



Queensbury Academy
Year 9 Curriculum Booklet
Year 8 Options



The purpose of the booklet is to give students and parents an understanding of the curriculum experience we have designed here at Queensbury and to help with students choosing their curriculum options for next year.

If you do need any more information or help with choosing options, then please refer to the contact list below:

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A Curriculum Designed for Success

At Queensbury, we offer a curriculum experience that is designed to recognise the talents of the students here and to help them progress from the Academy with excellent options available to them. We also ensure that our curriculum experience, through lessons and throughout our pastoral system, helps students become well rounded individuals who are confident and resilient in life. Our new Year 9 curriculum is designed to ensure our students have a broad education, a wide range of experiences, and are prepared to choose and begin their subjects for GCSE study in Years 10 and 11.

We are proud of how we achieve these aims through our curriculum design which offers:

- A broad range of subjects, completing the National Curriculum
- A wide range of subject choices to inspire all students and which have clear progression pathways from studying them
- Subjects are initially not in blocks to help avoid restrictive choices
- Extra time to English and mathematics to maximise outcomes
- An opportunity to try new subjects in Year 9 before making definite choices for GCSE
- SEAL (Social and Emotional aspects of Learning) included in tutor time in addition to a discreet Life Skills lesson to develop the whole child



Our new Year 9 curriculum model

We are changing our Year 9 curriculum, in line with advice and guidance from the Department for Education, to ensure our students receive a broad education, are able to make informed choices for GCSE, and have the knowledge and skills to begin GCSE studies proper in Year 10.

We regard Year 9 as a transitional year, bridging the gap between Key Stage 3 in Years 7 and 8, and Key Stage 4 in Years 10 and 11. Our aim is that, in Year 9, our students will complete the National Curriculum, develop their knowledge and skills to be GCSE-ready, and also have an opportunity to sample any new or different subjects that they have not done previously.

With this in mind, **English, Mathematics, and Science** are **core** subjects for all students, as they will be in Years 10 and 11. **Life Skills** and **Physical Education** are also compulsory subjects for Years 9, 10 and 11, however they will not be GCSE qualifications in Years 10 and 11.

In addition, all Year 9 students will study the following subjects, to ensure that all **National Curriculum Foundation Subjects** are completed: Art, Computer Science, Ethics & Philosophy, Geography, History, Music, Performing Arts, at least one language, and at least one technology subject.

Our students will then be able to choose **four** subjects:

- ◆ At least one Language (French or German)
- ◆ At least one Technology subject (Food, Graphics, Resistant Materials, or Textiles)
- ◆ Two other subjects from the list below

Students may choose to do additional work in some compulsory subjects that are of particular interest to them, for example Art, Dance, Drama, Ethics & Philosophy, Music, and Science. Indeed this may be a requirement to study that subject at GCSE. Please ask subject staff for more details.

The full list of subjects on offer for Year 9 reads as follows:

Art	Business Studies	Dance
Drama	Ethics & Philosophy	Health & Social Care
Media	Music	PE Theory
Science additional	Second Language	Second Technology

Students should also make **two reserve choices** in case his/her main choices are not possible.

Information about these subjects is included in this brochure.



Our Options Evening marks the beginning of the first stage of students choosing their options for Year 9, and then Years 10 and 11.

Choosing subjects for Year 9

1. Attend Options evening on **Thursday 5th March**
2. Discuss options with tutor, teachers, parents/carers
3. Complete options form with **four choices, ranked in order** of 1st choice, 2nd choice etc. Make sure your choices include **at least one language** and **at least one technology**. Add **two reserve choices**.
4. Ensure your form is signed by you and your parent/carer
5. Return completed option form to tutor by **Friday 13th March**

Choosing subjects for Year 10

In approximately twelve months' time, our students will have the opportunity to refine their subjects further as they choose the **four** subjects he/she will study for Years 10 and 11, leading to GCSE or equivalent qualifications (in addition to the core subjects of **English Language, English Literature, Mathematics, and Combined Science** (two GCSEs).

At least one of the four choices must be an EBacc subject: **Computer Science, French, Geography, German, or History**. We shall encourage many students to complete the full **English Baccalaureate**: English, Maths, Science, a language (French or German), and a Humanities subject (Geography or History).

In order to study a subject in Years 10 and 11, students should have studied it in Year 9. Students considering Triple Science for GCSE should choose the additional science option in Year 9. Similarly, potential Art, Drama, and Music GCSE students should choose these in Year 9.

Our aim is that, based on our Year 9 curriculum, our students will be able to make informed choices about their courses for Years 10 and 11.

In addition, all students will take statutory non-examined subjects in Years 10 and 11. These are Ethics & Philosophy, Life Skills, and PE.

Choosing Options

Students should choose at least two reserve choice as we cannot guarantee their choices will be possible, even though the majority of students will have their first choices accepted. The reasons why an option choice might not be possible is that there are not enough students who have opted for the course, there are too many students who have opted for it, or a certain combination of subjects does not prove possible. In such cases, we will look at a number of criteria to ensure each student is on the best possible courses, including students' order of preference and how the student has showed an aptitude for the subject and a positive attitude towards their studies in this area. If it is not possible to allocate a student to his/her reserve choice he/she will be contacted by Mr Tate.



Negative reasons for choosing your subjects

- Choosing a subject just because your friend is doing it - the subject might not suit you and you may not be in the same class anyway.
- It's new and you're not sure what it's like but you hope it might be good. Pick a subject for positive reasons, not just because you can't think of anything else and find out something about it first.
- You like the teacher you've got this year and you'd really like to work with them next year— you may get a different teacher or your favourite teacher may leave.
- The subject looks easy—all subjects challenge in different ways and require consistent, hard work for you to make best progress

Positive reasons for choosing subjects

Build upon success:

- Choose subjects in which you feel you will do well.
- Use your current performance and feedback from staff to help you make an informed choice.

Go for motivation:

- Choose subjects which interest you. You are then likely to work hard and do well.
- Choose subjects for Year 9 that you may want to study in Years 10 and 11.

It is possible to change course but usually only up to half term. After this date there would be too much work to catch up on.



