

# Hutton

Church of England Grammar School and Sixth Form



## YEAR 9 OPTIONS INFORMATION

January 2024

## MESSAGE FROM THE HEAD TEACHER

Dear Parent/Carer

As I am sure you are aware your son is at the stage where he will be choosing GCSE options regarding the subjects he will study in Year 10 and 11 to support him in his future educational and career pathways. I hope that students and parents will find the contents of this booklet, along with the information provided through assemblies, taster sessions and our GCSE Options Evening for Parents, useful in making very important decisions about the future.

English Language, English Literature, Mathematics, Science and Religious Studies are compulsory GCSE subjects. All pupils will also study either Geography or History.

As I am also sure you are aware, the Government has made it very clear that there is an expectation that the majority of students follow an 'academic' pathway whenever possible and this is also our ambition for our pupils. We expect students who are likely to follow an academic route to study the English Baccalaureate subjects: to do so is likely to be advantageous to them in the future. The English Baccalaureate is not a separate qualification; rather it is a combination of subjects which makes up a 'traditional' core of GCSE qualifications. Pupils will take all of the subjects listed below, and achieve a strong pass (grade 5) in them, if they are to complete the English Baccalaureate (EBacc).

English  
Mathematics  
Sciences  
Languages (French)  
Humanities (Geography or History)

Whilst it is not possible, or appropriate, that all students follow such a route, as a school we believe that we should guide students and their parents/carers appropriately as to whether or not this pathway is the best option for them. Those pupils who we believe will achieve a GCSE grade 5 in these subjects, based on their current academic progress, will be recommended for the EBacc pathway but it is important to note that English Baccalaureate subjects are open to all students.

I hope that students will choose wisely, and make the most of their opportunities at Hutton Church of England Grammar School. The school achieves excellent GCSE results and we are delighted to offer our new cohort of GCSE students our options package for 2023. We invite them to join the long tradition of excellence at our school which has produced successive generations of well-rounded, extremely well qualified individuals with a broad range of interests and aptitudes.

Yours sincerely  
Mrs N Moran

# WHICH WAY NOW?

To year 9 pupils

We live in an ever-changing environment, none more so than the working environment. You are the next generation of employees who will contribute towards the economic success of the country. There will be a need for you to adapt to rapid change, to be flexible in working habits, to embark on re-training as appropriate, and probably to change jobs/careers more than once in your working life.

Therefore, you need to make sure that your formal education has the breadth and balance that provides you with flexibility and prepares you for the changes which will take place during your adult life. At this stage you have to make some important decisions about the subjects which you will study for the next two years.

## **When You Are Choosing Your Options Remember:**

1. It is important to make your course as balanced as possible.
2. Many subjects teach you skills which are not immediately obvious if you simply look at the GCSE specification. For example, studying humanities, Geography and History, helps you to develop analytical, communication and personal skills and understanding which will be useful in a wide range of careers.

## **How Do You Find Out About the Subjects?**

1. Read the information in this booklet. Check important details with the staff who teach the subject e.g.
  - How much coursework/NEA is involved?
  - What proportion of the final mark does coursework/NEA account for?
  - How much individual research is involved?
  - What form does the final examination take?
  - Are there different levels of papers?
2. Talk to students who are already taking that course. Remember that people's opinions differ widely so try to get a good cross-section of views.
3. If you already have a good idea about the career you want, check in the Careers Library or you can also use the internet to research job sectors for more information.

The next two years of your life are very important. Have a think about what activities you can participate in that will enable you to stand out above your peers. Can you undertake volunteering activities, work experience placements? Can you get involved with extra-curricular activities, take positions of responsibility? All of these experiences will enable you to display your strengths and qualities on top of your academic achievement. All of this will take careful planning and application.

To help you to research and make decisions on your plans for the future, we have the Unifrog platform which you can access at any time.

A number of events have been planned for you in Years 10 and 11 at school to help you to gain an insight into a whole range of careers. These are for both you and your parents and they are designed to help you to gain additional information regarding specific careers and training opportunities that are now available. You will be notified of these events during the school year.

We also have our independent Careers Advisor Mr V Ficcorilli. He will also be available for advice and guidance throughout the next few months and during KS4. Appointments will be made for you to meet with him until you have a confident pathway post 16 years of age.

Miss N Lindsay, PSHE Lead

## **YEAR 10 CURRICULUM**

In years 10 and 11 students at Hutton have lessons in English, Mathematics, Science, Physical Education, Religious Studies and Personal Development

The remainder of your timetable will be made up of GCSE options subjects.

