



### Why study English Language?

English Language is a core subject which is studied by all students for GCSE. English is invaluable for the future no matter what students are aiming for. A good command of the spoken and written word will help students every day and benefit their other GCSEs too. The course challenges the students' opinions, exercises their creativity and gives them the opportunity to encounter a wide variety of text types.

#### Features of the course:

English language is a linear course, examined at the end of Year 11, with no coursework element. Each examination tests reading and writing skills. Spelling, punctuation and grammar is worth 20% of the overall mark. In the first examination students are assessed on their reading in the form of comprehension questions based on an unseen 19th century fiction extract. There is also an imaginative writing task linked by theme to the reading extract. The second examination tests the ability to understand non-fiction texts. There is also a functional writing task in this part of the assessment, again linked by theme to the reading section. There is a spoken language element where individuals have to give a presentation on a topic of their choosing to a small group of students. The current Year 9 English course provides a good grounding for this subject.

#### Enrichment:

The department runs a creative writing club. This helps students experiment with different styles and genre as well as develop their own 'voice'. The members of the club are currently producing a short story anthology which they hope to get published. Working with the library, writers frequently come into school and run workshops with groups of students.

#### What opportunities for progression does it offer?

Success in either English language or English literature is often essential for progression onto Sixth Form, college or work. English is good for any job that involves communication and writing. Careers in the sciences, engineering, technology and maths also often need English

#### Key information:

<b>Topics for Study:</b>	Imaginative and transactional writing; nineteenth century fiction; and comparison of twentieth and twenty-first century non-fiction texts
<b>Assessment summary</b>	1 x 1 hour 45 minutes examination (40%) 1 x 2 hour 5 minute examination (60%)
<b>Exam Board</b>	Pearson/Edexcel
<b>Subject lead contact details:</b>	Mrs S Cooke SCooke@qegs.cumbria.sch.uk



### Why study English Literature?

English Literature is a core subject which is studied by all students for GCSE. English literature develops knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of some of the best things that have been thought and written. The course develops students' analytical skills and their ability to write fluently and structure an essay. Studying GCSE English literature will hopefully encourage students to read widely for pleasure, and is excellent preparation for studying literature at a higher level.

### Features of the course:

English literature is a linear course, examined at the end of Year 11, with no coursework element. In the first examination there is a two-part question on a Shakespeare play and a further question on a post 1914 British play or novel.

In the second examination students are assessed on their knowledge of a 19th century novel and their personal response to a wide range of poetry, both studied and unseen.

No books / texts are allowed into the examinations.

The current Year 9 English course provides a good grounding for this subject.

### Enrichment:

Every year the English department run theatre trips to see our GCSE set texts in performance. We also run frequent cinema trips to see live screenings of performances further afield or host the RSC school screenings in school. This year students have travelled to Manchester to see Macbeth and Keswick to see A Christmas Carol. The department runs a popular Cakespeare society where students read the bard whilst eating cake! The department has also recently resurrected the Bleamire medal, a Shakespearian sonnet writing competition open to all year groups.

### What opportunities for progression does it offer?

English literature is widely recognised as an essential part of an academic and balanced curriculum. Not only will it develop skills that are useful to your other GCSEs but alongside English language it is seen as essential for progression onto A-Levels, college courses and the world of work.

### Key information:

<b>Topics for Study:</b>	Shakespeare play; post 1914 British play or novel; 19th century novel; classical and modern poetry
<b>Assessment summary</b>	1 x 1 hour 45 minutes examination (50%) 1 x 2 hour 15 minutes examination (50%)
<b>Exam Board</b>	Pearson/Edexcel
<b>Subject lead contact details:</b>	Mrs S Cooke SCooke@qegs.cumbria.sch.uk



### Why study Mathematics?

Mathematics is a core subject which is studied by all students for GCSE. The learning in mathematics is transferable across many of the subjects you will study, particularly in science and technology. Students will learn key skills for everyday use as well as valuable skills in logic, problem solving and analysis.