As in Years 7 and 8, progress sheets will report number grades, rather than letters. This naturally leads on to the new number grade system at GCSE, introduced by the Government in recent years. The table below shows how each of the new grades relates to the old grades, and also how progression could be tracked from Years 8 and 9, through to the end of Year 11:

New Grades	Old Grades	End of Y9 grade	End of Y8 grade
9	A*+	6	5
8	A*	5/6	4/5
7	A	5	4
6	B+	4	3/4
5	B-/C+	3/4	3
4	C	3	2
3	D	2	1/2
2	EF	1/2	1
1	G	Tr	Tr

A **grade 5** is considered by the Department for Education as a good pass. A **grade 4** is **currently** an acceptable pass for most post 16 education institutions and employers although some subjects do require a student to gain a 5 in their subject to continue to A level.

To gain the **EBACC (English Baccalaureate)** group of qualifications, students would be required to gain a grade 5 in English, Mathematics, Science, Humanities (Geography or History) and a Modern Foreign Language (eg. French). Whilst some other schools enforce all students to take the EBACC we believe at Queensbury that students should have an opportunity to take the full EBACC but should not be made to. However, we do encourage many students to do so as we believe it enhances their opportunities for future academic study.



Course Description:

Art in Year 9

Art and Design encourages an adventurous and creative approach to the subject. Art is often about problem solving and will have a positive impact all aspects of your studies. Through studying Art, you will be exposed to a variety of artists and designers from different times and cultures, expanding your understanding of the world around you, as well as experimenting with different techniques and media.

Core Art

During year 9 all students will follow a core programme of study in Art and Design. You will be taught to develop your creativity and ideas, and how to successfully produce creative outcomes. You will develop a critical understanding of artists, designers and cultures, responding to their work and using your understanding of their work to inform your own. You will be taught to use a range of techniques and media to record your observations both in and outside of sketchbooks and to increase your proficiency in the handling of different materials.

Option Art

If you opt for Art you will be choosing to study the subject in more depth, giving you excellent preparation for the GCSE course in years 10 and 11. During this year you will cover a range of art disciplines including basic printing and collage techniques, 3D making processes as well as a range of 2D drawing and painting skills. All project work is underpinned by the study of other artists and cultures, and this research will inform and develop the work being done in class.

The course is suited to students who are genuinely interested in the subject, who are hard working and up for a challenge. The work itself is fast paced and deadlines are set to encourage independent working and learning. Students benefit from the diversity and creative freedom this offers.

There are many careers within the creative industries which require or will benefit from the study of Art. These include the following:

Artist, Graphic Designer, Advertising, Fashion and Textile Design, Computer Game Design, Interior Design, Art Restoration, Illustrator, Museum and Gallery Work, Community Artist, Art Therapy, Concept Artist for Film and TV, Animation, Product Design, Theatre and Costume Design, Makeup Artist, 3D Model Maker, Digital Effects, Art Education etc.

GCSE Art and Design

Most students opting for Art in year 9 will then go on to study a GCSE in Art and Design in years 10 and 11. This course will build on what was learned in year 9, strengthening skills and abilities, and reinforcing the creative process through a range of coursework units on a variety of themes. These units become increasingly open ended as the course progresses, as students are given the skills to translate their ideas into finished outcomes.

During the course you will be taken on visits to different galleries and museums to work firsthand from the work of artists and craftspeople. You will also be given the opportunity to exhibit your own work at the end of the course in our lively Summer Exhibition.

The course consists of two units. The coursework portfolio is worth 60% of the overall grade, with the remaining 40% coming from the final exam in year 11, which consists of a 10 hour timed test plus preparatory studies, created during a 12 week period prior to the exam.

Contact Details (for further information):

Mrs McCabe



Course Description:

The GCSE Business course will introduce students to a whole range of Business concepts, helping them to discover that Business is not just a theory based subject, and they will gain an understanding about businesses and the way they operate in today's society. They will learn about how businesses are organised and the impact that they have on stakeholders. They should be able to answer questions about the best location for a business and whether a business should grow. In addition students will have the opportunity to develop a practical set of key skills, including problem solving and decision making and interpreting and analysing data.

The course also covers the four functional areas of Human Resources, Marketing, Finance and Operations. Throughout this course, students by participating in discussions, completing exam questions and applying their knowledge to given scenario, will be encouraged to develop a practical understanding of Businesses on a Local, National and Global scale. This will enable them to develop knowledge, skills and understanding which will help them gain employment in this, or a related, sector. In year 9, students will be introduced to some of the key concepts needed for success on the course and will undertake projects to explore these further.

Units of Study:

Business 1

Students will gain an understanding of Business Activity, Marketing and People. They will learn about the concepts of business planning, the role of aims and objectives and also stakeholders. They will also learn about why businesses grow. The role of market research is also explored along with what makes an effective marketing mix. Finally students will learn about recruitment and selection, motivating employees and the importance of training.

Business 2

Students will gain an understating of Operations, Finance and Influences on Business. They will learn about the concepts of consumer law, the importance of quality and location and the sales process. They will also learn about how businesses are financed, profit and loss and cash flow. Finally students will learn about the importance of being ethical and how globalisation and the economic climate impacts on business actions.

Assessment Details:

Successful students will achieve a GCSE grade 9-1. Both Business 1 and 2 are externally assessed at the end of the course.

Students will sit 2 written exams worth 50% of the total GCSE each. Each paper is 90 minutes in length.

The assessment methods used include; multiple choice questions and both short answers and extended writing based on case material

Contact Details (for further Information):

Miss L Hunton



Course Description:

Students will continue to explore the basic elements of computer science—hardware, software, data and data processing, networks and networking, algorithms and programming. Students will continue to develop their understanding in these areas. They will work towards an understanding of the course content for the GCSE option for years 10/11. Students will be given the chance to understand what will be required for the study of computer science at GCSE.

Units of Study:

01 Computer systems: This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.

02 Computational thinking, algorithms and programming: This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging learners to apply this knowledge and understanding using computational thinking. Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic and data representation. Learners will become familiar with computing related mathematics.

Contact Details (for further information):

Mrs McQuade



What will I study and do?

Throughout the GCSE Dance qualification, you will develop an understanding of Choreography, Performance and Appreciation. The course is comprised of two components giving you the opportunity to perform dances as well as choreographing your own work, both as a soloist and as part of a group. Professional works are integrated throughout the course demonstrating the key techniques and principles which you will learn and demonstrate during class-based tasks.

How will I be assessed?

The course is 60% practical with a 40% written examination.

Component One: Performance and Choreography

30% Performance - Two solos (approx. 1.30mins)

- Duet/Trio (3-5mins)

30% Choreography - Solo (2-2.5mins) or group (3-3.5mins)

Component Two: Dance Appreciation 40%

Section A - Choreographic processes and performance skills

Section B - Critical appreciation of your own work

Section C - Critical appreciation of professional works

(1 hour and 30 minutes written paper)

What jobs and careers can this lead to?

