



Queensbridge School

Key Stage 4 Curriculum Information

February 2022



INTRODUCTION

In September 2022 you will move into Key Stage 4. In Key Stage 4 the courses you study lead to national qualifications.

These qualifications are your 'stepping stone' to the future. You will all go on to do further study and training when you leave Queensbridge, but before then, our job and yours is to ensure that at the end of Year 11 you achieve the best possible range of qualifications you can.

If you have some idea of what you want to do in the future, you can select your subjects to suit this. But remember that you could change your mind before you leave school. So when making your decisions you must consider:

- your interests and abilities,
- subjects you are good at and enjoy,
- types of assessment / examination,
- subjects that will help you in the future.

IMPORTANT DATE

Subject preference form to be handed in to

Personal Tutors by

Monday, 7 March 2022

COURSES

You will study all of the following **core subjects**:

- English Language
- English Literature
- Mathematics
- Combined Science or Separate Sciences
- Religious Studies
- Physical Education

You will study one subject from block A

Block A

- Art and Design GCSE
- Music GCSE
- Music RSL Certificate in Technology and Composition
- Drama GCSE
- Performing Arts - Dance BTEC Technical Award
- Design and Technology GCSE
- Food Preparation GCSE

You will study one subject from block B

Block B

- Computer Science GCSE (Higher Mathematics required)
- French GCSE
- Geography GCSE
- History GCSE

You will study one subject from block C

Block C

- French GCSE
- Geography GCSE
- History GCSE
- Business Studies GCSE
- Media Studies GCSE
- Photography GCSE
- Sport BTEC Technical Award
- Health and Social Care OCR National

For the purpose of timetabling, the option subjects are arranged into 3 blocks which are given an equal time allocation of 3 lessons per week. All courses finish at the end of Year 11.

Trying to provide all pupils with their preferred choice is a complex process. Some pupils will not receive their highest preference either due to course suitability or the need to use school resources efficiently. Where courses are oversubscribed, subject allocation will be based on pupil choice as far as possible. If a pupil cannot

study the subjects of their choice, the Deputy Headteacher for Curriculum will discuss alternatives with them before the Easter holidays.

Core Subjects

ENGLISH

All pupils will study English and complete GCSEs in both Language and Literature. The skills of literacy, critical evaluation and spoken communication developed in this subject will benefit pupils in almost any career path to which they might aspire, be it an academic discipline such as law, or a more vocational route into the workplace.

ENGLISH LANGUAGE

Qualification	Examination Board	Specification Code
GCSE	AQA	8700
Examination Element	100% examination 2 papers	One tier of entry

This GCSE enables candidates to explore English Language in great depth over two years and is designed so that pupils should read and be assessed on high quality, challenging texts from the 19th, 20th and 21st centuries. Texts studied will make significant demands on pupils in terms of the content, structure and the quality of language. The texts studied will include literature and extended literary non-fiction, as well as other writing such as essays, reviews and journalism.

Assessment

Paper 1: Explorations in Creative Reading and Writing (50%)

Section A: Reading: This section will require pupils to read one literary fiction text and answer four questions.

Section B: Writing: This section will require pupils to produce a descriptive or a narrative piece of writing.

Paper 2: Writers' Viewpoints and Perspectives (50%)

Section A: Reading: This section will require pupils to read one fiction text and one literary non-fiction text and answer four questions.

Section B: Writing: This section will require pupils to produce a piece of extended writing that presents a viewpoint.



Core Subjects

Spoken Language Assessment – Teacher Assessment – GCSE Endorsement

Pupils will be assessed on three spoken language elements throughout the two year course: their ability to make a formal presentation, to respond to questions and their secure use of Standard English. This will not contribute to the overall GCSE percentage but will appear as an endorsement on their GCSE certificate.

ENGLISH LITERATURE

Qualification	Examination Board	Specification Code
GCSE	AQA	8702
Examination Element	100% examination 2 papers	One tier of entry

This GCSE encourages pupils to develop knowledge and skills in reading, writing and critical thinking. Pupils will have a chance to develop an appreciation of the finest modern texts, poems, plays and 19th century texts that have been written. Studying GCSE English Literature should encourage pupils to read widely for pleasure, and provides a preparation for studying literature at a higher level.

Assessment

Paper 1: Shakespeare and the 19th Century Novel (40%)

Section A: Shakespeare: This section will require pupils to answer one question on a studied Shakespeare play. They will be required to write in detail about an extract from the play and then to write about the play as a whole. The Shakespeare play studied is *Macbeth*.

Section B The 19th-century novel: This section will require pupils to answer one question on the novel studied. They will be required to write in detail about an extract from the novel and then to write about it as a whole. The novel studied is *A Christmas Carol* by Charles Dickens.

Core Subjects

Paper 2: Modern Texts and Poetry (60%)

Section A: Modern Texts. In this section pupils will answer one essay question from a choice of two on their studied modern drama text. The modern drama text studied is *An Inspector Calls* by JB Priestley.

