



**EXAMINATION  
COURSES  
2017 – 2019**

**“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 6 <sup>th</sup> March 2017	<b>Year 9 choices week.</b> Heads of Department and teachers provide information on courses in their departments during lessons.
Friday 10 <sup>th</sup> March 2017	<b>Booklets issued to pupils.</b> Senior teachers visit classrooms to explain the options process and answer questions.
Monday 13 <sup>th</sup> March – Wednesday 22 <sup>nd</sup> March 2017	<b>Year 9 interviews for IAG (information, advice and guidance).</b> 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.
Tuesday 14 <sup>th</sup> March 2017	<b>Year 9 options evening.</b> Heads of Department/Teacher representatives from all options subjects are available during the evening to provide further information and answer questions.
Friday 17 <sup>th</sup> March 2017	<b>Option Forms</b> Named option forms are issued to pupils.
Friday 24 <sup>th</sup> March 2017	<b>The year 9 option process ends.</b> 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 Level 1/Level 2 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 communicating 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. By September 2017, all GCSE courses on offer will have been reformed.

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 previous A\* grade. The grade 6-7 borderline will, for the first year of each new exam, be made equivalent to the old B-A borderline and the grade 3-4 borderline will, for the first year, be made equivalent to the old D-C borderline. This is illustrated in the table below:

New 9-1 GCSE grades	Old GCSE Grades
9	A*
8	A*
7	A
6	B
5	B/C
4	C
3	D
2	E
1	F/G

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.

Because some GCSE subjects are not being reformed (ICT and Health & Social Care) and in other cases we do not feel the reformed GCSE is suitable, we will be offering Level1/Level2 vocational or technical awards in the following subjects:

NCFE Certificate in Business and Enterprise

Cambridge National Certificate in Sport Science

AQA Technical award in Materials Technology

AQA Technical Award in Food & Catering

BTEC First Award in Health & Social Care

Certificate for IT User Skills in Open Systems and Enterprise

Level 2 qualifications are regarded as equivalent to GCSE and the following grades can be awarded:

Level 2 grade	Equivalent GCSE grade (9-1)	Equivalent GCSE grade old scale
Distinction*	8/9	A*
Distinction	7	A
Merit	6	B
Pass	4/5	C

If a pupil does not meet the criteria for any of the Level 2 grades, a grade can be awarded at Level 1 which will be equivalent to grades 1 to 3 at GCSE.

## 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.

The following website gives some useful advice about options choices and future careers:  
[www.successatschool.org/advice](http://www.successatschool.org/advice)

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 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 9,10 and 11. All pupils follow the AQA Specification syllabus for English Language and English Literature. 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 19<sup>th</sup> 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 19<sup>th</sup> 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](http://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 4 up to grade 9. Sets 6 to 8 study the Foundation course which covers from grade 1 up to grade 5. Sets 6-8 may do Functional Skills Mathematics qualifications.

## 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](http://www.mymaths.co.uk)
- <https://vle.mathswatch.co.uk/vle/>
- [www.mathsapp.pixl.org.uk](http://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 year 8. They begin their KS4 course at the start of Year 9.

Sets 1-8 will all follow GCSE 9-1 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 S Clarke (Head of Science).

## 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)

## ART , CRAFT 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, Craft 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.

Pupils cannot choose Art, Craft and Design as well as Art Textiles for GCSE.

## 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).

Pupils cannot choose Art Textiles as well as Art, Craft and Design for GCSE.

## GCSE BUSINESS STUDIES

**Pupils who are considering choosing GCSE Business Studies or V Cert Business and Enterprise should discuss their choices with a teacher who will direct them to the course which is more appropriate for them.**

### **Course Overview:**

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.

### **Aims:**

To equip pupils with skills including 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.

The course is split into **two** themes, with the first year of study focusing on smaller businesses before progressing onto larger businesses in the second year.

**Theme 1:** Investigating small business. This a written **examination:** 1 hour and 30 minutes and accounts for 50% of the qualification (90 marks). The content includes: Enterprise and entrepreneurship, spotting a business opportunity, putting a business idea into practice, making the business effective and understanding external influences on business.

**Theme 2:** Building a business. This is also a written **examination:** 1 hour and 30 minutes 50% of the qualification (90 marks). The content includes: Growing the business, making marketing decisions, making operational decisions, making financial decisions and making human resource decisions.