### Features of the course:

There are two tiers of entry for GCSE mathematics; higher tier which accesses grades 4 - 9 and foundation which accesses grades 1 - 5. Students will continue to be taught mathematics in broad ability groups and all will study for the higher tier course. A small number of students may be entered for the foundation paper at the end of Year 11 based on the target grade they are expected to achieve and their progress throughout the course.

Students will learn through a range of styles of activities including individual learning, group work and problem solving tasks. The topics covered in Years 7 - 9 will be revisited and built upon with a number of new topics, such as vectors, introduced. Students will see an increasing overlap in the topics that are covered and problem solving in real life contexts becomes a significant focus.

For all lessons and examinations students will be expected to have mathematical instruments and a scientific calculator, we recommend the Casio FX83GT-Plus or if students are planning future mathematical study the Casio FX-991EX.

### Enrichment:

There will be the opportunity to take part in the UKMT Maths challenge during the course. Additionally, we invite Year 11 students to attend the weekly problem solving club as this will enhance their skills for this element of the course. Support is offered through the weekly maths clinic for students to drop in with any questions they may have.

### What opportunities for progression does it offer?

A grade 5 or above in mathematics is the threshold for many progression opportunities such as some university courses or employment.

This course is an excellent foundation for those students who are aspiring to study mathematics at A-Level.

### Key information:

<b>Topics for Study:</b>	Revisiting topics from Years 7-9 with an emphasis on generalised solutions using algebraic techniques; problem solving; number; geometry; algebra; and shape
<b>Assessment summary</b>	3 x 1 hour 30 minutes examinations. 1 x non-calculator paper, 2 x calculator allowed papers.
<b>Exam Board</b>	Edexcel
<b>Subject lead contact details:</b>	Mrs Ford NFord@qegs.cumbria.sch.uk



### Why study Biology?

Biology is a core subject which is studied by all students for GCSE. The biology department provides a GCSE course which not only shows that biology is an exciting and fascinating subject in its own right but also demonstrates its enormous practical, economic and social importance. Throughout the course there will be opportunities to offer students guidance about the significance of their scientific studies for possible science-based careers as the latest GCSE science courses place an increased emphasis on the applications of science to society, business and the environment.

### Features of the course:

The main areas of study are: cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance, variation and evolution; and ecology.

There is no coursework element contributing to the final grade. All marks come from the written exam papers, however the new science qualifications do include set practical activities. The skills and knowledge developed and acquired from these are tested through questions within the written exam papers.

### Enrichment:

All biology staff operate a drop in approach where students can come along at lunchtimes and seek support with any questions they may have. Where appropriate students are invited to get involved with STEM activities arranged for their year group.

### What opportunities for progression does it offer?

Any science at grade 5 or above is very useful for progress into a wide range of professions looking for a basic scientific knowledge. Students achieving at grade 7 or above would be encouraged to look at biology as a subject which they may wish to study to A-Level standard. Biology A-Level, alongside other qualifications, will enable students to go on and study a variety of science specific subjects at university such as medicine, dentistry and physiotherapy. It is also a subject which can demonstrate a student has good analytical and practical skills and so would support students in applications for other non-science related subjects at university or, alternatively, prepare them for other more vocational routes into the world of work.

### Key information:

<b>Topics for Study:</b>	Cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance, variation and evolution; ecology
<b>Assessment summary</b>	2 x 1 hour 45 minutes examinations - multiple choice, short and long answer questions
<b>Exam Board</b>	AQA
<b>Subject lead contact details:</b>	Mr K Finlinson KFinlinson@qegs.cumbria.sch.uk



### Why study Chemistry?

Chemistry is a core subject which is studied by all students for GCSE. The chemistry department follows the AQA GCSE course. Chemistry is an exciting and fascinating subject in its own right but this course also demonstrates its enormous practical, economic and social importance. Throughout the course there will be opportunities for practical investigative work as well as exploration of new developments in graphene and nano-technology that are bringing chemistry to the forefront of modern scientific advancements. Chemistry is a core subject which is studied by all students for GCSE.