Section B: Poetry. In this section pupils will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster of poems, which will be the *Conflict* cluster.

Section C: Unseen Poetry. In this section pupils will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Core Subjects

MATHEMATICS

All pupils will study GCSE Mathematics, which helps to develop skills in logical thinking, problem-solving and decision-making. These are skills which are highly valued by employers across many job sectors.

Good numeracy is the best protection against unemployment, low wages and poor health.

Andreas Schleicher, OECD

The UK needs a numerate population in order to build a strong economy and compete globally. The digital age presents us with more numerical data than ever before and puts a new premium on numeracy skills. Around 90% of new graduate jobs require a high level of digital skills, and digital skills are built on numeracy.

Qualification	Examination Board	Specification Code
GCSE	Pearson Edexcel	1MA1
Examination element	100% examination 3 papers	Foundation Grades 5 - 1 Higher Grades 9 - 4

The course is designed to enable pupils to develop fluent knowledge, skills and understanding of mathematical methods and concepts. Pupils will acquire, select and apply mathematical techniques to solve problems. They need to learn how to reason mathematically, make deductions and inferences and draw conclusions. They will also learn how to interpret and communicate mathematical information in a variety of forms.

There is more emphasis on problem-solving, communication, proof and interpretation.

There are 3 assessment objectives:

- Use and apply standard techniques:
- Reason, interpret and communicate mathematically; and
- Solve problems within mathematics and other contexts.

Core Subjects

The five content areas covered are shown below:

Content Areas	Proportion in Foundation Tier	Proportion in Higher Tier Paper
Number	25%	15%
Ratio, Proportion & Rates of Change	25%	20%
Algebra	20%	30%
Statistics & Probability	15%	15%
Geometry & Measures	15%	20%

Assessment

Two tiers - Foundation Grades 5 - 1
Higher Grades 9 - 4

There are three 90 minute examination papers, one non calculator and two calculator papers.

Core Subjects

SCIENCE

All pupils will follow one of two pathways at GCSE level. This is either Combined Science or Separate Sciences which consist of GCSEs in Biology, Chemistry and Physics.

A vast number of careers require a firm grounding in Science. If you want to go on to train as a doctor, vet, physiotherapist chemist, beautician, architect, surveyor, engineer, farmer or sports trainer, a strong knowledge of at least one of the sciences is essential.

COMBINED SCIENCE

Qualification	Examination Board	Specification Code
GCSE	AQA	8464
Examination element	100% examination 6 papers	Foundation Grades 5 -1 Higher Grades 9 - 4

The **Combined Science** pathway is aimed at pupils who are not as certain that Science is a subject they wish to study beyond key stage 4. However it is still a qualification that will allow post-16 study in Science. This qualification is worth 2 GCSEs and includes elements of Biology, Chemistry and Physics.

Assessment

The course is examined in six papers, each 75 minutes in length. There are two papers each for the Biology, Chemistry and Physics content. All examinations are available at higher and foundation tier.

Core Subjects

SEPARATE SCIENCES – PHYSICS, CHEMISTRY, BIOLOGY

Qualification	Examination Board	Specification Code
GCSE	AQA	Biology 8461 Chemistry 8462 Physics 8463
Examination element	100% examination- 2 papers per subject	Foundation Grades 5 - 1 Higher Grades 9 - 4

The **Separate Sciences** pathway is aimed at those pupils who have a keen interest in Science and demonstrate strong literacy and numeracy skills. This is a course that should be considered by pupils who are considering post-16 courses in Science or medicine as a career.

Due to the high level of academic challenge and the limited number of spaces on this course, places will be allocated based on academic merit. Pupils should indicate their interest in studying separate sciences on their preference form and then they will be required to complete an aptitude test. A learning list and revision material will be provided to help pupils to prepare for the test; which will take place in the week commencing 28th March.

The class will be selected based on the results of this test and the performance of pupils in their cycle assessments.

Assessment

For each GCSE, Biology, Chemistry and Physics, there will be two 105-minute examinations. All examinations will contain a significant proportion of marks related to the quality of written communication.



Core Subjects

Philosophy, Religion & Ethics

A GCSE in Religious Studies provides excellent training for a variety of careers, such as law, teaching, counselling, business, journalism, politics, writing, medicine, and the arts. It helps pupils develop in a number of important, valuable, and transferable skills.

Pupils are encouraged to become well-informed and independent thinkers, prepared to learn and engage in research techniques. The course requires pupils to read difficult texts and encourages an open attitude towards different religions and cultures.

Pupils will develop analytical writing and oral presentation skills, which are transferable to many different careers.

Qualification	Examination Board	Specification Code
GCSE	Pearson Edexcel	1RB0
Examination element	100% examination 2 papers	One tier of entry

Religious Studies GCSE considers the perspectives of two religious views, Christianity and Islam. The course is designed to develop understanding and appreciation. Pupils will develop an appreciation of religious thought and its contribution to individuals, communities and societies. The course helps to develop a holistic understanding of religion and enables pupils to understand and articulate their own and others' beliefs, values and commitments.

