



Holderness
Academy



**Key Stage 4
Options
2026**

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As a result of the 1990s reforms, the government has been able to reduce the size of the public sector and to increase the size of the private sector. The government has been able to reduce the size of the public sector by reducing the number of public health insurance companies and by reducing the number of public health care providers. The government has been able to increase the size of the private sector by increasing the number of private health insurance companies and by increasing the number of private health care providers.

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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).

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 with progression to further education and apprenticeships is the ultimate aim.

Good luck with your continuing education.

Mr Holder, Headteacher



The Importance of Key Stage 4 Option Choices

Key Stage 4 is the name given to the period of education during Years 10 and 11. This will be the first opportunity that you have to consider some of the subjects you would like to continue studying at school. During Key Stage 4, you will gain formal qualifications which will prepare you for your future pathways. These qualifications will provide you with greater choices when you leave school.

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 (Combined or Separate Award) and aspects of Religious Studies, Social, Moral, Spiritual and Cultural (SMSC), Careers,

Relationships and Sex Education (RSE) 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 and History). 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. Most 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).

The Key Stage 4 Curriculum

Our curriculum aligns itself with local, regional and national skills, with students leaving school to follow careers in various sectors. The structure of the Key Stage 4 curriculum will ensure that every student follows a broad and balanced curriculum, whilst allowing some element of choice that is suited to individual aptitudes and needs.

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.

GCSE 9-1 Points		BTEC First Award		BTEC Tech Award	
Grade & Points	Grade terms	Grade	Points	Grade	Points
9		L2 D*	8.5	L2 D*	8.5
8					
7					
6					
5					
4	Strong Pass (DfE)	L2 P	4	L2 P	4
3	Standard Pass (DfE)				
2		Level 1 Pass	1.75	L1 D	3
1				L1 M	2
U				L1 P	1.25
U		U	0	U	0

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.

If course demand is low for a particular subject, it is possible for the course to be removed from the curriculum for that academic year.

The English Baccalaureate

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.

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.

Year 10 Pathway Curriculum Structure (from 2026)

Core and compulsory subjects constitute 16 periods out of a possible 25 periods a week. All students at Key Stage 4 will study the following core subjects in the table below. Students are set in English, maths and science classes independent from the pathways process.

Curriculum Area	Subjects Studied	Hours per week	Explanatory notes
Core Subjects These subjects are studied by all students	English	5	Gaining a good pass (a grade 4 and above) in these subjects is essential to gain a post 16 place at Sixth Form or College. Students will study English Language, English Literature, Maths and Science.
	Maths	4.5	All students will work towards a double award in science which is equivalent to two GCSEs. Some students will be able to complete Separate Award Science, which is worth three GCSEs, this will be determined by their KS3 performance.
	Science	5	
Compulsory subjects There is no formal award for these subjects	Core PE	1	Helping students understand the need to keep fit and maintain a healthy lifestyle is part of a school's responsibility
	ARRK	0.5	This subject informs students about a range of Social, Moral, Spiritual and Cultural issues relevant to 21st century Britain

The remaining time is split between 3 possible option choices for each pathway. Each student will be placed on a pathway with careful consideration. The designated pathway has been designed to ensure that students receive the best curriculum depending on their individual needs and is both broad and balanced. The choice of pathway also ensures that students can make exceptional progress and have the appropriate level of challenge.

All students have different strengths and weaknesses, and a more technical pathway may provide some students with a greater degree of challenge and support. These routes have been designed to ensure that we continue to provide 'the right student with the right course'.

Options Curriculum Structure

Orange Pathway (EBacc Route) Curriculum Structure

Curriculum Area	Subjects Studied	Hours Per Week	Explanatory Notes
Orange Pathway Preferences (EBacc Pathway)	Option 1 Humanities Option Geography or History	3	In addition to studying the core and compulsory subjects, students will have three option choices; two of these choices will be a Humanities subject and a Modern Foreign Languages (MFL) subject. This pathway will allow students to gain English Baccalaureate (EBacc) status. For their third subject students will be able to choose from a range of subjects. Details can be found in the 2026 Options booklet.
	Option 2 MFL - French	3	
	Option 3 Open Option	3	

Blue Pathway Curriculum Structure

Curriculum Area	Subjects Studied	Hours Per Week	Explanatory Notes
Blue Pathway Preferences	Option 1 Humanities Option Geography or History	3	In addition to studying the core and compulsory subjects, students will have three option choices; one of these choices will be a Humanities subject. A subject either Geography or History will be recommended by the school. The two remaining options will be open for students to select their preference. This pathway is designed to develop skills that will give students greater access to the wider curriculum throughout Key stage 4 and be beneficial in the working world.
	Option 2 Open Option	3	
	Option 3 Open Option	3	

