



**EXAMINATION
COURSES**

2016 – 2018

“Learning together, shaping the future”

INTRODUCTION

For the first three years (Key Stage 3) all pupils at Hall Green School have studied the same subjects. These have provided a broad foundation on which to build for the future. For their final two years (Key Stage 4), all pupils will continue to study the Core Curriculum but an element of choice now becomes possible.

During the next few weeks all Year 9 pupils will have to make decisions about the subjects they will study at Key Stage 4 (Years 10 and 11). We will assist them as much as we possibly can, but they will also need your help and advice. We hope this booklet will give you and your child much of the information needed so that the right decisions can be made for your child.

The option process is as follows:

W/B 11 th April 2016	Year 9 choices week. Heads of Department and teachers provide information on courses in their departments during lessons.
Monday 18 th April 2016	Booklets issued to pupils. Senior teachers visit classrooms to explain the options process and answer questions.
Thursday 21 st April 2016	Year 9 options evening. Heads of Department/Teacher representatives from all options subjects are available during the evening to provide further information and answer questions.
Wednesday 20 th April – Friday 29 th April 2016	Year 9 interviews for IAG (information, advice and guidance). All year 9 pupils are interviewed by appointment with Senior Staff and Heads of House to discuss the most appropriate choices to meet individual needs and to support future learning and employment.
Friday 22 nd April 2016	Option Forms Named option forms are issued to pupils.
Friday 29 th April 2016	The year 9 option process ends. All forms to be returned to Ms Sears by this date.

If any further information is required, please do not hesitate to contact the school.

AIMS FOR KEY STAGE 4

Over the next two years, it is our expectation that the courses pupils take will:

1. Provide a broad and balanced education.
2. Provide an element of choice in the subjects studied
3. Successfully prepare them for examinations.
4. Provide a pathway for them into further education and training.
5. Provide the skills, interests and abilities to lead a full life in the future.

INFORMATION ABOUT GCSE COURSES

Most 16 year olds in Britain are expected to gain GCSE qualifications or Vocational qualifications. These qualifications will successfully equip a young person for further education or for a modern apprenticeship.

GCSE courses consist of timed written examinations, as well as, in some cases, a Controlled Assessment element.

Controlled assessment:

- Is a form of internal assessment where the control levels for each assessment stage (task setting, task taking and task marking) have been defined by all examination boards.
- Guidance of the time allowed for controlled assessments is set by the exam board.
- Each stage of assessment has a different level of control. This is clearly communicated to pupils as part of the learning expectations of the lesson.
- The specification for each subject identifies the tasks and level of control.
- Controlled assessment takes place in the classroom during lesson time.
- The attendance of pupils is crucial to their success

During **high levels of control** pupils are expected to work independently without communication with each other. The assessment is carried out under 'examination conditions'.

During **medium levels of control**, the pupils do not have to be directly supervised at all times but their work must be sufficiently supervised to be authenticated as their own work. They may have limited teacher guidance and they can work together. They may access resources to support them.

For **low level control**, some work can be completed without supervision, outside the classroom/school and pupils may receive guidance from teachers.

NEW GCSE COURSES

From September 2015, the Department for Education started to introduce reformed GCSE courses in some subjects. The remaining GCSE courses will be reformed for September 2017.

For 2016, the reformed courses are:

Reformed as of September 2015	Reformed as of September 2016	
English	Art and Design	Geography
English Literature	Biology	German
Mathematics	Chemistry	History
	Combined Science	Music
	Computer Science	Physical Education
	Drama	Physics
	Food preparation and Nutrition	Religious Studies
	French	Spanish

To distinguish the new courses from the previous GCSEs in these subjects, the new courses will be graded numerically, from 9 to 1. The highest grade will be 9, equivalent to the top of the current A* grade.

Existing GCSE courses will continue to be graded A* to G, with A* as the highest possible grade.

As a consequence, this year group will be working towards qualifications on a mixture of these grading scales. At the end of year 11, pupils will receive final GCSE results as a numerical grade for all of the GCSE subjects listed above and a letter grade for any other GCSE exams.

All GCSE subjects continue to be valid qualifications, recognised by employers and further education providers. The GCSEs awarded to your child at the end of year 11, whether existing or reformed, will be of equal value.

The decisions regarding qualifications and grading systems are made by the Department for Education and the exams body Ofqual; the school has no control over these decisions. We appreciate that this is a new and unfamiliar system, and suggest that you contact relevant Heads of Department, or the Deputy Head teacher responsible for curriculum matters, Mr Simson, if you have any questions regarding this change.

THE ENGLISH BACCALAUREATE

The English Baccalaureate (or “Ebacc”) was introduced as a performance measure. It is not a qualification in itself. The measure recognises achievement across a core of academic subjects: English, mathematics, science (combined science, or two from biology, chemistry, physics or computer science), a humanity (geography or history) and a modern foreign language. The majority of pupils will study these subjects, along with RE, PE, and further option subjects.

GUIDED PATHWAYS

There are 3 pathways in Key Stage 4. Your child will be guided down the pathway of study that is the most appropriate for them. This will be discussed with each pupil as part of their options interview.

Pathway 1: Pupils in H and L teaching groups must continue to study a modern foreign language and then select 2 option subjects.