Pupils develop analytical and critical thinking skills to enable them to present a wide range of well-informed and reasonable arguments, aiding in progression to AS and A level study.

Throughout the course, pupils are encouraged to analyse the way the media represents issues regarding ethical situations in the world today. They study issues from a range of standpoints to help them develop and establish their own views towards these topical issues.

Core Subjects

Assessment

Pupils sit two papers of 105 minutes at the end of the course.

Paper 1: Religion and ethics through Islam	Paper 2: Religion, peace & conflict through Christianity
Written examination: 105 minutes 50% of the qualification <ul style="list-style-type: none">• Muslim beliefs• Marriage and the Family• Living the Muslim Life• Matters of Life and Death	Written examination: 105 minutes 50% of the qualification <ul style="list-style-type: none">• Christian beliefs• Crime and punishment• Living the Christian Life• Peace and conflict

Core Subjects

PHYSICAL EDUCATION - CORE

All pupils will take part in 2 hours of physical education per week. Our aspiration is that pupils will develop independence, organisational skills and the ability to lead a variety of activities. They will experience both traditional and new sports with a view to instilling a lasting passion and enthusiasm for physical activity and exercise beyond Queensbridge. All pupils will be working towards achieving the department's Certificate of Achievement which assesses pupils on their organisation, leadership, participation and resilience. Pupils will aim receive a Gold, Silver or Bronze Level Award upon completing Years 10 and 11. A Gold Level pupil would be expected to demonstrate the following characteristics.

Your attitude to learning, organisation of the appropriate PE kit and behaviour are all to an excellent standard in all lessons.

You have shown excellent levels of participation and can apply tactics and technical knowledge/ability with high levels of consistency and control.

You have taken on a wide variety of roles within lessons ranging from performer to official, coach, captain and organiser, the later showing excellent knowledge of the sport and you are able to work highly effectively as a member of a team and as a leader.

You have shown a commitment to sport outside of lesson time within both either local community and extra curricular opportunities within school.

You have an excellent awareness of what makes a healthy, active lifestyle and apply this in relation to fitness, exercise levels and diet.

Core Subjects

PHYSICAL EDUCATION – CORE



In after school sessions, pupils will be offered the opportunity to undertake the Duke of Edinburgh Bronze Award. This is a substantial commitment in which pupils need to undertake two two-day expeditions, in which they are required to complete six hours walking per day. Lessons will be used to prepare pupils in map reading, navigation, camp craft, and first aid.

In addition, pupils are required to complete three other sections for a minimum of one hour per week. Two of these sections must be carried out every week for 3 months and the final section for 6 months. The sections are:

Volunteering – this is all about making a difference to other people's lives

Physical – this is a chance for you to focus on your health and fitness and have fun along the way

Skills section - this is about discovering what you are really good at. Maybe you want to get better at something you already do, like playing a musical instrument, or learn something for the very first time, like how to design a website?

The Duke of Edinburgh Bronze Award requires a substantial commitment to all four areas for an extended period of time. The award is internationally recognised and looked upon favourably by colleges, universities and employers.

Block A

You study **one** subject from block A

- Art and Design GCSE
- Music GCSE
- Music RSL Certificate in Technology and Composition
- Drama GCSE
- Performing Arts BTEC - Dance
- Design and Technology GCSE
- Food Preparation and Nutrition GCSE

Block A

ART AND DESIGN GCSE – Fine Art

There is much more to learning in Art than acquiring technical skills. The ability to work with and understand images and forms is essential in a world that relies increasingly on direct visual communication.

The range of careers in Art and Design is considerable. Art and Design experience and ability is a requirement for many occupations including; architecture, illustration, desktop publishing, photography, video, film, computer graphics (web page design), interior design, fashion, textiles, ceramics, 3 dimensional design. Art and Design related skills are also helpful in familiar occupations such as hairdressing.

Qualification	Examination Board	Specification Code
GCSE	OCR	J171
Examination element	40% External Examination 60% Coursework Portfolio	One tier of entry

There is an expectation that pupils commit to regular independent study and completion of work outside of the classroom due to the coursework nature of the subject. Pupils will also be required to write comprehensively about Artists' and Designers' work as well as their own to show a clear understanding of how their work links to the work of others.

Pupils will be expected to develop their knowledge and understanding of the following aspects of this subject:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as the work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Pupils will consider a range of artists' work and enjoy a range of forms, including photography, ceramics, painting, drawing, sculpture and textiles. There will be



Block A

opportunities to take part in trips to exhibitions and to work with professional visiting artists.

Assessment

The GCSE Art and Design course is assessed by coursework and an examination. It requires pupils to produce one portfolio of coursework and one examination folder.

