



# IGCSE / GCSE

## OPTIONS (Year 10)



At CSi students in Year 9 need to choose the Programme they will study at CSi over the following two years (at IGCSE level).

The **core subjects** at CSi are:

English Language /as a second language also available

Portuguese Language/as a second language also available

Mathematics

Physical Education (non-examination)

The **core choices** at CSi are:

Physics ☐

Chemistry ☐

Biology ☐

You may choose all three sciences or two sciences or one science

The **Options** at CSi are:

Geography ☐

History ☐

Business Studies ☐

Art and Design ☐

Spanish ☐

French ☐

Physical Education ☐

Sociology ☐

Psychology ☐

Drama ☐

Music ☐

**Note:** If the choice is **ONE Science** then **3 subjects** will be chosen from this list.

If the choice is **TWO Sciences** then **2 subjects** will be chosen from this list

If the choice is all **THREE Sciences** then only **1 subject** will be chosen from the list.



# English Language 2.0

## Course outline

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) English Language 2.0 consists of two externally-examined papers and one endorsement for Spoken Language.

Students must complete all assessment in May/June or November in any single year.

## Course details

### Paper 1: Non-Fiction Texts

Written examination: 1 hour and 55 minutes 50% of the qualification 80 marks

Content overview

- Study a range of functional 19th-century non-fiction texts.
- Develop skills to analyse and evaluate non-fiction extracts.
- Develop transactional writing skills for a variety of forms, purposes and audiences.
- Use spelling, punctuation and grammar accurately.

Assessment overview

Section A: Reading

- Short and open-response questions on two thematically linked, unseen nonfiction extracts.

Section B: Writing

- Choice of two writing tasks that require an extended response from students.

### Paper 2: Contemporary Texts

Written examination: 1 hour and 55 minutes 50% of the qualification 80 marks

Content overview

- Study a range of 20th- and 21st-century prose fiction and literary non-fiction.
- Develop skills to analyse and compare 20th- and 21st-century fiction and literary non-fiction extracts.
- Develop imaginative writing skills to engage the reader.
- Use spelling, punctuation and grammar accurately.

Assessment overview

Section A: Reading

- Short and open-response questions on two thematically linked, unseen fiction and literary non-fiction extracts.

Section B: Writing

- Choice of two writing tasks that require an extended response from students

## Career prospects

If taught in conjunction with International GCSE Literature, it enables access to AS and A2 English Literature. Careers in Media, Law or Journalism can be pursued.

# English Language- Cambridge University

## Qualifications Details

Cambridge English exams focus on various levels of the Common European Framework of Reference (CEFR), helping learners to improve their speaking, writing, reading and listening skills step by step. The Cambridge Language levels we offer include A1, A2, B1, B2 & C1. The C1 Advanced English exam is proof of high-level achievement in English and is the ideal qualification for students preparing for university or professional life.

## C1 Advanced English Course Details

The exam is made up of four papers developed to test your English language skills. You can see exactly what's in each paper below.

**Paper 1: Reading & Use of English:** 1 hour & 30 minutes: This paper shows you can deal confidently with different types of text, such as fiction, newspapers and magazines. It tests your use of English with different types of exercise that show how well you can control your grammar and vocabulary.

**Paper 2: Writing:** 1 hour & 30 minutes: In this paper you create two different pieces of writing, such as essays, letters/emails, proposals, reports and reviews.

**Paper 3: Listening:** 40 minutes: This paper tests your ability to follow and understand a range of spoken materials, such as interviews, radio broadcasts, presentations, talks and everyday conversations.

**Paper 4: Speaking:** 15 minutes: This part of the test shows you can take part in a conversation by answering and asking simple questions. Your Speaking test will be conducted usually face to face with one or two other candidates and two examiners. One of the examiners (who could be online, examining remotely) talks to you and the other examiner listens. This makes your test more realistic and more reliable.

## Career prospects

Cambridge English exams are recognised by over 25,000 universities, employers and governments around the world. A C1 qualification enables access to the AS and A2 English Language and Literature programmes. Careers in Media, Law or Journalism as well as English language teaching can be pursued.

