



**EXAMINATION  
COURSES**

**2021 – 2023**

**“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 22 <sup>nd</sup> February 2021	<p><b>Year 9 options information week.</b> Heads of Department and teachers provide information on courses in their departments during lessons.</p>
Wednesday 3 <sup>rd</sup> March 2021	<p><b>Booklets issued to pupils by email</b> A video will be placed on the school website to explain the process of making options choices.</p>
Thursday 4 <sup>th</sup> March 2021	<p><b>Year 9 options and parents' evening.</b> This Parents' evening is designed to give feedback on your child's current progress as well as information, advice and guidance on possible options choices.</p> <p>In most cases, you will be able to talk to your child's current class teachers by telephone about the GCSEs offered in their subject area; however, in subjects such as Design and Technology and ICT/Business there are a number of different GCSE options available. Therefore, please book an appointment with your child's current class teacher for these two subject area, who may then refer you to another member of that department who can provide further information.</p> <p>There will also be a series of short videos and PowerPoint presentations from each department that provide further information about the KS4 courses they offer. These will be on the school website, alongside the video from Mr Hosfield about the process of making options choices.</p>
Friday 5 <sup>th</sup> March – Wednesday 17 <sup>th</sup> March 2021	<p><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. Our current plan is for the majority of these to happen in school on Tuesday the 9<sup>th</sup> of March when pupils come in to school for their lateral flow test.</p>
Friday 12 <sup>th</sup> March 2021	<p><b>Option Forms</b> Named option forms are issued to pupils. These maybe emailed to pupils depending on the return to school schedule for Year 9 pupils.</p>
Thursday 18 <sup>th</sup> March 2021	<p><b>The year 9 option process ends.</b> All forms to be returned to Mrs Dhillon in the Exams and Data Office either by hand or via email to <a href="mailto:options@hallgreen.bham.sch.uk">options@hallgreen.bham.sch.uk</a> by this date.</p>

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 Technical and 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.

<b>Level 1/2 Vocational or Technical Awards</b>
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We will be offering **Level 1/2 vocational or technical awards** in the following subjects:

BTEC Level 1/2 Technical Award in Health & Social Care

BTEC Level 1/2 Technical Award in Digital Information Technology

Level 1/2 Cambridge National Certificate in Sport Science (Option)

Level 1/2 Cambridge National Certificate in Sports Studies (in core PE time)

Level 1/2 qualifications are regarded as equivalent to GCSE and the following grades can be awarded:

<b>Level 2 grade</b>	<b>Equivalent GCSE grade (9-1)</b>	<b>Equivalent GCSE grade old scale</b>
Distinction*	8.5	A*
Distinction	7	A
Merit	5.5	B
Pass	4	C
<b>Level 1 grade</b>		
Distinction	3	D
Merit	2	E
Pass	1.25	F/G

If a pupil does not meet the criteria for any of the Level 2 grades, a grade can be awarded at Level 1 as shown above.

## THE ENGLISH BACCALAUREATE

The “EBacc” measure recognises achievement across a core of academic subjects. It is highly sought after by colleges and universities. To gain the EBacc, pupils must choose either Geography or History, as well as a Modern Foreign Language. These sit alongside the core subjects of English, Maths and Science (either Combined Science, or two out of Biology, Chemistry, Physics or Computer Science, will count) to make up the “EBacc”.

## 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, A 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.

A sample options form for each pathway is included at the back of this booklet.

## 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, 9A 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**. 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 Ms Bloxham-Cole (Head of English) or consult [www.aqa.org.uk](http://www.aqa.org.uk)

## **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 4 study the Higher course which covers from grade 4 up to grade 9. Sets 5 to 8 study the Foundation course which covers from grade 1 up to grade 5. Sets 7-8 may also be entered for Entry Level Mathematics qualifications.

## **Exam Board and Specification**

For GCSE Mathematics all sets follow the Edexcel 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 MathsWatch, which is used for both weekly homework and revision

- <https://vle.mathswatch.co.uk/vle/>

We also recommend the following websites for independent study:

- <http://www.corbettmaths.com>
- <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/maths>
- <https://www.bbc.co.uk/bitesize/subjects/z6vg9j6>

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

For further information, please contact Ms J. Hannan (Head of Department).



