



Holderness Academy
& Sixth Form College

Key Stage 4 Pathways Booklet

September 2020



EXPLORER



SCHOLAR



LEADER



COLLABORATOR



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This booklet is designed to give you and your parents and carers the information needed to make an informed decision about what pathway you would like to study in Key Stage 4 (Years 9, 10 and 11). It also gives information on other aspects of school life that are important to your studies, such as: Assessment Policy, Learning beyond the classroom and studying in our Sixth Form.

Although part of the curriculum is compulsory for all students, there is also an element of choice involved. This means that for the first time you can shape aspects of your own learning programme in Key Stage 4 according to your interests, future education and career aspirations. You can access lots of different support to help you make the right choices.

The pathway procedure begins early in the Spring Term, and during the Summer Term we will work very hard with you to put in place a timetable which makes your choices a reality. At Holderness Academy we are keen to make this process as easy as possible and to ensure that you are accessing the right programme of study to enable you to succeed and progress.

Whatever courses you eventually follow, our staff, with the help of your parents/carers, will encourage you as an individual to achieve the highest standards with respect to academic excellence and fulfilling your potential. Successful examination outcomes, progression into the Sixth Form or further education and apprenticeships are the ultimate aims.

Good luck with your continuing education.



Education Requirements at Key Stage 4

Key Stage 4 is the name given to the period of education during Years 9, 10 and 11. A range of qualifications are available to ensure that you achieve the best possible grades to match individual levels of ability and aptitude. Although there is some flexibility in terms of the choice of courses followed at Key Stage 4, the Department for Education insists that all students follow a compulsory core of key subjects, which includes English, Maths, Science (Double or Triple Award) and aspects of Religious Studies, Social, Moral, Spiritual and Cultural (SMSC) which includes Careers. As a result, you have no choice with respect to these particular subjects which are automatically added to your timetable as a lesson, as part of our pastoral delivery or focus days. Further changes have also been made recently by the Department for Education to ensure that you have access to a broad and balanced curriculum consisting of at least 8 subjects.

Some students on the Orange Pathway will select at least two subjects from the “English Baccalaureate” suite of subjects (History, Geography, French, Spanish and German). This is to ensure an appropriate study programme.

In addition, when you sit your GCSEs, almost all subjects will be examined in full at the end of Year 11. All courses will also contain a high level of external assessment. An increased emphasis on literacy skills mean that most examinations will carry marks for extended written answers containing the correct spelling, punctuation and grammar (SPaG).





Raising of the Participation Age

Changes in government legislation mean that all young people must now remain in full time education or employment with training (such as Apprenticeship or Employment with day release to College) until they are eighteen. This may be in the Sixth Form or in another College.

The Range of Qualifications Available at Key Stage 4

There are two main qualification routes open to you at Key Stage 4, referred to as GCSEs and Vocational, as outlined below:

- General Certificate of Secondary Education (GCSE) Qualifications.

GCSEs are linear courses, which means that you are assessed through a series of final examinations taken at the end of the course. There may be some internal controlled assessment tasks in certain subjects.

- Vocational Qualifications.

These alternative qualifications are considered to be equivalent to GCSE courses in terms of their value. Vocational courses are mainly assessed through in-class assignments at regular intervals with an examination at the end of the course. A “Level 2 Pass” is equivalent to a GCSE at Grade 4, although higher equivalent grades can be accessed by achieving Merit or Distinction awards. A “Level 1” BTEC qualification is equivalent to a Grade 3.

The English Baccalaureate

The English Baccalaureate (EBacc) was introduced by the Department for Education in 2010. Although the EBacc Award is not a qualification in itself, the award recognises those students who have secured a Grade 4 or better across five core academic subjects – English, Maths, Science, Humanities (either History or Geography) and a Modern Foreign Language. The subjects included are designed to enable all students to have the opportunity to study a broad and balanced academic curriculum.

In the future, the EBacc may be considered as an additional factor by some employers and Higher Education establishments and we have adapted our option system to reflect this national change. We would therefore recommend that if you have aspirations to follow a predominantly academic route at Higher Education (University) level you choose options which will enable you to achieve the EBacc Award. We have indicated this to you in our recommendation. For you to have the opportunity to achieve the EBacc Award, you must select two of the EBacc subjects as part of the options process.



Thursday 16 January (4:30-6:45)	Year 8 Parents Evening & Booklet Distribution
Monday 20 January	Year 8 Pathway Assembly Week
Thursday 30 January (4:30-6:45)	Pathway Evening & Careers Fair
Friday 31 January	Pathway Forms distributed
Monday 24 February	Deadline for Pathway Forms returned to Tutors

Demand and availability

We aim to confirm your provisional Key Stage 4 study programme as soon as we have processed all the Pathway Forms. We will guarantee one of your first choices but some students may have to study their reserve subject choices. For this reason it is important that you make your reserve choices carefully. In the event of an over subscribed course we base our decision on a number of factors, including: previous Attitude to Learning in the subject and, commitment to subject requirements (for example: bringing ingredients to a food lesson or PE kit to a sports lesson). Your previous approach to school life will always be considered.

Pathway Evening & Careers Fair

We think it is important to give you as much information as possible before you make your choices. As part of this process we would like to invite you and your parents and carers to a Pathway and Careers Fair. You will receive a letter informing you of what time your session will start. The evening will commence with an initial presentation in the Hall focusing on how the Pathway process will work. After the presentation you will be free to talk to teachers about the different subjects on offer. After the success of last couple of years we will also be running a Careers Fair, where we will host a number of local Businesses, Colleges and Training Providers, who will offer you information on possible career routes. The Sixth Form will also be open for you to look around, and refreshments will be available in this area.



The Learning Support and Student Support teams encourage you to develop your independence, resilience and to take responsibility for improving your own learning.

You will be assessed during Year 9 to ensure that any additional needs and levels of support are identified. This information is given in writing to you, your parents and staff, and appropriate arrangements are made for the start of Key Stage 4. Arrangements are also made to prepare and support you for examinations and during completion of coursework under controlled exam conditions.

Where necessary, applications are made to examination boards to ensure that you receive appropriate levels of support to enable you to reach your full potential in formal examination situations. Access Arrangements are reviewed as the course progresses in order that further applications can be made if this is felt to be appropriate. Access Arrangements may include additional time in exams for reading, support for writing or word processing answers, or the use of a reader to ensure questions are understood. This is only available to those students with additional need where this form of activity is custom and practice through learning.