[illegible]

Students have been following this course from the start of the academic year. During Year 10 students will continue to study topics from these six areas: number, geometry and measures, probability and statistics. New topics are introduced under these headings such as errors in calculations, further trigonometry, solving quadratic equations, vectors and statistical measures. Other topics are studied to a greater depth than in previous years. The aims of the Mathematics Department relate to all year groups but are especially relevant to those students in Years 10 and 11 who may be considering taking mathematics after I/GCSE:

- ## Course details

## Assessment criteria

1. Higher tier: Grades 9 - 4
2. Foundation tier: Grades 5 – 1

Successful completion of the course provides an excellent platform to study AS/A Level mathematics. Furthermore, most Sixth Form colleges/further education providers require a minimum of a Grade 4 on the new grading system.

# Portuguese Language

## Course outline

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year. Each paper is available at Foundation tier or Higher tier. Students must be entered for a single tier across all papers. The use of dictionaries is not permitted.

## Course details

### Paper 1: Listening and understanding in Portuguese

Written examination

Foundation tier: 35 minutes, including 5 minutes' reading time; 50 marks

Higher tier: 45 minutes, including 5 minutes' reading time; 50 marks

25% of the total qualification

This paper draws on vocabulary and structures across all the themes and topics.

Students are assessed on their understanding of standard spoken Portuguese by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open-response questions based on a recording featuring male and female Portuguese speakers. Students must answer all questions in both sections. There is no requirement for students to produce written responses in Portuguese.

- Section A is set in English. The instructions to students are in English.
- Section B is set in Portuguese. The instructions to students are in Portuguese.

### Paper 2: Speaking in Portuguese

Internally conducted and externally assessed

Foundation tier: 7–9 minutes plus 12 minutes' preparation time; 70 marks

Higher tier: 10–12 minutes plus 12 minutes' preparation time; 70 marks

25% of the total qualification

This paper draws on vocabulary and structures across all the themes and topics. Students are assessed on their ability to communicate and interact effectively through speaking in Portuguese for different purposes and in different settings. There are three tasks which must be conducted in the following order:

- Task 1 – a role play based on one topic that is allocated by Pearson.
- Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson.
- Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment.

The second theme is allocated by Pearson. The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.

### **Paper 3: Reading and understanding in Portuguese**

Written examination Foundation tier: 45 minutes; 50 marks Higher tier: 1 hour; 50 marks 25% of the total qualification

This paper draws on vocabulary and structures across all the themes and topics.

Students are assessed on their understanding of written Portuguese across a range of different types of texts, including advertisements, emails, letters, articles and literary texts.

Students are required to respond to multiple-response and short-answer questions based on these texts. Students must answer all questions in each of the three sections:

- Section A is set in English. The instructions to students are in English
- Section B is set in Portuguese. The instructions to students are in Portuguese
- Section C includes a translation passage from Portuguese into English with instructions in English.

### **Paper 4: Writing in Portuguese**

Written examination Foundation tier: 1 hour 10 minutes; 60 marks

Higher tier: 1 hour 20 minutes; 60 marks 25% of the total qualification

This paper draws on vocabulary and structures across all the themes and topics.

Students are assessed on their ability to communicate effectively through writing in Portuguese for different purposes and audiences.

Students are required to produce responses of varying lengths and types to express ideas and opinions in Portuguese.

The instructions to students are in Portuguese.

Word counts are specified for each question.

Students must answer all questions.

Foundation tier – three open-response questions and one translation into Portuguese.

Higher tier – two open-response questions and one translation into Portuguese.

## **Assessment criteria**

### **Career prospects**

This qualification offers a suitable progression route to an A Level in Portuguese. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual's employability profile. There is great demand for graduates with the ability to speak a language other than English. Students will be able to apply their knowledge, skills, and understanding to authentic, real-life contexts. They will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of other countries and cultures.

# Art and Design

## Course outline

The course is made up of two components each weighing at 50% of the total:

Component 1: Personal portfolio must include supporting studies and personal responses, demonstrating evidence of the four assessment objectives and approximately 120 hours supervised study. This component is internally set and externally assessed.

