



Holderness Academy
& Sixth Form College



THE CONSORTIUM
ACADEMY TRUST

Key Stage 4 Options

2024

www.holderness.academy



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Introduction

This booklet is designed to give you and your parents/carers the information needed to make an informed decision about which pathway you would like to study in Key Stage 4 (Years 10 and 11).

It also gives information on other aspects of school life that are important to your studies, such as:

Assessment Policy, Support, Holderness Learner, Extended Curricular 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 types of 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 to ensure that you are accessing the right programme of study to enable you to succeed and progress.

Whichever 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.

N. Holder, Headteacher



General Information

Education Requirements at Key Stage 4.

Key Stage 4 is the name given to the period of education during Years 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. This includes English, Maths, Science (Double or Triple Award) and aspects of Religious Studies, Social, Moral, Spiritual and Cultural (SMSC), Careers, RSE (Relationships and Sex Education) and Health Education. As a result, these particular subjects are automatically added to your timetable as a lesson or as part of our pastoral delivery or focus days.

Further changes have also been made by the Department for Education to ensure that you have access to a broad and balanced curriculum, consisting of at least 8 subjects.

Students on the Orange Pathway will select at least two subjects from the “English Baccalaureate” suite of subjects (Computer Science, French, Geography, History and Spanish). 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 an 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 (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.



Further changes have also been made by the Department for Education to ensure that you have access to a broad and balanced curriculum, consisting of at least 8 subjects.”

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.

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.

Support

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/carers 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/carers 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 students 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.

Students on the SEND register will continue to be supported by the Learning Support Team, this will be reviewed each year to ensure that it is still suitable for your needs.

Support during unstructured times will still be available for those students who wish to use it with the focus of increasing independence and preparation for adulthood.



Key Dates 2024

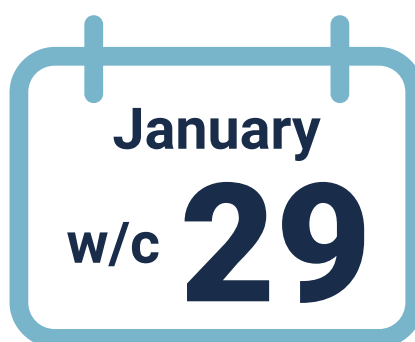
We think it is important to give you as much information as possible before you make your choices.

As part of this process we would like to invite you and your parents/carers to a Pathway and Careers Fair. You will receive a letter informing you of what time your session will start.

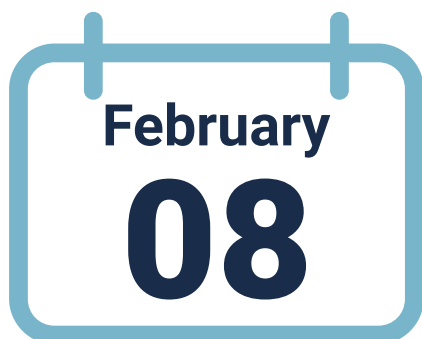
The evening will commence with an initial presentation in the hall focusing on how the pathway process will work. After the presentation, you will be free to talk to teachers about the different subjects on offer. Following the success of the last couple of years, we will also be running a Careers Fair, 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.



Year 9 Progress
Evening



Year 9 Pathway
Assembly Week



Pathway Evening and
Careers Fair
15:30 - 17:30



Deadline for
preferences

Learning Beyond the Classroom

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 including, rugby, football, tennis, cricket, technology, computers, languages, environmental and journalism clubs are all active within the school.

A number of our students also take part in STEM (Science, Technology, Engineering and Mathematics) clubs.

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





Where next after Year 11?



THE CONSORTIUM
SIXTH FORM COLLEGE

All young people now need to stay in learning (i.e. training or education) until they are eighteen years old.