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
- 2016 Coca Cola Enterprise Challenge, **winning** the regional final
- 2017 Coca Cola Enterprise Challenge, reaching the regional final

For further information, please contact Mr Hosfield, Mr Amin or Mrs Lowe.

## V Cert BUSINESS and ENTERPRISE

**Pupils who are considering choosing GCSE Business Studies or V Cert Business and Enterprise should discuss their choices with a teacher who will direct them to the course which is more appropriate for them.**

### **Course Overview:**

This qualification is designed for learners who want an introduction to business and enterprise that includes a vocational and hands-on element. It has been developed to enthuse and inspire learners about a career in business and enterprise. The qualification will appeal to learners who wish to either set up their own business, move into employment, or progress onto further study.

### **Aims:**

This qualification aims to:

- develop a broad and comprehensive understanding of business and enterprise.
- develop a significant knowledge core which spans the vocational sector.
- provide academic and study skills that will support progression within business and enterprise and more broadly.
- help learners to add breadth to their knowledge and understanding of the sector as part of their career progression and development plans.
- help learners to progress to a level 3 qualification, an apprenticeship or set up their own enterprise.

### **Assessment:**

This qualification consists of 4 units:

- Unit 01 Introduction to business and enterprise: Mandatory Internally assessed portfolio of evidence
- Unit 02 Marketing for business and enterprise: Mandatory Externally assessed assignment
- Unit 03 Finance for business and enterprise: Mandatory Internally assessed portfolio of evidence
- Unit 04 Plan, develop and participate in a business or enterprise project: Mandatory Internally assessed portfolio of evidence

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
- 2016 Coca Cola Enterprise Challenge, **winning** the regional final
- 2017 Coca Cola Enterprise Challenge, reaching the regional final

For further information, please contact Mr Hosfield, Mr Amin or Mrs Lowe.

## GCSE COMPUTER SCIENCE

Pupils who are considering choosing GCSE Computer Science or Level 2 in ICT should discuss their choices with their Computer Science/ICT teacher who will direct them to the course which is more appropriate for them.

### OCR GCSE in Computer Science

#### Aims

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to Computer Science.

#### Content

The Computer Science course gives the pupils valuable thinking and programming skills that are extremely attractive in the modern workplace. It gives them a deep understanding of computational thinking and how to apply it through a chosen programming language.

#### Assessment

##### 1. Computer systems (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.

##### 2. Computational thinking, algorithms and programming (40%)

This unit covers the body of knowledge about computational thinking, algorithms and programming on which the examination will be based. This is externally assessed: 1 hour 30 minutes written paper worth 80 marks.

##### 3. Programming Project (Controlled Assessment) (20%)

This unit of work is controlled assessment that is set under exam conditions by the exam board and is worth 40 marks.

#### Assessment Objectives:

**A01:** Demonstrate knowledge and understanding of the key concepts and principles of Computer Science.

**A02:** Apply knowledge and understanding of key concepts and principles of Computer Science.

**A03:** Analyse problems in computational terms: to make reasoned judgements, to design, program, evaluate and refine solutions.

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

## **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 in. 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 in 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 be 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).

## DESIGN AND TECHNOLOGY – Health and Social Care

Qualification	Examination Board	Specification Code
BTEC Tech Award	Pearson	603/0395/5



### Introduction

The Edexcel BTEC Level 1/Level 2 First Award in Health and Social Care has been developed to provide an engaging introduction to the sector for learners aged 14 years and above. It has been designed primarily for young people aged 14 to 19 who may wish to explore a vocational route throughout Key Stage 4, but it is also suitable for other learners who want a vocationally focused introduction to this area of study. It has been developed to:

- give learners the opportunity to gain a broad understanding and knowledge of the health and social care sector
- give learners a more focused understanding of health and social care through the selection of optional specialist units
- give learners the opportunity to develop a range of personal skills and techniques, through the selection of units that are essential for successful performance in working life
- give opportunities for learners to achieve a nationally recognised level 1/level 2 health and social care qualification
- support progression into a more specialised level 3 vocational or academic course or into an apprenticeship.

### BTEC first award -What does the course entail?

The first core unit of this qualification, which is externally assessed, provides learners with a solid foundation in human lifespan development. Learners will also gain an appreciation of the importance of health and social care values in the sector from the second core unit.