At Key Stage 3 you study all curriculum areas and you could not possibly continue to study all of these subjects to GCSE level. This is why you must choose from a range of options. They are Art, Business, Computing, Design and Technology (Food Technology), Design and Technology (Graphic Products), Design and Technology (Resistant Materials), Drama, Economics, French, Geography, History, Music, Physical Education and Separate Sciences.

There are limits to the number of pupils who can take each subject dictated by classroom facilities, staffing etc. and it will be important that you express the order of your preferences when submitting your choices; we will try hard to make everyone's choices fit but this is not always possible.

Make sure you are well informed before making your choices. This booklet, the Options Taster Sessions, the Options Information Presentation, your Year 9 Report, your Parents' Evening, Career Research Sessions in PD lessons, Unifrog and your Form Tutor are all sources of information.

You will be issued with your Option Choices form on 6<sup>th</sup> March and will have two weeks to make your choices need to make your choices. Your form will be personalised according to the pathway you will follow in Years 10 and 11. Do not hesitate to ask for help Option Choices forms need to be submitted on or before by March 22nd. Forms must be returned by this date so that each student's selection can be considered equally. It will be useful to keep a copy of your form.

Key Dates:

**Yr9 Options Information Presentation for Parents Wednesday  
6<sup>th</sup> March 2024**

**Yr9 Parents' Evening Thursday 14th March 2024**

**Option forms returned to the School Office Friday 22nd March  
2024**

Mrs C Mates , Assistant Headteacher



## English Language and Literature

### EDUQAS Specification

#### Introduction

All students will follow GCSE courses in English Language and English Literature. The skills of reading, writing, speaking and listening are of vital importance in life and will be further developed over the two year English Language course. Not only are they essential in many careers but they also underpin successful study at all levels. In English Literature, students will develop analytical skills alongside an appreciation of poetry, plays, novels and an understanding of their context.

#### Description of the course

Students are taught English Language and English Literature by one teacher through an integrated approach. They will encounter fiction and non-fiction on a vast array of topics, from a wide range of contexts and time periods, including 18th and 19th centuries. They will be encouraged to employ the skills used by other writers in their own writing and to become independent thinkers.

#### How you will learn:

English lessons will continue to include a range of activities designed to meet the needs of all types of learners. The topics and assessment objectives will be taught hand in hand and exam preparation will be thorough and continuous.

Oral work forms a significant part of the English GCSE course. Students are expected to work together in small groups; to contribute to class discussions; to take part in group oral activities, and to present extended individual contributions. A range of enrichment activities will be offered to add to the enjoyable experience of studying.

#### Assessment:

Assessment is by examination at the end of year 11. The examinations are untiered.

**You will be awarded two GCSEs: one GCSE Language and one GCSE Literature.**

#### Using this qualification:

English Language is an essential requirement for most employers and for access to further education such as A Levels and university degrees. English Language and Literature are useful qualifications for students considering careers in journalism, marketing, politics, public relations and teaching. A good grade in English demonstrates the ability to analyse, communicate confidently and write clearly. These skills are useful in further study, whatever the subject, and in all career paths.

**Subject Leader: Mrs J Hill**

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## Mathematics AQA Specification

### Introduction:

A good understanding of mathematics is an important practical skill that students will benefit from in every day life in the future, whether in the work place or managing their personal finances. A level 4-9 in Mathematics is an essential requirement for most employers and for access to further education such as A Levels and university degrees. All students will require a scientific calculator protractor, compass, pen, pencil and ruler throughout the course.

### Description of the course:

Students will build on the knowledge they have acquired at Key Stage 3. It is hoped that they will continue to have a positive attitude to Mathematics and consolidate their basic skills but also meet new and challenging work. Students will learn how to apply their knowledge and skills to solve problems (Functional Mathematics), think and communicate mathematically and appreciate the use of Mathematics in society. It is hoped that students will acquire a firm foundation and genuine interest should they wish to study the subject further.

All students will follow a linear course with three examinations. There is no coursework component. Subject content includes: Number and Algebra, Ratio, Proportion and rates of change, Geometry and Measures, Probability, Statistics.

### How you will learn:

Four hours each week are allocated to Mathematics lessons in year 10 . The content will be delivered and learned through a variety of methods including note taking, group work, discussions, self and peer assessment, techniques to answer questions and examination practice. Mymaths is also used to enhance learning. Students should spend at least an hour on homework each week. The course is linear and there is an increased focus on Functional Mathematics and a greater emphasis on problem solving and applying mathematics.