Block A

MUSIC GCSE

The music industry is a big business and offers a huge range of opportunities in many different careers. Pupils who study GCSE Music will find plenty of options when it comes to choosing a future path. Equipped with an awareness of musical genres and styles, performing, listening and composing skills, and music technology proficiency, pupils will be well equipped to pursue a musical profession.

However, GCSE Music also offers a wealth of transferable skills relevant to ongoing musical and non-musical study. These include critical thinking, social skills, team working, leadership and communication, time management and organisational skills.

Qualification	Examination Board	Specification Code
GCSE	OCR	J536
Examination element	40% Examination 60% Non-Exam Assessment	One tier of entry

Music GCSE is an excellent choice for pupils who are interested in composing, listening to and performing music to a high standard. Whilst having lessons on an instrument or voice (in or out of school) is an advantage, it is possible to pick up an instrument in Year 10. Pupils who have started lessons in Year 10 have achieved good grades. Please note that there is a charge for music lessons taken in school.

We enjoy close relationships with ensembles such as the City of Birmingham Symphony Orchestra and Birmingham Contemporary Music Group and have benefitted from workshops with their musicians over the last few years, as well as trips to see them perform.

Assessment

Listening (40%): Pupils undertake a listening examination requiring them to listen to musical excerpts and then respond to questions. The exam is based on four areas of study which are The Concerto through Time, Rhythms of the World, Film Music and Conventions of Pop.



Block A

Composition (30%): Pupils compose two pieces of music, one in response to a brief set by the board. The compositions can be done on one of the several different music programmes the department have (Reason, Logic and Sibelius) or directly on the pupil's instrument. Pupils will hand in an audio recording and a score for each composition.

To be successful, pupils need to creatively develop musical ideas into a coherent and interesting composition, using recognised techniques and devices.

Performance (30%): Pupils submit two performances consisting of a solo and an ensemble (group performance). The combined length of the performances must be at least four minutes. To get the highest marks, pupils are required to perform with accuracy, use appropriate instrumental techniques and pay careful attention to the performance directions.

Block A

MUSIC – RSL CERTIFICATE IN TECHNOLOGY AND COMPOSITION

This course is designed to enthuse and inspire pupils who are interested in developing music technology and composition skills in the area of contemporary music. This qualification is a sound platform for moving onto Level 3 qualifications in music. This suits pupils who enjoy composing and using music technology but are not interested in music performance.

Qualification	Examination Board	Specification Code
Certificate in Technology and Composition	RSL	
Examination element	12 credits assessed internally 8 credits assessed externally	One tier of entry

Pupils study three units over the two years; two core units and one specialist unit. This will give them the required total of 20 credits. The two core units are:

- **Music Knowledge Development.** (4 credits) Pupils will study a range of contemporary music styles and be able to identify and analyse the key stylistic and musical elements within each style. Pupils produce a project focusing on two musical styles discussing key musical elements.
- **Music Sequencing and Production.** (8 credits) This is the externally assessed unit. Pupils will build on their music technology skills by studying the key processes of sequencing. They will also be taught the process of project management. In Y11 pupils will receive a brief which they respond to through their planning, their final project and lastly their evaluation.

Depending on take up, we will offer one or possibly both of the following units:

- **Composing Music** (8 credits) - focusing on the creative process of composing: generating ideas, developing them and then structuring them into a final piece.
- **Using a Digital Audio Workstation (DAW)** (8 credits) -further exploring computer generated music, sequencing techniques and producing a piece of sequenced music to a brief which is then evaluated.



Block A

DRAMA GCSE

Drama is an exciting subject that uses your knowledge, talent and imagination to create and perform drama, analyse and evaluate on the process of creating performance work and exploring theatre makers from an acting, directing and designing perspective.

Qualification	Examination Board	Specification Code
GCSE	AQA	8261
Examination element	40% Written Examination 40% Non-Exam Assessment 20% Practical Examination	One tier of entry

Through the study of this GCSE, pupils will be given opportunities to devise their own drama from stimuli, interpret a play text for performance, discover the work of practitioners and explore a stage play from the point of view of an actor, director and designer. In addition, pupils will be given an opportunity to see live theatre to support the development of their knowledge and skills required for the performance and written components of the course.

Component 1 - Devising drama (40%):

- Create and develop a devised piece from a stimulus (free choice for centre).
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance.
- Performer or designer routes available.

This component is marked by teachers and moderated by Edexcel

Component 2 – Performance from text (20%):

- Students will either perform in and/or design for two key extracts from a performance text.
- Centre choice of performance text.
- Performer or designer routes available.

This component is marked by visiting Edexcel examiner

Component 3 – Theatre Makers in Practise (40%) 1 hr 45 min Paper

- Practical exploration and study of one complete performance text.
- Questions on a set text and on a live production seen at the theatre.



