



# Year 9 Options



Hall Park  
Academy

Information Booklet



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# Knowing Your Options

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This is likely to be the first major decision that students will make about the direction of their education. Along with decisions after Year 11, the choices they make now will play a big part in how successful they are in the future and their route into further education and employment in the years to come.

This first section of this booklet contains important information about the process and how the choices can be made. The second section gives information about each of the subjects we offer.

A personalised form is issued to every student with information about their choices and how they can be submitted online by Friday 21 March 2025. This gives students and their parents/carers plenty of time to find out the information they need to make the right choices.

## Important Dates

Wednesday 12 March – Year 9 Parents Evening, 4pm – 7pm

Friday 21 March – Deadline for submitting options choices form

## What will be on students' timetables next year?

The curriculum that students will follow in Years 10 and 11 is made up of core subjects and options subjects:

- Core subjects are those that will definitely be a part of the curriculum for a student. However, students will have some choices that can be made within these subjects.
- Option subjects give our students the flexibility to choose particular courses that they wish to study in addition to their core subjects.

Hall Park Academy prides itself on our ambitious, academic curriculum and within this we offer different courses for our students to follow. As part of their core curriculum, all students will continue to study English, Mathematics, Science, Religious Studies and have a period of Physical Education (PE). All students will achieve two GCSE grades for their English studies: 'English Language' and 'English Literature'. Students will also gain a half GCSE in Religious Studies after Year 10 through their Religious Studies lessons. All of our students also participate in weekly Personal Development lessons throughout most of the year covering different aspects of personal, social, health and economic education (PSHE) and relationships, sex and health education (RSHE).

Students will also have a humanities subject (Geography or History), and some students will have a language subject (French) as part of their core curriculum. This particular combination of subjects – along with English, Maths and Science – has been established as the pathway for students who are considering further and higher education (sometimes referred to as the English Baccalaureate) and so will maximise their chances of success over the coming years. Other students will be directed to make choices from particular subjects to be part of their core curriculum (humanities, languages and sciences).

Students' option subjects will make up the remainder of their timetable. They are able to choose these subjects themselves and focus on particular strengths or areas of interest.

## Advice

Once choices have been submitted, they will become part of a student's timetable for Year 10. We therefore encourage our students to make positive, well-informed choices. Whatever they choose, it is a two-year commitment. Students need to choose courses in the areas that will enable them to get the right qualifications for education and employment in the future.

## Preferred Choices

It is important to remember that on the options form students are indicating a preferred choice of subjects. We will make every effort to ensure students can have all of their top choices, but it is not always possible to cater for a student's preferred combination of subjects. This is why we ask our students to rank their choices in order of preference and to include one additional choice (essentially a reserve choice).

We are only able to offer a particular number of classes for each subject. If numbers are exceeded then we will consider students' other choices (based on their order of preference). In addition, if a viable number of students do not choose a subject, then we may not be able to offer it.

## GCSEs and vocational qualifications

The subjects that students will study in Years 10 and 11 are GCSE qualifications unless stated otherwise. We also offer the following vocational courses: Health & Social Care (BTEC), Hospitality & Catering (Vocational Award) and Sport Studies (Vocational Award). The more practical learning in these subjects may be more suitable for some students because they are assessed by on-going assignments with an exam to take as well. These vocational courses are all equivalent to one GCSE.

## The GCSE grading system

Students are now graded using a numerical nine-point scale in their GCSE subjects with 9 as the top grade and 1 the lowest. This replaces the old eight-point A\*-G grading system.

Broadly the same proportion of students will achieve a grade 4 or above as would have previously achieved a grade C or above. However, these students' achievements will be spread over six different grades (4 up to 9), as opposed to the previous four (C up to A\*), providing greater differentiation in student performance at this level.

Vocational subjects are graded differently using pass (equivalent to GCSE grade 4), merit (equivalent to GCSE grade 5/6), distinction (equivalent to GCSE grade 7) and distinction\* (equivalent to GCSE grade 8/9).

| Old grades | New grades      |
|------------|-----------------|
| A*         | 9               |
| A          | 8               |
| B          | 7               |
| C          | 6               |
|            | 5 STRONG PASS   |
|            | 4 STANDARD PASS |
| D          | 3               |
| E          | 2               |
| F          | 1               |
| G          |                 |
| U          | U               |

# English Language & English Literature

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Students will study both English Language and English Literature, achieving two qualifications in English.

## What will I learn?

For GCSE English Language, students will develop a range of writing skills which will explore a variety of genres, audiences and purposes. Students will also study and respond to a range of fiction and non-fiction texts to prepare for the unseen aspect of the GCSE English Language examinations.

