to make your choices.

You should bear in mind what qualifications you will need when you leave Queen Elizabeth's. University courses will require specific grades and, in a minority of cases, specific A-level subjects. As a general rule, the more scientific the degree course, the more specific the A-level requirements. For example, to study Electronic Engineering you may well need Mathematics and Physics; to study Medicine you will need Chemistry and Biology. If you choose a non-scientific degree, the requirements are usually more flexible. Law courses, for example, currently require any three good A-levels, although many prefer an essay-based subject to be included, and Law A-level is not one that is highly regarded by good universities and certainly is not required by any Law School in the country.

The school gathers up-to-date details of all university entrance requirements which may change from year to year. If you have any questions you should consult the Head of Careers; alternatively, contact directly the admissions offices at universities.

The minimum requirement for entry into the Sixth Form is 5 GCSEs at grade 6 or above, preferably with a grade 7 or better in your chosen A-level subjects. Grade 4 or above in both GCSE English and Maths is also required.

Please refer to the individual subject pages for any relevant entry requirements for that subject.



Timetable for Decisions

September Open Evening

Open to existing Queen Elizabeth's students and those coming from other schools, this is an opportunity for students and parents to talk directly to Heads of Faculty, Subject Leaders and other staff about the courses on offer. Current Sixth Form students are also on hand to give advice.

October Assemblies (internal candidates)

Presentations are made to those in the current Year 11 at Queen Elizabeth's by those departments who do not offer subjects at GCSE e.g. Economics and Psychology.

November Preliminary Choices (external and internal candidates)

We design our Sixth Form subject blocks from scratch each year to try and accommodate all students' combinations of subjects. In order to enable us to start construction of the Sixth Form subject blocks, you will be asked for an initial choice of subjects. This will not be binding on you, but bear in mind that some combinations of subjects may not be possible if not flagged up at this stage.

Mock GCSE Examinations

These will give you a firmer indication of which subjects you may wish to pursue at A-level.

January Year 11 Parents' Evening (internal candidates)

At this, you and your parents can discuss with your subject teachers (and others) your suitability for your chosen subjects in the light of your mock results.

1st March Firm Choices (external and internal candidates)

At this stage, the Sixth Form subject blocks will be complete and all applicants will be asked to confirm their subject choices. This information will be collated and lists sent to Heads of Faculty, Subject Leaders and Form Tutors. Any problem areas will then be discussed and parents contacted if necessary. After this, there will be further opportunities to review your choices but you will only be able to change subjects if set numbers and blocking arrangements permit. This is to ensure that set sizes remain manageable.

May to June GCSE/IGCSE Examinations

August Examination Results

If you wish to change your subject choices in the light of your examination results, you will need to see the Head of Sixth Form or the Deputy Head (Academic) on results day itself. While we will do our best to accommodate requests, the limit on set sizes means that it may not be possible for you to change subjects at this stage. Information regarding enrolment will have been sent to you at the start of July.





Frequently Asked Questions



How many A-levels will I study?

Most students will study three A-level subjects for the two years of the Sixth Form. If Mathematics and Further Mathematics are two of your choices, it is advisable (though not obligatory) to take four subjects. Occasionally other students wish to take four subjects; we will discuss this with the individuals concerned.

Can I study anything else with A-levels?

We also offer the opportunity to take an EPQ.

Do I have to be very clever to study at QEGS?

Although QEGS has a reputation for academic excellence, we have a broad range of students from different backgrounds and various levels of ability.

What are the general Sixth Form minimum entry requirements?

The basic requirement for entry to our Sixth Form is 5 GCSEs at grade 6 or better, with 'passes' i.e. at least Grade 4 in Maths and English and, preferably, grade 7 or better in the chosen subjects.

Will I have a form group?

You will have a tutor group with a Personal Tutor, who will support you in all aspects of Sixth Form life. They will be able to give you guidance in your studies, help with your study skills, give advice regarding possible career progression and application to Higher Education.

Your Personal Tutor will work with you to ensure that you reach your full potential by using all the expertise we have available.

Does Queen Elizabeth's have a bus service?

We have many bus routes currently in operation providing transport from throughout the county. QEGS is situated within a 5 minute walk from Blackburn Town Centre, with the train station a 15 minute walk away.

How long is the school day?

As we are preparing you for life after school, we want you to be accustomed to a 'normal' working day. The day starts at 8.40am and formal teaching finishes at 3.50pm. You will have free periods scattered throughout your day allowing you to engage in independent work.

What can I do in my free time?

The main area for Sixth Form students is the Sixth Form Centre, Singleton House. This contains a large quiet study area with networked PCs and Wi-Fi available. You are expected to use your 'free' time wisely, for independent study, getting on with homework assignments or general reading. Some departments also have a dedicated Sixth Form area with subject-specific resources available. We also have a large Library with a wide variety of resources, including books, journals and newspapers, available to you. Sixth Form students are welcome to use the quiet space of the Library at any time.

At breaks and lunchtime, Singleton House is also a social area. There is a large Common Room and café serving drinks, cold snacks, and hot meals throughout the day.

Is there a careers service?

Yes. We have a dedicated careers team and careers area in Singleton House, stocked with information on universities and courses, apprenticeships, gap years and careers. The majority of our pupils, always over 90%, go to university and this is the principal purpose of our Sixth Form.

How do I apply?

Simple, just visit www.qegsblackburn.com/sixth to submit your online application.

If I'm not currently at a Blackburn school can I still apply to study at Queen Elizabeth's?

Certainly. We do not have a specific catchment area. No matter where you live, you can apply.



Subject Choices

The application form enabling you to indicate your provisional choices is available online. In deciding whether a combination of subjects is sensible for you, the following points may be helpful:

- A) Does your choice of subjects offer balance and breadth? What type of work is involved in each subject, e.g. will it involve a great deal of reading? Will all work have to be presented in essay form?
- B) Does one subject overlap and complement another? If you are not a strong candidate this might be an advantage. If you are a strong candidate this may narrow your education unnecessarily.
- C) Have you built in sufficient breadth to your combination to allow a number of options when it comes to university courses? Remember, you may change your mind about what you want to study at university during your time in the Sixth Form.
- D) Above all, will you enjoy the courses you have chosen? Do your academic strengths lie in these subjects?

The choices you submit will be important and the deadline set is 1st MARCH. The timetable and staffing for next year will be decided on the basis of option choices submitted. Once this timetable is finalised, individual changes of options may not be possible. We do however recognise that some of you may not be able to make a final decision until after the publication of the GCSE results in August, although it is not advisable to choose A-level subjects on the basis of these examination results alone. In any event, please contact me directly if you wish to amend your choices after the March deadline.

Dr CP Farmar

Deputy Head (Academic)

E-mail: cfarmar@qegsblackburn.com

Subjects Available

Arts

Art and Design, Fine Art
Classical Civilisation
English Language & Literature
(combined)
French
German

History Latin

Music Spanish

Social Sciences
Business
Economics
Geography*
Philosophy
Physical Education*
Psychology
Sociology

*Course content is divided between social and physical science

Physical Sciences & Mathematics

Biology Chemistry Computer Science Further Mathematics DT (Product Design) Mathematics Physics

The subjects listed above are all offered but will not run in the event of insufficient demand. You are asked to choose three subjects, preferably from at least two different areas of study.





Oxford & Cambridge Entry

If you are bright and have promising GCSE results, you should consider application to Oxford or Cambridge - if only, later, to dismiss the idea.

Some courses (for example in Dentistry) are not offered, and the Admissions Policies in both universities are fluid. Nonetheless, they are always looking for independently minded students of promising academic calibre. If you are at Queen Elizabeth's that should be you. So read on, and research carefully the different colleges to which applications are made.

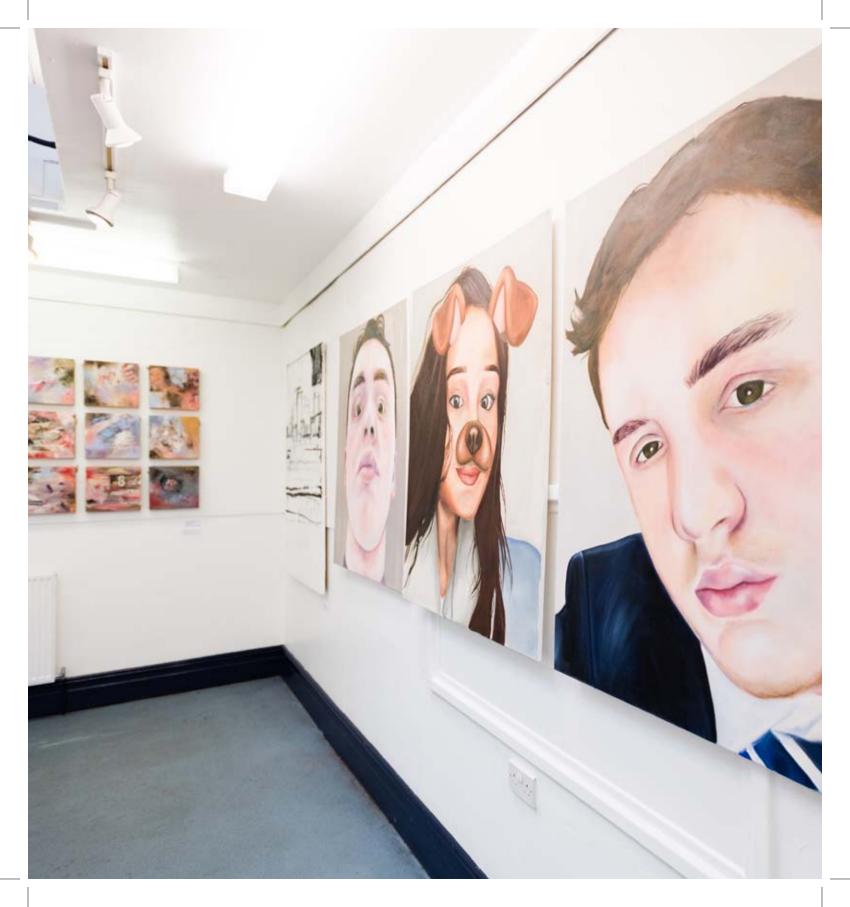
Staff provide a very full and informative programme for those students applying to Oxbridge.