Pathway 2: Most pupils from teaching groups G, R, E & N will select 3 options. One of these must be from the “Ebacc” group: History, Geography, Computer Science or a Modern Foreign Language.

Pathway 3: A small number of pupils will be guided to the Foundation Learning course.

HOW TO CHOOSE YOUR SUBJECTS

Where a choice of subjects becomes available, it is essential that pupils, guided by teachers and parents, make a sensible choice. Pupils should ask themselves the following questions:

- 1. Which subjects do I enjoy?**
Never choose a subject because of the teacher. You cannot predict who may teach it next year.
- 2. At which subjects am I most successful?**
Consider subjects that you think will allow you to gain good grades. Do not be influenced by your friend’s favourite subject - it must be **your** future that you consider.
- 3. Should I pick certain subjects as I think I know my future career?**
Choose subjects connected to your ambitions, but consider a broad range of subjects as you may change your mind. Further information on careers is available from Miss. Homer.
- 4. Is my choice based upon sound information?**
Consider each subject very carefully, especially the demands it will make on your time. Listen to people who know. Take advice and ask questions. Make decisions based on facts.

Make the right choice for you and your future success. Remember, you will be studying your choices for two years, so give them real thought now, so that you don’t regret them later.

If any further information is required please ask.

YOUR SUBJECTS : CORE AND OPTIONS

This booklet gives outline information about the core subjects (those you have to study) and option subjects (those you may wish to study). For each subject you are provided with brief information about the aims, the content, the study requirements, the assessment methods, the examination and the monitoring procedures. More information is available from the staff indicated for each subject.

1. **Core Subjects**

These are the subjects that all pupils will study. They are English, Mathematics, Science, Sport/PE and Religious Education. A Modern Foreign Language is compulsory for 9H and 9L.

Pupils will continue to study full course GCSE RE in their RE lessons.

2. **Optional Subjects**

These are subjects from which pupils may select their preferences.

List of Options

Note: Preferences cannot be guaranteed as group sizes have to match the availability of staff and resources, although we endeavour to place your child with his/her first preference if at all possible.

If any further information is required please ask.

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ENGLISH

English is a core subject at GCSE, and is studied by all pupils during Years 10 and 11. All pupils follow the AQA Specification syllabus for English Language and English Literature. From September 2015, there are No tiers of entry for English Language and Literature.

English Language

Paper 1: Explorations in Creative Reading and Writing

Section A: Reading one **unseen** literature fiction text and answering questions based on the text.

Section B: Writing descriptive or narrative writing – pupils will write one extended piece.

How is it assessed?

One written exam: 1 hour 45 minutes 80 marks

50% of English Language GCSE

Paper 2: Writers' Viewpoints and Perspectives

Section A: Reading one non-fiction text and one literary non-fiction text, both **unseen** texts.

Pupils will then answer questions based on the texts.

Section B: Writing to present a viewpoint.

How is it assessed?

One written exam: 1 hour 45 minutes 80 marks

50% of English Language GCSE

Non-examination Assessment: Spoken Language

Pupils will perform a range of spoken language assessments, including: presenting, responding to questions and feedback and use of Standard English Assessments will be marked by the teacher. It is a separate endorsement and has 0% weighting towards the English Language GCSE.

English Literature

Paper 1: Shakespeare and the 19th Century Novel

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

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

How is it assessed?

One written exam: 1 hour 45 minutes 64 marks

40% of English Literature GCSE

Paper 2: Modern Texts and Poetry

Section A: Modern Texts – pupils answer one question on their studied modern prose or drama.

Section B: Poetry – pupils answer one comparative question on two poems.

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

How is it assessed?

One written exam: 2 hours 15 minutes 96 marks

60% of English Literature GCSE

For further information please contact Miss E Rose (Head of English) or consult www.aqa.org.uk

MATHEMATICS

Mission Statement

To provide a broad and balanced mathematics education for all pupils, effectively preparing them for further study and the world of work.

The mathematics curriculum is delivered in a variety of ways, including the use of worksheets, textbooks, mini investigations, practical work, mathematical games and ICT.

Key Stage 4 structure

The study of the key stage 4 mathematics curriculum begins in September of year 9, and continues through years 10 and 11. Pupils in key stage 4 are taught in ability sets and follow the GCSE Edexcel Linear 1MA1 course. Sets 1 to 5 study the Higher course which covers from grade 3 up to grade 9. Sets 6 to 8 study the Foundation course which covers from grade 1 up to grade 5. Set 1 may do an additional GCSE qualification in Statistics. Set 8 may do an additional Entry Level qualification called Functional Skills Mathematics.

Exam Board and Specification

For GCSE Mathematics all sets follow the Edexcel Linear 1MA1 specification Course. This is a linear course which is assessed 100% through external terminal assessments. There are three papers which are each one hour and 30 minutes long; there is a non-calculator paper worth a third of the marks, and two calculator papers, worth a third of the marks each. Each paper covers a mixture of the six content areas:

- 1) Number
- 2) Algebra
- 3) Ratio, Proportion and Rates of Change
- 4) Geometry and Measures
- 5) Probability
- 6) Statistics

As well as learning mathematical skills and concepts, pupils will be encouraged to use their problem solving skills in real life contexts, this is particularly important as the new specification includes 30-40% of problem solving questions. Pupils are given regular internal assessments and progress is tracked throughout the course.