If this level of support is required, you and your parents are involved in discussions about the extent to which you and they feel you may need staff support to cope with the demands of the different option subjects that you have chosen. These arrangements also depend on the subjects being studied, but may include practical assistance for any with physical difficulties, literacy support in subjects with a heavy reliance on reading and writing and withdrawal from whole group teaching if necessary to study as part of a small group or individually with structured support, though this is rare.



We all have different interests, future ambitions and abilities because we are all unique. In response to this we have designed three different unique Pathways through Key Stage 4 to help give you the opportunity to achieve personal success. You will be placed on one of the following Pathways:

Orange Pathway	
English GCSE (Double Award: both Language and Literature)	This Pathway is for students who would benefit from achieving the Ebacc Award. You will study the core subjects and four option choices. Two of the options will be made up of a Language and Humanities subject. Students on this path will also select two additional options subjects from the option list. Separate Science is also available in this Pathway and will count in the Free Choice element
Maths GCSE	
Science GCSE (Double Award)	
PE Core	
Option 1—Either History or Geography	
Option 2—Either French, German or Spanish	
Option 3—Free Option Choice	
Option 4—Free Options Choice	

Blue Pathway	
English GCSE (Double Award: both Language and Literature)	This pathway is for students who would benefit from focusing on three subjects in addition to the core GCSE curriculum. You will also study core ICT in Years 9 and 10. This will give you an additional qualification and more time in Year 11 for core subjects along with your three option choices.
Maths GCSE	
Science GCSE (Double Award)	
ICT Core	
PE Core	
Option 1—Free Option Choice	
Option 2—Free Option Choice	
Option 3—Free Option Choice	

Foundation Learners Pathway

For a very small number of learners a bespoke curriculum will be offered. This will consist of the core curriculum, one or two subjects (depending on the students' individual needs) and additional time/support with the core and option choices.

Your Attitude to learning is vital in all stages of your education, but as you enter into this next stage it becomes even more essential. This means hard work both in school and at home. You can expect an increased amount of homework (at times as appropriate) during these important years to support you in developing independent study skills.

Good attendance and punctuality at school is also vital to this success, and this is also something that employers will ask about in reference requests and at interview. As a school we will always comment on these key personal qualities when providing a reference.



“Being able to study independently helps to develop the most rudimentary life skills needed after Sixth Form, either for employment or higher education. The facilities provided are exemplary in providing a supportive learning environment for everyone, creating a close-knit community of likeminded individuals who want to learn.” - Tom S



OFSTED RATING: GOOD

“Students are cared for well academically and emotionally.”

“All students progress to higher education, training or employment.”

We offer a wide range of opportunities to learn beyond the classroom. Our staff are very generous with their time in order to enrich your experience and a large number of clubs and activities are available covering a wide variety of interests.

A range of sporting activities (Rugby, Football, Tennis, Cricket), Technology, Mathematics, Computers, Languages, Business, Environmental and History clubs are all active within the school.



A number of our students also take part in STEM (Science, Technology, Engineering and Mathematics) clubs. Humber Soap Box Derby, 4x4 in Schools, Green Power and Teen Tech.



We seek to encourage a greater sense of independence in our students, a curiosity for new learning which will create a thirst for new challenges and new experiences.

English Language



COURSE INFORMATION

All students study GCSE English Language from Year 9 as part of compulsory core. You will also receive a separate speaking and listening qualification. The GCSE English course is taught in conjunction with GCSE English Literature so you will therefore receive two GCSEs as a result.

AIMS OF THE COURSE

GCSE English Language enables you to:

- read a wide range of texts fluently and with good understanding.
- read critically and use knowledge gained from wide reading to inform and improve your own writing.
- write effectively and coherently using Standard English appropriately.
- use grammar correctly and punctuate and spell accurately.
- acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology and linguistic conventions for reading, writing and spoken language.
- listen to and understand spoken language in its various forms, and use spoken standard English effectively.

COURSE CONTENT

The course requires you to cover two examination components and one endorsement for spoken language.

Component 1: Fiction and Imaginative Writing

Study selections from a range of prose fiction.

- Develop skills to analyse and evaluate 19th-century fiction extracts.
- Develop imaginative writing skills to engage the reader.
- Use spelling, punctuation and grammar accurately.

Component 2: Non-fiction and Transactional Writing

- Study a range of 20th - and 21st-century non-fiction texts (including literary non-fiction). Develop skills to analyse, evaluate and compare non-fiction extracts.
- Develop transactional writing skills for a variety of forms, purposes and audiences.
- Use spelling, punctuation and grammar accurately.

ASSESSMENT

Assessment is by means of linear examinations during the summer of Year 11:

English Language Paper 1 (40%)

English Language Paper 2 (60%)

Spoken Language Endorsement (Year 9) Component 2 examination (60%)

Possible Careers: Teacher (including English as an Additional Language abroad!), Social Media Manager, Writer, Marketing, Publishing, Advertising

English Literature



COURSE INFORMATION

All students study GCSE English Literature. This is taught in conjunction with GCSE English Language, meaning that at the end of Year 11, you will sit two separate examinations leading to two individual GCSEs. The skills developed through the English GCSE course fully support those required to do well at English Literature GCSE.

AIMS OF THE COURSE

GCSE English Literature enables you to:

- read a wide range of classic literature fluently and with good understanding, and make connections across your reading.
- read in depth, critically and evaluatively, so that you are able to discuss and explain your understanding and ideas.
- develop the habit of reading widely and often (and for pleasure).
- appreciate the depth and power of the English literary heritage.
- write accurately, effectively and analytically about your reading, using Standard English.
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms you need to criticise and analyse what you read.

COURSE CONTENT

Shakespeare and the 19th-Century Novel

Students will study one play. Shakespeare's Macbeth.

The 19th-Century Novel

Jekyll & Hyde—Robert Louis Stephenson

Modern Texts (All texts will be chosen by the class teacher)

Students will study 'An Inspector calls' by JB Priestley

Poetry

Students will study one cluster of 15 poems taken from the AQA poetry anthology, Poems Past and Present. The titles of the two clusters are: "Love and relationships" and "Power and conflict".

In preparing for the unseen poetry section of the examination you should experience a wide range of poetry in order to develop your ability to closely analyse unseen poems. You should be able to analyse and compare key features such as their content, theme, structure and use of language.