The GCSE Dance course enhances transferable skills such as self-confidence, independent learning, self-presentation, personal discipline, communication skills, collaborative skills, time management, analytical skills and organisational skills. The careers this course can lead to are: Performer, Choreographer, Stage Director/Manager, Freelancer, Teacher and Theatre Front Of House/Back Of House/Manager

To follow this course you will need to wear the Dance uniform which is:

- Dance top
- Black leggings
- Black tracksuit bottoms
- Girls should wear appropriate supportive clothing/undergarments

Contact Details (for further information):

Ms S Bolton



Design & Technology (Food Preparation & Nutrition)

Course Description:

In Year 9, students will begin to learn the skills and theory necessary to cook various dishes throughout the year. Students will follow recipes that are set by the teacher, but there will also be opportunity for free choice in order for students to enhance their skills further. Theory will involve learning about food nutrition & health, food science, food safety and food provenance.

In Year 10, students will continue to build upon knowledge gained in Year 9 in order to further develop their skills. Theory will be taught alongside practical skills, with a strong emphasis on food science; Year 10 lessons will focus on preparing students for the requirements of GCSE coursework and exam theory.

Year 11

The GCSE Food Preparation and Nutrition course sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

The topics are:

1. Food, nutrition and health; Food science; Food safety; Food choice; Food provenance

Food Preparation and Nutrition is a practical course but students have to produce a written Coursework folio, which together with exam preparation make up the majority of the GCSE.

Students studying GCSE Food Preparation & Nutrition will be expected to provide ingredients as and when required.

The new qualification is modern and relevant, so students can learn about contemporary technologies, materials

Assessment Details:

Food Nutrition and Preparation GCSE is made up of the following:

Written exam: 2 hours

Non-exam assessment (NEA)

Task 1: Food investigation (30 marks). Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Practical investigations are a **compulsory** element of this NEA task.

Task 2: Food preparation assessment (70 marks). Students' 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 three hours, planning in advance how this will be achieved.

How it's assessed

Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included

Contact Details (for further information):

Mrs V Cinato



Design & Technology (Graphic Design)

Course Description:

Year 9 will involve exploring key concepts in Graphic Design in order to learn about graphic skills and knowledge, to enable students to produce own graphic products.

Key knowledge/skills:

- Identify and experiment with graphic design components.
- Learn about graphic designers, their work and working in the industry.
- Work to graphic design briefs, refining and selecting ideas.
- Form a graphic design portfolio and explore creative direction.

Students studying GCSE Design and Technology will be expected to be equipped with basic drawing equipment.

V Certs are a suite of high quality technical qualifications which are appropriate for pupils who are motivated and challenged by learning through hands-on experience and through content which is concrete and directly related to those experiences. The NCFE Level 1 and Level 2 Technical Awards in Graphic Design are designed to provide pupils with the skills, knowledge and understanding of graphic design as form of visual communication.

Years 10 & 11

Units of Study:

What's assessed

Level 1 and Level 2

Unit 1 - Introduction to graphic design Internally assessed and externally assessed

Unit 2 - Graphic design practice Internally assessed and externally assessed

Unit 3 - Responding to a graphic design brief Internally assessed and externally assessed

Unit 4 - Graphic design portfolio Internally assessed

Assessment Details:

Qualification Title

- NCFE Level 1 Technical Award in Graphic Design
- NCFE Level 2 Technical Award in Graphic Design
- Total Qualification Time (TQT) 190 hours
- Guided Learning Hours (GLH) 120 plus 10 hours for the external assessments

To be awarded the NCFE Level 1 or Level 2 Technical Award in Graphic Design, pupils are required to successfully complete four mandatory units for each qualification. Pupils must also achieve a minimum of a 'Pass' in the external assessment.

Contact Details (for further information):

Mrs V Cinato



Design and Technology (Textiles or Resistant Materials)

Course Description:

If students choose to study Design and Technology, they will choose which material area they would like to focus; Textiles or Resistant Materials.

In Year 9, students will begin to learn the skills and theory necessary to undertake various design and manufacturing projects throughout the year. They will learn about design concepts, design development, methods of production, manufacturing techniques, materials, CAD/CAM, and various social/moral/environmental/sustainable issues that affect the design/manufacturing industry.

Year 10

Students will continue to build upon knowledge gained in Year 9, and further develop their design and manufacturing skills. Theory will be taught alongside various design/manufacturing projects; Year 10 lessons will focus on preparing students for the requirements of GCSE coursework and exam theory.

11 GCSE: 50% Coursework (NEA) and 50% exam

Students in Year 11 will focus on completing a portfolio of work for their NEA (Non-exam assessment), alongside exam theory. They will be required to make a product, for a chosen market, based on a design task set by the exam board. The final exam will cover the theory elements taught in Years 9/10/11.

Students studying GCSE Design and Technology will be expected to be equipped with basic drawing equipment.

The new GCSE places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

Units of Study:

- Core technical principles
- Specialist technical principles
- Designing and making principles

Assessment Details:

Design and Technology GCSE is made up of the following:

50% exam (**maths and science knowledge contributes 15%**).

50% non-exam assessment (NEA), one practical activity

Contact Details (for further information):

Mrs V Cinato



What will I study and do?

You will study acting, devising, physical theatre, improvisation, as well as the study and performance of text, which forms the body of this GCSE examination course. It will be of benefit if you enjoy acting, theatre, creating imaginative situations, writing and performing dialogue. You will gain confidence and communication skills as you explore and interpret ideas in a predominantly practical way.

How will I be assessed?

The course is 60% practical with a 40% written examination.

Component One: Understanding Drama

40% written paper that is 1 hour and 45 minutes. This examination explores knowledge and understanding of drama, study from a set play and analysis/evaluation of a live theatre performance.

Component Two: Devising Drama (practical)

40%. This unit allows students to devise their own work in groups based on a stimulus given to them. There is a coursework element to analyse and evaluate.

Component Three: Texts in Practice (practical)

20%. Students perform two extracts from one play and are assessed on their performance skills.

What jobs and careers can this lead to?

The GCSE Drama course enhances transferable skills such as self-confidence, independent learning, self-presentation, personal discipline, communication skills, collaborative skills, time management, analytical skills and organisational skills. The careers this course can lead to are: Performer, Director, Stage Manager, Freelancer, Teacher, Theatre: Front Of House/Back Of House/Manager and Set/Costume/Lighting Designer/Technician.