Candidates take either the Foundation or Higher exam depending on their ability, and both allow for success at the new “pass” grades of 4 or 5. There is no coursework requirement for this course.

Independent Study

We have paid for pupil subscriptions to three useful revision websites:

- www.mymaths.co.uk
- www.mathswatchvle.com
- www.mathsapp.pixl.org.uk

Revision guides and workbooks are available for sale and are highly recommended for the particular course we follow.

For further information please contact Miss K. Carlisle (Head of Department).

SCIENCE

Aims

1. To further develop knowledge and understanding of Science.
2. To develop abilities and appreciate the varied applications of Science.
3. To stimulate curiosity, interest and enjoyment in Science on an individual, national and global scale.

Pupils are put into sets following an analysis of their performance in KS3 assessments at the end of the first term in year 9. They begin their KS4 course at the start of January in Year 9.

Sets 1-8 will all follow GCSE courses (examination board Edexcel).

Set 1 will complete three separate GCSEs: Biology, Chemistry and Physics.

All other groups will follow the Combined Science GCSE course. This is a double GCSE, for which pupils will receive two grades. The grades are not necessarily identical. For instance, one pupil might receive two grade 4s, another might receive two grade 5s, whereas another, whose performance was midway between the performance of the other two, might be awarded one 4 and one 5.

Pupils will sit the exam for this course at the end of year 11, in June 2018.

- Pupils studying the Combined Science course will sit six papers of 1 hour 10 minutes each.
- Pupils studying the three separate sciences will sit six papers of 1 hour and 45 minutes each.

For further information, please contact Mr C West (Head of Science).

ART AND DESIGN

“Once we have the means to sustain life, art is the way that life expresses itself”
Antony Gormley – sculptor.

AQA GCSE in Art and Design

Our Aims

We aim to encourage and nurture artists by

- building on their knowledge, skills and understanding gained in Key Stage 3
- helping them to develop highly personal artwork, working progressively with confidence and independence to communicate ideas.
- teaching them how to appreciate and understand the work of Artists and Craftspeople and relate this to their work.

Assessment

60% Coursework – a portfolio of work consisting of 2 full projects, showing evidence of all assessment objectives, developing ideas to a final piece

40% External exam – pupils choose a starting point from a paper set by the exam board. Over a timed period they develop ideas towards a final piece which is produced during a 10 hour exam in school.

GCSE art provides grounding for those wishing to specialise in art at a higher level and also for students who have a passion for the subject and a keen imagination.

In opting for the course, the students are opening the door to a large area of opportunity, particularly as the creative industry is the fastest growing industry in the UK.

There are many Art courses that can be followed post GCSE in addition to the area of Fine Art. Related college and degree courses include Interior Design, Illustration, Visual Communication (Graphics), Photography, Fashion and Textiles, Video, Game Design, Animation, Architecture and Theatre Design.

All pupils gain experience in a wide range of processes and materials.

In 2D pupils will have the opportunity to work in paint, pastel, charcoal, mixed media, collage, print and computer graphics.

In 3D, a range of materials can be used such as clay, wire, mod roc, plaster and card to create sculptures and artefacts, exploring their own personal interests.

Pupils are encouraged to take advantage of new media and have access to Adobe Photoshop and animation software.

Researching the work of different artists is a very important part of this course. We aim to take all GCSE students on a gallery visit to experience art first hand.

For further information please contact Mr Kennard (Head of Department), Miss C Patton or Miss N. Kennedy.

ART TEXTILES

AQA GCSE in Art Textiles

This course aims primarily to develop your creative design capabilities in Fashion and Textiles and equip you with a broad range of technical skills and knowledge. Art textiles is an expressive and exploratory course which rewards flair and imagination as well as providing a good foundation for working in fashion and design.

If you enjoy learning through practical tasks, and have a flair for design and fashion, then this course may suit you. It is a hands-on course including an introduction to designing and making, production of quality products, technical aspects of designing/making and computer aided design & manufacture, which are the building blocks of Fashion and Design.

You will learn to:

- Use a variety of techniques to create and express design ideas;
- Explore a range of surface decoration techniques to translate designs into textiles media;
- Carry out research tasks and explore briefs using ICT, books and other publications;
- Develop use of ICT for design and the presentation of your work;
- Develop practical making and construction skills for a range of textile products;
- Work independently and develop time management and organisational skills.

The course is structured with controlled assessment making up 60% of the overall grade and an extended practical exam accounting for the remaining 40% of the course.

The course will help to prepare you for a range of further education courses and employment opportunities.

Fashion/Textiles Designer	Fashion/Textiles Buyer	Garment Technologist
Textiles Artist	Pattern Drafter	Fashion/Textiles Manufacturing
Fashion Marketing	Textiles/ Fashion Teaching	Tailor/Seamstress
Print Designer	Fashion Retail/Merchandising	Soft Furnishings Design

For further information please contact Mr Kennard (Head of Department).

BUSINESS STUDIES

The Edexcel GCSE Business Studies course examines all major areas of business activity and provides students with skills and knowledge that will assist them in their future careers. GCSE Business Studies also provides a launch pad for further study in Business, Economics, Commerce and Accounts.

Topics covered include enterprise, business structures, marketing, human resources, finance, enterprise and international trade. Business Studies lessons are taught in computer suites when possible and students have the chance to develop their ICT, data analysis and research, presentational and entrepreneurial skills.