ASSESSMENT

The English Literature course is assessed by a linear examination which consists of two papers taken in the summer of Year 11

Paper 1: Shakespeare and the 19th-Century Novel (40%) Paper 2: Modern Texts & Poetry (60%)

Possible Careers: Digital Copywriter, Journalist, Writer, Marketing, Media Researcher, Teacher

Maths

COURSE INFORMATION

The course is split into two tiers, Foundation and Higher. Your tier of entry will be decided during the course based on your performance in assessments and your target progress grades. All students will need a Scientific Calculator as part of the equipment that they bring to school every day. These are available from the Maths faculty for £7. They are widely available outside school.

AIMS OF THE COURSE

- a determined and enthusiastic approach to the study of Maths produces independent, resilient people who are well prepared for the challenges of life. We hope that all Holderness Academy students will become good problem-solvers who have a real thirst for knowledge and understanding.
- to give a high level of support in class, at break and lunch times, during revision sessions and Maths Clinic, so that all students of every ability can achieve or surpass their targets.
- to stretch you so that you aim high, take responsibility for your own learning, and gain the mathematical skills needed to either study the subject further or to succeed in another area.

COURSE CONTENT

The course is split into four main areas:

- **Number:** It is absolutely vital that students have a strong grasp of times tables and basic arithmetic to succeed with number development.
- **Algebra:** Algebra uses all the skills learnt in the Number objectives and builds to a high level quite quickly.
- **Statistics:** Statistics and data are often topics that students relate to well but there is a lot of information that needs to be committed to memory.
- **Geometry and Measures:** Students need to be confident with key areas such as Area and Volume calculations in order to solve many problem-style questions.

ASSESSMENT

- You will be assessed throughout the year using a consistent programme of 'basic' and Assessed Homeworks, Chapter Assessments, End-of Term Assessments and Past Exam Papers.
- Assessed Homeworks are issued for each topic on the Scheme of Learning and it is vital that you seek help rather than hand in any blank questions. Support is available from your teacher inside and outside of class. Other support may be offered after school. End of Term Assessments and Past Exam Papers will be used to decide upon tier of entry and any set changes, so it is very important that you take revision seriously and commit real time to it. We issue revision sheets linked to "MathsWatch" before every termly assessment to assist in this area.
- We understand that for some, Maths is a real challenge. However, we expect you to try hard, aiming to achieve a good attitude to learning grade every term.
- The final GCSE is assessed using three exam papers (Non-Calculator and Calculator) which are sat in the June of Year 11.

Possible Careers: Accountancy, Engineering, Financial services, Research, Data scientist, Teacher

Science *Combined Science: Trilogy*



COURSE INFORMATION

All students must follow the combined Science Trilogy Course. It is a broad balanced course with equal amounts of Biology, Chemistry and Physics content covered. This is suitable for you if you are considering taking one or more Science subjects at A level or BTEC Level 3 Applied Science.

AIMS OF THE COURSE

- provide students with a greater appreciation of the role of Science in the world in which we live.
- stimulate curiosity, wonder and excitement in scientific discovery and develop skills in practical investigative science.
- encourage informed decision-making about scientific and technological developments in our society based on rational thinking and clear understanding of scientific principles.
- prepare students for further AS, A-level and BTEC Level 3 Applied Science study.

COURSE CONTENT

Biology	Physics	Chemistry
<ol style="list-style-type: none"> 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology 8. Key ideas 	<ol style="list-style-type: none"> 1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure 5. Forces 6. Waves 7. Magnetism and electromagnetism 8. Space physics 9. Key ideas 	<ol style="list-style-type: none"> 1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources 11. Key ideas

ASSESSMENT

There will be a total of 6 written examinations- 2 in Biology, 2 in Chemistry and 2 in Physics which are each 1 hour 15 minutes long. Each Paper 1 covers the first half of the units and Paper 2 the second half of the units. Each exam is out of 70 marks and is worth 16.7% of a GCSE. You will then receive 2 GCSE grades, calculated from an average of the 6 papers. There are Foundation and Higher Tiers available. Higher Tier will be aimed at you if you are targeted at Grade 6 –9.

Possible Careers: Teacher, Forensic Scientist, Veterinarian, Medical Doctor, Environmental Scientist, Research Scientist

Science (Biology, Chemistry & Physics)



COURSE INFORMATION

- All students must follow the combined Science Trilogy Course, however some students will be offered the option to follow the Separate Award in GCSE Biology, GCSE Chemistry and GCSE Physics at the end of Year 9. This is not taken as option and will be offered to high ability students usually in set 1 and 2 in Year 8.
- The Separate Science course is a course designed for you if you are considering Science subjects at A-level and beyond, and although the depth of content is similar to that of the Trilogy, the breadth of information is wider with more content covered in each of the units.

AIMS OF THE COURSE

- provide you with a greater appreciation of the role of Science in the world in which we live.
- stimulate curiosity, wonder and excitement in scientific discovery and develop skills in practical investigative science.
- encourage informed decision-making about scientific and technological developments in our society based on rational thinking and clear understanding of scientific principles.
- prepare students for A-level Science study.

COURSE CONTENT

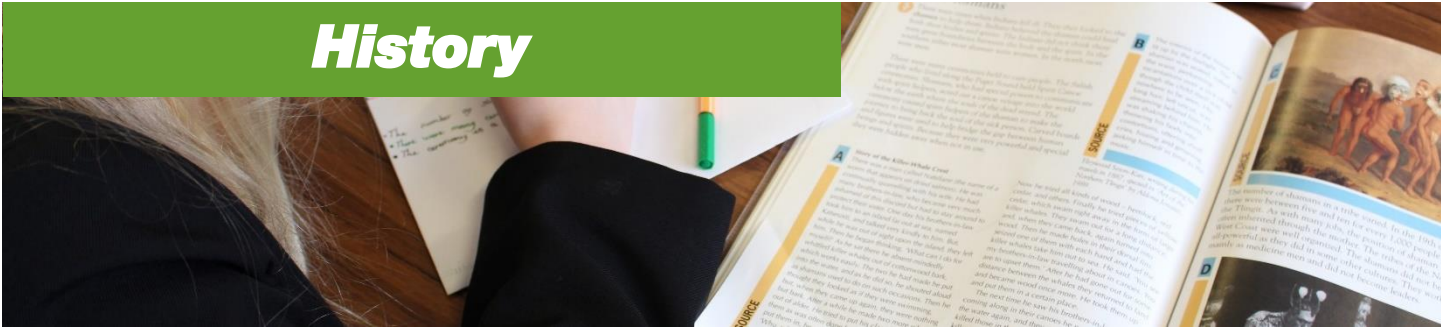
Biology	Physics	Chemistry
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology 8. Key ideas	1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure 5. Forces 6. Waves 7. Magnetism and electromagnetism 8. Space physics 9. Key ideas	1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources 11. Key ideas

ASSESSMENT

There will be a total of 6 written examinations - 2 in Biology, 2 in Chemistry and 2 in Physics. Each exam is 1 hour 45 minutes long, a total of 100 marks and is worth 50% of each GCSE. There are Foundation and Higher Tiers available. Higher Tier will be aimed at students targeted a Grade 6-9. Exam 1 covers the first half of the topics and exam 2 covers the second half of the topics in each subject.

