



# **EXAMINATION COURSES**

**2024 – 2026**

**“Learning with compassion, ambition, responsibility and  
excellence.”**

## 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 3 <sup>rd</sup> March 2025	<b>Year 9 options information week.</b> Heads of Department and teachers provide information on courses in their departments during lessons.
Wednesday 5 <sup>th</sup> March 2025	<b>Booklets issued to pupils</b> A video will also be placed on the school website to explain the process of making options choices.
Thursday 6 <sup>th</sup> March 2025	<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.  In most cases, you will be able to talk to your child's current class teachers on the evening about the GCSEs offered in their subject area. 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 2 subject areas and they will be able to provide you with further information.  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.
Monday 10 <sup>th</sup> March 2025	<b>Option Forms</b> Named option forms are issued to pupils.
Friday 14 <sup>th</sup> March 2025	<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. If a pupil is absent on this day, they will be called for interview as soon as they are back in school.
Thursday 20 <sup>th</sup> March 2025	<b>The year 9 option process ends.</b> All forms to be returned to our exams manager 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.

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>
---

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

Level 1/2 Cambridge National Certificate in Information Technology

Level 1/2 Cambridge National Certificate in Sport Science

Level 1/2 Cambridge National Certificate in Sports Studies

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: Most pupils will select 3 options. One of these must be from the “EBacc” group: History, Geography, Computer Science or a Modern Foreign Language.

Pathway 2: A small number of pupils will be guided to the Foundation Learning course.

Pathway 3: A small number of pupils will be encouraged to choose the Duke of Edinburgh’s Award course as one of their 3 option choices

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, Passport to Fitness and Religious Education.

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.

Page 10	Art, Craft and Design
Page 11	Art Textiles
Page 12	Business Studies
Page 13	Computer Science
Page 14	Design and Technology
Page 15	Duke of Edinburgh's Award (bronze)
Page 16	Food Preparation and Nutrition
Pages 17-18	Foundation Learning – 'Work Skills'
Page 19	Geography
Pages 20-21	Health and Social Care (BTEC Level 1/2 Technical Award)
Page 22	History
Page 23	Information Technology (Level 1/2 Cambridge National Certificate)
Page 24	MFL – French and Spanish
Page 25	Music
Page 26	Physical Education (Level 1/2 Cambridge National Certificate)

## 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 Examined 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)

# 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.

## 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.

In addition, some pupils studying the Foundation tier may entered into Entry Level Mathematics qualifications.

## Independent Study

We have subscribed to MathsWatch, which is used for both weekly homework and revision

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

Year 11 also have access to PinPoint learning to support their revision through past papers.

- <https://www.pinpointlearning.co.uk/>

We also recommend the following websites for independent study:

- <http://www.corbettmaths.com>
- <http://www.mathsgenie.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).



<b>SCIENCE</b>
----------------

**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 midway through the first term of year 9. They then begin their KS4 course. For all courses we use **Edexcel**.

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.

Students can support their learning at home with use of the GCSE Pod website which the school has paid for all students to have access to. If you don't know your log in details please speak to your science teacher. Other useful websites include BBC bitesize, the free science lessons channel on youtube and for past papers / exam practice you can head to [physicsandmathstutor.com](http://physicsandmathstutor.com).

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. All pupils in year 11 will undertake Religious Studies as a compulsory subject.

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

**“Creativity takes courage!”  
Henri Matisse -Artist.**

## **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. A level and degree courses include Interior Design, Illustration, Visual Communication, Photography, Fashion and Textiles, Video Game Design, Animation and Architecture.

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 Mrs McGillicuddy (Head of Department).

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

## ART TEXTILES

**“Fashion is important..It is life enhancing...and worth doing well!”  
- Vivienne Westwood, Fashion Designer**

### **AQA GCSE in Art Textiles**

#### **Our Aims**

We aim to encourage and nurture students 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 textile artists and fashion designers 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 Textiles provides grounding for those wishing to specialise in textiles or fashion 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 Textiles courses that can be followed post GCSE. A level and degree courses include Fashion, Performance Costume, Textiles, Interior Design, Printmaking, Fashion Journalism, Visual Merchandising and Furniture.