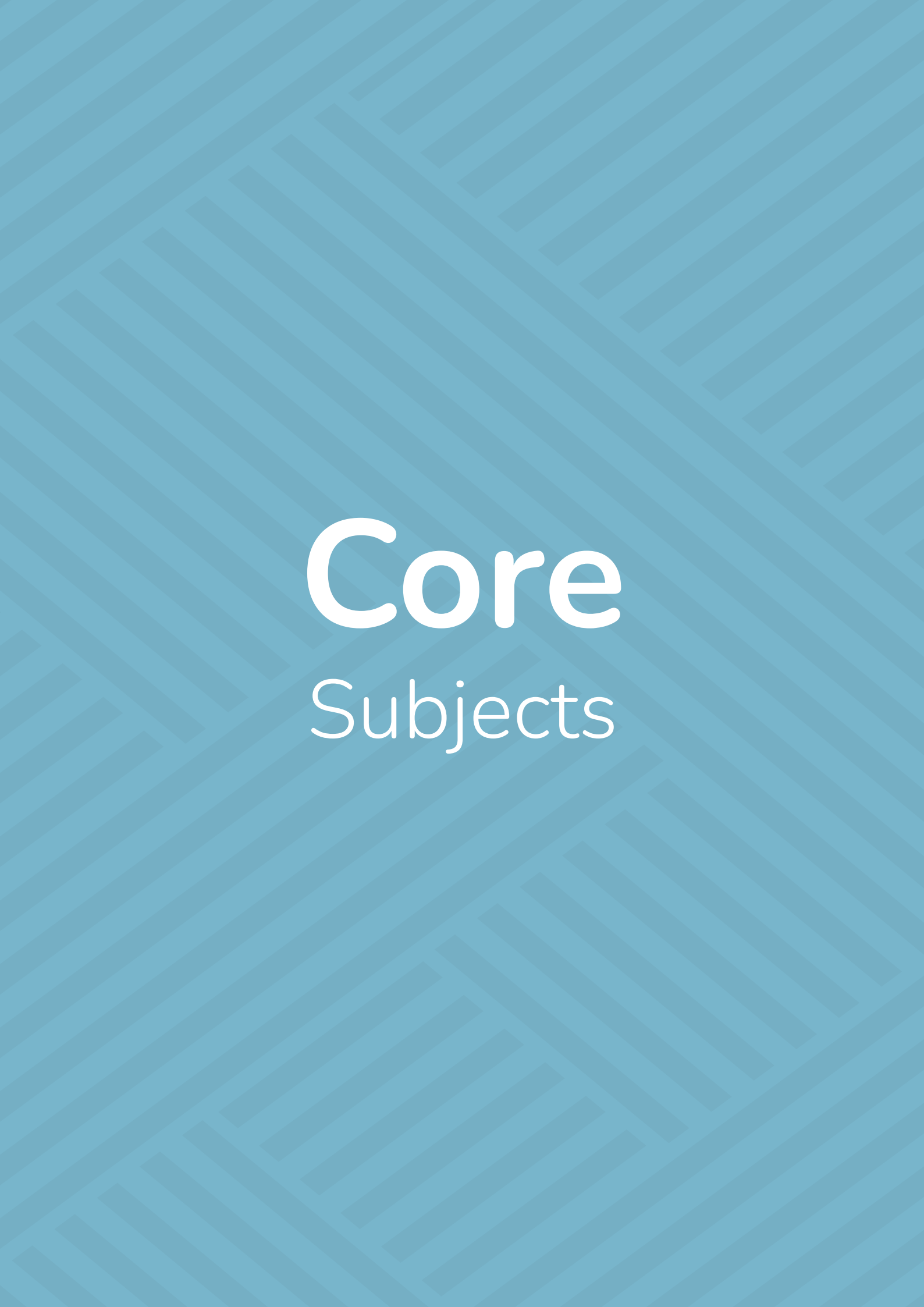
This does not necessarily mean that young people must stay in school. They must however choose one of the following options:

- Full-time education, such as school Sixth Form, a further education or Sixth Form College or a training provider
- Apprenticeships or other work-based learning routes
- Employment with training

At 16, students should consider continuing their full-time education at The Consortium Sixth Form College's Holderness Campus, which offers a wide range of courses,

academic, applied and vocational. This provides an appropriate route for higher education at University or higher or degree apprenticeships. The minimum entry requirements is 5 grade 4's at GCSE.

