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Transforming Lives Educational Trust

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# Options

2024-25

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HOULTON  
SCHOOL

# Introduction



## Dear parents and carers,

As we approach the next stage of transition, it is an exciting time both in our Year 9 inaugural pupils' academic journeys but also in the evolution of our Houlton family. We are delighted to introduce in this booklet our Key Stage 4 curriculum options which are designed to ensure that our pupils are ready and fully equipped for their future education and career choices.

At Houlton School we have designed a curriculum that is ambitious and that will give all pupils the knowledge and cultural capital they need to be confident global citizens and succeed in whichever pursuits they choose in adult life. Coupled with a comprehensive personal development programme, our Key

Stage 4 curriculum is designed to ensure that all pupils have both the academic currency, and skills needed for their next steps. We underpin all that we do in our LORIC (leadership, organisation, resilience independence and communication) curriculum to ensure that pupils have a foundation to succeed in whatever choices they make and aim to offer a rich and diverse set of options for pupils to choose from.

We encourage you to talk together as a family as we will be doing with pupils in school to support and guide each individual in making the right choices for themselves that they will enjoy and in which they have the maximum chance of greatest success.

You will be aware that there have been many recent changes in the educational landscape which are impacting schools nationally and that schools are no longer measured by the government in terms of the percentage of pupils attaining certain grades but rather by the amount of progress made by all. Your child's grades for GCSEs will be measured on a 9 to 1 scale and progress for every child looks different.

This is why it is important to us that we continue to be innovative in our teaching and support our pupils through mixed attainment classes

to ensure that all individuals can be nurtured and can make progress that is excellent for them. Our curriculum is pupil centred and designed to offer a range of subjects that appeal to all pupils. You will see in the booklet below information about all the core, English Baccalaureate and option subjects so that you can discuss at home the best options for your child.

Since 2022 the government's ambition is that pupils study the English Baccalaureate which at Houlton School will require all pupils to choose at least one humanities subject (either History or Geography) and at least one language (either French or Spanish). Pupils who wish to choose both languages or both humanities subjects can then do so in their free choices if they wish. Pupils will also all study English, Mathematics and Science as well as PHRSE, short course Religious Studies (full course Religious Studies is available as an option choice) and core PE. Pupils will then have a choice of their remaining four options of which we have a complement of both GCSE and Level 2 qualifications. Staff at Houlton will be supporting pupils in making the right choices for them based on their future aspirations, interests and skills.

Summarised on the next page you will be able to see the choices which are,

subject to levels of interest, available. All pupils will be asked to select initial preferences for options as a canvassing exercise which will give us the opportunity to block subjects and make informed decisions regarding courses.

We would then like to invite you to our **Year 9 Options Evening** which is taking place on **Thursday 26th of October** in the Power Hall Auditorium. This event will give you the opportunity to discuss the subjects available and our curriculum for Key Stage 4 with our staff. To ensure that all families can attend, we would like to invite families with surnames A-K to the 5:00pm presentation and families with surnames H- Z to the 6:00pm presentation.

Following the information evening, pupils will have the half term break where upon our return will be asked to make their final choices. We will endeavour to ensure pupils have their first choices where possible but will require reserve choices where first preferences are not available.

We look forward to working with you in the next stage of our journey together and to welcoming our first key stage for cohort next year.

**Vice Principal Buckenham**

# Contents



## CORE SUBJECTS

English Language  
English Literature  
Mathematics  
Biology, Chemistry, Physics  
Double Award (Triple Award available as an option choice)

## HUMANITIES COMPULSORY CHOICE (EBACC)

History or Geography

## LANGUAGE COMPULSORY CHOICE (EBACC)

French or Spanish

## GCSE OPTION CHOICES (PUPILS WILL CHOOSE 4)

GCSE Biology/Chemistry/Physics Triple Award  
GCSE Business Studies  
GCSE Computer Science  
GCSE Design Technology  
GCSE Film Studies  
GCSE Fine Art  
GCSE Food and Nutrition  
GCSE Music  
GCSE Photography  
GCSE Physical Education  
GCSE Psychology  
GCSE Religious Studies (full course)  
GCSE Sociology

## LEVEL 2 OPTION CHOICES

Level 2 Technical Award in Performing Arts: Acting

Level 2 Technical Award in Broadcast (TV/Radio) and Game Design

Level 2 Technical Award in Performing Arts: Dance



GCSE Business can help you prepare for further and higher education. You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of team. The Business course could lead to work in a business-related profession such as accountancy, law, marketing or the leisure and tourism industry. All the Business rooms are equipped with Internet-linked PCs. You will be encouraged to use them to help carry out your research, to present your assessed work and to produce presentations.

## What will I study?

You will be introduced to the world of small businesses and 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 money. You will also see how the world around us affects small businesses and all the people

involved. After understanding how small businesses are run your focus will be on larger businesses and the strategies businesses use to grow their business and make it profitable. There will be elements of Marketing, Production, Finance and Human Resources included in the course. You will understand how these different functions work in a business and their objectives. There will be a lot more focus on the Finance aspect of a business where you will learn how to create cash flows and analyse break even graphs. The course will be challenging with some aspects of A level finance included such as average rate of return. The exams will expect you to write essay style answers using analytical skills and be able to conclude your answers with your opinion and be able to justify it. Unlike previous years there will be no controlled assessment in GCSE and there will be exams at the end of Year 11.

## Who would this course suit?

If you enjoy: • communicating and explaining your ideas • thinking

creatively and making decisions

- working with numbers to solve business problems
- learning about the world of business through research and investigation

You will need to learn and apply your knowledge of key terms for the exam units. You will need to be confident in maths as you will be expected to perform calculations and construct graphs.

## How can I use this course after Year 11 / in the future?

You may decide to study a Business Studies course at A Level or college or choose an apprenticeship. The skills developed on the courses (giving presentations, gathering research, producing balanced written arguments and financial calculations) will help you in any future job or even to set up your own business. Past students have gone on to study many Business-related degrees such as Management, Marketing, Human Resources and Accounting.

**QUALIFICATION:** GCSE Business Studies

**EXAM BOARD:** Edexcel

## ASSESSMENT DETAILS:

Examinations Length When Paper 1 based on Theme1 – Investigating small business 50% Paper 2 based on Theme 2 – Building a business 50% Both papers have equal weighting 1hr 30min 1hr 30min Summer 2019 Summer 201

For more info please contact:

**Chloe Buckenham**

[buckenhamc@houltonschool.org.uk](mailto:buckenhamc@houltonschool.org.uk)



# Computer Science



## What will I study?

Offering an exciting, practical focus on real-life programming as well as the key theories behind Computer Science, this course develops pupils with relevant skills for the future.