All pupils gain experience in a wide range of processes and materials such as dying, printmaking, fabric painting, transfer imaging, sublimation printmaking, heat pressing, embellishing, embroidery, applique, hand and machine sewing.

Pupils are encouraged to take advantage of technology and incorporate photography and artist research in their work.

The course includes trips to London to the V&A to see outstanding textiles work first hand as well as trips to the Alexander McQueen shop and studio.

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

**Pupils cannot choose Art, Craft and Design as well as Art Textiles 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 a variety of skills through studying a range of business disciplines for example, enterprise, business structures, marketing, human resources, operations management, finance and international trade.

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 45 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 45 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, in the past, our students have participated 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 or Mr Hosfield.

## COMPUTER SCIENCE

**Pupils who are considering choosing GCSE Computer Science or OCR Cambridge National Information Technology should discuss their choices with their Computer Science/ICT teacher who will direct them to the course that is most 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: 1 hour 45 minutes 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.

#### **Minimum Requirements:**

To be successful in this course, you need to have a **minimum of a Grade 6** in Maths and Science. You must be able to think logically and demonstrate an analytical approach to completing tasks.

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

## **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.

The GCSE is split into 2 parts, Component 1 (exam) and Component 2 (coursework).

**All pupils are expected to understand and practise high levels of health and safety in all lessons.**

### **Summary of Assessment**

In Year 10, pupils work on component 1, learning through various design and make activities.

In Year 11, pupils focus on coursework developing their prototype and working with their client.

<b>Component 1 - 50% of qualification: (Written examination)</b>
Design and Technology in the 21st Century ( <b>Written examination</b> ) <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 (NEA)</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. Pupils will start this at the end of year 10.</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 useful for post 16 and beyond.

### **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

**Pupils also have opportunities to attend careers talks, VR experiences from outside agencies Next Gen Makers leading to factory visits to discuss additional opportunities in engineering.**

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

<b>Engineering/materials engineer</b>	<b>Apprenticeships in Manufacturing</b>	<b>Project management in Design</b>
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)



The Duke of Edinburgh's Award pathway is especially for those who may find it quite a pressure to sit nine different GCSEs. Instead, this pathway offers pupils the opportunity to pursue the bronze Duke of Edinburgh's Award in year 10, in place of one of their option subjects. In year 11, whilst some lesson time may be given to completing aspects of the bronze award, the majority of the time will be given to learning study skills and supervised revision activities to support your other GCSE subjects.

### **What are the benefits of the Duke of Edinburgh's Award?**

The Duke of Edinburgh's Award is a voluntary, non-competitive, flexible personal development programme of activities for anyone aged 14-25. It gives young people the opportunity to experience new activities and skills or develop existing ones. Awards are achieved by completing a personal programme of activities in four sections – Volunteering, Physical, Skills and Expedition. The programme is all about personal choice and responsibility.

Through the Duke of Edinburgh's Award programme, young people develop the skills and attitudes they need to become more rounded, confident adults:

- Self-belief
- Sense of identity
- Initiative
- A sense of responsibility
- The ability to plan and use time effectively
- Problem-solving, presentation and communication skills
- Leadership and team-working skills

### **What does the bronze Duke of Edinburgh's Award consist of at Hall Green?**

- Skills section – learning British Sign Language
- Volunteering section – working with local voluntary organisations
- Physical section – working on a sport with a member of the PE department
- Expedition section – expedition planning and training in expedition skills. The actual expedition will take place in May on school days but will involve an overnight camp.