Block A

PERFORMING ARTS - DANCE BTEC

This course develops fitness, personal management, discipline and effective communication skills. Pupils undertake the role of a dancer, preparing them for studying dance in further education. The study of set, costume, lighting, and music explores the different roles involved in the arts for pupils who enjoy production and management

Qualification	Examination Board	Specification Code
BTEC Tech Award	Pearson Edexcel	N/A
Examination element	Internal Synoptic external	One tier of entry

Pupils will have the opportunity to develop their dance skills and knowledge in a practical learning environment. The main areas of focus are the development of technical dance skills and dance ability through reproducing professional repertoire or responding to a stimulus. Processes that underpin effective ways of working in the performing arts are studied, such as development of ideas, rehearsal and performance.

Assessment

Component 1 - Internally assessed

Pupils will develop their understanding of dance by examining professional dance pieces and the processes used to create performances. They will study three contrasting dance pieces through practical dance workshops and theory lessons.

Component 2 - Internally assessed

Pupils will develop their dance skills and techniques through the reproduction of professional repertoire. By learning existing dance pieces, they will apply dance skills and techniques to reproduce the professional work. In this component, pupils will develop performance skills and techniques in at least two contrasting dance styles through practical dance workshops.

Component 3 - Externally assessed

Pupils will be given the opportunity to work as part of a group to create a 15 minute performance in response to a given brief and stimulus. Pupils will develop ideas for a workshop performance which applies effective dance skills and techniques to communicate the creative intentions and theme to an audience.



Block A

DESIGN and TECHNOLOGY GCSE

Design skills and the ability to visualise new ideas is required in many job families such as marketing, sales and advertising, arts, crafts and design, broadcast media and journalism.

Qualification	Examination Board	Specification Code
GCSE	AQA	8552
Examination element	50% Examination 50% Controlled Assessment	One tier of entry

GCSE Design and Technology will prepare pupils to participate confidently and successfully in an increasingly technological world. Pupils will gain awareness of and learn from wider influences on Design and Technology, including historical, social, cultural, environmental and economic factors. They will have the opportunity to work creatively when designing and making and develop technical and practical expertise. Pupils will study core technical, designing and making principles, including a broad range of design processes and materials techniques. They will also have the opportunity to study specialist technical principles in greater depth. Mathematical and scientific knowledge and understanding, in relation to design and technology will be developed.

Assessment

Controlled Assessment - Design and Making Practice 50%

The non-exam assessment contributes 50% of the pupils overall mark. Pupils' undertake an investigation into a contextual challenge. This includes consideration of client requirements and research to produce a design brief and specification. Pupils must generate design ideas with flair and creativity and develop these to create a final design solution. A manufacturing specification will be produced and a prototype developed. Pupils will learn how to evaluate a product to ensure that it is fit for purpose. Pupils are required to investigate, analyse and evaluate throughout the portfolio and evidence all decisions made.



Block A

Examination - Written Paper 50%

Pupils test their knowledge of materials and processes involved in manufacturing everyday products. As well as written responses, pupils are required to demonstrate their design skills and understanding of the design process.

Block A

FOOD PREPARATION AND NUTRITION GCSE

This GCSE in Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills and also ensures students develop a thorough understanding of nutrition. This GCSE explores food provenance, where food comes from, and sustainability. There is an in depth study of food science, providing an excellent grounding for pupils hoping to pursue a career in medicine, nursing, child development as well as those hoping to work in the hospitality industries

Qualification	Examination Board	Specification Code
GCSE	AQA	8585
Examination element	50% Examination 50% Non Exam Assessment	One tier of entry

One Exam paper in June
1hr 45 minutes' duration
Section A (20 marks)
Section B (80 marks)



TWO TASKS
Task 1 Food Investigation (15%)
Task 2 Food Preparation (35%)

NEA 1 Food Investigation:

Pupils investigate a particular ingredient and carry out practical investigation(s) into the working characteristics and functional and chemical properties of the ingredient
Example: Investigate 'Which flour is best for bread-making?'

The investigation task is released by the exam board in September and lasts 10 hours. Pupils produce a report which is 1500-2000 words long.

NEA 2 Food Preparation Assessment:

For Task 2 pupils produce a portfolio of work consisting of 20 sides of A4 work. As part of the assessment they will also demonstrate 4 technical skills. Pupils are required to 'Plan, Prepare, Cook and Present' a range of dishes, using a variety of skills, cooking 3 dishes in 3 hours. This task takes 20 hours. The assessment task may relate to how nutritional needs change at different life stages, it may relate to a particular dietary group or culinary tradition.

Block A

Focus for the specification		
<ul style="list-style-type: none">• Food Preparation Skills• Food, Nutrition and Health• Food Safety	<ul style="list-style-type: none">• Food Science• Food Provenance• Food Choice	
	Assessment Objectives	Weightings
AO1	Demonstrate knowledge and understanding of nutrition, food, cooking and preparation	20%
AO2	Apply knowledge and understanding of nutrition, food, cooking and preparation	30%
AO3	Plan, prepare, cook and present dishes, combining appropriate techniques	30%
AO4	Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others	20%

Block A

Block B

You will study one subject from block B

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- Computer Science GCSE
 - French GCSE
 - Geography GCSE
 - History GCSE

Block B

COMPUTER SCIENCE GCSE

Studying Computer Science develops understanding of the fundamental principles and concepts of programming. It develops computational thinking skills, enables the analysis of complex problems and provides design solutions. It is particularly useful for anyone wanting a career in the computer industry, especially when studied alongside art, physics and technology. It is a key subject for many advanced areas of scientific research where scientists seamlessly move between practical work and computer modelling. Moreover, development of an awareness of current and emerging trends in technology and basic programming skills will be of great benefit to you in most career paths. The course supports the study of Computer Science at AS Level and/or A Level.

