



# Year 9 Options Booklet

2026



**The Victory Academy is a unique and supportive learning community, committed to transforming life chances.**

# Welcome

During their first three years at the Victory Academy all students follow the same curriculum. At Key Stage 4, there are core subjects that everyone continues to study but, for the first time in their school careers, students have some choice over which additional subjects they continue to study.

When making their option choices, students need to start thinking about the kind of experiences and qualifications that would benefit them in their future studies, the world of work, and throughout their adult lives.

This is a crucial time for all Year 9 students. It is essential that students, parents/carers, and the school work together to ensure that high expectations and aspirations are met.

The purpose of this booklet is to help students and their parents/carers prepare for their choices. This booklet provides information about courses that the Victory Academy offer as well as advice about the way in which these important choices should be made.

Below is your individual web code to log into Edval to submit your options choices. This will be a sticker in your physical copy

# Key Dates

## **23rd February - 27th February 2026**

Options Assemblies with Subject Leaders

## **2nd March- 6th March 2026**

Options Subject Taster Sessions

## **5th March 2026**

Year 9 Parents/Options Evening

## **9th March- 22nd March 2026**

Students meet with a member of the careers team to discuss option choices

## **22nd March 2026**

Deadline for options to be returned via Edval

## **23rd March- 27th March 2026**

Meeting with members of the Senior Leadership Team/Staff to discuss option choices

## **June 2025**

Confirmation of Options

# Submission Code

# Curriculum

The broad and balanced curriculum at The Victory Academy is designed to provide all students with a high quality education appropriate to their needs and potential in order to prepare them academically, socially and personally for life beyond school.

<b>GCSE</b>	<b>English Language and Literature</b>
<b>GCSE</b>	<b>Mathematics</b>
<b>GCSE</b>	<b>Science (Combined)</b>
<b>CORE</b>	<b>Physical Education</b>
<b>CORE</b>	<b>Victory Citizenship</b>

At The Victory Academy, we are dedicated to ensuring that all students achieve a well-rounded education that prepares them as well as possible for the next stage of their education.

In an increasingly competitive marketplace it is important that the options process is taken seriously to ensure your child selects a combination of subjects that keeps their future options open.

In order for students to have the widest possible choice, we do not organise courses into option pools. Students can select four choices and two reserves and will be given a selection from this choice. However all students must choose History or Geography.

Your child will be given personal advice from a member of the Careers Team regarding the best options.

## The Core Curriculum

The core curriculum table (left) lists the compulsory courses that all Year 10 and 11 students must take.

Current 9-1 GCSE Grading	Old A-E GCSE Grading
9	A*
8	A*/ A
7	A
6	B
5	B/C
4	C
3	D/E
2	E/F
1	F/G
U	U

# Assessment

It's very important to consider how subjects are assessed and recorded when making plans for the future. The majority of courses offered at Key Stage 4 lead to nationally recognised GCSE qualifications, and they may also combine to make EBacc.

## **Business**

## **Design & Technology**

## **Drama**

## **English Language and Literature**

## **Fine Art**

## **Food Preparation and Nutrition**

## **French**

## **Geography**

## **Graphic Communication**

## **History**

## **Mathematics**

## **Media Studies**

## **Science**

## **Sociology**

## **Spanish**

## **Religious Studies**

## **GCSE**

The General Certificate of Secondary Education is awarded on the basis of performance reached by each student, in relation to nationally determined standards. A range of subjects at the Victory Academy lead to GCSE qualifications. However, we also run a range of Technical Awards and BTEC qualifications.

## **English Baccalaureate (EBacc)**

For a broad and balanced curriculum, students are encouraged to take at least two English Baccalaureate subjects, particularly if they are considering university after post-16 education. The subjects that make up the EBacc are English, Mathematics, Science, a Humanities subject (History or Geography), and a Modern Foreign Language (Spanish or French). Since all students take English, Maths and Science as part of their core curriculum, students can choose to study History or Geography, and Spanish or French to gain EBacc.

## **BTEC First and Tech Awards**

BTEC First and Tech Awards are vocationally-focused courses that lead to nationally recognised qualifications equivalent to one GCSE pass. School staff have expertise in delivering high quality vocational education for 14-16 year olds that is highly motivating and produces mature, well-organised individuals, suited to the demands of Further Education and employment. Subjects that offer alternatives to GCSE qualifications are listed opposite.

## **Dance**

## **Digital Information Technology**

## **Health and Social Care**

## **Music Practice**

## **Sport**

# Choosing The Right Course

## Preparing to Choose

The range of courses students choose is likely to affect their career path and future opportunities, as the exclusion of particular subjects could make it difficult, or even impossible, for them to choose a particular career path or further education option. It is therefore vitally important that they take great care in choosing by asking:

**Which subjects am I good at?** It makes sense to choose what you are good at and likely to do well in. Choose the four options that could give you the highest grades and contribute to your career choices.

**Which subjects do I like?** Anyone would be more likely to make a success of a subject they like, as it's easier to work hard at something you're interested in.

**What about my career options?** Some courses may be useful, important or even essential for the type of career you'd like to do.

You can discuss this further with our careers coordinator Mrs Alsop.