### **What will I do in Year 11?**

- Some time will be given to completion of the bronze Duke of Edinburgh's Award.
- Some time will be given to learning or practising study skills, sometimes in the context of one of your core subjects. ICT will be available to enable access to GCSE Pod and Oak Academy resources.
- Some time will be given to supervised study where you can complete NEA, controlled assessments, revision or work you have been set for other subjects.

Please do not hesitate to speak to Mr Sheard (PE) or Ms Smith (Welfare) if you have any further questions.



## 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>
<b>Task 1: Food investigation</b> Students' understanding of the working characteristics, functional and chemical properties of ingredients: <b>to include practical investigations</b>
<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.

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.

**NB. PERIOD 6 IS COMPULSORY ONE DAY PER WEEK DUE TO PRACTICAL SESSIONS**

## **FOUNDATION LEARNING**

“Inspiring learners at Entry Level, 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 Digital Functional Skills.

The above elements are coordinated by The SENDCO 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, Mathematics and Digital Functional Skills.
- 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: Explore the job recruitment process, prepare for job related activities and carry out job related tasks.

### **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 1-3

Functional Skills English, Maths and Digital Functional Skills 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 S Paxton-Gault  
SENDCo

Mrs L Sanford  
Foundation Learning Leader

### **Why study Geography?**

Whilst studying Geography, students will learn about current global affairs as well as future global prospects. Students will have an opportunity to go on field trips in both rural and urban settings. Geography allows students to develop skills including the ability to discuss and debate large- scale problems (e.g. global warming, poverty, pollution, water shortages and natural hazards). Geography teaches students about environmental responsibility they will also learn to appreciate the complexity of our world and the diversity of its environments, economies and cultures. Through Geography students will become well rounded and thoughtful global citizens with an excellent understanding of the world and the way it works.

### **What will I study?**

#### **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 – Paper 1:** Living with physical environment topics studied will be natural hazards, tectonic hazards, weather hazards, climate change, ecosystems, tropical rainforests, hot environments, UK physical landscapes, coastal landscapes and river landscapes.

**Human Geography – Paper 2:** Challenges in human environment topics studied will be urban issues and challenges, the changing economic world and the challenge of resource management.

**Fieldwork – Paper 3:** Geographical application- geographical skills and field work Pupils will also be required to carry-out fieldwork activities at Carding Mill Valley in Shropshire, and in Birmingham City Centre.

### **How will I be assessed?**

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

Paper 1: Written exam: - 1 hour 30 mins, 88 marks (including 3 marks for (SPaG) (35%)

Paper 2: Written exam: 1-hour 30mins, 88 marks. (including 3 marks for (SPaG) (35%)

Paper 3: Written exam: 1 hour 30 mins, 76 marks (including 6 marks for SPaG) (30%.) (Pre-release resources booklet released 12 weeks before the exam).

For further information, please do not hesitate to contact **Mrs S. Ghani (Head of Geography)** and **Mrs. M. Habib** if you have any further questions.

## HEALTH AND SOCIAL CARE

**Qualification**  
**BTEC Tech Award**

**Examination Board**  
**Pearson**

**Specification Code**  
**603/7047/6**



### Introduction

The Tech Award gives learners the opportunity to develop applied knowledge in the following areas:

- the life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development
- different life events and how individuals can adapt or be supported through changes caused by life events
- health and social care conditions, how they can be managed by the individual and the different health and social care services that are available
- the barriers and obstacles an individual may encounter and how these can be overcome
- the skills, attributes and values required to give care and how these benefit the individual
- how factors can affect an individual's current health and wellbeing
- how physiological indicators and an individual's lifestyle choices determine physical health
- the use of the person-centred approach
- recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

### 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 – externally moderated
2	Health and Social Care Services and Values	36	1/2	Internal – externally moderated
3	Health and Wellbeing	48	1/2	External Synoptic

#### Components 1 and 2 focus on:

- The development of applied knowledge and understanding of human growth and development across life stages and the factors that affect this, and how individuals deal with life events.