Contact Details (for further information):

Ms S Bolton



Course Description:

The new GCSE English Language course is linear and assessed by 100% exam. There are no tiers of entry for this qualification, so all students will sit the same papers.

The course will equip students of all abilities with the skills they need to read, understand and analyse a wide range of fiction and non-fiction texts from the 19th, 20th and 21st Century, as well as to write clearly, coherently and accurately for a variety of purposes. They will learn how to interpret both implicit and explicit meanings in their reading and to make accurate and effective use of spelling, punctuation and grammar in their writing.

In addition, all students will complete a speaking and listening unit, which is comprised of a single assessed presentation, including response to questions and discussion.

Units of Study:

Paper 1: Explorations in Creative Reading and Writing, investigates at how writers use narrative and descriptive techniques to engage the interest of readers and asks students to use some of those techniques to create their own piece of narrative or descriptive writing.

Paper 2: Writers' Viewpoints and Perspectives, looks at how different writers present a similar topic over time. They will look at comparing viewpoints and using some of those techniques to present their own piece of formal crafted persuasion in response to a prompt.

Assessment Details:

Paper 1: Explorations in Creative Reading and Writing

Written exam: 1 hour 45 minutes, 80 marks, 50% of GCSE.

Section A: Reading – an extract from one modern literature fiction text followed by a series of questions and tasks.

Section B: Writing – an extended piece of descriptive or narrative writing in response to a prompt.

Paper 2: Writers' Viewpoints and Perspectives

Written exam: 1 hour 45 minutes, 80 marks, 50% of GCSE

Section A: Reading – extracts from one modern non-fiction text and one 19th Century literary non-fiction text followed by questions and tasks.

Section B: Writing – a formal piece of crafted writing to presenting a viewpoint.

Contact Details (for further Information):

Miss M Hart



Course Description:

The new GCSE English Literature course is linear and assessed by 100% exam. There are no tiers of entry for this qualification, so all students will sit the same papers. All assessments are closed book.

This course will allow students to respond to a range of prose, poetry and drama texts critically and perceptively, selecting and evaluating relevant textual detail to illustrate and support interpretations. They will be encouraged to explore how language, structure and form contribute to writers' presentation of ideas, themes and settings. In addition, students will develop the ability to make comparisons between texts, as well as to consider them in their social, cultural and historical context. They will also build on their ability to write accurately using Standard English

Units of Study:

Paper 1: *Shakespeare and the 19th Century Novel* Students will study two texts in class exploring how writers use language and structure to present characters, themes and ideas.

Paper 2: *Modern Texts and Poetry* Students will explore how a group of poems presents a range of ideas on a linked topic (power and conflict). In addition, they will be able to explore how a modern text uses language and structure to present ideas about character, theme and context.

Assessment Details:

Paper 1: Shakespeare and the 19th-century novel

Written exam: 1 hour 45 minutes exam, 64 marks, 40% of GCSE

Section A Shakespeare: Students will answer one question. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-Century novel: Students will answer one question. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole

Paper 2: Modern texts and poetry

Written exam: 2 hour 15 minute exam, 96 marks, 60% of GCSE

Section A: Modern Texts: Students will answer one essay question from a choice of two on the text they have studied.

Section B: Poetry: Students will answer one comparative question on one named poem and one other poem from the *Power and Conflict* poems

Section C: Unseen Poetry: Students will answer one question on each of two unseen poems and one comparative question.

Contact Details (for further information):

Miss M Hart



Course Description

There are two core components to the course. The first is the study of beliefs, teachings and practices of Christianity and Judaism. The second is the study of key themes which include relationships and family; religion and life; the existence of God and revelation; and religion, peace and conflict. These themes are all studied from a range of religious and non-religious standpoints, with specific reference to Christianity.

GCSE Assessment and Course Content:

Paper 1: Written Examination: 1 hour 45 minutes - 50%

Christianity: beliefs and teachings
Christianity: practices
Judaism: beliefs and teachings
Judaism: practices.

Paper 2: Written Examination: 1 hour 45 minutes - 50%

Relationships and family
Religion and life
The existence of God and revelation
Religion, crime and punishment
Religion, peace and conflict.
Religion, human rights and social justice

Progression and Careers

GCSE Religious Studies develops a range of transferable skills for progression. Students will develop analytical and critical thinking skills to enable them to present a wide range of well-informed and reasoned arguments, useful in other subjects as well as life beyond the classroom. It prepares people particularly well for A Levels in other Humanities and Social Sciences.

Religious Studies is well known as providing excellent preparation for any job that involves working with people, important issues in people's lives, and the rights of different people. As such, Religious Studies often leads people into social, charity and community work; human resources and personnel; as well as being extremely useful in Law and Medicine.

Contact Details (for further information):

Mrs L Ogunbiyi



Course Description:

Through the study of languages students can learn to understand and appreciate other cultures and learn how to play their part as a citizen in the world community. Learning a language provides a wider choice of careers from which to choose as well as helping to secure an offer from a Russell Group university. Areas in which having a language qualification is beneficial include: Journalism and the Media, Law, Engineering, Business and Marketing, ICT, Sport and Leisure, Travel and Tourism, Customer Services, Border control, Customs and Exercise and the Diplomatic Service and teaching in both industry, schools and universities.

The course builds on Key Stage 3 study and prepares students for further study at Advanced Level. We use a variety of course books and resources including authentic materials and French film/music which prepare students for GCSE French. We also offer residential trips in KS4 so that students can practise their oral skills and immerse themselves in the culture. They learn to understand and provide information and opinions about a wide range of topics relating to their own experiences and that of other people,

including people in countries/communities, where French is spoken.

Units of Study:

The Edexcel GCSE course provides students with the opportunity to study topics such as leisure, tourism, media, education and employment, customs and traditions, healthy living and environmental issues.

In class students will develop all four of the skills. Lessons include learning vocabulary, translation, individual and group speaking, comprehension, grammar and written tasks.

In the summer of Year 11, students will take exams in speaking, reading, listening and writing.

There will be three speaking tasks (a role play, photo card discussion and conversation) and two written tasks (writing a letter/email or article) including translation.