### Features of the course:

The GCSE chemistry course is structured for progression from key stage 3, building upon core concepts such as the particle nature of matter, extending this into the structure and bonding of ionic, covalent and metallic materials. The course has a 30% mathematical requirement which is taught in a context based manner integrated throughout the different topics across all three years.

There is no coursework element contributing to the final grade. All marks come from the written exam papers however the new chemistry qualification does include set practical activities. The skills and knowledge developed and acquired from these are tested through questions within the written exam papers.

### Enrichment:

We invite students to take part in the Salters' Top of the Bench competition during the course. Support is offered through lunch time drop-ins for students to come with any questions they may have, and from Sixth Form buddies.

### What opportunities for progression does it offer?

This course is an excellent foundation for those students who are aspiring to study chemistry at A-Level. Further study of chemistry is a core requirement for study of medicine, dentistry, veterinary science, biochemistry, medicinal chemistry, pharmacy and many more. It provides an excellent support to many careers in science, technology and engineering.

### Key information:

<b>Topics for Study:</b>	Atomic structure and the periodic table; bonding, structure and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; and using resources
<b>Assessment summary</b>	2 x 1 hour 45 minutes examinations - multiple choice, short and long answer questions
<b>Exam Board</b>	AQA
<b>Subject lead contact details:</b>	Dr S Ireland Sireland@qegs.cumbria.sch.uk



### Why study Physics?

Physics is a core subject which is studied by all students for GCSE. The physics department provides a GCSE course which not only shows that physics is an exciting and fascinating subject in its own right but also demonstrates its enormous practical, economic and social importance. Throughout the course there will be opportunities to offer student's guidance about the significance of their scientific studies for possible science-based careers as the new course places an increased emphasis on the applications of science to society, business and the environment.

### Features of the course:

The main areas of study, already begun in Year 9, are: forces; energy; waves; electricity; magnetism and electromagnetism; particle model of matter; atomic structure; and space physics.

There is no coursework element contributing to the final grade. All marks come from the written exam papers. However, the new science qualifications do include required practical activities. The skills and knowledge developed and acquired from these are tested through questions within the written exam papers.

### Enrichment:

All physics staff operate a drop-in approach where students can come along at lunchtimes and obtain help with any questions they may have. There is also a weekly electronics club which encourages students to apply the basics they have learnt to all manner of interesting and fun applications. Current projects include the design of clocks, line-following robots and a weather station.

### What opportunities for progression does it offer?

Any science at grade 5 or above is very useful for progression into a wide range of science-related careers. Students achieving grade 7 or above are encouraged to consider physics as an option when entering the Sixth Form. Physics A-Level is a crucial subject for entry to many of the engineering disciplines at university and is also highly-prized in many other science-based avenues of study.

### Key information:

<b>Topics for Study:</b>	Energy; electricity; particle model of matter; atomic structure; forces; waves; magnetism and electromagnetism; and space physics.
<b>Assessment summary</b>	2 x 1 hour 45 minutes examinations - multiple choice, short and long answer questions
<b>Exam Board</b>	AQA
<b>Subject lead contact details:</b>	Mr S St John SStJohn@qegs.cumbria.sch.uk



**Why study Religious Studies?**

Religious studies is a core subject which is studied by all students for GCSE. Religious studies provides students with an opportunity to undertake a detailed study of two different religious traditions both of which have a strong presence in Cumbria and indeed the world at large. Alongside this, there is opportunity to discuss important contemporary moral issues. Students will be given the chance to develop their analytical and evaluative skills at the same time as increasing their understanding of the subject.

**Features of the course:**

There are two main sections of the course. In the first section students will study the main beliefs and practices of Christianity and Buddhism. In the second section of the course they will study four significant contemporary issues, including peace and conflict and crime and punishment.

**Enrichment:**

There will be opportunities for the students to experience first-hand the different religious traditions we study. In year 9 there will be a visit to the Christian churches of Kendal whilst in year 10 students undertake a visit to Manjushri Kadampa Buddhist temple. Here they will be introduced to some basic meditation.

**What opportunities for progression does it offer?**

Grade 5 GCSE gives the students an excellent grounding in philosophical and religious thinking.