## 10 Good reasons to choose a course (Balanced Choices)

1. You like or find it interesting
2. You're good at it
3. It is necessary or useful for your future career
4. You can develop skills by doing it
5. You think you will do well with it
6. It brings you satisfaction
7. Your teacher thinks it is a suitable choice for you
8. It combines well with other subjects you have chosen
9. You like the teaching and assessment methods
10. It is a subject you would like to become good at

## 10 Bad reasons to choose a course (Unbalanced Choices)

1. Your friends are doing it
2. You feel you should do it, even though you don't want to
3. Your parents think it is a good idea but you don't
4. Someone who's done it has told you it is great
5. It is considered "cool" by your friends
6. You can't think of anything else to do
7. You think it will be easy
8. It sounds good but you haven't researched it
9. You really like your Year 9 teacher
10. You think it will impress people

# Getting Help

Choosing wisely means gathering information about possible future options from a range of appropriate sources. Parents/carers and teachers are great sources of guidance because they want to see their children and students do well. It is important to consider everything very carefully as future success and happiness can depend on decisions made now.

## Help is All Around

Students will have a personal appointment with a member of the careers team. During this appointment, they will discuss options and be given recommendations based on professional opinions. Students are advised to discuss these option choices with parents.

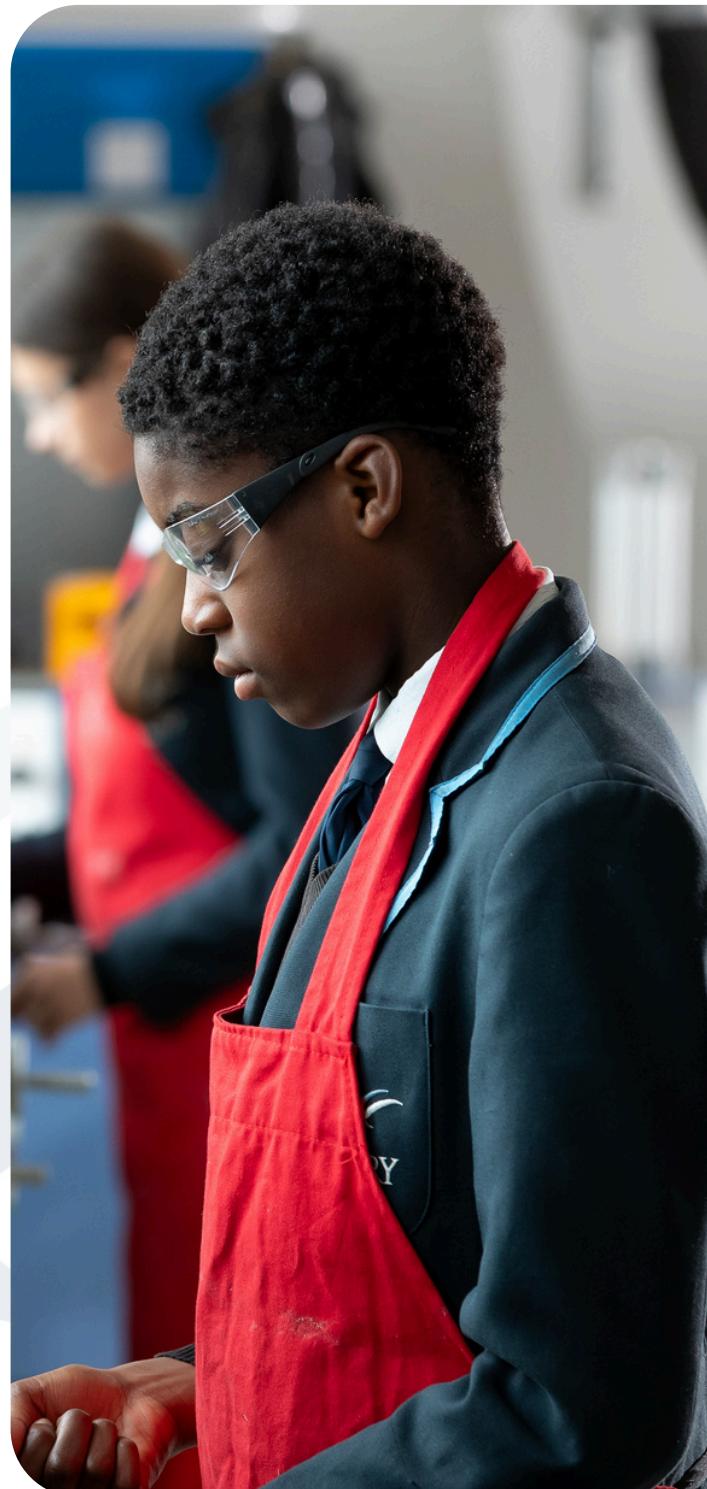
## Option Conflicts

Every attempt is made to enable students to study all the subjects they choose. However, in a minority of cases, one of the following issues could arise:

- Teachers feel that an option chosen is not best suited to the student
- Timetable constraints prevent a particular combination of courses
- The school's capacity to deliver certain courses, depends on the numbers of students choosing a particular option choice

The examination bodies discount and do not allow some option subjects to be chosen together. To this end students may choose **either** Fine Art or Graphic Communication. Students may also choose between French **or** Spanish.

If any of these situations arise, parents and students will be invited to discuss alternatives to resolve any issues via a phone conversation with a senior staff member.



# Option Subjects



*Respect, Pride, Belief.*

The Business GCSE aims to teach you about the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity and turn it into a successful business.

During your time in the department, you will utilise and develop key cross-curricular skills in ICT, Mathematics, team working, and communication including written and verbal presentation.

## Areas of Study

Students will gain a broad understanding of Business including the following:

Investigating small businesses which includes topics on;

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding the external influences on business
- 

In theme two students will look at building a business, including;

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

## Skills Needed

The course will particularly be suited to students who are well organised, creative thinkers and who are confident at speaking to an audience. A good standard of Maths and written English and reading ability would be advantageous.