Component 2: Externally set Assignment is a body of work for the four assessment objectives based on an externally set theme. The work produced will consist of approximately 25 hours supervised study and 10 hours of sustained focus in exam conditions. This component is externally set and assessed. The course objectives are to:

- Develop the student's creative and imaginative ability and practical skills, for engaging with, and for communicating and expressing ideas, feelings and meanings with the use of art, craft and design.
- To develop investigative, analytical, experimental and interpretive capabilities, aesthetic understanding and critical and enquiring minds, with increasing independence, cultural knowledge and understanding of art, craft, design and of the media and technologies used in different times, contexts and societies.
- To further develop personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

The skills that will be developed will include recording experiences and observations, undertaking research and gathering, selecting and organising visual, tactile and sensory materials and other relevant information. Exploring relevant resources, analysing and evaluating images, objects and products, and making independent judgements as to their relevance in visual art.

## Course details

**Component 1 Personal Portfolio in Art and Design (50% of total I/GCSE)**

**Component 2 Externally Set Assignment (50% of total I/GCSE)**

## Assessment criteria

An on-going portfolio of work throughout the course plus an examination under controlled conditions. This I/GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual components are not graded.

## Career prospects

This is a gateway to A Level in Art and Design. If students choose to seek employment, they will have a portfolio of work that evidences their ability to pursue a course in Art and Design, covering different projects and producing a range of work. There may be opportunities to work, for example, in local galleries, design offices, graphics companies and retail.

# Business Studies

## Course outline

The course is split into two units.

Unit 1: “Investigating Small Businesses” focuses on identifying a business opportunity, showing enterprise, putting a business idea into practice, making the start-up effective and understanding the economic influences.

Unit 2: “Investigating Large Businesses” focuses on growing the business, including marketing, HR, finance and operations.

The course objectives are to:

- Actively engage in the study of business and the wider environment to develop as effective and independent students, and as critical and reflective thinkers with enquiring minds.
- To use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements.
- To develop and apply knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts.
- To appreciate the range of perspectives of different stakeholders in relation to business and economic activities.
- To consider the extent to which business and economic activity can be ethical and sustainable.

Skills that will be developed will be to introduce students to the world of small businesses and to consider what makes someone a successful business person. Students will know how to develop an idea, identify an opportunity, and turn that into a successful business. How to make a business effective and manage money.

## Course details

Unit 1 Investigating small businesses (50% of total I/GCSE)

Unit 2 Investigating large businesses (50% of total I/GCSE)

## Assessment criteria

Students will take two examinations at the end of Year 11. Both exams are 1 hour and 30 minutes and have a maximum of 90 marks available.

## Career prospects

Having successfully completed the International GCSE Business course would provide you with an excellent grounding for the AS/A Level Business Studies or the BTEC National Diploma in Business.

# Drama

## Course outline

The aim and objectives of the qualification are to enable students to:

- 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 as creative, effective, independent and reflective students able to make informed choices in process and performance.
- Contribute as an individual to a theatrical performance.
- Reflect on and evaluate their own work and that of others.
- Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice and to adopt safe working practises.

## Course details

Component 1 Devising (Practical 40% of total GCSE - 60 marks)

Component 2 Performance from text (Practical 20% of total GCSE - 48 marks)

Component 3 Theatre makers in Practice (Written Examination 40% of total GCSE - 60 marks)

## Assessment criteria

Component 1 is a practical component in which students are assessed on their ability to create and develop a devised piece from a stimulus which is moderated by Pearson Edexcel. For this component students must complete two assessment tasks:

- A portfolio covering the creating and developing process and the analysis and evaluation of this process.
- A devised performance/design realisation.

Component 2 is a practical component in which students are assessed on their ability to either perform in and/or design for two key extracts from a performance text. This is assessed by a visiting examiner.