Qualification	Examination Board	Specification Code
GCSE	OCR	J277
Examination element	100% Examination	One tier of entry

A GCSE in Computer Science prepares pupils for the digital workplace whilst giving them the opportunity to investigate how computers work, how they're used and to develop computer programming and problem-solving skills. The course will also help you learn about critical thinking, analysis and problem solving. This gives pupils a solid foundation for many careers that a modern computer scientist would engage in.

Pupils will be given the opportunity to 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 whilst also studying topics such as systems architecture, system security and networks. Students will also be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation.

Practical Programming:

Pupils will be provided with plenty of programming opportunity using Python and will be expected to create original algorithms as well as working with algorithms



Block B

produced by others. They will be decomposing problems into sub-problems and will design, write, test and evaluate their own programs.

Assessment:

There are two written papers, which make up 100% of the course:

Paper 1- Computer Systems (50%)

Focused on the theory topic within Computer Science.

1 hour 30 minutes

Paper 2- Computational Thinking, Algorithms and Programming (50%)

Focused on programming skills and developing of algorithms to solve problems.

1 hour 30 minutes

Block B

FRENCH GCSE

Learning a foreign language can open many doors, whether you are doing business internationally, boosting your career prospects or just travelling to another country. In our global world, more and more companies are training staff in foreign languages. Securing a GCSE in a language gives you a vital head start.

Qualification	Examination Board	Specification Code
GCSE	AQA	8658
Examination element	75% examination 25% Controlled Assessment - speaking	Foundation Grades 5 - 1 Higher Grades 9 - 4

In a city like Birmingham and a school as diverse as Queensbridge, languages play an essential role. They encourage pupils to see beyond their immediate environment and help them to consider the options that are available to them in the world of global employment and easy travel. Languages make the world smaller and your world bigger. A GCSE in a modern foreign language sets you apart from your peers. For some time now, French has not been a 'top ten' GCSE subject. However, employers actively seek language skills in candidates and many reputable universities require a GCSE in a foreign language as essential for successful applicants. A good grade at GCSE will help you secure future success.

The French GCSE covers the following contexts and themes:

- Identity and Culture;
- Local Area, Holiday and Travel;
- School and Future Aspirations; and
- International and Global events

The course will prepare pupils' language skills which will be assessed in the examinations. The skills include short translations from and into French and understanding the gist of authentic texts. Some, but not all, of the questions in the listening and reading papers will be in French. We support pupils in their language learning by using a variety of films and authentic resources such as songs. In the past, we have exchanged emails with a French school and hosted a French school at Queensbridge.



Block B

Assessment

There are four examinations covering the skills of Listening, Reading, Speaking and Writing.

Each exam counts for 25% of the grade.

Pupils are entered for the Higher or Foundation Papers.

Block B

GEOGRAPHY GCSE

Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems boil down to geography, and need the geographers of the future to help us understand them. Geography is valued greatly by employers and is one of the most employable graduate subjects. This is because of the wide variety of skills and knowledge that pupils develop through the studying the subject.

Qualification	Examination Board	Specification Code
GCSE	Edexcel B	601/8135/7
Examination element	100% examination	One tier of entry

Studying Geography GCSE enables pupils to investigate and understand the natural and human environment and investigate global connections. The key themes included in the course are:

- **Global Geographical Issues** including earthquakes, volcanoes, development and wealth, city living around the world.
- **UK Geographical Issues** – including Geographical Investigations/Fieldwork, rivers and coasts in the UK, changing UK cities, coastal and city fieldwork.
- **People and Environmental Issues** including global ecosystems, threats to rainforests, energy use and the environment.

Assessment

There are three examinations at the end of year 11.

Paper one assesses three key topics. (37.5%)

Paper two assess two key topics and field work that pupils have completed. (37.5%)

Paper three is a decision making paper. Pupils are assessed on three topics that are linked to geographical problem. Pupils analyse evidence, choose a solution and justify their decisions (25%).



Block B

HISTORY GCSE

GCSE History encourages pupils to investigate evidence, make judgments about the past, analyse and evaluate their ideas and construct balanced arguments. It is these transferable skills that will appeal to employers in a range of careers, including research, business, finance, law, journalism and education.