**Key information:**

<b>Topics for Study:</b>	Christianity, Buddhism, philosophical and ethical issues
<b>Assessment summary</b>	2 x 1 hour 45 minutes written examinations Paper 1 - Buddhism and Christianity (50%) Paper 2 - Ethical Issues (50%)
<b>Exam Board</b>	AQA
<b>Subject lead contact details:</b>	Mr D Proctor DProctor@qegs.cumbria.sch.uk



**Why study Art and Design?**

In GCSE art and design students are encouraged to develop their technical and imaginative skills in a wide range of media. These include drawing and painting from direct observation, collage, pen and ink, pastel, watercolour, ceramics, digital photography, graphic design, and computer aided work. Competent drawing skills are essential if students are to be successful at this level and a real love of the subject is also most important.

**Features of the course:**

Coursework consists of two units of work over the two years. This involves homework, classwork and a written element looking at the work of other artists. Coursework counts for 60% of the marks. The students will also sit a 10-hour examination known as a controlled test, which makes up the remaining 40% of the marks. Please note that there is a requirement for significant commitment to completing art work beyond class time.

**Enrichment:**

There is an annual trip to Edinburgh, and the art rooms are open at lunchtime for supervised help on most days.

**What opportunities for progression does it offer?**

Manual dexterity, problem solving, creative thinking, time management, powers of perception, observational skills, contextual art history, understanding of social history, debating skills, intellectual analysis and visual analysis.

**Key information:**

<b>Topics for Study:</b>	Natural forms and collections
<b>Assessment summary</b>	Internally marked then moderated by an external moderator
<b>Exam Board</b>	AQA
<b>Subject lead contact details:</b>	Mrs H Sadowski HSadowski@qegs.cumbria.sch.uk



### Why study Computer Science?

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems, is essential to students. Computer science integrates well with subjects across the curriculum. It demands both logical discipline and imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs; it relies on an understanding of the rules of language at a fundamental level; it encourages an awareness of the management and organisation of computer systems; it extends students' horizons beyond the school or college environment in the appreciation of the effects of computer science on society and individuals.

### Features of the course:

Component 1: Understanding computer science investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society.

Component 2: Computational thinking and programming investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication.

Component 3: Software development requires students to produce a programmed solution to a problem. They must analyse the problem, design a solution to the problem, develop a final programmed solution, test the solution and give suggestions for further development of the solution. Throughout the production of the solution learners are required to produce a refinement log that evidences the development of the solution.

### Enrichment:

There are numerous competitions offered throughout the year, such as the Bebras Computational Challenge. Furthermore, there is a lunchtime session offering support with the coding and examination elements of the course.

### What opportunities for progression does it offer?

This course provides a suitable foundation for the study of computer science at A-Level.

### Key information:

<b>Topics for Study:</b>	Component 1: Understanding Computer Science Component 2: Computational Thinking and Programming Component 3: Software Development
<b>Assessment summary</b>	Component 1 Written examination: 1 hour 45 minutes (62.5%) Component 2 On-screen examination: 2 hours (37.5%) Component 3 Non-exam assessment: 20 hours
<b>Exam Board</b>	Eduqas
<b>Subject lead contact details:</b>	Mr M Ellis MEllis@qegs.cumbria.sch.uk



**Why study Design and Technology?**

Design and technology is a subject where the student has the opportunity to be creative and practical. The qualification features a non-examined coursework element and a single design and make project submitted in year 11. This is a new course that takes in all material areas and focusses on product design. Maths and science elements now feature in the course content. Design and technology helps the student learn how to be organised, work to a plan and meet deadlines.

**Features of the course:**

The non-examined coursework element consists of a design folder and a practical project. The design folder comprises of no more than 20 sheets and is completed between June in Year 10 and Easter in Year 11. The practical element is set by the exam board where students will be encouraged to be creative and try new things. The practical element will be produced in Year 11 under supervised conditions.

