GCSE Years 10 & 11 Options
GCSEs At QE

An Explanatory Brochure For Girls And Boys Entering The Two GCSE Year Groups Of The Senior School (Years 10 And 11)

“We Chose Queen Ethelburga’s Because It Had a Superb Range of Courses, First Class Facilities, And Exceptional Boarding Accommodation. Our Child Thoroughly Enjoyed Their Time There And Came Away With Excellent Results”

After GCSEs

you move on to the Sixth Form. We offer two different types of Sixth Form. The first is called Queen Ethelburga’s College Sixth Form and the second is called Queen Ethelburga’s Faculty Sixth Form.

In QE College you can study traditional A-Levels or the International Baccalaureate. In QE Faculty you can study a variety of more vocational BTEC courses, or combine some BTEC courses with an A-Level or AS Levels.

If you are Equestrian minded, in either Sixth Form, you can follow the BHSAI and PTT Courses.

We have a separate Sixth Form brochure available on request
Welcome To
Queen Ethelburga’s

Year 10 and 11 Option Choices For 2010-12

At Queen Ethelburga’s, we are constantly striving to improve the opportunities that we offer to our students. Since the establishment of the Faculty at Queen Ethelburga’s, with its broader range of vocational subjects, there are now two different, but closely linked schools to choose from in Year 10.

Both schools offer the traditional range of subjects at GCSE, but in addition The Faculty offers a range of vocational courses, and has an innovative learning mentor system which has proved to be of great value to students. Students tell us that the Study Skills and Academic Mentoring programme has been invaluable in helping them to work independently, manage their workload and achieve high grades. Both the College and Faculty pathways have English, Mathematics and Science as their core with a wide range of options from which to choose.

Our philosophy is in keeping with the Hill standard, one of the school mottos, which asks students to be the best that they can with the gifts that they have. Nationally, there are moves, within the 14-19 curriculum, to provide more effectively for the individual needs of students. We believe that we are promoting both aspirations with the curriculum on offer, whilst developing our long term plan to provide first class academic and vocational opportunities that cater for the personal ambitions of all our students.

This booklet provides information about the pathways, the subjects and gives guidance on making decisions. There will be plenty of help and advice in selecting the best pathway and subjects, beginning with the options meeting and parents’ meeting.

We wish you every success as you make these important decisions for the future.

Yours faithfully,

Steven Jandrell
Headmaster
How easy Is It To Fit In And Make Friends?

Students who join Queen Ethelburga’s Year 10 from other schools will come from a wide variety of backgrounds. The Collegiate has students from all over the United Kingdom. A small number of students will be from Europe, Asia and America.

Each year there are several new students and friendships quickly form. The friends you make whilst on campus are likely to become life long friends.

If you ever have any problems remember we will have helped someone before with similar worries. We have common sense and are very practical. When you leave us at the end of the Sixth Form we hope that you will keep in contact to let us know what you are doing and come back and see us on occasions.

Am I A Name Or A Number?

Some schools or Year 10 and 11 groups are so large that it is not surprising that you become just another body walking around the place. We are not huge, we have no need to be, neither do we want to be. Queen Ethelburga’s will be home for approximately 850 students which includes about 300 Sixth Form. As you can see we are able to treat you as an individual. This also means that our superb facilities and resources are available to all.

What Is Student Life Like?

In your life as a Year 10 and 11 student you are beginning to take on greater responsibility for yourself and your work. There is no Saturday school. We treat you with respect and we expect you to treat us in the same way.

Our teaching facilities are “state of the art” and second to none. We have invested over £36,000,000 in new resources. Each year we invest up to a further £5,000,000 to provide new areas, to upgrade, or to modernise. We ensure our campus is well maintained and beautiful. It is a safe campus and is well lit during all hours of darkness.

There is free time at the weekend to visit the beautiful city of York, a wonderful centre for shopping, sightseeing and leisure. An interesting schedule of visits off-campus is arranged. This can include many educational destinations as well as other places of interest. There are weekly visits to the Cinema, also Specialised Shopping, Dry Slope Ski-ing, Bowling, Clothes Shows, Paint Balling, Disco’s etc., Regular social events are also popular with our students.

There is a list of some of our facilities in our Main Prospectus. Just read through it, and we think you will be pleasantly surprised. We guarantee that when you visit us you will find our campus and our facilities are unlike ANYTHING you will have seen elsewhere. We have a beautiful indoor heated leisure swimming pool, fitness studios and superb quality food in the refectory. Each half term we have Sunday Brunches when you can get to ride in a real fire engine, get entertained by a professional pop group and get to eat all manner of goodies. Every campus bedroom has satellite TV/DVD, direct dial telephone, voice mail, CD/Radio, hot drinks facilities, fridge and much more. We have 100 acres of beautiful grounds. There is also our internationally famous Royal Court Equestrian Centre, with stabling for 60 horses. Our Equestrian-minded students regularly go off to shows and competitions.
At QE we recognise that young people should be able to develop at a pace consistent with their needs and abilities. This is why we are introducing clear learning pathways, which not only stretch the most able but also give opportunities for students to learn in ways that motivate and support them. All pathways give the possibility of achieving 5 A-C grades, including Mathematics and Science.

All students will have a curriculum that is made up of the three elements outlined below:

**Compulsory subjects for all students leading to GCSE qualifications:**
- Mathematics
- English
- Science

**Compulsory subjects for all students that do not lead to GCSE qualifications:**
- PE/Games
- PSHE/RE/Careers/Citizenship

**Optional additional core subjects that lead to GCSE qualifications:**
- English Literature is a special subject in this category. Study is carried out in English lessons along with the work for the English GCSE. Those students who attain a minimum standard will take both GCSEs. Others will use the extra time to concentrate on getting a good grade in the compulsory English GCSE.
- Those students who achieve a sufficiently high standard in Mathematics to benefit from additional study are offered the opportunity to take Statistics at the end of the Mathematics GCSE course. This leads to an additional GCSE award.
- All students will work towards at least two GCSEs in Science subjects. Further information is available in the booklet.
- Students who have languages, other than English as their first language, will be supported to achieve a GCSE or IGCSE in this subject.

**Option Choice**

When the compulsory subjects are fitted into the timetable, there is space left for students to study other subjects. These are referred to as the ‘Options’. The purpose of the Options Booklet is to help you to choose the options that you would like for the coming year. You should note that the BTEC Extended Certificate & National Award in Business options are equivalent to 2 GCSEs.

All students are encouraged to study one modern foreign language. Able linguists may choose up to two languages.

The option blocks are arranged so that, should the study of languages be inappropriate, other choices can be made.

Details of all the subjects are given later in the Booklet.

Please note that we set maximum numbers for some practical subjects.
The Curriculum Pathways

There are two pathways from which students can choose. Both of the pathways provide opportunities to study a wide range of subjects and most classes are common to both schools.