## SCIENCE

### Aims

1. To further develop knowledge and understanding of Science and the world we live in.
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 normally put into sets following an analysis of their performance in KS3 assessments at the end of year 8. Due to the disruption caused this year, this may not occur until part way through year 9, or possibly at the end of year 9. They begin their KS4 course at the start of Year 9 and for all courses we use **Edexcel**. All students will start on the Combined Science course and the separate science courses will start after we have compiled the sets. We have designed the course so that there will be no learning lost during this transition period of year 9.

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

Sets 2-8 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 other two, might be awarded one 5 and one 4.

Pupils studying for Combined Science will sit six papers of 1 hour 10 minutes each, all at the end of year 11.

Pupils studying the three separate sciences will sit their Chemistry GCSE at the end of year 10 and their Biology and Physics GCSEs at the end of year 11. Each GCSE is assessed by two 1 hour 45 minute papers.

Pupils can be entered for either higher or foundation tier, with higher tier offering grades 4-9 and foundation tier offering grades 1-5.

There is no coursework for any of the science subjects at GCSE.

We have paid for access to Active Learn (<https://www.pearsonactivelearn.com/>), for which pupils will be given log in details in year 9. Through this website some pieces of homework are set and pupils can aid their own revision by completing any of the tasks that are in the 'library' section.

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 a multi-ethnic, multi-faith society within 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 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: some pupils from 9N2 may study EDEXCEL Short Course GCSE covering Christianity and one other religion.

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

“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.

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.**

## BUSINESS

### Course Overview:

The **Edexcel GCSE Business** 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 also provides a launch pad for further study in Business, Economics, Commerce, Marketing and Finance.

### Aims:

To equip pupils with skills including enterprise, business structures, marketing, human resources, finance, enterprise and international trade. Business 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 is 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 GCSE has many elements of vocational focus, and our students currently participate in several regional enterprise competitions and a national investment competition.

Recent and historical successes include:

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

For further information, please contact Ms Sabir, Mr Hosfield or Mrs Razaq.

## COMPUTER SCIENCE

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

### **AQA GCSE in Computer Science**

#### **Aims**

- Build on students' knowledge, understanding and skills established through the computer science elements of the programme of study for computing at Key Stage 3 and Key Stage 4
- Enable students to progress into further learning and/or employment
- 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 maths skills relevant to computer science

#### **Content**

The Computer Science course gives the students valuable thinking and programming skills that are extremely attractive in the modern workplace. It gives them a deep understanding of the key concepts and principles of computer science. It allows students to make reasoned judgements and to design, program, evaluate and refine solutions.

**Assessment:** 2 externally assessed exam papers marked by the exam board

- **Paper 1: (50%)**  
This unit covers the body of knowledge about Computational Thinking, Algorithms and Programming on which the examination will be based. This is externally assessed: 2 hours written paper worth 90 marks.
- **Paper 2: (50%)**  
This unit covers the body of knowledge about Computer Systems theory and practical SQL programming skill on which the examination will be based. This is externally assessed: 2 hours written paper worth 90 marks.

#### **Assessment Objectives:**

**AO1:** Demonstrate knowledge and understanding of the key concepts and principles of computer science.

**AO2:** Apply knowledge and understanding of key concepts and principles of computer science.

**AO3:** Analyse problems in computational terms: to make reasoned judgements. To design, program, evaluate and refine solutions.

For further information, contact Mrs A Ali (Head of Department), Mr K Webb (Computing/ICT Teacher) or Mrs M Razaq (Computing/ICT Teacher).

## DESIGN AND TECHNOLOGY

### WJEC Eduqas GCSE (9-1): DESIGN AND TECHNOLOGY

#### Aims and objectives

The WJEC Eduqas GCSE in Design and Technology offers a **unique opportunity in the curriculum** for learners to identify and solve real problems by **designing and making products** or systems. Through studying GCSE Design and Technology, learners will be prepared to participate **confidently and successfully in an increasingly technological world**; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

#### Summary of Assessment

<b>Component 1 - 50% of qualification</b>
Design and Technology in the <b>21st Century</b> Written examination. <i>Practical skills and theory is delivered through a variety of projects which pupils make in year 10.</i>
<b>Component 2 - 50% of qualification</b>
Design and make task. Non-exam assessment: approximately 35 hours ( <b>NEA</b> ) <i>This task is the main focus in year 11 where pupils design and create their own unique prototype for a client of their choice.</i>

The subject content is presented under two headings: technical principles and designing and making principles. **All relate to current trends and careers within Design and technology and provide pupils a fantastic opportunity to develop a wide range of transferrable life skills.**