Combining written and practical elements pupils will explore the theory of Computer Science within five of the six comprehensive topic areas, including computational thinking, networks, data representation and issues and impacts. The sixth unit allows pupils to analyse and solve problems by designing, writing, testing and refining programs.

## Who would this course suit?

Pupils with:  
Mathematical skills, willingness to develop new language skills, computer knowledge and technology skills, understanding of problem solving, enjoy creating solutions to problems, have an enquiring mind.

## How can I use this course after Year 11 / in the future?

Computer Programming, Teaching, App Development, Cybersecurity, Game Development, Website Design, Software Engineer, Network Deployment Engineer/ Manager, Data Analyst.

**QUALIFICATION:** GCSE Computer Science

**EXAM BOARD:** Edexcel

### ASSESSMENT DETAILS:

Paper 1 – Principles of Computer Science

Written examination - 1 hour 30 minutes

50% of Qualification

75 Marks

Paper 2 – Application of Computational Thinking

Onscreen examination – 2 hours

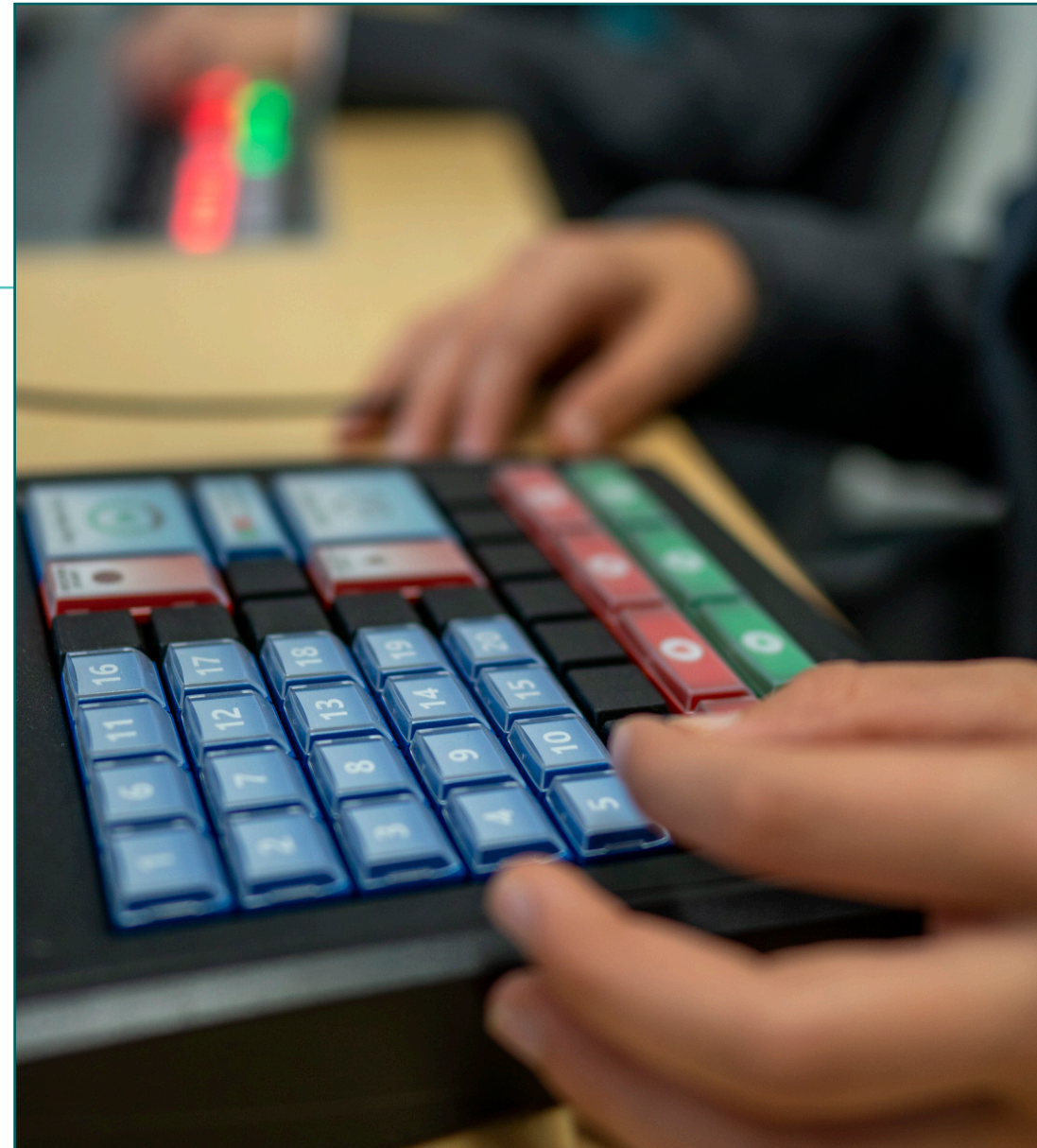
50% of Qualification

75 Marks

**For more info please contact:**

**Matthew Cresswell-Peters**

[cresswell-petersm@houltonschool.org.uk](mailto:cresswell-petersm@houltonschool.org.uk)



# Design Technology



## What will I study?

### EXAM:

- Core technical principles
- Specialist technical principles
- Designing and making principles

### NEA:

- Substantial design and make task
- Assessment criteria:
  - Identifying and investigating design possibilities
  - Producing a design brief and specification
  - Generating design ideas
  - Developing design ideas
  - Realising design ideas
  - Analysing & evaluating

## Who would this course suit?

### Pupils interested in:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating

## How can I use this course after Year 11 / in the future?

Product Designer, Architect, Design Engineer, Robotics Engineer, UX Designer, Graphic Designer, Fashion Designer, Interior Designer, Industrial Designer, Video Game Designer, Art Director, Web Developer, Civil Engineer.