Assessment Details:

The assessment is divided into:

Listening: 25%

Reading: 25%

Speaking - 25%

Writing - 25%

Contact Details (for further Information):

Miss S Ogunseitan



Course Description:

Geography helps you to make sense of the world around you. The course will give you the chance to get to grips with some of the big questions which affect our world and understand the social, economic and physical forces and processes which shape and change our world. This course offers students the opportunity to develop skills in the following areas: communication skills, graphical and cartographical skills, technological skills including ICT and GIS, interpersonal skills through debate and discussion, literacy and numeracy skills, problem-solving skills, entrepreneurial skills and awareness of career possibilities.

Units of Study:

We study a range of topics covering both Human and Physical aspects of Geography in the modern world. Physical Units. This is to build on the work from Year 7 and 8 and to prepare students for the GCSE course starting in Year 10.

The topics studied in Year 9 are centred around big questions linked to geographical themes:

The end of ice? - We will be looking at climate change and investigating the causes and potential consequences for the planet.

Are we on the verge of world war 3? - Students will investigate how conflicts over resources could be the reason for future world wars.

How many is too many? - In this unit students will learn about population growth and how this changes over time and between countries.

Are we too late for some ecosystems? - We will be studying global ecosystems and how they are being affected by human activities.

GCSE Geography

At GCSE students will study a combination of human and physical topics.

Physical topics—Coasts, Glaciation, weather, Ecosystems.

Human topics—Changing Cities, Global Development, Resource Management.

There is a fieldwork element to the course. Students will be required to undertake two days of fieldwork and will answer questions in the GCSE examinations on this.

Contact Details (for further information):

Miss Hudd



Course Description:

The Pearson Edexcel Level 1/Level 2 GCSE in German (9-1) allows students to develop their ability to communicate with German native speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of culture of German-speaking communities and countries. Students will need to develop and use their knowledge and understanding of German grammar progressively through their course of study

Subject aims and learning objectives

The aims and objectives of this qualification are to enable students to:

- Develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- Express and develop thoughts and ideas spontaneously and fluently
- Listen to and understand clearly articulated, standard speech at near normal speed
- Deepen their knowledge about how the language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- Be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- Develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- Develop language strategies, including repair strategies.

Units of Study:

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down in topics and sub-topics.

The five themes are : Identity and culture, Local area, holiday and travel, School, Future aspirations, study and work and International and global dimension

Assessment Details:

In the summer of year 11, students will take exams in speaking, reading, listening and writing.

There will be three speaking tasks: (a role play, a photo card discussion and a conversation) and two written tasks (writing a letter/email or article) including a translation

The assessment is divided into: Listening: 25%, Reading: 25%, Speaking - 25%, Writing - 25%

Contact Details (for further information):

Miss S Ogunseitan



Course Description

About the health and social care sector

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

Content Covered

- development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health
- process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing.
- attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practice applying them
- knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

Assessment

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

There is one external assessment, Component 3, it provides the main assessment for the qualification.

Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and related to a real-life situation. *Component 3: Health and Wellbeing* requires learners to apply performances skills and techniques in response to a brief and stimulus developing group performance workshop for a selected audience.

Contact Details (for further information):

Mr B Dumbleton



Course Description:

In year 9 we aim to finish the Key Stage 3 national Curriculum and to begin to prepare and study the AQA GCSE syllabus. Year 9 is very much a transition year from KS3 to GCSE

The KS3 element aims to finish the History of the 20th Century our end point being the essential teaching of the Holocaust and the explosion of the Atomic Bomb which marked a turning point in Human development and led to the origins of the Cold war

- KS3 The 20th century, new political ideas, key events and individuals and the causes and development of World War II.
- GCSE The American West c1840 to c1895; Expansion and Consolidation Paper 1 Section 1A period study

Each year we aim to enrich students' learning by organising a revision trip based on the Medicine unit (The Doctors' Show).

GCSE Units of Study in Year 9:

1). **The American West c1840 to c1895; Expansion and consolidation** This unit examines in depth the way in which the American West was settled and developed by various groups of people. (e.g. gold miners, Mormons and homesteaders) and the concept of Manifest Destiny, and the impact of this on the Native American peoples. Other topics include; the causes and impact of the American Civil wars, the destruction of the Buffalo, a study of various Indian Wars as well as an analysis of why the Plains Indians lost control of the Great Plains

GCSE Units of Study in year 10 and 11

2). **The Cold war 1945-1972; Conflict and tension;** this modern history unit focuses on the origins of the cold war between the USSR and USA in the aftermath of WWII. It takes a look at contributory factors that increased tension between the two sides such as the Berlin airlift, the Korean War, the Cuban missile crisis and the space and arms races culminating in a brief period of understanding known as détente.

3). **Medicine, treatment and public health across time 1100 to today;** You will ask questions such as: What was so good about Roman public health schemes? What did people believe caused the Black Death in 1348? Were there any medical breakthroughs in the Medical Renaissance? What were the problems with health in the nineteenth century? How did improvements in medicine and treatment come about in the twentieth and twenty-first centuries?

4). **Norman England 1066-1100.** A British depth study with a known Historic environment; This unit explores the conquest and subsequent reign of the Normans through the study of a building or sometimes a battle. The specific building/ battle changes each year and is used to extrapolate what life in this period was like and the nature of Norman rule in GB.

GCSE Assessment Details:

All units are examined topics.

American West c1840 to c1895	6 compulsory questions worth 40 marks
Cold war 1945-1971;	4 compulsory questions worth 40 +4 marks QWC
Britain Health and the People	4 compulsory questions worth 40 + 4 marks QWC
Norman England 1066-1100	6 compulsory questions worth 40 marks

Contact Details (for Further Information): Mr O'Rourke w45

Mr O'Rourke Head of History



Course Description

The Life Skills course across the key stages provide the opportunity for children to have dedicated time for their PSHEE (personal, social, health and economic education), Careers and Work-related learning, Active Citizenship education and Enrichment.

The purpose of Life Skills education at Queensbury Academy is to support our students to develop themselves as active citizens, who can fully engage in the diverse society of modern Britain. They study about their rights and responsibilities, democracy and politics, and the Law and have the opportunity to put these concepts into practice in an active way through participation in the Student Leadership Team and various student voice initiatives, charity community events and extra-curricular activities like the House competitions in which we are regularly involved. A key skill that is developed through the years is forming, expressing, justifying and debating views on important topical issues and current affairs.

Health education covers the important topics of Sex and Relationships Education (SRE), Drugs education topics, mental health issues, bullying, personal safety and First Aid. These themes are covered and developed as appropriate for each age group, building on prior learning to support our students to be able to make responsible and informed choices to stay healthy, live actively and with a sense of responsibility for themselves and others.