Possible Careers: Chemistry- Teacher, Forensic Scientist, Research Scientist. **Physics-** Research Scientist, Architect, Software Engineer, Electric Engineer. **Biology-** Biotechnologist, Microbiologist, Conservation Officer, Physiotherapist

History



COURSE INFORMATION

- GCSE History combines the study of British, European and World History with the development of skills to critically evaluate a range of different sources. It counts towards the EBacc Award.
- History is important in helping to understand how the past has made the world of today, but it is also important in developing the skills needed to study the past effectively.

AIMS OF THE COURSE

- a highly valuable qualification allowing progression to a range of A-level subjects and forms a good basis for future study.
- teach a number of transferable skills useful in many career:
 - evaluation of sources,
 - construction of a well-supported argument,
 - independent research
 - clear communication skills

COURSE CONTENT

GCSE History consists of four main areas.

- A Thematic Study on Crime and Punishment, which looks at the history of Crime and Punishment across time from the Anglo-Saxons to the present day.
- A British Depth Study of the nature of Anglo-Saxon and Norman England 1060-1089.
- A Period Study of the American West from 1835 to 1895.
- A Depth Study on Germany from 1919 to 1945, looking at the history of Germany after the First World War the failure of the Weimar Republic, the rise of Hitler and life in Nazi Germany.

ASSESSMENT

There are three papers contributing to the assessment of the GCSE course:

- Paper 1 30% of the final grade. This knowledge based paper examines the work on Crime and Punishment and a study of the Historical Environment.
- Paper 2 40% of the final grade. This knowledge based paper examines the Anglo-Saxons, Normans and the American West.
- Paper 3 30% of the final grade. This knowledge based paper examines Weimar and Nazi Germany.
- All examinations take place at the end of Year 11.

Geography



COURSE INFORMATION

- Geography is a subject that links to many others in the curriculum, so a GCSE in Geography is a stepping stone to a whole range of opportunities. It teaches you to look at a number of relevant issues and evaluate responses to the challenges that face us all in life.
- Geography is a multi-disciplined subject drawing on the Sciences, Maths, ICT and English so versatility and transferable skills are essential.

AIMS OF THE COURSE

- develops geographers, with a good understanding of the complex relationships that take place on planet Earth so that, as citizens of the world we can take an active role in developing a sustainable planet that can support a rich diversity of life.
- supports progression to any AS, Applied A Level or BTEC course.
- develop a desire to make the world a better place, as well as learning about how the world works.

COURSE CONTENT

There are three areas studied as part of the GCSE course, as follows:

- Physical Geography - This unit looks at physical geography of the UK especially Rivers and Coasts. It then studies different aspects from around the world including Weather and Climate Hazards, Ecosystems, Biodiversity and Management.
- Human Geography - Themes studied in this unit include studying issues in the UK and other countries. These include Changing Cities, Global Development, Resource Management and Energy Management.
- Geographical skills - This will include two field work visits that will look at a Human Theme and a Physical Theme, e.g. Coasts and Challenges Facing the UK.

ASSESSMENT

There are three externally set exams, which then combined account for the final course assessment at the end of the year.

Component 1 - 37.5% of the qualification, this knowledge based paper examines the changing landscapes of the UK, including optional sub topics within the paper.

Component 2 - 37.5% of the qualification, this knowledge based paper examines Changing Cities, Global Development and Resource Management, the paper includes an option of 2 sub topics.

Component 3 - 25% of the qualification, this knowledge based paper examines Geographical Investigations comprising of fieldwork and UK Challenges.

French



COURSE INFORMATION

French is spoken widely in the world including places you would not normally link the language like Canada and Africa.

AIMS OF THE COURSE

- allows you to develop good communication and listening skills, a general understanding and knowledge of other cultures in Europe and a better understanding of our place in the global world.
- to gain sound linguistic skills and will give you confidence in many other subjects across the curriculum.

COURSE CONTENT

The GCSE course focuses on practical communication in listening, speaking, reading and writing and builds on topics covered at Key Stage 3.

In listening and reading, you will learn to understand and respond to information from announcements, conversations, adverts, letters, news items, instructions, magazines and websites. In speaking you will develop the skills of sustaining a conversation in answer to questions in which you express opinions and reasons and describe situations. You will study for role play situations and learn how to comment on a variety of images and scenes.

In the writing aspects of the course, you will develop the ability to use French creatively to produce a variety of types of writing, matching language to purpose, audience and context.

There are opportunities to gain an understanding of the wider world, including the lifestyles and cultures of other people in a variety of the countries where the language is spoken, using resources from France including extracts of books or magazines, videos, radio

There are three main themes to study:

- Identity and Culture
- Local, National, International and Global Areas of Interest
- Current and Future Study and Employment.

ASSESSMENT

- You will be assessed in four skills: Listening, Speaking, Reading and Writing.
- All examinations will take place at the end of Year 11, but you will be assessed regularly internally during the course over Years 10 and 11 .
- Each component (skill) is worth 25% of the total grade.

Possible Careers: Translator, Tourism, Teacher, Broadcast Journalist, International Aid Worker
Entrepreneur

German



COURSE INFORMATION

German is spoken widely in the world including places you would not normally link the language like Austria and Switzerland.

AIMS OF THE COURSE

- allows you to develop good communication and listening skills, a general understanding and knowledge of other cultures in Europe and a better understanding of our place in the global world.
- to gain sound linguistic skills and will give you confidence in many other subjects across the curriculum.

COURSE CONTENT

The GCSE course focuses on practical communication in listening, speaking, reading and writing and builds on topics covered at Key Stage 3.