QE College pathway

The College pathway provides stretch and breadth respectively. This pathway offers Additional Mathematics as an optional subject to give able mathematicians the opportunity to extend GCSE study through experience of AS level work (Level 3). The course will complement areas of GCSE study, expanding understanding and achievement at the highest level.

Some students may be selected to take single GCSEs in Physics, Biology and Chemistry. Students will be advised about the suitability of the extra examination by their subject teacher, and progress will be monitored carefully.

In the same way this Pathway provides curriculum breadth for students. There is the option of additional GCSEs in English Literature and Statistics, and College students may if they wish, choose one vocational subject, in addition to the range of optional subjects available.

QE Faculty pathway

Faculty students choose from the full range of GCSEs, National Certificates or BTEC Extended Certificate options. The Extended Certificate options are equivalent to two GCSEs. If students wish to achieve qualification through applied learning and continuous assessment, and would appreciate a structured opportunity to manage their own learning, then the Faculty has these additional features to offer.

As a member of the Faculty students choose our innovative academic mentoring and study skills programme - AMSS. Each student will be allocated time with their personal mentor to plan coursework, develop time management and study skills. Some may choose to access Mathematics and English Studies or perhaps take EAL lessons. The learning mentor will promote the ability to learn effectively and increasingly independently - vital preparation for the future.

Selecting the best option

Staff will be happy to advise on the best choice and to discuss the different options. We will endeavour to indicate to each student, and their parents or guardians, which we feel will be most appropriate, although this will be kept under review during the early weeks of Year 10. Learning Development support will continue to be available for all students who need individual lessons on either pathway.
Y10 Option Preference Form 2010-12

Making option choices:
- Talk to your teachers and parents about which pathway to take and then complete either the QE College pathway or the QE Faculty pathway.
- Indicate your first choice subject in each column by writing ‘1’ in the box alongside your choice.
- Make a second choice, by writing ‘2’ in the box alongside the subject.

**QE College pathway**

(College students may choose a maximum of one vocational Certificate course.) **Additional Maths is at AS level.** Certificate courses are printed in red and are worth 2 GCSEs

<table>
<thead>
<tr>
<th>Option A</th>
<th>Option B</th>
<th>Option C</th>
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</thead>
<tbody>
<tr>
<td>Business Studies</td>
<td>Art and Design</td>
<td>Additional Maths**</td>
</tr>
<tr>
<td>Drama</td>
<td>Business Studies</td>
<td>Design Technology</td>
</tr>
<tr>
<td>EAL</td>
<td>EAL</td>
<td>Geography</td>
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<tr>
<td>French</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>Geography</td>
<td>Home Economics</td>
<td>Music</td>
</tr>
<tr>
<td>German</td>
<td>Spanish</td>
<td>Physical Education</td>
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<tr>
<td>Photography</td>
<td>Textiles</td>
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<tr>
<td>BTEC Extended Certificate in Sport</td>
<td>National Award in Business</td>
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</tbody>
</table>

**QE Faculty pathway**

* Certificate courses are printed in red and are worth 2 GCSEs

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<tr>
<th>Option A</th>
<th>Option B</th>
<th>Option C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Studies</td>
<td>Art and Design</td>
<td>Academic Mentoring and Study Skills (AMSS) with</td>
</tr>
<tr>
<td>Drama</td>
<td>Business Studies</td>
<td>English Studies</td>
</tr>
<tr>
<td>EAL</td>
<td>EAL</td>
<td>Maths Studies</td>
</tr>
<tr>
<td>French</td>
<td>History</td>
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</tbody>
</table>
The subject choices made at the end of Key Stage 3 form the foundation for future learning; life-long learning. More formal study may follow; more and more pupils study towards A levels or vocational qualifications and then proceed on to higher education. A broad and balanced curriculum is necessary if it is to support future choices—we recommend therefore that students select a range of subjects for 14-16 study. Specialization will come at a later stage of their education.

With the exception of English, mathematics and science, most career paths do not require your child to have studied a particular subject at GCSE. Most employers are more interested in the grades achieved and enthusiasm for learning, than the fact that they did, or did not, study any one subject at 14-16.

For a very small number of jobs particular A levels are needed, and so it is worth checking requirements. However, in most cases the best advise is to study as broad a range of subjects as possible - subjects that they enjoy. Queen Ethelburga’s options policy is designed to encourage this, by ensuring every pupil is given a wide range of subjects from which to choose.

Some things for students to think about:
► What do I enjoy studying? What are my strengths?
► Am I choosing the best way of working? (For example, some pupils do better with regular assessments, others perform well in examinations.)
► If I choose this option now, will it keep more options open for future study, training, work?

Some things to consider with your child:
► Some pupils say that they like a subject when they are really motivated by a belief that it won’t involve much work. Remember, however, your child will have to work hard in all subjects to attain a good qualification.
► Some choose a subject to stay in the same class as friends - but because timetabling everyone’s needs is complex, your child might well be split from their friends for a particular subject.
► Another easy mistake for pupils to make is to think they like the subject because they like the teacher. Again, timetabling (and the possibility of staff changes) can place them with a different teacher. Your child should be confident that they will enjoy the subject no matter who teaches it.
Subject Information
**Edexcel GCSE Art And Design**

**What is it all about?**
It is about having an adventurous and enquiring approach for the visual world, and developing the artistic skills to express yourself. In addition to making artifacts, students are encouraged to reflect on their own work and on the work of others. It can, therefore, be said that students are both practitioners and critics. Successful students should be able to demonstrate an understanding of past and contemporary Art and Design practice and should be able to produce a personal response that embraces a range of ideas.

**How does it follow on from what I have learned before?**
The GCSE in Art and Design follows on from what you have been doing at Key Stage 3 (Years 7-9). The emphasis in this GCSE is on the process of developing both ideas and work. Central to this is the work produced in your sketchbook. If you are interested in art, craft or design and you have an aptitude for the subject - if you are creative, ‘good at drawing’ - you may have the basic skills to succeed.

**How is the course structured?**
The GCSE in Art and Design contains two Papers - Paper 1 is Coursework and Paper 2 is the Externally Set Assignment – the timed test.

**What about examinations?**
To complete your GCSE, you will have to complete Unit 2, the Externally Set Assignment. This will take the form of a set theme – for example, in previous years topics have been ‘Wraps’, ‘Structures’ and ‘Barriers’.

The Externally Set Paper will also contain some suggestions for possible starting points and directions, or area of study, to help you develop your response and give you ideas regarding your research. You will then have a preparation period of 20 classroom hours prior to the timed test. During this time, you should explore the theme in your sketchbook preparatory studies – you can discuss this with your teacher – and prepare your response in your chosen specialism.

At the end of this period, you will then sit a 10 hour timed examination (2 school days), during which you will produce your final piece of work. Your preparatory and developmental work, along with your final piece, will then be submitted for assessment.