Queensbury Academy students study personal finance and careers education units in each of the Key Stages as part of our efforts to prepare our students fully for the world of work and financial responsibility that awaits them.

Recent Enrichment opportunities have included:

Chelsea's Choice - child exploitation play; We Day Education Assemblies; First Give assembly; Equality group delivering assemblies on internet safety and anti-bullying message.

Contact Details (for further information):

Ms E Woodward



Course Description:

The GCSE Mathematics course builds upon the KS2 and 3 work completed at primary schools and at Queensbury. The course aims to build confidence in mathematical problem solving and organisational techniques so that students are able to become more independent in their learning, as they progress beyond Key Stage 4/GCSE.

Units of Study:

Students study four key areas of mathematics: Number, Algebra, Geometry and Data Handling. The Queensbury scheme of learning covers each of these areas holistically over the GCSE course, so that students do not focus narrowly on one area or another. Students are expected to be equipped with a scientific calculator and basic mathematics equipment for each lesson, including a ruler, compass and protractor.

Assessment Details:

The course is examined with three final examinations, taken in June of Year 11, for all students.

Paper 1 is a "non-calculator" paper, 1 hour 30 minutes, worth 80 marks

Paper 2 is a "calculator" paper, 1 hour 30 minutes, worth 80 marks

Paper 3 is a "calculator" paper, 1 hour 30 minutes, worth 80 marks

The scores for each paper are added together to form a total out of 240.

Grade boundaries change slightly from year to year.

Contact Details (for further information):

Mr A Bird



Course Description:

The course is designed to enable students to develop a critical understanding of the part played by the mass media in our lives. Students will study media products in relation to the four key concepts:

media language
media representation
media industries
media audiences.

Students are required to study media products from all of the following media forms:

- audio-visual forms (TV, film, radio, advertising and marketing, video games and music video)
- online forms (social and participatory media, video games, music video, newspapers, magazines, advertising and marketing)
- print forms (newspapers, magazines, advertising and marketing).

The course will enable students to consider how they consume the media and the impact media has on them personally. It will encourage students to become self-reflective by exploring who really is in control of their media consumption, the Media or audience?

The course is a preparation for either GCSE Media Studies or V Cert Interactive Media.**Units of Study: Introduction to Media Key Concepts**

This unit focuses on introducing and developing students understanding of the key concepts and their importance for a media text. Students learn about the various theories and how they impact an audience, media industries and representations.

Introduction to Print Media

This unit focuses on introducing students to the various print text and how media language has been used to create them. Explore the representation of people, places and events and how they have been presented in the print medium. Understand the process undergone by the media institution to produce the media text.

Print Media text to cover:

Magazines
Newspapers
Film posters / billboards

Introduction to Audio Visual Media

This unit focuses on introducing students to the various audio- visual text This unit focuses on introducing students to the various audio- visual text and how media language has been used to create them. Explore the representation of people, places and events and how they have been presented in the audio- visual medium. Understand the process undergone by the media institution to produce the media text.

Print Media text to cover:

Film trailers
Music Videos
Films

Introduction to Online Media

This unit focuses on introducing students to the various online media text This unit focuses on introducing students to the various online media text and how media language has been used to create them. Explore the representation of people, places and events and how they have been presented in the audio- visual medium. Understand the process undergone by the media institution to produce the media text.

Online Media text to cover:

Websites
Vlogging
Social Media

Assessment Details:

There will be end of unit test in the form of written and practical assessments.

Contact Details (for further information)

Ms Sudha Patel



Course Description:

The aim of this course in year 9 is to further develop specific music skills and knowledge at KS3 and to lead to the course being selected in year 10 and 11 as a GCSE. In year 9 students will perform and compose to a higher standard, and they will learn about different types and styles of music. This option subject is for anyone considering taking music further and it will in addition give them a solid grounding for GCSE music in year 10/11.

This course is suitable for all students who enjoy performing, composing and listening to music. However, in years 10/11 students will need to perform at grade 3-5 standard for Component 1 and students are expected to have instrumental or vocal lessons to help with this. Students who are considering this course and do not have instrumental lessons in school should talk to Mr. Jackson first before choosing music as an option. The ability to play in a band or play an orchestral instrument(s) is not essential, and full participation is possible using electronic keyboards and singing. The syllabus offers a wide range of options and encourages practical participation at all levels.

If you love learning, performing or creating music then this option is for you! And remember that almost all instruments can be used in this course, from electric guitar, drum kits and bass guitar to saxophones, flutes and violins the range of choice is massive. And please note that voice is counted as an instrument so if you love singing and don't 'play' an instrument then still pick music!

Units of Study in year 10/11 (In year 9 the format below will be followed but at a more introductory level):

There are 3 components of Study:

Component 1: Performing (30%). Students will perform a solo and a group piece.

Component 2: Composing (30%). Students will compose 2 pieces of music. One to a brief set by the exam board and the second as a free choice composition.

Component 3: Appraising (40%). Students will learn 8 set works from different genres of music. In the exam they will be asked questions about their learning.

Assessment Details for years 10 and 11: (In year 9 assessments will happen, but will be less formal)

This course is 60% internally assessed work, 30% each for Composition and Performance.

The remaining 40% will be an exam of 1 hour and 45 minutes

Contact Details (for further information):

Mr Jackson



This is a compulsory year in which all year 9 students will engage in music lessons until year 10 on a fortnightly basis. Students will complete the National Curriculum (KS3) with lessons centred around performing, composing and appraising music, but with a focus on Music Technology. This will lead to students being able to pick Music Technology in years 10 and 11 as an option. The information below highlights the course they can choose for KS4 after they have successfully completed KS3.

Music Technology is for students who are motivated and challenged by learning through hands-on practical content. This is a technical alternative to GCSEs with equivalent levels of rigour and challenge.

The NCFE Level 2 Technical Award in Music Technology is designed to provide students with the skills, knowledge and understanding of the music technology industry.

What will you learn?

You will gain a broad understanding of Music Technology including the following:

- How to set up and use of a Digital Audio Workstation (DAW).
- Creating a musical project to a specified brief, using audio and MIDI editing tools.
- Experimenting with musical elements in a chosen style.
- How to plan and undertake a studio recording session.
- Mixing techniques to make a multi-track recording.
- Sound creation.

Qualification structure

To be awarded the NCFE Level 2 Technical Award in Music Technology, students are required to successfully complete four units which are internally and externally assessed. Students must also achieve a minimum of a pass in the external assessment.