#### Technical principles

Core knowledge and understanding is presented in five clear and distinct topic areas:

- **design and technology and our world**
- **smart materials**
- **electronic systems and programmable components**
- **mechanical components and devices**
- **materials**

PLUS

In-depth knowledge and understanding of a specific material area and/or components and systems to support their design and make activities. It is presented in five clear topic areas:

- **selecting and working with materials and components**
- **marking out**
- **using tools and equipment**
- **using specialist techniques**
- **using surface treatments and finishes**

**We currently run a visit to Jaguar Land Rover in year 10 to see many elements of these principles in action and discuss career opportunities with engineers.**

#### Possible career pathways include:

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

For further information, please contact Mrs Jassell (Head of Department)

**Qualification Content:** There are **3** components to this course, 2 of which are controlled written assessments and 1 external exam.

**Component 1: Exploring User Interface Design Principles and Project Planning Techniques**

- Learning aim A: Investigate user interface design for individuals and organisations
- Learning aim B: Use project planning techniques to plan and design a user interface
- Learning aim C: Develop and review a user interface

**Component 2: Collecting, Presenting and Interpreting Data**

- Learning aim A: Investigate the role and impact of using data on individuals and organisations
- Learning aim B: Create a dashboard using data manipulation tools
- Learning aim C: Draw conclusions and review presentation methods

**Component 3: Effective Digital Working Practices**

- Learning Aim A: Modern Technologies
- Learning Aim B: Cyber Security
- Learning Aim C: The wider implications of digital systems
- Learning Aim D: Planning and communication in digital systems

**Key subject aims:**

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on **four** areas of equal importance, which cover the:

1. Development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data
2. Process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
3. Attitudes that are considered most important in digital information technology, including personal management and communication
4. Knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

**Further Education:** Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A-Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.

**Assessment:**

1. Exploring User Interface Design Principles and Project Planning Techniques. Internal assessment that is then moderated. (30%)
2. Collecting, Presenting and Interpreting Data. Internal assessment that is then moderated. (30%)
3. Effective Digital Working Practices. External exam which is marked by the exam board. (40%)

For further information, contact Mrs A Ali (Head of Department), K Webb (Computing/ICT Teacher) or Mrs M Razaq (Computing/ICT Teacher).



## FOOD PREPARATION AND NUTRITION

### **AQA GCSE (9-1): FOOD PREPARATION AND NUTRITION**

#### **Overview:**

GCSE Food Preparation and Nutrition specification sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The majority of the specification will be delivered through preparation and making activities. Students must be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation.

#### **Aims**

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

#### **Assessment objectives:**

<b>Examination - 50% of qualification</b>
Theoretical knowledge of food preparation and nutrition Written examination
<b>Non-exam assessment - 50% of qualification</b>
<p><b>Task 1: Food investigation</b> Students' understanding of the working characteristics, functional and chemical properties of ingredients: <b>to include practical investigations</b></p> <p><b>Task 2: Food preparation assessment</b> Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.</p>

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

#### **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.

## **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 two types of qualifications, the programme is flexible and personalised to meet the needs of individual learners.

1. Vocational Learning (BTEC Workskills)
2. Functional skills - Entry Level to Level 1 in English, Maths and ICT

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

### **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 that 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, performance observation and work experience-based assessments. Pupils are awarded a qualification based on the amount of guided learning hours they complete.

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

## **Qualifications**

BTEC Work Skills Entry Level 3

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

## **What can I do after this programme?**

By ensuring a pupil has achieved qualifications in all 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 us.

Mrs C McLoughlin  
SENCo

Mrs L Sanford  
Foundation Learning Leader

# 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. Geography also complements and overlaps with a number of other curriculum areas such as English, Maths, Science, Business Studies and History.

## **Examination Board**

### **AQA specification A.**

## **Content**

This course will build on the geographical skills learnt at KS3. 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 – River landscapes - Climate change – Tropical rainforests – Hot deserts – Coastal landscapes and Ecosystems.

### Human Geography

Topics studied will be selected from the following list: Population change – Globalisation – Rural change - Tourism – Urban change in the UK and globally – Development issues – Global trade and Managing food, water and energy supplies.

### Fieldwork

Pupils will also be required to carry-out fieldwork activities at Carding Mill Valley in Shropshire, in a river environment and in Birmingham City Centre. Pupils will evaluate a contentious geographical issue in order to successfully complete Paper 3 of their Geography GCSE (details below).