We realise for some however, that this might not be the right choice, especially if they are seeking intermediate/advanced apprenticeships or work based learning. We are committed to offering quality Information, Advice and Guidance, so all students in Year 11 will have the opportunity to have a careers interview with a careers specialist to assist them with these major decisions. They will also have the opportunity to listen to guest speakers from Further Education establishments and Apprenticeship providers.



Core

Subjects

English Language

(GCSE)

Course Information

All students study GCSE English Language 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 10)

Possible Careers

Teacher (including English as an Additional Language abroad), Social Media Manager, Writer, Marketing, Publishing and Advertising

English Literature

(GCSE)

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 Language 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 texts fluently and with good understanding
- read a wide range of classic literature fluently 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

Shakespeare's 'Macbeth'

The 19th-Century Novel

A Christmas Carol: Charles Dickens

Modern Texts

Dr Benjamin Zephaniah and Lemn Sissay's 'Refugee Boy'

Poetry

You will study one cluster of 15 poems taken from the Pearson poetry anthology based on 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 post 19th century literature (50%)

Paper 2: 19th century literature & poetry (50%)

Possible Careers

Digital Copywriter, Journalist, Writer, Marketing, Media Researcher and Teacher

Maths

(GCSE)

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, (the Casio model is strongly recommended).

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.

Further Maths GCSE

The Further Maths GCSE course is an optional extra for those wishing to push themselves further in mathematics.

It requires extra sessions after school and self study via Microsoft Teams. It is the perfect course for anyone wishing to take Maths A Level. It is an extra qualification in addition to GCSE Maths.

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 short assessments, end of term assessments, CAEs, past exam papers and Sparx homework
- End of term assessments, CAEs, online Extended Learning Tasks, in class performance 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 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 (1 non-calculator and 2 calculator) which are sat in May and June of Year 11.

Possible Careers

*Accountancy, Engineering, Financial Services,
Research, Data Scientist and Teacher*

Science

Double Award (Combined) (GCSE)

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

Assessment

6 written examinations: 2 in Biology, 2 in Chemistry and 2 in Physics, each paper is 1 hour 15 minutes long. Paper 1 covers the first half of the units and Paper 2 the second half of the units.

You will receive 2 GCSE grades calculated from an average of the 6 papers. Foundation and Higher Tiers are available. Higher Tier will be aimed at learners capable of achieving a grade 6-9.

Course Content

Biology

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

Chemistry

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. Chemical analysis
8. Chemistry of the atmosphere
9. Using resources
10. Key ideas

Physics

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Key ideas

Possible Careers

Teacher, Forensic Scientist, Veterinarian, Medical Doctor, Environmental Scientist and Research Scientist

Science

Triple Award (Biology, Chemistry & Physics (GCSE)

Course Information

All students must follow the Combined Science Trilogy Course; however, some students would benefit from the separate award in GCSE Biology, Chemistry and Physics.

The separate science course is a course designed for you if you are considering science subjects at A Level and beyond. 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

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

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. Foundation and Higher Tiers are available. Higher Tier will be aimed at learners capable of achieving a grade 6-9.

Course Content

Biology

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

Chemistry

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

Physics

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

Possible Careers

Teacher, Forensic Scientist, Research Scientist, Architect, Software Engineer, Electric Engineer, Biology - Biotechnologist, Microbiologist, Conservation Officer and Physiotherapist

EBacc

Subjects

French

(GCSE)

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 give you confidence in many other subjects across the curriculum

Assessment

You will be assessed in four skills:

- listening
 - speaking
 - reading
 - 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 and Entrepreneur*

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, magazines, videos and 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

Spanish

(GCSE)

Course Information

Spanish is spoken widely in the world, including places you would not normally link the language to 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 give you confidence in many other subjects across the curriculum

Assessment

You will be assessed in four skills:

- listening
 - speaking
 - reading
 - 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 and Entrepreneur*

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, magazines, videos and 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.