For GCSE English Literature, students will study a wide range of literature, including a C19th novel (A Christmas Carol), a Shakespearean play (Macbeth), a selection of poetry which explores the themes of Power and Conflict as well as a play written in the C20th (An Inspector Calls). Students will develop their ability to write analytical essays, which demonstrate their reading skills.

In both GCSE English Language and Literature, students will be assessed on the quality of their written communication. Students will need to focus on spelling, punctuation and grammar to maximise their chances of success.

## How will I be assessed?

AQA GCSE English Language and AQA GCSE English Literature are examined at the end of Year 11. Students will complete two English Language and two English Literature exams. The English Language exams will both focus on unseen texts and English Literature will focus on specific texts that have been studied beforehand.

Students will also complete a 'Spoken Language' NEA qualification where they will present for 5 minutes on a topic of their choice to achieve a Pass, Merit, or Distinction.

## What could my next steps be?

GCSEs in English Language and Literature are the gateway to the rest of your life, whatever path you decide to take. If you have enjoyed your study of English at Hall Park Academy, we'd love to have you join our wonderful A Level English cohort to study English Literature or English Language with a range of specialist teachers.

# Mathematics

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We believe that Mathematics should be an interesting and positive experience that enthuses students and allows them to make connections across multiple key mathematical concepts. We also believe that all students should be leaving their secondary studies mathematically functional.

We aim to do this through excellent teaching, high standards of our students and excellent support systems in place, which all ultimately create opportunities for our students to be successful.

The GCSE course is split into two tiers, higher and foundation, with students able to achieve grades 1 – 5 on the foundation tier and 4 – 9 on the higher tier. Students are set in groups based on prior attainment during KS3. However, there is scope for movement between the sets throughout Key Stage 4.

Alongside the GCSE, a small number of students will work towards Entry Level qualifications to strengthen functional mathematical sense and build confidence towards the GCSE. For our students who want to go on to study Mathematics at a higher level than GCSE, there is the option during Year 11 to work towards the Level 2 qualification in Further Mathematics. This is an excellent bridging qualification to A-Level Mathematics.

## What will I learn?

| Year 10   | Year 11   |
|---|---|
| Students begin to study a two-year scheme of work that allows them to further develop and build on their experiences during KS3. Deepening their understanding of number, algebra, shape, data and probability. | Students continue to study the two-year scheme of work until the course is complete, alongside a mini-mock cycle before progressing on to key revision skills and exam preparation for the summer examinations. |

## How will I be assessed?

This course follows the AQA GCSE linear specification with the assessment consisting of a non-calculator exam paper and two calculator exam papers to be sat at the end of Year 11.

## What could my next steps be?

Whatever your career choices, mathematics will be important to you. The conceptual understanding, problem solving, systematic working and logical thinking skills it develops are considered by most employers to be vital to the success of their business.

The Sixth Form also offers A-Level Mathematics and A-Level Further Mathematics here at Hall Park Academy for those students that wish to further develop their mathematical skills which regularly top employers' wish lists.

# Science

Science is the pursuit of interpreting the natural world around us and understanding how we as humans affect and influence it. During Key Stage 4, our aim is to feed the curiosity that students have whilst preparing them to question any evidence presented to them through thinking critically.

We aim to do this through studying a variety of subject matter covering the core concepts of biology, chemistry and physics.

Combined Science is a Double Award course which means students will receive two GCSE grades in science at the end of Year 11.

The course is split into two tiers, foundation and higher, where students can achieve grades 1-1 to 5-5 on the foundation tier and grades 4-4 to 9-9 on the higher tier. Students will be entered into either tier in Year 11 based on their performance in the classroom, their performance on regular assessments and through the professional judgment of the Science team.

GCSE Science builds on the knowledge and concepts introduced in Key Stage 3 and develops students' critical thinking skills, independence and mathematical skills.

## What will I learn?

|           | Year 10   | Year 11   |
|-----------|---|---|
| Biology   | <ul style="list-style-type: none"><li>• Cell biology</li><li>• Organisation</li><li>• Infection and response</li></ul>  | <ul style="list-style-type: none"><li>• Bioenergetics</li><li>• Homeostasis and response</li><li>• Inheritance, variation and evolution</li><li>• Ecology</li></ul>   |
| Chemistry | <ul style="list-style-type: none"><li>• Atomic structure and the periodic table</li><li>• Bonding, structure and the properties of matter</li><li>• Quantitative chemistry</li><li>• Chemical changes</li></ul> | <ul style="list-style-type: none"><li>• Energy changes</li><li>• The rate and extent of chemical change</li><li>• Organic chemistry</li><li>• Chemical analysis</li><li>• Chemistry of the atmosphere</li><li>• Using resources</li></ul> |
| Physics   | <ul style="list-style-type: none"><li>• Energy</li><li>• Electricity</li><li>• Particle model of matter</li><li>• Atomic structure</li></ul>  | <ul style="list-style-type: none"><li>• Forces</li><li>• Waves</li><li>• Magnetism and electromagnetism</li></ul>   |

## How will I be assessed?

All subject material is assessed through the AQA GCSE Combined Science course with 6 exams in the summer of Year 11 (2 x biology papers, 2 x chemistry papers & 2 x physics papers). Each paper is 1 hour and 15 minutes in length.