Oxford

The university makes offers based on GCSE and A-level forecast grades, the Head's reference, the interview and, for many courses, tests set by the university. It also offers places to post A-level candidates.

Cambridge

Offers are based on GCSE and A-level forecast grades, the Head's reference and the interview. The results of other tests such as BMAT and LNAT are also used as part of the selection process and some tests may be set at the interview. Offers may also require grades in Sixth Term Examination Papers (STEP). Post A-level application is also available.





QEGS SIXTH FORM

Course details

Art and Design, Fine Art

Fine Art requires engagement with aesthetic and intellectual concepts, through the use of traditional and/or digital media, materials and techniques for the purpose of self-expression. Fine Art may be created to communicate ideas and messages about the observed world, the qualities of materials, perceptions, or pre-conceptions. It can also be used to explore personal and cultural identity, society, and reflect on our place in the world.

Disciplines within Fine Art

This qualification is sub-divided into the following four disciplines: painting and drawing, printmaking, sculpture, and lens-based image making. Students will be required to work in one or more of the disciplines to communicate their ideas. By working across disciplines, they will extend their understanding of the scope of Fine Art; by focusing on one discipline, they will gain a deeper understanding of specific processes within Fine Art.

Course Content

Component 1 - Personal Investigation

Incorporates three major elements: supporting studies, practical work, and a personal study.

Supporting studies and practical work comprises of a portfolio of development work and outcomes based on themes and ideas developed from personal starting points.

The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1,000 words of continuous prose, which may contain integrated images.

All work produced on the course will become part of your portfolio submission.

Component 2 - Externally Set Assignment

Incorporates two major elements: preparatory studies and the 15 hour period of sustained focus. Preparatory studies comprise of a portfolio of practical and written development work based on an externally set theme.

During the 15 hour period of sustained focus under examination conditions, students will produce final outcome(s) extending from their preparatory studies in response to their own interpretation of the theme.

This Assignment is released on 1 February and contains a theme and suggested starting points. Students will have until the 15 hour period of sustained focus to develop their work.

Is this course right for me?

This course is ideal if you have an interest in Art and Design and would like to develop your practical and creative skills further. It is also suitable if you would like to add breadth to your other academic choices at A-level.

Course highlights

During the course you can participate in a variety of gallery trips. We offer a bi-annual trip to Rome where we explore art and architecture past and present. We provide opportunities to exhibit your work and enter national competitions. There are also a rich variety of extra-curricular activities including holiday work-shops and life drawing classes.

What can I do next?

The study of Art and Design at this level can lead to further study of Art on a Foundation Course, or direct entry onto a Degree Course. Examples of degree courses leading to possible future careers, include Fine Art, Architecture, Interior Design, Graphic Design, Fashion and Surface Pattern Design, Painting and Printing, and a range of combined courses.

If you are considering a career in any area of Art and Design, you are strongly advised to study Art at A-level. Doing so will mean that you will be more confident visually, and you are therefore likely to be far more successful in your chosen field.

Subject minimum entry requirement

Grade 6 or higher at GCSE in an Art and Design qualification.

"Fine Art at QEGS has given me an opportunity to freely express myself and explore a means of learning about history, culture and to an extent myself. With the easily accessible abundance of materials, even digital programmes like Photoshop. it is impossible not to love the opportunities we are given to experiment and create. We are also fortunate enough to have an amazing team of teachers with expertise and genuine care for each student's personal development who support us in our creativity unconditionally. With amazing staff, high quality materials and a beautiful space to work in, this course is perfect for those wishing to study Art."

"Art has allowed me to freely develop my skills over several types of media. The way that Art is taught at QEGS also gives students a clear understanding of the foundations of the subject, such as knowing about formal elements, whilst also giving them the chance to experiment and show their creativity."

Classical Civilisation

A study of Classical Civilisation complements many other popular A-levels, including Art, Drama, English Literature, Government and Politics, History, Religious Studies as well as a study of the classical languages. However, because of the creative diversity of classical culture, there are many other subjects which relate well with Classics. Its more natural home is alongside other arts and humanities subjects, but many science students choose to study it to provide a rewarding contrast and breadth in their studies.

Course Content

Classical Civilisation changed to the new A-level in 2017 to include an even wider breadth of topics, including literary, visual and philosophical. The two year course involves the study of three distinct components, each with clear and well-defined content and strong supporting materials. It also involves the chance to study both Greece and Rome, and their surrounding worlds

The World of the Hero

In this component learners will study Homer's Odyssey, as well as Virgil's Aeneid. Learners will develop an increasingly sophisticated level of knowledge and understanding of the epics themselves, the way in which they were composed, and the religious, cultural and social values and beliefs of its society. Homer is a superb storyteller and his peculiar gift was to be able to combine so many short stories into one great epic poem. The poems of Homer were considered by the Greeks themselves to be a foundation of Greek culture, standing as they do at the beginning of Western literary. This component provides learners with the opportunity to appreciate the lasting legacy of the Homeric world and to explore its attitudes and values. The epics of Homer, with their heroes, gods and exciting narratives, have been in continuous study since their conception, and remain popular with students. Virgil's Aeneid involves the study of the text which is central to Roman culture, commissioned by the Emperor Augustus in order to promote the values of his new regime and telling the mythological origins of Roman settlement in Italy.

Culture and the Arts - Greek Theatre

The drama produced in the ancient Greek theatre forms some of the most powerful literature of the ancient world, and has had a profound and wide-reaching influence on modern culture. To fully understand this cultural phenomenon requires not only the study of the physical theatre space used by the Greeks to stage their dramas, but also depictions of this staging in the visual and material records. This study of the production of Greek drama is coupled with an in-depth study of three plays (Tragedy and Comedy), all of which have proven to be enduring favourites.

Beliefs and Ideas - Greek Religion

Religion was an essential part of ancient Greek identity, resonating in all aspects of society and an individual's daily life. Religion could be connected to the household, to life in the city or life in the countryside; moreover politics and religion were intertwined to the extent that political decisions were sometimes made on the basis of divine intervention of oracles. Studying the practicalities of religious ritual, and the role it played in society, alongside the functions and layout of famous temple complexes, makes this component particularly interesting for students and helps develop their sense of the central role religion played in the life of everyday people. Learners will also explore the nature of the gods and their relationship with mortals.

Is this course right for me?

Choose Classical Civilisation if you are interested in learning about the classical world - its personalities, events, literature, drama, history, philosophy and mythology. In other words, opt for Classical Civilisation because you think you will enjoy the course. Studying a subject you enjoy will make it easier for you to fulfil your potential and achieve your best grade.

The Classical Civilisation course seeks to relate what happened in the ancient world to the experience of students today. It shows how modern culture has developed from the classical past, how the civilisation of Greece has helped in shaping modern Europe and how Classical influences are still important in today's world. All sources are studied in English translation – there is absolutely no need for you to have any understanding of Latin or Classical Greek to choose this course.

Course highlights

The topics cover aspects of classical civilisation which have been significant in the development of the modern world. All include a study of primary classical sources and all encourage students to gain an understanding of Greek society and its values. We have an excellent stock of audio-visual aids to complement the study of all our topics and, whenever possible, we accompany our students to see modern productions of the comedy and tragedy plays we study.

What can I do next?

It provides a natural base for degree work in many subjects at University. It develops the critical and evaluative skills which enable students to go on to study a wide range of courses. The points gained will count towards admission for any degree course. For the enthusiast there are degree courses available in Classical Civilisation or Ancient History. The cultural, literary and political achievements of the Greeks have had a lasting influence on our own society, and are essential to a proper understanding and appreciation of the history of civilisation. In addition, as we share with Europe the legacy of the Ancient World, a study of Classics helps to increase our awareness of a common European heritage.

Subject minimum entry requirement

The specification does not require any previous study of Classical Civilisation or knowledge of Latin or Greek. What we ask for above all is a determination to share our enthusiasm for the classical world.

"I did not know what to expect when I took Classical Civilisation but my friend recommended it. Now I am so glad I did. The topics are really interesting and, despite the cultures we study being thousands of years old, you can relate them to how we live now."

English Language & Literature

The course is designed to nurture a personal response to a variety of texts using integrated approaches. You will look at the way in which writers craft language and how the influence of various social, historical, political and cultural factors affects the production of texts. You will also have an opportunity to explore your own style of writing; this creative aspect will be inspired via a range of both literary and non–literary texts, thereby allowing you to display your own particular strengths.

Course Content - Year 12

This course draws on the academic field of Stylistics, analysing the study of different writers' styles through the study of both literary and non-literary texts.