The Units are:

Unit 1 – Using a digital audio workstation (DAW)

Unit 2 – Creating music

Unit 3 – Sound recording

Unit 4 – Sound Creation

What Next?

Learners who achieve the NCFE Level 2 Technical Award in Music Technology could progress to Level 3 qualifications and A Levels such as: ☐

- NCFE Level 3 Applied General Certificate in Music Technology
- NCFE Level 3 Diploma in Creative Media
- NCFE Level 3 Extended Diploma in Creative Media
- A level Music /A level Music Technology.

Contact Details (for further information):

Mr Jackson



Physical Education (non qualification)

Course Description:

In Year 9 we aim to consolidate and broaden the knowledge and experiences of the fundamentals of the major sports which are taught in Year 8. By developing an interesting and enjoyable programme, we hope to promote a greater technical and tactical awareness of all physical activities covered.

Aspects of health-related fitness are discussed as an integral part of this subject to promote a greater understanding of the value of physical activity in maintaining good health and constructive use of leisure time.

Units of Study:

During the Autumn and Spring terms, all students have the opportunity to take part in a variety of sports which include a section from the following: football, rugby, basketball, netball, hockey, badminton, gymnastics, volleyball, health-related fitness (fitness suite), dance and aerobics.

In the Summer term, the major activities are: athletics, tennis, cricket, rounders and softball.

Extra-curricular activity

Throughout the academic year there is a full extra-curricular timetable catering for all abilities and sporting preference. Students are encouraged to attend so as to be part of a successful team, and to adopt a healthy lifestyle that we hope would continue into adulthood.

Contact Details (for Further Information):

Mr M Gurney



Physical Education Enrichment Option (theory)

Course Description

This is an optional subject, leading to our Key Stage 4 GCSE PE course in years 10 and 11. This course is suitable for those students with a keen interest and consistent involvement in sport and PE lessons. Students who compete in a sporting activity outside of school would be best placed to perform well in the practical element of the Key Stage 4 course

All students will still take part in core PE lessons each week, much like in Year 8. This option will provide students with the skills and knowledge required to make the transition between core PE and GCSE PE.

Students will take part in both practical and theoretical lessons throughout the year. Theory lessons will be based in a classroom, just like any other academic subject. Practical lessons will require PE kit for a range of activities that focus on skill progression and components of fitness. There will also be elements of the theory content applied to the practical lessons, further embedding terminology and knowledge.

Students will learn the following aspects throughout Year 9:

- Health, fitness and exercise
- Components of fitness and fitness testing
- Principles of Training
- Methods of Training
- Injuries in Sport
- Performance Enhancing Drugs
- Physical, emotional and social health and well-being
- Lifestyle choices and diet

Students will be assessed on their theoretical element knowledge through end of unit tests during the year. Students will be expected to revise well for these assessments, as well as completing written homework tasks every two weeks.

PE Enrichment option students will be expected to take advantage of the wide range of extra-curricular PE activities and organised fixtures, which will contribute to their development of physical fitness, skills and leadership.

At the end of Year 9, students will be able to progress onto the GCSE PE course in Key Stage 4. We also offer A Level PE at 6th Form, for those students who would like to take the subject further.

Contact Details (for Further Information):

Mr M Gurney



Bridging the gap to Key Stage 4

In year 9, students choose whether they would like to follow the combined science or the triple science GCSE route. The triple science GCSE route is favoured by Sixth Form Colleges and Universities because of the level of challenge and skill development. Students who choose the triple science route will gain three GCSEs; one in Biology, one in Chemistry and one in Physics. The combined science route is the more traditional science route. Students will still study Biology, Chemistry and Physics but will gain only two GCSEs. These GCSEs are combined science GCSEs where students are tested on their understanding of all three sciences.

Year 9 Biology

The year 9 biology course focuses on the human body and the world around us. It starts with students investigating animal and plant cells and how developments in technology have allowed us to study microscopic cells and cell division. Students will find out about the amazing potential of stem cell technology and genetic engineering. Students will then go on to investigate how the digestive system functions, interpreting how enzymes function, and will also look at transport systems in plants and animals.

Year 9 Chemistry

Students will start their GCSE chemistry by looking at atomic structure and the development of the Periodic Table. They will then go on to look at the relationship of atoms and their ability to form compounds. Students will study how crude oil is extracted and broken down into the many useful substances that we use. They will also look at the impact of combustion and cracking. This will lead into a study of the Earth's atmosphere, and how the Earth has developed. They will consider the impact human beings have had on the environment and their impact on issues such as climate change and atmospheric pollution.

Year 9 Physics

In year 9 physics students will study the basics of states of matter and how the changes in state can be related to energy. They will then go on to look at the structure of the atom and the impact of radioactive atoms in society, including uses in medicine. They will study wave properties and the electromagnetic spectrum, focusing on the use of electromagnetic waves for communication. They will then move on to how electricity is used in the home.

Contact Details (for further information):

Ms K Finley



The majority of students at Queensbury will study this course.

Course Description:

GCSE study in combined science provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application

Units of Study:

In Biology students study Cell biology, Photosynthesis, Moving and changing materials, Health matters, Coordination and control, Genetics, Variation and evolution and Ecology in action

In Chemistry students study Atomic structure and the periodic table, Structure, bonding and the properties of matter, Chemical quantities and calculations, Chemical changes, Energy changes, The rate and extent of chemical change, Hydrocarbons, Chemical analysis, The atmosphere and Sustainable development

In Physics they study Energy, Electricity, Particle model of matter, Atomic Structure, Forces, Waves and Electromagnetism.

Alongside the subject content students carry out twenty one Required Practicals designed to develop practical skills and understanding of scientific concepts.

Assessment Details:

At the end of Year 11 students will sit six Science GCSE exams in total, two Biology, two Chemistry and two Physics papers. The exams can be at Higher or Foundation level. Each exam is 1 hour 15 minutes and will cover distinct areas of the syllabus and consist of some multiple choice questions, structured questions, closed short answer response questions and open response questions

Contact Details (for further information):

Ms K Finley



More able students may be suited to studying Separate Sciences.

Course Description:

Triple Science is actually three separate GCSE courses, Biology, Chemistry and Physics, each resulting in the award of a separate GCSE grade. The emphasis of the three courses is on scientific explanations and models, giving students an insight into how science works and how scientists help develop our understanding of ourselves and the world we live in. Triple Science is appropriate for more able students who are planning to study sciences at A-level and beyond.