**QUALIFICATION:** GCSE Design & Technology

**EXAM BOARD:** AQA

**ASSESSMENT DETAILS:**  
50% NEA, 50% EXAM

**For more info please contact:**  
**Russell Hill**

[hillr@houltonschool.org.uk](mailto:hillr@houltonschool.org.uk)



# English Language



## What will I study?

GCSE English Language focuses on the exploration of unseen fiction and non-fiction texts. Pupils will conduct structure and language and analysis, as well as evaluation, comparison and summary. In addition, they will enjoy creative writing from various stimuli, as well as writing non-fiction texts to communicate their perspective. Pupils will also improve their oracy skills through presenting to an audience on a topic that is important to them.

## Who would this course suit?

Literacy skills – reading (comprehension, inference and analysis), writing (including SPaG), vocabulary, oracy. Research skills (context) and revision skills.

## How can I use this course after Year 11 / in the future?

All careers and further education courses use well-developed literacy skills and all employers require at least a grade 4 in English Language GCSE.

**QUALIFICATION:** GCSE English Language

**EXAM BOARD:** AQA

### ASSESSMENT DETAILS:

Language – 2 papers and a non-examined element:

- Paper 1 - 1h 45 minutes, 80 marks, 50% of GCSE.
- Paper 2 - 1h 45 minutes, 80 marks, 50% of GCSE.
- Non-examined element – spoken language presentation (pass/merit/distinction)

**For more info please contact:**  
**Sian Warde**

[wardes@houltonschool.org.uk](mailto:wardes@houltonschool.org.uk)



# English Literature



## What will I study?

GCSE English Literature allows pupils to explore deep themes and messages within a variety of text forms. These include plays such as *An Inspector Calls* and *Macbeth*, as well as the AQA 'Power and Conflict' Poetry Anthology and the novella *A Christmas Carol*. In addition, they develop skills which allow them to interpret any text, such as unseen poetry.

## Who would this course suit?

Literacy skills – reading (comprehension, inference and analysis), writing (including SPaG), vocabulary, oracy.  
Research skills (context) and revision skills.

## How can I use this course after Year 11 / in the future?

All careers and further education courses use well-developed literacy skills.

**QUALIFICATION:** GCSE English Literature

**EXAM BOARD:** AQA

### ASSESSMENT DETAILS:

**Literature – 2 papers:**

- Paper 1 – 1h 45 minutes, 64 marks, 40% of GCSE.
- Paper 2 – 2h 15 minutes, 96 marks, 60% of GCSE.

**For more info please contact:**  
**Sian Warde**

[wardes@houltonschool.org.uk](mailto:wardes@houltonschool.org.uk)





# Film Studies



## What will I study?

Drawing upon pupils' enthusiasm for film, this course aims to introduce them to a variety of cinematic experiences through films which have been important in the development of film and film technology.

Starting with the US mainstream in the 50's before moving towards the 70's and 80's pupils will learn about Hollywood's development and also receive an insight into US independent film. Pupils will also look at films from Europe including the UK, South Africa and Australia.

Pupils are also given the opportunity, as part of the specification, to delve into production aspects of film, using their own exposure to a diverse range of films to craft their own screenwriting and production skills.

## Who would this course suit?

Communication skills, Effective writing skills, Analytical skills. An enjoyment of film and curiosity and drive to develop own creative ideas.

## How can I use this course after Year 11 / in the future?

Runner, broadcasting/film/video, Film/Video editor, TV Camera operator, Production designer theatre/film/television.

Advertising Art Director, Arts Administrator, Event Manager, Magazine Journalist, Talent Agent.

**QUALIFICATION:** GCSE Film Studies  
**EXAM BOARD:** WJEC

## ASSESSMENT DETAILS:

**Component 1- Key Developments in US Film**  
Written Examination – 1hr 30 minutes  
35% of Qualification  
70 Marks

**Component 2- Narrative, Representation and Film Style**  
Written Examination – 1hr 30 minutes  
35% of Qualification  
70 Marks

**Component 3 – Production**  
Non-exam assessment  
Internally assessed, externally moderated by WJEC  
30% of Qualification (20% production, 10% Evaluation)  
60 Marks

**For more info please contact:**

**Chloe Buckenham**

[buckenhamc@houltonschool.org.uk](mailto:buckenhamc@houltonschool.org.uk)



## What will I study?

Fine art practice is defined here as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance.

- drawing
- painting
- sculpture
- installation
- lens-/light-based media
- photography and the moving image
- printmaking
- mixed media
- land art.

## Who would this course suit?

Pupils with the ability to:

- develop their ideas through investigations informed by selecting and critically analysing sources.

Within the context of fine art, students must demonstrate the ability to:

Use fine art techniques and

processes, appropriate to students' personal intentions, for example:

- mark-making
- monoprint, collagraph and block printing
- assemblage
- construction
- carving
- film and video
- digital working methods

Use media and materials, as appropriate to students' personal intentions, for example:

- charcoal, pastels, pen and ink, crayons and pencil
- watercolour, gouache, acrylic and oil paint
- found materials
- clay, wood and metal
- digital imagery
- different papers and surfaces on which to work.

## How can I use this course after Year 11 / in the future?

Artist, designer, animator, curator, gallerist, graphic designer,

illustrator, interior designer, photographer, printmaker, art teacher, university lecturer, art therapist, Jewellery designer, arts management, fashion designer.

**QUALIFICATION:** GCSE Art & Design - Fine Art

**EXAM BOARD:** AQA

**ASSESSMENT DETAILS:**  
60% PORTFOLIO, 40% ESA

**For more info please contact:**

**Russell Hill**

[hillr@houltonschool.org.uk](mailto:hillr@houltonschool.org.uk)



# Food & Nutrition



## What will I study?

The Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge to be able to feed themselves and others affordably and nutritiously, now and later in life.

## Who would this course suit?

Pupils who are able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment.

- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks.
- understand the relationship between diet, nutrition and health, including the physiological and

psychological effects of poor diet and health.

- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.

## How can I use this course after Year 11 / in the future?

Development Chef, Dietician, Animal Nutritionist, Food Technologist/Scientist, Restaurant Manager, Hospitality.

