

# SUBJECT OPTIONS



2023



PARK HALL  
ACADEMY







# Information for Parents

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## Course Types

Park Hall students work towards two main types of qualification; 'GCSE' and 'Vocational'.

The General Certificate of Secondary Education is a primarily exam based qualification, which may include some Controlled Assessment or practical work, depending on the nature of the subject. All GCSE examinations are taken at the end of the course; Summer 2025 in the case of your child.

Vocational qualifications result in a BTEC qualification or similar. The final qualification is mainly based on coursework that takes place throughout the course but all vocational courses also feature an externally examined element.

There is also the opportunity to improve already completed work for re-submission and further assessment within the given time frame. Some vocational qualifications may feature an assessed practical element. A BTEC Level 2 Pass is equivalent to a Grade 4 GCSE, a Merit is equal to Grade 5.5 and a Distinction is equivalent to Grade 7.

## The English Baccalaureate

In order to achieve the qualifications that make up the English Baccalaureate, or 'EBACC', your child will need to gain GCSE's at Grade 5 or above in English Language and Literature; Mathematics; two Sciences; French or Spanish; and either History or Geography.

This is not a compulsory combination of subjects for the Baccalaureate, but if your child is academically-minded and is considering a Degree or similar course when they leave Park Hall, then it is likely to be helpful that they fulfil EBACC qualification requirements using a similar profile of courses.

## Core Subjects

The core subjects studied by all students at Park Hall will include English Language; English Literature; Mathematics; Science; a combined RE, PSHE and Social Education course as well as Core PE. Additionally, all students will be required to study either History or Geography.

## How do I help my child to select the right Options?

Your child will have had the process explained to them in a special assembly. The deadline for your child to return their choices will be:

**Wednesday 1st March 2023**

Choices can be submitted via a paper form, handed in at reception. Students will receive these forms in their tutor sessions.

## What if I have questions?

There is an opportunity for you to ask questions during our Options Evening when all the team will be on-hand to answer any queries.

Please remember that if you have any concerns or worries you can contact the Heads of Year 9, Miss Newlands or Miss Traynor; the Head of Lower School, Miss Hadley; the Inclusion Lead for KS3, Mr Wainman or Mr Jones, who is the SENCO. You will find them all very approachable; their vast experience will enable them to answer your questions and provide invaluable support and advice.

Damian Burgess , Executive Headteacher  
Dr Toby Close, Associate Headteacher







# Information for Students

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Choosing the courses to study in Key Stage 4 is an exciting, important and potentially life-changing decision.

You will no doubt have been looking forward to making the key decisions for some time as this is the first time that you can make your own choice about the subject areas you wish to pursue alongside core learning such as English and Maths.

Some of you will find this an easy decision; you will already have a good idea about what you want to do in adult life and there is a clear pathway you wish to follow.

Some, however may well still be undecided about their options after school and the subjects that will help them achieve the goals ahead.

Regardless of which category you fall into, getting your decisions right about the subjects you pursue is hugely important in making sure you are prepared for life after these courses are completed. Today many Park Hall Academy students remain at the school to study A Levels, Level 3 BTEC's or a combination of the two types of course, with a high proportion going forward to Higher Education, further training or an Apprenticeship.

You may have different plans. Whatever your vision of the future, this booklet is aimed at providing support and guidance. Please ensure you read the information provided carefully, discuss it with your parents/ carers and take your time in making the right choices for you.

Your teachers are always on-hand to discuss your ideas about the subjects you wish to pursue, the extra information they can offer may further assist you in your choices. Your Form Tutor, Mr Williams, Mr Wainman and Mr Jones may be a first port of call, but there are many other staff at Park Hall who can advise and share their experience with you.

Mr Brady, our Careers advisor is also on hand to give you specific advice about subjects and courses that are on offer. He can be found in room B18 so pop along to make an appointment to discuss your ideas.

In my previous article addressed to your parents we touched on the importance of the English Baccalaureate. The 'EBACC' will be explained more fully in your special Options Assemblies, but we would urge any student who is aiming at a Degree or other form of Higher Education after leaving Park Hall to consider this valuable qualification.

The significance of your next two years in school is enormous, so please make the best start to your Key Stage 4 studies possible by taking time to make the correct decisions for your future.

Damian Burgess , Executive Headteacher  
Dr Toby Close, Associate Headteacher



# Information from the Government

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## HELP YOUR CHILD MAKE THE BEST GCSE CHOICES

You and your child may currently be considering, with advice from their school, what GCSE subjects they should take next year.

### WHAT IS THE EBACC?

The EBacc is not a qualification in its own right – it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

### EBACC FUTURE PROOFS YOUR CHILD'S PROSPECTS

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

- English language and English literature
- Maths
- Science (Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science)
- History or Geography
- A language (Ancient or modern)

### LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

### WHAT ABOUT ARTS AND MUSIC?

While arts and music are not included in the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. If your child can take 9 GCSEs, they will have either 1 or 2 further options and can choose subjects based on their wider interests like art or music as well as others such as physical education or technology.



# Information from the Government

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“The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.”

The Centre for Longitudinal Studies,  
August 2017.

“Having language skills under your belt will help make you stand out from the crowd, whether you’re applying for an entry level position, a management role or an internal transfer.”

Steve Cassidy, Senior Vice President  
& Managing Director, UK & Ireland, Hilton.

The Russell Group has named languages as subjects that open doors to more degrees at universities. (The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement).

“Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers.”

Dr Adam Marshall, Director General  
of the British Chambers of Commerce.

“Schools where more pupils select the EBacc at GCSE maintain the number of pupils that select arts.”

Trends in arts subjects in schools with increased EBacc entry July 2017.





# English Literature

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English Language and English Literature work hand in hand to develop creative English writing abilities and an understanding and critical appreciation for written prose and poetry, with an emphasis on the classic works of famous writers old and new.

## The Course

The specification is assessed via two final examinations. Paper One requires pupils to read and respond to a play by Shakespeare and a 19th-Century novel. Paper Two will test knowledge and understanding of prose and poetry. Pupils answer questions on poetry clusters studied in class and a question on a previously unseen poem.

## Assessment

- Paper One: Shakespeare and the 19th- Century Novel (written exam - 1 hour 45 minutes - 40% of the qualification).
- Paper Two: Modern Texts and Poetry (written exam - 2 hours 15 minutes - 60% of the qualification).

What skills will I gain from studying English Literature?

- Critical reading: supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation.
- Evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and

presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation.

- Comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above.

For further information on either course please contact Miss Carter.



CORE SUBJECT

EBACC



# English Language

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English Language provides a fundamental critical appreciation for the written word. The course provides a wide range of invaluable and transferable skills, improving reading and comprehension abilities and increasing vocabulary and communication; fundamental life skills that are universally recognised and valued.

## The Course

Every student studies English Language as a core subject within the Park Hall curriculum. The specification is assessed via two final examinations.

The examinations will assess reading and writing. Paper One will contain an unseen Literature text whilst Paper Two will contain one unseen Non-Fiction and one unseen Literary Non-Fiction text. The purpose of the unseen tasks is to assess the key skills of comprehension, comparison and analysis. Both papers will test pupils' abilities to write for a specific audience and purpose with a high degree of accuracy. There will be an assessment of speaking and listening which will be endorsed on the qualification certificate.