In listening and reading, you will learn to understand and respond to information from announcements, conversations, adverts, letters, news items, instructions, magazines and websites. In speaking you will develop the skills of sustaining a conversation in answer to questions in which you express opinions and reasons and describe situations. You will study for role play situations and learn how to comment on a variety of images and scenes.

In the writing aspects of the course, you will develop the ability to use German creatively to produce a variety of types of writing, matching language to purpose, audience and context.

There are opportunities to gain an understanding of the wider world, including the lifestyles and cultures of other people in a variety of the countries where the language is spoken, using resources from Germany including extracts of books or magazines, videos, radio

There are three main themes to study:

- Identity and Culture
- Local, National, International and Global Areas of Interest
- Current and Future Study and Employment.

ASSESSMENT

- You will be assessed in four skills: Listening, Speaking, Reading and Writing.
- All examinations will take place at the end of Year 11, but you will be assessed regularly internally during the course over Years 10 and 11 .
- Each component (skill) is worth 25% of the total grade.

Possible Careers: Translator, Tourism, Teacher, Broadcast Journalist, International Aid Worker, Entrepreneur

Spanish



COURSE INFORMATION

Spanish is spoken widely in the world including places you would not normally link the language like Argentina, Bolivia and Chile.

AIMS OF THE COURSE

- allows you to develop good communication and listening skills, a general understanding and knowledge of other cultures in Europe and a better understanding of our place in the global world.
- to gain sound linguistic skills and will give you confidence in many other subjects across the curriculum.

COURSE CONTENT

The GCSE course focuses on practical communication in listening, speaking, reading and writing and builds on topics covered at Key Stage 3.

In listening and reading, you will learn to understand and respond to information from announcements, conversations, adverts, letters, news items, instructions, magazines and websites. In speaking you will develop the skills of sustaining a conversation in answer to questions in which you express opinions and reasons and describe situations. You will study for role play situations and learn how to comment on a variety of images and scenes.

In the writing aspects of the course, you will develop the ability to use Spanish creatively to produce a variety of types of writing, matching language to purpose, audience and context.

There are opportunities to gain an understanding of the wider world, including the lifestyles and cultures of other people in a variety of the countries where the language is spoken, using resources from Spain including extracts of books or magazines, videos, radio

There are three main themes to study:

- Identity and Culture
- Local, National, International and Global Areas of Interest
- Current and Future Study and Employment.

ASSESSMENT

- You will be assessed in four skills: Listening, Speaking, Reading and Writing.
- All examinations will take place at the end of Year 11, but you will be assessed regularly internally during the course over Years 10 and 11 .
- Each component (skill) is worth 25% of the total grade.

Computer Science



COURSE INFORMATION

You may already have some knowledge of computers; however, this course will introduce you to what goes on 'behind the scenes'. As part of this course, you will investigate computer programming and how to solve problems using logical thinking. Programming is a useful skill to have. This is especially true if you see your future involving computers. To do well on this course, it is essential to have a strong interest in and aptitude for Mathematics.

AIMS OF THE COURSE

- develop your understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts.
- develop computer programming skills to solve problems.
- develop skills to work collaboratively when problem solving.
- Please be aware this course has an entry test due to the complex nature of the course content.

COURSE CONTENT

Computer Systems - The first component is an exam focused on computer systems covering the physical elements of Computer Science and the associated theory. You will become familiar with the impact of Computer Science in a global context through the study of ethical, legal, cultural and environmental concerns.

Computational Thinking, Algorithms and Programming - This component is focused on the core theory of Computer Science and the application of Computer Science principles.

Programming Project - You will need to:

- Understand standard programming techniques;
- Be able to design a coded solution to a problem
- Develop suitable algorithms
- Design suitable input and output formats
- Identify suitable variables and structures
- Identify test procedures.
- Create a coded solution fully annotating the developed code to explain its function and then test your solution.

ASSESSMENT

Assessment is through examination and with a non-exam assessment carried out within the college environment, as follows:

1. Non-examined assessment unit, approx. 20 hours. This is a requirement of the qualification.
2. Examined unit 2 (50% each of GCSE) consisting of two 1 hour 30 minutes examinations taken in the summer of Year 11.

Possible Careers: Web Designer/Developer, Game Designer/Developer, Digital Marketing, Programmer, Software Engineer, Cyber Security

Art



COURSE INFORMATION

Art is a creative, expressive and dynamic subject that will give you the freedom to explore your ideas and produce exciting and skillful artwork. You will be encouraged to think creatively, develop your skills and to find new and exciting ways of expressing your ideas. To choose GCSE Art you need to be confident when using art tools, open to learning new techniques and have a good imagination. GCSE Art is a very rewarding subject, which will develop your confidence, understanding of the visual world in which we live and your ability to be innovative and creative in the competitive world of work.

AIMS OF THE COURSE

- develop your knowledge, understanding and skills through practical and critical study.
- work in a wide range of materials or combination of media, digital or traditional depending on your strengths and interests.
- over time, reflect critically upon your creative journey and develop the ability to be resilient, reflective and open to criticism and discussion.
- time to develop personal work and lines of enquiry determined by the need to explore an idea, convey an experience or respond to a theme or issue. Give you a voice and the skills to make your voice a powerful one which will help you succeed in your chosen future path.

COURSE CONTENT

You are encouraged to work over an extended period of time on the development of your projects. You will receive expert tuition and specialist support in areas such as photography, printmaking, painting and drawing, Photoshop, sculpture, textiles, video art, animation, illustration and many more.

The GCSE Art course can be tailored to your personality and specific strengths and needs making it a very rewarding and empowering learners experience.

ASSESSMENT

Unit 1: Portfolio (60% of GCSE)

A portfolio that in total shows coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken.

Unit 2: Externally set assignment (40% of GCSE, 10 weeks preparation and 10 hours making final piece)

You will respond to their chosen starting point from an externally set assignment paper relating to your subject title, evidencing coverage of all four assessment objectives.

Art and Design (Textiles)



COURSE INFORMATION

This qualification fulfils the entry requirements for Academic and Vocational study Post-16. A natural progression from this course would be to study A Level OCR Art and Design: Fashion and Textiles at Holderness Sixth Form.

You would be ideally suited to textiles if you are creative, observant, imaginative, and have confidence when using tools and equipment. You must be willing and able to critically reflect on the work of designers and your own work as it develops.