Year 10 studies are designed to build knowledge and skills and cover the core content. In the autumn term students will work towards building a presentation skills portfolio, before working on a short practical activity called a Skills Stick to develop knowledge on materials, processes and equipment. Students will then have one extended design and make project, which will follow a typical GCSE example to enable students to put their skills into practice and develop some familiarity with the process

Year 11 students undertake coursework throughout the year completing a supervised 30-35 hour project within a context set by the exam board. Students research, produce the design work and complete models to eventually test their final prototype. The coursework deadline for the folder work and the completed practical coursework is Easter. Students will also work on revision and exam technique to consolidate knowledge.

**Enrichment:**

One lunchtime session per week is offered for pupils to learn and master new skills. Students will be entered into competitions as appropriate, including the Arkwright scholarship scheme in Year 11. Students will have the opportunity to take part in the annual Rotary Technology competition where local schools compete to design a solution to an engineering problem. Various other trips and visits will be available throughout the two-year period.

**What opportunities for progression does it offer?**

There are many job opportunities in a wide variety of areas including: product designer, materials technologist, textiles technologist, civil engineer, industrial designer, fashion designer, fashion marketing or promotions, architect, automotive engineer, agricultural products, construction, mechanical engineering, or teaching.

**Key information:**

<b>Topics for Study:</b>	Core technical principles; Specialist technical principles; Designing and making principles
<b>Assessment summary</b>	Controlled assessment - A single project of an extended task (50%) 1 x 2 hour examination (50%)
<b>Exam Board</b>	AQA
<b>Subject lead contact details:</b>	Mr F Wilson FWilson@qegs.cumbria.sch.uk



### Why study Drama and Theatre Arts?

Drama is an enabling and enriching subject in which students gain many transferable skills. They learn to cooperate, communicate their ideas, listen to others, problem solve, be part of a productive team, show leadership, be organised and meet deadlines. For those with good IT skills, students can use sound, video editing and lighting software. For those with design, art and textile skills, it offers the opportunity to design and construct costumes and sets.

### Features of the course:

Lessons are a mixture of practical and written work.

The practical constitutes 60% of the total course. It involves a number of components: acting, set, costume, lighting and sound design, of which students can opt to specialise in one or more. They apply their chosen skill to a scripted play which is performed for an audience. They also devise their own performance and learn to improvise, script write and direct.

There is some written work in these practical lessons which consists of an individual diary, logging the development, refinement, and creative decision making during the rehearsal period and the audience response to the final performances.

The written paper consists of a series of short essay style questions on a set text and live theatre previously seen. The set text is practically explored in lesson via workshopping, acting, design and technical ideas as well as annotating the text.

During the course, teaching staff in the department will allocate the skill that the student is most suited to for examination, from acting, design, lighting and sound.

### Enrichment:

There is the opportunity to take part in large arts events such as the Winter Droving as well as street theatre. The department organises evening theatre trips, live screenings at the cinema, workshops run by professional actors, designers and directors and back stage tours.

### What opportunities for progression does it offer?

The course is an excellent foundation for those students who are aspiring to study English literature or theatre studies. It is a multifaceted course that enables students to develop transferable skills that will assist them in their personal development. The analytical, evaluative and reflective skills learnt are also an asset to many other courses that students will study.

### Key information:

<b>Topics for Study:</b>	Acting, design, lighting and sound
<b>Assessment summary</b>	Practical assessment (60%) 1 x 1 hour 30 minutes examination (40%)
<b>Exam Board</b>	AQA
<b>Subject lead contact details:</b>	Miss D Coates DCoates@qegs.cumbria.sch.uk



### Why study Food Preparation and Nutrition?

GCSE food preparation and nutrition is useful for the rest of the student's life; it will enable them to be independent and make informed choices. Students will be able to be creative in the kitchen, develop skills and confidence in cooking and the use of equipment. It offers opportunities both now and in the future.

The course will equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Students learn to cook and to make informed decisions about food and nutrition in order to feed themselves and others affordably and nutritiously.

### Features of the course:

**Year 10:** The first two terms will be spent on the course content and practical work. Most weeks, students will have one practical session and one theory session. They will be taught advanced practical skills, how to taste and test accurately and how to design and create new dishes. During this time they will carry out practice pieces of coursework in the lesson and for homework. Students will be expected to provide the ingredients unless for an experimental session, where they will be provided by school. There will always be considerable choice. At the end of the year students will carry out a practice coursework task.