Unit 1: Views and Voices

Section A

This part of the course allows you to learn about how and why views and perspectives of different kinds are shaped and used in narratives. You will learn how language choices help to shape the representations of different worlds and perspectives in literary fiction. You will analyse the language choices made by writers in order to study the following:

- · points of view
- characterisation
- · presentation of time and space/place
- · narrative structure

Section B

This part of the subject content is concerned with the nature and function of poetic voice in the telling of events and the presentation of people. You will explore and analyse:

- the presentation of time: understanding the past, reviewing past experiences, the manipulation of time
- the importance of place: locations and memories, the ways in which these are captured in voice(s), and their effect on individuals
- how people and their relationships are realised through point of view, attitude, specific registers, physical descriptions, speech and thought
- the presentation of events through the poet's selection of material, the use of narrative frames and other poetic techniques

Unit 2: People and Places

Drawing on both your everyday experiences of storytelling and on published texts, you will evaluate how language choices help to shape the representations of a place through a range of differing time periods.

The skills developed within these two units are:

- analysis of a variety of narratives that construct different views of a particular place
- produce recreative work that seeks to find an absent or underplayed perspective in the original text
- write a critical reflection on the processes and outcomes involved in recreative work

Course Content - Year 13

This course offers you unique opportunities to consider issues in both literary and non-literary texts that tend to remain unquestioned in the other English disciplines.

Unit 3: Telling Stories

You will be asked to produce a creative piece of writing that explores differing perspectives after intensive study of an original prose text, followed by a critical reflection of this process.

Methods of language analysis

In order to write a competent critical reflection, you will be required to adopt a close language focus, through the identification of the salient language features that are used in the respective texts. You will be expected to be familiar with:

- Phonetics, phonology and prosodics for example, the sounds of real speech and the patterns of sound symbolism (rhyme, alliteration, onomatopoeia) that some writers employ
- · Lexis and semantics for example, the connotations

- of words and phrases, metaphor and idiomatic language
- Grammar for example, how the use of pronouns can shape narrative viewpoints
- Pragmatics for example, the assumptions made about listeners/readers by the speaker's/writer's language choices
- Discourse for example, the way different text types use particular features or routines, including aspects of visual design and layout.

Writing about Society

You will study: The Great Gatsby by F. Scott Fitzgerald In this part of the subject content, students explore the ways that writers:

- use situations of conflict to express ideas about societies and their values
- present people, their points of view and their relationships with others

Unit 4: Exploring Conflict

Finally, you will study a dramatic text: Othello by William Shakespeare. In this part of the course, you will learn how meanings can be inferred from the language used and study the contextual reasons for these conflicts. This section of the examination is open book so you are allowed to take copies into the examination. Texts must not be annotated and must not contain additional notes or materials.

Is this course right for me?

It is, if you are inquisitive about language. Language is our medium of communication with other people and it is the medium of entertainment. Most importantly, language forms an essential part of our identities and individual personalities. This is a course that offers you the chance to pursue your own interests and develop independent learning skills.

Course highlights

During the course you will have the opportunity to visit the theatre, work in conjunction with the Library with visiting authors, and attend A-level lectures.

What can I do next?

The study of English in all its forms is valued highly by universities and in a wide variety of career paths. Through the study of English, you will develop skills of analysis, interpretation, communication and argumentative skills which are valued in careers such as law, teaching, journalism, publishing, public relations, sales and marketing.

Subject minimum entry requirement

Grade 6 or above in both English Language and English Literature.

"The English course at QEGS pushes me to expand my knowledge within an interesting and supportive environment. We are taught expertly about linguistic techniques and how they can present a narrative or voice within a text or poem as well as the intricacies of how authors create an intriguing world within a novel. The course spans a broad range of different types of text and challenges us to apply the terminology and knowledge we are taught in a way that interests us."

"I have thoroughly enjoyed studying English Language and Literature. The class sizes are small, and the teachers are very helpful and provide me with lots of useful feedback for every piece of work; this encourages me to make good progress."

"I would recommend English at QEGS to any student who would either like to enhance their communication skills or those who are interested in how the rules of linguistics are applied in everyday life."



History

We aim to stimulate curiosity, interest and enjoyment of History amongst students and help them to cultivate a sense of the past through the knowledge of events, people, motives and outcomes.

Course Content

Drawing on the strengths of the department we follow the new Edexcel Specification Route E: Communist states in the Twentieth Century.

Paper 1: Russia, 1917-91: from Lenin to Yeltsin

This option comprises a study in breadth, in which students will learn about the key political, social and economic features of communist rule in Russia during the Twentieth Century: an era that saw its authority and influence rise to the status of a superpower, only to diminish and decline later in the century. The focus of study is on developments and changes over a broad timescale, and so the content is presented as themes spanning a significant duration: 1917–85. This option also contains a study in depth of historical interpretations on a broad question, which is contextualised by, and runs on from, the themes: reasons for the fall of the USSR, c1985–91.

Paper 2: The German Democratic Republic, 1949-90

This option comprises a study in depth of the creation, development, decline and collapse of the communist East German state, 1949–90. For the whole of its existence, East Germany was a key focus of world attention as it lay on the frontline of the Cold War, where contrasts between East and West could be seen at their starkest. Students will gain an in-depth understanding of the political, economic and social policies of the East German government in this period, and their effects on the lives of its people.

Paper 3: Protest, agitation and parliamentary Reform in Britain, 1780-1928

Together, the breadth and depth topics explore the relationship between authority and mass agitation in England, the struggle for greater representation in England, and the ways in which the interests and concerns of individuals in society could make themselves known. Within the primarily political focus, this option also gives students the opportunity to explore the economic and social contexts and their influence on developments and on the pressures for change.

Is this course right for me?

This course is ideal if you:

- Are interested in improving your understanding of both the past and the present
- Are interested in learning how and why change occurs within societies and cultures
- Wish to understand the complex interplay between continuity and change.

Course highlights

Together with the Languages and Creative Faculties, the Humanities Faculty is in the planning stages of organising a study visit to Berlin.

What can I do next?

An A-level in History will provide you with skills that are valued in a variety of fields, such as accountancy, banking, broadcasting, the civil service, insurance, journalism, law, management, nursing, personnel work, the police force, publishing, social work and teaching.

Subject minimum entry requirement

You do not have to have taken History at GCSE to be accepted onto this A-level course. However, if this is the case, a minimum grade 6 at GCSE English is preferable.

"Seeing how things have happened in the past has given me a new way of looking at things that are happening now."

"I find it fascinating to see how decisions made in the past have made our world what it is today, which can be quite scary when you see people making decisions today!"



Latin

Latin will fit comfortably with any combination of subjects and will provide breadth and a rewarding contrast in study for the scientist or mathematician. It's more natural home is on the Arts side, particularly with English (because of the great influence Latin literature has had upon it), Modern Languages (because Latin is at the core of so many European languages and helps with the study of others), History, Philosophy and, of course, Classical Civilisation.

Course Content

Your study will largely be an extension of the work you have completed at GCSE, but in a smaller group that will enable you to receive far more individual attention, tailored to your needs. The atmosphere is scholarly but informal. You will have already covered the major topics in your language work at GCSE level, but these will require further consolidation and expansion, as will your vocabulary base. Your prescribed set texts will be prepared thoroughly, working closely with your teacher.

50% of the A-level will be Latin Language – a mixture of unseen translation and comprehension, as at GCSE.

50% of the A-level will be Latin Literature – a combination of Verse and Prose set texts, as at GCSE. Examples of authors covered in the Verse set text are Virgil, who wrote the celebrated work The Aeneid, and the Roman poet Ovid, famous for his love poetry and epic collection of myths in the Metamorphoses. Examples of authors covered in the Prose set text are the famous historian Tacitus and the renowned orator Cicero.

Is this course right for me?

Choosing Latin can prepare you for the world of business, law, medicine or any other science-based subject, by sharpening your ability to read and analyse information, by improving the clarity and persuasiveness of your speech and writing, enhance and facilitate linguistic understanding of terminology and by making you an interesting, flexible, cultured person.

Students intending to apply for University should be aware that their applications will be competing with thousands of others. What will make you stand out from the crowd? A successful study of Latin will show you to be an interesting, intelligent student, devoted to learning and un-afraid of challenge.

Course highlights

Latin offers a valuable and enjoyable experience of a language and civilisation which have had a huge influence on the modern world. A study of Latin will give you the opportunity to acquire and develop a wide range of linguistic and literary skills. More than 90% of words of more than one syllable in the English language are derived from Latin. These are sophisticated words, illuminating concepts in both the Arts and Sciences that are so important in the world of cultured communication. In addition, some of the finest literature ever written is in Latin. These are works of enduring quality and influence, such as Virgil's epic poem the Aeneid, that have thrived for nearly 2,000 years.

Benefits

In terms of vocational employment Latin is like most other subjects on the Arts side. There are only a few jobs for which it is essential, but it serves as a most reliable indicator of a student's critical faculties, linguistic ability and logical approach. Latin remains very highly regarded in these areas, both by Universities and by many prospective employers whose jobs often do not require specific subject-related knowledge. Latin is important because of what it conveys about the abilities and qualities of the student who has pursued the course.

What can I do next?

Classicists are highly employable! Recruiters are often looking, not for developed specialist knowledge, but for what they term "personal transferable skills". Employers can trust that Classicists will be able to think logically and write and communicate clearly and precisely. Language study requires rigorous attention to detail, much needed in many jobs, and the study of literature and history develops highly sought-after analytical and critical skills.

Subject minimum entry requirement

You are required to have studied Latin at GCSE and ideally have achieved a grade 8.

"I decided to take Latin alongside Chemistry and Biology for A-level as I enjoy the variety it gives me. Admissions Officers from universities I have visited suggest that taking Latin will stand me in good stead when it comes to applying to universities as it is a bit different."