Business Studies is a vocational course and our students currently participate in several regional enterprise competitions and a national investment competition.

Recent successes include:

- 2014 Rolls Royce Enterprise challenge at Aston University, winning the national prize for the most innovative design
- 2015 Coca Cola Enterprise Challenge, reaching the regional final
- 2016 Coca Cola Enterprise Challenge, **winning** the regional final

The Hall Green Business Studies Department has also developed a Dragons Den style Enterprise day of its own, in partnership with Birmingham Future. This event has proved to be an outstanding success and is now being delivered in other schools across the city.

The course consists of **three** units:

Unit 1 Introduction to Small Businesses (25%) – Multiple Choice Exam: Year 11

This unit introduces candidates to issues concerning the setting up and operation of small businesses operating within both local and national markets.

Unit 2 Investigating a Small Business (25%) – Controlled Assessment: Year 10

This unit allows candidates to study a small business and the issues that they experience.

Unit 3 Growing a Business (50%) – Written exam: Year 11

Unit 3 allows students to expand on their knowledge by applying it to a larger and international business in context.

For further information please contact Mr Hosfield or Mrs Lowe.

GCSE COMPUTER SCIENCE

Pupils who are considering choosing ICT or Computer Science GCSE should discuss their choices with their ICT teacher who will direct them to the GCSE course which is more appropriate for them.

OCR GCSE in Computer Science

Aims

- Develop pupils understanding of current and emerging technologies and how they work
- Look at the use of algorithms in computer programs
- To become independent and discerning users of Information Technology
- Acquire and apply creative and technical skills, knowledge and understanding of Information Technology in a range of contexts
- Develop computer programs to solve problems
- Evaluate the effectiveness of computer programs/solutions and the impact of computer technology in society.

Content

The Computer Science course gets students working with real-life, practical programming techniques that gives them a good understanding of what makes technology work.

Assessment

- **Unit 1: Computer systems and programming (Exam) (40%)**
This unit covers the body of knowledge about computer systems on which the examination will be based. This is externally assessed, 1 hour 30 minutes written paper worth 80 marks.
- **Unit A452: Practical investigation (Controlled Assessment) (30%)**
This is an investigative computing task, chosen from a list provided by OCR, Controlled assessment which assesses the research, technical understanding, analysis of the problem, historical perspective, use of technical writing skills and recommendations/evaluation. The course is out of 45 marks.
- **Unit A453: Programming Project (Controlled Assessment) (30%)**

Pupils will need to:

- Understand standard programming techniques
- Be able to design a coded solution to a problem including the ability to
 - Develop suitable algorithms
 - Design suitable input and output formats
 - Identify suitable variables and structures
 - Identify test procedures.
- Create a coded solution fully annotating the developed code to explain its function
- Test their solution:
 - To show functionality
 - To show how it matches the design criteria
 - Identifying successes and any limitations

This is also out of 45 marks.

Assessment objectives

Pupils are expected to demonstrate the following:

- **AO1** Recall, select and communicate knowledge and understanding of computer technology
- **AO2** Apply knowledge, understanding and skills to solve computing or programming problems
- **AO3** Analyse, evaluate, make reasoned judgements and present conclusions

For further information contact Miss S. Sohal (Head of Department), Mr R Amin (KS3 Coordinator/ICT Teacher) or Ms G Sears (Deputy Head/ICT Teacher).

DESIGN AND TECHNOLOGY

Aims

1. For pupils to demonstrate their Design and Technology capability, which requires them to combine skills with knowledge and understanding in order to design and make creative, commercially viable products and develop an awareness of global technological and sustainability issues.
2. To acquire lifelong, **transferable skills** such as **investigation, creativity, problem solving, planning, critical and reflective thinking**.
3. To prepare students for further study. Students find it hard to access Degree courses in Design or Architecture if they have not followed a Design and Technology based course at GCSE.

Are you a student who:

Enjoys learning through practical activities?

Has a creative flair?

Is interested in creating original ideas?

Then Design & Technology is a strong possibility for you.

Possible career pathways include:

Product Design, Interior Design, Architecture, Engineering, Industrial Design, Surveying, Computer Design, Digital Design Furniture Design, Jewellery, Model making, Apprenticeships in Manufacturing, Theatre/Stage Design, Costume Design, Graphic/Advertising Design, Project management within the Design Profession, Retail Management, Fashion Design: Millinery, Shoe Design, Textile Print, Soft Furnishing, Textile and Fibre Engineering and Carpet Design/Industry.

AQA GCSE D&T: Product Design

This course offers pupils the opportunity to work across a range of materials, including plastics, wood and metal. Pupils will be encouraged to design for a commercial market and on occasion, work as part of a team. They will learn to develop imaginative and innovative ideas, demonstrating creativity and flair where possible. They will gain new skills and knowledge as they develop prototypes and study the work of modern designers. Computer aided design and manufacture is a strong feature of the course – pupils learn to use a state of the art laser cutter alongside more traditional making techniques.

All D&T courses carry a large controlled assessment element worth 60% of the GCSE and are delivered through one design and manufacture task. Pupils use a range of media and techniques including CAD/CAM to develop and present creative and visual ideas through practical work. 40% of the assessment is via a final exam.

For further information, please contact Mr Kennard or Mrs Minihan.