**What about coursework?**
Your coursework allows you to develop a Unit 1, the Personal Portfolio. This work will be produced in your sketchbooks and should include research, supporting studies and work showing the development of your ideas, leading to one or more outcomes – finished pieces of work. These will be stored safely in your portfolio, in readiness to be submitted for assessment at the end of the course. The completion of Unit 1 will include a Controlled Assessment, which will be conducted over a period of 45 classroom hours before embarking on Unit 2.

**What could I do next with a GCSE in Art & Design?**
There are many things you can go on to do with a GCSE in Art and Design. You could go on to take an AS or A level, or a related subject. You may wish to do a GCSE in Art & Design for its own sake, perhaps to form the basis of a future interest. Or you might wish to go into a job where it is useful to have had experience of art, craft and design, or where you will need to use some of the skills developed during this course. These might include careers in such fields as advertising, marketing, design, architecture, publishing and the media.
There are three different GCSE courses that you could choose to study:

GCSE Art and Design  2AD01/3AD01

Designed to be a general course, encompassing art, craft and design to enable students to explore arrange of 2 or 3 dimensional approaches to their studies.

Students will be expected to develop work through a range of media including: Drawing and painting, printmaking, collage, illustration mixed media.

**Equipment:** All pupils will also need an A2 portfolio in which to store their coursework, it is also helpful to have a digital camera.

GCSE Art and Design: Textile Design 2TE01/3TE01

A specialised Textile design course, which involves the creation, selection and manipulation of textiles across a variety of practices. Contemporary practice is often a hybrid activity which brings together different features of textile disciplines freely often embracing both traditional and contemporary technologies.

Students will be required to work in one or more of the following: Constructed Textiles, dyed textiles, printed textiles, woven textiles and knitted textiles.

GCSE Art and Design: Photography – lens and light based media 2PY01/3PY01

Photography covers a broad area, and work will form a means for personal enquiry and expression involving the selection and manipulation of images. Students will use creative approaches that go beyond observation and recording.

**Equipment**
For Photography it is essential that each pupil has their own digital camera before, or very early on in, the course, preferably with at least 6 million pixels resolution and with an SD or Compact Flashcard.

Costs range from about £100 for a suitable pocket model up to £400 for a digital SLR.

(Please avoid Sony cameras as they do not fit our digital card readers.)

All pupils will also need an A2 portfolio, in which to store their mounted photographic work.
OCR GCSE Business Studies (J253)

This subject is a broad-based qualification providing a comprehensive study into the world of business and different specialisms in business such as Financial Management and Production. It helps to gain skills that are useful in further study such as Level 3 BTEC or A Level Business Studies. Increasingly Universities have an element of business tuition in a variety of courses such as Science and Engineering. It also supports those students considering a management role in a business.

Units of study – All three units must be studied.

<table>
<thead>
<tr>
<th>Unit A291: Marketing and Enterprise</th>
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<tbody>
<tr>
<td>25% of the total GCSE marks. Controlled Assessment 60 marks</td>
</tr>
<tr>
<td>Candidates select one of the two Controlled Assessment tasks made available by OCR.</td>
</tr>
<tr>
<td>Candidates submit one Controlled Assessment task in the form of a report. The report should comprise the three investigations for assessment.</td>
</tr>
<tr>
<td>It is recommended that candidates spend up to 16 hours on the Controlled Assessment task:</td>
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<tr>
<td>Up to ten hours on research/data collection.</td>
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<tr>
<td>Up to six hours writing a report.</td>
</tr>
<tr>
<td>This unit is internally assessed and externally moderated.</td>
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<table>
<thead>
<tr>
<th>Unit A292: Business and People</th>
</tr>
</thead>
<tbody>
<tr>
<td>25% of the total GCSE marks 1 hr written paper 60 marks</td>
</tr>
<tr>
<td>This question paper consists of two compulsory short-answer, data-response questions</td>
</tr>
<tr>
<td>Candidates answer both questions</td>
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<tr>
<td>This unit is externally assessed.</td>
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<table>
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<tr>
<th>Unit A293: Production, Finance and the External Business Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% of the total GCSE marks 1 hr 30 mins written paper 90 marks</td>
</tr>
<tr>
<td>This question paper consists of three compulsory questions based on the pre-released case study stimulus material.</td>
</tr>
<tr>
<td>The pre-released case-study stimulus material is made available by OCR.</td>
</tr>
<tr>
<td>Candidates answer all three questions.</td>
</tr>
<tr>
<td>This unit is externally assessed.</td>
</tr>
</tbody>
</table>

Candidates learn, through a range of practical activities:
Use of ICT and business software / industrial visits / group work / case studies / role play

Assessment
The course is untiered, covering all of the ability range grades from A* to G.
Candidates achieving less than the minimum mark for Grade G will be ungraded.

There are two examination series each year, in January and June:
Units A291 and A292 are available in the January and June series
Unit A293 is available in the June series
OCR Level 2 National Award
in Business
(Equivalent to 2 GCSEs)

A vocational qualification prepares pupils for employment and provides a good grounding for further part-time or full-time study of a more advanced or specialised course.

This subject is a broad-based qualification providing a practical method of study of the world of business. It helps to gain skills that are useful in further studies such as Level 3 National Subsidiary Diploma or A Level Business Studies and in jobs in many different areas, including business administration.

The units been designed to help candidates develop their personal skills in the areas of team working, career planning, communication and problem solving. They accredit candidates’ abilities to carry out a range of tasks and have been designed to accredit candidates’ achievements in a modern, practical way that is relevant to the workplace.

The Level 2 National Award contains a balanced spread of content requiring 2 mandatory units and one optional unit of study.

Mandatory Units
Unit 1 Investigating business
Unit 4 Communication in business

Optional units – one unit will be selected from the following list:

Unit 2 Enterprise and operations
Unit 3 Finance in business
Unit 5 Working with people in business
Unit 6 Managing money
Unit 7 Promotion in business
Unit 8 Business and enterprise in Europe
Unit 9 E-business
Unit 10 Office administration
Unit 11 Keeping customers happy
Unit 12 Career planning for business
Unit 13 Work experience in business

Candidates learn, through a range of practical activities:
► Work experience
► Use of ICT and business software
► Industrial visits
► Role play

Assessment consists of 100% coursework. Candidates will be expected to produce 3 pieces of work that are centre-assessed and externally moderated by an OCR Visiting Moderator. All units are graded: Pass, Merit, Distinction, Fail. The qualification is equivalent to 2 GCSEs A-C.

Coursework consists of an integrated assignment for each unit of study. Candidates will be expected to use a variety of software to carry out a number of realistic tasks based around a business organisation or researching the actions of a particular business.
AQA GCSE Design & Technology: Graphic Products (2009)

INTRODUCTION

The aim of the course is to encourage students to be able to design and make products with creativity and originality, using a range of graphic and modelling materials. Students will be encouraged to learn about design, the use and application of colour, develop spatial concepts and to understand graphic materials and their manipulation.