This qualification is intended for level 2 learners, with level 1 achievement possible, where appropriate, for some learners. This qualification also signposts links to the GCSE English and mathematics criteria to help improve learners' literacy and numeracy. This qualification contains a range of optional specialist units, to accommodate a wide range of learners' needs and interests, from Unit 5: Promoting Health and Wellbeing to Unit 8: Individual Rights in Health and Social Care.

All learners will have the opportunity to experience the vocational elements of the programme, and develop practical skills, such as demonstrating health and social care values that will help prepare learners for the world of work.

## **BTEC First Award in Health & Social care**

<b>Unit Core units</b>	<b>GLH</b>	<b>Assessment method</b>
Unit 1: Human Lifespan Development	30	External
Unit 2: Health & social care values	30	Internal
<b>Optional units:</b>		
Unit 3: Effective communication in health & social care	30	Internal
Unit 6: The impact of nutrition on health & wellbeing	30	Internal

## **Course Progression**

This BTEC First award will prepare you for any post-16 course, but specifically it leads well into the BTEC Level 3 Health & Social care course, which is the equivalent of 2 A Levels. The BTEC qualifications are the health and care industry's recognised qualification which reflects the needs of employers, further and higher education representatives and professional organisations. Key stakeholders were consulted during the development of this qualification

## **Career Opportunities**

A BTEC Tech Award in Health and Social Care can lead to junior level positions in a wide variety of career areas, including care homes, nursing, community work and counselling.

Alternatively, it can act as a 'stepping stone' to Level 3 courses which can lead to even more career opportunities such as teaching, nursing, social work and many more.

# 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.

## Level 2 Certificate for IT User Skills in Open Systems and Enterprise

**Pupils who are considering choosing the Level 2 in IT or the GCSE in Computer Science should discuss their choices with their Computer Science/ICT teacher who will direct them to the course which is more appropriate for them.**

### **Qualification Content:**

The qualification is made up from units in the Regulated Qualifications Framework (RQF). The units are designed by the Sector Skills Council for IT and Business in order to provide learners with the skills needed by employers. There is an emphasis on developing the transferable knowledge, skills and competences that will support raised attainment in the subjects of the curriculum as well as supporting employability.

### **Key subject aims:**

The over-arching aim is to enable learners to support their learning in all subjects using IT tools that are freely and legally available from the internet. These include:

Developing the skills needed for employment.

- Gaining practical experience and competence with contemporary technologies including programming where appropriate.
- Increasing the capacity to transfer knowledge and skills between contexts.
- Developing practical skills in creativity and problem solving.
- Developing an understanding of the social and commercial impact of IT.
- Developing an understanding of the legal, social, economic, ethical and environmental issues raised by IT.
- Developing safe, secure and responsible practice when using IT including reducing risk.
- Developing the skills to work collaboratively with IT.
- Developing skills in critical evaluation and feedback.

### **Assessment:**

There is one online exam which is worth 25% of the course total. In addition, there are two compulsory study units that are examined through coursework.

The 2 units are: Improving Productivity Using IT and ICT Security for Users, following which pupils can choose from a wide range of units which make up the remaining 75% of the total qualification.

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).

## 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.

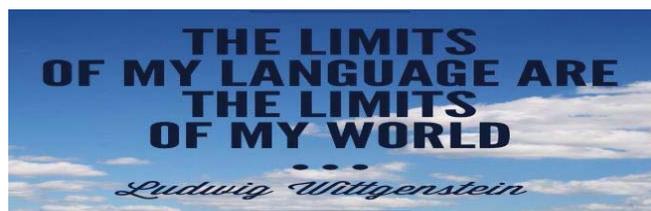
### Examination Board

GCSE: AQA : 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 teacher's 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 Morgan, or any member of the MFL department.

# MUSIC

## Examination Board OCR

### Performing Music - 30%

Pupils will practise **2 pieces** throughout the course. They can perform on any instrument and choose their own pieces. They will need to record:

- One solo performance
- One group performance consisting of two or more players or a sequenced performance using Logic Software.

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 - 30%

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

### Listening and Appraising Music - 40%

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, music for Film and non-Western music.

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

**Please note;**

**It is essential that all pupils have access to a touch-sensitive keyboard at home.**

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 in CORE PE time.**

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 grade 1-9)**

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.