## Future Options

Level 3 award in Business and Entrepreneurship, Financial Studies, Business and Enterprise, Applied Business, Business Level 3 Technical Level in Coordinating Business Support, Business, Marketing, or an apprenticeship within sectors such as finance, marketing or human resources.

## COURSE ASSESSMENT

### Paper 1

**1.45 hours, 90 marks**

**50%**

Multiple choice, calculation, short-answer and extended-writing questions

### Paper 2

**1.45 hours, 90 marks**

**50%**

Multiple choice, calculation, short-answer and extended-writing questions

This course gives students the opportunity to explore a wide range of dance skills and styles within a vocational context. We aim to give our students many opportunities to perform, choreograph and explore professional repertoire and dance techniques - progressing their versatility as trainee dancers.

## **Area of Study**

Students will develop skills and understanding of dance techniques from leading practitioners. We will study professional repertoire from different theatre practitioners such as Jazz, Contemporary, Street dance and work to develop the following:

- Understanding of different dance styles and
- the influence key practitioners have had.
- Understanding of the different techniques that a dancer needs in performance.
- Understanding of choreographing a performance based from a stimulus.

**Skills Needed** The ability to work well as part of a team, to perform, to have energy, focus, a desire to improve, commitment, imagination and creativity.

**Future Options** A-levels, BTEC level 3, performing arts colleges, dance schools, diplomas and degrees, dance teaching and touring agencies. It will also give students the initial skills needed to go on to study Performing Arts/Dance at university level.

Careers as a professional dancer, choreographer, working in theatre, television and music videos. Also, it can be an asset in any area that requires people/team skills, self-confidence and creativity such as management roles, youth work, teaching and journalism

## **COURSE ASSESSMENT**

### **Component 1 - Exploring the Performing Arts**

**30%**

Internal assessment:  
video evidence of practical work - workshops,  
choreographic tasks and replication of professional choreography  
creative scrapbook  
PowerPoint presentation

### **Component 2 - Developing skills and techniques**

**30%**

Internal assessment:  
Video evidence of rehearsal process.  
Video evidence of milestone performances and final performances.  
Written evaluation of final performance.

### **Component 3 - Responding to a brief**

**60%**

External assessment: Written log of ideas and skills.  
Video of final performance.  
Written evaluation.

Design & Technology is an inspiring, rigorous and practical subject. This subject encourages students to learn to think creatively to solve problems. At The Victory Academy, we encourage all students to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other disciplines such as Mathematics, science, engineering, computing and art. The students are also given opportunities to develop their long-term knowledge and skills, which can be effectively deployed in new circumstances. Ultimately, we aim for students to be aspirational and ready for the next step in their life journey.

## Area of Study

Students will study the theory of the following components: Design and Technology and our World, Smart Materials, Composites and Textiles, Electronic Systems, and Components and Materials – Woods, Metals, Plastics and Papers and Boards. This theory work is well complemented with mini design and making tasks which will help consolidate theory work and better prepare students for their exam. Year 11 will then follow an iterative design process where students will produce a final, working, practical piece whilst also studying the theoretical elements required for the examination.

**Skills Needed** Students should want to explore how different materials can be used to make objects. They should be willing to take risks in order to learn new skills and enjoy the process of making projects.

**Future Options** Art at AS/A-Level Art (Sixth Form); BTEC General Art & Design/Foundation Level; Foundation in Art & Design and BA (Hons) Degree in Fine Art; Graphics; Photography; Textiles; Illustration; Design and many more. Three-Dimensional design is an excellent foundation for all students wishing to eventually progress into the wide range of career routes – illustration, architecture, animation, fashion, textiles, interior design, computer aided design, graphics, photography, media, product design, fine art and all other visual arts related professions.

## COURSE ASSESSMENT

**50% Exam**  
**2 hrs**  
**100 marks**

What is assessed:

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

**50% Exam**  
**30-35 hrs**  
**100 marks**

Assessment criteria:

- Investigating
- Designing
- Making
- Analysing and Evaluating

Students will produce a working prototype and a portfolio of evidence

# Digital Information Technology

## BTEC Tech Award

The BTEC Tech Award in Digital Information Technology is a practical course that helps students understand how digital technology is used in everyday life and in the workplace. Students learn how to create, manage, and use digital information, while building confidence with different digital tools. The course also teaches students how to use technology safely, responsibly, and ethically. It supports progression to further study in IT or computing and helps students develop important digital skills for future careers.

### Areas of Study

Students will build important digital skills through hands-on learning. Students learn how to plan projects, design user interfaces, and create dashboards to present and understand data. The course also develops key personal skills such as communication and organisation. Students gain essential knowledge about how technology is used in the real world, including how user interfaces meet different needs, how organisations use data to make decisions, working online with others, cyber security, and using technology legally and responsibly.

### Skills Needed

The BTEC Tech Award in Digital Information Technology course suits students who are motivated, hardworking, and keen to do well. It is ideal for students who are creative, manage their time well, and have good literacy skills for report writing. Throughout the course, students develop important skills such as critical thinking, analysis, and problem-solving by learning how computer systems are analysed, designed, and developed. Many students find the course interesting and enjoyable, and the skills they gain can be used in other subjects and in everyday life.

### Future Options

The BTEC Tech Award in Digital Information Technology leads to many future opportunities, as IT skills are important for both work and further education. Students can progress to A Levels or to Level 3 vocational courses, such as BTEC Nationals, which can lead to employment, apprenticeships, or higher education. The skills learned on this course are useful in many careers, including roles such as IT consultant, web developer, software engineer, data specialist, and cloud computing roles. Overall, the qualification helps prepare students for a wide range of future pathways where digital skills are essential.