### Assessment:

GCSE Mathematics has Foundation Tier (Grade 1-5) and a Higher Tier (Grade 4-9). The levels students are entered for are based on teacher assessments of their mathematical ability and individual progress throughout the course. Students will take 3 question papers at the same tier. All question papers must be taken in the same series.

Paper 1 (non-calculator) - 33.3% of final GCSE Assessment (80 marks) 1 hour 30 minutes

Paper 2 (calculator) - 33.3 % of final GCSE Assessment (80 marks) 1 hour 30 minutes

Paper 3 (calculator) - 33.3 % of final GCSE Assessment (80 Marks) 1 hour 30 minutes

### Using this qualification:

Accounting; architecture; business and finance; construction; education; engineering; marketing; retail; scientific research - What do all of these careers have in common? They all need Mathematics. Mathematical ability is very highly regarded by both universities and employers and those who excel at the subject are encouraged to continue their study at A Level. This provides a particularly good foundation for careers in accountancy, architecture, engineering and any of the sciences.

**Subject Leader: Mrs L Rawsthorne**



## Science AQA Specifications

### Introduction:

There are two pathways that students may follow in Years 10 and 11. All students will take a minimum of Combined Science (Trilogy), and will gain 2 GCSEs in Science. Some students will be chosen to follow the Separate Science pathway and will gain 3 Separate GCSEs, one for each subject area:

- GCSE Biology
- GCSE Chemistry
- GCSE Physics

### Description of the course:

Students will follow the AQA Science specifications for Separate Science and for the Combined Science (trilogy) option. There are a number of required practical tasks which will be taught throughout the course. These are not marked, however it is assumed that all students will carry these out and questions relating to these techniques may appear on the written paper. These are in addition to the practical tasks routinely carried out throughout the course. Working scientifically skills are also developed throughout the course.

### How you will learn:

All students, regardless of which pathway they follow, will have three subject specialist teachers and lessons will be taught as Biology, Chemistry and Physics. Practical content will be within these specialised areas.

### Assessment:

For Combined Science (Trilogy) there will be 2 exam papers for each subject lasting 1 hour and 15 minutes. Exam papers include a range of questions, including multiple choice, closed short answer and open response questions.

For Separate Sciences there are two written, 1 hour 45 minutes, exam papers, for Biology, Chemistry and Physics. Exam papers include a range of questions, including multiple choice, closed short answer and open response questions.

### Using this qualification:

The Science and Trilogy Science option provides a concise overview of all the important scientific concepts required. It is a good choice for the students that do not plan to continue study of Science at A Level. The Separate Science courses look into scientific concepts in more depth. They are recommended choices for students who have an aptitude for Science and wish to continue studying any scientific subject further. If you are interested in a career in engineering, medicine or scientific research, Separate Sciences is an essential option choice.

**Subject Leader: Dr S Penman**



# Religious Studies

## AQA Specification A



### Introduction

Religious Studies (RS) is a compulsory subject which your son will begin at Easter. The topics studied in the RS course are relevant to everyone as it helps to develop an awareness and tolerance of the beliefs of others in modern society. It also develops high level skills, such as critical thinking and making valid judgements, which is why RS is a very academic and challenging subject.

### Description of the course

All students follow the AQA course in Religious Studies. The course comprises of an in-depth study into two religions; Christianity and Islam, alongside philosophical topics, such as 'Does God Exist?', and ethical topics, such as 'Is war ever right?' All topics are studied from a Christian and Islamic perspective and students will develop a firm understanding of these beliefs. Within this, students are also encouraged to explore their own beliefs about these issues and make their own judgements on controversial matters. Students are not required to be of faith to do well in this subject, this is an academic subject that values all sound, well reasoned and considered opinions.

### How you will learn

The lessons incorporate discussion, written and group work tasks in order to explore a range of contemporary issues. Technology is also used to enhance learning as well as current news headlines and media clips.

### Assessment

Assessment is through written examinations. All units are examined at the end of Year 11. There is no entry level or coursework for this course. The final exam is split into two exams. The first examines their knowledge and understanding of the main religion tradition in modern day Britain (Christianity) and Islam. The second paper examines their knowledge and understanding of contemporary issues faced in the world, which can be both philosophical and ethical in nature.