Green Pathway Curriculum Structure

Curriculum Area	Subjects Studied	Hours Per Week	Explanatory Notes
Green Pathway Preferences	Option 1 Humanities qualification	3	In addition to studying the core and compulsory subjects, students will have three option choices; one of these choices will be a Humanities based qualification. The two remaining options will be open for learners to select their preference. This pathway offers the opportunity to develop life skills through a combination of appropriate L1 and L2 qualifications.
	Option 2 Open Option	3	
	Option 3 Open Option	3	

STEAM Pathway

This year we are proud to offer a tailored STEAM GCSE pathway which is structured for students who would benefit from or have a passion for the following subjects:

Science: Combined GCSE (worth 2 GCSEs) or Separate Science, Biology, Chemistry, Physics (worth 3 GCSEs)

Technology: Computer Science, 3D Design

Engineering: Design Engineering

Arts: Art, Photography

Mathematics: Core and Additional Mathematics

Benefits of a STEAM Pathway:

- **Broader Skillset:** STEAM pathways develop a diverse range of skills, including critical thinking, problem-solving, creativity and collaboration.
- **Enhanced Creativity:** The integration of arts into STEM subjects fosters innovation and unique approaches to problem-solving.
- **Improved Career Prospects:** STEAM careers are in high demand, offering numerous career opportunities with excellent earning potential.
- **Strong Foundation for Further Study:** A solid STEAM foundation prepares students for advanced studies in STEM disciplines such as engineering, computer science and medicine.
- **Real-world Applications:** STEAM projects often involve real-world challenges, making learning more engaging and relevant.
- **Interdisciplinary Learning:** STEAM encourages students to connect different subjects, leading to a deeper understanding of complex concepts.
- **Key Subjects in a STEAM GCSE Pathway:** By pursuing a STEAM GCSE pathway, students can gain a competitive edge and open doors to a wide range of exciting and rewarding careers.

The core and compulsory curriculum will remain unchanged, however there will be an option to study separate science (Biology, Chemistry and Physics GCSE) dependant on student performance in December 2027 and end of course projections.

Curriculum Area	Subject Studied	Hours Per Week	Explanatory Notes
STEAM Pathway Preferences	Option 1 Humanities Option Geography or History	3	In addition to studying Maths, Science (either combined or separate) English, PE and ARRK. Students will have three option choices; one of these choices will be a Humanities subject.
	Choice of 2 possible options Art Computer Science DT Textiles 3D Design Design Engineering Photography	3	
			3

Advice for Students

Enjoyment:

Choose subjects that you think you will enjoy. This means researching content closely and asking teachers and others who know you well for advice.

Aptitude:

Choose subjects which you think you will be good at – you will be more likely to enjoy them as well. Think about why you might enjoy particular subjects and how committed you feel.

Prospects:

Think seriously about future ambitions. If you already have a university course in mind, check entry requirements for specific courses at university and work back from there.

Balance:

If you have no idea what you want to do in the future make sure that your options provide a broad and balanced programme.

Independence:

Don't choose on the basis of what friends are doing or on the basis of favourite teachers. Make your own decisions.





Careers

At Holderness Academy, we aim to provide careers information which is impartial and develops both the knowledge of students and their parents about the possible education, training and careers opportunities that are available and how to pursue them. We have tailored our careers provision to ensure that all students receive the best guidance and support, so they can make informed decisions and plan for their future careers.

In Years 7-11 students learn about the world of work and the various routes and options that are available to them through careers lessons that are delivered with the ARRK programme and, also, through careers focused drop-down mornings. Students can also access individual careers interviews that are conducted by GP Careers.

Throughout Key Stage 4 we run various assemblies, inviting providers into the academy to promote awareness around local businesses, apprenticeships and further/higher education. In order to give our students the opportunities to learn about work, employment and the skills that are needed to succeed in the workplace, we work effectively in partnership with other educational

establishments, employers and external providers. This is done through a range of enrichment activities including:

- 1:1 Careers Guidance Meetings
- Careers Fairs
- 'Log On Move On' Application and CV Workshops
- HETA Workshop
- Hull University Campus Visits
- Cranswick Foods Butchery Demonstrations
- Year 10 Work Experience
- Holderness Academy Careers Hub

We are pleased to be currently supported by the Careers & Enterprise Company and are delighted to be partnered with Cranswick PLC as our Enterprise Advisor. In addition to our Cranswick partnership, we also work alongside Tigers Trust, delivering a range of opportunities and interventions on a weekly basis.

Please see our website for information on careers related activities and work experience.



Where Next After Year 11?

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

You must choose from 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, you could consider continuing your full-time education at The Consortium Sixth Form College, 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.

We realise for some however, that this might not be the right choice, especially if you 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. You will also have the opportunity to listen to guest speakers from Further Education establishments and Apprenticeship providers.