**QUALIFICATION:** GCSE Food Preparation & Nutrition  
**EXAM BOARD:** Educas

**ASSESSMENT DETAILS:**  
50% EXAM, 50% NEA

**For more info please contact:**  
**Russell Hill**  
[hillr@houltonschool.org.uk](mailto:hillr@houltonschool.org.uk)



## What will I study?

The aims of this qualification are to:

- provide a coherent, satisfying and worthwhile course of study.
- develop confidence in, and a positive attitude towards French and to recognise the importance of languages.
- provide a strong linguistic and cultural foundation for students who go on to study languages at a higher level post-16.
- develop students' ability and ambition to communicate independently in speech and writing with speakers of French for authentic purposes.
- develop students' ability to communicate independently about subjects that are meaningful and interesting to them
- build pupils' confidence and broaden their horizons, enabling them to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between the foreign language and the English language.
- enable pupils to become familiar

with the multifaceted world of French speaking around the globe, and open a window into the contexts and cultures of the countries and communities where French is spoken.

## Who would this course suit?

Pupils who are excited by speaking, listening, reading, writing in a new language.

## How can I use this course after Year 11 / in the future?

Languages are more than words. This qualification promotes culture, communication and connection. From the design of the speaking tasks, where communication is privileged, through to the use of authentic material to provide cultural context, we want students to understand that words are a springboard to discovering much more, and opening many doors, whether it be at university, in the world of work, or abroad on holiday. A language at GCSE is a springboard for the future.



**QUALIFICATION:** GCSE French  
**EXAM BOARD:** Edexcel

## ASSESSMENT DETAILS:

- 3 papers assessing separately listening, reading and writing
- 1 speaking assessment conducted by a teacher.

For more info please contact:  
**Matthieu Raffy**  
[raffym@haultonschool.org.uk](mailto:raffym@haultonschool.org.uk)



## What will I study?

Pupils will develop their understanding of human and physical geography and develop what they've already learnt at KS3. Pupils will have the opportunity to work on several case studies.

## Who would this course suit?

With respect to numerical and statistical skills, learners should be able to:

1. Demonstrate an understanding of number, area and scale.
2. Demonstrate an understanding of the quantitative relationships between units.
3. Understand and correctly use proportion, ratio, magnitude and frequency.
4. Understand and correctly use appropriate measures of central tendency, spread and cumulative frequency including, median, mean, range, quartiles and inter-quartile range, mode and modal class.

5. Calculate and understand percentages (increase and decrease) and percentiles.
6. Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability.
7. Interpret tables of data.
8. Describe relationships in bivariate data.
9. Sketch trend lines through scatter plots.
10. Draw estimated lines of best fit.
11. Make predictions; interpolate and extrapolate trends from data.
12. Be able to identify weaknesses in statistical presentations of data.
13. Draw and justify conclusions from numerical and statistical data.

## How can I use this course after Year 11 / in the future?

Geography is a highly valued qualification which can lead to further study or careers in the natural sciences.

**QUALIFICATION:** GCSE Geography  
**EXAM BOARD:** OCR B

## ASSESSMENT DETAILS:

8 total topics overing two exam papers with the third paper being focused on geographical skills and decision making based on case studies and application of knowledge and understanding to form conclusions and judgements.

- Global Hazards
- Changing Climate
- Distinctive Landscapes
- Sustaining Ecosystems
- Urban Futures
- Dynamic Development
- UK in the 21st Century
- Resource Reliance

Each paper title below.

- Our Natural World (01)
- People and Society (02)
- Geographical Exploration (03).

For more info please contact:

**C Youmans**

[youmansc@houltonschool.org.uk](mailto:youmansc@houltonschool.org.uk)



## What will I study?

Thematic study: Migrants to Britain 1250-present day  
British Depth Study: The Elizabethans 1580-1603  
History Around Us: Kenilworth Castle  
Period Study: The Making of America 1789-1900  
World Depth Study: Living under Nazi Rule 1933-45

## Who would this course suit?

Pupils keen on developing their:

- Research Skills: Ability to locate and analyze historical sources, both primary and secondary, to gather information.
- Critical Thinking: Capacity to evaluate historical events, arguments, and evidence, drawing reasoned conclusions.

- Essay Writing: Proficiency in crafting coherent and structured essays, effectively communicating historical knowledge and analysis.
- Chronological Understanding: Skill to arrange events and developments in chronological order, grasping their context and significance.

- Historical Interpretation: Capability to understand diverse historical perspectives and interpretations, fostering a well-rounded view of the past.

## How can I use this course after Year 11 / in the future?

- Legal Historian (Law): Combining legal expertise with historical knowledge, you can specialize

in understanding the evolution of laws and legal systems, contributing to legal research and policy making.

- Journalist/Writer (Media): Apply your research and analytical skills to write historical articles, documentaries, or scripts, engaging audiences with fascinating stories from the past.

- Policy Analyst (Government): Historical understanding can inform policy decisions, making you a valuable asset in government roles, where you analyse the historical context of policy issues.

And many more besides! History is a great subject, highly valued by employers and offers a range of options for the future.

**QUALIFICATION:** GCSE History  
**EXAM BOARD:** OCR B

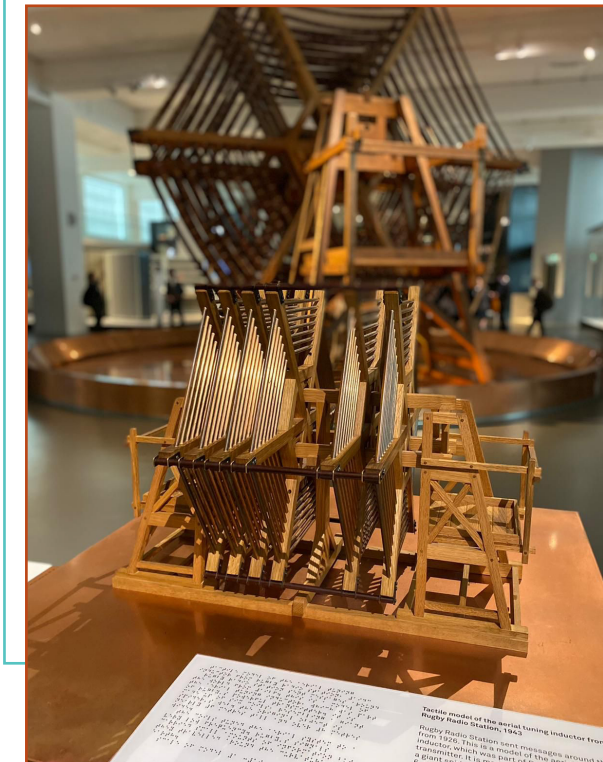
## ASSESSMENT DETAILS:

Each component listed above is worth 20%  
3 x exams  
2 x 1hr 45 mins  
1x 1hr

For more info please contact:

**Jamie Abbott**

[abbottj@houltonschool.org.uk](mailto:abbottj@houltonschool.org.uk)



## What will I study?

Pupils will learn mathematics through a range of learning experiences including problem solving in a wide variety of contexts, investigations, data analysis and mathematical reasoning.