### Using this qualification

Gaining a Religious Studies qualification provides evidence that the student is prepared to learn about and consider the beliefs, attitudes and actions of others, that they are open minded and more accepting of people around them. Religious Studies will enhance students' social and moral awareness, preparing them to make more informed judgements. In many areas of work, employers look for someone with an enquiring mind, understanding and appreciation of other people's points of view and an ability to come to clear and informed decisions. All of these skills will be developed as part of this course. Gaining a good grade in GCSE Religious Studies will also help you the access Religious Studies A level. Ask your teacher about studying RS A Level at Hutton 6th form.

**Subject Leader: Mrs L Watson**





## Art AQA Specification

### Introduction

Art is a practical course where students are encouraged to be creative, imaginative and are introduced to new ideas. Students will enjoy learning about different artistic techniques and styles and responding to the art work of contemporary artists and artists from different periods and cultures. Students have the freedom to decide the style and content of their own work based upon the artists they choose to be inspired by. Art can add balance to an academic curriculum.

### Description of the course

This is a flexible course where students can choose to work in a variety of areas of study. Students have the opportunity to develop skills in the following options:

- Drawing
- Painting
- Printmaking
- 3D design
- Graphics
- Photography
- Digital editing

### How you will learn

Preparatory work is an important element of both the coursework and the exam. Candidates must show ability to sustain and develop projects both in the timetabled lessons and during homework tasks. Projects can be presented in many ways such as sketchbooks and on larger display boards.

### Assessment

Unit 1 - Coursework Portfolio: A minimum of two projects completed during the course worth 60% of the total marks.

Unit 2 - Externally Set Task: Preparatory time plus 10 hours supervised examination time worth 40% of the total marks.

### Using this qualification

Art is a very useful subject for students considering a career in any area of design. The skills developed during this course benefit many career paths including advertising, architecture, fashion design, product design, textile design, interior design, animation, illustration, teaching and theatre arts.

**Subject Leader: Miss R Taylor**



# Computer Science

## OCR GCSE

### Introduction:

GCSE Computer Science gets on the inside of the single most powerful tool the world has seen. Computers feature in all our lives; in science, technology, manufacturing, research and medicine. If you want to know how computers work and how to create software to solve everyday problems.

### Description of the course:

The course will give students a real, in-depth understanding of how computer works. Learners will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. However, the course will give them an insight into what goes on behind the scenes, including computer programming, which many learners find engaging.

### How you will learn:

This challenging course follows on from the programming work undertaken in Key Stage 3 and is suitable for students with a deep interest in learning how computers work and for those interested in programming and creating applications (rather than just using them). Computer Science students will learn how to reason and think logically through designing and structuring problem solving activities.

Working individually or as part of a group, students will be given opportunities to learn both practically and theoretically. The skills that students will use and learn are skills which are applicable and transferable in many areas, from science to engineering.

If you are good at Maths and Science and enjoy problem solving, whether this be logic puzzles or numeracy based problems, you will enjoy the challenge of studying computer science.

### Assessment:

Here is a summary of the course details, there are two examined units and a practical programming project (not assessed):

**Component 1:** Computing Systems (written exam)

**Component 2:** Computational Thinking, Algorithms and Programming (written exam)

**Practical Programming:** Students will be given the opportunity to undertake a programming project (not assessed).

### Using this qualification:

Computing students could continue their academic study with A-Level Computer Science. Most students then follow on to study Computer Science or other related courses at University, such as Artificial Intelligence, games design, games programming, software engineering, system analysis, informatics or joint course including business management.

**Subject Leader: Mr N Hulme**



## **Business**

### **Edexcel Specification**

#### **Introduction**

Business looks at how a business is created, owned and managed and the problems which might be encountered on the way. Businesses can create wealth, satisfy the wants and needs of customers, make a profit and create jobs. There are also many businesses whose main aim is not to make a profit, but to provide a socially useful service.

#### **Description of the course**

Successfully setting up and growing a business is not easy and this course looks at how this might be done and the problems that might be encountered, including:

- Raising business start up finance and managing accounts
- Creating a business plan
- Marketing your product or service
- Employing, training and motivating your staff
- Organising the production of your product

Businesses must address all of these areas in a world which is becoming more unpredictable and difficult to operate in. The Business course will look at how all of these tasks might be performed to create and run a successful business.

#### **How you will learn**

Students will look at case studies of successful and unsuccessful businesses. The course involves extensive research work using a variety of sources including the media and the internet. The majority of the work is completed in class with regular homework. Students will also need to be confident in their mathematical and writing abilities.

#### **Assessment**

Students will follow the Edexcel two year GCSE course with two formal 1¾ hour written examinations at the end of the course.