Qualification	Examination Board	Specification Code
GCSE	Pearson Edexcel	1HI1
Examination element	100% examination 3 papers	One tier of entry

This engaging and thought-provoking GCSE course enables pupils to examine a broader range of history than ever before. Pupils study a range of key modern historical events in addition to a medieval and early modern British depth study. Pupils develop their skills of enquiry, evaluation and analysis whilst adding to their body of knowledge.

The key themes and content areas covered are:

- The rise of the Nazis and life inside the Nazi State;
- Weimar Germany from 1919 to 1933
- Migrants in Britain, c800 to present and Notting Hill, c1948 to 1970.
- The clash of ideologies during the Cold War; and
- The Norman Conquest 1060-1088.

In the past Year 10 pupils have had the opportunity to attend a three-day residential to the World War 1 Battlefields of Northern France and Belgium. Pupils visit a host of WW1 memorials including Thiepval and Tyne Cot Cemetery. This trip has obviously not taken place in the last two academic years, but the department are keen to reinstate it for future years. The new topic on immigration also presents some excellent fieldwork opportunities.

Assessment

There are three examinations at the end of Year 11.

Paper 1 covers British Thematic Study with Historic Environment (30%)

Paper 2 covers International Relations and British Depth Study. There are two main topic areas: superpower relations from 1941 to 1991, and Britain from 1060 to 1088 (40%).

Paper 3 covers Weimar and Nazi Germany (30%).



Block C

You will study one subject from block C

Block C

- French GCSE (As in block B)
- Geography GCSE (As in block B)
- History GCSE (As in block B)
- Business Studies GCSE
- Media Studies GCSE
- Photography GCSE
- Sport BTEC
- Health and Social Care OCR National

Block C

BUSINESS STUDIES GCSE

GCSE Business Studies is an engaging and interesting subject, which explores what makes an effective business in our society. The course will explore setting up a business, growing a business and investigating real-life businesses.

Qualification	Examination Board	Specification Code
GCSE	AQA	8132
Examination element	100% Examination 2 papers	One tier of entry

This course will encourage pupils to:

- actively engage in the study of business and economics
- become critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to distinguish between fact and opinion, build arguments and make informed judgements
- develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts.

Future career pathways include accountancy, investment banking, finance manager, data analyst, business/project management and commercial law.

Assessment

Paper 1: Influences of operations and HRM on business activity	+	Paper 2: Influences of marketing and finance on business activity
What's assessed <ul style="list-style-type: none">• Business in the real world• Influences on business• Business operations• Human resources		What's assessed <ul style="list-style-type: none">• Business in the real world• Influences on business• Marketing• Finance
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 90 marks• 50 % of GCSE		How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 90 marks• 50 % of GCSE

Block C

MEDIA STUDIES GCSE

This engaging and exciting GCSE course enables candidates to develop an understanding of the role of mass media in society.

Qualification	Examination Board	Specification Code
GCSE	OCR	J200
Examination element	70% Examination 30% Non-Exam Assessment	One tier of entry

Pupils investigate four areas of media theory: industries, audiences, representation and media language. They will analyse a wide range of media products, such as film, film trailers, TV shows, music videos, gaming, the internet, radio, advertising, magazines, and newspapers and link these products to media theory. Pupils will explore how media products are created and then get a chance to create their own products using a variety of resources. Lessons are a mixture of theory work and practical activities and projects. The subject encourages a critical approach to the vast array of media products that we consume every day.

Assessment

Paper 1 – written exam. 1 hour and 45 minutes. 35% of GCSE.

Questions focus on TV (Cuffs and The Avengers) and Promotion of Film (Lego Movie).

Paper 2 – written exam. 1 hour and 30 minutes. 35% of GCSE.

Questions focus on Music (Video/Magazines/BBC Live Lounge) and News (The Observer Print and Online).

Non-Exam Assessment: 30% of GCSE. Assessed by the teacher and moderated by the exam board. Pupils produce a media product for a target audience.

Block C

PHOTOGRAPHY GCSE

This course is designed to develop pupils' skills in digital photography through the application of digital and more traditional techniques and processes specific to the chosen area of study of Photography.

Qualification	Examination Board	Specification Code
GCSE	OCR	J173
Examination element	40% External Examination 60% Coursework Portfolio	One tier of entry

Photography GCSE is an excellent choice for pupils who are interested in the visual world around us and have an ability to work creatively with the processes and techniques taught. The course will teach students a wide range of techniques including Photoshop which will require pupils' dedication and commitment to get to grips with this extensive piece of software. There is an expectation that pupils commit to regular independent study and completion of work outside of the classroom due to the coursework nature of the subject. Pupils will also be required to write comprehensively about Photographers' work as well as their own to show a clear understanding of how their work links to the work of others.

Pupils will be expected to develop their knowledge and understanding of the following aspects of this subject:

AO1: Develop ideas through investigations and critical research both written and visual.

AO2: Refine ideas by exploring ideas, selecting and experimenting with relevant digital techniques.

AO3: Record ideas and observations appropriate to the project title. Clear written annotation to support practical to show an understanding of process.