## **Assessment**

There are 3 exam papers that will be taken 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 Miss Zulfiqar (Head of Department).

## HEALTH AND SOCIAL CARE

Qualification

BTEC Tech Award

Examination Board

Pearson

Specification Code

603/0395/5



### Introduction

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover:

- Skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing
- Attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them
- Knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

This qualification builds on and uses the knowledge and skills you are learning in your GCSEs, such as English. It will complement the more theoretical aspects covered by GCSE Biology or GCSE Psychology by allowing you to apply your knowledge and skills practically in a vocational context.

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

#### Assessment:

The qualification consists of **three components** that give learners the opportunity to develop broad knowledge and understanding of health and social care at Levels 1 and 2.

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care				
Component number	Component title	GLH	Level	How assessed
1	Human Lifespan Development	36	1/2	Internal
2	Health and Social Care Services and Values	36	1/2	Internal
3	Health and Wellbeing	48	1/2	External

#### Components 1 and 2 focus on:

- knowledge and understanding of human growth and development
- knowledge and understanding of how people deal with major life events
- knowledge and understanding of health and social care services
- practical demonstration of care values, together with the ability to reflect on own performance.

**Component 3** builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.

## Course Progression

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning either generally or in this sector. The choices that a learner can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry into higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- Study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression, to employment, apprenticeships or to further study at Level 3. For these learners, the attitudes and the reflective and communication skills covered in the qualification will help them achieve
- Study of health and social care post-16 through a technical certificate. Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead to employment in health or social care.

Some learners may wish to build on an interest in human growth and development but take it in a different direction (at either Level 2 or Level 3) by studying for qualifications in Early Years education.

## Career Opportunities

About 3 million people work in health and social care. Health care roles include **doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators.** Together, they account for nearly **one in ten of all paid jobs in the UK.** Demand for both health and social care is likely to rise, so they will continue to play a **key role in UK society** and the demand for people to carry out these vital roles will increase.

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

## 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 the final mark – 2 hours)

##### 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 the final mark which includes a 10% allocation for the historic environment area of study – 2 hours)

##### 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.

## 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.

A **GCSE in a Modern Foreign Language** is 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

This **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.

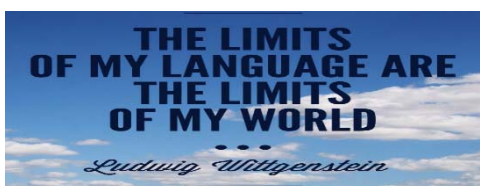
### Examination Board

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 and 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.

Hall Green School offers **French and Spanish** 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.



## GCSE MUSIC

### **Examination Board – OCR**

This GCSE is 60% coursework and 40% listening paper exam.

The coursework is marked by your teachers and then moderated externally.

The exam paper is marked externally.

### **Music Technology/Performance - 30%**

Candidates enter **2 performance** pieces. These can be either

- recorded performances on their chosen instrument (including voice)
- or sequenced pieces using Logic Pro software.

### **Composing - 30%**

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

- One Composition is based on a brief set by the examining board.
- One Composition is set to the pupil's own set brief.

### **Listening and Appraising Music - 40%**

Candidates prepare for a one hour listening exam where they respond to questions based on short excerpts of music. A range of musical genres will be covered –

- Pop songs from 1950 to the present day
- Film & Computer Game music
- Concerto form
- World music -Indian, African, Middle Eastern and Central/South American music.

Pupils will familiarise themselves with musical vocabulary needed for the one-hour exam paper and learn to aurally analyse these areas of study.

### **Please note;**

**It is preferable that all pupils have access to a keyboard at home.**

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

**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 knowledge and skills in fitness, nutrition and the management of sports injuries and develop their theoretical understanding of the body's response to exercise. Pupils will complete a range of written assignments requiring continuous effort and application throughout the whole course and should expect to receive more theory than practical lessons. Practical lessons will not contribute to the final grade but are essential in applying the theoretical knowledge and understanding. 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 Ms E. Smith (Head of Physical Education)



**Hall Green School**  
**Year 9 Options Form 2021 (Foundation Learning)**

**Name:**

**Form:**

All pupils study English, maths, science, RE and PE as their core curriculum. PE will be studied at either Cambridge National Certificate in Sport Studies or 'Passport to Fitness'. Please note that pupils who choose Cambridge National Certificate in Sport Science as one of their options may also have the opportunity to study Cambridge National Certificate in Sport Studies.