### COURSE ASSESSMENT

#### **Component 1: 30% weighting; written and practical work**

Exploring user interface design principles and project planning techniques is worth 30%. It is an internal assessment through a Pearson Set Assignment (PSA).

#### **Component 2: 30% weighting; written and practical work**

Collecting, presenting and interpreting data.

It is an internal assessment through a Pearson Set Assignment (PSA).

#### **Component 3: 40% weighting; 1 written exam**

Effective digital working practices is an Exam unit

This course gives students the opportunity to explore a wide range of drama skills and styles. We aim to give our students many opportunities to perform, direct and explore professional repertoire and drama techniques- progressing their versatility as trainee actors

## Areas of Study

Students will develop skills and understanding of drama techniques from leading practitioners, rooted in early origins of theatre to modern day styles. We will study professional repertoire from different theatre practitioners, such as Brecht, Stanislavski and Frantic Assembly, and work to develop the following:

- Understanding of different styles and the impact they have had on Theatre.
- Understanding of the different techniques that make an actor in performance.
- Understanding of the skills needed to devise a performance based from a stimulus.
- To understand and explore professional theatre practitioners and their influential work.

## Skills Needed

The ability to work well as part of a team, to perform, to have energy, focus, a desire to improve, commitment, imagination and creativity.

## Future Options

A-levels, BTEC level 3, performing arts colleges, stage schools, diplomas and degrees, drama teaching and dramatic touring agencies. It will also give students the initial skills needed to go on to study Performing Arts/Drama at university level.

Careers as a professional actor, director, working in theatre, television and commercial videos

## COURSE ASSESSMENT

### Component 1 - Exploring the Performing Arts **30%**

Internal assessment:  
Video evidence of exploration of repertoire  
PowerPoint of exploration of themes, creative intentions and style of the repertoire.

### Component 2 - Developing skills and techniques **30%**

Internal assessment:  
Video evidence of rehearsal process.  
Video evidence of milestone performances and final performances.  
Written evaluation of final performance.

### Component 3 - Responding to a brief **60%**

External assessment:  
Written log of ideas and skills. Video of final performance. Written evaluation.

We aim for our students to become confident, independent, aspirational and creative thinkers and to develop students' awareness of their own strengths, imagination and practical skills, through a balanced programme of study. Our focus is to expand students' cultural capital, through the investigation of different materials, exploration of artists from different backgrounds and to experience the visual Arts world around them. We aim to enable students of all abilities to accomplish their own highest standards in GCSE Art and Design.

## Areas of Study

GCSE Art and Design is made up of two components:

- one portfolio of coursework
- one externally set exam

Students begin their portfolio component of the GCSE qualification from the very beginning. Students will experiment with a large variety of media, materials and techniques, including drawing, painting, sculpture, photography, printmaking and mixed media. Connections will be made with the work of relevant artists to develop skills in understanding of media and concept of ideas.

Students will create a range of personal ideas and refine these, exploring a range of relevant media and research. This project will culminate in a final outcome, in a media of their own choice.

## Skills Needed

Students should want to explore the world of art and design. They should be willing to take risks in order to learn new skills and enjoy the process of being creative. Students should want to develop their observational drawing, be an independent learner and a creative thinker open to exploring different processes and techniques in each project.

## Future Options

Art at AS/A-Level Art (Sixth Form); BTEC General Art & Design/Foundation Level; Foundation in Art & Design and BA (Hons) Degree in Fine Art; Graphics; Photography; Textiles; Illustration; Design and many more. GCSE Art, Craft & Design is an excellent foundation for all students wishing to eventually progress into the wide range of career routes – illustration, architecture, animation, fashion, textiles, interior design, computer aided design, graphics, photography, media, product design, fine art and all other visual arts related professions.

## COURSE ASSESSMENT

### 60% Coursework

Students' work is assessed throughout the course. They are expected to complete an interesting, creative and varied portfolio of coursework, with evidence of a range of media and experimentation.

This includes a main project, developed sketchbook and final piece.

### 40% Externally Assessed Assignment

Includes preparation time of up to 12 weeks before 10 hour practical exam

# Food Preparation & Nutrition

## GCSE Course

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure learners develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition, encouraging learners to cook and enable them to make informed decisions about food and nutrition in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

### Areas of Study

Students will take part in two components.

#### **Principles of Food Preparation and Nutrition**

This component tests subject knowledge from the following topic areas: food commodities, the principles of nutrition, diet and good health, the science of food, food spoilage, cooking and food preparation, planning meals, food provenance, and manufacturing and sustainability.

#### **Food Preparation and Nutrition in Action**

Students will partake in a scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

### Skills Needed

Students need to have an interest and passion for food and cookery. Work is challenging so commitment is required. Specific skills required are: good organisational skills, good time keeping, a willingness to respond to advice of staff and students alike, and to be independent with their ideas and be willing to change.

### Future Options

Studying Food Preparation & Nutrition can lead to further in-depth study at AS or A-Level, or an Apprenticeship programme to take the Level 2 Diploma in Professional Cookery to an industry standard. This qualification is also an asset if considering a career within the hospitality and catering industry. Equally important, is that you will have the knowledge and skills to feed yourself (and others) affordable and nutritionally healthy food. Possible careers include: chef, catering manager, baker, restaurant manager, nutritionist, dietician, environmental health officer, food stylist, taster, buyer and food writer.