## What could my next steps be?

A solid understanding of Science at Key Stage 4 does allow for the study of biology, chemistry and/or physics at Key Stage 5. In addition, a sound foundation in science can provide a springboard for many careers throughout the world.

**Mr Grainger (Head of Science faculty)**

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# Triple Science (separate sciences)

Students have the opportunity to study the sciences as three discrete subjects, gaining three GCSEs in Biology, Chemistry and Physics; as opposed to two GCSEs in Combined Science.

The separate sciences are ideal for those students who wish to pursue a specific scientific career such as medicine or engineering. The material covered is similar to Combined Science, although students do study certain concepts and ideas to a further depth and breadth whilst also learning concepts unique to the separate sciences.

An interest in science, self-motivation, determination and a strong background in Maths would be beneficial, but not essential, to students studying the separate sciences. Separate sciences will stretch and challenge the most-able students, allowing them to study to a greater depth. Any students who have ambitions of studying sciences at A-level would be better prepared by following the separate sciences. If students are considering a career in medicine, veterinary science, physiotherapy, engineering, or law, they should be encouraged to select Triple Science as an option.

## What will I learn?

| Biology   | Chemistry  | Physics  |
|---|--|--|
| <ul style="list-style-type: none"><li>• Cell biology</li><li>• Organisation, Infection and response</li><li>• Bioenergetics</li><li>• Homeostasis and response</li><li>• Inheritance, variation and evolution</li><li>• Ecology</li></ul> | <ul style="list-style-type: none"><li>• Atomic structure and the periodic table</li><li>• Bonding, structure and the properties of matter</li><li>• Quantitative chemistry</li><li>• Chemical changes, energy changes</li><li>• The rate and extent of chemical change</li><li>• Organic chemistry</li><li>• Chemical analysis</li><li>• Chemistry of the atmosphere</li><li>• Using resources</li></ul> | <ul style="list-style-type: none"><li>• Forces</li><li>• Energy</li><li>• Waves</li><li>• Electricity</li><li>• Magnetism and electromagnetism</li><li>• Particle model of matter</li><li>• Atomic structure</li><li>• Space physics</li></ul> |

## How will I be assessed?

Each separate subject is assessed through two papers. The assessments are 1 hour and 45 minutes each and are worth 100 marks each. Similar to Combined Science, the subjects are tiered allowing for more flexibility than Combined Science as students are able to sit the most appropriate tier for their ability.

## What could my next steps be?

As mentioned previously, a solid understanding of the separate sciences does allow for the study of Biology, Chemistry and/or Physics at A-Level whilst also providing a great platform for many other careers around the world.

# History

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This GCSE course will train you to be an effective historian. You need to have a keen interest in History and finding out why things happen.

## What will I learn?

|  |  |
|--|--|
| Paper 1<br>British Thematic Study with<br>Historic Environment | British thematic study: Medicine in Britain 1250 to present.<br>Historic environment: The British sector of the Western Front – injuries, treatment and the trenches.<br><br>This paper is worth 30% of your final mark. |
| Paper 2<br>Period study and British depth<br>study             | Period study: Superpower relations and the Cold War 1941–1991.<br>British depth study: The reigns of King Richard I and King John 1189–1216.<br><br>This paper is worth 40% of your final mark.                          |
| Paper 3<br>Modern depth study                                  | Weimar and Nazi Germany 1918 – 39.<br><br>This paper is worth 30% of your final mark.  |

## How will I be assessed?

There are three exams which are all assessed at the end of Year 11. By this time, we will have thoroughly prepared students with a deep understanding of the periods and topics needed, as well as methods for how to evaluate texts, and structure exam answers.

## What could my next steps be?

This is a qualification that gives you many skills that employers value. History students have pursued careers as lawyers, teachers, social workers, journalists, scientists, doctors, archivists and researchers. The next step from GCSE is A-Level History, which at Hall Park Academy focuses on Industrial and Modern History.

# Geography

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This subject covers a number of exciting topics which develop students' skills and enable them to become global citizens of the future. The key to this subject is enthusiasm, determination and commitment. All students sit the same level exam at the end of the course.