"Not only does Latin help me with my modern languages, it has also improved and increased my English vocabulary."

Modern Languages (French/German/Spanish)

We aim to enable students across all age and ability ranges to study foreign languages with success and pleasure. Students are encouraged to develop the ability to understand foreign languages effectively for the purposes of practical communication. At the same time we help them develop an understanding of the grammar and nature of foreign languages.

Course Content

During the A-level course you will be required to use the language of debate and argument to discuss topical issues and to demonstrate skills in writing and translation, as well as showing an understanding of literature and possibly a film, on which you will eventually produce an extended written piece in the examination.

There will be a written examination, testing listening, reading and writing skills, as well as grammar on aspects of French/German/Spanish-speaking society, artistic culture in the French/German/Spanish-speaking world, and aspects of political life in the French/German/Spanish-speaking world. There will also be an examination in which students write about a film and a book or two books, and a speaking examination in which students talk about an individual research project, as well as a discussion on one of the sub-themes studied.

Is this course right for me?

This course is ideal if you:

- Have shown an aptitude for languages at GCSE
- · Are interested in how languages work
- · Are confident in expressing your views orally and in writing
- · Are interested in youth culture and current affairs.

Course highlights

During the course you could have the opportunity to go abroad, go on cultural visits and even be part of foreign-speaking debating teams.

What can I do next?

Taken from www.prospects.ac.uk, here are some of the types of careers that modern linguists pursue: business services, charity work, engineering, law, media, museums and libraries, public administration, teaching, tourism, transport and logistics.

Subject minimum entry requirement

At least a grade 6, but preferably a grade 7 in your chosen A-level modern language.

"Our teachers are extremely knowledgeable and complement each other perfectly. The lessons are engaging and prepare us superbly, not just for our exams but for the world outside."

"I have had a fantastic experience learning languages at QEGS. The facilities, and more importantly the teachers, are excellent and have helped me to improve as a linguist more than I could have imagined".

"Lessons are engaging and varied and thoroughly enjoyable. I feel with languages you have to be constantly engaged and be communicating as much as you can and we have done this throughout the year. Teachers are very supportive and are always in contact when needed. Overall really great experience and couldn't have asked for more."

Music

Music can change the way that people feel and act. It can provide opportunities for personal expression, reflection and emotional wellbeing. It develops thinking, increases perception, imagination and creativity and physical coordination: skills which can then be transferred to other areas of experience and learning.

Course Content - Year 12

Component 1: Performance

This gives students the opportunities to perform as soloists and/or as part of an ensemble. Any instrument(s) and/or voice(s) are acceptable as part of an 8 minute assessed performance. (30%)

Component 2: Composition

This encourages students to develop their composition skills leading to the creation of 2 pieces: one in response to a free-choice brief and one in response to a given brief. The pieces will total around 4½ minutes in length. (30%)

Component 3: Developing Musical Understanding

Students studying a variety of set works from 6 areas of study with 3 set works in each area. They analyse the works in detail to understand the composition process and develop their listening skills. This unit consists of an end-of-year external listening exam, 2 hours in duration. (40%)

Course Content - Year 13

The course comprises of three components:

Component 1: Performance

This gives students the opportunities to perform as soloists and/or as part of an ensemble. Any instrument(s) and/or voice(s) are acceptable as part of an 8 minute assessed performance. (30%)

Component 2: Composition

This encourages students to develop their composition skills leading to the creation of a piece in response to a free-choice brief. In addition, students will complete a technical assessment on composition knowledge. The pieces will total 6 minutes in length. (30%)

Component 3: Developing Musical Understanding.

In addition to the 12 set works studied in the AS syllabus, students study a variety of set works from the 6 areas of study with a further 2 set works in each area. They analyse the works in detail to understand the composition process and develop their listening skills. This unit consists of an end-of-year external listening examination, 1½ hours in duration. (40%)

Is this course right for me?

If you have an interest and enjoyment of music and want to become familiar with and confident across a range of musical knowledge, key skills areas and vocabulary. You will benefit through a sense of enjoyment, achievement and discovery in the learning process and through performance.

Course highlights

Playing at numerous events and productions.

What can I do next?

A-level Music can be taken further to study at degree level at University or College. This may lead into careers such as performing, teaching or composing music. Careers in Sound Production and Lighting also require the type of training that A-level Music provides.

Music can also supplement your application for employment or further study. Our musicians have to demonstrate excellent discipline and commitment to their work that displays their skills that can be transferred into the workplace or place of study.

Subject minimum entry requirement

Minimum of Grade 5 standard or equivalent on your chosen instrument.

"I like the fact that Music is so different to the other subjects that I am doing. It makes a nice change."

"Having to study pieces in depth sounds hard but it is actually very interesting, and you get a lot of ideas for your own composing."







Social Sciences



Business

Do you ever watch The Apprentice and think you could do a better job? Do you wonder why Apple and Google have been so successful? Have you ever thought about the best ways to motivate employees? Do you know how businesses judge whether they are successful or not? Business A-level looks at these questions and more.

Course Content

The course is split into five main areas:

- Strategy how businesses are set up, how they get the finance to afford to set them up, how they organise what they are going to produce and how they decide on their business idea.
- Marketing how businesses attract customers to buy their products by altering the design features, altering the pricing, using promotional tools such as advertising and how they decide how to the get the product to the customer.
- Finance and Accounting how businesses work out how much profit they are making and how to maximise their profit. We also look at how we can value how much a business is worth and whether a business is worth investing in.
- Human Resources the best ways of recruiting employees and the best ways of motivating them. We also look at the best ways of organising teams in a business.
- Operations how businesses make sure that the right product is produced in the right quantities at the right time and delivered to the right place.

The course is assessed through 3 examinations which will take place at the end of the 2 year course. Each examination will last 2 hours 15 minutes and will require you to write essays that include relevant examples from current businesses.

To prepare you for the examination, there will be fortnightly definition tests and essay writing assignments throughout the course.

Is this course right for me?

This course will suit you if:

- You enjoy watching/reading the business news or watching documentaries about businesses
- You are willing to work hard and learn lots of new information as the course is full of new definitions and ideas to memorise
- You do not mind writing essays that can clearly explain a number of points of view
- You are reasonably numerate and enjoy looking at financial information to spot trends.

Course highlights

Students are encouraged to participate in a number of activities organised by the department which may include:

- Enterprise activities where you can set up your own business
- Entry into national competitions such as the Student Investor Challenge
- Trips to visit local businesses
- · Participation in various conferences and seminars.

What can I do next?

As everyone will work in a business at some point in their life, Business A-level is relevant to everyone! It can support almost any career path that you might have but it can help specifically if you have plans to go into management, accounting, finance or advertising.

Subject minimum entry requirement

Grade 5 or higher in both GCSE English and Maths.

No previous study of Business is necessary to start this course.

"The classes are fun as we often do group work and challenges."

"It was harder than I thought but also more enjoyable and now I'm applying for a Management Course at university."

"There is lots to learn but I know if I work hard I'll get a good result."

Economics

Have you ever wondered why some countries are very rich while others are desperately poor? Do you wonder why the price of an essential product such as water is relatively cheap compared to the price of diamonds which have very little intrinsic value? Have you heard people talk about the 'financial crisis' and wondered what it means? Do you wonder why you make irrational decisions sometimes such as binge-watching a boxset? Economics answers all of these questions and more!

Course Content

The course is split into two main areas:

- Microeconomics the study of how buyers and producers interact and determine what is produced, the quantity produced, the price it sells for and who gets to buy the product. This interaction of demand and supply is called 'the market system' and it ensures that we nearly always have the right products in the right place at the right time. We also study the reasons why the market system sometimes fails. Pollution, exploitation, irrational decision making and unemployment are all examples of 'market failure' that we will study the causes of and research solutions for.
- Macroeconomics the study of economic indicators such as inflation, unemployment, economic growth and international trade. We will look at how the government can use these indicators to judge the 'well-being' of a country and how they can use taxation, government spending, interest rates and other policies to try and improve the economic health of a country.

The course is assessed through 3 examinations which will take place at the end of the 2 year course. Each examination will last 2 hours and will require you to write essays that consider at least two points of view.

To prepare you for the examination, there will be fortnightly definition and diagram tests and essay writing assignments throughout the course.

Is this course right for me?

This course will suit you if:

- You enjoy watching the news or reading good quality newspapers and thinking about how world events affect you
- You are ready for a challenge as Economics is a tough and sometimes abstract subject
- You do not mind writing essays that can clearly explain a number of points of view
- You are reasonably numerate and do not mind interpreting and using graphs and charts.

Please note that this is not a course that will teach you how to invest in the stock market or teach you about accounting. If you are interested in studying finance and accounting at Sixth Form level, you may want to look at the Business A-level course.

Course highlights

Students are encouraged to participate in a number of activities organised by the department which may include:

- A trip to London to visit the Bank of England and the London School of Economics
- Entry into national competitions such as the Student Investor Challenge and Bank of England Target 2.0
- · Participation in various conferences and seminars.

What can I do next?

Economics is a highly regarded academic subject that is well respected by universities. Economics can support people going in to any career, but is particularly relevant to those wishing to work in finance, accountancy, management, journalism, work in the social sector and for non-governmental organisations (NGOs).

Subject minimum entry requirement

Grade 6 or higher in both GCSE English and Maths.

"Economics is a good subject to take if you enjoy class discussions and debates. I also enjoy it because of how applicable it is to the real world and to our future."

"Economics is everywhere and understanding it can make you think differently about things."