Block C

AO4: Realise intentions in Photography by selecting, editing and presenting their work to create a Final Piece.

Block C

SPORT – BTEC TECH AWARD

The sports industry is one of the fastest growing industries in the UK: it is expected to increase in size by 11% by 2025. There are currently over 400,000 jobs in the UK. Sport, activity and fitness also has a positive impact on the health of the nation. Regular sport and physical activity can reduce the risk of many chronic conditions and illnesses, including coronary heart disease, stroke, type 2 diabetes, cancer and obesity. This course will meet the needs of those aspiring to a career in sport such as coaching, teaching, therapy and conditioning, and the health and leisure industry.

Qualification	Examination Board	Specification Code
BTEC Tech Award Level 1 / Level 2	Pearson Edexcel	603/7068/3
Examination element	40% External Examination 60% Controlled Assessment	One tier of entry

BTEC Sport is designed to develop a theoretical and practical knowledge of sport and the leisure industry. The award covers a variety of aspects including health and fitness, sporting performance, sports leadership and sport and active leisure. There will be three components delivered over two years and pupils will work towards gaining up to distinction* level through a wide variety of activities, assignments and experiences. The course will enable pupils to access sports courses post 16 and provide a strong foundation of knowledge across a wide number of areas.

Assessment

Pupils have to complete 3 component units to achieve the award.

Component 1 – Preparing Participants to Take Part in Sport and Physical Activity (30%).

Pupils will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or

Block C

physical activity and how to prepare our bodies for participation in sport and physical activity.

During Component 1, pupils will:

A: Explore types and provision of sport and physical activity for different types of participant

B: Examine equipment and technology required for participants to use when taking part in sport and physical activity

C: Be able to prepare participants to take part in sport and physical activity

Component 2: Taking Part and Improving Other Participants Sporting Performance (30%).

Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance

During Component 2, students will:

A: Understand how different components of fitness are used in different physical activities

B: Be able to participate in sport and understand the roles and responsibilities of officials

C: Demonstrate ways to improve participants sporting techniques

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity (External synoptic assessment – 40%)

Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

Assessment in this subject is multi-faceted. It involves preparing and delivering presentations, practical performance and demonstrating leadership skills. Pupils have to keep analytical logs, prepare information and guidance packs which demonstrate the application of knowledge in various aspects of the sports industry. For Component 3, students will sit a formal 1.5 hour exam, under supervised conditions.



Block C

HEALTH & SOCIAL CARE – OCR CAMBRIDGE NATIONAL LEVEL

1/2

Over **2.5 million people** across England work in health and social care related roles. Effective, quality care requires a combination of skilled professionals to be in the right place at the right time. Which can see employees of the sector working in a range of diverse roles. This course will develop knowledge, understanding and practical skills that would be used in the health and social care sector. Studying health and social care is the perfect choice for **compassionate, dedicated people who want to work with some of the most vulnerable members of our society**. If you choose to study health and social care, it can make for an interesting learning experience. You'll learn all about how individuals are impacted by issues like mental health, poverty and the use of recreational drugs. As well as important sector aspects like human rights, the law and contemporary issues in social policy.

Qualification	Examination Board	Specification Code
OCR Level 1/Level 2 Cambridge National in Health & Social Care	OCR	603/7116/X J835
Examination element	40% External Examination 60% Controlled Assessment	One tier of entry

Assessment

The Cambridge National in Health & Social Care consists of three components, two are course work units worth 30% each and the final one is an externally assessed exam. Students will learn about Human Lifespan Development, Care Values, Services in Health & Social Care and finally Health and Wellbeing which is the external assessed exam.

Component 1 – RO33: Supporting individuals through life events.

This is assessed by a Set Assignment. In this unit you will learn about growth and development through the life stages. You will also learn how to understand the



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needs of individuals who have been affected by life events and how to recommend support to meet their needs.

Topics include:

1. Life stages
2. Impacts of life events
3. Sources of support

Component 2 – RO34: Creative & therapeutic activities.

This is assessed by a Set Assignment. In this unit you will research therapies and learn about how they can benefit people. You will also learn about the benefits of creative activities and you will plan and deliver a creative activity to a group or individual.

Topics include:

1. Therapies and their benefits
2. Creative activities and their benefits
3. Plan a creative activity for individuals or groups in health care, social care or early years setting
4. Deliver a creative activity and evaluate your own performance

Component 3 – R032: Principles of care in health and social care.

This is assessed by an exam. In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care.

Topics include:

1. The rights of service users in health and social care settings
2. Person-centred values of care
3. Effective communication in health and social care
4. Protecting service users and service providers in health and social care settings

Where can I go with a qualification in health and social care?

A Level 2 qualification in Health and Social Care can lead onto level 3 qualifications in care and early years. This qualification can lead directly into an apprenticeship if students have access to social and early years care settings. This qualification is not aimed at students wishing to go into medicine or sport, but could attract students wishing to go into nursing and other allied health jobs (like physiotherapy).

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