Component 3 students will prepare for a written exam which is divided into two compulsory sections:

- Section A: Bringing texts to life
- Section B: Live theatre evaluation

## Career prospects

After you have completed the GCSE Drama course you can go on to higher levels of study, such as Drama and Theatre Studies at A Level or BTEC Performing Arts in Acting. This GCSE is also very helpful with any post age 16 course, due to it giving you confidence and creativity. Students have the chance to enhance their presentation and evaluation skills through critical reviews of professional productions, all of which will make for a smooth transition to the next level of study. This clearly links to Journalism, Marketing, Media, Business or English degree subjects due to its practical and theoretical nature

# Geography

## Course outline

Geography is an ideal subject for developing a full range of skills. You will be encouraged to develop your investigative approaches to explore geographical questions and issues. There will be a focus on improving your ability to make geographical decisions by applying your knowledge, understanding and skills with a real-world focus. Fieldwork is an integral part of the course and this will help you to develop the skills of organising your own time, and working and co-operating with others. All these skills are transferable and will help you to make progress in other subjects. They are also skills that are highly valued by employers, and will be useful in the world of work.

## Course details

### **Paper 1 – Physical Geography (40% of total I/GCSE)**

- Coastal environments
- Hazardous environments including fieldwork from one of these topics

### **Paper 2 – Human Geography (60% of total I/GCSE)**

- Economic activity and energy
- Urban environments including fieldwork from one of these topics
- Global issues - Development and human welfare

## Assessment criteria

**Paper 1:** Examination of 1 hour and 10 minutes, consisting of two sections.

The questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.

- Section A: Candidates answer questions on- coastal environments and hazardous environments.
- Section B: Candidates answer fieldwork-related questions on coastal environments.

**Paper 2:** Examination of 1 hour and 45 minutes, consisting of three sections. The questions are a mixture of multiple choice, short-answer, data-response and open-ended questions.

- Section A: Candidates answer questions on- economic activity, energy and urban environments.
- Section B: Candidates answer fieldwork-related questions on urban environments.
- Section C: Candidates answer questions on globalisation and migration.

## Career prospects

Geography ensures students are well placed to contribute to the scientific and political debates regarding the world in which we live. Students learn an excellent range of transferable skills that enable them to be successful across a range of professions. Employment opportunities include Journalism, Media, Law, Engineering, Business Management, ICT, Environmental Management, Teaching, Economic Planning, Marketing, Leisure and Recreation and Tourism.

# History

## Course outline

The objective of the course will be to enable students to recall, select, organise and deploy knowledge and communicate it through description, explanation and analysis. Show that students understand and can analyse and interpret historical sources in context. To show that students can comprehend, analyse and evaluate how and why events, people, situations and changes have been interpreted and represented in relation to the historical themes and periods studied. The skills that will be developed will be to foster a knowledge and understanding of selected periods and/or aspects of history, exploring the significance of historical events, people, changes and issues and to give students the ability to use historical sources critically, in context, recording significant information and reaching conclusions. To enable learners to organise and communicate their knowledge and understanding of history and to enable learners to draw conclusions and make historical judgements.

## Course details

**Paper 1** – 50 % of total I/GCSE

- Depth Studies - A world divided: superpower relations, 1943–72, and
- A divided union: civil rights in the USA, 1945-74

Students answer two questions, one on each of the depth studies they have studied.

**Paper 2** – 50 % of total I/GCSE

- Investigation and Breadth Studies - The origins and course of the First World War, 1905–18 and Changes in Medicine, 1848 - 1948

Students answer two questions, one question on their historical investigation and one question on their breadth study in change.

## Assessment criteria

All the assessment for International GCSE History will take place at the end of the two years of study. There is no coursework element to the course. The examination will be 2 un-tiered written examinations.

- Paper 1: 1hr 30 mins;
- Paper 2: 1hr 30 mins.

The I/GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded.

## Career prospects

Successful completion of the International GCSE History course allows for the progression to Edexcel GCE AS and A2 Level History. However, because the course is very much geared to allowing students to become independent thinkers, who are good communicators and able to articulate sound judgements, it also provides a sound basis for a number of other avenues.

# Music

## Course outline

GCSE Music takes you deeper into the world of music, studying and performing a variety of pieces ranging from classical to rock. Students must be able to perform at a level equivalent to ABRSM Grade 3 on their chosen instrument (or voice). Additionally, it is important to be taking individual instrumental/vocal lessons in order to pass and excel in the performance component of the course. The course is split into three main areas: Performing, Composition and Listening & Appraising.