Geography

(GCSE)

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

- to develop 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
- to support 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

Possible Careers

Environmental Consultant, Surveyor, Volcanologist, Teacher, Landscape Architect, Town Planner, Analyst and NASA Researcher

Course Content

Physical Geography - This unit looks at the 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 when combined account for the final course assessment at the end of the year.

Component 1 - 37.5% Examines the changing landscapes of the UK, including optional sub topics within the paper.

Component 2 - 37.5% Examines changing cities, global development and resource management, the paper includes an option of 2 sub topics.

Component 3 - 25% Examines geographical investigations comprising of fieldwork and UK challenges.

History

(GCSE)

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 forming a good basis for future study
- learning a number of transferable skills useful in many careers:
 - evaluation of sources
 - construction of a well-supported argument
 - independent research
 - clear communication skills

Course Content

GCSE History consists of four main areas:

- 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
- British depth study of the nature of Anglo-Saxon and Norman England (1060-1089)
- period study of the Cold War from 1941 to 1991
- 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

- **Paper 1:** 30% Examines the work on crime and punishment and a study of the historical environment
- **Paper 2:** 40% Examines the Anglo-Saxons, Normans and the Cold War
- **Paper 3:** 30% Examines Weimar and Nazi Germany.

All examinations take place at the end of Year 11.

Possible Careers

Archaeologist, Paleontology, Teacher, Conservation Officer, Journalist and Solicitor

Computer Science

(GCSE)

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

- to develop your understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts
- to develop computer programming skills to solve problems
- to 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.

Possible Careers

Web Designer/Developer, Game Designer/Developer, Digital Marketing, Programmer, Software Engineer and Cyber Security

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 both examination and a non-exam assessment 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.

Options

Subjects

Art

(GCSE)

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

- to develop your knowledge, understanding and skills through practical and critical study
- to work in a wide range of materials or combination of media, digital or traditional (depending on your strengths and interests)
- over time, to reflect critically upon your creative journey and develop the ability to be resilient, reflective and open to criticism and discussion
- 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.
- to 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 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 learner experience.

Assessment

Assessment is through both examination and a non-exam assessment as follows:

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.

Possible Careers

Illustrator, Graphic Designer, Architect, Working in the Media, App Design, Advertising, Photographer, Interior Designer, Fashion, Web Design, Animator, Games Designer, Curator and Teacher

Business and Enterprise

(NCFE Level 1/2
Technical Award)

Course Information

The NCFE Technical Award in Business and Enterprise is a vocational qualification that covers a full introduction to Business.

The qualification gives a real insight into the challenges facing modern businesses.

Studying this V Cert will give students the core skills and knowledge they'll need to prepare for an enterprising career. They'll learn how a business is structured, who stakeholders are and why they're important, and will gain an understanding of the different areas of a business, from HR and finance to operations and marketing.

Aims of the Course

This course empowers pupils with industry-relevant skills and knowledge appropriate to a range of growing sectors.

This qualification aims to:

- focus on the study of the business and enterprise sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and business technical skills

Course Content

This qualification will promote the learner's understanding of:

- entrepreneurial characteristics and business aims and objectives
- business organisation, legal structures and stakeholder engagement
- market research, market types, marketing mix and market orientation
- human resource requirements for business and enterprise
- operations management
- business growth
- sources of enterprise funding and business finance
- the impact of the external environment on business and enterprise

Assessment

You will study a total of 2 units.

- Introduction to Business - External written exam 40%
- Understanding Resources for Business and Enterprise planning - Internal project 60%.

You will complete a project that will be internally assessed and moderated by the exam board. You must pass the two core units to achieve a pass or higher overall.

Possible Careers

Business Analyst, Business Project Manager, Customer Services, Entrepreneur, Financial Advisor, Human Resources, Investment Analyst, Management Consultant

Design and Technology (3D Design) (GCSE)

Course Information

You would be ideally suited to 3D Design if you are creative, observant, imaginative, and have confidence when using tools and equipment.

This course is good for you if you enjoy how ideas, feelings, forms, and purposes can generate responses that address specific needs, (be these personal or determined by external factors, such as the requirements of an individual client's expectations, needs of an intended audience or details of a specific commission). You must be willing and able to critically reflect on the work of designers and your own work as it develops. This qualification fulfils the entry requirements for academic and vocational study Post-16.