## What will I learn?

|                                      |  |
|--------------------------------------|--|
| Living with the physical environment | Investigating tectonic hazards, tropical storms, extreme weather and climate change.   |
| Coastal landscapes in the UK         | Discover the processes and landform that shape the UK coastline. Look at coastal management and the potential conflicts that can arise.  |
| Living World                         | Examine the relationships between the environment and humans, focusing on two specific ecosystems; hot deserts and tropical rainforests.   |
| Challenges in the human environment  | Studying the multiple urban issues and challenges, the changing economic world and the need to effectively manage resources including food, water and energy.  |
| Issue Evaluation                     | This synoptic unit brings together multiple elements of the above topics and presents students with problem-solving tasks around key geographical issues. There will be content released before the examination that gives students the opportunity to work through the resources and familiarise themselves with the topic in hand. |
| Fieldwork                            | Students complete two fieldwork enquiries involving the use of primary and secondary data. One enquiry will involve a physical geography topic and the other a human topic.  |

## How will I be assessed?

There are three exams which are all assessed at the end of Year 11, covering a variety of physical geography and human geography topics. Students will also undertake two pieces of fieldwork which develop the necessary skills and understanding for one of the examinations.

## What could my next steps be?

GCSE Geography gives students such a wide range of skills and knowledge and can be a stepping stone to jobs in research, transport/urban planning, journalism, travel, cartography and environmental science, or if you want to be a climatologist, volcanologist, medical researcher, lawyer, teacher or even work in the media.

# French

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GCSE French is a course designed for communicative students who enjoy studying a language and want a better understanding of how languages form and develop.

You will build upon the skills gained during Key Stage 3, and by the end of the course will have developed the ability to:

- Communicate a variety of topics in the language, using a variety of structures and tenses.
- Develop transactional language required when visiting France and francophone countries.
- Understand the language in both spoken and written forms.
- Communicate effectively with French-speaking people both at home and abroad.
- Learn about the culture of France and francophone countries.
- Manipulate and interpret the language.
- Widen your knowledge and understanding of the English language.

## What will I learn?

The course contains topics which are interesting and relevant to those studying it. Topics include social media, technology, entertainment, healthy lifestyles, and international festivals and customs.

Students will also enhance their language skills by accessing authentic resources such as poetry, literary texts, music and websites from French-speaking countries. Students will also benefit from translation activities and responding spontaneously to written and aural language.

## How will I be assessed?

Students complete four exams at the end of Year 11 which assess skills in reading, listening, speaking and writing. These four exams are equally weighted and worth 25% each.

## What could my next steps be?

Studying GCSE French allows students to go on to study French at A-Level which is available in our Sixth Form. Learning a language makes you stand out from the crowd when applying for further education or employment. French is spoken in many countries across the world from North America to Africa, and multinational companies need employees who can communicate in French. Language qualifications are useful in many careers both in the UK and abroad and allow you the freedom to work across borders.

# Art & Design

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If you choose to study GCSE Art and Design you will explore a range of practical activities and respond in a personal way to different themes. You will experiment with a range of media including clay, printmaking, collage, textiles, painting and drawing, enabling you to develop confidence with your skills. You will continue to develop your critical thinking in response to a range of artists.

This course will suit you if you:

- Like to use a variety of materials and processes to develop your visual skills.
- Are creative, enthusiastic and imaginative.
- Are willing to experiment and to take risks when trying out new ideas.
- Can work independently and like to visit art galleries and museums to make your work more informed and interesting.
- Like communicating your ideas, opinions and addressing issues.
- Enjoy creating artwork in your own time.

## How will I be assessed?

Component 1 (8202/C): A portfolio (non-examined assessment 60%) that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

Component 2 (8202/X): AQA set task (externally set examination 40%) You will have around 13 school weeks to produce a smaller project of work, based on 1 of 7 starting points set by AQA. You will create your final piece in a ten-hour examination.

## What could my next steps be?

Students who achieve a good grade at GCSE would be well prepared to study A-Level or Level 3 BTEC courses. Career opportunities are vast and include: architecture, animation, illustration, product design, fashion, textiles, ceramics, jewellery, visual media, graphics, sculptor, painter, game design, fine artist, curator and many more. Employers of many businesses are favouring people with creative skills!

# Drama

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Within this course, students will be provided with the opportunity to work on learning and developing both new and existing skills within drama/acting.

Skills will be developed in the following areas:

- Movement skills, body awareness and co-ordination, spatial awareness.
- Blocking/choreography and interaction with other performers on stage and backstage, specific skills in use of props, mask and mime work, where necessary.
- Rehearsing.
- Improvisational skills used to develop character or situation, or to experiment with text-based material or stimuli.
- Vocal skills of breath control, clarity, projection, interpretation and characterization.
- Use of text/script and how to interpret narrative, character, style, gestures and timing for performance.
- Research into the work of others and select relevant influences on own work.
- Evaluate the effectiveness of their own work and that of others in both the process of development and performance.
- Explore how technical and design elements can enhance a performance.
- Comply with relevant health and safety practices associated with correct preparation, performing and clearing up.