COURSE ASSESSMENT
<b>Exam</b> <b>50% of GCSE</b> <b>1hr 45 mins - 100 marks</b> Externally assessed exam on: <ul style="list-style-type: none"><li>• Food, nutrition and health</li><li>• Food science</li><li>• Food safety</li><li>• Food choice</li><li>• Food provenance</li></ul>
<b>Coursework</b> <b>50%</b> NEA 1: Food Investigation (30 marks) NEA 2: Food Preparation Assessment (70 marks)

The study of a foreign language helps learners understand and appreciate different countries, cultures, people and communities - and then begin to think of themselves as a citizen of the world, as well as of the U.K. In Key Stage 4, you develop your foreign language skills by improving your knowledge of grammar and use a wider, more complex range of expressions.

## Areas of Study

Students learn about the topics of people and lifestyles, popular culture, and communication and the world around us in relation to their life, as well as the lives of people in French speaking countries. Students build their knowledge of language structures, giving them a wider range of expressions. Students explore similarities and differences between the foreign language and English, and learn how to manipulate and apply the language in different ways. As learners progress their writing, reading, listening and speaking skills improve, along with their ability to memorise language.

## Skills Needed

Good memory and communication skills, interest in different cultures, and the ability to spot patterns and codes. Students must be prepared to work independently, as well as in groups and pairs.

## Future Options

A GCSE in a foreign language can set the foundations for further language study. Foreign language skills are increasingly valued by employers and HE institutions; many universities now expect applicants to have an MFL GCSE as part of the EBacc and a GCSE in MFL can be followed by AS or A level courses. A foreign language opens possibilities of degrees where the language can be studied alongside a range of subjects, such as Law, History, Politics, International Relations, Business, computing, Marketing, Music, Science and English.

Some four-year degrees include spending a year in the country in which the target language is spoken. Whilst language-specific jobs might include translator, interpreter, or teacher, language skills are a much sought-after skill for employers in all areas, including in sales, hospitality, catering, politics, law, banking, academia, journalism and many more.

## COURSE ASSESSMENT

### Writing exam 25%

Production of written paragraphs, grammar tasks and translation English to target language.

### Speaking exam 25%

Role play, reading aloud task and a short conversation, photocard discussion and a follow up conversation

### Reading exam 25%

Reading comprehension with questions and answers in English, translation from target language to English

### Listening exam 25%

Comprehension questions in English and dictation of short sentences in the target language

The course allows students the opportunity to learn how today's world was shaped and understand the challenges we face in the future. Students will travel the world from within the classroom, exploring the United Kingdom, higher and lower income countries and newly emerging economies. They will be encouraged to understand their role in society, by considering different viewpoints, values and attitudes. This exciting and relevant course enables students to study geography in a balanced framework of physical and human themes and investigate the link between them.

## Areas of Study

- Living with the Physical Environment - The Challenge of Natural Hazards; The Living World; Physical Landscapes in the UK.
- Living with the Human Environment - Urban Issues and Challenges; The Changing Economic World; The Challenges of Resource Management.
- Geographical Applications - Issues; Evaluation; Fieldwork.

## Skills Needed

Students are required to develop and demonstrate a range of geographical skills throughout their studies. These include cartographic, graphical, numerical and statistical skills. These skills will be assessed in all three written exams.

## Future Options

This course provides an excellent foundation for candidates wishing to study A-Level Geography. It also provides students with a broad skills base and an excellent academic grounding for a wide range of future study paths across the wider curriculum.

The skills and knowledge you gain from studying geography are relevant to almost all jobs and workplaces. It does provide a strong background for a range of interesting and diverse careers. These include town planning, surveying, conservation and environmentalism, government and many others.

## COURSE ASSESSMENT

There are three externally examined papers.

### **Paper 1: The Physical Environment written exam**

1 hour 30 minutes,  
35% of Grade

### **Paper 2: The Human Environment written exam**

1 hour 30 minutes, 35% of Grade

### **Paper 3: Geographical Application written exam**

1 hour 30 minutes,  
30% of Grade

We aim for our students to become confident, independent, aspirational and creative thinkers and to develop students' awareness of their own strengths, imagination and practical skills, through a balanced programme of study. Our focus is to expand students' cultural capital, through the investigation of different materials, exploration of artists from different backgrounds and to experience the visual Arts world around them. We aim to enable students of all abilities to accomplish their own highest standards in GCSE Graphic Design.

## Areas of Study

Graphic Design is made up of two components: one portfolio of coursework and one externally set exam. Students begin their portfolio component of the GCSE qualification from the very beginning. Students will experiment with a large variety of media, materials and techniques, including drawing, 2D Design, Photoshop, photography, communication graphics, design for print, advertising and branding, illustration, package design, typography and multi-media.

Connections will be made with the work of relevant artists to develop skills in understanding of media and concept of ideas. Students will create a range of personal ideas and refine these, exploring a range of relevant media and research. This project will culminate in a final outcome, in a media of their own choice.

## Skills Needed

Students should want to explore the world of art and design. They should be willing to take risks in order to learn new skills and enjoy the process of being creative. Students should want to develop their observational drawing, be an independent learner and a creative thinker open to exploring different processes and techniques in each project.

## Future Options

Art at AS/A-Level Art (Sixth Form); BTEC General Art & Design/Foundation Level; Foundation in Art & Design and BA (Hons) Degree in Fine Art; Graphics; Photography; Textiles; Illustration; Design and many more. GCSE Art, Craft & Design is an excellent foundation for all students wishing to eventually progress into the wide range of career routes – illustration, architecture, animation, fashion, textiles, interior design, computer aided design, graphics, photography, media, product design, fine art and all other visual arts related professions.

## COURSE ASSESSMENT

### 60% Coursework

Students' work is assessed throughout the course.