Students will design and make products using a range of Graphic media and new technologies to prepare them for the world of work.

COURSE CONTENT

Full Course Summary
Design and Technology is a practical subject area, which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. Candidates are taught, designing skills making skills, materials and components, design and market influences, paper and card engineering and processes and manufacture.

ASSESSMENT ARRANGEMENTS

The scheme of assessment consists of two components.

Unit 1: Written Paper: 2 hours – 120 marks - 40%

Unit 2: Design and making practice. Approx 45 hours – 90 marks - 60%

Consists of a single design and make activity from a range of set tasks provided by the examination board. The student will produce a design folder which should consist of approximately 20 pages of A3 paper and a 3D model.

The design and make task is internally assessed and externally moderated.
GCSE Drama is all about understanding what it is like to put yourself in somebody else's shoes. You will play many parts in different imaginary situations. You will have the opportunity to create your own work, as well as look at plays written by other people.

You will enjoy this course if you want to study a subject that is both practical and creative. You may have done some acting before or helped out backstage on a production. You may have always wanted to have a go at making a play, performing, making costumes, building a set or operating the lights, but never had the chance. You will enjoy this course if you enjoy working as part of a team, as drama involves a lot of group work.

The course in three parts
1. In part one of the course you will use Drama to express your feelings and ideas about a range of issues.
2. In part two of the course you will look at a play to see how a playwright expresses their ideas about a theme or topic, and explore ways of making the play work on stage.
3. In part three of the course you will have the choice of being involved in the performance of a play from an existing script or from one you create yourselves.

Drama Coursework (60%)
Unit 1: Drama Exploration I
This unit of coursework is concerned with the use of drama to explore ideas and issues. You will have the opportunity to use drama forms to deepen your knowledge and understanding of an idea or issue and to communicate this understanding through the medium of drama. The assessment activities for this unit are set and marked by your teacher within prescribed guidelines. All practical work supported by a portfolio of documentary evidence.

Unit 2: Drama Exploration II
This unit of coursework is concerned with the exploration of a complete and substantial play chosen by your teacher. The purpose of the unit is to give you knowledge and understanding of the ways in which playwrights, performers, directors and designers use the medium of drama to communicate their ideas to an audience.

The assessment activities for this unit are set and marked by your teacher within prescribed guidelines. All practical work supported by a portfolio of documentary evidence.

Drama Performance (40%)
Externally assessed practical examination of ONE of the following options:
Option A:
Devised performance
Option B:
Performance support
Option C:
Scripted performance - This paper is concerned with the skills required in drama to perform work to an audience. You will have the opportunity to demonstrate your skills as performers or technicians using any appropriate material as a stimulus for performance. For Option C, the stimulus must be a play script.

The assessment activities for this paper are set by your teacher within prescribed guidelines and are externally marked.
CIE IGCSE English

English First Language (0500)

There are three IGCSEs offered by the English department at Core and Extended level. Native English speakers will be entered for the English First Language examination in Year 10, with an opportunity to re-sit this examination in Year 11 if necessary. IGCSE First Language English develops the ability to communicate clearly, accurately and effectively in both speech and writing. Students learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. IGCSE First Language English also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Paper 2 (Extended)</td>
<td>Reading Passages</td>
</tr>
<tr>
<td>Component 4</td>
<td>Coursework Portfolio</td>
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Coursework accounts for 50% of the marks, and the department encourages students to draft and re-draft written coursework, to produce their best possible work. A portfolio of three assignments is required, each of about 500 - 800 words.

- Assignment 1: informative, analytical and/or argumentative.
- Assignment 2: imaginative, descriptive and/or narrative.
- Assignment 3: a response to a text or texts chosen by the Centre.

English Literature A (0486)

Coursework accounts for 25% of the marks, and the department encourages students to draft and re-draft written coursework, to produce their best possible work. A portfolio of two assignments is required, each of about 600 - 1, 000 words. These courses are not only preparation for those who wish to study the subjects at A Level, but also develop skills applicable to the study of other subjects and necessary for the world of employment, as well as providing for the spiritual, moral, ethical, social and cultural development of the individual. A full programme of enrichment supports these courses.

<table>
<thead>
<tr>
<th>Component</th>
<th>Requirement</th>
<th>Duration</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Paper 1</td>
<td>Set Texts – Open Books</td>
<td>2 hours 15 mins</td>
<td>75%</td>
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<td></td>
<td>3 texts - Drama, Prose and Poetry.</td>
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<tr>
<td>Component 2</td>
<td>Coursework</td>
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<td>25%</td>
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English as a Second Language
(0510)

At the start of Year 10 International students who are new to the school undertake a test to assess their English ability. Those with language skills which are at least Upper Intermediate level or IELTS 5.0 are offered the opportunity to study in mainstream English lessons.

In May of Year 10, most international students will be entered for the English as a Second Language examination.

<table>
<thead>
<tr>
<th>Paper 2 (Extended)</th>
<th>Reading and Writing</th>
<th>2 hours</th>
<th>70%</th>
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<tbody>
<tr>
<td>Paper 4 (Extended)</td>
<td>Listening</td>
<td>45 minutes</td>
<td>30%</td>
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</table>

Students who make rapid progress may also be considered for the English First Language and/or Literature examination in Year 11 but this is decided in consultation with the student and on an individual basis.

EAL English

Students who would benefit from greater support will take English Second Language with EAL specialists and work towards IGCSE second language at the end of Y11.

Both course will give students a foundation in the language to support their studies in other subjects at KS4 and KS5.
The IGCSE Food and Nutrition syllabus introduces both the theoretical and practical aspects of buying and preparing food. Dealing with diet and health in everyday life, students study the nutritional value of basic foods and develop the skills required to produce a balanced family meal. Consumer awareness is encouraged, as are high standards of personal and kitchen hygiene, especially when students put their knowledge into practice in order to produce creative and enjoyable dishes.

The course is assessed with a theory and a practical examination which are of equal weighting.

<table>
<thead>
<tr>
<th>Paper 1 (Theory)</th>
<th>50%</th>
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</thead>
<tbody>
<tr>
<td>Paper 2 (Practical)</td>
<td>50%</td>
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</tbody>
</table>

The Theory examination last for 2 hours and consists of a number of short-answer questions, structured questions and open-ended essay questions for a total of 100 marks.

The Practical examination will consist of a number of alternative tests, one of which will be allocated to each candidate a week before the examination.

The candidate will be allowed a 1½ hour planning session to state how he/she will carry out the test. They will hand in a shopping list and plan at the end of that session.

In the Practical examination, the plans of work will be re-issued and the candidates allowed 2½ hours to carry out the tests.