- **Performing:** you will perform as a soloist and a member of ensemble, this can be on an instrument you are already learning, or wish to learn.
- **Composition:** you will compose two pieces of music, one of your own choice and one to a set brief of the exam board. Styles and genres are based on the set work pieces studied.
- **Listening & appraising:** continuous studies throughout the course with the written exam taking place at the end of year 11. The exam is based on the set works studied during the course, as well as unfamiliar pieces, where the student will answer a range of questions about what they can hear in the pieces.

## Set works

### Instrumental Music:

- J S Bach 3rd Movement from Brandenburg Concerto no.5 in D Major, and
- L Van Beethoven 1st movement from Piano Sonata no.8 in C minor 'Pathétique'

### Vocal Music:

- H Purcell: Music for a While, and
- Queen's Killer Queen

### Music for Stage & Screen:

- Defying Gravity from Wicked, and
- Main title/rebel blockade runner from Star Wars: A New Hope

### Fusions:

- Afro Celt Sound System Release, and
- Esperanza Spalding Samba Em Preludio

## Assessment criteria

**Unit 1 Performing Music** (30% of total GCSE)

**Unit 2 Composing Music** (30% of total GCSE)

**Unit 3 Listening and Appraising** (40% of total GCSE)

## Career prospects

Studio Engineers, Teachers, Professional Musicians, Session Musicians, DJs, Producers, Record Label Managers, Singers are some of the possible career paths after taking GCSE Music.

**Please note:** Due to the nature of the course we recommend that students have instrumental/singing lessons alongside the GCSE course.

# Physical Education

## Course outline

GCSE Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and well-being. The objectives of this course are to:

- Develop knowledge and understanding of the factors that underpin physical activity and sport, and how to use these factors to improve performances.
- Provide opportunities for students to understand how the physiological and psychological state affects performance in physical activity and sport and the contribution that sport can make to health, fitness and well-being. The practical element of the course aims to improve performances in different physical activities by developing skills, techniques, tactics and strategies. Students will also become equipped to analyse and evaluate to improve performances in physical activity and sport.

## Course details

Component 1 Fitness and Body Systems (36% of total GCSE)

Component 2 Health and Performance (24% of total GCSE)

Component 3 Practical Performance (30% of total GCSE)

Component 4 Personal Exercise Programme (10% of total GCSE)

## Assessment criteria

The GCSE course is assessed over the four components.

Component 1 and 2 are externally assessed through two written examination papers in May/June 2021.

Component 3 is assessed internally by the teacher. These marks are then modified by an external moderator. Students will be assessed in three different physical activities in the role of player/performer.

Component 4 is internally marked and externally moderated by Pearson. This piece of work should include planning, performing and evaluating a Personal Exercise Programme (PEP) and will be completed prior to the final exams.

The GCSE qualification will be graded and certificated on a nine - grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded.

## Career prospects

As well as being the ideal preparation for the A Level Physical Education course, the blend of scientific and social knowledge in GCSE PE positions students to access a range of qualifications. GCSE PE allows for progression to related vocational qualifications and gives students an in-depth insight into the career pathways in sport and the necessary skills to allow them to take on coaching roles in the future.

# Psychology

## Course outline

The GCSE course in Psychology introduces students to psychological concepts and methodologies in the context of real-life issues, focusing on key questions, the work of renowned psychologists and the research students can undertake themselves.

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 Details

Students will gain knowledge and understanding of key features of the following core areas of psychology through the study of the compulsory and optional topics in this specification, including research methods:

- Biological – an understanding of biological concepts in psychology, including neuroscience and genetics as contributors to behaviour
- Cognitive – an understanding of thought, information and mental processing as contributors to behaviour
- Social – an understanding of the social area of psychology, the impact of social and environmental factors on behaviour and the influence of groups
- Developmental – an understanding of how individuals change throughout their lives, with a particular focus on childhood and how both nature and nurture can affect individuals
- Individual differences – an understanding of the complex nature of human behaviour and experiences and why and how people are different.