#### **Using this qualification**

Business gives students a valuable understanding of the issues involved in marketing, budget setting, managing finance, giving presentations and managing people. These are all vital elements to understand when starting up your own business and also give an insight into how businesses operate in general. This will help to prepare students for the world of work, whatever their career choice.

**For questions please contact Mrs C Mates**



## Information Technology

### OCR Creative iMedia

#### Introduction:

Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products.

#### Description of the course:

All students will complete an external written exam and 2 substantial coursework units which cover the following topics:

- Visual Identity and Digital Graphics
- Interactive Digital Media

#### How you will learn:

Working individually or as part of a group, students are given opportunities to allow them to develop their learning and thinking skills, as well as improving their ICT skills.

Learning activities are incorporated into lessons to ensure that students reach their full potential. Question and answer sessions and discussions give good feedback to teachers to see whether students are meeting their learning objectives.

Students will have opportunities to learn both practically and theoretically and demonstrate their learning not just through examinations and written theory assignments, but also through practical assessments.

#### Assessment:

In year 10 - students will receive 2 periods of guided learning per week. They will begin the course by completing the compulsory digital graphics coursework unit. This work will be completed by Easter. Theory will be delivered as part of their practical lessons.

In year 11 - students will complete 1 additional coursework unit and sit the final exam in May/June to achieve the full level 2 award. Again theory will be delivered as part of these lessons in preparation for the final exam.

This is a level 1/2 course graded from Pass through to Distinction\*. The exam contributes to 40% of the overall qualification and the coursework makes up the other 60%.

#### Using this qualification:

From personal computers to Smart phones, from apps to websites, all of our lives, every day, are enhanced through the use of ICT. This qualification reflects this and provide students with a solid foundation for understanding and applying this subject in their future working lives. Learners are provided with the underpinning skills and knowledge that will enable them to choose the most appropriate progression routes.

**Subject Leader: Mr N Hulme**



## **Food Preparation and Nutrition**

### **AQA Specification**

#### **Introduction**

Students learn about improving lives through better knowledge of food, where it comes from and how it affects our bodies. It encourages learners to cook and enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life .

#### **Description of the course**

The course challenges students to design and make meals from a variety of ingredients. The students will explore the scientific and nutritional aspect of the subject, as well as practical catering skills.

#### **How you will learn**

Students will be taught design skills, catering techniques and hygiene theory through focused projects, classroom activities and commercial practice, which will be reinforced by homework tasks. You will be asked to use teamwork and problem solving skills to develop a sustainable, healthy outcome.

#### **Assessment**

**Examination** 50% of Award

Paper 1: Food preparation and nutrition. Examination

**Coursework** 50% of the award.

Task 1: Food Science investigation (30 marks)

Students' understanding of the working characteristics, functional and chemical properties of ingredients

Task 2: Food preparation assessment (70 marks)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

#### **Using this qualification**

Students opting for Food Preparation and Nutrition could have a particular interest in catering. The technical and scientific aspect of this subject will also support learners interested in hospitality, food nutritionist, dietician, sports nutritionist and personal trainer.

**Subject Leader: Mrs N Furnell**  
**Subject Specialist: Ms E Houghton**



## **Design and Technology: Graphic Pathway**

### **Edexcel Specification . Design Technology (1DT0/1B)**

#### **Introduction**

GCSE Design & Technology is an exciting new course that will provide the opportunity to develop a creative ability, show flair and imagination and learn communication skills that can be used in the design or manufacturing industry. The course has been structured to provide the experience of using real world design and manufacturing skills and to learn how this can be applied to the design process of problem solving, generating ideas and prototype manufacture in order to solve different design needs.

#### **Description of the course**

The course focuses on commercial products which have a high visual impact. The course requires students to use the design process to design and make 3D prototypes that could be used in advertising, packaging, architecture and commercial creative industries. Core design and technology principles from other pathways will further enhance your study.

#### **How you will learn**

Students will be taught design skills, techniques and theory through focused projects, classroom activities and commercial practice, which will be reinforced by homework tasks. You will be asked to use teamwork and problem solving skills to develop a sustainable finished outcome.

#### **Assessment**

One non-examined assessment project – 30/40 hours: 100 marks (50% of GCSE Grade).  
One examination, externally assessed – 1 hour 45 minutes: 100 marks (50% of GCSE Grade).

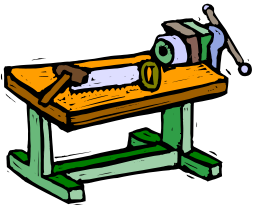
The Written Paper: This consists of two sections; Section A is assessed on the core content and Section B is assessed on the material category students have chosen.