Geography

Geography develops interest in the variety of natural and cultural features of the earth's surface. It helps the appreciation and understanding of why these features differ from place to place, while encouraging students to keep abreast of world news and to apply their geographical understanding to it, thereby developing an inquisitive and responsible attitude to the world around them.

Course Content

The new A-level is an updated version of study, trying to incorporate world issues and bringing relevance to young people today.

The new course adopts an issue-based approach, where you will study a range of physical and human themes that are a challenge for human populations throughout the world. The topics studied are:-

Plate Tectonics, Meteorology, Glaciation, Changing Cities, Global governance of oceans, Development in Africa and an investigation chosen by you and supervised by staff, based on fieldwork you have conducted.

Is this course right for me?

This is course is ideal if you:

- Want to know more about the world in which you live.
- Like to be involved in your learning.
- Are aware of some of the challenges that the world faces and want to know more.
- Are interested in the differences and similarities found in different areas of the world.

Course highlights

During the course you will have the opportunity to visit;

- · London: City and Docklands
- East Manchester Regeneration area
- Residential field class held on the Isle of Arran
- Universities for lectures on plate tectonics and urban topics.

What can I do next?

You could progress on to studying a degree in virtually any subject ranging from law through to medicine. You may want to study a related degree like Earth Sciences, Geology or just straight Geography.

You will be able to:

- · Understand arguments from many viewpoints
- · Order, analyse and present data
- · Identify trends from data
- Have an overview of the world order and the links between them.
- · Make decisions based on a wide variety of information.

Subject minimum entry requirement

You do not have to have studied Geography at GCSE to start this A-level course.

"Geography gave me a much wider outlook on the world. Lessons have lots of variety and different tasks."

"It is fascinating to discover how places are being affected by globalisation."



Philosophy

This course has been designed to enable students to gain a thorough grounding in key philosophical concepts, themes, texts and techniques. Students will develop a range of transferable skills which can be applied far beyond the study of Philosophy, and is particularly appealing for those students who have political, legal or economic aspirations or interests.

Course Content

The students will explore four key areas of Philosophical Enquiry including Epistemology, Philosophy of Religion, Ethical Theory and Philosophy of Mind.

In Epistemology, students will examine the range of theories regarding how humans acquire knowledge, how trustworthy our senses and cognition are at gathering knowledge, and whether or not humans possess any innate knowledge. This unit is fascinating in terms of how it makes you question and reevaluate the most fundamental knowledge and assumptions that you have always taken for granted.

In Philosophy of Religion, students will examine the famous arguments for and against the existence of God, including the cosmological argument, the design argument, the problem of evil, and the very clever argument about whether the very definition of God proves His own existence.

The unit on Ethical Theory is perhaps the most controversial, and is probably the most transferable to other academic disciplines like law, politics and economics. Students explore the possibility that, if there is no God, then there can be no such thing as right or wrong, and therefore no moral obligations (such as not to kill, steal or lie). They will also examine famous ethical theories that underpin most political, economic, military and medical decision making processes. These non-religious ethical theories include utilitarianism, deontology and virtue ethics.

In Philosophy of Mind, students get to grips with what is the basis for human mental states, and whether there is a real and fundamental difference between 'mind' and 'brain'. Indeed, the implications for saying that there is no mind that is distinct from the brain, has massive implications for our identity, our freedom and our responsibility for the behaviour we exhibit. Students who also study Psychology may find the over-lap here particularly useful.

Assessment

There will be 2×180 minute examinations based on the four units (two units per examination). The examination is in the format of a question booklet comprising of a range of question styles from short factual questions to extended essay-style evaluations. Both examinations will take place at the end of

For further details regarding the topics of study and assessment requirements, please refer to (or download) the online specification on the AQA Philosophy website (Google: AQA Philosophy 7172).

What can I do next?

Students who study Philosophy can go on to pursue a diverse range of degrees at University. The course contains the groundwork and study skills relevant to degrees such as Philosophy, Politics, Law, Economics, Medicine, History, Theology, Journalism, Psychology and Sociology. Indeed, the highly prestigious Trinity College (University of Cambridge) lists Philosophy as a subject from the 'A' category of preferred subjects, when considering the suitability of an applicant's A-level subject combinations.

Subject minimum entry requirement

You do not have to have studied Philosophy (or related subjects like Religious Studies) beforehand in order to start this A-level. You will need to have good writing skills, so a strong grade in GCSE English is desirable.

"It is a subject that really makes you think about things."

"I enjoy the discussions and it has really made me look at things differently."

"A very interesting subject where your opinions can easily change and everybody's thoughts are heard."

"My favourite subject."

Physical Education

As a "Quality Mark with Distinction School' we are nationally recognised for our commitment to Physical Education and sports provision. QEGS offers a strong out of hours extra-curricular programme. It has developed key partnerships with local community sports clubs and elite sporting agencies to include Blackburn Rovers FC, Accrington Stanley FC & Lancashire CCC.

Course Content

The A-level qualification is a 2 year taught linear course. The assessment is made up of two written examination papers combined with a third 'practical' unit which consists of a combination of sports performance assessment, plus an additional written internal assessment. This unit is internally marked and subject to external moderation.

Paper 1: Factors affecting participation in physical activity & sport (35%)

105 marks - 2 hour written examination

Section A - Applied anatomy & physiology (35 marks)

Section B - Skill acquisition (35 marks)

Section C - Sport & society (35 marks)

Paper 2: Factors affecting optimal performance in physical activity & sport (35%)

105 marks - 2 hour written examination

Section A - Exercise physiology & biomechanics (35 marks)

Section B - Sports Psychology (35 marks)

Section C - Sport & society and technology in sport (35 marks)

Practical performance in physical activity & sport (30%)

- Students are assessed as a performer or coach in the full sided version of one activity (15%)
- plus written/verbal analysis & evaluation of performance (15%) 90 marks
- · Internal assessment with external moderation

Students perform, analyse and evaluate their own performance, identify areas of performance they could improve, and suggest causes and appropriate corrective measures.

Is this course right for me?

If you find sport interesting, stimulating and rewarding and fancy taking up the challenge that A-level will provide, then this is the course for you. To score well in the written examinations you will need to demonstrate that you know your facts, you can apply your knowledge and then demonstrate further higher level skills of analysis and evaluation.

You will be able to study a range of topics which relate directly to sport at both the grass roots and elite levels, finding out what is necessary to achieve sporting excellence.

You will have the opportunity to show performance and demonstrate all-round analysis and evaluation excellence in your strongest practical area. Students should only consider A-level Physical Education if they are playing or coaching a sport listed on the specification to at least CLUB or HIGH SCHOOL STANDARD

Course highlights

Regular competitive matches locally and nationally including overseas tours. With a reputation for producing top sportsmen and women throughout our history, we know the value of competitive sport. We are able to give you the best advice on how to achieve your potential in sport and to support your sporting ambitions and dreams. The department consistently boasts an excellent track record of helping students achieve, not only the very best possible in terms of sporting aspiration, but also in gaining Advanced Level academic success.

What can I do next?

Many QEGS students have studied sport related degrees in the past and are now employed as professional agents, coaches, physiotherapists, Physical Education teachers and sports nutritionists. One former pupil is a fitness professional and another a video performance analyst for two professional football clubs! Others have completed degree courses at University and then applied onto law conversion courses. Whatever your choice, the potential to use your qualification both at home and abroad is endless.

Subject minimum entry requirement

For students to cope with the scientific aspects of the Physical Education course, a minimum grade 6 is required at GCSE in Biology or equivalent.

"The opportunity given to me to captain a team has given me a lot of self confidence and I've enjoyed passing on some of my theory knowledge to the team."

"As an athlete, I have enjoyed looking at and trying different sports, and that has helped me improve."

"The quality of the teaching across all the modules was brilliant!"

"A brilliant course: loved it!"



Psychology

Psychology literally translates as 'the study of the human mind' – but Psychology is more than this. Psychology is everywhere around us. It is intriguing, it is emotional, it is scientific and above all it is thought provoking. This course offers you the opportunity to learn about the science behind human behaviour by understanding how research is conducted and used to develop theories and laws about human behaviour.

Course Content - Year 12

Social Influence Memory Attachment Approaches in Psychology including Biopsychology Psychopathology Mathematics for Psychology

Course Content - Year 13

Approaches in Psychology including Biopsychology Research Methods Issues and debates in Psychology Relationships Schizophrenia Forensic Psychology

Is this course right for me?

Psychology A-level is highly valued by many Universities for both Psychology and non-Psychology related studies. Those that study Psychology open up a pathway to careers including Counselling, Therapy, Teaching, Occupational Therapy, Mental Health Nursing, Forensic Psychology, Police Work, Criminology, Sport Psychology, Business, Advertising and Marketing. It is most closely related to Biology and Mathematics, in terms of GCSE subjects and you should aim to have good GCSE grades in Science and Maths in order to undertake this subject.

What can I do next?

Postgraduate training and study is a requirement to become a chartered psychologist. Many Psychology graduates spend a year or more gaining work experience before embarking on postgraduate study due to course entry requirements.

Popular courses for Psychology graduates include one-year MSc programmes in forensic, occupational, health or sport and exercise psychology.

Other graduates qualify as teachers as a route into educational psychology. Whilst a teaching qualification is no longer a requirement for this profession, it is still recommended as the most popular route.

For those entering clinical psychology, a three-year Doctorate is required, though few graduates are able to enter this immediately after their undergraduate degree.

Subject minimum entry requirement

You do not need to have studied Psychology at GCSE to start this A-level course. However, you do need good grades (a grade 6 or higher) in Maths and Biology at GCSE to get the most out of it.