DRAMA



The new **Edexcel GCSE** course retains the emphasis on practical drama of its predecessor. Over the two years of the course pupils will learn to develop their own practical performance skills and put together their own plays. They will also learn how to explore characters and texts through a range of drama exercises. As part of this course pupils will need to attend a number of live plays.

The course teaches and develops many different skills relevant to further study or the workplace, including: self-confidence; the ability to react on the spot; the ability to consider and explore other people's opinions; collaborative and groupwork skills; varying language and behaviour to fit particular situations; and expressing oneself in a range of ways, verbal and physical.

The examination is divided into three units as follows:

Unit 1: Devising (*Teacher assessed, externally moderated*)

Students will use a full range of drama strategies to devise a piece of drama in response to a stimulus. Assessment is in the form of a performance (10% of overall mark) and a 2000 word portfolio which can be written or recorded. (30% of overall mark).

Unit 2: Performance (*Assessed by visiting examiner*)

Students spend a number of weeks exploring the text, characters and background of a significant play. They then work in groups to develop their own performances of two key sections from that play which are shown to a visiting examiner. (20% of overall mark)

Unit 3: Theatre makers in Practice (*Written examination*)

The 90-minute written exam consists of two sections. In the first they have to answer questions about a play text they have studied. In the second part, they have two longer answers to write, evaluating a live performance that they have seen. (40% of overall mark.)

To succeed on this course, you will need to:

- be able to motivate yourself to work independently;
- be prepared to work with anyone in groups of various sizes;
- think imaginatively and creatively;
- have a strong visual sense and confident verbal skills;
- make the effort to attend live theatre performances in your own time.

For further information, please contact Mr. S.Pitfield

FOOD, PREPARATION AND NUTRITION

AQA GCSE – Food, Preparation and Nutrition

This course will help you prepare for life after school. You will learn to manage resources and make informed decisions about food to meet the needs of yourself and your family. These are vital skills you need to live successfully as an independent adult.

You will learn about the current issues concerning food, diet and nutrition and develop your practical skills. Pupils do four short units covering a variety of topics with an emphasis on practical content. The course focuses on nutrition and the needs of individual age groups, cooking skills, food safety and preservation, food commodities and consumer education.

You will learn to:

Prepare food for a variety of home and family situations;

Explore and investigate the nature of food, including food tasting and testing;

Carry out individual, original research, using ICT to collect, record and present findings;

Be a well-informed consumer;

Organise time and resources efficiently.

This course can also help prepare you for the world of work, depending on your chosen career:

Dietician	Nutritionist	Chef
Food Manufacturing	Nutrition Diploma	Food Microbiologist
Food service managers	Food Chemistry	Sports nutrition
Dietetic technicians	Food Service supervisors	Food Teacher
Health educators	Food managers	Audit / Food Manufacture

AQA GCSE food, preparation and nutrition controlled assessment element is worth 50% of the GCSE with the remaining 50% made up of the terminal exam.

For further information, please contact Mr Kennard or Mrs Dawkins-Sewell.

FOUNDATION LEARNING

“Inspiring learners at Entry, Level 1 and beyond” (Edexcel)

What is Foundation Learning?

Foundation Learning is a programme of learning offering an alternative to a full GCSE course. It is designed to give the pupils the very best opportunity to fulfil their potential, whilst motivating pupils towards an appropriate Post 16 Pathway. Ensuring learning is recognised and rewarded, it helps to support and inspire the pupils in progressing and achieving a positive outcome.

Made up of three types of qualifications, the programme is flexible and personalised to meet the needs of individual learners.

1. Vocational Learning (BTEC Workskills)
2. Personal and Social Development (PSD)
3. Functional skills - Entry Level to Level 1

The above elements are coordinated by Mrs McLoughlin and delivered by the Foundation Learning Assistant.

How does Foundation Learning fit into the Hall Green School curriculum?

The programme is delivered as follows:

- Vocational Learning (BTEC ‘WorkSkills’)
- PSD (Personal and Social Development)
- Functional Skills English/Maths/ICT

Vocational Learning: BTEC ‘WorkSkills’

This part of the course is to enhance employability and encourage career progression. Pupils will complete a range of units that will help them to acquire the soft skills that employers are looking for: adaptability, a positive ‘can do’ attitude, and a willingness to continue learning throughout their working lives.

The course, delivered in school, is designed to provide:

- Opportunities for the learners to undertake supported investigations of realistic and personal Post 16 pathways
- Opportunities for learners to gain a nationally recognised qualification relating to work skills
- Opportunities for learners to focus on the development of functional skills in English, ICT and Mathematics
- The knowledge, understanding and skills learners need to enter training or employment
- Opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

Examples of units: Managing Your Own Money, Working in a Team, Learning from Work Placement, Planning an Enterprise Activity, Producing a Curriculum Vitae (CV)

Assessment

Pupils will be assessed internally through a number of methods including assignments, case studies, projects, performance observation and work-based assessments. Pupils will be awarded with credits assigned to each unit. They will be graded on the number of credits they accrue throughout the course.

For Functional Skills the pupils sit exams which are externally marked.

Qualification

BTEC Work Skills Entry Level 3

Functional Skills English, Maths and ICT Entry levels 1-3

Personal and Social Development Entry levels 1-3

What can I do after this programme?