## Assessment

- Paper One: Exploration in Creative Reading and Writing (Written exam - 1 hour 45 minutes - 50% of the qualification)
- Paper Two: Writers' Viewpoints and Perspectives (written exam- 1 hour 45 minutes - 50% of the qualification)
- Non-examination Assessment: Spoken Language (separate endorsement).

What skills will I gain from studying English Language?

- Read a wide range of texts, fluently and with good understanding
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly, punctuate and spell accurately
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.



**CORE SUBJECT**

**EBACC**

# Mathematics

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The main reason for studying mathematics is that it is interesting and enjoyable. People like its challenge, its clarity, and the fact that you know when you are right. The solution of a problem, and indeed the journey to the solution, is exciting.

You should also be aware of the wide importance of Mathematics, and the way in which it is advancing at a spectacular rate. Mathematics is about pattern and structure; it is about logical analysis, deduction, calculation within these patterns and structures. When patterns are found, often in widely different areas of science and technology, the mathematics of these patterns can be used to explain and control natural happenings and situations. Mathematics has a pervasive influence on our everyday lives, and contributes to the wealth of the country.

## The Course

The Mathematics studied by every student in Years 10 and 11 will both reinforce and extend the work they have previously covered, providing essential skills that will serve them throughout their lives. Park Hall will follow the OCR specification which gives a greater emphasis to 'real-life' situations that demonstrate the true value of a solid grasp of Mathematics.

## Assessment

All exam papers will be sat at the end of year 11. There are two options – higher tier and foundation and this will be decided by your teacher. There will also be regular assessments taking place each half term including past exam papers allowing the Mathematics department to carefully track and monitor progress.

What skills will I gain from studying Mathematics?

- Constructing and clearly presenting mathematical and logical arguments.
- The ability to deal with highly abstract concepts
- Advanced numeracy skills
- Turning real-world problems into mathematical problems
- Being able to exactly state what a problem is, including assumptions made, if necessary breaking it down into sub-problems, and presenting the solution clearly
- Analysing data, finding patterns and extracting conclusions
- Communication and interpersonal skills
- Teamwork and leadership
- Presentation skills
- Investigative study skills
- Commitment and determination

Whatever your natural aptitude, the Mathematics team are here to support you. We will provide you with all the help, encouragement and opportunities to achieve the best grade for you. For further information you can speak to Mr Khan.



# Core Physical Education

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As a core curriculum subject, non-exam Physical Education is compulsory for all Key Stage 4 students. The course has no examination as such, and so the emphasis is placed on participation and the attainment of personal potential within the course.

The aim of Core PE is to develop physical competence in a range of activities, enjoyment of physical activity with a view of promoting lifelong participation. You will develop valuable personal qualities such as confidence, perseverance, initiative, independence, leadership and the ability to work with others. This is achieved through 3-week modules encompassing a wide and varied range of activities.

Throughout Key Stage 4, students, through two hours of PE each week, engage in a range of activities. Here, in line with the National Curriculum for PE, students learn, develop and show their competence, their performance and creative abilities and their understanding of the importance of a healthy, active lifestyle. Our aim is for all students to achieve and make progress by developing their skills and techniques, their decision-making abilities, their physical and mental capacity, their evaluating and improving skills and their ability to make informed choices about active, healthy lifestyles. There might be opportunities to gain additional qualifications in this time.

Activities you might cover include: Badminton Rugby Aerobics Netball Trampolining Volleyball Tennis Hockey Athletics Cricket Soccer Rounders/Softball Fitness Basketball Dance Swimming Lacrosse.

For further information please contact Mrs Churchill.





# Business Studies

A qualification in Business Studies should encourage you to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. This qualification will prepare you to make informed decisions about further learning opportunities and career choices.

## The Course

### Theme 1: Investigating small business

Written examination; 1 hour and 30 minutes  
50% of qualification  
90 marks

#### Content overview

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

### Theme 2: Building a business

Written examination: 1 hour and 30 minutes  
50% of qualification  
90 marks

#### Content overview

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

## Assessment

### Theme 1: Investigating small business

#### Assessment overview

The paper is divided into three sections:

Section A: 35 marks

Section B: 30 marks

Section C: 25 marks

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.

Questions in sections B and C will be based on business contexts given in the paper.

Calculators may be used in the examination.

### Theme 2: Building a business

#### Assessment overview

The paper is divided into three sections:

Section A: 35 marks

Section B: 30 marks

Section C: 25 marks

The paper will consist of calculations, multiple-choice, short-answer and extended writing questions.

Questions in Section B and C will be based on business contexts given in the paper.

Calculators may be used in the examination.

### What skills will I gain from studying Business Studies?

You will develop:

- practical skills - time management, personal organisation and action planning
- presentation skills - addressing audiences using variety of media and forms
- personal skills - showing evidence of progression
- interpersonal skills - communication and group work
- cognitive skills - reflection and review of own and others' performances.

Please note, students can not study both Business Studies and Business Enterprise.

For further information please contact either Miss Leigh or Miss Lal.



# Child Development

The early years sector focuses on the learning, development and care of children in the UK. There were approximately 1.7 million Ofsted registered childcare places for children offered by many different types of early years settings in England in 2019, ranging from childminders and nannies to nurseries, crèches and preschools. Knowledge of child development is important in a variety of occupations outside of childcare and teaching, for example, in healthcare roles such as paediatricians, psychologists, occupational therapists, and speech and language therapists.

## The Course

This course gives you the opportunity to develop applied knowledge and understanding of child development and growth up to the age of five, how children learn through play and how meeting the needs of individual children will support their development, play and learning. In a practical learning environment, students will have the opportunity to develop applied knowledge in the following areas:

- the characteristics of children's development from birth up to five years
- factors that affect growth and development
- the importance of play
- how play promotes children's learning and development
- reasons why children may need support
- child-friendly environments to support play, learning and development in
- children from birth to five years old
- supporting all children to learn and develop physically, intellectually, emotionally and socially, and adapting activities to support children's play, learning and development.

## Assessment

Component number 1: Children's Growth and Development (internal – externally moderated assignment).

Component number 2: Learning Through Play (internal – externally moderated assignment).

Component number 3: Supporting Children to Play, Learn and Develop (external exam 2hrs).

## Where can this type of course take me?

This course is designed for students to progress onto a range of Level 4 qualifications, including BTEC Health and Social Care and BTEC Child's Play Learning and Development. Students who progress onto degree level can have the opportunity to progress into the following careers:

- Early years teacher
- Education consultant
- Education mental health practitioner
- Family support worker
- Health play specialist
- Learning mentor
- Play therapist
- Primary school teacher
- Special educational needs coordinator (SENCO)
- Special educational needs teacher

For further information on this course please contact Miss Bartlett or Miss Vaughan.

# Citizenship

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Citizenship studies investigate how the citizen is enabled by society to play a full and active part and how citizens are empowered to effect change within society. Citizenship understanding develops through the knowledge of how a society operates and functions and its underlying values.