**You will study Foundation Learning subjects in Years 10 & 11. As well as this you should also choose one subject from the table below by putting a tick next to your choice. Please add a reserve subject chosen from the table in case your preferred choice is unavailable.**

<b>Subject Choices</b>	<b>Tick <u>one</u> box only</b>
Art, Craft and Design	
Art Textiles	
Business Studies	
Design and Technology	
Digital Information Technology – BTEC Tech Award	
Food Preparation and Nutrition	
French	
Geography	
Health & Social Care - BTEC Tech Award	
History	
Music	
Spanish	
Sport Science - Cambridge National Cert.	
<b>Reserve Subject (write one choice)</b>	

**Parent's Signature**.....

**Option forms must be returned to Mrs Dhillon or Mr Hosfield (by hand or via e-mail to [options@hallgreen.bham.sch.uk](mailto:options@hallgreen.bham.sch.uk)) by Thursday 18<sup>th</sup> March 2021 at the latest**



## Hall Green School Year 9 Options Form 2021 (H/A/L)

**Name:**

**Form:**

All pupils study English, maths, science, RE and PE as their core curriculum. PE will be studied at either Cambridge National Certificate in Sport Studies or 'Passport to Fitness'. Please note that pupils who choose Cambridge National Certificate in Sport Science as one of their options may also have the opportunity to study Cambridge National Certificate in Sport Studies.

The **EBacc** is highly sought after by colleges and universities. To gain the EBacc, pupils must choose either Geography or History (or both) as one of their two option choices, alongside their Modern Foreign Language. You will automatically be allocated your Modern Foreign Language («MFL»).

**Please select two subjects from the table below by ticking the boxes next to your choices. In addition, please write two reserve subjects in the spaces provided, to be used if one of your preferred choices is unavailable.**

Subject Choices		Tick <u>two</u> boxes only
<b>EBacc</b>	Geography	
	History	
<b>Other</b>	Art, Craft and Design*	
	Art Textiles*	
	Business Studies	
	Computer Science**	
	Design and Technology	
	Digital Information Technology – BTEC Tech Award**	
	Food Preparation and Nutrition	
	Health & Social Care - BTEC Tech Award	
	Music	
	Sport Science - Cambridge National Cert.	

Reserve Subjects (write two choices)

\*Pupils cannot choose to study Art, Craft and Design **and** Art Textiles due to their similar content

\*\*Pupils cannot choose to study Computer Science **and** Digital Information Technology due to staffing restrictions

**Parent's Signature**.....

**Option forms must be returned to Mrs Dhillon or Mr Hosfield (by hand or via e-mail to options@hallgreen.bham.sch.uk) by Thursday 18<sup>th</sup> March 2021 at the latest**



## Hall Green School Year 9 Options Form 2021 (G/R/E/N)

**Name:**

**Form:**

All pupils study English, maths, science, RE and PE as their core curriculum. PE will be studied at either Cambridge National Certificate in Sport Studies or 'Passport to Fitness'. Please note that pupils who choose Cambridge National Certificate in Sport Science as one of their options may also have the opportunity to study Cambridge National Certificate in Sport Studies.

The **EBacc** is highly sought after by colleges and universities. To gain the EBacc, pupils must choose their Modern Foreign Language and either History or Geography as two of their three option choices.

**Please select one subject from column A and two different subjects from column B. In addition, please write two reserve subjects in the space provided, to be used if one of your preferred choices is unavailable.**

	Subject Choices A	Tick <u>one</u> box only	Subject Choices B	Tick <u>two</u> boxes only
<b>EBacc</b>	Geography		Geography	
	History		History	
	«MFL»		«MFL»	
<b>Other</b>			Art, Craft and Design*	
			Art Textiles*	
			Business Studies	
			Computer Science**	
			Design and Technology	
			Digital Information Technology – BTEC Tech Award**	
			Food Preparation and Nutrition	
			Health & Social Care - BTEC Tech Award	
			Music	
			Sport Science - Cambridge National Cert.	

Reserve Subjects (write two choices)

\*Pupils cannot choose to study Art Craft and Design **and** Art Textiles due to their similar content

\*\*Pupils cannot choose to study Computer Science **and** Digital Information Technology due to staffing restrictions.

**Parent's Signature**.....

**Option forms must be returned to Mrs Dhillon or Mr Hosfield (by hand or via e-mail to options@hallgreen.bham.sch.uk) by Thursday 18<sup>th</sup> March 2021 at the latest**