Aims of the Course

- You will develop your knowledge, understanding and skills through practical and critical study of 3D design.
- You will learn all of the necessary design and make skills that you will need in order to develop a response to a specific need, brief or starting point, taking account of established requirements, constraints and/or parameters.
- Depending upon your chosen area you can work in any media depending on your strengths and interests. The course is designed for students who want to study 3D Design in a hands on, practical way that helps them develop their knowledge, skills and experience.

Course Content

Three-dimensional design will allow students the opportunity to design, prototype and make products that are both functional and aesthetic.

Students can focus on products or environments, drawing upon intellectual, creative and practical skills. You are encouraged to be experimental and reflective in your approach when exploring and developing skills such as model making, surface treatment, drawing, wood, metal, plastic, or clay. You will be encouraged to be inspired by the work of others when developing your ideas. The 3D Design course will allow students to explore design solutions in three key areas: Architectural Design, Product Design, or Sculpture.

Assessment

There are two components to this qualification:

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

Possible Careers

Engineer, Construction, Architect, Product Design, Carpenter, Graphic Designer, Electrician, Plumber and Mechanic

Design and Technology

(GCSE) (Food)

Course Information

GCSE 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 a 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

Exam: 50% of the qualification, this knowledge based paper examines the theoretical knowledge of food preparation and nutrition.

Coursework: 50% of the qualification, including 2 tasks: food investigation and food preparation. Practical elements are compulsory.

Possible Careers

Cook, Chef/Baker, Dietician, Restaurant Owner/Manager, Nutritionist and Food Journalist

Design and Technology (Textiles) (GCSE)

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

- You will develop your knowledge, understanding and skills through practical and critical study in the way a textiles or fashion designer would.
- You will 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 needed.

Possible Careers

*Fashion Designer, Graphic Designer, Retail/Fashion Industry, Interior Designer and Costume Designer
(Production/Media)*

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 centre or individual set starting point, brief, scenario or stimulus. This is internally assessed and externally moderated.

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. 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.

Digital Information Technology

(BTEC Tech Award Level 1/2)

Course Information

The BTEC Tech Award in Digital Information Technology allows you to investigate the use of Technology in society today.

This course investigates the use of graphical user interfaces on platforms such as your mobile phone, tablets, games consoles, home devices and computers. Throughout the Digital Information Technology course, students will: explore user interface design and development principles, investigate how to use project planning techniques, develop a dashboard using manipulation tools, explore how modern information technology is evolving.

Assessment

This qualification includes three Components of work. Component One and Component Two have internal assessments, each worth 30% of the total qualification. Component Three is assessed through an external exam which constitutes 40% of the total qualification.

Possible Careers

Data Scientist, Software Engineer, User Experience Designer, Systems Analyst, IT Security Specialist, Web Developer

Aims of the Course

- To acquire and apply creative and technical skills, knowledge and understanding of IT.
- To develop the ability to use IT-based solutions to resolve practical problems.
- To develop the understanding of current and emerging technologies and their social and commercial impact.
- To develop your understanding of the legal, social, economic, ethical and environmental issues raised by information technology.
- To recognise the potential risks of using IT, and develop safe, secure and responsible practices.

Course Content

Unit 1: Exploring User Interface Design

Principles- Internal assessment

- This is assessed via a portfolio of evidence that students will create during lesson time, in controlled conditions.
- You will explore user interfaces, discover how to develop and review them, and investigate how to use project planning techniques.

Unit 2: Collecting, Presenting and Interpreting Data- Internal assessment

- This is assessed via a portfolio of evidence that students will create during lesson time, in controlled conditions.
- You will explore how data impacts on individuals and organizations followed by the production of a data visualisation solution – a data dashboard.

Unit 3: Effective Digital Working Practices- External assessment

- This is assessed via a 1 hour 30-minute written examination.
- The aim of this component is to explore how organisations use digital systems and the wider implications associated with their use.