Key Events

As this is such an important decision, we have planned a number of events to support students and parents/carers in these choices.

Our aim is to have every student studying courses in which they have a high degree of interest and the potential to achieve well.

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.

- Year 9 Pathway Assembly Week
- Key Stage 4 Options Booklets distributed
- Year 9 Progress Evening
- Pathway Evening and Careers Fair
- Deadline for preferences
- Final confirmed options are released to students

Core Subjects

English Language

(AQA – GCSE Award)

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: Explorations in creative reading and writing.

The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves by:

- in section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers
- in section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

Component 2: The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:

- in section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader
- in section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A

Assessment

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

English Language Paper 1 (50%)
English Language Paper 2 (50%)
Spoken Language Endorsement
(Pass/Merit/Distinction) Year 9.

Possible Careers

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

English Literature

(AQA – GCSE Award)

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

Paper 1: Shakespeare and the 19th-century novel
Shakespeare's 'Macbeth'

The 19th-Century Novel

The Strange Case of Dr Jekyll and Mr Hyde: Robert Louis Stevenson

Paper 2: Modern Texts and Poetry

Modern Text

An Inspector Calls by J.B Priestley

Poetry

You will study a cluster of 15 poems taken from the AQA poetry anthology based on power and conflict.

Unseen Poetry

In preparing for the unseen poetry section of the examination students should experience a wide range of poetry in order to develop their ability to closely analyse unseen poems. They 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 and poetry (60%)

Possible Careers

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

Maths

(Pearson – GCSE Award)

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.

Extended Maths Level 2

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

It will be co-taught alongside the GCSE for those students who wish to challenge themselves to achieve the highest possible outcomes. 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

(AQA – Combined Trilogy Award)

Equivalent of 2 x GCSE

Course Information

All students must follow the Combined Science Trilogy course, this is worth 2 GCSEs.

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

(AQA – Separate GCSE Award)

3 x GCSEs in Biology, Chemistry and Physics

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. Learners will be selected by teaching staff based on their performance in the Year 10 Centre Assessed Exams (CAEs).

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

Computer Science

(OCR – GCSE Award)

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.

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.

Possible Careers

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

French

(AQA – GCSE Award)

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 the francophone world 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.

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 describe and compare on a variety of images and scenes.

Your study of French phonics will support you with dictation when listening and also reading aloud confidently in French.

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:

- People and lifestyle
- Popular culture
- Communication and the world around us

Possible Careers

Translator, Tourism, Teacher, Broadcast Journalist, International Aid Worker and Entrepreneur

Geography

(AQA – GCSE Award)

Course Information

- Geography is a subject that links to many others in the curriculum, so a GCSE in geography is a steppingstone 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

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, tectonic hazards such as earthquakes and volcanoes.

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 a field work visit 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 - 35% Examines the changing landscapes of the UK, including optional subtopics within the paper.

Component 2 - 35% Examines changing cities, global development and resource management, the paper includes an option of 2 subtopics.

Component 3 - 30% Examines geographical investigations comprising of fieldwork and UK challenges.

Possible Careers

Environmental Consultant, Surveyor, Volcanologist, Teacher, Landscape Architect, Town Planner, Analyst and NASA Researcher, Coastal Engineer, Tourist Board

History

(Pearson – GCSE Award)

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, Palaeontology, Teacher, Conservation Officer, Journalist and Solicitor

Options Subjects

Art

(AQA – GCSE Award)

Course Information

Art is a creative, expressive and dynamic subject that will give you the freedom to explore your ideas and produce exciting and skilful 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

Design and Technology – 3D Design (AQA – GCSE Award)

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 – Textiles (AQA – GCSE Award)

Course Information

This qualification fulfils the entry requirements for academic and vocational study post-16.

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.

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.

Possible Careers

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

Digital Information Technology

(Pearson BTEC Level 1/2 Technical Award – Vocational Award)

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.

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.

Possible Careers

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

Design Engineering

(OCR Cambridge National Level 1/2 – Vocational Award)

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

Food and Cookery

(NCFE Level 1/2 Technical Award – Vocational Award)

Course Information

The Level 1/2 Technical Award in Food and Cookery is designed for learners who want an introduction to food and cookery that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the food industry or progress onto further study in the food and hospitality sector.

Aims of the Course

- develop a core of knowledge and understanding of food and cookery principles and apply their knowledge through a series of practical tasks and by using a wide range of cooking skills.
- support your progression to Level 3 Certificate/Diploma in Food Science and Nutrition and Level 3 Technical Levels including T Level programmes (this will support progression to employment and higher education)
- progress into employment or onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the food industry through a variety of occupations that are available within the sector, such as kitchen assistant, catering assistant, chef and sous chef
- develop their personal interest and skills in cookery that will help them to prepare food that is healthy and nutritious.
- help you to make appropriate food choices and provide a balanced diet for themselves and others. These skills can readily be transferred to further study or employment within the food sector

Course Content

This qualification is designed to match the rigour and challenge of GCSE study.