AIMS OF THE COURSE

- develop your knowledge, understanding and skills through practical and critical study in the way a textiles or fashion designer would.
- learn all of the necessary basic textiles skills you will need in order to enable you to apply them
- depending upon your chosen theme you can work in any media depending on your strengths and interests. The course is designed for students who want to study fashion and textiles in a hands on, practical way that helps them develop the knowledge, skills and experience.

COURSE CONTENT

You are encouraged to be experimental and reflective in your approach to exploring techniques such as silk painting, batik, eco dyeing, rust dyeing, paper making, printing, machine and hand embroidery, applique and garment making to name a few! You will be encouraged to be inspired by the work of others when developing your ideas. The final piece that you create could be a fashion garment, costume, soft sculpture or decorative hanging. The possibilities within Textiles are all inclusive and enable individuals to express their own personality and work to their strengths.

ASSESSMENT

There are two components to this qualification:

Component 1: Portfolio (60% of GCSE)

You will produce a portfolio of practical work showing your personal response to either a center or individual set starting point, brief, scenario or stimulus. Your work must cover the four assessment objectives. AO1: Develop, AO2: Refine, AO3: Record, AO4: Present.

Non exam assessment (internally assessed and externally moderated) 120 marks (60% of total GCSE)

Component 2: Externally set task (40% of GCSE)

The early release paper will be issued in January and will provide learners with five themes, each with a range of written and visual starting points and stimuli.

A response should be based on one of these options which covers the same 4 assessment criteria, above. You will have a preparatory period to get a portfolio together to support a final piece which you create in a 10 hour practical exam.

Possible Careers: Fashion Designer, Graphic Designer, Retail/Fashion Industry, Interior Designer, Costume Designer (Production/Media)

Business Studies



COURSE INFORMATION

- The Cambridge National in Enterprise and Marketing is a Vocational Course that is assessed in two ways. Firstly, the work produced in lessons forms a portfolio of evidence (coursework) that is assessed internally. There is also an external exam paper covering the key areas of Finance, Marketing and Human Resources. You will work towards completing coursework in every lesson, and as such, every lesson counts towards your final grade.
- This course requires considerable hard work and outstanding attendance, as assessment is constant and on-going throughout. You will be expected to complete unfinished or missed work at home using Google Classroom.
- This course is particularly suited to you if you are able to produce good quality work throughout the three years, and those who have the good numeracy, language, and research skills. You must be able to work independently.

AIMS OF THE COURSE

- provide you with an understanding of what it takes to set up a business, control the business finances and manage the key areas of an organisation.
- give you a base knowledge from which you can continue your studies into Key Stage 5 and beyond. Holderness Academy offers vocational courses at Level 3 in the Sixth Form, as well as more traditional A Level courses in Business Studies.

COURSE CONTENT

Topics studied include:

- Finance for Business
- Marketing
- Starting a new Enterprise

ASSESSMENT

- Assessment is by two coursework units and one externally assessed exam.
- The two major pieces of coursework will be done throughout the course, each one lasting around 18 weeks/40 lessons each (approx.)
- The external assessment test, lasting 90 minutes, will take place in Year 10. The test is done in the summer exams and is worth 40% of the overall mark.

Possible Careers: Business Advisor, Business Development, Investment Banker, Project Manager, Financial Advisor, Build your own Business (Self Employed)

Design & Technology



COURSE INFORMATION

Our Level 2 Design and Technology course is ideally suited to you if you enjoy both practical, and theoretical learning. The new course can be tailored towards a specific career but fundamentally focuses on understanding materials and processes. This qualification fulfils entry requirements for Academic and Vocational study Post-16. If you want to study materials in a practical way and understand the working properties of woods, metals and polymers will really enjoy this course.

AIMS OF THE COURSE

- enable learners to work in a hands-on manner to develop the core skills to make high-quality products using resistant materials.
- have the opportunity to use traditional skills and also modern technologies.
- develop your knowledge, skills and experience and could potentially open the door to a career in related industries.

COURSE CONTENT

Learners complete four mandatory units.

Unit 1: Design Process (externally assessed)

This unit provides the opportunity for you to develop your understanding of the requirements of design briefs and design specifications for the development of new products. Through research and practical activities, you will understand how consumer requirements and market opportunities inform design briefs. You will understand the overall design process through study of the design cycle, existing product and life cycle analysis, study of new and improved materials and manufacturing processes, and how these and other factors influence a design solution.

Unit 2: Product Analysis (internally assessed)

This unit will enable you to perform effective product analysis. You will research existing solutions and assess the development of engineered products. You will develop dextrous skills and gain practical experience of product assembly and disassembly to appreciate manufacturing processes, design features and materials used. This unit develops your creativity and critical analysis through an understanding of the principles behind good design. you will consider what makes a good product sell by analysing existing solutions.

Unit 3: Developing and Presenting Ideas (internally assessed)

This unit develops techniques in generation, concept development and the communication of design ideas using hand rendering and computer-based presentation techniques including computer aided design software.

Unit 4: 3D Design Realisation (internally assessed)

This unit requires you to apply practical skills to produce a prototype product or model using craft-based modelling materials alongside computer-controlled or rapid-prototyping processes. You will produce a prototype product in the form of a model and test design ideas in a practical context, to inform further development utilising more complex production processes.

Possible Careers: Engineer, Construction, Architect, Product Design, Carpenter, Graphic Designer, Electrician, Plumber, Mechanic

Drama



COURSE INFORMATION

GCSE Theatre Studies is an exciting and creative course and has been designed to help you meet a number of challenges associated with acting and performing. Participating in drama at this level will enrich your educational experience, as well develop skills to support your other subjects. Drama promotes working with others in a team environment.

The content of this course enables a smooth transition to an A Level in Drama and Theatre Studies.

AIMS OF THE COURSE

- apply knowledge and understanding when making, performing and responding to drama.
- explore performance texts, understanding their social, cultural and historical context, including the theatrical conventions of the period in which they were created.
- develop a range of theatrical skills and apply them to create performances.
- work collaboratively to generate, develop and communicate ideas.
- develop creative, effective, independent and reflective skills to be able to make informed choices in process and performance.
- contribute as an individual to a theatrical performance.
- reflect on and evaluate your own work and that of others.
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.
- adopt safe working practices.

COURSE CONTENT

Component 1: Devising - Coursework 40% of the qualification

- Create and develop a devised piece from a stimulus .
- Performance of this devised piece or design realisation.
- Analyse and evaluate the devising process and performance.
- Performer or designer routes available.

Component 2: Performance from Text - Coursework 20% of the qualification

Performing a Scripted play to an External Examiner.