- The development of applied knowledge and understanding of different types of health and social care services and barriers to accessing them, and the skills, attributes and values required to give care.

**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 which allows us insight into the world around us. Through the study of History students will be able to develop contextual knowledge, understanding of a variety of as well as multiple methods of study. 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. For pupils to have opportunity to engage in the process of Historical enquiry through the exploration of the selected skills, periods, events and themes.
2. For pupils to develop a chronological understanding of the past and how it has influenced and shaped the world we live in today.
3. For pupils to become thoughtful and aspirational individuals who can examine key events as well as various source material to draw valid conclusions.

### **Examination Board/Course:** AQA GCSE History

**Content:** Pupils will complete four topics which will allow them to explore both British and world history. The course is exam based, and pupils will complete two papers at the end of their study.

### **Paper 1:** Understanding the modern world (this paper accounts for 50% of the final mark – 2 hours)

#### Section A – Democracy and Dictatorship in Germany, 1890-1945

1. Germany and the growth of democracy.
2. Germany and the depression.
3. Experiences of ordinary Germans under the Nazis.

#### Section B – Conflict and tension in Asia, 1950-1975

1. Conflict in Korea.
2. Escalation of the conflict in Vietnam.
3. US withdrawal from Vietnam.

### **Paper 2:** Shaping of 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: Health and the people in Britain: c1000 to the present day (thematic study)

1. Medicine stands still (Medieval)
2. The beginnings of change (Renaissance)
3. A Revolution in Medicine (Industrial Period)
4. Modern Medicine (present day)

#### Section B: Elizabethan England, 1568-1603 (British study)

1. Elizabeths court and parliament.
2. Troubles at home and abroad.
3. Life in Elizabethan England.
4. Historic Environment (changes each year)

Please do not hesitate to speak to Miss Lewis (Head of History), Miss Forster and Mr Biling if you have any further questions.

Cambridge National in IT will inspire and equip you with the confidence to use skills that are relevant to the IT sector. It's a vocational qualification, equivalent in value to a GCSE and contains both practical and theoretical elements.

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

**R050: IT in the digital world:** In this unit, students will learn the theoretical knowledge and understanding to apply design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products. Students will understand the uses of Internet of Everything and the application of this in everyday life, cyber-security and legislations related to the use of IT systems, and the different types of digital communications software, devices, and distribution channels.

**R060: Data manipulation using spreadsheets:** In this unit, students will learn the skills to be able to plan and design a spreadsheet solution to meet client requirements. They will be able to use a range of tools and techniques to create a spreadsheet solution based on their design, which they will test. Students will be able to evaluate their solution based on the user requirements.

**R070: Using augmented reality to present information:** In this unit, students will learn the purpose, use and types of augmented reality (AR) in different contexts and how they are used on different digital devices. They will develop the skills to be able to design and create an AR model prototype, using a range of tools and techniques. Students will also be able to test and review their AR model prototype.

### **Key subject aims:**

As part of the Cambridge National, you'll cover the following:

- The key principles and concepts when creating IT products
- Creating complex spreadsheet solutions to meet requirements
- How augmented reality can be used to present information
- Creating an augmented reality model prototype to be tested and reviewed

### **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 Cambridge Technicals 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. R050: IT in the digital world Written paper. OCR-set and marked. (40%)
2. R060: Data manipulation using spreadsheets. Centre-assessed task, OCR moderated. (30%)
3. R070: Using augmented reality to present information. Centre-assessed task, OCR moderated. (30%)

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



## MODERN LANGUAGES

The MFL GCSE is a varied and interesting 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.

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 a variety of university courses – not just language degrees but courses including medicine, business, law, 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 speaking, listening, reading, writing and translation skills.

The GCSE course content is structured across the following six themes, all of which provide an engaging real-world focus, making them accessible to all and yet challenging.