**Year 11:** In the first term students will complete their own short course task in school time. Following this they will continue with the core course content. In term 2 they complete the 12 hour controlled assessment task in school time. In the final term students will complete minor areas of the course content but spend the majority of the time on examination revision.

**Task 1 Food investigation** - understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this task and will be assessed by a written or electronic report, including photographic evidence of the practical investigation.

**Task 2 Food preparation assessment** – knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, assessed by a written or electronic portfolio including photographic evidence.

### Enrichment:

If possible we will visit the BBC Good Food Show and any other food related exhibitions that become available. Visits to food manufacturers, e.g. Cranstons and Morrisons, retailers and masterclasses in food preparation will also be organised throughout the course. Support is available as required at the clinic sessions.

### What opportunities for progression does it offer?

Food science, dietician, marketing, food service, education, food manufacture, healthcare, food stylist and retail and farming.

### Key information:

<b>Topics for Study:</b>	Nutrition, diet and health throughout life. Characteristics and properties of food in storage/preparation/cooking. Factors affecting consumer choice. Food hygiene and safety
<b>Assessment summary</b>	Controlled assessments - Task 1 Food investigation (15%) - 1,500-2,000 words; Task 2 Food preparation (35%) One 1 hour 45 minute examination - theoretical knowledge of food and nutrition (50%)
<b>Exam Board</b>	AQA
<b>Subject lead contact details:</b>	Mr F Wilson FWilson@qegs.cumbria.sch.uk

**Why study French?**

A GCSE in French is a valued qualification which appeals to both employers and universities alike. In the 2017 British Council *Languages for the Future* report, both French and German are named among the five most important languages for Britain's future prosperity, security and influence in the world. French and German continue to be the two most sought-after languages by British employers.

We firmly believe that a language GCSE is not just a useful qualification but is also a key skill for life. As the philosopher Ludwig Wittgenstein stated, "The limits of my language, are the limits of my world." The modern language department looks forward to broadening the students' horizons and developing their communication skills!

**Features of the course:**

Lessons are taught in an interactive, communicative style, with students being encouraged to enjoy conversing in French and to aim to use French at all times throughout each lesson. The GCSE course builds on what has been learned in years 7, 8 and 9.

We are very fortunate to have two purpose-built language classrooms with up-to-date technology and students will follow a personalised programme of on-line study to support their reading and listening skills. Students will study language from a wide variety of sources, including songs and poems, and websites.

**Enrichment:**

In year 10 students will have the opportunity to take part in our well-established exchange programme to Brittany. The trip offers two fun weeks with an exchange partner both in Penrith and in Morlaix.

**What opportunities for progression does it offer?**

The course prepares students well for A-Level study and beyond.

**Key information:**

<b>Topics for Study:</b>	Identity and culture Local, national, international and global areas of interest Current and future study and employment
<b>Assessment summary</b>	End of course examinations in reading, listening, writing and speaking (25% each)
<b>Exam Board</b>	AQA
<b>Subject lead contact details:</b>	Mr J Wilson JWilson@qegs.cumbria.sch.uk



### Why study Geography?

Geography is a subject that allows a student to study some of the major issues facing the planet today. Anytime you switch on the news or open a newspaper there is generally something that is related to geography, whether it is a natural disaster somewhere or the movement of people around the planet. The job of a geographer is to understand the range of causes and impacts to these events and then come up with possible solutions. Alongside this, geography enables a student to be proficient in a range of skills such as statistical, graphical, writing, map work, and mathematical understanding.

The world is constantly changing and it needs geographers to understand and manage this change.

### Features of the course:

The syllabus includes a balance of human and physical geography, which will be examined in two separate papers. Alongside this there will be a third paper which will assess the students' understanding of local fieldwork investigations that they have carried out and geographical skills.

**Human geography:** key elements of this section include urban change and the associated challenges in rich and poor countries and resource management, which involves coming up with ways in which we can meet our increasing energy demands.