## How will I be assessed?

|  |   |     |
|--|---|-----|
| Component 1 – Devising Drama and Drama Portfolio | One full play and live theatre question | 40% |
| Component 2 – Scripted Performances              |   | 20% |
| Component 3 – Written Exam                       |   | 40% |

## What could my next steps be?

Students could go on to complete an A-Level in Drama or a Level 3 BTEC qualification in Performing Arts, which will provide the foundation for those wanting to study Performing Arts at University.

The experience and skills gained through performance and critical analysis in this course are transferable to a wide range of careers. The course is also useful if you wish to follow a career in the theatre whether on stage, behind the scenes or teaching the subject.

This course is a useful foundation for jobs into acting, teaching, law, the police force, community work, care, nursery work, nursing, presenting, media, arts developer, social work and a wide range of arts industries (worth a total of £84 billion per year in the UK alone).

# Music

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GCSE Music aims to develop students' performing, composing and appraising skills through the study of a wide range of musical styles. Hall Park Academy partially or wholly subsidises vocal/instrumental tuition for all GCSE Music students.

In return, we expect students to practice regularly and contribute to the wider musical life of the school, for example through concerts and assemblies.

## What will I learn?

Students will learn how to:

- develop performing skills individually and in groups.
- develop composing skills to organise musical ideas and make use of appropriate resources.
- broaden musical experience and interests, develop imagination and foster creativity.
- recognise different instruments, genres, styles and musical traditions, and develop some awareness of musical chronology.
- evaluate their own music and the music of others.
- engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

## How will I be assessed?

| Component  | Overview  | Assessment                          | Weighting |
|------------|---|-------------------------------------|-----------|
| Performing | Perform a minimum of two pieces (at least one ensemble) for a duration of 4–6 minutes   | Non-exam assessment                 | 30%       |
| Composing  | Compose one free composition<br>Compose one composition to a brief  | Non-exam assessment                 | 30%       |
| Appraising | Answer eight questions on four areas of study:<br>musical forms and devices; music for ensemble;<br>film music; pop music.<br>Study 2 set works – J.S. Bach: Badinerie; Toto:<br>Africa | 1 hour 15<br>minutes<br>examination | 40%       |

## What could my next steps be?

In the future, creativity will be the dominant global currency. As more and more jobs become automated, creativity will be the most important workplace skill to help businesses survive and thrive. Possible routes following the study of GCSE Music include:

- A-Level, BTEC or Level 3 vocational qualifications in Music, Music Technology or Performing Arts
- Apprenticeships within the music and other creative industries, which contribute over £100 billion to the UK economy each year
- Employment within a wide range of sectors that value the knowledge, skills and understanding developed by musicians.

# Computer Science

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This is a course that has real relevance in our modern world. The course will give you an understanding of how computer technology works and a look at what goes on behind the scenes. As part of this course, you will investigate computer programming.

Students should be proficient in mathematics as there is a strong mathematical element to the course, and they should have an interest in the technical aspects of computing. Students should also enjoy solving problems independently.

## How will I be assessed?

The following topics will be assessed primarily through the use of externally marked written assessments.

Programming skills will be learnt and developed through the practical application of skills and working through a software development cycle. These skills may also be assessed through the use of written examinations.

- Systems architecture
- Memory & storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security and system software
- Ethical, legal, cultural and environmental concerns
- Algorithms & programming techniques
- Computational logic
- Translators and facilities of languages
- Data representation
- Analysis, design & development
- Testing, evaluation and conclusions

## What could my next steps be?

Once you have taken GCSE Computer Science, you can then progress to study the subject at A-Level and then onto a related university course.

With technology ever changing, there is a demand for professionals who are qualified in this area. If you want to go on to higher study and employment in the field of computer science, you will find that this course provides a superb stepping stone.

Studying GCSE Computer Science can also lead to careers in the designing, development and engineering of both leisure and applications software, product design, network management, computing consultancy and IT project management.

# Business Studies

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While studying this course, you are likely to learn a lot of new things. You will be introduced to the world of small businesses and will look at what makes someone a successful entrepreneur. You will find out how to develop an idea and spot an opportunity and turn that into a successful business. You will understand how to make a business effective and manage business finances effectively.