They are expected to complete an interesting, creative and varied portfolio of coursework, with evidence of a range of media and experimentation. This includes a main project, developed sketchbook and final piece.

### 40% Externally Assessed Assignment

Includes preparation time of up to 12 weeks before 10 hour practical exam

# Health & Social Care BTEC Tech Award

The course is aimed at encouraging learners to develop personal, learning and thinking skills with qualities required for work in the Health & Social Care industry. It involves role-play and assessments in relation to real life scenarios within various settings. You will gain important knowledge, understanding and skills that form the foundation of working in this area. You will learn about health care services, and the importance of care values as well as human development.

## Areas of Study

### Component 1 - *Human Lifespan Development*

You will study how people grow and develop over the course of their life, from infancy to later adulthood. This includes physical, intellectual, emotional and social development. You will learn about how people adapt to expected and unexpected changes and life events, such as marriage, parenthood or moving house.

### Component 2 - *Health and Social Care Services and Values*

This will give you an understanding of health and social care services and will help you develop skills in applying care values that are common across the sector.

### Component 3 - *Health and Wellbeing*

You look at the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators, and what they mean for someone's health. You will make recommendations to improve someone's health and wellbeing, and also explore the difficulties an individual may face when trying to make these changes.

## Skills Needed

Good communication skills, good organisational skills, confidence to work with others, good explanation skills, creativity, problem solving skills and a caring nature.

## Future Options

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to study A Levels or a vocational qualification at Level 3, such as a BTEC National in HSC (AAQ). This prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the field of Health and Social Care. This can lead on to a variety of jobs including a nurse practitioner, midwife, health visitor, social worker, care assistant and therapists.

Course Assessment	
<b>Component 1</b>	<b>30% Weighting</b>
Human Lifespan Development Pearson Set	Assignment in exam conditions.
<b>Component 2</b>	<b>30% Weighting</b>
Health and Social Care Services and Values Pearson Set	Assignment in exam conditions.
<b>Component 3</b>	<b>40 % Weighting</b>
Written Exam.	

The course allows students to acquire knowledge and understanding of the past. It gives them the opportunity to investigate historical events, people and issues from a wide range of historical periods. Students will use a variety of historical sources critically. It develops an understanding of how the past has been represented and interpreted.

### **Areas of Study:**

**Paper 1:** Thematic Study: Medicine in Britain, c1250-present day. Includes an in-depth study of the British sector of the Western Front, 1914-1918: injuries, treatment and the trenches.

**Paper 2:** Early Elizabethan England, 1558-88: includes religious divisions in England in 1558, English direct involvement in the Netherlands, 1585-88, and Spanish invasion plans including the reasons why Philip used the Spanish Armada.

**Paper 2:** The American West, c1835-c1895: includes the history of America across the 4 themes of relations between the US government and indigenous peoples, settlement and migration of the West, the development of the cattle industry and law and order.

**Paper 3:** Modern Depth Study: Weimar and Nazi Germany, 1918-39. Includes a detailed study of the challenges facing the Weimar Republic, 1919 - 1933, Hitler's rise to power, and life in Nazi Germany.

### **Skills Needed**

The ability to analyse history considering causation, consequence, change, continuity and significance.

To analyse the utility of sources.

To demonstrate an understanding of how the historian uses sources and interpretations of the past.

**Future Options** This course is an excellent foundation for History at A-level. It can help in with courses in Archaeology, Economics, Classical Studies, Modern Foreign Languages, English, History of Art, Law, Politics and Religious Studies. Careers available would include: law, politics, journalism, social work, T.V research, accountancy, archaeology, museum studies, architecture, and historical charities such as the National Trust and the Armed Forces.

### **COURSE ASSESSMENT**

#### **Paper 1**

Written Exam - 30%  
1hr 20 minutes

#### **Paper 2**

Written Exam - 40 %  
1hr 50 minutes

#### **Paper 3**

Written Exam- 30%  
1hr 30 minutes

The media has an ever-growing role in our lives, providing us with different ways to communicate and a wide range of entertainment options, but we must also be aware of the dangers. The media shapes our views of the world through the representations and messages they offer and can persuade us to do things through advertising. The media is also important as an industry; it employs large numbers of people worldwide and has a global impact. You will enjoy media if you enjoy a wide range of television, social media, video games, film and music, or you are interested in how the media can influence the way people think, or you would like to create your own media products.

## Areas of Study

Students will analyse media language, considering how the selection and combination of elements of media language influence and communicate meanings in media products. They will also explore the concept of representation and look at how the following are presented in the media: gender, ethnicity, age, issues and events.

In section B, students will develop knowledge and understanding of key aspects of media industries, including ownership, funding, regulation, production, distribution and technology. Students will also look at relevant aspects of media audiences, such as how audiences are categorised and targeted.

This section allows them to create their own extract from a television programme, a music video or a magazine. They will plan a project and then produce a high-quality media product.

## Skills Needed

Media skills are very similar to English skills – it is helpful if you are able to critically analyse, apply social and historical context to a text, create an argument, and evaluate.

30% of the course is also practical so any skills in creating digital products (e.g. Wix.com, Photoshop, Canva) are desirable but not compulsory.

## Future Options

Students who have done well in Media often study higher qualifications in subjects such as journalism, criminology, business, and sociology. Media also goes well with subjects such as English and history. There are also many areas more directly related to Media, such as film and television production, events organization, advertising and marketing, and web design.