**Physical geography:** the students will be required to have a detailed understanding of the physical landscapes in the UK and the causes and challenges posed by natural disasters.

**Fieldwork:** Students will carry out two local fieldwork investigation and will be expected answer questions on these in an exam.

### Enrichment:

The local fieldwork trips will offer an opportunity to reinforce some of the key features of the course such as glacial landforms as well as collect the data required for the fieldwork.

Throughout the course the department will put on a range of extra sessions aimed at exam technique, revision and fieldwork.

### What opportunities for progression does it offer?

Studying geography offers a pathway into the other earth science topics, geology and environmental science, at A-Level. Alongside this the skills that are required for geography are beneficial for a range of other A-Level subjects.

### Key information:

<b>Topics for Study:</b>	Human and physical geography and fieldwork
<b>Assessment summary</b>	2 x 1 hour 30 minutes examination 1 x 1 hour 15 minutes examination
<b>Exam Board</b>	AQA
<b>Subject lead contact details:</b>	Mr J Douglas JDouglas@qegs.cumbria.sch.uk



### Why study German?

A GCSE in German is a valued qualification which appeals to both employers and universities alike. In the 2017 British Council *Languages for the Future* report, both French and German are named among the five most important languages for Britain's future prosperity, security and influence in the world. French and German continue to be the two most sought-after languages by British employers.

We firmly believe that a language GCSE is not just a useful qualification but is also a key skill for life. As the philosopher Ludwig Wittgenstein stated, "The limits of my language, are the limits of my world." The modern language department looks forward to broadening the students' horizons and developing their communication skills!

### Features of the course:

Lessons are taught in an interactive, communicative style, with students being encouraged to enjoy conversing in German and to aim to use German at all times throughout each lesson. The GCSE course builds on what has been learned in years 7, 8 and 9.

We are very fortunate to have two purpose-built language classrooms with up-to-date technology and students will follow a personalised programme of on-line study to support their reading and listening skills. Students will study language from a wide variety of sources, including songs and poems, and websites.

### Enrichment:

In year 10 students will have the opportunity to take part in our well-established exchange programme to Bavaria. The trip offers two fun weeks with an exchange partner both in Penrith and in Geretsried.

### What opportunities for progression does it offer?

The course prepares students well for A-Level study and beyond.

### Key information:

<b>Topics for Study:</b>	Identity and culture Local, national, international and global areas of interest Current and future study and employment
<b>Assessment summary</b>	End of course examinations in reading, listening, writing and speaking (25% each)
<b>Exam Board</b>	AQA
<b>Subject lead contact details:</b>	Mr J Wilson JWilson@qegs.cumbria.sch.uk



### Why study History?

History is vitally important to develop an understanding of our modern-day world, and equally ourselves. It also allows the student to develop skills of thinking, questioning, weighing up evidence and making judgements. The historian Alan Bullock argued that those who fail to study history will suffer from “cultural amnesia”. We would add that, as well as being so worthwhile and useful; history is an exciting and stimulating subject. It is also a course which is worthwhile in its own right, even if students are not planning on studying history at a higher level, and appeals to those with a broad range of interests. It provides opportunities for a wide range of skills to be developed and for a variety of historical periods to be studied.

### Features of the course:

This interesting history course will build on work done in Years 7, 8 and 9. We have aimed to cover political, economic and social topics, while also including some military history. We have also looked to include several different countries. Ultimately, we believe that all of the topics are wholly relevant to today’s student of history. The final topic will include the study of a particular historical site that changes every year. There is no coursework element.

### Enrichment:

Students will have a variety of opportunities to visit historical sites of significance including a medical museum and potentially the named historical investigation site for that year. Extra materials and reading are made readily available to students who wish to develop their knowledge and skills beyond the GCSE syllabus. We also help arrange work experience to historical sites and museums for those students who are contemplating studying history at university. We currently have links with both Carlisle Archives and Cumbria’s Museum of Military Life.