## The Course

This course will both reinforce and extend the work you have previously covered at Key Stage 3, providing you with essential skills that will serve you throughout your lives.

Park Hall's syllabus' overarching theme questions, 'How citizens can try to make a difference?'. This aim is supported by four content themes:

1. Life in modern Britain,
2. Rights and responsibilities,
3. Politics and participation and
4. Active citizenship.

## Assessment

There are two exam papers which will be sat at the end of year 11.

In order to prepare you for this, there will also be regular assessments taking place each half term including past exam papers allowing your teacher to carefully track and monitor progress.

What skills will I gain from studying Citizenship?

Through studying Citizenship Studies you will:

- Construct and form your own views about citizenship issues through enquiries and research
- Present your own and other viewpoints in relation to citizenship issues and concepts
- Gain improve confidence in communication skills through debating issues and being comfortable with speaking about your own personal opinion
- Gain teamwork and leadership skills through planning citizenship actions to benefit or change others in society.
- Learn skills to be committed and determined

We will provide you with all the help, encouragement and opportunities to achieve the best grade for you.

For further information you can speak to Miss Vaughan or Mr Smith.



# Computer Science

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Do you enjoy finding out about how programs and coding is used in the computer world? Did you know that gaming, Web and App development are among the fastest growing employment industries? The ability to program computers is a very valuable skill. Computer Science gives students the opportunity to develop excellent coding and problem-solving skills, you will look at problem solving through a new lens.

## Why take this course?

The course is aimed at pupils who have a real passion for ICT and the programming aspects of the subject. We would recommend that pupils have some prior programming/coding experience. Computer technology grows at an exponential rate and it affects every field of study. It is important to understand Computer Science since it shapes much of our modern world.

## The Course

### Unit 1 Computer Systems

The first component focuses on computer systems covering the physical elements of computer science and the associated theory.

### Unit 2 Computational Thinking, Algorithms and programming

This component focuses on the core theory of computer science and the application of computer science principles.

There is no non-exam assessment (NEA) for this course. Students will need to complete a programming task as part of their course which will take up approximately 20 hours of lesson time. This will allow students to challenge themselves through a range of exciting and engaging tasks to apply practical knowledge and skills.

## Assessment

Assessment 1 is a 1 hour and 30 minutes written examination out of 80 marks and worth 50% of the final grade.

Assessment 2 is a 1 hour and 30 minutes written examination out of 80 marks and worth 50% of the final grade.

## What skills will I gain from studying Computer Science?

How to employ technology to enable rapid access to ideas and experiences from a wide range of people in communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning, with pupil being able to make informed judgements about when to use technology to best effect.

For Further information please contact Mr Sanghera.

# Dance

For many students Dance is the first time they get to study dance academically, as well as a hobby or future vocation. The course introduces dance as the method of study - not only in developing practical dance and interpersonal skills, but also for enhancing analytical and creative thinking. This course focuses on the aesthetics and artistic qualities of dance and the use of movement to express and communicate ideas and concepts through performance, choreography and critical appreciation.

Pupils wishing to take this do not need to have studied dance outside school, though it is an advantage.

You will need to be committed and enthusiastic about this rewarding subject. The course will develop your physical fitness, confidence, self-esteem and self/body awareness, as well as sensitivity to others, teamworking skills and the determination to succeed and improve. Choreography develops problem solving and creativity abilities, whilst in directing others, you will develop your interpersonal and leadership skills.

## The Course

The course is made up of two components, these being practical and written. It is heavier on practical but theory is a large aspect of the course.

### The Performance (30%)

- set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (minutes in a dance which is a maximum of five minutes in duration).

### Choreography (30%)

- Solo or group choreography - a solo (two and a half minutes) or group dance for two to five dancers (three to three and a half minutes).

## Written examination (1 and 1/2 hrs) 3 sections (40%)

### What's assessed?

- Section A: knowledge and understanding of choreographic processes. Questions will relate to a given stimulus or starting point.
- Section B: Critical appreciation of own work. Question will relate to your own experience of performance, or choreography or both within the course.
- Section C; critical appreciation of professional works. You will answer questions relating to the Dance anthology.

### Who is the course catered for?

The course is ideal for students who have a passion for dance foremost. It is ideal for students to have a basic understanding of dance and have experience of performing; this could be in class at KS3 or through extra-curricular. The course is demanding on time and so organisation, ability to keep to deadlines and working with others is a must. The course is reliant on creativity and imagination and so these are excellent qualities to have. This is an exceptional course that can offer real in depth understanding of the world of dance and open your eyes to new and exciting areas of performance

### Future Sixth Form and Career opportunities

If successful in completing the course it can lead onto many great opportunities. At Park Hall Academy we run A Level Dance and BTEC Level 3 Courses in Performing Arts, all of which are a great continuation from the level 2 course. It can also lead into a career within the Performing Arts Industry but it is recommended that level 3 courses are embarked on first so that the full range of skills can be developed before entering the world of work.

For further information please contact Mrs Cullum-Kenyon.





# Design & Technology

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This qualification will develop knowledge, understanding and practical skills that would be used in the engineering design and development sector. You may be interested in this if you want an engaging qualification where you will use what you learn in practical, real-life situations, such as:

- Using both 2D and 3D engineering design techniques
- Designing new products to meet a design brief
- Communicating engineering design ideas.

This will help you to develop independence and confidence in using skills that would be relevant to the engineering design and development sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- Completing research to inform engineering design ideas
- Solving problems by exploring different engineering design options
- Finding imaginative solutions through creative thinking.

## The Course

Design and Technology is a course which offers a unique opportunity to identify and solve real problems by designing and making products. Through studying Design, you will be prepared to participate confidently and successfully in an increasingly technological world.

This will involve you studying three mandatory units:

### 1) Principles of engineering design

In this unit you will learn about the design process, and all of the stages that are involved. Topics include:

- Designing processes
- Designing requirements
- Communicating design outcomes
- Evaluating design ideas

### 2) Communicating designs

In this unit you will learn how to use sketching and engineering drawings to communicate your ideas. Topics include:

- Manual production of freehand sketches
- Manual production of engineering drawings
- Use of computer aided design (CAD)





### 3) Design, evaluation and modelling

In this unit you will learn how to create and test models of your design. Topics include:

- Product evaluation
- Modelling design ideas

#### Assessment

##### 1) Principles of engineering design

Written examination: 1 hour 15 minutes.  
40% of qualification.

##### 2) Communicating designs

A visual presentation activity, generating a variety of design ideas and concepts using a variety of 2D and 3D views, presenting the final design proposal using CAD software. 30% of qualification.

##### 3) Design, evaluation and modelling

A detailed product analysis activity, disassembling a variety of products, investigating materials, function and manufacturing processes. Followed by a practical activity, producing a product or model using hand tools, machinery and equipment, to enhance practical skills. 30% of qualification.

#### Future Prospects/Career Options:

- Fashion Designer
- Architect
- Product Designer
- Civil Engineer
- Engineer
- Tailor
- Carpenter
- Joiner
- Automotive Designer
- Mechanical Engineer
- Graphic Designer
- Market Researcher

For further information, please contact Mr Smith.