NEA Assessment overview: Students will undertake a project based on a contextual challenge released by the exam board. The project will test students' skills in investigating, designing, making and evaluating a prototype of a product.

#### **Using this qualification**

Students opting for Graphic Products pathway could have a particular interest in art and design. The subject allows students to express their creativity and problem solving skills through designing and making their product. Graphic Products is a useful option for those considering a career in any aspect of design such as graphic design, interior design, architecture, product design and computer graphics. This course links directly into the A Level Design Technology course.

**Subject Leader: N Furnell**



## **Design and Technology: Resistant Materials Pathway Edexcel Specification . Design Technology (1DT0/1F)**

### **Introduction**

GCSE Design & Technology is an exciting new course that will provide the opportunity to develop a creative ability, show flair and imagination and learn communication skills that can be used in the design or manufacturing industry. The course has been structured to provide the experience of using real world design and manufacturing skills and to learn how this can be applied to the design process of problem solving, generating ideas and prototype manufacture in order to solve different design needs.

### **Description of the course**

The course challenges students to design and make products from construction materials such as woods, metals, plastics and composites. They gain knowledge related to design, materials, industrial processes, CAD/CAM, sustainability and the environment. Core design and technology principles from other pathways will further enhance your study.

### **How you will learn**

Students will be taught design skills, techniques and theory through focused projects, classroom activities and commercial practice, which will be reinforced by homework tasks. You will be asked to use teamwork and problem solving skills to develop a sustainable finished outcome.

### **Assessment**

One non-examined assessment project – 30/40 hours: 100 marks (50% of GCSE Grade).  
One examination, externally assessed– 1 hour 45 minutes: 100 marks (50% of GCSE Grade).

The Written Paper: The written paper consists of two sections. Section A is assessed on the core content and Section B is assessed on the material category students have chosen.

NEA Assessment overview: Students will undertake a project based on a contextual challenge released by the exam board. The project will test students' skills in investigating, designing, making and evaluating a prototype of a product.

### **Using this qualification**

Students opting for Resistant Materials could have a particular interest in the practical manufacturing elements of Design Technology. The subject allows students to express their creativity and problem solving skills through designing and making their product. Resistant Materials is a useful option for anyone considering a career that involves any elements of designing, manufacturing or engineering. Potential career options could include architecture, product design, computer graphics, manufacturing or engineering. This course links directly into the A Level Design Technology course.

**Subject Leader: Mrs N Furnell  
Subject Specialist: Mr N Ahmed**



## **Drama**

### **Edexcel Specification**

#### **Introduction**

Drama is a practical and creative subject which will allow you to explore in more depth some of the skills and ideas you have covered in the subject so far. You may have been involved in acting or helping out with drama productions outside of school and this would be useful but is not essential. If you can demonstrate effort, energy and enthusiasm and enjoy working as part of a team, this subject could be for you.

#### **Description of the course**

The GCSE in Drama will help to develop not only your creative and practical skills but also your analytical and evaluative skills. The course is a combination of the practical and theoretical elements of Drama. You will be able to create and perform pieces of theatre and evaluate the work and performances of others. You will also study a set text, similar to that in English Literature and communicate how you would perform the text as a performer or design for it as a director/lighting designer/set designer etc.

#### **How you will learn**

Students will complete a variety of practical and written tasks to test their creativity and interpretation of ideas. Students will visit the theatre and these performances will contribute to the written examination. Group work is an important part of the course and students will work together to develop ideas and solve problems. Individual organisation and research skills are also vital for students studying Drama.

#### **Assessment**

The course is split into three separate components. Component 1 is assessed at the end of Year 10 whilst Components 2 and 3 are assessed in Year 11.

Component 1 : Devising (30% Practical Internal Unit)  
Component 2 : Performance from Text (30% Practical External Unit)  
Component 3 : Theatre Makers in Practice (40% Written Examination)

#### **Using this qualification:**

The skills developed in Drama are useful in everyday life and in any careers which involve public speaking or meeting people face-to-face. Performance skills increase confidence and will prepare students well for careers in the performing arts and even in other fields such as broadcasting, politics, marketing, law, journalism, management and teaching.

**Subject Leader: Mrs K Massey**





## **Geography**

### **Edexcel Specification A**

#### **Introduction**

To study Geography you must be interested in the world around you and be asking questions such as "How can we reduce plastic waste?", "Should fracking be allowed in Lancashire?", "Why did the Somerset Levels flood so disastrously?", "How was El Capitan formed?", "What is the Northern Forest?", "Should the UK have tighter controls on immigration?". And "Does the UK need more wind farms?"