By ensuring a pupil has achieved qualifications in all three elements of Foundation Learning, they will have the right mix of skills and understanding to cope with the move to college, where they can continue working towards level 1 or 2 qualifications.

Finally

This is a very brief outline of the aims of the Foundation Learning Programme but hopefully gives you some insight; if you would like more information please do not hesitate to contact me.

Mrs C McLoughlin
SENCo

GEOGRAPHY

Aims

Geography helps us to understand the world that we live on. We can discover how the forces of nature work (e.g. volcanoes, earthquakes, tsunamis, floods, hurricanes, the greenhouse effect) and how we as humans can try to cope as we live alongside them. It also helps us to make sense of how people live, work and play in different parts of the world as they exploit, manage and move around the world (e.g. trade, development, industry, migration) in different ways and in different places.

By studying Geography, pupils become well rounded and thoughtful global citizens with an excellent understanding of the world and the way it works.

Examination Board

AQA specification A.

Content

This course will build on the GCSE work that Year 9 pupils started last September. Pupils in Year 10 and 11 will study a wide variety of Geographical topics which are summarised below.

Physical Geography

Topics studied will be selected from the following list: Weather Hazards – Tectonic Hazards – Glacial Landscapes - Climate Change – Tropical Rainforests – Hot Deserts - Cold Environments - River Landscapes – Coastal Landscapes – Ecosystems.

Human Geography

Topics studied will be selected from the following list: Population Change – Globalisation – Rural Change -Tourism – Urban Change – Development Issues – Global Trade.

Fieldwork

Pupils will also be required to carry-out fieldwork activities and evaluate a contentious geographical issue in order to successfully complete Paper 3 (details below).

Assessment

There are 3 exam papers that will sat at the end of Year 11:

Paper 1: (35%) Physical Geography - 1 hour 30 mins.

Paper 2: (35%) Human Geography - 1 hour 30 mins.

Paper 3: (30%) Geographical applications and fieldwork - 1 hour 15 mins.

For further information please contact Mr Jackson (Head of Department).

HEALTH AND SOCIAL CARE

The Edexcel GCSE in Health and Social Care gives students the opportunities to:

Actively engage in the processes of health and social care in order to develop as effective and independent students.

Understand aspects of personal development, and the health, social care and early years sector through investigation and evaluation of a range of services and organizations.

Develop a critical and analytical approach to problem solving within the health, social care and early year sectors

Examine issues which affect the nature and quality of human life, including an appreciation of diversity and cultural issues

The course is about different groups of people from babies to people of your grandparents' age.

Overview of Content:

This unit contains the following four topics

- Human Growth and Development
- Factors effecting human growth and development
- Effects of relationship on personal growth and development
- The effects of life events on personal development

This course is for you if you wish to pursue a career in:

- **Health Care** e.g. Nurse, Ambulance Staff, Sports Physiotherapist, Care-Home Worker
- **Social Care** e.g. Adoption Advisor, Social Worker, Counsellor, Youth worker.

Qualification

- Unit 1- Understanding Personal Development and Relationships (Exam- 40%)
- Units 2 – Health, Social Care and Early Years Provision (Coursework - 60%)

For further information, please contact Mrs Dawkins-Sewell or Mrs Minihan.

HISTORY

History is a subject of infinite variety as it encompasses the breadth of human activity. It is also a discipline focusing on certain skills and methods of study as well as contextual knowledge. The History Department continually aims to make studying history enjoyable through a variety of teaching approaches and by fostering a positive and enquiry based atmosphere. It also aims to promote pupil self confidence alongside a tolerant and understanding attitude.

Aims

To give opportunities to:

1. Engage in the process of historical enquiry.
2. Develop as independent thinkers with enquiring minds.
3. Develop knowledge of selected periods, societies and aspects of history.
4. Develop an awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes.
5. Organise and communicate historical understanding in a variety of ways and reach substantiated judgments.
6. Recognise that historical skills and knowledge help us to understand the present.

Examination Board/Course

AQA GCSE History

Content

1. Paper 1: Understanding the modern world (this paper accounts for 50% of final mark – 1 hour 45 minutes)

Section A: Period Studies

1B Germany, 1890-1945: Democracy and dictatorship

Germany and the growth of democracy

Germany and the Depression

The experiences of Germans under the Nazis

Section B: Wider world depth studies

Conflict and tension in Asia, 1950-1975

Conflict in Korea

Escalation of conflict in Vietnam

The ending of conflict in Vietnam

2. Paper 2: Shaping the nation (this paper accounts for 50% of final mark which includes a 10% allocation for the historic environment area of study – 1 hour 45 minutes)

Section A: Thematic studies

2A Britain: Health and the people: c1000 to the present day

Medicine stands still

The beginnings of change

A revolution in medicine

Modern medicine

Section B: British studies including the historic environment

Elizabethan England, c1568-1603

Elizabeth's court and Parliament

Life in Elizabethan times

Troubles at home and abroad

The historic environment of Environment of Elizabethan England (10%)

Please do not hesitate to speak to Mrs Watkin (Head of History) or any other member of the History Department if you have any further questions.

INFORMATION AND COMMUNICATION TECHNOLOGY

Pupils who are considering choosing ICT or Computer Science GCSE should discuss their choices with their ICT teacher who will direct them to the GCSE course which is more appropriate for them.

