



Year 9 Option Choices

Year 9 is an important year as it is time to choose subjects for Key Stage 4, leading to your future career. This booklet, with its comprehensive guidance, will help with the decision process.

Please attend one of the Options talks in the Library at either of the following times:

16:15, 17:15 or 18:15

Dear Year 9 Student

Year 9 is an important year for you as it not only marks the end of Key Stage 3, but it is now the time for you to choose your subjects for Key Stage 4. The results of these decisions will take you into Years 10 and 11 and, beyond that, higher education and employment.

To help you in this decision process, a comprehensive programme of guidance has been put in place. This includes an Options Evening for parents and students, subject talks and assemblies, subject taster sessions, a one-to-one interview with a senior member of staff, Victory Citizenship sessions and, of course, the on-going advice and support from your Form Tutor.

Education continues to undergo a period of considerable change and reform. In putting together these choices we have worked hard to ensure that our curriculum addresses these changes, but at the same time offers a range of courses to suit the individual needs, interests and abilities of all our Year 9 students.

This booklet will give you information about the opportunities available at The Victory Academy. It includes an outline of the routes and pathways available to you and each subject page provides information on the relevant course and where it might lead to once you leave The Victory Academy.

When choosing your options there are three main points to consider:

- Do you enjoy the subject?
- Do you think you could be successful in this subject?
- Will this subject be useful to you in later life?

If you are unsure about your future career direction, it is important to choose a wide range of subjects, so as not to close the door on a further academic course or employment. For further careers guidance, please see Ms Alsop or Miss Simperl, or use the Careers section on our website.

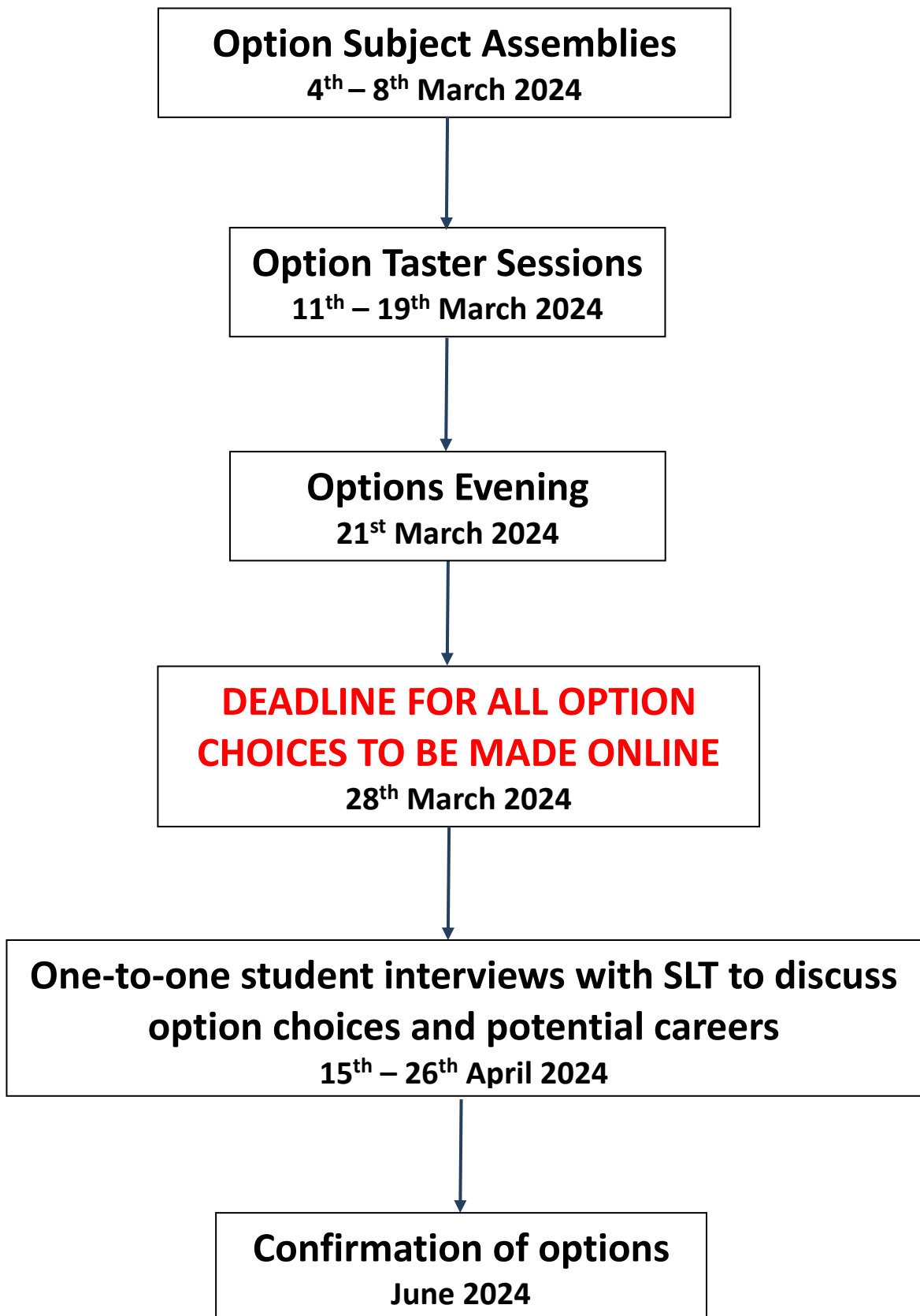
You need to have completed your option choices online at <https://my.edval.education/> using your unique code, which is on the front of this booklet by **no later than 8am on Thursday 28th March 2024**. You are able to change your option choices online up until this deadline.