You will also see how the world around us affects small businesses and all the people involved. You will also learn more how small businesses are established and developed and discover why it is so important to meet and exceed customer needs and expectations. You will then investigate how an effective marketing mix can be developed in order to satisfy these needs and therefore maximise profits. In Unit 2, you will learn about the key decisions needed in order to expand a business. These decisions relate to the areas of marketing, operations, finance and human resources.

## How will I be assessed?

During the course, you will complete two units, which will be assessed as follows:

| Unit   | Title                        | Assessment Method | Weighting |
|--------|------------------------------|-------------------|-----------|
| Unit 1 | Investigating small business | Exam              | 50%       |
| Unit 2 | Building a business          | Exam              | 50%       |

## What could my next steps be?

This course can help you prepare for a range of further and higher education routes, such as A-Level Business. You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of team. All of these skills will be useful for you later in life. A GCSE Business course could lead to work in a business-related profession such as accountancy, law, marketing or the leisure and tourism industry.

# Design & Technology

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The GCSE in Design and Technology will enable you to understand and apply interactive design processes through which you will explore, create and evaluate a range of outcomes. This course will enable you to use creativity and imagination to design and make prototypes that solve real and relevant problems, considering your own and others' needs, wants and values.

## What will I learn?

In this subject, students learn about how to design and make products from wood, metal and plastics. Students will learn various drawing, designing and making techniques including computer aided design and manufacture. This course would suit students who have good design skills, are able to communicate their designs and enjoy practical work.

## How will I be assessed?

The assessment is based on a final examination worth 50% of the final marks. This examination covers subjects such as manufacturing methods, properties of materials, health and safety and also includes questions which involve designing. There is also a non-examined assessment element to the course which is worth 50% of the final marks. For this piece of work, you will be given a design brief on which to base your work. You will need to research the subject, produce a specification then design and make a product and evaluate it. At the end of this project you will have produced a design portfolio and a final product made of wood, metal or plastic.

## What could my next steps be?

The skills learnt would benefit students looking for a career in design, manufacturing or involving practical skills. Design Technology is available to study in our Sixth Form at A-Level, and at university at degree level.

# Food Preparation & Nutrition

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## What will I learn?

- Develop practical cooking skills.
- Develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.
- Learn how products are developed in the food industry.
- Complete a food investigation.
- Create a written portfolio to demonstrate planning, preparation, cooking, and presentation of food and application of nutrition.
- Prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this can be achieved..

You will have studied the following themes and developed the following skills:

- Food, nutrition and health
- Food science and safety
- Food choice and provenance
- Creativity
- Food design
- Teamwork
- Evaluation

## How will I be assessed?

There will be one exam for this qualification, which will assess your knowledge of the theory behind food preparation and nutrition. The second part of the assessment will be non-examination assessment and will consist of two tasks involving practical work:

**Task 1:** Students will carry out an investigation into the scientific principles that underpin the preparation and cooking of food. This task will provide you with an opportunity to demonstrate your knowledge and practically apply your understanding of the science behind cooking. You will practically investigate ingredients and explain how they work and why.

**Task 2:** Students will plan, prepare, cook and present a 3-course menu. This task will provide you with an opportunity to cook up a storm and showcase your creativity and cooking skills. You might make a street food menu, create delicious tapas dishes or cook up a menu for a student on a budget.

|               |   |                               |
|---------------|---|-------------------------------|
| <b>Unit 1</b> | Written paper   | Examination (50%)             |
| <b>Unit 2</b> | Task 1: Food investigation<br>Task 2: Food preparation assessment | Non-examined assessment (50%) |

## What could my next steps be?

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

**Miss Marriott (Head of Design & Technology faculty)**

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# Hospitality & Catering

Ever wondered what it takes to work in a top hotel or restaurant? Does food and discovering new flavours in the kitchen inspire you? Maybe you're interested in developing the skills you need to work front of house? If so, it is time to find out more about this exciting qualification today.

## What will I learn?

### Unit 1: The Hospitality and Catering Industry

Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry. Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

### Unit 2: Hospitality and Catering in Action

Learn about the importance of nutrition and how cooking methods can impact on nutritional value. Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

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| You will develop a range of skills which are attractive to employers, colleges and universities including:   | The hospitality industry offers a wide range of exciting opportunities which includes:  |
| <ul style="list-style-type: none"><li>• Communication</li><li>• Confidence</li><li>• Learning independently</li><li>• Organisation</li><li>• Problem solving</li><li>• Research</li><li>• Self-discipline</li><li>• Stamina</li><li>• Taking on responsibility</li><li>• Time management</li></ul> | <ul style="list-style-type: none"><li>• Chef de partie</li><li>• Commis chef</li><li>• Nutritionist</li><li>• Executive chef</li><li>• Front of house manager</li><li>• Head waiter</li><li>• Menu planner</li><li>• Pastry chef</li><li>• Receptionist</li><li>• Sous chef</li></ul> |

## How will I be assessed?

Unit 1 will be assessed through a written exam, which is worth 40% of your qualification.

In Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.

# BTEC Health & Social Care

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Did you know that by 2034 it is estimated that 2.1 million people will be employed in the Health and Social Care sector? Level 2 Health and Social Care is equivalent to one GCSE and allows students to gain a broad understanding of the sector. Studying Health and Social Care at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

This course has one examined unit and two internally assessed units. It is suitable for students who prefer an approach based more on non-examined assessment. As a result, this requires students to commit to producing high quality work throughout the course and relies upon students taking ownership for their learning right from the start of the course.

## What will I learn?

Students will study three units

### **Human lifespan development** (non-examined assessment)

Students will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events.

### **Health and Social Care Service and Values** (non-examined assessment)

Students will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care to ensure a person-centred approach.

### **Health and wellbeing** (examination)

Students will investigate positive and negative factors that can affect an individual's health and wellbeing e.g. illness, diet, exercise, smoking, alcohol and drug misuse. The students will record health measurements such as blood pressure, peak flow and BMI and interpret the data and the impact this has on health and wellbeing. Students will develop a health plan to meet individual health needs.

## How will I be assessed?

Of the three units covered, one is assessed by an exam which is externally marked and the other two units are assessed by your teachers then externally moderated. The non-examined assessment element of the qualification involves students completing a variety of different tasks which allow them to demonstrate their knowledge of what they have learned. All units completed in this qualification contribute toward the students' final grades.

## What could my next steps be?

The qualification enables students to progress on to further study in Health and Social Care Level 3, delivered in our Sixth Form.

# Sociology

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Sociology is all around us, everyone has a can see and relate to sociology in the world around them. Sociology is the develop a wide range of knowledge about society and how sociologists study and understand the processes, structures and issues in society.

If you have an interest in the way society works and how society shapes us as individuals then Sociology is for you.

## What will I learn?

In Sociology you will learn about a range of different topics including:

- Families
- Education
- Sociological research methods
- Crime and Deviance
- Social differentiation and stratification

## How will I be assessed?

The Sociology course is assessed through exams with a range of question types including essays. At the end of Year 11 there will be two exams worth 50% each.

## What could my next steps be?

GCSE Sociology is great preparation for further study of Sociology at A-Level or our other subjects in the social science faculty. Sociology relates well to careers in social work, education, criminology and many more.

# Physical Education

GCSE Physical Education will allow students to enjoy and understand the benefits of living a healthy and active lifestyle. It will allow students to learn about physical education through a range of different contexts and the impact it has on everyday lives. The qualification is made up of both theory and practical elements.

## What will I learn?

To be successful in this qualification, students will need to have a keen interest in sport. This will involve keeping an up-to-date insight into various sporting events and competitions. It is vitally important all students participate in sport at both school-based, and community based extra-curricular clubs. Finally, students will need to be motivated to study the theory behind sport and healthy lifestyles.

## How will I be assessed?

| Practical (40%)  | Examination (60%)  |
|--|--|
| <p>You will be assessed as a player/performer in three sports:</p> <ul style="list-style-type: none"><li>• one individual sport e.g. singles badminton, gymnastics etc.</li><li>• one team sport e.g. rugby, netball etc.</li><li>• one more either individual or team sport</li></ul> <p>Plus a non-examined assessment – evaluate and improve performance.</p> | <p>Example topics you will study:</p> <ul style="list-style-type: none"><li>• Components of fitness</li><li>• Diet</li><li>• Media in sport</li><li>• Drugs in sport</li><li>• Sports psychology</li><li>• Sponsorship</li><li>• Training methods</li><li>• Cultural/social factors affecting participation in sport</li><li>• Risks in sport</li><li>• Injury in sport</li><li>• Effects of exercise on the body</li><li>• Factors affecting participation in sport</li></ul> |

## What could my next steps be?

After you have studied GCSE Physical Education, we suggest students go on to study A-Level Physical Education which we currently offer in our Sixth Form. These courses can set students up for many successful and interesting careers such as sports medicine (e.g. physiotherapists), sports scientists, sports management, sports marketing and business, sports development officers, coaches, performance analysts, fitness instructors, and teaching, to name a few.

# Sport Studies

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The Vocational Award in Sports Studies will allow students to enjoy and understand the skills that are relevant to the exercise, physical activity, sport and health sector. It will allow students to understand topical and contemporary issues in sport. The qualification is made up of both theory and practical elements with one exam and coursework units.

## What will I learn?

To be successful in this qualification, students will need to have a keen interest in sport. This will involve keeping an up-to-date insight into various sporting events and competitions. It is vital that all students participate in sport at both school-based and community-based extra-curricular clubs. Finally, students will need to be motivated to study the theory behind sport.