Edexcel GCSE in ICT

Aims

1. Develop the learners' knowledge and understanding of current and emerging digital technologies and their social and commercial impact.
2. Enable learners to develop their skills in the use of a range of ICT tools and techniques when solving ICT solutions.
3. To gain skills, knowledge and understanding needed to access further education and training programmes.

Content

Pupils follow a course where they produce controlled assessment to broaden and enhance their ICT skills and capability. They will work with a range of digital tools and techniques to produce effective ICT solutions in range of contexts. Pupils will learn to reflect and review critically on their own and others' use of ICT and to adopt safe, secure and responsible practice.

Assessment

1. Final Examination (40%)
 - Unit 1 exam is externally assessed.
2. Controlled Assessment (60%)
 - Pupils' controlled assessment is assessed internally and moderated externally.

For further information contact Miss S. Sohal (Head of Department), Mr R Amin (KS3 Coordinator/ICT Teacher) or Ms G Sears (Deputy Head/ICT Teacher).

MEDIA STUDIES GCSE

GCSE Media Studies is a creative course that offers pupils the opportunity to develop their understanding of an increasingly diverse media industry. Pupils study a range of media products, analysing their purpose and structure. The course also requires pupils to create original media products of their own. The course will study a variety of media, including film, television, newspapers, magazines, advertising, radio and emerging media technologies.

In particular, students are encouraged to:

- Respond critically and analytically to a range of media
- Gain a broad knowledge of the commercial nature of media production
- Investigate the nature of media consumption by different audiences
- Enhance their skills in the planning and creation of media products
- Engage with the developing world of media technologies

Assessment is by means of a Controlled Assessment folder and a final examination. Content is assessed as four interrelated key concepts considered across the media:

- Media Language: forms and conventions
- Representation
- Institution
- Audience

The Course

At Hall Green School we follow the AQA GCSE syllabus

Unit 1: Investigating the Media.

This unit is assessed by a final examination, and is worth 40 % of the GCSE.

Pupils will study a particular industry or genre in preparation for a 90 minute exam. The subject studied changes annually, and is announced by AQA a year in advance of the examination. Recent examples include television crime drama, the popular press, and television news.

Unit 2: Understanding the Media.

This Unit is assessed via a folder of Controlled Assessment work, worth 60 % of the final mark. Across the two years of the course, pupils will study three core units:

Assignment 1: Music Promotion

Assignment 2: Film Promotion

Assignment 3: Magazine Production

The course requires a mix of skills. Pupils need to be able to write critically and analytically in controlled assessment and exams. Pupils also need a good visual imagination for the considerable amount of creative work in the course. Some drawing ability is an advantage. Basic ICT skills are essential as much of the course will employ computers for both text and the manipulation of images.

For further information please contact Miss E. Rose

MODERN LANGUAGES

GCSE Modern Languages is a varied and challenging course designed primarily to promote linguistic and cultural knowledge, but also to develop key skills indispensable in the modern world, such as communication, flexibility, empathy, spontaneity, creativity and independence.

The course builds upon skills and knowledge acquired at KS2 and 3 whilst providing a firm foundation for students to make a smooth transition to A-Level. Content is structured across five themes, all of which provide an engaging real-world focus, making them accessible to all and yet challenging.

GCSE Languages are suitable for pupils who:

- want to broaden their linguistic and cultural understanding of key areas of the economic world.
- are looking to apply for university courses such as medicine, business, sciences, engineering, economics, design, politics and media. Universities love students with language skills!
- enjoy the challenges of communicating in a foreign language with foreign visitors to the UK or when abroad in a business or social context.
- enjoy using their listening, speaking, reading, writing and translation skills covering:
 - Identity and Culture
 - Local area, holiday and travel
 - School
 - Future aspirations, study and work
 - International and global dimension

GCSE is the best option for pupils who:

- are committed to spending time on a weekly basis memorising vocabulary & grammatical structures and rules.
- are able to work independently using higher order thinking skills and enjoy being challenged to think differently.
- are keen to support foreign language exchanges or study trips and put their knowledge to the test.
- want to develop key skills valued and sought by future employers and universities.
- are considering A-level languages and believe in languages for life.

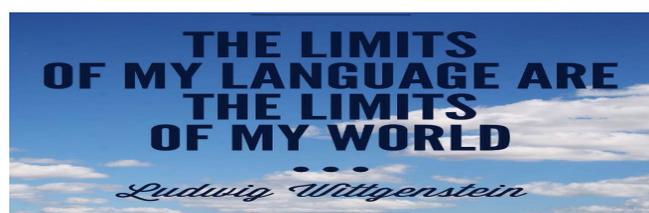
Examination Board

GCSE: EDEXCEL : The course is examined by terminal exams in all four equally weighted skills :

Listening (25%), Reading (25%), Speaking (25%) and Writing (25%).

Students are entered for **either** the Higher **or** Foundation tier. On the Reading paper there is a translation task from the language into English. On the Writing paper there is a translation task from English into the language. The speaking exams are conducted by the class teacher under exam conditions and are sent away to the board to be marked. The speaking test comprises a role play, questions based on a stimulus card allocated by the board, followed by a conversation based on two of the taught themes. The first theme is chosen by the students themselves in advance with their teachers guidance.