Component 3: Theatre Makers in Practice - Written Exam in May/June 40% of the qualification

You will either perform in and/or design two key extracts from a performance text. Performer or designer routes available.

ASSESSMENT

60% coursework 40% written examination

Possible Careers: Actor/Actress, Director, Script Writer, Casting Director, Drama/Music Therapist, Teacher

Technology (Food)



COURSE INFORMATION

Food is an exciting and creative course which focuses on practical cooking skills to ensure you develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. It focuses on nurturing your practical cookery skills to give you a strong understanding of nutrition.

AIMS OF THE COURSE

- learn to prepare ingredients, use equipment, and cook
- understand the function of food in the body and its role within recipes
- modify recipes for a healthy lifestyle and a balanced diet
- assess a diet and recommend improvements
- plan and produce dishes for a specific diet or purpose

In order to be successful in the course you must be well organised and be prepared to provide ingredients required weekly for practical lessons.

Upon completion of this course, you will be qualified to go on to further study, or embark on an Apprenticeship or Full Time Career in the Catering or Food Industries.

COURSE CONTENT

Twelve skill groups have been integrated throughout the specification to show how the content can be taught through practical activities. These skills are not intended to be taught separately from the main content, but integrated into Schemes of Work. You must know how and when these food preparation skills can be applied and combined to achieve specific outcomes. A wide range of recipes will be used.

ASSESSMENT

Paper 1 - 50% of the qualification, this knowledge based paper examines the theoretical knowledge of food preparation and nutrition.

Coursework- 50% of the qualification which includes 2 tasks; food investigation and food preparation. Practical elements are compulsory.

Possible Careers: Cook, Chef/Baker, Dietician, Restaurant Owner/Manager, Nutritionist, Food Journalist

Health and Social Care



COURSE INFORMATION

This course provides you with an introduction to Health and Social Care. You will explore what it is like to work in a variety of settings including hospitals, residential care homes and social services.

AIMS OF THE COURSE

- this BTEC Level 1 /Level 2 Technical Award has been developed to give students the opportunity to gain a broad understanding and knowledge of the health and social care sector.
- we will provide the opportunity to develop a range of personal skills and techniques, through the selection of units.
- to develop the ability to apply knowledge and skills in the assessed units.

COURSE CONTENT

- gives learners the opportunity to gain a broad understanding and knowledge of the Health and Social Care Sector.
- gives learners a more focused understanding of Health and Social care through the selection of optional specialist units.
- gives learners the opportunity to develop a range of personal skills and techniques, through the selection of units that are essential for successful performance in working life.
- supports progression into a more specialised Level 3 Vocational or Academic course or into an apprenticeship.

ASSESSMENT

The course is made up of three components: two internally assessed and one that's externally assessed.

The three-block structure, *explore, develop and apply*, has been developed to allow students to build on and embed their knowledge. This allows students to grow in confidence and then put into practice what they have learned.

Component 1: Human Lifespan Development (30% of total course) internally assessed

Component 2: Health and Social Care Services and Values (30% of total course) internally assessed assignments

Component 3: Health and Wellbeing (40% of total course) externally assessed task

ICT – Digital Information



COURSE INFORMATION

The digital sector is a major source of employment in the UK. Around 1.46 million people work in digital companies and there are around 45,000 digital jobs advertised at any one time. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy. Following an IT course students will be able to:

- developing technical skills and techniques
- planning a digital solution for a given brief
- developing an understanding of what cyber security is and the importance of legal and ethical considerations when using modern technologies.

AIMS OF THE COURSE

To equip students with a wide range of skills within IT and allow them to use and critically evaluate the use of IT in a range of situation.

Students will be given the opportunity to develop their skills in using applications, their knowledge of how IT systems work and their understanding of the impact of IT on the work place and wider society.

COURSE CONTENT

The course is likely to cover a range of topics including:

Graphics—their use and creation in which students will:

- explore user interface design and development principles
- discover how to develop and review a digital user interface
- investigate how to use project planning techniques to manage a digital project.

Manipulating data—using spreadsheets to analyse and present data where students will:

- explore how data impacts on individuals and organisations
- develop a dashboard using data manipulation tools
- draw conclusions and make recommendations on data intelligence.

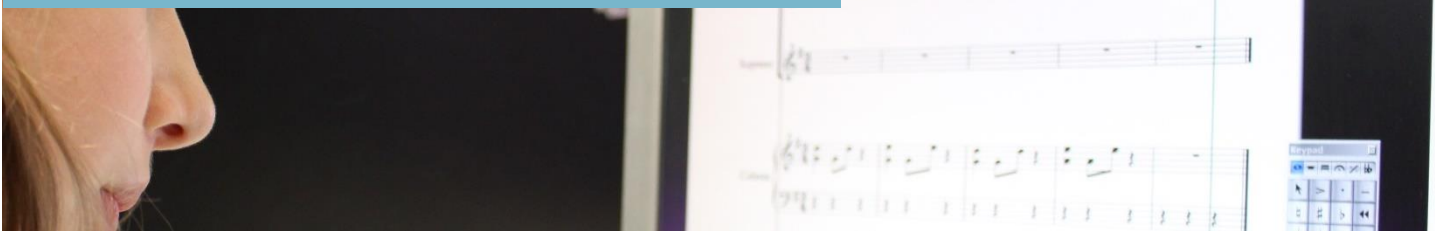
Investigate digital working practices where students will:

- explore how modern information technology is evolving
- understand what cyber security is and how to safeguard against it
- consider legal and ethical issues in data and information sharing.

ASSESSMENT

The assessment will be a mixture of internal assessed work which is completed during lessons and a final externally marked written exam.

Music



COURSE INFORMATION

- To do well in this subject you will need to be willing to learn to play an instrument or sing to a good standard by the end of the course. This does not mean that you need to be doing the exams, but you must commit to having lessons on an instrument or voice from now if not already doing so. Letters are available from the music department with further information regarding lessons.
- You will also need to be enthusiastic about Music and have the initiative and self-discipline to rehearse, practice and listen to music outside lesson time.
- If you are not currently having instrumental or voice lessons, either in School or privately, see Mrs. McCorrie to discuss the possibility of having lessons with one of the visiting peripatetic teachers from ERSMS. It is strongly advised that these lessons are taken up for the duration of the course.
- Elements of the course may vary dependent on the prior skill aptitudes and interests of the cohort.