## How will I be assessed?

| Exam (40%)  | Coursework (60%)   |
|---|--|
| <p>This is a mandatory unit which is externally assessed. The exam covers a range of topics within contemporary issues in sport such as:</p> <ul style="list-style-type: none"><li>• Issues which affect participation in sport</li><li>• The role of sport in promoting values</li><li>• Implications of hosting a major sporting event</li><li>• Roles of national governing bodies</li><li>• Use of technology in sport</li></ul> <p>1 hour and 15 minutes paper<br/>3 sections, 70 marks in total</p> | <p><b>Performance and Leadership in Sport Activities</b><br/>Students will perform in two activities from the prescribed list. This will cover a range of assessment criteria e.g. correct decision making, skills, techniques. Students will be required to plan, lead and review a sporting activity.</p> <p><b>Sport and the Media</b><br/>Students will learn about different sources of media that cover sport and positive and negative effects of media in sport.</p> |

## What could my next steps be?

After they have studied the Level 2 Sports Studies course, students will have a good foundation of knowledge for many successful and interesting careers such as sports journalism, sports management, sports coaching.

# Religious Studies

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Core Religious Studies introduces students to the world's largest two religions (Christianity and Islam) and students will also learn about how people are influenced to act in different areas of human life. All students will take this one-hour a week course that will lead to a short course GCSE qualification at the end of Year 10. This is a good way to learn more about the world and develop important interpersonal skills.

By taking the GCSE exam in Year 10, our students have the experience of going through the process of learning, revising for, and sitting a real external exam before Year 11. We prepare them for this experience in the same way as we would for all other GCSE exams, with revision sessions and mock exams. By doing this our students develop an understanding of the revision skills which will help them in Year 11 studies, in addition to achieving a nationally recognised qualification in religious studies.

The lessons introduce two world religions in detail and ask students to consider a range of opinions on topical moral issues. Students will engage with the material on a personal level as well as showing an understanding of, and respect for, a range of different religious and non-religious beliefs and opinions. We will discuss topical events that appear in the news and students will develop a deeper understanding of the underlining causes for world events.

## What will I learn?

### Unit 1 – Christianity

This is the study of key Christian beliefs including how God is understood, the afterlife, the role of Jesus and salvation, and how these beliefs have come about as well as how they continue to have a great deal of influence on individuals, communities and societies in today's world. Students will read parts of the Bible, in particular the New Testament, and learn to understand the moral and theological message of Jesus Christ and the Christian Church.

### Unit 2 – Islam

You will learn about Islam and where Islam came from., including the life of Muhammad, different expressions of Islam today, God in Islam, the idea of Predestination and the afterlife. You will read parts of the Qur'an and engage with questions that relate to what it is like to be a Muslim in the UK today.

### Unit 3 – Relationships and families

Students will apply their knowledge of the Christian faith to various themes in the topic Relationships and Families, learning to express their own opinions and engage with others in a respectful and reasoned way. These themes include 'sex, marriage and divorce' and 'families and gender equality'. Lessons will treat all consenting relationships as equally valid and students will examine how British values have formed the tolerant, liberal society of today.

### Unit 4 – Religion, peace and conflict

This unit will examine contrasting teachings and attitudes to violence and terrorism, the causes of war and Just War Theory. In particular, students will focus on the ongoing conflict in Israel/Palestine and learn about it in a historical and religious context. They will also learn about the persecution of Jews by the Nazis in WWII. Students are asked to consider such questions like whether a Just War is possible in an age of weapons of mass destruction.

# Religious Studies continued

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## How will I be assessed?

There is one paper which is 1 hour and 45 minutes in length.

## What could my next steps be?

Religious Studies supports students to gain a greater understanding of the wider world as well as help them to develop their revision techniques and study habits ahead of the Year 11 examinations.

The skills developed whilst completing this course also support the skills required to study A Levels in English, Politics, History, Psychology and Sociology.

## Mr Fenby (Head of Humanities faculty)

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# Core PE

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All students in Year 10 and 11 participate in one lesson per week of Core Physical Education (PE).

## What will I learn?

Students will not only study sports previously covered in Key Stage 3, but they will also get the opportunity to attempt new activities, for example handball, basketball and table tennis. The primary aim of core PE is to find ways in which students will feel engaged and excited by sport.

Students in core PE have opportunities to participate in a variety of roles such as referee, official and leader, as well as performer, to help develop qualities of self-confidence, leadership and organisational skills. Regulation PE kit continues to be compulsory. Core PE is not examined.

## Mrs Scott (Head of PE faculty)

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# Notes

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