"Completing the Psychology
A-level at QEGS enabled me to
have a greater understanding
of behaviour in a variety of
situations. The course covered
a wide range of areas within
Psychology, which made it very
interesting."

"I have thoroughly enjoyed my first year of studying Psychology; I have learnt a lot of interesting workings of many psychologists and their theories. I have enjoyed it a lot as the teacher has been really supportive and approachable and has always been happy to help, which gave me a lot of confidence."

Sociology

Are you interested in how people behave? How society is changing and what conflicts occur? Studying Sociology helps you develop a multi-perspective and critical approach to understanding issues around culture, identity, religion, crime, childhood and social power. In Sociology lessons, you will be given opportunities to discuss and debate a whole range of topical sociological issues.

A few examples of topics studied are:

- Why do some people join gangs?
- Why do people get married or divorced?
- · Why do some people underachieve in school?
- Why do some pupils join anti-school sub-cultures?
- How do sociologists research society?

Course Content

Paper 1:

Education with Theory and Methods 2 hour written exam (33.3% of A-level)

- Why are girls significantly outperforming boys in the education system?
- Why are certain ethnic groups over achieving whilst others underachieve?
- How have government policies impacted on the education system?
- What practical, ethical and theoretical problems may arise when sociologists conduct research into education?
- · Plus Sociological Theory

Paper 2:

Families and Households/ 'Beliefs in Society' 2 hour written exam (33.3% of A-level)

- Is it right to talk of a 'traditional' nuclear family anymore?
- What are the reasons behind recent trends in marriage, divorce and cohabitation?
- What does it mean to be a 'child' in Britain today and how has this changed over the years?
- What are the strengths and limitations of the different research methods used by sociologists?
- What factors must sociologists consider when conducting research?

Paper 3:

Crime and Deviance with Theory and Methods 2 hour written exam (33.3% of A-level)

- What are the sociological explanations for criminal and deviant behaviour?
- Why do certain ethnic minority groups appear to commit a disproportionate amount of crime?
- · What is green crime and how can it be measured?
- · How has globalization affected crime in the UK?
- What are the strengths and weaknesses of the different sociological theories?
- What research methods do the different theoretical perspectives use?
- Can or should Sociology be seen as a scientific subject?
- What impact has sociological research had on government policy?

Is this course right for me?

Many Sociology students go on to study Sociology or Criminology at some of the UK's top universities, including Durham, York, Lancaster and Leeds. Sociology is also seen as a subject that will boost student applications to a variety of other higher education courses.

What can I do next?

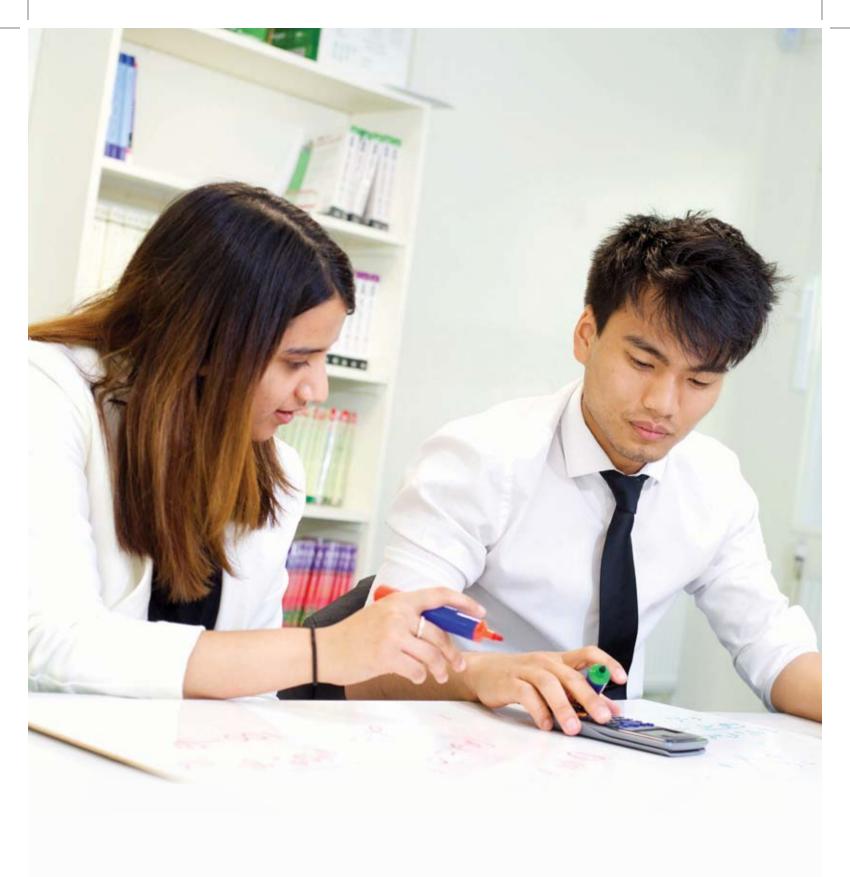
Sociology is a great choice of subject for people who want a career in social work, nursing or medicine. The subject is also useful in a number of other careers like marketing, advertising, PR, journalism, law, teaching, community work or probation.

Subject minimum entry requirement

You do not need to have studied Sociology at GCSE to start this A-level course. Having a good grade in GCSE English and being able to write well is an obvious advantage.

"Sociology is an all-round subject. It goes really well with Psychology and Philosophy and also includes some History, Economics and Politics. In Sociology we learn about things that we can directly relate to. I am looking forward to discussing items in the news and relating it to sociological theories."

"I'm looking forward to Sociology at QEGS. It will be so interesting to gain a greater understanding of the kind of society we live in and how changes or ideas shape behaviour."







Physical Sciences and Mathematics

Biology

The aim of the course is to develop a logical approach to solving problems as well as scientific curiosity in the mechanisms that form the basis of life on Earth. It does this via engaging and interesting studies in how organisms function, from the biochemical and cellular levels, to developing an appreciation for anatomy and physiology, and further onto ecological aspects of how all organisms fit together within the Earth biosphere.

Course Content - Year 12

- Biological molecules, Carbohydrates, Protein / Enzymes Lipids, Nucleic Acids, DNA replication, Water / Inorganic ions, Cells, Cell structure, Eukaryotic / prokaryotic cells, Microscopy, Mitosis, Cell membrane transport, Cell recognition / immune system.
- Organisms exchanging substances with their environment, the implications of Surface Area: Volume ratio, Gas exchange, Digestion & absorption, Mass transport / circulatory system, Genetic in-formation, variation and relationships between organisms, DNA, genes and chromosomes, DNA synthesis, Genetic diversity / mutation / meiosis / adaptation, Species and taxonomy, Biodiversity / communities, Investigating diversity.

Course Content - Year 13

- Energy transfers in/between organisms
 Photosynthesis, Respiration, Energy and eco-systems,
 Nutrient cycles
- Organisms responding to their environment Survival & response/ receptors/ control of heart rate, Nervous Co-ordination, Skeletal muscle, Homeostasis/ negative feedback/ control blood water and glucose.
- Genetics, evolution & ecosystems
 Inheritance, Populations, Evolution leading to speciation,
 Populations in ecosystems.
- Control of gene expression
 Mutations, Gene expression/cancer, Regulation of
 transcription and translation, Using genome projects,
 Recombinant DNA technology, Identification/diagnosis of
 heritable conditions, Genetic fingerprinting.

This is a 2 year linear course with examinations only sat at the end of the course covering both Year 12 and Year 13. Teacher assessed practical work is carried out throughout the two year course and will be tested in the final A-level examinations.

Is this course right for me?

As a result of studying Biology to A-level, students will learn how to be analytical, critical and logical; student's scientific interest would be partly sated and definitely stimulated. Consequently, Biology makes an interesting and useful addition to any subject combination for any potential career.

What can I do next?

Pure sciences of Botany, Zoology, Biology, Physiology, Genetics and Biochemistry. Also an increasingly long list of applied sciences such as Medicine, Veterinary Science, Dentistry, Physiotherapy, Sports Science, Agriculture, Animal Husbandry, Soil Science, Ecology, Microbiology, Nursing, Brewing, Pharmacology, Pharmacy, Ophthalmology, Horticulture, Food Science, Genetic Engineering and Gene Therapy.

Subject minimum entry requirement

Grade 6 or higher in GCSE Biology or equivalent.

"I used to think Biology was complicated and always struggled with it at my previous school, but the teachers here make it so easy to understand."

"I have really enjoyed the genetics and genetic engineering part of the course, particularly the gel electrophoresis and DNA experiments."

"I feel that the course has given me a broad knowledge of the topic which has prepared me well to study Biology at university."



Chemistry

The aim of the course is to stimulate curiosity, interest and enjoyment of Chemistry and to equip students for further studies requiring a scientific background by developing safe experimental and investigative abilities, and to acquire a systematic body of chemical knowledge, including the uses and limitations of Chemistry.

Course Content - Year 12

Physical Chemistry

Atomic structure, Calculations, Bonding, Energetics, Kinetics, Equilibria, Redox

Inorganic

The Periodic Table, Group 2, Group 7

Organic

Oil & Alkanes, Alkenes, Alcohols, Haloalkanes, Organic analysis

Course Content - Year 13

Physical Chemistry

Thermodynamics, Rate equations, Equilibrium constants, Electrochemistry, Acids & bases

Inorganic

Period 3 elements, Transition metals, Reactions of inorganic ions

Organi

Isomerism, Carboxylic acids, Aromatic Chemistry, Amines, Polymers, Amino acids, Synthesis, Spectroscopy & Chromatography

At the end of the course you will be assessed in three examinations, each of which will be 2 hours. There will be a mixture of short and long answer questions, multiple choice and practical questions. Paper 3 is mainly practical Chemistry questions.