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. Your child will receive CORE PE and additional options lessons per week.**

#### **Level 1/2 Cambridge National Certificate in Sport Science (=1 grade GCSE 1-9)**

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.

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.

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

## DESIGN AND TECHNOLOGY - FOOD

### AQA Level 1/2 Technical Awards: FOOD AND CATERING

#### Overview:

Learners will have the opportunity to create a range of exciting food products and develop skills related to commercial food preparation including food hygiene, food presentation and considering production in quantity. They will apply technical and practical expertise to ensure that food meets customer needs and preferences and is appropriate for a given occasion. They will have the opportunity to use a wide range of practical skills and techniques, gaining an understanding of catering and other related career paths.

#### Aims

This course encourages learners to:

- develop a broad knowledge of ingredients, techniques, standard components and equipment
- develop a wide range of practical skills to produce high-quality food products
- develop decision-making skills through both independent and collaborative work
- use materials and equipment efficiently in relation to cost and environmental impact
- be able to develop menus, recipes and plans
- use key technical terminology related to ingredients and processes
- demonstrate safe and hygienic working practices in a commercial environment
- develop an awareness of commercial practices and employment opportunities.

#### Assessment objectives:

##### **Unit 1: Skills demonstration (30%)**

Pupils will create a number of small practical outcomes to demonstrate their competence in 12 core skills. These will include transferable skills in teamwork.

##### **Unit 2: Extended making project (30%)**

Pupils will undertake an extended making project that showcases skills and knowledge developed in unit 1. They will develop skills in planning and development, making, testing, evaluation and communication.

##### **Unit 3: Fundamentals of Materials Technology (40%)**

Pupils will study commodities, menu-planning and key aspects of commercial catering practice including food hygiene and food presentation. They will also learn about possible careers within industry.

#### **Possible career pathways include:**

Dietician	Nutritionist	Head/executive Chef
Food photographer	Food Journalist	Commis Chef
Recipe Developer	Sommelier	Pastry 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
Front of house	Food Buyer	Environmental Health Practitioner

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

## DESIGN AND TECHNOLOGY

### AQA Level 1/2 Technical Awards: MATERIALS TECHNOLOGY

#### Overview:

This course sets out to develop the knowledge, understanding and skills required to use a range of materials in an imaginative way and will equip learners with an understanding of commercial practice and careers in related industries. Learners will also develop valuable transferable skills such as teamwork and communication. The majority of the subject content will be delivered through the **practical application** of this knowledge and understanding and will enable learners to work in a hands-on way to develop the core skills to make **high-quality products** using woods, metals and polymers.

Pupils will acquire lifelong, **transferable skills** such as **investigation, creativity, problem solving, planning, critical and reflective thinking.**

#### Aims

This course encourages learners to:

- develop practical skills and produce high quality products
- develop a broad knowledge of materials, components and technologies
- develop decision making skills through both independent, team and collaborative work
- develop an awareness of industrial practices and employment opportunities
- develop safe working practices
- be able to read, interpret and work from drawings, plans and instructions.

All learners will complete three mandatory units through year 10 and 11.

#### Assessment objectives:

##### **Unit 1: Skills demonstration (30%)**

Pupils will complete a range of practical projects. These prototypes will be produced using modern technologies, specialist KS4 equipment and CAD/CAM. The focus will be to develop a range of practical skills, as well as decision making through team and collaborative work.

##### **Unit 2: Extended making project (30%)**

Pupils will make a single product to show case a range of technical skills from unit 1 by developing imaginative and innovative ideas and demonstrating creativity and flair in their final outcome.

##### **Unit 3: Fundamentals of Materials Technology (40%)**

Pupils will be assessed on their knowledge of materials and their properties and of industrial and commercial practices within the materials technology industry.

#### **Possible career pathways include:**

Engineering	Apprenticeships in Manufacturing	Project management in Design
Product Design	Furniture Design	Retail Management
Jewellery Design	Industrial Design	Graphic/Advertising Design
Model making	CNC operator	Theatre/Stage Design
Tool maker	Carpenter/joiner	Interior Design
Plumber	Architecture	Computer Design
Digital Design	Surveying	D&T Teacher/Lecturer

For further information, please contact Mrs Jassell, Mrs Minihan and Miss Webster.