Pupils will have the opportunity to gain a deeper understanding of number, ratio and proportion, geometry, algebra, statistics and probability.

## Who would this course suit?

Developing fluency in numeracy skills and problem solving.  
Developing confidence in material studied at KS3 in number; algebra; ratio proportion and rates of change; geometry and measures; probability and statistics.

## How can I use this course after Year 11 / in the future?

Entry requirement for most subjects and careers, including a strong grade for many science subjects post 16.

A-level Mathematics and Further Mathematics

Core Mathematics Level 3

Example jobs - architecture, engineers, financial sector.

**QUALIFICATION:** GCSE Maths

**EXAM BOARD:** Edexcel

## ASSESSMENT DETAILS:

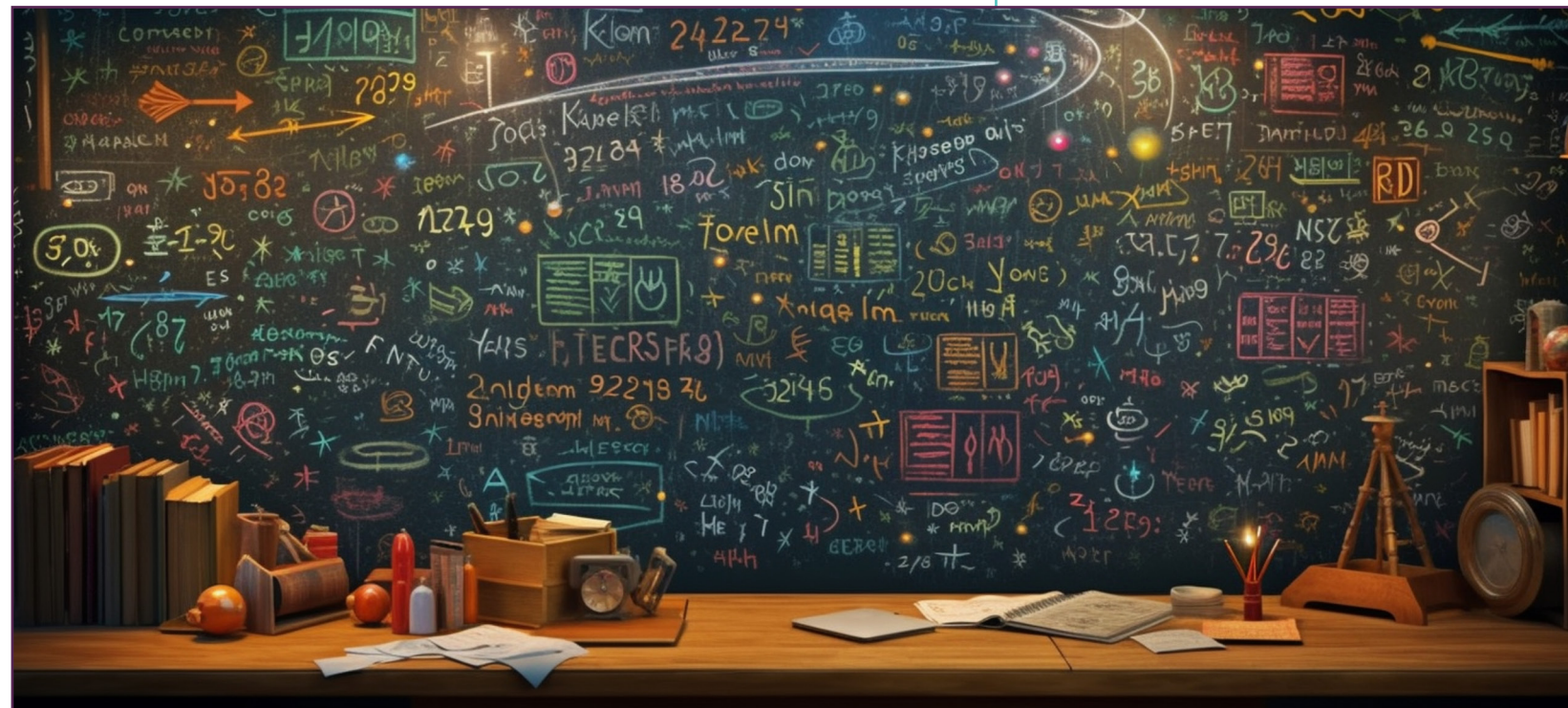
Three exam papers at the end of Yr 11.

- Paper 1 is a non-calculator, and a calculator is allowed for Paper 2 and Paper 3.
- Each paper is 1 hour & 30 mins long.
- Each paper has 80 marks.

**For more info please contact:**

**Jasmine Etheridge**

[etheridgej@houltonschool.org.uk](mailto:etheridgej@houltonschool.org.uk)



# Music



## What will I study?

GCSE Music allows learners to explore more deeply the musical world that we live in. Learners will explore a wide range of different Musical styles and genres, from Western Classical Music, right through to Pop and Rock, as well as 'World' Music styles. Learners will begin to compose music, learning how to develop their ideas, and create full and effective compositions. Pupils will also Perform Music, specialising in their instruments further, and becoming more masterful on their instruments.

## Who would this course suit?

Ideally Grade 5 or working towards grade 5 in instrument or voice

## How can I use this course after Year 11 / in the future?

Music industry, performing arts, business, teaching.

**QUALIFICATION:** GCSE History  
**EXAM BOARD:** OCR

## ASSESSMENT DETAILS:

Integrated Portfolio (Performance and Composition) – 30%  
Practical Component (Performance and Composition) – 30%  
Listening and Appraising (80 Marks – 90mins written exam) – 40%

**For more info please contact:**

**Peter Bridgewood**

[bridgewoodp@houltonschool.org.uk](mailto:bridgewoodp@houltonschool.org.uk)





# Photography



## What will I study?

- portraiture
- location photography
- studio photography
- experimental imagery
- installation
- documentary photography
- photo-journalism
- moving image: film, video and animation
- fashion photography.

## Who would this course suit?

Pupils interested in exploring art through the medium of photography or those interested in careers in media related industries.