Grades A* - G are awarded
AQA GCSE Geography (4030)

“Geography embraces every fact on earth, every aspect of the composition, occupation and history of the planet. It is the monitor of our abuse of our environment and our guide to its preservation.”
*The Times, Editorial*

Queen Ethelburga’s College Geography Department follows AQA specification A (4030) at GCSE level. This specification builds on the geography curriculum followed at Key Stage 3 and includes 6 modules over the two year course.

<table>
<thead>
<tr>
<th>Physical Geography</th>
<th>Human Geography</th>
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</thead>
<tbody>
<tr>
<td>The Restless Earth</td>
<td>Globalisation</td>
</tr>
<tr>
<td>Water on the Land</td>
<td>Changing Urban Environments</td>
</tr>
<tr>
<td>The Coastal Zone</td>
<td>The Development Gap</td>
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</tbody>
</table>

Assessment is by a combination of examinations and coursework.

<table>
<thead>
<tr>
<th>Paper 1</th>
<th>Paper 2</th>
<th>Local Fieldwork Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Geography Modules 37.5% of final grade</td>
<td>Human Geography Modules 37.5% of final grade</td>
<td>2000 word report based on a field trip in the local area 25% of final grade</td>
</tr>
</tbody>
</table>

There are two tiers of entry, Higher (A* to D grades) and Foundation (C to G grades).

Students following the course should develop knowledge of the world in which we live, and an appreciation of the environment around them. They will discover how the earth is modified by natural and human processes, as well as an awareness of the ways in which people and environments interact.

Following a GCSE in Geography provides more than just an understanding of the world. Geographers also develop the skills of map and graphical interpretation, report-writing and flexible thinking. They use applied mathematics, are good problem solvers, and communicators.

A geography student has a firm basis for any future career.
AQA GCSE HISTORY: MODERN WORLD HISTORY, 1919 TO THE PRESENT DAY (4045)

The course examines many of the major world events of the Twentieth Century – Britain and the First World War; the Russian Revolution and Stalin’s USSR; Hitler and Nazi Germany; the Cold War including the Berlin Blockade, the Korean War, the Cuban missile crisis, and the Space Race.

During the course pupils will develop various historical skills e.g. analysis, detection of bias and propaganda and evaluation of sources. Use is made of primary sources (such as extracts from official documents, newspaper accounts, cartoons and posters) as well as secondary material in text books. We draw fully on the excellent resources of the College library, and this is complemented by the use of videos and DVD’s, which serve to reinforce knowledge and understanding.

The coursework component is completed in year 11 and takes the form of two written papers answered under examination conditions. Preparatory notes are allowed and the questions are based on the evaluation of documents.

It is hoped that students will take the first module of the course at the end of year 10.

| Written Paper 1 | The Treaty of Versailles, the League of Nations, the build up to World War Two and the Cold War to 1962. |
| Written Paper 2 | Germany and Russia from 1917 to 1945. |
| Coursework Historical Enquiry | The British People in War. Life in Britain during the First and Second World Wars |
Mathematics is an important component of the core element of the National Curriculum. It will be needed by all citizens in future societies, albeit at different levels and for different purposes. Our courses are suitable both for those who wish to specialise in mathematics post GCSE, and for those who simply need general skills for their careers.

In Years 10 and 11 students work towards the AQA GCSE Examination, which assesses the following main areas of study:

- Number and Algebra.
- Shape, space and measure.
- Handling data.

Throughout the course, the emphasis will be on developing an understanding of Mathematics and its applications. There will be two tiers of GCSE in Mathematics, allowing the award of the following grades:

<table>
<thead>
<tr>
<th>Level</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Foundation</td>
<td>C - G</td>
</tr>
<tr>
<td>Higher</td>
<td>A - D</td>
</tr>
</tbody>
</table>

Students are entered for the examination which most closely matches their ability in Mathematics, and are taught in appropriate sets in preparation for these examinations.

Assessment is by means of two written papers, one without the use of a calculator. Students in the top set who are entered for the Higher tier are usually also considered for a GCSE in Statistics, which is taught mostly within the normal timetable but also requires some extra lessons at lunchtime to complete the coursework.
OCR ADDITIONAL MATHEMATICS: 
FREE STANDING MATHEMATICS 
QUALIFICATION (ADVANCED)

This course is suitable for mathematically able students who would like to follow a more advanced mathematics course concurrently with GCSE studies. It provides an excellent basis for further study at AS and A level. The course aims to introduce students to the power and elegance of advanced mathematics. In addition, it allows students to experience the directions in which the subject is developed post-GCSE.

The syllabus covers Pure Mathematics topics including algebra, calculus, co-ordinate geometry and trigonometry. Each of these is used to support a topic from a recognised branch of Applied Mathematics.

Assessment is by a single examination, in the summer of year 11, with no coursework requirement.

Key Features:
► Ideal for able year 10 and 11 students who are following the Higher Tier course at GCSE
► A worthwhile and enriching course in its own right
► An excellent basis for further study at AS and A level
► Provides a broad pure mathematics syllabus
► Qualification at Level 3, attracting points on the UCAS tariff

Assessment Objectives:
The assessment will test the ability of students to:
► recall and use manipulative techniques
► interpret and use mathematical data, symbols and terminology
► recognise the appropriate mathematical procedure for a given situation
► formulate problems in mathematical terms, select and apply appropriate solution techniques
► pursue a mathematical argument rigorously and with a high level of algebraic skill.

Students following this course will be able to develop confidence in using their mathematical skills in a wide variety of contexts and in other areas of study.

NB: This course involves work and levels of understanding equivalent to those demanded in AS level subjects taught in Year 12. Consequently, students who have read the course description carefully, and believe that they would be suitable candidates for the course are invited to apply by choosing this option on the preference form.
AQA GCSE Modern Foreign Languages

The department of Modern Foreign Languages offers three options, French, German and Spanish. Students usually choose one, although selected students are encouraged to study more than one language. Studying a major European language is valuable to all students, and with the introduction of the IB into the sixth form it will be an essential element for those students wishing to choose this option.

The department is well–resourced and has an interactive language laboratory devoted to language–learning at the highest level. We also have language assistants, who take students on an individual basis or in groups in preparation for the speaking examination. The Language Assistants are also encouraged to take part in lessons whenever possible.

All languages follow the AQA syllabus at GCSE level. Students are examined in four skills (Listening, Reading, Writing and Speaking). We use the target language as the means of communication in the classroom as far as possible. We study grammar as well as topics, in order to access the higher GCSE grades, although in Year 11 and after consultation with staff, parents and students, some students are advised to work at Foundation Level in order to achieve a good GCSE grade.