## COURSE ASSESSMENT

### Component 1:

Exploring the Media  
Written Exam  
1 hour 30 minutes  
40% of qualification

### Component 2:

Understanding Media  
Forms and Products  
Written Exam  
1 hour 30 minutes  
30% of qualification

### Component 3:

Creating Media  
Products  
Non-Exam  
Assessment  
30% of qualification

The music course offers students the chance and opportunity to develop their performance, composition, musical technology, and music production skills. It aims to develop professional music industry skills such as creating film music and developing instrumental and singing skills.

## Areas of Study

Students will develop an understanding of all the major genres of music and the ability to express key elements of these. They will also focus on developing their technical skills which will include performance, music production and music composition. In the final component students will become a part of the music industry responding to a brief to create their own music product.

## Skills Needed

Students will need to have good listening skills and a keen interest in music. Students must be committed to their own skills development and be willing to give up their time outside of school hours to help with productions and performances.

An understanding of how to play a keyboard is desirable and the ability to play another instrument or sing would also be beneficial in addition to an interest in developing your skills on DAW software such as Cubase.

## Future Options

A-levels, BTEC level 3, performing arts colleges, music schools, diplomas and degrees, music teaching. It will also give students the initial skills needed to go on to study Performing Arts/Music at university level.

COURSE ASSESSMENT
<b>Component 1 Exploring music products and styles. 30% Internal assessment:</b> 3 short music products: Video, audio, music production  Evidence: PowerPoint presentation containing all work, reflections and music genre analysis
<b>Component 2 Music skills and development. 30% Internal assessment:</b> 2 Music products: Video, audio, music production  Evidence: PowerPoint presentation containing all music product work, milestones, skills reflections and skills audits.
<b>Component 3 Responding to a brief 60% External assessment:</b> Written log of ideas and product planning Video of final performance or final DAW music production product Written evaluation

Sociology students gain knowledge and understanding of the world around them. This includes key social structures, processes and issues through the study of families, education, crime and deviance and social stratification. Students develop their analytical and communication skills by comparing sociological viewpoints on a variety of social issues, constructing reasoned arguments, making judgements and conclusions based on academic reasoning and evidence presented to them.

## Areas of Study

Sociology is the study of how society is organised and how people experience life. Sociologists have conducted much ground-breaking research in major social issues such as poverty and crime. Areas of investigation include the role of the family, the education system and its impact, levels of crime and processes which affect this, and poverty in society.

Students will analyse and evaluate different methods used in sociological investigations. They will be encouraged to apply their understanding to explore and debate the current sociological issues such as crime and deviance, education, family and class structure. Students will conduct sociological discussions on life in modern Britain.

## Skills Needed

Students will develop their skills in analysis, evaluation, communication and extended writing by comparing sociological theory and research on a variety of social issues, constructing reasoned arguments and making justified conclusions. By studying sociology, students will develop transferable skills including how to investigate facts and make deductions, develop opinions and new ideas on social issues, and analyse to better understand the social world.

## Future Options

GCSE sociology will give you a greater appreciation of the world around you and the desire to learn more at A Level and beyond. Studying Sociology equips students for a range of opportunities beyond KS5. This might include Police, Social work, Teaching, Journalism, Government, Events Management, Market Research, Public Relations, or the Law profession.

## COURSE ASSESSMENT

### Paper 1

#### Written Exam

**1 hr 45 mins**  
**100 marks**  
**50%**

The Sociology of Families

The Sociology of Education

Relevant areas of Social Theory and Methodology

### Paper 2

#### Written Exam

**1 hr 45 mins**  
**100 marks**  
**50%**

The Sociology of Crime and Deviance

The Sociology of Social Stratification

Relevant areas of Social Theory and Methodology

The study of a foreign language helps learners understand and appreciate different countries, cultures, people and communities - and then begin to think of themselves as a citizen of the world, as well as of the U.K. In Key Stage 4, you develop your foreign language skills by improving your knowledge of grammar and use a wider, more complex range of expressions.

## Areas of Study

Students learn about the topics of people and lifestyles; popular culture, and communication and the world around us, in relation to their life, as well as the lives of people in Spanish speaking countries. Students build their knowledge of language structures, giving them a wider range of expressions. Students explore similarities and differences between the foreign language and English, and learn how to manipulate and apply the language in different ways. As learners progress their writing, reading, speaking and listening skills improve, along with their ability to memorise language.

## Skills Needed

Good memory and communication skills, interest in different cultures, and the ability to spot patterns and codes. Students must be prepared to work independently, as well as in groups and pairs.

## Future Options

A GCSE in a foreign language can set the foundations for further language study. Foreign language skills are increasingly valued by employers and HE institutions; many universities now desire applicants to have an MFL GCSE as part of the EBacc and a GCSE in MFL can be followed by a full course. A foreign language opens possibilities of degrees where the language can be studied alongside a range of subjects, such as Law, History, Politics, Computing, International Relations, Business, Marketing, Music, Science and English. Some four-year degrees include spending a year in the country in which the target language is spoken. Whilst language-specific jobs might include translator, interpreter, or teacher, language skills are a much sought-after skill for employers in all areas, including in sales, hospitality, catering, politics, law, banking, academia, journalism and many more.

## COURSE ASSESSMENT

### Writing exam 25%

Production of written paragraphs, grammar tasks and translation English to target language

### Speaking exam 25%

Role play, reading aloud task and a short conversation, photocard discussion and a follow up conversation

### Reading exam 25%

Reading comprehension with questions and answers in English, translation from target language to English

### Listening exam 25%

Comprehension questions in English and dictation of short sentences in the target language

Students are encouraged to develop a variety of skills such as sports analysis and sports leadership. They would use realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork, through a practical and skills-based approach to learning and assessment.

## Areas of Study

Component 1- *Preparing participants to take part in Sport and Physical Activity.* Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation, and ways to overcome these barriers.