Please do not hesitate to contact me if you have any further queries and I wish you every success in the next phase of your education.

Yours sincerely,



Mr P Jones
Deputy Headteacher



WHAT ARE THE QUALIFICATION LEVELS?

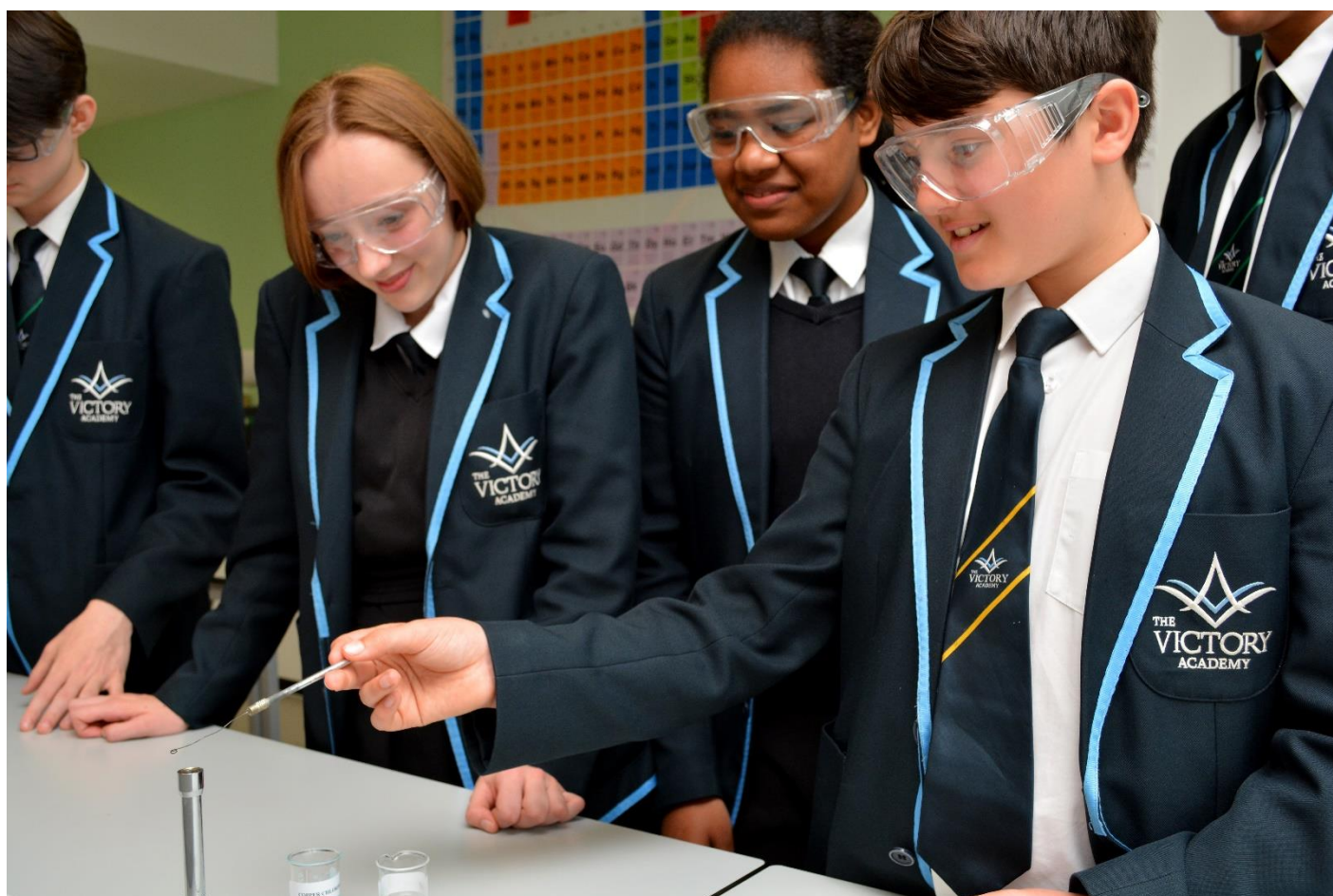
GCSE (General Certificate of Secondary Education)

This is largely theoretical, rather than a work-related course. GCSEs are assessed mainly through written examinations, although there are still some subjects where a proportion of the course is assessed through coursework, or controlled assessment.