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

This **GCSE** is the best option for pupils who:

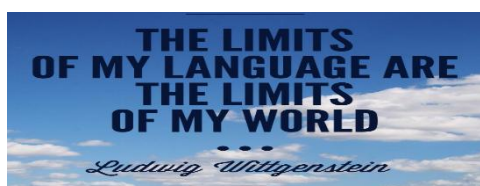
- are committed to spending time on a weekly basis memorising vocabulary & grammatical structures and rules.
- are able to work independently using higher order thinking skills and enjoy being challenged to think differently.
- are keen to support foreign language exchanges or study trips and put their 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: **Edexcel**: The course is examined by terminal exams in all four equally weighted skills :

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

Students are entered for **either** the Higher **or** Foundation tier. Hall Green School offers **French and Spanish** at **GCSE level**.



For further information, please contact Mrs Smallbone, Head of MFL Department.

<b>MUSIC</b>
--------------

**Examination Board – OCR**

The Music GCSE course will develop your composing, performing and music analysing skills and equip you with a broad range of technical skills and knowledge. Music is an expressive course which builds upon skills and knowledge acquired at KS3.

If you enjoy learning through practical tasks, then this course may suit you. It is a primarily practical course with half the lessons centred around the use of iMac computers

You will learn to:

- Compose music to a high standard using Logic Pro software
- Produce sequenced projects of current day popular music and/or record instrumental or vocal performances
- Listen to a wide range of music and learn how to describe and analyse using an extensive specialist vocabulary
- Work independently and develop time management and organisational skills.

The course is structured with controlled assessment making up 60% of the overall grade. A music analysis exam constitutes the remaining 40% of the course. It is suitable for pupils who have an interest in all aspects of music and wish to develop a range of knowledge and skills.

GCSE Music is a varied and fun course which also develops key skills indispensable in the modern world such as written communication skills, listening and analysing skills, sharing & discussing ideas, creativity and expression, good time-management and self-organisation, high standards and attention to detail.

**Music Technology/Performance - 30% - Two pieces**

**Composition – 30% - Two compositions**

**Listening and Appraising Music - 40% - One-hour exam paper**

Candidates will prepare for a listening & appraising 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 exam and learn to aurally analyse these areas of study.

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

**CORE PE:** All pupils will continue participating in two hours of Physical Education lessons in years 10 and 11 in CORE PE time.

**Passport to Health and Fitness Award**

This course 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. Pupils will NOT receive a GCSE-equivalent qualification but may occasionally have classroom-based lessons when appropriate for the topic. There is no formal assessment but pupils are expected to work to the best of their ability.

**OPTIONS CHOICES**

**These options will only appear on the main options form and will take up a formal option if your child selects one of them. Your child will receive two OPTION lessons, and two CORE PE lessons a week.**

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

There are three units in total. One of the units (R180: reducing the risk of sports injuries and dealing with common medical conditions) will be assessed by a 1hr 15min written paper. The two remaining units are assessed internally through the use of written assignments and will cover R181: applying the principles of training: fitness and how it affects skill performance; and R182: the body's response to physical activity and how technology informs this.

This course is particularly suited to pupils who want to know more about how the body works during exercise, how to measure and improve personal fitness levels and how to identify and treat a range of sports injuries and medical conditions. The practical lessons support what they learn in the classroom and are typically based more around fitness than participation in games. Pupils who want to go on to a career in sport science, medicine, nursing, physiotherapy, sports psychology or personal training will find this course particularly beneficial.

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

There are three units in total. One of the units (R184: contemporary issues in sport) will be assessed by a 1hr 15min written paper. The two remaining units are assessed internally through the use of written and practical assignments and will cover R185: performance and leadership in sports activities; and R187: increasing awareness of outdoor and adventurous activities

This course is particularly suited to pupils who enjoy participating in a range of sports and may also be competing outside of school. They will want to develop their leadership and coaching skills and understand how participation in outdoor activities can be facilitated, as well as looking at wider issues in sport such as hosting major sporting events, the use of performance enhancing drugs in sport and how to encourage more participation in sport. Pupils who want to go on to a career in sports coaching, public services, sports journalism, expedition leadership or sports/facilities management will find this course particularly beneficial.