- **Content area 1:** Health and safety relating to food, nutrition and the cooking environment
- **Content area 2:** Food legislation and food provenance
- **Content area 3:** Food groups, key nutrients and a balanced diet
- **Content area 4:** Factors affecting food choice
- **Content area 5:** Food preparation, cooking skills and techniques
- **Content area 6:** Recipe amendment, development and evaluation
- **Content area 7:** Menu and action planning for completed dishes

This will be delivered through a combination of practical and theory lessons. Students will be required to provide ingredients when making their products.

Assessment

There are two components to this qualification:

Non-Exam Assessment (NEA): 60% of the Technical Award

This assessment has a 60% weighting of the final grade awarded. This assessment is externally-set, internally marked and externally moderated. The NEA will take 16 hours 30 minutes, this will be completed in the final year of the qualification. A different NEA brief will be released every September by the exam board.

Examined assessment: 40% of the Technical Award

The written examination will be completed at the end of the qualification. This will be worth 80 marks in total, take 1hr 30 minutes to complete. The examination is a mixture of multiple-choice, short-answer and extended response questions.

Possible Careers

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

Health and Social Care

(BTEC Level 1/2 Technical Award – Vocational Award)

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.

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 Well-being (40% of total course) externally assessed task

Possible Careers

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

Performing Arts

(Eduqas Vocational Level 1 / 2 Vocational Award in Performing Arts)

Choose one pathway

- Pathway One: Performing Arts – Acting / Musical Theatre Pathway
- Pathway Two: Performing Arts – Music Pathway

Course Information

Do you have a passion for performance? Are you a budding musician or actor? Are you curious about the exciting roles behind the scenes too? If so, this course is your opportunity to discover your talent and develop valuable creative skills. Explore the world of performing arts through both performance and production roles through a music or drama pathway.

Aims of the Course

This qualification aims to:

- Build your skills in performing and creative expression
- Develop confidence and communication skills
- Introduce you to real-world roles within the performing arts industry
- Prepare you for further study or careers in the creative sector

Course Content

The course is made up of three units:

Unit 1: Performing

Develop your performance skills by preparing and presenting an existing piece. Disciplines may include:

- Drama
- Music
- Musical Theatre

Unit 2: Creating

Learn how to create and refine original work in the performing arts.

Options include:

- Devised Drama
- Music Composition (with or without technology)

Unit 3: Performing Arts in Practice

Explore the wider industry by responding to a live brief. You will research, plan, and pitch a performance idea (Dragon's Den style), considering real-world factors like audience, budget, and logistics.

Assessment

As part of the assessment for this course, you will be video recorded to document your progress and provide evidence of your work for the examination board. Please note: filming is a compulsory part of the course and not optional.

Unit 1: Performing

- Project-based (no exam)
- 10 hours, worth 30%

Unit 2: Creating

- Project-based (no exam)
- 10 hours, worth 30%

Unit 3: Performing Arts in Practice

- Project-based (no exam)
- 20 hours, worth 40%

Possible Careers

Actor, Musician, Musical Theatre Performer, Composer, Drama or Music Therapist, Stage or Production Manager, Sound Technician, Arts Administrator. Teacher, Community Arts Worker, Director

PE

(OCR – GCSE Award)

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.

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.

Possible Careers

Personal Trainer, Sports Therapist, Physiotherapist, Exercise Physiologist, Sport and Exercise Psychologist, Sports Coach and Professional Sports Person, PE Teacher, Nutritionist

Philosophy and Ethics

(Pearson – GCSE Award)

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 Religious Studies.

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.

Crime & Punishment - the law, justice, types of punishment, treatment of criminals, the death penalty and forgiveness.

Living the Muslim Life - the Ten Obligatory Acts for Shi'a Muslims, the real meaning of Jihad, festivals, the Five Pillars.

Peace & Conflict - war, peace-making, causes of conflict, pacifism, the Just War Theory and weapons of mass destruction.

Possible Careers

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

Photography

(OCR – GCSE Award)

Course Information

GCSE Photography introduces you to the world of DSLR photography and editing.

This course gives you the opportunity to build camera skills and gain knowledge of digital manipulation using software such as Adobe Photoshop and PIXLR.

It is imperative that you participate in the course and get involved in the many photoshoots we do – this will involve having your photograph taken a lot! 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 techniques.

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 be encouraged to be photographed and get involved in the photoshoots
- 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 and Camera Engineer (TV)

Psychology

(Pearson Edexcel)

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

Sociology

(AQA – 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

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.

Possible Careers

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



THE CONSORTIUM
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All information is correct at time of printing and is subject to change without notice.