## Assessment Criteria

Paper 1	Paper 2
Written examination: 1 hour and 45 minutes Paper code 1PS0/01 55% of the qualification 98 marks	Written examination: 1 hour and 45 minutes Paper code 1PS0/02 45% of the qualification 79 marks

## Career prospects

- GCEs, for example in psychology, biology and geography.
- Level 3 vocational qualifications in Health and Social Care, Applied Science and Children's Care, Learning and Development.
- Employment in a wide range of careers (with further training), for example product management and general management, or a science-based apprenticeship.

# Spanish

## Course outline

Over the two year I/GCSE course, students will study five key topic areas for approximately one term per topic:

A: Home and abroad.

B: Education and employment.

C: Personal life and relationships.

D: The world around us.

E: Social activities, fitness and health. Course details Lessons will develop the four skill areas of speaking, listening, reading and writing. Students will be supported and encouraged to use the language for genuine communication and as creatively as possible.

## Assessment criteria

All assessments will take place at the end of Year 11

<b>Paper 1: Listening</b>	<b>Paper 2: Reading &amp; Writing</b>	<b>Paper 3: Speaking</b>
Topics: Covers all 5 key topic areas.	Topics: Covers all 5 key topic areas.	Topics: 3 of the 5 key topic areas covered
Assessment Information: <ul style="list-style-type: none"><li>• 30 min exam, plus 5 min reading time.</li></ul>	Assessment Information: <ul style="list-style-type: none"><li>• Written examination of 1hr 45 minutes.</li></ul>	Assessment Information: <ul style="list-style-type: none"><li>• Recorded discussion and conversation with class teacher lasting a maximum 10 minutes.</li><li>• Marked by Edexcel 25% of total I/GCS</li></ul>
25% of total I/GCSE	50% of total I/GCSE	25% of total I/GCSE

## Career prospects

Students who achieve a Grade 5 or above will have the opportunity to continue their chosen language to AS Level. Language graduates have a vast array of career opportunities open to them in all fields, thanks to the wide range of skills developed through learning a foreign language. There are exciting opportunities often involving travel abroad in almost every sector. Spanish is the world's second most popular language after Mandarin, with over four-hundred million speakers worldwide. It is an official language of the UN and knowledge of the language is therefore also very valuable in the global labour market.

# Sociology

## Course outline

The CIE International GCSE Sociology course is well-regarded among colleges and universities as it is well-rounded, allowing learners to have a grasp of key topics, giving a firm basis from which to springboard into A Level and beyond. The course focuses on 7 main units:

### Unit 1: Theory and methods

How do different sociologists interpret society? How do sociologists study society? What types of information and data do sociologists use?

### Unit 2: Culture, identity and socialisation

What is the relationship between the individual and society? How do we learn to be human?

### Unit 3: Social inequality

What is social stratification? What are the main features of social inequality and how are these created?

### Unit 4: Family

What are the different types of family? How are family roles changing? What are the changes affecting the family?

### Unit 5: Education

What is the function of education? What factors help to explain differences in educational achievement?

### Unit 6: Crime, deviance and social control

What are crime, deviance and social control? What are the patterns of crime? What are the explanations of crime?

### Unit 7: Media

Who controls the media? What is the influence of the media?

## Assessment criteria

<b>Paper 1</b> – units 1, 2, and 3 2 hours (including 15 minutes' reading time) Candidates answer <b>one</b> compulsory data response question and <b>one</b> optional structured question from a choice of two. 80 marks, 54% of total grade	<b>Paper 2</b> –units 4, 5, 6 and 7 1 hour 45 minutes (including 15 minutes' reading time) Candidates answer <b>two</b> optional structured questions from a choice of four. 70 marks, 46% of total grade
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## Career prospects

Possible career paths include: sociologist, therapist, teacher, social worker, lawyer, police officer, government official, journalist, psychologist, probation worker, market research and many more.

You will gain many transferable skills such as communication, understanding, research, teamwork, independence, literacy, interpersonal, problem solving and analysis.