**\* Please note: pupils will complete many written and some practical assignments requiring continuous effort and application throughout the whole course. They should expect to receive more theory lessons than practical lessons. Some of the practical content will be delivered through Core PE lessons.**

\* For those pupils who do not achieve all the requirements for a level 2 pass, a level 1 qualification is available.

\* Post-16 progression includes a wide range of other vocational level 3 courses; more traditional A' Levels or apprenticeships.

For further information, contact Ms E. Smith (Head of Physical Education)



## Hall Green School Year 9 Options Form 2025

**Name:**

**Form:**

All pupils study English, maths, science, RE and PE as their core curriculum. PE will be studied in 'Passport to Fitness'. Pupils will also have the option to choose Cambridge National Certificate in Sport Studies or Sport Science as their options choices.

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	
	French		French	
	Spanish		Spanish	
<b>Other</b>			Art, Craft and Design*	
			Art Textiles*	
			Business Studies	
			Computer Science**	
			Design and Technology	
			Food Preparation and Nutrition	
			Health & Social Care - BTEC Tech Award	
			IT Level 1/2 – Cambridge National Cert**	
			Music	
			Sport Studies Level 1/2 Cambridge National Cert	
			Sport Science Level 1/2 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** IT due to their similar content

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

Option Forms must be returned to the exams manager (by hand or via email to [options@hallgreen.bham.sch.uk](mailto:options@hallgreen.bham.sch.uk)) by Thursday 20th March 2025 at the latest



## Hall Green School

### Year 9 Options Form 2025 (Foundation Learning)

Name:

Form:

All pupils study English, maths, science, RE and PE as their core curriculum. PE will be studied in 'Passport to Fitness'. Pupils will have the option to choose Cambridge National Certificate in Sport Studies or Sport Science as their options choice.

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.

Subject Choices	Tick <u>one</u> box only
Art, Craft and Design	
Art Textiles	
Business Studies	
Design and Technology	
Food Preparation and Nutrition	
French	
Geography	
Health & Social Care - BTEC Tech Award	
History	
IT Level 1/2 – Cambridge National Cert.	
Music	
Spanish	
Sport Science Level 1/2 - Cambridge National Cert.	
Sport Studies Level 1/2 Cambridge National Cert.	

Reserve Subject (write one choice)

Parent's Signature.....

Option forms must be returned to the exams manager (by hand or via e-mail to [options@hallgreen.bham.sch.uk](mailto:options@hallgreen.bham.sch.uk)) by Thursday 20th March 2025 at the latest



## Hall Green School Year 9 Options Form 2025 (DofE Option)

**Name:**

**Form:**

All pupils study English, maths, science, RE and PE as their core curriculum. PE will be studied in 'Passport to Fitness'. Pupils will have the option to choose Cambridge National Certificate in Sport Studies or Sport Science as their options choices. Pupils will also be studying the Duke of Edinburgh Certificate as their third option subject.

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 their option choices.

**Please select one subject from column A and one different subject 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>one</u> box only
<b>EBacc</b>	Geography		Geography	
	History		History	
	French		French	
	Spanish		Spanish	
<b>Other</b>			Art, Craft and Design*	
			Art Textiles*	
			Business Studies	
			Computer Science**	
			Design and Technology	
			Food Preparation and Nutrition	
			Health & Social Care - BTEC Tech Award	
			IT Level 1/2 – Cambridge National Cert**	
			Music	
			Sport Studies Level 1/2 Cambridge National Cert	
			Sport Science Level 1/2 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** IT due to their similar content

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

Option Forms must be returned to the exams manager (by hand or via email to  
**options@hallgreen.bham.sch.uk**) by Thursday 20<sup>th</sup> March 2025 at the latest