Drama

(GCSE)

Course Information

GCSE Drama 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 developing 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.

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

Course Content

Component 1: Devising

- 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

- performing a scripted play to an external examiner

Component 3: Theatre Makers in Practice

- written exam in May/June (40% of the qualification)

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

Assessment

Component 1 Coursework: 40%

Component 2 Coursework: 20%

Component 3 Written Examination: 40%

Possible Careers

Actor/Actress, Director, Script Writer, Casting Director, Drama/Music Therapist and Teacher

Engineering Design

(Cambridge National)

Course Information

Level 2 Engineering Design course is ideally suited to you if you enjoy both practical, and theoretical learning.

The course allows students the opportunity to understand and apply the fundamental principles and concepts of engineering design, including the design process, types of drawings, influences on design, and the use of Computer-Aided Design (CAD).

Students will also be encouraged to develop their independence and confidence in using practical skills that would be relevant to the engineering design and development sector. This qualification fulfils entry requirements for both academic and vocational study post-16.

Aims of the Course

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

Assessment

- 40% exam (Unit 1)
- 60% coursework (Unit 2 & 3)

Course Content

Unit 1: Principles of engineering design (externally assessed)

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

- designing processes
- designing requirements
- communicating design outcomes
- evaluating design ideas

Unit 2: Communicating designs (internally assessed)

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

- manual production of freehand sketches
- manual production of engineering drawings
- use of Computer Aided Design (CAD)

Unit 3: Design evaluation and modelling (internally assessed)

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

- production evaluation
- modelling design ideas

Possible Careers

Engineer, Construction, Architect, Product Design, Carpenter, Graphic Designer, Electrician, Plumber and Mechanic

Health and Social Care

(BTEC Level 1/2)

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.
- You will develop the ability to apply knowledge and skills in the assessed units.

Possible Careers

*Nurse, Social Worker, Counsellor, Nutritionist,
Physiotherapist, Personal Trainer and Child Care
Assistant*

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 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

Music

(GCSE)

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 taking exams outside of school, 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 Ms O'Malley 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: students prepare two short performances one of which will be a solo, the other will be as part of a group.

Composing: students learn to compose their 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 Music: written listening exam paper lasting for 1.5 hours.

Possible Careers

Musician, Media Sound Technician (TV, Film, Theatre), Conductor, Composer and Music Producer

PE

(GCSE)

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

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

Possible Careers

*Personal Trainer, Sports Therapist,
Physiotherapist, Exercise Physiologist, Sport
and Exercise Psychologist, Sports Coach and
Professional Sports Person*

Course Content

Paper one

- 1.1a The structure and function of the skeletal system
- 1.1b The structure and function of the muscular system
- 1.1c Movement Analysis
- 1.1d The cardiovascular and respiratory Systems
- 1.2a Components of fitness
- 1.2b Principles of Training
- 1.3c Preventing injury in Physical Education

Paper two

- 2.2a Engagement patterns of different social groups
- 2.2 Sports Psychology
- 2.1c Ethical and Socio-Cultural issues in PA and Sport -Ethics
- 2.3 Health, Fitness and Well-being

Assessment

The course is examined over two papers which are marked out of sixty and last one hour. Paper one is titled 'Physical factors affecting performance' and paper two titled 'Socio-cultural issues and sports psychology'. The content is listed above. Each paper is worth 30% and is 60% of the student's final grade.

The course involves practical exams and students will be assessed in three sports. This is a combination of team and individual sports. Each sport is marked out of twenty and worth 30% of the student's final grade.

There will be a practical moderation off site with other schools with a visiting moderator.

The students will complete a piece of coursework which is a written analysis of themselves and is worth twenty marks and 10% of their final grade.

Philosophy & Ethics

(GCSE)

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 prepares you for life in the present and future.

Aims of the Course

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

Assessment

Two equally weighted examination papers which last 1 hour 45 minutes each and take place on different days. These make up 100% of the final grade.

Students will achieve a GCSE in Philosophy & Ethics.