Units of Study:

In Biology students study Cell biology, Photosynthesis, Moving and changing materials, Health matters, Coordination and control, Genetics, Variation and evolution and Ecology in action

In Chemistry students study Atomic structure and the periodic table, Structure, bonding and the properties of matter, Chemical quantities and calculations, Chemical changes, Energy changes, The rate and extent of chemical change, Hydrocarbons, Chemical analysis, The atmosphere and Sustainable development

In Physics they study Energy, Electricity, Particle model of matter, Atomic Structure, Forces, Waves , Electromagnetism and Space Physics.

Alongside the subject content students carry out twenty one Required Practicals designed to develop practical skills and understanding of scientific concepts.

Assessment Details:

At the end of Year 11 students will sit two Biology, two Chemistry and two Physics papers. The exams can be at Higher or Foundation level. Each exam is 1 hour 45 minutes and will cover distinct areas of the syllabus and consist of some multiple choice questions, structured questions, closed short answer response questions and open response questions

Contact Details (for further information):

Ms K Finley



By Year 10 all students will have had many formal visits to the library for research and training purposes. Students should know the Library layout, and have a basic idea of both the classification system (DDC), and the computerised Library catalogue (OLIVER). Students will have been made aware of the services available in the library (C8). By Year 10 many students will be choosing to use the library in their own time, at break, and after school. The library is open every day until 4.30pm, including break and lunchtime. It offers a quiet environment in which to study, to do homework, to use or photocopy reference materials, or to find a good fiction book. The Library is permanently staffed, and help is always on hand if needed. The Library is equipped with study tables, 32 computers and printer attached to our network. C15 contains the Careers Library.

Borrowing Books:

In the GCSE years, a student may borrow four library items for two weeks. Library items cannot be issued without an ID card. Replacement cards can be obtained for £1 from Mrs. Piercy in Student Reception in Central.

REVISION GUIDES Revision guides for the majority of GCSE subjects are available for loan. The major publishers of revision books are represented. Revision guides are integrated into the classified non-fiction collection.

MAGAZINES FOR GCSE There are currently two magazine titles available for GCSE students. Each magazine title has three issues per year.

Hindsight: GCSE history review

Wideworld: GCSE geography review

The library has back issues from which students can photocopy articles. Although magazines are not available for loan, articles can be scanned and emailed as a pdf to students, using their school email address.

FICTION The Library supports reader development by providing quality fiction. Most Y10 students have a fortnightly reading lesson in which to read, renew, or choose from a regularly updated selection. Students are encouraged to discuss their reading with the Librarian, and to recommend new books for stock. Many Y10 students join the annual Carnegie Shadowing Group that runs in the summer term.

For more information see: <http://www.carnegiegreenaway.org.uk/>

Current Awareness:

All students are informed of the arrival of new fiction and non-fiction either through the Daily Bulletin or New Book Lists that are sent to Tutor Groups. New acquisitions are also sent to parents via Parent mail.

Contact Details (for further information):

Mrs Lorraine Unwin (lorraineunwin@queensburyacademy.com)



We provide effective support to students with Special Educational Needs and Disabilities, starting from our first contact with parents and carers when the students join our Academy. We make sure that additional needs are identified early, and offer a range of provision to meet the identified needs. To achieve this we work with a wide range of professionals to make sure all young people receive the support they need to make progress at Queensbury Academy.

Range of support available:

- Curriculum differentiation
- Support development (individual mentoring, small group sessions)
- Literacy and Numeracy support
- Specific Individual Support
- Support for Health needs (School nurse, Brook, Plan B, CAMH)
- Breakfast club, break and lunchtime facility, after school homework club
- Departmental support sessions to support revision
- Holiday revision sessions
- Access to our Inclusion Rooms
- Personalised Learning
- Liaison with other agencies who can offer support

Involving students and parent/carers in planning support:

- Planning and Review meetings
- Advice on how to support learning at home
- Regular contact between home and school (email, phone calls, letters)
- Individual student/teacher conversations
- Consultation evenings

Contact Details (for further information):

Mrs S Jones



Provision for Able and Talented Students

In-class learning opportunities may involve:

- * Enrichment - adding breadth and range to a student's attainment and progress through activities that consolidate and widen the student's knowledge, skills and understanding.
- Challenge – providing activities and experience which engage interest, encourage speculation, generate enthusiasm and stimulate thought and action at a high level.
- * Independent Learning – allowing students to organise their own work, carry out tasks unaided, evaluate their work and become self-critical.
- * Extension – providing opportunities for students to increase the depth of their knowledge, skills and understanding.
- * Differentiation – modifying the learning experience of able and talented students promoting opportunities for them to engage primarily in higher-order thinking; and by using pace and acceleration skilfully.
- * Specialist teaching – providing teaching that applies particular skills and expertise of individual teachers.

Out of class learning opportunities may involve:

- * Extra-curricular clubs or enrichment days
- * Music or sports practice and performance, or competition opportunities
- * Special events; for example, field trips or residential trips.
- * Challenge projects
- * Visits by experts
- * National schemes/competitions
- * University taster sessions
- * Visits to exhibitions/shows that enhance subject knowledge

Queensbury Academy identifies our most able and talented students in two ways:

- * By carefully using transition data and qualitative testing, we are able to identify the top 5% of students with 'natural' aptitude to excel in each year group.

We also ask departments annually to nominate their top 5-10% of students - these are students that they consider particularly able or talented within their curriculum area. The department nomination list is subject to renewal each year in order to reflect the developing abilities of our students.

Contact Details (for further Information):

Mr N Brown



Year 8 Option Choices

Student name:..... **Tutor group:**..... **Current Band** A/B
.....

Choose 4 options plus 2 reserve options from the list on the left. Please place them in your order of priority.

You will need to choose as one of your options a language, either **French** or **German**.

You also need to choose as one of your other options a technology, **Food, Textiles, Resistant Material** or **Graphics**.

Subject
Art & Design
Business
Dance
Design Technology (Food Prep & Nutrition)
Design Technology (Graphic Design)
Design Technology (Resistant Material)
Design Technology (Textiles)
Drama
Ethics & Philosophy
French
German
Health & Social Care
Media Studies
Music
PE Theory
Science Additional

First Choice	
Second Choice	
Third Choice	
Fourth Choice	
First Reserve	
Second Reserve	

Parent Signature:.....

Student signature:.....

Date:.....

To be returned to tutor by Friday 20th March