French, German and Spanish are taught at GCSE level. There is no provision currently for ab initio learners, therefore students must have studied their chosen language, with a good degree of success and enthusiasm at KS3.



For further information, please contact Mrs Souakri, or any member of the MFL department.

MUSIC

Examination Board OCR

Performing Music - 30% - Teacher Assessed

Pupils will practise 2 pieces throughout year 10 which will be recorded in the autumn term of year 11. They can perform on any instrument and choose their own pieces.

- One solo performance
- One group performance consisting of two or more players

Performances are assessed based on:

- the demand level of the piece
- the accuracy of performance
- the ability to communicate a sensitive performance
- the stylistic interpretation of the piece

Composing and Appraising 30% - Marked by an external examiner

Candidates create 2 compositions which are usually completed using Logic software. Compositions can be in any style.

Listening and Appraising Music 40% - Marked by an external examiner

Candidates prepare for a one hour listening exam where they respond to questions based on short musical excerpts of music. A range of musical genres will be covered – Classical, Pop, Musicals, Non- Western music etc.

Pupils will need to familiarise themselves with the musical terminology that will be needed for this paper.

Please note;

All pupils will need to have access to a touch-sensitive keyboard at home.

Most pupils who opt for music GCSE will be level 6 pupils.

For further information on the Music GCSE course please contact Miss Rex (Head of Department) or Mr White.

PHYSICAL EDUCATION

All pupils will continue participating in Physical Education lessons in years 10 and 11.

The choice of pathway will be made through negotiation between the PE teachers and your child. Your son/daughter will receive a letter to bring home that fully explains one of the following pathways that we think is most suitable for your child. Members of the PE Department will be available on options evening if you have any questions.

Pathway 1

This course will be delivered as part of core PE and does not require your child to opt for it on the options form.

Level 1/2 Cambridge National Certificate in Sport Studies (=1 GCSE A*-C)

This will be delivered only through Core PE time.

There are four units in total. One of the units (RO51: contemporary issues in sport) will be assessed by a one-hour written paper. The three remaining units are assessed internally through the use of written and practical assignments and will cover developing sports skills, sports leadership and developing knowledge and skills in outdoor activities or media in sport.

This course is suitable for pupils who have a genuine interest in all aspects of sport and wish to develop a range of skills in different sports and roles and develop their theoretical understanding and practical application of knowledge. Pupils will complete many written and some practical assignments requiring continuous effort and application throughout the whole course and should expect to receive a proportional amount of theory and practical lessons. For those pupils who do not achieve all the requirements for a level 2 pass, a level 1 qualification is available.

Pathway 2

Passport to Health and Fitness Award

This course is not assessed on the practical skills of sport but gives pupils the opportunity to participate in many different sporting activities. It also has a particular focus upon health and fitness and preparation for adult life. It includes a nationally recognised first aid award and the opportunity to gain experience in leading sports activities and developing personal fitness.

Options Choices

This option will only appear on the main options form and will take up a formal option if your child selects it.

GCSE Physical Education- Full Course

This course is assessed through three practical examinations (50%) and two terminal theory examinations along with written and oral coursework (50%).

All pupils involved in this pathway will be expected to attend two extra- curricular clubs per week and be committed to this subject, which is both physically and academically demanding.

OR

Level 1/2 Cambridge National Certificate in Sport Science (=1 GCSE A*-C)

This will be delivered during an option block.

There are four units in total. One of the units (RO41: reducing the risk of sports injuries) will be assessed by a one-hour written paper. The three remaining units are assessed internally through the use of written and practical assignments and will cover the principles of training, the body's response to practical activity and sports nutrition.

Based upon the number of pupils that select this option, decisions will then be made as to which course will run. This will be discussed with your child as soon as possible after the form has been submitted.

For further information contact Mrs S Paxton-Gault (Head of Physical Education), Mr J Sheard, Mrs E Smith.

RELIGIOUS STUDIES

At Hall Green School all pupils will continue the full course GCSE Religious Studies as part of their KS4 curriculum. This complies with the legal requirements of RE for pupils in full time education. The course is about you and some of the issues faced when living in the multi-ethnic, multi-faith society which is the UK.

The course also has the following advantages. It helps you to:

- think through some of the big issues of life that people contemplate;
- consider religious and other responses to moral and political issues;
- discuss the ignorance that causes prejudice, hatred and violence in our world;
- explore religious and moral beliefs in a safe and questioning environment so that you can become sure of your own beliefs and explain them clearly to others.

Do I have to be religious?

You do not have to be a follower of a religion to enjoy or study this subject but an open and enquiring mind is necessary. Many employers regard Religious Studies as a good qualification to prepare future employees for the diverse cultures and beliefs we encounter in our community.

All pupils will be studying Christianity and one other religion.

EDEXCEL Accelerated Full Course GCSE Specification B:

Religion & Ethics

- Belief in God
- Matters of Life & Death
- Marriage & Family Life
- Living the religious life

Religion, Peace & Conflict

- Belief in God
- Crime & Punishment
- Living the religious life
- Peace & Conflict

This course will be examined in the summer of Year 11 and will be assessed through **two** 1 hour 45 minute examinations.

NB: 9N2 will study EDEXCEL Short Course GCSE covering Christianity and one other religion.

Full details can be found on the EDXCEL website or contact Mr Rizwan (Head of RE)