AIMS OF THE COURSE

- encourage you to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study.
- develop broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation.
- enable you to engage actively in music.
- develop musical skills and interests, including the ability to make music individually and in groups.

COURSE CONTENT

There are three parts making up the Music course:

Performing - You will need to prepare two short performances one of which will be a solo, the other will be as part of a group.

Composing - You will learn to compose your own music (these do not have to be written in staff notation but it is sometimes necessary). Each piece should be up to two minutes long.

Understanding Music - You will study a wide variety of music from different genres ranging from classical music through to popular music, film music and Latin Jazz and discuss the music industry.

ASSESSMENT

The three units making up the Music course are assessed as follows:

Performing: Performances are recorded and assessed during the course.

Composing: Compositions must be completed under teachers' supervision within School then recordings of these compositions are assessed.

Understanding: This is the only written paper lasting for one and a half hours and is principally a listening exam.

Possible Careers: Musician, Media Sound Technician (TV, Film, Theatre), Conductor, Composer, Music Producer

PE



COURSE INFORMATION

- This course is physically demanding, as a proportion of the course is practically based and assessed.
- It is also essential for you to be organised and well-equipped so you can take part in all physical aspects of this course.
- Competency in a range of sporting activities is desirable.
- The theory element of the course involves learning considerable amounts of specialised terminology around physiology and sports development.
- If you do not enjoy core PE you are strongly advised not to take this course as you will still participate in 'core' PE lessons during Key Stage 4 in addition to this option.

AIMS OF THE COURSE

- acquire and develop skills in practical activities. You are thoroughly assessed throughout the course in various sporting activities.
- improve knowledge and understanding of a range of sporting activities.
- improve training methods.
- develop sound knowledge and understanding of the human body and its functions in sport.
- be able to critically analyse sporting performances.

COURSE CONTENT

- The theory involves expanding knowledge on the function and structure of the human body, including the muscular, skeletal, respiratory and cardio-vascular systems. It also involves understanding the reasons for and benefits of taking part in physical activity, along with what motivates participants to succeed.
- The practical aspects of the course involve participation in a range of prescribed sports to a high level of competence.

ASSESSMENT

- The course involves practical exams where a visiting moderator will visit the school.
- The course also involves two written exam papers both with extended written questions.
- You need to complete coursework relating to training methods and techniques.

Philosophy & Ethics



COURSE INFORMATION

Philosophy and Ethics develops an understanding of the world, life and people. It therefore allows you to acquire and develop skills that are highly desirable and transferable. It not only provides academic skills, but it also gives life skills – it prepares you for life in the present and future.

AIMS OF THE COURSE

- to give meaning, purpose and understanding to life.
- moral issues are covered in the light of different non-religious and religious views.
- cultivates advanced thinking skills when solving moral and ethical problems.
- develops the capability to understand and communicate with a wide range of people in a professional, empathetic and sympathetic way.
- provides the ability to research the issues of the day, evaluate them, and then give an opinion on them.
- promote the ability to present a balanced argument using evidence to support different viewpoints.
- encourages the ability of working with, and learning from, others.

COURSE CONTENT

Edexcel – Religion & Ethics and Religion, Peace & Conflict

The below topics are covered from the vantage point of Humanists, Atheists, Agnostics, Christians and/or Muslims:

- The Truth about Christianity - upbringing, miracles, the Incarnation, creation, salvation, the Trinity, Eschatology (afterlife), the problem of evil and suffering.
- Marriage and the Family - attitudes to marriage, divorce, cohabitation, family life, sex, contraception, homosexuality, gender equality, prejudice and discrimination.
- Why Christianity is Relevant Today - worship, sacraments, prayer, pilgrimage, celebrations, the future of the Church, the role and importance of the Church locally and worldwide.
- Matters of Life and Death - the universe, sanctity of life, evolution, survival of the fittest, abortion, the afterlife, near-death experiences, ghosts, reincarnation, euthanasia, the natural world, environmental issues and animal rights.
- The Truth About Islam - Allah, the prophets, the Qur'an, angels, predestination, human freedom, paradise, hell, the Five Pillars, the real meanings of Jihad, and living the Muslim life.
- Crime & Punishment - the law, justice, types of punishment, treatment of criminals, the death penalty and forgiveness.
- Peace & Conflict - war, peacemaking, causes of conflict, pacifism, the Just War Theory and weapons of mass destruction.

ASSESSMENT

Two examination papers which last 1 hour 45 minutes each. These make up 100% of the final grade and achieve a GCSE in RS: Philosophy & Ethics.

Possible Careers: Barrister, Teacher, Chaplain, Health Service Manager, Psychotherapist, Recruitment, Armed Forces

Photography



COURSE INFORMATION

- We offer the opportunity to study photography including a range of disciplines and working approaches to lens based media and image making. This course gives you the opportunity to build camera skills and gain knowledge of digital manipulation using Adobe Photoshop.
- It is imperative that you can demonstrate initiative and are proactive in independently 'getting out there' to take photographs. Those who are planning on only taking photographs in school will struggle to capture variety in their visual work. You will have the opportunity to visit locations, art galleries and museums in order to develop critical thinking in response to your personal projects and to improve your camera technique.

AIMS OF THE COURSE

- develop your knowledge, understanding and skills through practical and critical study.
- encourage to experiment with the digital process of image making, allowing a more personal and individual visual means for the expression of your ideas and interests.
- encourage to push beyond your own boundaries to discover your own creative expression of your ideas.
- visual language and imagery is all around in the modern world, and you will be engaged in critical understanding of how to interpret images and read the work of other photographers through visual understanding and critical questioning.

COURSE CONTENT

- You will be encouraged to work over an extended period of time on the development of your projects.
- You will use digital photography to demonstrate the ability to use photographic techniques and processes, namely lighting, viewpoint, aperture, depth of field, shutter speed and digital manipulation processes.
- In Component 1 and Component 2 you are required to work in one or more area(s) of photography, including portraiture, location photography, studio photography, experimental imagery, documentary photography and photo-journalism to name a few.

ASSESSMENT

Component 1: Portfolio (60% of GCSE)

A portfolio that in total shows coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the course of study.

Component 2: Externally set assignment (40% of GCSE, 10 hours)

You will respond to your chosen starting point from an externally set assignment paper relating to your subject title, evidencing coverage of all four assessment objectives.

Possible Careers: Photographer, Visual Merchandiser, Film Director, Digital Marketing, Web Designer, Teacher, Camera Engineer (TV)

Contact for any queries: Options@Holderness.Academy