## How can I use this course after Year 11 / in the future?

Artist, designer, animator, curator, gallerist, graphic designer, illustrator, interior designer, photographer, printmaker, art teacher, university lecturer, art therapist, Jewellery designer, arts management, fashion designer.



**QUALIFICATION:** GCSE Art & Design - Photography

**EXAM BOARD:** AQA

**ASSESSMENT DETAILS:**  
60% PORTFOLIO, 40% ESA

**For more info please contact:**

**Russell Hill**

[hillr@houltonschool.org.uk](mailto:hillr@houltonschool.org.uk)

# Physical Education



## What will I study?

60% theoretical graded  
40% practical graded

Topics you will study:

- 1. Applied anatomy and physiology
- 2. Movement analysis
- 3. Physical training
- 4. Use of data
- 5. Sports psychology
- 6. Socio-cultural influences
- 7. Health, fitness and wellbeing

Practical – 1 team, 1 individual and another of either team or individual.

## Who would this course suit?

Pupils who enjoy:

Literacy, Numeracy, ability to participate in practical sports, ideally playing a sport outside of school regularly (team/or individual), understanding of theoretical concepts.

## How can I use this course after Year 11 / in the future?

Further education – A level Physical Education, BTEC, university, apprenticeships, coaching qualifications  
PE teaching, Sports Coach, Physiotherapist, Journalist, Photographer, Sports Therapist, Leisure Centre/Gym Manager, Sports Development Officer, Sports Marketing/PR/Social Media.



**QUALIFICATION:** GCSE Physical Education

**EXAM BOARD:** AQA

## ASSESSMENT DETAILS:

Paper 1 – The human body and movement in physical activity and sport

Written exam – 1 hr 15 minutes  
78 marks  
30% of GCSE

Paper 2 – Socio-cultural influences and wellbeing in physical activity and sport

Written exam – 1 hr 15 minutes  
78 marks  
30% of GCSE

Non Exam Assessment: Practical performance in physical activity and sport

Assessed by teachers  
Moderated by AQA  
100 marks  
40% of GCSE

**For more info please contact:**  
**Mrs Oldham**

[oldhama@haultonschool.org.uk](mailto:oldhama@haultonschool.org.uk)

# Psychology



Psychology is the study of human behaviour and the human brain - why we do the things we do. So if you are interested in people, and want to learn more about what makes us tick – then Psychology will be a good choice for you. Psychology is a Science, it looks at experiments that psychologists have done, what they were trying to find out, and how successful their experiments have been and you will be asked to devise and carry out experiments, to see what you can find out about people's behaviours and minds. Psychology is also an opportunity to discover how unpredictable and amazing human beings are, and to explore further how much our brain controls us... or how much we control our brain.

## What will I study?

Psychology will likely follow the Edexcel course, which has 2 examinations. The new syllabus from 2018 will study the following themes: Unit 1 Topics – Development, Memory, Psychological problems, the Brain and Neuropsychology, Social Influence Unit 2 Topics – Research methods, and two from: Criminal Psychology, the self, Perception,

Sleep and Dreaming, Language and Communication.

## Who would this course suit?

Pupils who have enjoyed PHRSE and enjoy discussions, debates, and finding out why people behave in certain ways. Pupils who enjoy science and enjoy thinking creatively and thinking of imaginative responses. Pupils who have a good memory – there's a lot of content! Pupils who are determined and like a challenge. Psychology is new to you all!

## How will I learn?

Pupils will learn about Psychology – they will investigate famous experiments and psychologists and will evaluate their findings and how accurate they think they are. You will also find out about the different types of psychologists and what 'being a psychologist' actually means. We will ask you to devise, conduct and write up experiments – to come up with hypotheses, gather data effectively, and conduct experiments using a variety of participants. We will ask you to debate and discuss many varied topics, such as illusions, dreams, memories, violence, phobias, fear,

obedience, ethics, upbringing and senses.

## How can I use this course after Year 11 / in the future?

Psychology is a hugely popular subject in KS5. If you choose this, it shows that you are interested in people and human behaviour. Psychology relates well to other Social Sciences subjects such as Law and Sociology, as well as other subjects such as humanities and some aspects of science. Psychology study gives you skills of analysis and perception, and a better understanding of human beings and why we may behave the way we do. This means that any career involving interactions with people, could benefit from Psychology. This could involve almost any career – but often Psychology graduates may find themselves working in areas such as teaching and social work, and the separate disciplines of Psychology itself, such as:

- Educational Psychology
- Sports Psychology
- Clinical Psychology
- Health Psychology
- Occupational Psychology
- Counselling Psychology
- Forensic Psychology

**QUALIFICATION:** GCSE Psychology  
**EXAM BOARD:** Edexcel

## How will my work be assessed?

Assessment will be ongoing, where pupils will be introduced to real GCSE questions and will become familiar with the layout and demands of GCSE exams.

**For more info please contact:**

**Chloe Buckenham**

[buckenhamc@haultonschool.org.uk](mailto:buckenhamc@haultonschool.org.uk)



# Religious Studies



## What will I study?

GCSE FULL –

Component 1: The study of religious beliefs, teachings, and practices

Component 2: Thematic studies ( 4 in total)

Short Course –

Section A: The study of religions: beliefs and teachings of two religions from the following:

- Christianity
- Islam
- Judaism
- Buddhism.

Section B: Thematic studies: religious, philosophical and ethical studies:

- Theme A: Relationships and families
- Theme B: Religion, peace and conflict

## Who would this course suit?

Command words are the words and phrases used in exams and other assessment tasks that tell students how they should answer the questions.

## Evaluate

Tests evaluation. It requires students to consider different viewpoints and arrive at a

judgement.

## Explain

Tests knowledge and understanding of (eg) teachings or practices. It requires students to identify at least two relevant points and demonstrate understanding by some development.

## Explain different attitudes to...

Tests knowledge and understanding of different attitudes about an ethical or philosophical issue or belief.

## Explain how X may influence Y

Tests knowledge and understanding of (eg) how a religious belief or practice influences individuals or groups.

## Give

Tests recall knowledge, e.g. two examples or two beliefs.

## Why

Test analysis. It requires a reasoned consideration of a single point of view through a logical chain of reasoning.

## How can I use this course after Year 11 / in the future?

An education in Religious Studies opens doors to students. It may offer the opportunity to specialise in a specific field of religious studies such as political science,

philosophy and the law which lead to a wide range of industries such as business, government, medicine, non-profit, counselling, careers within the law and lecturing.