<table>
<thead>
<tr>
<th>Unit 1 Listening</th>
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<tbody>
<tr>
<td><strong>Exam</strong> 30 - 40 mins</td>
<td>Students listen to short (Foundation), and short and longer (Higher) modern situations. They are expected to identify main points and extract details and points of view.</td>
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<tr>
<td>20%</td>
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<table>
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<tr>
<th>Unit 2 Reading</th>
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<tr>
<td><strong>Exam</strong> 30 - 40 mins</td>
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<td>20%</td>
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<table>
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<tr>
<th>Unit 3 Speaking</th>
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<tbody>
<tr>
<td><strong>Exam</strong> 6 minutes for each oral exam</td>
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<td>30%</td>
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<table>
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<tr>
<th>Unit 4 Writing</th>
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<tbody>
<tr>
<td><strong>Exam</strong> 60 minutes for each piece of writing</td>
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<td>30%</td>
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</table>

The MFL Department also prepares students for first language GCSE examinations in mother tongue languages.
If you….

· Have enjoyed studying music during school years 7-9

· Have been successful in examinations and assessments in performance, composition and understanding music

· Can sing or play an instrument or are prepared to start taking vocal or instrumental lessons

….then GCSE Music may well be for you. If you are a keen musician you will already know the benefits and enjoyment you can achieve through studying music. However, the course is designed so that all students who work hard can do well – whether you consider yourself to be a serious music scholar or relatively new to music studies.

The course focuses on three areas:

Performing (30%). You will be taught how to develop your skills as a performer, including playing techniques and making the music interesting. During the course, you will give two performances: one of which will be as part of an ensemble and the other a solo. Performances are usually in class, but can be in a concert or gig outside of school. You can include performances as part of an ensemble or band – again either in or outside of school. If you are more technically minded, you can also perform music you have inputted onto a computer using the studio facilities in the Music Centre. To score highly in this part of the course, you need to be performing to Grade 3 standard (intermediate standard) by the time you finish Year 11. However, it is still possible to attain a good pass overall if you play at beginner level.

Composing (30%). You might not have considered yourself as a composer before, however, in this part of the course we will develop your skills so you can compose great-sounding music (songs, pieces, music for films etc). You will submit two compositions lasting approximately three minutes in total. You may write for any instruments or create your music on a computer using the studio facilities in the Music Centre. It is also possible to submit an arrangement of a piece already written.

Listening and appraising (40%). This part of the course develops your skills as a listener and also your ability to analyse and appreciate different forms of music. We study music from across four Areas of Study: Classical Music, Modern music, Popular Song and Music from around the world.

GCSE music gives you a fantastic opportunity to learn more about something that is a major part of all our lives; whether you go onto study music at 6th form or not, you will develop skills that will remain with you for life and mean you can understand, appreciate and enjoy music in all its forms.
Within Personal Development we aim to help students to develop the knowledge, skills and understanding that they need to lead healthy, confident and independent lives. We work with students to help them to become informed, active and responsible citizens. Therefore, Personal Development provides an important part of the development of our students’ life skills.

Students study a variety of topics in Personal Development. They explore moral issues in the news, to help develop their understanding of ethical choices that they may make in later life. Moral issues discussed include abortion and euthanasia.

Health education involves lessons on drug, alcohol and tobacco awareness. Sex and Relationship education involves students exploring what makes a good relationship, including marriage and divorce. They also learn about contraception and the variety of methods that can be used. This helps them to make informed decisions so that they can lead healthy lives.

Help in coping with examinations and revision is provided in the study skills unit, through learning about revision techniques and relaxation techniques. In careers education students work to develop an understanding of the qualities and skills that they have. They plan work experience opportunities and then reflect on their experience and what they have learnt. In Year 11 students consider post-16 choices. They also design their own personal profile or curriculum vitae to support them in their post-16 choices.

A variety of teaching and learning techniques are used in the Personal Development lessons. Students work in groups and individually to research and investigate information for projects. Students present information to the rest of the group. A great deal of time is spent discussing and debating key issues. They use computer packages for careers education and the Careers Library resource.

In lessons students are assessed at the end of each topic. Students will be judged to be working towards, achieving or working beyond end of Key Stage Statements. This will be reported to parents as part of the report cycle. Progress Files provide an opportunity for students to record their achievements, action plan, set targets and review their progress. Students will spend time maintaining their Progress File.
Edexcel Physical Education (1827)

**Practical performance 50%:**
This is based on the candidate’s ability to perform, coach and officiate in 4 different activities from at least 3 of the following groups:

- Games e.g. netball, hockey, rugby, football, rounder’s, cricket, tennis, badminton
- Swimming e.g. competitive swimming, life saving, personal survival
- Athletic activities e.g. track and field, cross country
- Dance – various styles
- Gymnastic Activities e.g. floor and vault work, tramp lining
- Outdoor and adventurous activities e.g. horse riding, orienteering

Pupils will be expected to join in a variety of activities and to learn to officiate and coach. They would be expected to attend team practices in their chosen activities.

**Analysing and Improving task 10%**
This involves the candidate choosing a skill from one of their chosen 4 activities and observing a partner performing it. They then design a 6 week programme to help them improve.

**Examination 40%**
This involves one paper of 1 hour 45 minutes consisting of short answer and structured questions based on the following topics:

- **Factors affecting participation** – skeleton and joints, muscles, the circulatory and respiratory systems, skill, motivation, social reasons for participation, school, social background and local and national facilities.
- **The relationship between health, fitness and practical activity** – components of fitness, factors affecting fitness, how to assess fitness, fitness training principles, training methods and training effects.
Edexcel BTEC Level 2 extended certificate in sport

Advantages
► Prepares young people for careers in the sports sector
► Motivates learners via applied learning and assessment
► Provides a progression route to advanced qualifications e.g. BTEC National in Sports Studies

Students study practical sports performance, the preparation necessary for sport and learn to plan coaching sessions, as well as a unit on the anatomy of a sports performer. A ‘hands on’ approach is used to develop knowledge and understanding. The Extended Certificate differs from the GCSE in the degree of practical application. Sporting ability is not assessed in terms of how good the performer is at sport or with a written exam but is concerned with how the individual can improve their performance, for example through improving skills, diet and fitness.

Module Structure and Units

Unit 1: The Body in Sport
1. Understand the skeleton and how it is affected by exercise
2. Understand the muscular system and how it is affected by exercise
3. Understand the cardiovascular system and how it is affected by exercise
4. Understand the respiratory system and how it is affected by exercise
Know the fundamentals of energy systems

Unit 2: Health, Safety and Injury in Sport
1. Know the different types of injuries and illnesses associated with sports participation
2. Be able to deal with injuries and illnesses associated with sports participation
3. Understand the risks and hazards associated with sports participation
Be able to undertake a risk assessment relevant to sport

Unit 4: Preparation for Sport (Specialist Unit)
1. Understand the fitness and lifestyle of an individual sports performer
2. Be able to plan a simple fitness training programme for an individual sports performer
3. Understand the nutritional requirements of effective sports performance
Understand the psychological factors that affect sports training and performance

Assessment
Assessment for the BTEC Extended Certificate in Sport is through the completion of assignments for each of the Units studied. These will include; written reports, poster presentations, producing leaflets and information cards, as well as demonstrating skills in practical scenarios. There is no final examination.