# Business Enterprise

This qualification gives you the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on the knowledge, understanding and skills required to research, set up, run, review and monitor an enterprise that includes:

- development of key skills that prove aptitude in planning and carrying out an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving
- knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise
- attitudes and ways of working that are considered most important for enterprise, including communicating and interacting with customers, monitoring and reflecting on performance of enterprise and own use of skills.

This course complements the learning in other qualification such as Business Studies. It requires you to apply your knowledge in practical ways, through activities that will enable them to develop their ideas, for example researching an idea for a small enterprise.

## Course summary

1. Exploring Enterprises (Internal assessment)
2. Planning for and Running an Enterprise (Internal assessment)
3. Promotion and Finance for Enterprise (External assessment)

## Components 1 and 2

Components 1 and 2 are assessed through internal assessment.

The components focus on:

- the development of core knowledge and understanding, including the range of enterprises and the key features and factors that contribute to an enterprise's level of success
- the development and application of skills such as analysing research, information, planning and financial forecasting, communicating and problem solving
- reflective practice through carrying out a small enterprise activity that allows learners to respond to feedback and identify areas for improvement.

## Component 3: Promotion and Finance for Enterprise

Component 3 provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and applied to realistic contexts.

Promotion and Finance for Enterprise requires learners to analyse and interpret information in relation to an enterprise and to make recommendations on strategies to use to improve the performance of the enterprise. The external assessment is based on a context that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period. The external assessment is taken under supervised conditions that is then marked and a grade awarded by Pearson.

Please note, students can not study both Business Studies and Business Enterprise.

For further information please contact  
Mr Bellingham or Miss Lal.



# Art and Design Fine Art

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Are you keen to develop your visual skills?

Are you creative, enthusiastic, determined and imaginative?

Do you persevere through challenges?

Are you willing to experiment and take risks in your work?

Are you willing to review your progress and make improvements?

If you enjoy Art, using your imagination and experimenting with a range of art materials and techniques then this could be the course for you. Art & Design encourages you to expand your knowledge of contemporary and historical art and design whilst building on your drawing, painting and three dimensional skills. You will have the opportunity to experiment with different media in order to explore your strengths and preferences.

## The Course

This is a demanding yet enjoyable course which involves the creative use of drawing, painting, 3D and printmaking techniques. Although the course is mainly practical, you will need to record written research, analysis and annotation. You will need to be interested in learning about creative art processes and be willing to experiment with new media, ideas and techniques.

You will be expected to develop and plan your work beyond lesson time. This will inevitably mean that you must be enthusiastic, organised and independent in your learning style.

When thinking of taking Art & Design you should be aware that it is very expensive in terms of time and requires commitment and organisation throughout the two year course, however it is an extremely enjoyable and rewarding subject.

You will start the course by experimenting with different materials and techniques through a series of workshops. You will then create a portfolio of work which will be made up of different thematic projects. Following a structured plan you will create projects personal to you and develop and build on the skills learnt during KS3.

The course finishes with an Externally Set Task where a theme is given by the exam board as a starting point for you to develop your own ideas. You will produce a body of work, with a final piece being produced during the two day exam.

## Assessments

Your work will be assessed internally and then moderated by the exam board.

- 60% Portfolio of Work containing work from more than one project.
- 40% Externally Set Task culminating in a 10 hour exam.

## What skills will I gain from studying Art?

Creative thinking skills, a range of skills and techniques in a variety of media, visual awareness, visual recording skills, analytical skills, independence.

For further information on either course please contact Mrs Carlin or Miss Kennedy.

# Hospitality and Catering

According to the British Hospitality Association, Hospitality and Catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. The ability to plan, prepare and present food is an essential skill within the hospitality and catering industry. The WJEC Vocational Award in Hospitality and Catering equips you with theoretical knowledge about the industry as well as enabling you to develop practical skills in planning, preparing and cooking a variety of dishes.

## The Course

The Hospitality and Catering course has been designed for those students who want to learn about this vocational sector and the potential it can offer them for their careers or further study. Students who study hospitality and catering can access a range of employment opportunities from chefs, receptionists and, hotel and bar managers, food technologists in food manufacturing as well as working in the realms of public health such as an Environmental Health Officer. All of these roles require further education and training either through apprenticeships or further study.

The course allows you to:

- Develop practical skills at every opportunity – speed and finesse is key.
- Evaluate dishes/meals you may eat and consider how these can be developed, adapted or improved. Think about how foods should be stored, prepared, cooked and served - safely and hygienically and with no detrimental effect on quality.
- Think about factors that can contribute to food induced ill-health.
- Think about how to adapt meals to meet specific dietary needs e.g. food intolerances.
- Consider why food/ingredients act in a specific way e.g. why does bread rise in the oven.

## Assessment

There are two mandatory units within this qualification:

**Unit 1 - The Hospitality and catering industry.**  
In this unit you will focus on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector.

**Unit 2 - Hospitality and catering in action**  
You will develop practical skills for planning, preparing, cooking and presenting nutritional dishes meeting the client needs.

Each of the units have been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in the sector. the qualification provides you with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment or training.

After completing the WJEC Vocational Award in Hospitality and Catering you may be interested in progressing to other qualifications relevant to working in the sector, such as: WJEC Level 3 Applied Certificate/Diploma in Food Science and Nutrition Level 2/Level 3 Diplomas in Hospitality and Catering Level 2/Level 3 Diplomas in Professional Cooking Level 3 Diploma in Hospitality and Tourism Management.

For further information contact Mrs James-Powell.





# French

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Did you know that French is spoken in more than thirty countries across the world in five different continents? Furthermore, it is one of the official, working languages of the European Union and also the United Nations making it an excellent language for trade and business.

French gives students the skills to be able to communicate both formally and informally in the language over a range of topics. Students gain a qualification which equips them for further study and the workplace.

## The Course

Students will study a variety of topics across a range of themes:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

The qualification itself will aim to grow students' ability in the French language in the following areas:

**Listening:** You will concentrate on specific listening skills and learn how to pick information out of a spoken passage and apply it to get the information you need!

**Reading:** You will read about a range of current topics and be able to take key information from a text.

**Speaking:** Polish up your speaking skills – this unit will see pupils take a spoken exam on a range of topics.

**Writing:** Written assessment: pupils will gain the skills to write an extended piece of writing in French.

## Assessments

Pupils are assessed in French with four exams worth 25% of the qualification each. These exams will cover all skills and topics covered over the two year course.

What skills will I gain from studying French?

- Skills of language application to different topics;
- An in-depth knowledge of the application of grammar;
- The understanding of French culture and language.

For further information please contact Miss Sweeney.

# Geography

Do you enjoy finding out about the way our world works? Do you want to know who made the items you buy? Where they were made and why? Would you like to understand why hurricanes and drought kill millions more in LICs than HICs worldwide each year? Would you like to understand how volcanoes and earthquakes occur and can be managed using the most innovative technology?

Geography's biggest strength as a subject is that it is one of very few subjects which combine both arts and science elements, in addition to having a fieldwork element, where you go out, collect your own data and present a project about it.

Geography is one of the key EBACC subjects and if followed further is seen as a facilitator subject at A-Level supporting students in accessing the top British universities.