Component 2- *Taking part and improving other participant's sporting performance.* Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

Component 3- *Developing fitness to improve other participant's performance in sports and physical activity.* You will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. You will also develop an understanding of the body and fitness testing.

## Skills Needed

Good communication, leadership and organisational skills along with the confidence to work well with others. Additionally, the ability to explain concepts clearly, a hardworking attitude, problem solving skills, competence in practical activities and a genuine interest in sport are crucial for success.

## Future Options

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to study A Levels or a vocational qualification at Level 3, such as a BTEC National in Sport (2016). This prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the field of Sport. This can lead on to a variety of jobs including a Sports teacher, coach, analyst, sports psychologist, sports nutritionist and a sports physiotherapist.

COURSE ASSESSMENT	
<b>Component 1 - 30%</b>	Preparing Participants to Take Part in Sport and Physical Activity
Pearson Set Assignment in exam conditions	
<b>Component 2 - 30%</b>	Taking Part and Improving Other Participants' Sporting Performance
Pearson Set Assignment in exam conditions	
<b>Component 3 - 40%</b>	Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity
Written Exam	

To provide our learners with the foundations for understanding the material world. Science is changing our lives and is vital to the world's future prosperity, and all learners should be taught essential aspects of the knowledge, methods, processes and uses of science.

These essential aspects will be studied in ways that help learners to develop curiosity about the natural world, insight into how science works, and appreciation of its relevance to everyday lives.

## **Areas of Study**

Students study all three sciences totalling 13 hours of teaching a fortnight on the separate science course. Each science is treated as an individual subject and grades are awarded individually for each subject.

### **Biology**

Cells and Organisation, Diseases and Bioenergetics, Biological Response, Genetics and Reproduction, Ecology.

### **Chemistry**

Atoms, Bonding and Moles, Chemical Reactions and Energy Changes, Rates, Equilibrium and Organic Chemistry, Analysis and the Earth's Resources.

### **Physics**

Energy and Energy Resources, Principles at Work, Forces in Action, Waves, Electromagnetism and Space.

### **Skills Needed**

Key skills of application of Mathematics, information and communication technology, working with others, problem solving.

### **Future Options**

The completion of Triple Science will provide students with a sound basis for studying A-level sciences. Biology, Chemistry and Physics are good subjects for the majority of STEM careers including medicine, earth science and life sciences. You will find Triple Science is well respected and essential if you wish to take up: medicine, biomedical sciences, physiotherapy, sports science, ecologist, botanist, pharmacist, pathologist and veterinary care.

## **COURSE ASSESSMENT**

### **Biology Paper 1 & 2**

Externally assessed examination  
1 hour 45 minutes

### **Chemistry Paper 1 & 2**

Externally assessed examination 1 hour 45 minutes

### **Physics Paper 1 & 2**

Externally assessed examination 1 hour 45 minutes

We aim to enable students to consider ethical issues within society and how people of all faiths and non-faiths respond to them. It enables students to investigate and study different philosophical and ethical theories, and also formulates students' own ideas. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

## Areas of Study

Students consider six themes from two different world view perspectives. These are also considered from contemporary British society and Humanistic viewpoints.

The six themes are:

- Theme A Relationships and Families
- Theme B Religion and Life
- Theme D Religion, Peace and Justice
- Theme E Religion, crime and punishment
- Beliefs
- Practices

## Skills Needed

Students will be required to work cooperatively as a member of a group by sharing ideas and committing to your fair share of work, and to contribute confidently to discussions during lessons.

Students should have a passion for exploring and getting involved in moral and ethical issues as much as current local, national and global developments. Students must write fluent, detailed and well explained responses using relevant evidence.

## Future Options

This course works well with GCSE Sociology, History and English Literature. This course can be studied further in the Sixth Form. The skills that the students will gain can be directly transferable into Law, Journalism, the Public Sector and Medicine.

### COURSE ASSESSMENT

#### Paper 1

Written Exam - 50%  
1hr 45 minutes

#### Paper 2

Written Exam - 50 %  
1hr 45 minutes



# Submitting Your Choices

## Submitting your Option choices:

All submissions of Option choices must be completed online through Edval. Please scan the QR code to go direct to options selection. You will need your unique code from the sticker on the front of your booklet to access.

SCAN



Please remember that students may choose **either** Fine Art, Textiles Design or Graphic Communications. All students must choose **either** History **or** Geography. Additionally, some students must study either French or Spanish as one of their choices. These will be highlighted on Edval. Please see the flow map below for more information.

## Core Subjects (Compulsory for Everyone)

English Literature  
English Language  
Maths  
Combined Science  
Physical Education  
Victory Citizenship



Choose **either** History **or** Geography  
You can do both but must choose at least one



Choose **three** optional subjects from the list below:

Business  
Dance  
Digital Information Technology  
Drama  
Fine Art  
Food Preparation  
French

Graphic Communication  
Geography  
Health and Social Care  
History  
Media Studies  
Music Practice  
Product Design

Single Sciences  
Sociology  
Spanish  
Sport  
Values and Ethics

**If you require support please contact the relevant member of staff from the details on the back page.**



THE  
**VICTORY**  
ACADEMY

## Key Staff Contacts

### **Deputy Headteacher**

**Mr Rose**

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### **Assistant Headteacher**

**Mr Anderson**

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### **Careers Co-Ordinator**

**Mrs Alsop**

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**DEADLINE FOR OPTIONS TO BE  
SUBMITTED TO EDVAL IS  
22ND MARCH 2026.**

**PLEASE SCAN THE QR CODE TO  
ACCESS EDVAL**

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