The BTEC Extended Certificate in Sport is graded Pass to Distinction with :-
- Pass = C
- Credit = B
- Merit = A
- Distinction = A*

New £6m Sports Centre Now Open
GENERAL PE IN YEARS 10 AND 11

Students in Years 10 and 11 take part in a variety of activities during the 4 periods a week devoted to PE.

During the Advent and Lent terms the girls focus particularly on netball and hockey, and the boys focus on rugby, with some football being played too. Later in the year we concentrate on athletics, cricket, rounder's and tennis.

Other activities pursued during lessons include volleyball, badminton, basketball and fitness. It is possible to pursue other activities such as swimming, tramp lining and dance through joining one of the many after school clubs.

Team practices are held at lunchtimes and after school and are open to all pupils. Matches take place after school and at weekends.

THE BODLEIAN SOCIETY FOR GIFTED AND TALENTED STUDENTS

We have some very gifted academics and talented arts and sports students. These students are recognised by the school and are part of the Bodleian Group. This group meets every half term and undertakes a programme of varied events, giving the students the chance to enrich and extend their studies and to gain from the experiences of the older students. Activities may include visits, outside speakers or activity days.

At QE we give the students the chance to be challenged and the chance to explore their diverse gifts and talents. Some of our students are registered with the National Academy for Gifted and Talented Students and will have the opportunity to take part in national summer schools held at universities around the country.

Our regional and national sporting representatives also have our support and are able to amend their studies to include training or competitive commitments. We encourage our musicians and actors to look beyond the bounds of school to fulfil their potential.

At QE we mentor these students throughout their time with us and support and celebrate their achievements.
OCR GCSE – Gateway Science B
(Equivalent to 2 GCSEs)

In Years 10 and 11 students will take GCSE Science followed by GCSE Additional Science. Both examinations give a good preparation for the A Level Sciences.

The teaching modules are shown below:

The assessment of GCSE Science is flexible; unit examinations will be available each January and June. Candidates can resit examinations. Each GCSE contains 33% Skills Assessment Units. These are Can-do tasks and Science in the News for the Science GCSE, and Science Research topic, Data Task and Practical Skills for the Additional Science GCSE.

**GCSE Science**
B1 Understanding ourselves, B2 Understanding the environment  
C1 Carbon chemistry, C2 Rocks and minerals  
P1 Energy in the home, P2 Living for the future

**GCSE Additional Science**
B3 Living and growing, B4 It’s a green world  
C3 Periodic table, C4 Chemical economics  
P3 Forces and transport, P4 Radiation for life

**Single Science**

Those students working at a high level will be offered the opportunity to take single science GCSEs in Biology, Chemistry and Physics

**GCSE Biology**
B1 Understanding ourselves, B2 Understanding the environment  
B3 Living and growing, B4 It’s a green world  
B5 The living body, B6 Beyond the microscope

**GCSE Chemistry**
C1 Carbon chemistry, C2 Rocks and minerals  
C3 Periodic table, C4 Chemical economics  
C5 How much? C6 Chemistry out there

**GCSE Physics**
P1 Energy in the home, P2 Living for the future  
P3 Forces and transport, P4 Radiation for life  
P5 Space for reflection, P6 Electricity for gadgets

GCSE sciences are graded A* - G
Edexcel BTEC Level 2 Extended Certificate in Applied Science

Faculty students may choose to follow the BTEC Applied Science Course.

The assessment of BTEC Science is 100% coursework, completed throughout the course; there are no exams.

The units covered are:-

Unit 1: Chemistry and Our Earth
Unit 2: Energy and Our Universe
Unit 3: Biology and Our Environment
Unit 4: Applications of Chemical Substances
Unit 5: Applications of Physical Science
Unit 6: Health Applications of Life Science

The qualification is equal to 2 GCSEs.

BTEC Applied Science is graded Pass to Distinction with:
- Pass = C
- Credit = B
- Merit = A
- Distinction = A*
How To A Great Deal Of Money On Your School Fees

Advance Fee Payment Scheme Could Save You Anything Between £1,000 Up To £40,000

The Collegiate Trustees wish to draw to your attention the opportunity that exists to make payment of all, or part, of the School fees by means of a lump sum advance payment. In this way you can save substantial amounts of money. The QE Scheme is competitive and the rates of discount offered are kept under frequent review. Moreover, since its use helps the Collegiate, it indirectly benefits both present and future generations of Ethulburgian’s. The scheme is administered separately from other Collegiate accounts. Funds paid into the scheme are invested in British Government or other fixed interest British Treasury arrangements which guarantee both interest payments and capital redemption. Further details of the scheme are covered in the question and answer format that follows. Any person may pay an advance fee payment if the child in question is already attending one of our Schools or is registered to attend at some future date. Please ask our Registrar’s Admissions Department for further details.

**Question** Can any person pay an “Advance Fee Payment”?

**Answer** Yes. An “Advance Fee Payment” may be paid by parents, grandparents, guardians or any other person, company, firm, partnership or Trust able to help a child’s education.

**Question** So my Company can make a payment?

**Answer** Yes. Your own Company Accountant or Financial Advisors will be able to tell you if this is deductible against your Company Tax but we can send the Invoice to absolutely anyone. We can accept payment in virtually any currency from any Country in the World. This can be useful for people living overseas who have problems making several overseas bank transfers per year. One payment transfer can often be very beneficial to them.

**Question** How much money do I need to have available?

**Answer** This depends on when the money is paid, for what period in advance you wish to pay for, the age of your child and whether they are a day pupil or a boarder. Each case is different. Ask our Accounts Department, to work out some, no obligation, figures for you. If you have a particular amount of money in mind let them know and they can see how long this can provide cover for and what is the total amount of savings it will bring you.

**Question** Can the conditions be changed once the “Advance Fee Payment” has been paid?

**Answer** Normally no changes in the conditions of the contract can be made. However, the Collegiate does reserve the right to vary the conditions in the event of there being some change in the law. In such a case the Trustees would make every effort to ensure that subscribers to the scheme did not suffer any financial loss.

**Question** What does the “Advance Fee Payment” provide?

**Answer** It secures fees at a given rate per term for anything normally between one year and five years. The arrangement can just be for the basic fees or it can be wider, at your choice, to include other things such as extras and uniform etc. The further ahead you pre-pay fees for, the bigger the “discount” given. There is no minimum or maximum period - you decide.

**Question** Are there circumstances in which the “Advance Fee Payment” may be repaid?

**Answer** If a child leaves the school prematurely we simply re-work the calculation for the period they have been with us and you are refunded the balance. To this will be added simple interest (at the rate notified when the contract was signed) for each complete year since the date of payment. It is important, however, that proper notice must have been given, otherwise one term’s fees may be deducted from the refund; also, any fees/extras outstanding at the time will be deducted from the refund.