## The Course

The Geography specification aims to engage and provide a course that is relevant to today's geographers. It is a qualification that enables you to explore the world, the challenges it faces and your own place in it, and it helps to prepare you to succeed in your chosen pathway. The course comprises of three units:

### Unit 1: Living with the physical environment

In this unit you will study three themes. Theme one is about the challenge of natural hazards, theme two is about the living world and theme three is about the physical landscapes in the UK.

### Unit 2: Challenges in the human environment

In this unit you will study three themes. Theme one is about urban issues and challenges, theme two is about the changing economic world and theme three is about the challenge of resource management.

### Unit 3: Geographical applications

In this unit you will carry out two fieldwork projects (one human and one physical). You will also conduct an issue evaluation

## Assessment

Paper 1: A written exam with three sections. Worth a total of 35% of the final mark.

Paper 2: A written exam with three sections. Worth a total of 35% of the final mark.

Paper 3: A written exam with three sections. Worth a total of 30% of the final mark.

## What skills will I gain from studying Geography?

- Atlas and map skills:
- recognise and describe distributions and patterns of both human and physical features at a range of scales using a variety of maps and atlases
- Graphical skills:
- label, annotate and interpret different diagrams, maps, graphs, sketches and photographs
- use maps in association with photographs and sketches and understand links to directions
- Data and information research skills:
- use online census sources to obtain population information
- Investigative skills:
- identify questions or issues for investigation
- consider health and safety and undertake risk assessment
- select data collection methods and equipment to ensure accuracy and reliability
- use of ICT to manage, collate, process and present information
- write descriptively, analytically and critically about findings
- develop extended written arguments, drawing well evidenced and informed conclusions about geographical questions and issues.

Please speak to Mr Hughes or your Geography teacher for any further information or advice. As long as you show an interest and engagement in the subject, no matter what the ability, we will be delighted to have you with us!



# Health and Social Care

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Health and Social Care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. In 2019/20, the adult social care sector contributed approximately £41.2 billion a year to the UK economy.

Approximately 3 million people are currently employed in the sector. In 2019, it was estimated that by 2035 approximately 2.17 million health and social care job vacancies will need to be filled.

## The Course

This course is for learners who want to acquire sector-specific knowledge through vocational contexts by studying human lifespan development, health and social care services and values, and health and wellbeing as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them. This subject gives students the opportunity to apply 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.

## Assessment

Component number 1: Human Lifespan Development (internal – externally moderated assignment).

Component number 2: Health and Social Care Services and Values (internal – externally moderated assignment).

Component number 3: Health and Wellbeing (external exam 2hrs).

## Where can this type of course take me?

This course is designed for students to progress onto a range of Level 4 qualifications including, BTEC Health and Social Care and BTEC Child's Play Learning and Development. Students who progress onto degree level can have the opportunity to progress into the following careers:

- Adult Nurse
- Care Worker
- Community Development Worker
- Counsellor
- Health Promotion Specialist
- Occupational Therapist
- Social Worker
- Youth Worker

For further information on this course please contact Miss Bartlett or Miss Mills.



# History

Do you enjoy finding out about why the world is like it is today, where we have come from, what life was like for your ancestors? If so then History is the best subject for you! It is a topic that fires the curiosity of students and enables them to explore the world through the magnifying glass of the past. It is regularly one of the most popular options as it combines engaging and thought provoking subject matter with a high quality learning experience.

History instils in students the skills to analyse and interpret the past which enables us to study continuity and change over time. Studying History means using your skills of investigation and imagination to seek to explain how people have changed over time. Historians use all forms of evidence to examine, interpret, revisit and reinterpret the past. These include not just written documents, but also oral communication, and objects such as buildings, artefacts, photographs and paintings.

## The Course

The History course is an exciting balance of topics throughout a variety of historical time periods.

Unit 1. Medicine in Britain, c1250–present.

Students will explore new and traditional approaches to hospital care along with improvements in disease prevention and surgical operations.

Unit 2. Anglo-Saxon and Norman England, c1060–88 with The American West, c1835–c1895.

Reasons for William's victory at Hastings. The extent of change to Anglo-Saxon society and economy.

The American West topic explores, ways of life and means of survival on the Plains., The hunting and extermination of the buffalo. The significance of the Civil War and homesteaders.

Unit 3. Weimar and Nazi Germany, 1918–39

The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution. Hitler's early career. Nazi racial beliefs and policies and the treatment of minorities.

## Assessment

Paper 1: Thematic study and historic environment

Written examination 1 hours 15 mins. 30% of the qualification

Paper 2: Period study and British depth study

Written examination: 1 hour and 45 minutes 40% of the qualification

Paper 3: Modern depth study

Written examination: 1 hour and 20 minutes, 30%\* of the qualification

There is no controlled assessment or coursework option in History.

What skills will I gain from studying History?

- Actively engage in the process of historical enquiry,
- Actively engage in the process of historical enquiry, becoming increasingly independent and critical in your learning and thinking.
- Develop an awareness of how the past has been represented and interpreted.
- Develop the ability to ask relevant questions and to investigate the answers critically, reaching substantiated judgements.
- Organise and communicate historical knowledge in creative and different ways.
- Understand the world we live in today and understand the role we have as responsible citizens

Please speak to Mr Rowland, or your History teacher for any further information or advice. As long as you show an interest and engagement in the subject, no matter what the ability, we will be delighted to have you with us!

CORE SUBJECT

EBACC



# Media Studies

Media Studies is the study of the mass media. The media plays a central role in contemporary society and culture. Television, cinema, radio, podcasts, websites and computer games all help to shape our perceptions of the world through the representations, viewpoints and messages offered. The media has relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society.

The BTEC Tech Award in Creative Media Production will equip you with the communication and technical skills that will help you succeed in your future career. In this subject you will examine the different ways in which we communicate through the media. You will explore the meanings created in media texts which surround us every day in film, print, TV and online and you will develop practical production skills enabling you to create your own media products.

## The Course

Learners are required to complete and achieve all three components in the qualification:

### Unit 1: Exploring Media Products

- Investigate media products
- Explore how media products are created to provide meaning and engage audiences.

### Unit 2: Developing Digital Media Production Skills

- Develop and apply media pre-production processes, skills and techniques
- Develop and apply media production and post-production processes, skills and techniques to create a media product.

### Unit 3: Create a Media Product in Response to a Brief

- Task set and marked by exam board completed under supervised conditions.

## Assessment

### Internal assessment

Components 1 and 2 are assessed through non-exam internal assessment. Each assignment is set by Pearson, marked internally and then moderated externally by Pearson.

### External synoptic assessment

There is one external assessment, Component 3: Create a Media Product in Response to a Brief. This assessment takes the form of a set task taken under supervised conditions which is then marked and graded by Pearson. The assessment requires learners to apply production skills and techniques to the creation of a media product in response to their externally set brief, effectively applying appropriate concepts, theories and knowledge from across the whole qualification.

## What skills will I gain from studying Creative Media Production?

- Demonstrate skills of enquiry, critical thinking, decision making and analysis
- Acquire knowledge and understanding of a range of important media issues
- Develop appreciation and critical understanding of the media
- Develop practical skills through creative media production

For further information please contact Mr Edwards.