### What opportunities for progression does it offer?

It provides an excellent base for studying history at A-Level and beyond. It also provides both knowledge and skills that are invaluable when looking at A-Level government and politics and A-Level economics. In a wider sense, GCSE history gives one the capacity to absorb and analyse a variety of sources and then create structured and academic responses that deal with that information. This is a highly sort after skill at university and in the world of work.

### Key information:

<b>Topics for Study:</b>	<ul style="list-style-type: none"><li>• International Relations Between the World Wars and the Rise of Hitler</li><li>• American History 1920-73</li><li>• The History of Medicine in Britain from 1000-present day</li><li>• Elizabethan England c.1568-1603</li></ul>
<b>Assessment summary</b>	Two 1hr 45 minute exams covering 2 sections each. Both are worth 50% of the GCSE
<b>Exam Board</b>	AQA
<b>Subject lead contact details:</b>	Mr P Baines pbaines@qegs.cumbria.sch.uk



### Why study Music?

Students considering opting for GCSE music should: enjoy making music inside and outside school; be able to sing or play an instrument; and be interested in learning about all kinds of music. Students should be aiming to achieve Grade 5 in an instrument or vocal by the end of Year 11.

### Features of the course:

The four areas of study are:

1. Instrumental music 1700-1820: JS Bach: 3rd movement from Brandenburg concerto no. 5 Beethoven: 1st movement of the Pathétique piano sonata.
2. Vocal music: Purcell: Music for a While; Queen: Killer Queen.
3. Music for stage and screen: music from Wicked: Defying Gravity; John Williams/Soundtrack to Star Wars Episode IV.
4. Fusions: Afro Celt sound system: Release; Esperanza Spalding: Samba em Prelúdio.

### Enrichment:

Music students could enjoy a tour abroad where they will have the opportunity to perform in a variety venues. In 2019 the music tour will spend four nights in Lo, Belgium.

GCSE students will have the opportunity to attend concerts and local music festivals as well as perform in school concerts and productions.

Composing competitions are numerous and students are encouraged to submit a composition of which they are particularly proud.

### What opportunities for progression does it offer?

The course offers pupils an academic grounding in a wide variety of music. It consolidates their knowledge on musical theory and gives them the ability to study in more practical and engaging applications. It allows them to express their talents on an instrument, whilst learning about how to compose for other groups. The course also prepares students well for A-Level study and beyond.

### Key information:

<b>Topics for Study:</b>	Instrumental music 1700-1820; vocal music; music for stage and screen; and fusions
<b>Assessment summary</b>	Performing: non-examined assessment (30%) Composing: non-examined assessment (30%) Appraising: written examination 1 hour 45 minutes (40%)
<b>Exam Board</b>	Edexcel
<b>Subject lead contact details:</b>	Mr D Roberts DRoberts@qegs.cumbria.sch.uk



**Why study Physical Education?**

Students should enjoy: sport; learning about the benefits of sport and recreation; improving their own performance in a range of sports; being active and appreciate the benefits of keeping fit and healthy.

**Features of the course:**

Lessons are a mixture of one practical and one theory session a week. Students will learn about: applied anatomy and physiology; movement analysis; physical training; sports psychology; socio-cultural influences; health, fitness; and well-being.

**Enrichment:**

The extra-curricular sports programme continues through to the end of Sixth Form. This provides the opportunity to refine and develop skills in a range of practice and competitive situations.

**What opportunities for progression does it offer?**

As well as being preparation for the A-Level physical education course, GCSE physical education allows for progression to related vocational qualifications. The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities.

**Key information:**

<b>Topics for Study:</b>	Practical performance; analysis and evaluation of performance; anatomy and physiology; socio-cultural issue; and psychology.
<b>Assessment summary</b>	Controlled assessment (40%) Section 1 - practical performances in three different physical activities in a competitive environment (at least one team and one individual). Section 2 - analysis and evaluation of performance to bring about improvement in one activity. Two 1 hour examinations (60%) - multiple choice, short answer and extended answer questions Paper 1 - anatomy and physiology, movement analysis Paper 2 - socio-cultural issue and psychology
<b>Exam Board</b>	OCR
<b>Subject lead contact details:</b>	Mr A Worth pe@qegs.cumbria.sch.uk