**Question** What about fee increases that happen each year?

**Answer** We can estimate future increases and you can thus freeze the price. If fees actually go up more than we estimate for coming years you pay no more. If they go up less, the difference is re-credited to your scheme! This is one of the attractions of the Scheme - the ability to protect against large and unexpected increases in fees in coming years.

**Question** What is the position if my child is receiving some form of Scholarship, Award or Bursary?

**Answer** Fear not. Full allowance is made of any remissions you are currently entitled to. It simply means you need to make a smaller “Advance Fee Payment”. When we work out the amount needed we show you the full calculation so you can see quite clearly how the figure you need to pay has been arrived at and the amount of the savings you will make.
Question: Why is now a good time to make an “Advance Fee Payment”
Answer: When you start your Scheme the “deal” becomes fixed, so if the “discounts” offered at another time are lower you do not loose out. When deciding what “discounts” should be applied, the Trustees look at current and predicted long term; interest rates, inflation and the future costs of them providing independent education. The Trustees believe that the “discounts” currently being offered under the QE “Advance Fee Payment” Scheme are as high as they are ever likely to be and that in future they are likely to be considerably less.

Question: Why else is this Scheme attractive?
Answer: There can be many reasons. We had, for example, a father who, aware he had a terminal illness, wished to ensure he provided sufficient money whilst he was able to control what his money was spent on. In this case he wanted to cover absolutely everything until the child left QE, so provided for basic fees, extras, uniform, trips - even pocket money.

Grandparents, anxious to ensure their grandchild receives a first class independent education can forward pay all the necessary fees.

The QE “Advance Fee Payment Scheme” can for example be used as part of a divorce settlement where one party, or the other, wishes to ensure that independent school fees will be paid regardless of a change in circumstances or some reduction in willingness to carry on with something agreed previously.

In all the circumstances above the contract can be very specific as to who would receive any repayment if a repayment was due. In this way parents, relatives or others, can ensure the money they wish to give to provide for independent education is not diluted or spent on other things, even if they are no longer around to be able to intervene.

Question: What sort of “discounts” can I expect?
Answer: If you pre-paid boarding fees for the next several years ahead the “discount” applied to your scheme keeps rising from 2.5% for the first term up to a maximum of 50% per term. For example for a child who is a boarder, starting in Year 7 and going through to complete Year 13, you could possibly expect to save anything up to £40,000 compared to what you might expect to pay in total, paying one term at a time.

Question: In the event of the “Advance Fee Payment” securing more fees than are required, may the excess be applied to a brother / sister with us?
Answer: Yes.

Question: What if at a later date my child switches from being a day pupil to being a boarder or vice versa?
Answer: If you know that this is likely, for example, your child might be a day pupil up until the last two years of 6th Form - Year 12 and Year 13 - and then wish to be a boarder before going off to University, then this can be taken into account from the start when calculating the amount of money needed. If it is an unexpected change of circumstances then either you would need to pay more into your Scheme or you become due a refund.

Question: How quickly do I need to decide?
Answer: You take as long as you wish. However be aware the “discounts” applied can change from month to month. The “discounts” applied to you will be fixed at the time you enter the Scheme. When we give you your official quotation calculation we guarantee the “discounts” for a period of one month. Thereafter they may be subject to change. If you join the Scheme before the expiry of the one month you enjoy the guarantee that the “discounts” will be maintained at the quoted rate for the duration of your pre-paid time. If you join the Scheme later when “discounts” may be lower then your Scheme will utilise the lower “discounts” for its duration. At the present time the Trustees are very confident that the current “discount” rate will be the highest it is ever likely to be and that in the near future they are very likely to be reduced.

Question: Are payments subject to inheritance tax?
Answer: Private UK payments made from capital for education are usually wholly exempt from inheritance tax if they are made by the child’s parent or person responsible for their education and maintenance. Payments made by grandparents and others are exempt provided the donor survives for 7 years, and are subject to reduced rates of tax if he or she survives for more than 3 years. In addition, certain gifts are exempt from tax whether or not the donor survives for 7 years, namely the first £312,000 of gifts made at death or during the previous 7 years. As UK taxation rules constantly change, and if you wish to use this Scheme to reduce your potential inheritance tax charge upon your death, you should seek the independent advice of a qualified professional Financial Advisor. Many people have utilised such “Advance Fee Payment” Schemes for just this purpose of tax savings and of course get the huge added benefit of the big “discounts” which are also made.

Question: Are there set times when I can join the Scheme?
Answer: No you can start at any time during the year and this applies to both Senior and Junior Schools.
Y10 Option Preference Form 2010-12

Making option choices:
► Talk to your teachers and parents about which pathway to take and then complete either the QE College pathway or the QE Faculty pathway.
► Indicate your first choice subject in each column by writing ‘1’ in the box alongside your choice.
► Make a second choice, by writing ‘2’ in the box alongside the subject.

QE College pathway
(College students may choose a maximum of one vocational Certificate course.) **Additional Maths is at AS level.
Certificate courses are printed in red and are worth 2 GCSEs

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<thead>
<tr>
<th>Option A</th>
<th>Option B</th>
<th>Option C</th>
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<tbody>
<tr>
<td>Business Studies</td>
<td>Art and Design</td>
<td>Additional Maths**</td>
</tr>
<tr>
<td>Drama</td>
<td>Business Studies</td>
<td>Design Technology</td>
</tr>
<tr>
<td>EAL</td>
<td>EAL</td>
<td>Geography</td>
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<tr>
<td>French</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>Geography</td>
<td>Home Economics</td>
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<td>Spanish</td>
<td>Physical Education</td>
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<td>Photography</td>
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<tr>
<td>BTEC Extended Certificate in Sport</td>
<td>National Award in Business</td>
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</table>

QE Faculty pathway
* Certificate courses are printed in red and are worth 2 GCSEs

<table>
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<tr>
<th>Option A</th>
<th>Option B</th>
<th>Option C</th>
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<tr>
<td>Business Studies</td>
<td>Art and Design</td>
<td>Academic Mentoring and Study Skills (AMSS) with</td>
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</table>
Which Is The Only Collegiate In The United Kingdom That...

awards Scholarships and Bursaries worth over £2 million every year and where you can...

start at 11 years and, in the Sixth Form, have a choice of 22 ‘A’ Levels, international Baccalaureate, BTEC Vocational Career Subjects, Equestrian BHSAI and Leith’s Cookery,

and where the boarding accommodation is considered by many as the best quality in Europe, the days fees the most competitive in the region and...

where the schools have invested over £65 million in new teaching resources and...

where students gain academic results well above the national average, with a history of the college being a Sunday Times Top UK School for GCSE and A-Level results?

The Collegiate Foundation

Queen Ethelburga’s
Academy ~ College ~ Faculty ~ School

Chapter House Preparatory School

Thorpe Underwood Estate
York. YO26 9SS. England

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www.EducateUK.org

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