# Music

This qualification gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. The main focus is on four areas of equal importance, which cover the:

- Development of key skills that prove learners' aptitude in music, such as responding to a musical brief using musical skills and techniques.
- Processes that underpin effective ways of working in the music sector, such as the development of musical ideas, and using skills and techniques for rehearsal, creation, production and performance to respond to a music brief.
- Attitudes that are considered most important in the music sector, including personal management and communication.
- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as musical skills and styles.

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 post16 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 to higher education in a range of subjects.
- Study of a vocational qualification at Level 3, such as a BTEC National in Music or a BTEC National in Music Technology, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the music sector.

## The Course

Learners are required to complete and achieve all the components included in the qualification:

1. Exploring Music Products and Styles
2. Music Skills Development
3. Responding to a Music Brief

## Assessment

### Internal assessment

Components 1 and 2 are assessed through non-exam internal assessment. Each assignment is set by Pearson, marked internally and then moderated externally by Pearson. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

### External synoptic assessment

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life scenario. Component 3: Responding to a Music Brief requires learners to apply musical skills and techniques in response to a brief to produce a music product.

The external assessment is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

### What skills will I gain from studying Music?

- Demonstrate skills of composing, performance, and appreciation.
- Acquire knowledge and understanding of a range of styles and genres of Music.
- Develop appreciation and critical understanding of the Music sector.
- Develop practical skills through Music, with a focus on your chosen instrument/voice.

For more information, please see Miss Hill or Mrs Cullum-Kenyon.



# Performing Arts

This qualification in Performing Arts gives learners the opportunity to develop sector specific knowledge and skills in a practical learning environment. The focus is on four areas of equal importance, which cover the:

- Development of key skills that prove learners' aptitude in performing arts, such as reproducing repertoire or responding to stimulus
- Process that underpins effective ways of working in the performing arts, such as development of ideas, rehearsal, and performance
- Attitudes that are considered most important in the performing arts, including personal management and communication
- Knowledge that underpins effective use of skills, processes, and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.

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 post16 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 Extended Certificate in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to Higher Education by studying a degree in the Performing Arts or Production Arts areas.

## The Course

Learners are required to complete and achieve all the components included in the qualification:

1. Exploring the Performing Arts
2. Developing Skills and Techniques in the Performing Arts
3. Responding to a Brief

## Assessment

### Internal assessment

Components 1 and 2 are assessed through non-exam internal assessment. Each assignment is set by Pearson, marked internally and then moderated externally by Pearson.

### External synoptic assessment

There is one external assessment, Component 3 Responding to a Brief. This assessment takes the form of a set task taken under supervised conditions which is then marked and graded by Pearson.

This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment. Learners will apply their skills and techniques creatively to a workshop performance for a selected audience. Learners will capture their ideas on planning, development, and effectiveness of the production process in a written log and an evaluation report.

### What skills will I gain from studying Performing Arts?

- Demonstrate skills of devising, performance, and appreciation
- Acquire knowledge and understanding of a range of styles and genres of acting
- Develop appreciation and critical understanding of the world of Performing Arts
- Develop practical skills through Performing Arts, with a focus on acting.

For more information, please see Mrs Cullum-Kenyon.

# Art and Design Photography

"Photography is an art of observation. It has little to do with the things you see and everything to do with the way you see them." Elliott Erwitt

Our Photography course encourages you to expand your knowledge of contemporary and historical photography whilst building on your own strengths and preferences.

## The Course

You will be introduced to a variety of experiences exploring a range of photography techniques and processes. You will explore relevant images relating to Photography from the past and from recent times. You will explore themes within the following areas of Photography

- Portraiture
- Landscape photography
- Still Life photography
- Documentary photography, photo journalism, narrative photography
- Fine Art photography, photographic installation

You will be expected to develop, photograph and plan your work beyond lesson time. This will inevitably mean that you must be enthusiastic, organised and independent in your learning style.

You will start the course by experimenting with different photographic techniques through a series of workshops. You will then create a portfolio of work which will be made up of different thematic projects. Following a structured plan you will create projects personal to you and develop and build on the skills learnt from the workshops.

The course finishes with an Externally Set Task where a theme is given by the exam board as a starting point for you to develop your own ideas. You will produce a body of work, with a final piece being produced during the two day exam.

## Assessment

Your work will be assessed internally and then moderated by the exam board.

- 60% Portfolio of Work containing work from more than one project.
- 40% Externally Set Task culminating in a 10 hour exam.

## What skills will I gain from studying Photography?

- The ability to explore formal elements of visual language.
- Independence and time management skills
- Responding to an issue, theme, concept or idea, or working to a design brief
- Key photographic principles and techniques
- Understanding the value of working individually and as a member of a team
- Problem solving skills

For further information on either course please contact Mrs Carlin or Miss Kennedy.



# Physical Education

PE encourages students to immerse themselves in the world of sports and PE with the chance to perform or coach a sport (through the non-exam assessment component), and delve into the how and why of physical activity and sport. The combination of physical performance and academic challenge provides an exciting opportunity for students. The content has been designed to allow learners to study Physical Education (PE) in an academic setting, allowing them to critically analyse and evaluate physical performance and apply their experience of practical activities in developing their knowledge and understanding of the subject. Students must have a strong practical ability and strong interest in learning about the theoretical side of PE.

## The Course

The content of PE is divided into three components.

Component 01: Physical factors affecting performance, Applied anatomy and physiology and Physical training.

Component 02: Socio-cultural issues and sports psychology, Socio-cultural influences, Sports psychology and Health, fitness and well-being.

Component 03: Performance in physical education  
Performance of three activities taken from the two approved lists

- One from the 'individual' list
- One from the 'team' list
- One other from either

## Assessment

Practical Performance = 30% (60 marks)

- Assessed on ability to play team and individual sports. You will be expected to work on this aspect during extra curricular time.

Theoretical Knowledge = 60% (120 marks)

- Exam sat at the end of Year 11

Coursework = 10% (20 marks)

- A controlled assessment task drawing on knowledge from all 3 components.

## What skills will I gain from studying PE?

PE creates confident, independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team. Students develop the transferable skills that are in demand by further education, Higher Education and employers in all sectors of industry. Students who successfully complete this qualification will have a large number of choices open to them.

If you are considering choosing PE you can speak to any of the PE team about your ability to be successful on this course.

For course specific information please speak to Mrs Churchill.

Please note, students can not study both PE and Sport.

# Religious Studies

You will explore Christian and Islamic beliefs as lived religions within the United Kingdom and thought the world, and their beliefs and teachings on life, specifically about the issues of peace and conflict, crime and punishment, life within families and with regard to matters of life and death. This will help develop your understanding of particular aspects of life in a diverse 21st Century Britain.

## The Course

This course will both reinforce and extend the work you have previously covered at Key Stage 3, providing you with essential skills that will serve you throughout your lives.

You will have the opportunity to explore the following topics in relation to religious and non-religious points of view:

- The problem of evil and suffering
- Attitudes towards different sexual relationships
- The role of the sacraments in Christian life
- The origins of the universe
- The issue of abortion
- Euthanasia
- The death penalty
- Weapons of mass destruction
- The role of Muslim's in peacekeeping

## Assessment

There are two exam papers, which are to be sat at the end of Year 11.