**QUALIFICATION:** GCSE Religious Education

**EXAM BOARD:** AQA

## ASSESSMENT DETAILS:

Full course –

What is assessed?

Beliefs, teachings and practices from Christianity and Islam.

How is it assessed?

Written exam: 1 hour 45 minutes  
96 marks (plus 5 marks for SPaG)  
50% of GCSE

What type of question?

Each religion has a common structure of two five-part questions of 1, 2, 4, 5, 12 marks.

Each religion is marked out of 48.

What is assessed?

Four religious, philosophical and ethical studies:

- Theme A – Relationships and families
- Theme B – Religion and life
- Theme E – Religion, crime and punishment.

- Theme F- Religion, human rights and social justice

How is it assessed?

Written exam: 1 hour 45 minutes  
96 marks (plus 5 for SPaG)  
50% of GCSE

Short course

How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)
- 100% of GCSE Short course

Questions

Section A:

Students answer questions on two religions

The questions within each religion have a common structure made up of five-part questions of 1, 2, 4, 5 and 12 marks.

Section B:

Students answer questions on both themes

The questions within each theme have a common structure made up of five-part questions of 1, 2, 4, 5 and 12 marks. All questions are marked out of 24.

**For more info please contact:**

**Dupinder Ghatora**

ghatorad@houltonschool.org.uk

# Biology, Chemistry, Physics Double Award



## What will I study?

Core Science is compulsory for all pupils.

Pupils will study Biology, Chemistry and Physics over the course of 2 years and be awarded a total of 2 GCSEs for Combined Science.

## Who would this course suit?

Pupils with:

- Strong analytical skills
- Strong levels of numeracy
- Good level of reading and comprehension
- Ability to write concisely and clearly
- The ability to respond positively to feedback

## How can I use this course after Year 11 / in the future?

The study of science leads to a highly diverse set of skills which are transferable to almost all career options. Below is a list of some careers which can be achieved through obtaining science qualifications.

- Medical (Doctor, dentist, nurse, vet, etc)
- Engineering (Aerospace,

mechanical, chemical, etc)

- Teaching
- Research scientist
- Marine biologist
- University lecturer
- Law
- Finance

**QUALIFICATION:** GCSE Combined Science

**EXAM BOARD:** Edexcel

### ASSESSMENT DETAILS:

- 100% exam based
- Total of 6 exam papers; 2 biology, 2 chemistry, 2 physics.
- Each paper is 1 hour and 10 minutes and worth 60 marks
- 2 tiers of paper available.

Foundation tier allows a maximum grade of two level 5s. Higher tier allows a maximum grade of two level 9s.

• Some assessment of practical skills which is taught through a range of compulsory core practicals and assessed within the exams.

**For more info please contact:**

**Aaron Griffin**

[griffina@houltonschool.org.uk](mailto:griffina@houltonschool.org.uk)



# Biology, Chemistry, Physics Triple Award



## What will I study?

As an option subject, pupils have the opportunity to extend their science curriculum. Pupils will study combined science but will have additional science lessons where they will study additional topics within Biology, Chemistry and Physics. After 2 years of study, pupils will receive a single GCSE for each science subject giving a total of 3 GCSEs.

## Who would this course suit?

Pupils with:  
Strong analytical skills  
Strong levels of numeracy  
Good level of reading and comprehension  
Ability to write concisely and clearly  
The ability to respond positively to feedback

## How can I use this course after Year 11 / in the future?

The study of science leads to a highly diverse set of skills which are transferable to almost all career options. Below is a list of some careers which can

be achieved through obtaining science qualifications.

- Medical (Doctor, dentist, nurse, vet etc)
- Engineering (Aerospace, mechanical, chemical etc)
- Teaching
- Research scientist
- Marine biologist
- University lecturer
- Law
- Finance

**Please note:** It is a common misconception that pupils must study separate science if they want to pursue science at A-Level or beyond. Whilst studying separate science does help to bridge a gap between GCSE and A-Level, it is not an essential requirement for most Sixth Form colleges, and certainly will not be a requirement of Houlton Sixth Form. Universities are also unlikely to discriminate between pupils who have or have not taken separate science as a GCSE option, and will more often than not, look at attainment and subject choice at A-Level.



**QUALIFICATION:** GCSE Biology/  
Chemistry/Physics

**EXAM BOARD:** Edexcel

## ASSESSMENT DETAILS:

- 100% exam based
- Total of 6 exam papers; 2 biology, 2 chemistry, 2 physics.
- Each paper is 1 hour and 45 minutes and worth 100 marks
- 2 tiers of paper available. Foundation tier allows a maximum grade of level 5. Higher tier allows a maximum grade of level 9.
- Some assessment of practical skills which is taught through a range of compulsory core practicals and assessed within the exams.

For more info please contact:

**Aaron Griffin**

[griffina@houltonschool.org.uk](mailto:griffina@houltonschool.org.uk)

# Sociology



## What will I study?

1. The sociological approach
2. Social structures, social processes and social issues
3. Families
4. Education
5. Crime and deviance
6. Social stratification
7. Sociological research methods

## Who would this course suit?

Pupils who enjoy History, English, PHRSE and Religious Studies would almost certainly enjoy this course. This would be a great course to support with social sciences options in the future such as law, anthropology, politics or criminology.

## How can I use this course after Year 11 / in the future?

An excellent grounding for university study or careers in the law, police and public sector.

**QUALIFICATION:** GCSE Sociology  
**EXAM BOARD:** AQA

## ASSESSMENT DETAILS:

Paper 1: The sociology of families and education

What's assessed

- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology

Pupils will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Questions

- Section A has two multiple choice questions followed by a range of short and extended responses.
- Section B has two multiple choice questions followed by a range of short and extended responses.

Paper 2: The sociology of crime and deviance and social stratification  
What's assessed

- The sociology of crime and deviance
- The sociology of social stratification
- Relevant areas of social theory and methodology

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Questions

- Section A has two multiple choice questions followed by a range of short and extended responses.
- Section B has two multiple choice questions followed by a range of short and extended responses.