Practical Skills

These are assessed by the teacher during lessons and laboratory books are moderated by an external assessor from the examination board. If a student passes the practical requirements of the course, they will receive practical endorsement on their A-level certificate, in addition to their grade achieved in the theory. However, a student may still achieve a very high grade in the course without receiving practical endorsement if their practical work or record keeping is not of a satisfactory standard. Practical questions also appear on the written examinations, as such we do lots of practical work to ensure our students are fully prepared to answer such questions.

Homework consists mainly of structured questions, or problems connected with practical work. Students at this level are expected to take more responsibility for their own learning: model answers for all questions may be distributed to students with their marked scripts. Staff go through common mistakes and are available to go through individual problems at designated clinics which run both at lunchtimes and after school. Staff may set alternative work to this standard homework as they feel appropriate.

Is this course right for me?

A-level Chemistry is a fascinating course that will provide you with an opportunity to study the details of how and why chemical reactions occur. Students who wish to pursue a career in a physical science, veterinary science, dentistry, optometry or medicine will almost certainly require this qualification to enable them to progress to University. However, Chemistry is known as an academic A-level subject and will also be highly regarded by Universities for people applying for a whole range of subjects. There is a significant amount of theoretical and mathematical content which could be daunting for some at first, but is a great intellectual challenge for many. There are also many opportunities for practical activities, which will allow you to practice your fundamental scientific study skills.

Course highlights

Practical competitions held at local Universities, visiting speakers and the Year 13 Synthesis and Spectroscopy Day in the laboratories at Manchester Metropolitan University.

What can I do next?

You could progress on to a University course in Chemistry, Applied Chemistry, Applied Science, or Chemical Engineering. A-level Chemistry is also normally required as an entry requirement for most Medicine and Dentistry courses.

Subject minimum entry requirement

Grade 6 or higher in GCSE Chemistry or equivalent.

"I find the Chemistry classes interesting and well structured."

"The method of teaching is engaging and interactive. We do lots of interesting practical work to enhance our understanding of the work covered in lessons."

"There is a big jump between GCSE and AS, but the teachers are supportive."

Computer Science

Like it or not you're living in it – this is the Digital Age. Computer programmes have all but infiltrated every aspect of our lives. Computer scientists theorise, design, develop, and apply the software and hardware for the programmes we use day in day out – and this sounds pretty important. Every industry uses computers so this means that computer scientists can work in any industry. Problems in science, engineering, health care, and so many other areas can be solved by computers. It is up to the computer scientist to figure out how to solve these problems, and design the software to apply the solution. Computer scientists are in demand across the world and this demand is only set to grow as we rely more and more on computers in our every day lives.

Course Content

The course content is split into 13 areas:

- 1. Fundamentals of programming
- 2. Fundamentals of data structures
- 3. Fundamentals of algorithms
- 4. Theory of computation
- 5. Fundamentals of data representation
- 6. Fundamentals of computer systems
- 7. Fundamentals of computer organisation and architecture
- 8. Consequences of uses of computing
- 9. Fundamentals of communication and networking
- 10. Fundamentals of databases
- 11. Big Data
- 12. Fundamentals of functional programming
- 13. Systematic approach to problem solving

The course is assessed through 2 examinations which will take place at the end of the end of the 2 year course. Each examination will last 2 hours 30 minutes and each contributes 40% of the final grade awarded. Paper 1 is an on screen examination assessing areas 1 to 4 of the list above. The second paper is a written examination assessing the remaining areas. There is also a non examination assessed component contributing 20% of the final award and this requires students to investigate and design a solution to a practical problem.

Is this course right for me?

This course will suit you if:

- You have an interest in computer systems, in how they work and working with them
- You enjoy solving problems, being able to decompose them to produce working solutions
- You are willing to work hard and learn lots of new information as the course is full of new definitions and concepts to memorise
- You are highly numerate and are able to spot patterns in data

Course highlights

Students are encouraged to participate in a number of activities organised by the department which may include:

- Attendance at Computer Science events across the country such as PyCon UK
- Entry into national competitions such as the British Informatics Olympiad
- Trips to visit EGX, the UK's biggest games event, the Museum of Science and Industry and the National Museum of Computing
- Participation in various conferences and seminars.

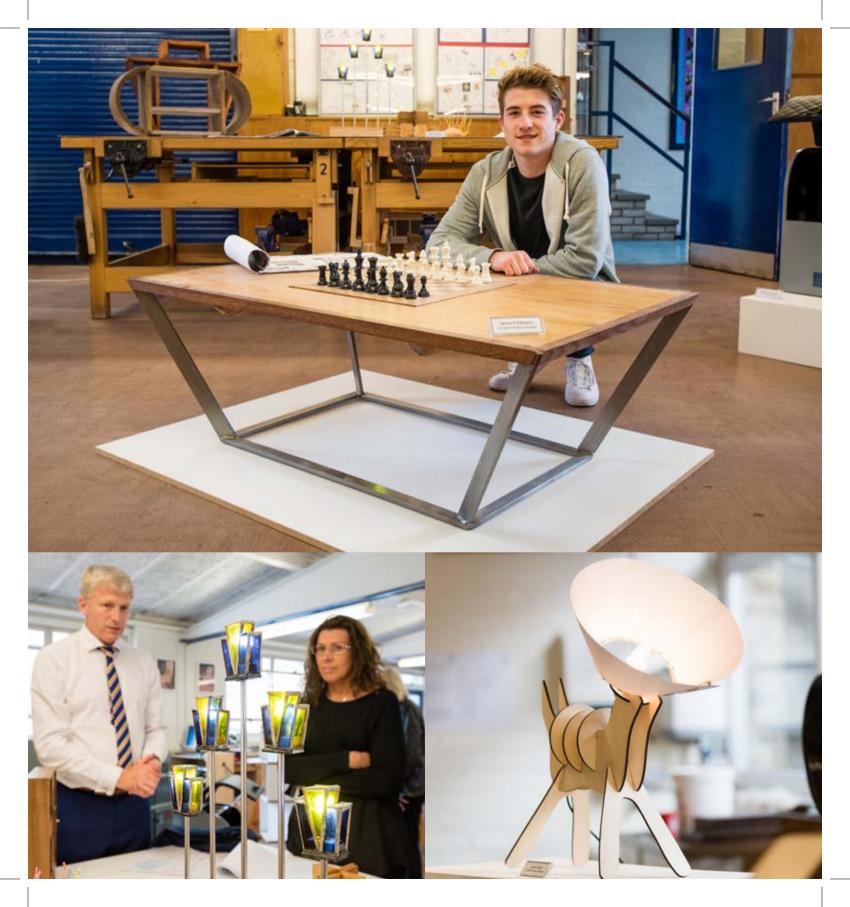
What can I do next?

A-level Computer Science prepares you very well for a future career in any industry and a wide range of degrees such as Computer Science, Software Engineering, Computer Games Development, Information Systems, Forensic Computing, Computer Technologies, Network Management and Web Design and Services.

Subject minimum entry requirement

Grade 6 in GCSE Computer Science, Mathematics or Physics.





DT (Product Design)

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in the creative industries. They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing products of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

Course Content

Paper 1

This paper requires students to cover design and technology skills and knowledge as set out below.

Assessment - Technical principles

This consists of a 2.5 hour written paper, worth 120 marks that contributes to 30% of the total A-level. Questions consist of a mixture of short answer and extended response.

Paper 2

This specification requires students to cover design and technology skills and knowledge as set out below.

Assessment - Designing and making principles Consists of a 1.5 hour written paper, worth 80 marks that contributes to 20% of the total A-level. Questions consist of short answer and extended response questions.

Section A

Product Analysis – 30 marks
Up to 6 short answer questions based on visual stimulus of product(s)

Section B

Commercial manufacture - 50 marks
Mixture of short and extended response questions

Non-examination assessment (NEA)

Practical application of technical principles, designing and making principles and specialist knowledge.

Assessment – Practical application of principles, designing and making principles

Substantial design and make task

45 hours

100 marks

50% of A-level

Evidence

Written or digital design portfolio and photographic evidence of final prototype. The coursework element takes the form of a design and make assignment. Students are tasked to create a

product that satisfies the need of a client. The production of a written or digital portfolio and photographic evidence of the final prototype is a vital part of the task.

Assessment is internal with external moderation.

Is this course right for me?

An awareness and analysis, both functionally and aesthetically, of existing products are key attributes that will be encouraged within all students undertaking this course.

Students will be required to use drawing skills and annotation to illustrate the functional and aesthetic attributes of a number of everyday products.

The use of ICT for other aspects of research, analysis and designing (CAD) will form another key element of the work. It is also expected that students will utilise our computer aided manufacturing facility during the course.

Course highlights

Trips to manufacturing companies such as Jaguar Land Rover, Leyland Trucks and BAE Systems. Coursework exhibitions at the end of each academic year. The annual Rotary Club Technology Tournament. Our Sixth Form team are the current holders of the trophy.

What can I do next?

Students with Product Design A Level have gone on to read for degrees in Product Design, Electrical & Mechanical Engineering, Architecture, Automotive Design, 3D Design, Interior Design, Town and Country Planning, and Cartography.

Subject minimum entry requirement

You do not have to have taken DT at GCSE to be accepted onto this A-level course. However, to gain the skills and knowledge needed to pass this subject, additional time and effort will be required.