Possible Careers

Barrister, Teacher, Chaplain, Health Service Manager, Psychotherapist, Recruitment and Armed Forces

Course Content

Edexcel – Religion & Ethics through Christianity and Religion, Peace and Conflict through Islam.

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

Psychology

(Pearson Edexcel)

* New course for 2024.

Course Information

This Edexcel GCSE Psychology course is perfect for those who want to learn more about the mind, brain, and human behaviour.

This course will focus on debates within psychology and the interrelationships between the core areas of the subject. You will look at how you carry out psychological research, and the different methods such as biological; cognitive; social; developmental and individual differences for doing so. You will develop an understanding of psychological issues and consider how psychology contributes to society.

Aims of the Course

The aims and objectives of this qualification are to enable students to:

- use specialist vocabulary, psychological concepts, terminology, and convention to engage in the process of psychological enquiry
- acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena
- understand how psychological research is conducted, including the role of scientific method and data analysis
- present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers
- develop an understanding of the relationship between psychology and personal, moral, social, and cultural issues, and develop an understanding of ethical issues in psychology
- develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society.

Course Content

Paper 1 (1PS0/01)

Topic 1: Development - How did you develop?

Topic 2: Memory - How does your memory work?

Topic 3: Psychological problems - How would psychological problems affect you?

Topic 4: The brain and neuropsychology - How does your brain affect you?

Topic 5: Social influence - How do others affect you?

Paper 2 (1PS0/02)

Topics 6 to 10 are optional; students must study two of them. Topic 11 is compulsory.

Topic 6: Criminal psychology - Why do people become criminals?

Topic 7: The self - What makes you who you are?

Topic 8: Perception - How do you interpret the world around you?

Topic 9: Sleep and dreaming - Why do you need to sleep and dream?

Topic 10: Language, thought and communication - How do you communicate with others?

Topic 11: Research methods - How do you carry out psychological research

Assessment

Paper 1- Written examination: 1 hour and 45 minutes
55% of the qualification, 98 marks

Paper 2- Written examination: 1 hour and 20 minutes
45% of the qualification, 79 marks

Possible Careers

*Clinical Psychologist, Sport Psychologist,
Teacher, Social Worker, Police, Midwife, Nursing,
Physiotherapy, Research Assistant,
Business/Management, Forensic Psychologist*

* New course for 2024.

Sociology

(GCSE)

Course Information

Sociology is a subject that will help you to explain the things that are happening around you.

Sociology is the study of modern society and involves looking at changes that are happening in relation to a variety of issues that affect you e.g. family, education, crime, media.

Some of the issues we will deal with in Sociology include:

- Why has the divorce rate increased?
- Why have girls overtaken boys in education?
- Why do people commit crimes?
- Why do some social groups have poorer life experience than others?
- What are the solutions to poverty in society?

Aims of the Course

By studying Sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world
- evaluate an argument
- interpret data

Possible Careers

Social Worker, Police Officer, Prison Officer, Probation Officer, Special Needs Coordinator (SENCO)

Course Content

Family: In this unit of study, we ask how important family is in creating stable members of society. We analyse and evaluate the family as a vital role in our development, looking at how it teaches us the rules of social life. Some Sociologists believe the family is a positive influence in our lives, whereas others view the family as hindering us in society.

Education: In this unit of study, we analyse the role and purpose education plays in society. We ask questions such as - Why do some people do better than others? Does it matter what gender, ethnicity or class you are?

Crime and Deviance: In this unit of study, we look at what can be considered the most interesting questions in our modern society - Why do some people commit crime? What motivates a person not to follow the rules despite consequences such as prison? We evaluate a range of Sociological theories as to why people commit crime, and explore the reality that crime is a global problem and often involves highly connected criminal networks across the world.

Social Stratification: In this unit of study, we explore whether society is fair and equal, and who holds the power to change society. Many sociologists agree that you can judge a society by how they treat their most disadvantaged. Studies have shown a growing gap between the rich and the poor and a lack of concern for the disabled or socially excluded such as the homeless

Assessment

This course is assessed through two exams worth 50% each at the end of Year 11. Each exam lasts 1 hour and 45 minutes.



**Holderness Academy
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