For more info please contact:

**Chloe Buckenham**

[buckenhamc@houltonschool.org.uk](mailto:buckenhamc@houltonschool.org.uk)



## What will I study?

The aims of this qualification are to:

- develop confidence in, and a positive attitude towards Spanish to recognise the importance of languages.
- provide a strong linguistic and cultural foundation for students who go on to study languages at a higher level post-16.
- develop students' ability and ambition to communicate independently in speech and writing with speakers of Spanish for authentic purposes.
- develop students' ability to communicate independently about subjects that are meaningful and interesting to them
- build pupils' confidence and broaden their horizons, enabling them to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between the foreign language and the English language.
- enable pupils to become familiar with the wealth of culture the

Spanish speaking world has to bring, delving into cultures of the countries and communities where Spanish is spoken.

## Who would this course suit?

Pupils who are excited by speaking, listening, reading, writing in a new language.

## How can I use this course after Year 11 / in the future?

Languages are more than words. This qualification promotes culture, communication and connection. From the design of the speaking tasks, where communication is privileged, through to the use of authentic material to provide cultural context, we want students to understand that words are a springboard to discovering much more, and opening many doors, whether it be at university, in the world of work, or abroad on holiday. A language at GCSE is a springboard for the future.

**QUALIFICATION:** GCSE Spanish

**EXAM BOARD:** Edexcel

## ASSESSMENT DETAILS:

- 3 papers assessing separately listening, reading and writing
- 1 speaking assessment conducted by a teacher.

**For more info please contact:**

**Matthieu Raffy & Carola Casanovas**

[raffym@houltonschool.org.uk](mailto:raffym@houltonschool.org.uk)





# Performing Arts: Acting



## What will I study?

Component 1: Exploring the Performing Arts. You will develop and understand the requirements of being an actor or designer looking at different performance scripts and styles. You will study professional practitioners and plays and create your own performances of these as an actor/designer.

Component 2 : Developing Skills and Techniques of the actor. You will take part in acting and design workshops leading to a final scripted performance as an actor/designer.

Component 3 : Performing to a Brief. You will work as part of a team to create your own devised Drama performance in response to a given brief set by the exam board.

## Who would this course suit?

Pupils who are:

- Analytical and evaluative skills
- Vocal and physical characterisation
- Collaborative abilities

## How can I use this course after Year 11 / in the future?

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3 e.g. BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education.

**QUALIFICATION:** BTEC Level 2 Tech Award in Performing Arts

**EXAM BOARD:** Edexcel

### ASSESSMENT DETAILS:

Component 1 (30%)

Component 2 (30%)

Component 3 (40%)

Assessment: Components will be assessed using the following grading system: Distinction\*, Distinction, Merit, Pass.

For more info please contact:

**Michelle Henry-Moore**

[henrymoorem@houltonschool.org.uk](mailto:henrymoorem@houltonschool.org.uk)



# Broadcast (TV/Radio) and Game Design



## What will I study?

Component 1: Exploring digital products.

Component 2 : Developing digital media production skills

Component 3 : Creating a media product in response to a brief

Pupils will learn practical skills in the above areas. They will also learn how media works and the theory of why media producers make certain decisions. This course is designed to give pupils the scope to apply the right techniques to potential future careers in the industry. Pupils will have access to state-of-the-art facilities and as part of the course will take a lead role in the Houlton School Radio Station.

The course is an exciting opportunity to explore a bespoke area of the curriculum. Pupils will develop their skills in broadcast and confidence in media areas.

## Who would this course suit?

Pupils who have:

- Analytical and evaluative skills
- Vocal and physical characterisation
- Collaborative abilities
- Teamwork and creative

## How can I use this course after Year 11 / in the future?

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3 in Media Production, which prepares learners to enter employment or apprenticeships, or to move on to higher education.

**QUALIFICATION:** Level 2 Technical Award in Creative Media Production

**EXAM BOARD:** Edexcel

## ASSESSMENT DETAILS:

Component 1 (30%)

Component 2 (30%)

Component 3 (40%)

Assessment: Components will be assessed using the following grading system: Distinction\*, Distinction, Merit, Pass.

The majority of the work pupils will undertake will be internally assessed work which is externally verified and the synoptic third unit will be externally assessed.

**For more info please contact:**

**Chloe Buckenham**

[buckenhamc@houltonschool.org.uk](mailto:buckenhamc@houltonschool.org.uk)



# Performing Arts: Dance



## What will I study?

This qualification is for pupils who want to acquire sector-specific knowledge and skills through realistic vocational contexts. The learning programme enables both academic and practical progression and consists of three components.

**Component 1: Exploring the Performing Arts.**

Pupils will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.

**Component 2: Developing Skills and Techniques in the Performing Arts.**

Pupils will develop their performing arts skills and techniques through the reproduction of dance repertoire.

**Component 3: Responding to a Brief.**

Pupils will be given the opportunity to work as part of a group to

create a performance in response to a brief.

## Who would this course suit?

Pupils who are:

- Adaptability
- Creativity
- Communication skills/the ability to work effectively in a group.
- Organisation
- Resilience
- A level of physical fitness to carry out dance performances.
- The ability to be self-reflective and to respond to feedback.

## How can I use this course after Year 11 / in the future?

Pupils who achieve at Level 2 might consider progression to:

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

Potential careers:

- Performer
- Choreographer
- Director
- Dance Teacher
- Dance Movement Therapist
- Arts Administrator
- Dance Critic
- Further/Higher Education Dance Lecturer
- Talent Agent
- Dance Health Practitioner
- Dance Scientist

**QUALIFICATION:** BTEC Level 2 Tech Award in Performing Arts (Dance)

**EXAM BOARD:** Edexcel

## ASSESSMENT DETAILS:

**Component 1: Exploring the Performing Arts (60 marks- 30% of final grade).**

Non-exam internal assessment set by Pearson, marked by the centre (the teacher) and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment.

**Component 2: Developing Skills and Techniques in the Performing Arts (60 marks- 30% of final grade).**

Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 15 hours of supervised assessment.

**Component 3: Responding to a Brief (60 marks- 40% of final grade).** Task set and marked by Pearson completed under supervised conditions. Pupils will be given the set task in January of Year 11, 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the workshop performance. The set task will be completed in 3 hours within the period timetabled by Pearson.

Throughout the learning programme, pupils will be responding to ongoing teacher-feedback to develop their knowledge and skills. Pupils will engage in reflective practice which allows them to identify strengths and areas for improvements, through a "logbook".

**For more info please contact:**

**Miss F Connolly**

[connollyf@houiltonschool.org.uk](mailto:connollyf@houiltonschool.org.uk)



# HOULTON

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