Paper 1: Religion and Ethics.

Written examination: 1 hour and 45 minutes

Paper 2: Religion, Peace and Conflict.

Written examination: 1 hour and 45 minutes.

In order to prepare you for this, there will also be regular assessments taking place each half term including past exam papers which allows your teacher to carefully track and monitor progress over time.

What skills will I gain from studying Religious Studies?

Through studying Religious Studies you will;

- develop independence of the mind,
- build empathy towards different attitudes and beliefs in society,
- develop debating skills,
- considering other points of view,
- develop the ability to interpret,
- analyse sacred texts.

We will provide you with all the help, encouragement and opportunities to achieve the best grade for you.

For further information, please speak to Miss Vaughan or Miss Mafemba.



# Science

Science is a set of ideas about the material world. During your Science experience in KS4 as well as learning new knowledge about our everyday world you will learn new skills when investigating, observing, experimenting or testing out ideas. You will develop a deeper understanding of science and represent science in its many forms through written and verbal explanations, mathematically and visually through models. Working scientifically is the sum of all the activities that scientists do and you will be able to appreciate the power and limitations of science and consider any ethical issues which may arise.

The Science studied in Years 10 and 11 will follow the AQA syllabus, at the end of Year 11. Your assessment during Year 9 will be taken into account when deciding on the pathway that will maximise your personal potential during KS4.

## Triple Award

This is an option selection and leads to 3 qualifications in Biology, Chemistry and Physics.

There will opportunity to carry out practical investigations and questions in the written exams will draw on the knowledge and understanding students have gained by carrying out practical activities.

Assessment at the end of the course will consist of 2 papers for each subject. Each will be 1 hour 45minutes and worth 50% of the course. Questions will be a combination of multiple choice, structured, closed short answer and open response questions.

## Combined Science: Trilogy

Students will study a range of topics from Biology, Physics and Chemistry. In addition to subject content there will be opportunities to carry out practical investigations during the course.

Assessment at the end of the course will consist of six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. The written exams will be 1 hour 15 minutes and be a combination of multiple choice, structured, closed short answer, and open response questions. Each exam will be worth 16.7% of the overall qualification.

Please note: There is no Controlled Assessment content but students will require knowledge of practical investigations in the examined units.

The routes of Triple Award and Combined Science Trilogy will allow students to continue with their Science study and take A level Science subjects.

For further information please contact Miss Parker.



CORE SUBJECT

EBACC

# Sociology

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## What is Sociology?

Through the study of society, Sociology looks at the way in which people's behaviour, beliefs and identity are shaped. Some Sociologists believe that social institutions like the media, education, religion, the law and families play a major role in doing this. The course particularly focuses on social inequalities, the role of the media and crime and deviance. Students will therefore study the different views about society and our role in it.

Sociology aims to develop students' knowledge and understanding of society and their present and future roles within it.

## Does this make sense?

There was a road accident.  
A lorry ran over a man and his son.  
The father was killed outright.  
The boy was taken to hospital.  
The surgeon at the hospital recognised him immediately.  
"My son!" cried the surgeon horrified.  
"That's my son!"

Sometimes we overlook an obvious answer.

We all live in society and everybody's experiences of life are different depending on their culture, social class, race and gender. Everything we are, our hopes and dreams are all strongly influenced, if not actually formed by society. The sheer power of society in shaping our lives should not be ignored!





### What skills will I gain from studying Sociology?

You will develop a wide range of knowledge and understanding about society, and how sociologists study and understand its structures, processes and issues.

Sociology is exciting, interesting and relevant to your life. We encourage students to take a questioning approach to evidence and issues, thus developing your critical, evaluative skills.

A simplified specification, with no tiering and no coursework requirements.

The course has been developed to enable a smooth progression. Students who do Sociology will be prepared when moving on to A-Level Sociology.

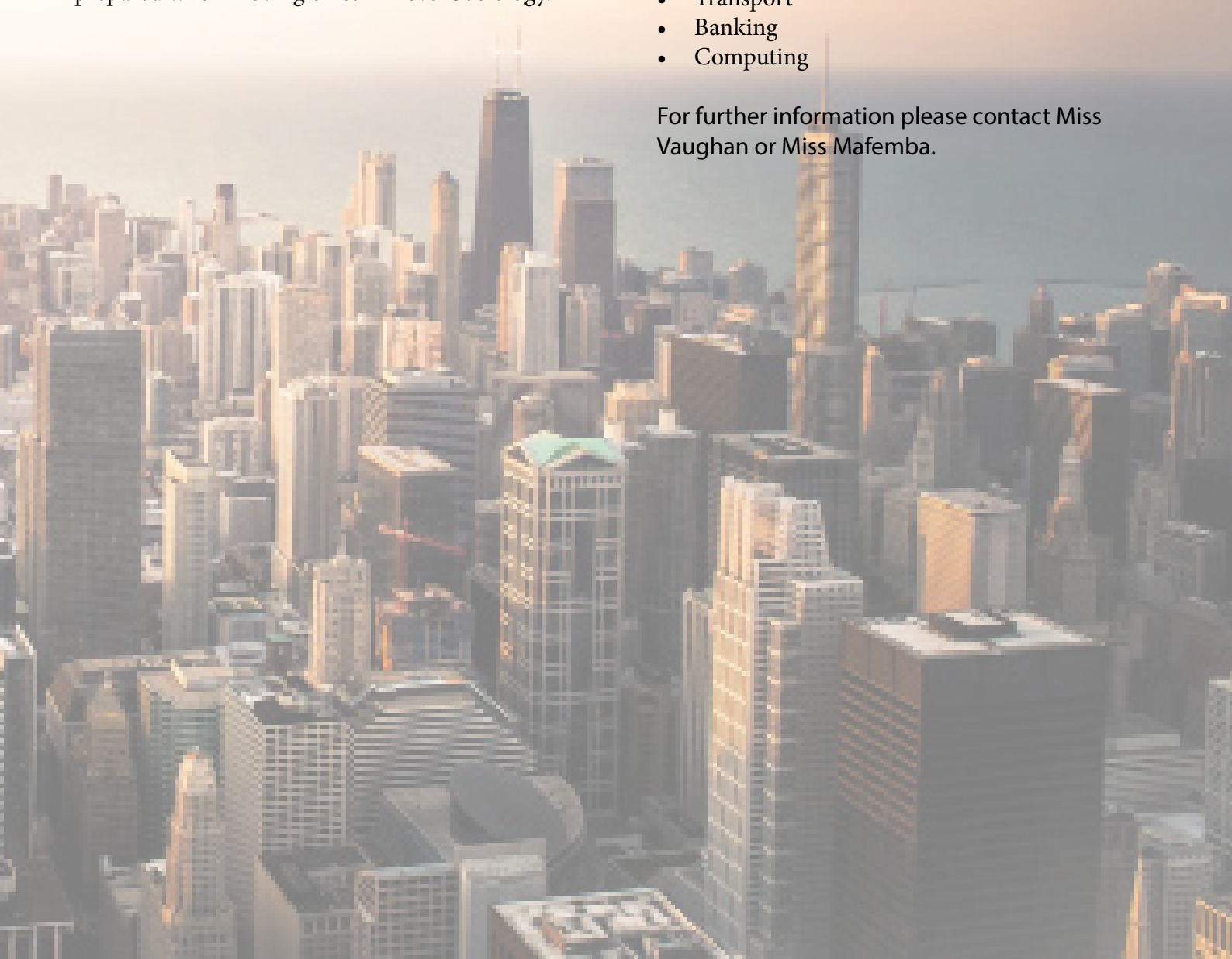
### Career possibilities

Studying Sociology may be a first step towards a career in the caring professions, education, the media, or the Criminal Justice System. It will certainly provide a new perspective on the social world in which we live.