#### **Description of the course**

The course involves studying a range of both human and physical landscapes and processes. Topics such as rivers, ecosystems, coasts, climate change and development will be covered over the two years including relevant and topical case studies from around the world.

#### **How you will learn:**

Each week between 1 and 1½ hours of homework is set and there are high expectations of students to work hard both in class and in their own time throughout the course. Students will complete fieldwork to enhance their understanding of environments and geographical issues. This will be carried out locally, at the end of Year 10, on 2 separate visits. Reading the local and national newspapers, watching topical documentaries on the TV, as well as keeping up to date with current affairs will help you enormously throughout the course

#### **Assessment:**

The course consists of a linear approach and will be assessed at the end of Year 11.

The four units of study are:

- The Physical Environment – assessed by written examination (1 hour 30)
- The Human Environment – assessed by written examination (1 hour 30)
- Geographical Investigations – assessed by written examination (1 hour 30)

#### **Using this qualification:**

Geography gives us an understanding of the challenges faced by people and environments. Students will develop their research and analytical skills and become more socially and environmentally aware. This makes Geography a very versatile subject which is valued by a wide range of employers. It is particularly useful if you are considering a career in business management, environmental work, tourism and leisure, local government or politics.

**Subject Leader: Mr D McKeand**



## History

### AQA Specification B

#### Introduction

History helps us to understand the world we live in by looking at events of the past to see how they have shaped people and places to make them what they are today. Students will study the turbulent history of the twentieth century learning about the wars, treaties and political upheaval that shaped the modern world alongside a thematic study from 1000 to present day.

#### Description of the course

Students will learn about a variety of events which took place all over the world between 1900 and 1975. Some of the issues they will investigate are:

- International Relations 1919-1939
- The United States of America 1920 -1973
- Health and the people c.1000 to present day
- The Normans 1060-1100.

#### How you will learn

Emphasis is placed upon the use and interpretation of evidence and there will be opportunities to study some contemporary sources where appropriate. Students will also watch archive and film documentary programmes. There may also be the opportunity for pupils to take part in a field trip to the First World War Battlefields in France.

#### Assessment

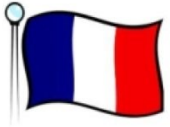
Assessment consists of two examination papers :

- Paper 1: Understanding the Modern World – written examination. This unit will be taken in Year 11 and will cover the topics America 1920-73 and Conflict and tension 1919-1939
- Paper 2: Shaping the Nation— written examination which tests knowledge and understanding of health and the people c1000 to present day and Norman England 1060-1100. This unit will be taken in Year 11.

#### Using this qualification

History encourages students to take an interest in the major events that have shaped the world we live in and understand how they affected ordinary people. Students who have a good grade in History will demonstrate understanding of other views and cultures, analytical skills and the ability to write clearly. These attributes will prove useful in further education, whatever the subject. History is useful in many career paths, including law, politics, business, teaching, journalism and work in local government or the civil service.

**Subject Leader: Mrs N O'Reilly**



## **French**

### **Edexcel Specification**

#### **Introduction**

Language learning can be both stimulating and rewarding. In an increasingly globalised world, the ability to demonstrate competence in a foreign language is a valuable asset. The French GCSE course will allow you to build upon your knowledge from KS3 and will develop the skills and confidence needed to become an able linguist.

#### **Description of the course**

You will continue to study a series of topics in the four skill areas of reading, listening, speaking and writing as you have done in Years 7-9, whilst acquiring the skills necessary to communicate properly in the language. The topics studied at GCSE include media and technology, travel and tourism, life-style and wellbeing

#### **How you will learn**

The GCSE course has an emphasis on skills. You will learn how to express yourself in more advanced ways in French whilst gaining a wider experience of vocabulary within certain contexts. For some of the time you will have to produce work of your own, but on other occasions you will work with a partner and learn how to assess both your work and his and how to improve the style and accuracy of the French you have produced.

#### **Assessment**

GCSE languages have a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students must take all 4 papers at the same tier. All assessment takes place at the end of year 11. The four skills of listening, speaking, reading and writing are assessed, and each skill is worth 25%.