'I really enjoyed the challenge to design and make my own project. We had the freedom to express ourselves in whatever material we wanted. It was tough but well worth the effort!'

"The course made me start to evaluate every man-made product around me. I find myself taking objects apart to see how they have been made."

"I particularly enjoyed the study of past and present designers. I keep a lookout for their products on TV and in the shops."

Mathematics

An A-level in Mathematics will allow you to see how different areas of mathematics are connected and recognise how a situation may be represented mathematically and understand the relationship between 'real-world' problems. You will enhance your problem solving skills, learn mathematical techniques and use them in solving these 'real world' problems.

Course Content - Year 12

Pure

Algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; differentiation; integration, trigonometry; exponentials and logarithms

Statistics

Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; permutations and combinations. This will involve access to a large dataset on which the examination questions will be based.

Mechanics

Mathematical models in mechanics; vectors in mechanics; kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments.

Course Content - Year 13

Pure

Algebra and functions; trigonometry; exponentials and logarithms; differentiation; numerical methods, vectors, mathematical proof.

Statistics

Continuous random variables; the normal distribution; the Poisson distribution; sampling, hypothesis testing; errors in hypothesis testing.

Mechanics

Centres of mass; statics of rigid bodies; projectiles; uniform circular motion; energy, work and power; collisions and impulse.

Is this course right for me?

Yes, as long as you bring to it enthusiasm for the subject, persistence and consistent hard work, interest in problem solving, good algebraic skills, abstract thinking skills, a logical mind and a willingness to work independently while seeking and accepting guidance when necessary.

Course highlights

Highlights include being involved in a wide range of activities to support your studies including university lectures, national competitions and visits to places of mathematical and scientific interest both in this country and abroad.

What can I do next?

An A-level in Mathematics is highly regarded by both Universities and potential employers as it shows an interest in logic, problem solving and looking at situations sometimes in an abstract way. It is a very demanding and rigorous subject, and a good grade in A-level Mathematics, as in most A-level subjects, shows a commitment to constantly refine your techniques and learn new methods.

Mathematics at A-level can lead to work as a climatologist, statistician, analyst, financial advisor, or games programmer. You can also pursue further study in these fields on business and economics degree courses. We have seen many of our students who complete an A-level in Mathematics progress to University, not only reading Mathematics but also going on to study medicine, business, actuarial science and law.

Subject minimum entry requirement

You will need at least a Grade 6 in GCSE Mathematics.

"The support you receive from the teachers whilst studying this difficult A-level is fantastic."

Further Mathematics

In Further Mathematics these ideas, met in the A-level Mathematics course, are extended yet further. In addition to the compulsory content of A-level Mathematics there are optional modules extending ideas in pure, mechanics, statistics or decision mathematics. In Further Mathematics, you can do it all!

Course Content - Year 12

All of the areas mentioned in Year 12 Mathematics are covered in Further Mathematics, with Further Mathematicians again studying both the Statistics and Mechanics elements. There is an extension of Pure Mathematics with the introduction of further ideas, including complex numbers, matrices, hyperbolic functions and methods of proof.

Students also cover Decision Mathematics, which looks at the ways in which computers deal with organising essentially easy but time-consuming problems, such as how to fit things most efficiently in boxes and how a salesman could visit a number of towns using as little fuel as possible.

Course Content - Year 13

Typically taught by three teachers, covering all modules offered in Year 13 Mathematics, students extend their Pure Mathematics experience with optional additional courses in Statistics and Mechanics.

Is this course right for me?

If you feel that you have been very successful at GCSE, enjoy the challenges that Mathematics provides, or want to use Mathematics at a high level at University, choose Further Mathematics.

Course highlights

You will have the opportunity to attend a wide range of mathematical activities and trips to help support your studies as well as competing in national competitions.

What can I do next?

Further Mathematicians have as wide a range of choices as mathematicians, but it is usual for them to use their Mathematics in a more tangible way – often students go on to study Mathematics, engineering, a natural science or use it in a finance-based course.

Subject minimum entry requirement

It is highly recommended that you do not opt for Further Mathematics unless you achieve a high grade at GCSE, e.g. 7, 8 or 9.

"Further Mathematics is the most challenging A-level available, but it is great for those who really want to push themselves."

"The small classes enable really close friendships and allows lots of support."



Physics

This A-level course will enable students to understand how things work. They will develop practical skills and learn detailed analysis processes. They will have to develop a logical and at times abstract way of thinking and learn to be thorough and precise when it comes to problem solving as they learn new mathematical processes. The course is linear and a stand-alone qualification.

Course Content - Year 12

The course includes:

- Measurement and errors
- · Particles and radiation
- Waves
- Mechanics and materials
- Electricity

Course Content - Year 13

The course includes:

- · Measurement and errors
- · Particles and radiation
- Waves
- Mechanics and materials
- Electricity
- Further mechanics and thermal physics
- · Fields and their consequences
- Nuclear physics
- Astrophysics

Assessment will take the form of three written examinations of approximately equal weighting. It is a linear course which will be examined at the end of the course.

Is this course right for me?

The course is both fascinating and demanding. You will study how things work and to help do this successfully you will need to have sound mathematical skills. The course contains important theories and the ability to think abstractly would be useful. Practical skills are essential in applying and testing out the theories covered.

Course highlights

There is a Sixth Form trip to CERN in Switzerland. We run the Engineering Scheme which allows prospective engineers to experience the engineering process from the point of a problem to solve to producing and presenting a report to a panel of professionals. We attend the Christie Open Evening and Sixth Form lectures given by educators from the University of Manchester.

What can you do next?

You can go on to university to study a degree in Physics or Astrophysics. All engineering degree courses require Physics A-level. The rigour required to succeed at A-level Physics is recognised and valued by all degree courses from Law to Medicine.

Subject minimum entry requirement

Grade 6 or higher in GCSE Physics or equivalent.

"Teachers are eager and willing to give their time to assist and help students. They know the strengths and weaknesses of individual students and tailor their teaching to benefit everyone."

"Learning is practically based and independent learning is encouraged. The course is noticeably more advanced than GCSE."

Library

Opening hours

The Library is open from 8.30am to 4.45pm each school day including break and lunchtimes.

The Library environment

We are extremely proud of our excellent stock, appropriate collections and provision of a study environment which is supported by advice and guidance on the retrieval of information. We aim to maintain a quiet and studious atmosphere in the Library.

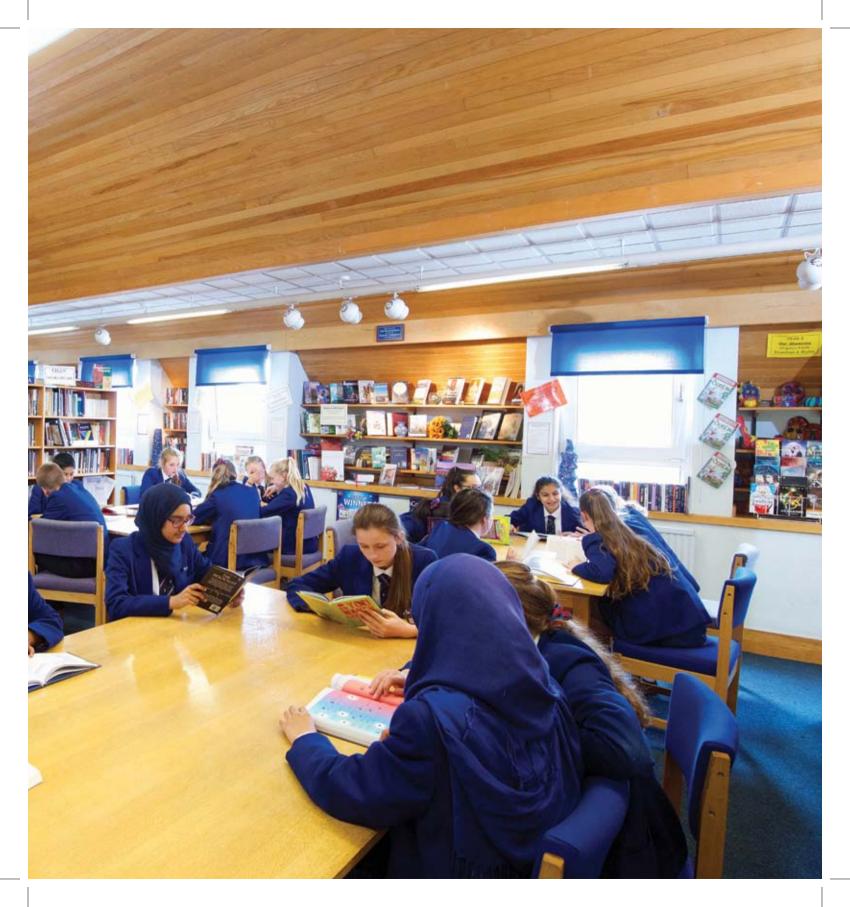
Library resources

The Library currently has a stock of over 14,000 books, both Fiction and Non-Fiction, with a total of 27,000 items including online resources to accompany Sixth Form courses studied. The extensive collection is supplemented by various periodicals for curricular and also for leisure use. National daily newspapers and local newspapers are also provided.

With a suite of networked computers students are always welcome and encouraged to use this facility for private study and research. A Book Club is in place across all year groups, to which Years 12 and 13 are always invited.

The Librarian is available for advice on study skills and examination preparation, plus research tips and of course using the Internet effectively. There is an induction for all Year 12 at the start of the academic year and the Librarian delivers EPQ research skills sessions during the first term.







QEGS Sixth Form

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