#### Possible careers:-

- Teaching
- Journalism
- Research
- Social Work
- Personnel Work
- Nursing
- Police
- Law
- Marketing
- Transport
- Banking
- Computing

For further information please contact Miss Vaughan or Miss Mafemba.



# Spanish

Did you know that Spanish is spoken as a first language by more than 480 million people around the world in over 21 countries? It is also an official language of the European Union and the United Nations.

The Spanish course enables students to grow in confidence in their communication skills and to gain a highly-respected qualification in preparation for further education, higher education and the workplace.

## The Course

Students will study a variety of topics across a range of themes:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

The qualification itself will aim to grow students' ability in the Spanish language in the following areas:

Listening: You will concentrate on specific listening skills and learn how to pick information out of a spoken passage and apply it to get the information you need!

Reading: You will read about a range of current topics and be able to take key information from a text.

Speaking: Polish up your speaking skills – this unit will see pupils take a spoken exam on a range of topics.

Writing: Written assessment: pupils will gain the skills to write an extended piece of writing in Spanish.

## Assessments

Pupils are assessed in Spanish with four exams worth 25% of the qualification each. These exams will cover all skills and topics covered over the two year course.

What skills will I gain from studying Spanish?

- The ability to read, write, listen and speak in Spanish across different topics;
- An in-depth knowledge of the application of grammar;
- A much greater understanding of Spanish culture and the different countries where Spanish is spoken.

For further information please contact Miss Sweeney.



Sport can:

- Encourage personal development through practical participation and performance in a range of sports and exercise activities
- Give you a wider understanding and appreciation of health-related fitness, sports and exercise through selection of optional specialist units.
- Encourage you to develop your people, communication, planning and team-working skills by having the opportunity to select from optional generic units available in the qualification structure
- Provide education and training for sport, leisure and recreation employees
- Give opportunities for sport, leisure and recreation employees to achieve a nationally recognised level 2 vocationally-specific qualification
- Give full-time learners the opportunity to enter employment in the sport and active leisure sector or to progress to other vocational qualifications such as the Edexcel BTEC Level 3 Nationals in Sport and Sport and Exercise Sciences or on to GCE AS or A level
- Give you the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

The Course

- Unit 1: Fitness for Sport and Exercise (Externally Assessed)
- Unit 2: Practical Sports Performance (Internally Assessed)
- Unit 4: The Sports Performer in Action (Internally Assessed)
- Unit 5: Training for Personal Fitness (Internally Assessed)

Assessment

Unit 1 will be externally assessed in an online exam that is taken once all content is covered.

Unit 2, 4 & 5 will be internally assessed and graded.

What skills will I gain from studying BTEC Sport?

Students, of all abilities, often fail to see the link between what they learn in an academic sense and the world of work. Sport can change all that. The vocational learning style is completely different from the more traditional routes. Students may research their topics and present results in a wide variety of ways other than written text. They don't have to work alone – group interaction can often play a part, for example through teamwork and role-play.

For further information please contact Mrs Churchill.

Please note, students can not study both Sport and PE.



# Statistics and Additional Maths

Do you enjoy mathematics? Are you considering studying mathematics at A-level? If so, then this course is perfect for you and will significantly increase your chances of achieving the highest grades in both GCSE and A-level mathematics whilst also gaining two other fantastic qualifications at the end of year 11. That is because by choosing this as an option you will be working towards two qualifications, one in Statistics and the other one in Additional Mathematics. This truly is a wonderful, unique opportunity not to be missed for our most able mathematicians.

## The course

The Additional Mathematics qualification is a level 3 qualification bridging the gap between GCSE and A-level mathematics and is the start of your real mathematics education. It allows you to experience the directions in which the subject is developed post-GCSE and is excellent preparation for A level Mathematics. In addition, it offers a unique opportunity in KS4 to gain UCAS points. There are some cross-over topics that will be studied in both GCSE mathematics and Additional Mathematics, supporting your work in both subjects. The Additional Mathematics course content includes, algebra, enumeration, coordinate geometry, Pythagoras and trigonometry, calculus, numerical methods and exponentials and logarithms.

Statistics is a wonderful course which also appears across the curriculum, in subjects such as the sciences, social sciences, computing, geography and business and outside the classroom in the world in general. Again, there are several cross-over topics in Statistics and GCSE Mathematics, including scatter graphs, cumulative frequency and tree diagrams, which will benefit students' grades in both subjects. Topics covered during the Statistics course include collecting data, processing, representing and analysing data as well as probability. A proportion of the Statistics course also appears at A-level mathematics, including topics such as the binomial distribution, again giving our future A-level mathematicians a unique opportunity to really challenge themselves

with higher level content in KS4 whilst laying the foundations for reaching the top A-level mathematics grades in the future.

Statistics is a tiered qualification offering a choice of either higher or foundation examinations. We will be working towards teaching the higher content; therefore, a good understanding of mathematics is essential for the course.

## Assessment

Additional Mathematics consists of one two-hour examination which students will sit at the end of year 11.

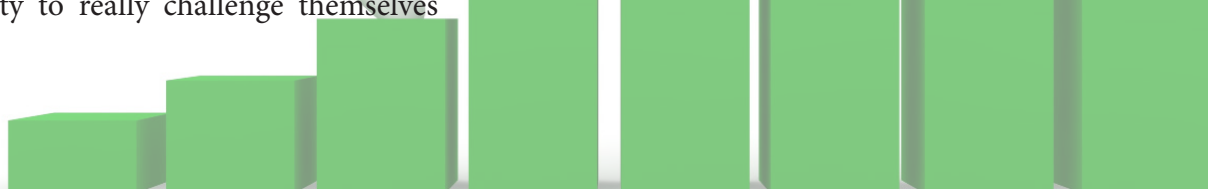
Statistics consists of two 90-minute examinations papers, each worth 50% of the overall grade, which students will complete at the end of year 11.

There is no coursework for either of the courses.

## What skills will I gain from studying this course?

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Reason mathematically to draw conclusions
- Develop confidence in using mathematical techniques in a variety of ways
- Identify trends through carrying out appropriate calculations and data techniques
- Develop skills to critically evaluate data, calculations and evaluations that would be commonly encountered in their studies and everyday life.
- Understand ways that data can be organised, process and presented, including statistical measures to compare data.

Please speak to Mrs Scott, for further information about this unique opportunity to work towards two fantastic qualifications. Due to the challenge involved in the qualifications, a good understanding of mathematics is an essential pre-requisite for the course.











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