#### **Using this qualification**

Language learning allows students to open their minds to other cultures, promoting tolerance and understanding, ready for them to take up their place in our multi-lingual, multi-cultural, global society. Language skills can be a passport to an exciting, fulfilling and well-paid career. A language GCSE can be especially useful for students who plan to travel or work abroad, but the skills developed in Modern Foreign Languages are highly valued by all employers who view linguists as intelligent, logical thinkers with good communication and problem solving skills.

**Subject Leader: Mrs C Buglass**



# Music

## AQA Specification

### Introduction

If you enjoy performing and creating your own music or have instrumental or singing lessons then Music is definitely for you! During Key Stage 3 you will have covered a lot of the basic skills needed for GCSE Music and any musical activities you do in or out of school will help you with this course.

### Description of the course

The course is split up into three sections: composition, performance and listening. During the course you will learn about a wide range of music including classical, pop, dance and world. You will learn how to compose in a range of musical styles, composing in groups and by yourself. You will also perform regularly throughout the two years. If you don't play an instrument then you can learn how to sequence and multi track as part of the performance module.

You will also be involved in trips to experience live music and improve your understanding of the music we study in class.

### How you will learn

It is important that you have lessons on the instrument that you plan to perform on. In school we will help you choose suitable repertoire for the performance but you must have specialist help with your instrument outside of GCSE Music lessons.

A lot of the class work will be done in groups, analysing the music or creating small compositions in a particular style (e.g. pop song).

Through studying the exam you will learn how to structure music properly and you will then put this into practice when you begin your composition Controlled Assessment. Much of the lesson time will have a practical focus and you will learn through listening and performing but it will also be necessary to learn the main facts and keywords relating to each area of study. If you need additional help with your music theory then you will also complete a theory book in your own time.

### Assessment

- **Composition:** Write one composition to a given brief (provided in year 11) and write one free composition. (30%).
- **Performance:** Perform a solo and as part of an ensemble. (30%)
- **Understanding Music:** You will take a 1 hour 30 minutes exam in Year 11 answering listening questions and written questions using excerpts of music from the different areas of study (40%).

### Using this qualification

Through studying Music you will gain skills in performance, composition and listening. By working in groups and independently you will grow in confidence and be able to work as part of a team. You could go on to study Music or Music Technology at A Level or at university. Music goes well with many other subjects and can lead to exciting and creative jobs such as:

- Music with ICT: jobs in music technology and music production
- Music with Drama: jobs in TV and radio
- Music with Languages: work abroad in foreign music industries
- Music with Physics: Sound engineering
- Music with Technology: Music production

**Subject Leader: Mrs K Massey**  
**Subject Specialist: M J Pemberton**



## Physical Education OCR Specification

### Introduction

If you have a keen interest in sport and recreation, take part in sports activities outside of class time, want to know more about the benefits of sport and exercise physically, mentally and socially and always look forward to your PE lessons then GCSE Physical Education is the subject for you.

### Description of the course

This course builds on the knowledge, understanding and skills established at Key Stage 3. It will give you exciting opportunities to be involved in a number of different physical activities, promoting a healthy lifestyle. Knowledge and understanding will be developed through written theory work and practical involvement in your chosen sports, but do not be alarmed to know that a lot of the course is classroom based. You should have an interest in PE and sport, enjoy being active and appreciate the benefits of keeping fit and healthy.

During the course you will:

- Develop your knowledge and practical skills in a range of physical activities
- Examine the effects of exercise and how training can improve performance
- Find ways to improve your own performance in a variety of roles
- Identify ways to develop and maintain a healthy, active lifestyle through participation in physical activity
- Appreciate the benefits of promoting "Sport for All"

### How you will learn

Knowledge and understanding will be developed through written theory work and practical involvement in your chosen sports. Students will be expected to be able to work individually and as part of a group or team.

### Assessment

**Unit 1** will be assessed through 2 written theory examination at the end of Year 11 (60% of the final GCSE mark)

**Unit 2** will assess your practical performance as a player/participant in three different sports, (Two team sports and one individual or two individual and one team sport.) You will also complete a piece of coursework—a written analysis relating to your practical performance. (40% of the final GCSE mark)

### Using this qualification

Physical Education helps students to improve their health and fitness and encourages them to develop leadership and team work skills, useful in most career paths. The subject will be of benefit for anyone considering a career in professional sport, coaching, health and fitness, teaching or the leisure industry.

**Subject Leader: Mr G Aitchison**

*“Our School is a caring Christian community.  
Within this environment we aim to develop  
individuals of character who can achieve their  
full potential; can think for themselves;  
will want to continue learning; and will  
become responsible members of society.”*



# Hutton

Church of England Grammar School and Sixth Form

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