BTEC and NCFE Qualifications

These qualifications provide a more practical, work-related, real-world approach alongside a theoretical background. They are equivalent to GCSEs but are suited to students who prefer portfolio (project and coursework) tasks. There is an externally assessed component, as well as written assignments which are based on realistic workplace situations.

- A BTEC Level 2 is equivalent to a GCSE at grades 9-4 (previously A* to C)
- A BTEC Level 1 is equivalent to a GCSE at grades 3-1 (previously D-G)



HOW DO I CHOOSE MY SUBJECTS?



GOOD REASONS FOR CHOOSING A SUBJECT

- I have discussed this with my parents and we agree it is a good choice for me
- I enjoy the subject
- I am good at the subject
- I want to develop the skills used in the subject
- I have found out all about the subject by talking to my teachers and to students who have also studied this - I think it will suit me
- I have researched the subject and this is the one I think I will enjoy the most
- This subject will help me have a broad and balanced range of courses
- I know I will work hard at this subject
- It will be useful for future studies/career



BAD REASONS FOR CHOOSING A SUBJECT

- My friends are doing it (you will probably not be in the same group)
- I like the teacher (there is no guarantee that you will have that teacher next year)
- I dislike the teacher (you may not have the same teacher in that subject next year)
- It is too much hard work (all subjects are hard work and there is little difference between them)
- It doesn't matter - I just chose any old subject (you will be doing this subject for two years, so it is worth getting it right now)
- I can always change to a different subject when I get into Year 10 (no, you cannot - groups may be full and you will have missed important work in the first few weeks)
- My friends want me to take this subject (but what do you want?)

RAISING THE PARTICIPATION AGE (RPA)

Students now need to continue in education or training until at least their **18th** birthday. This could be through:

- Full-time study in a school, college or a training provider
- Full-time work or volunteering combined with part-time education or training
- An apprenticeship
- Self-employment

Schools are responsible for securing independent and impartial careers guidance (IAG) for every student in Years 8-11 on the full range of post-16 education and training options, including apprenticeships. You can talk to your teachers and careers advisor about what guidance is available. You can find out more information and advice at: www.parentalguidance.org.uk

Should I really choose that subject just because my friend has, even though I don't enjoy it very much?



1. Read through this booklet and discuss it with your parents, teachers and tutor before making a decision.
2. If you have any questions, ASK. It is better to ask now than make the wrong choice.
3. Talk to Year 10 and Year 11 students, or those who have left the school, about what subjects they did and why they enjoyed them.
4. Make your choices by completing a blank piece of paper – then leave it a day and come back to it to see if the choices you made still make sense.
5. When you have finally decided on your choices, enter your option choices online at <https://my.edval.education/> using your unique code by **no later than 8am on Thursday 28th March 2024**. Using the option page at the back of this booklet, write down your options and keep it safe at home.

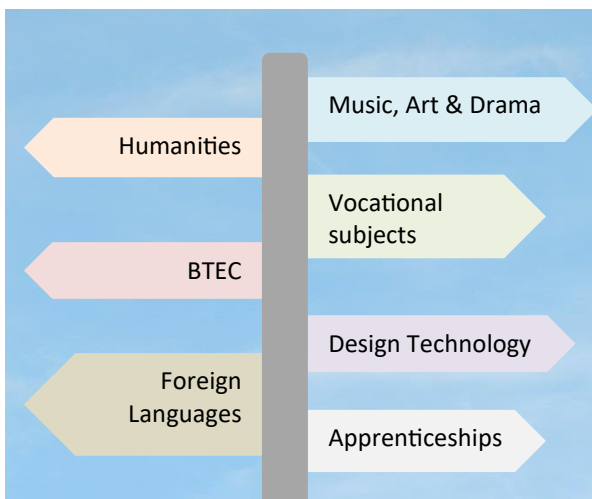
It is very important that you submit your option choices on time so that the Academy can start to tailor everyone's choices into the timetable. If you return the Option Form after **28th March 2024** you may find that your options have already been chosen for you, as we may be required to allocate you to option subjects that have spaces.

If you want to change your options after handing in the form, you will have to ask your parents/carers to email Mr Jones, who will try his best to accommodate you, but this cannot be guaranteed. No changes will be considered without confirmation from your parents/carers.

Changes cannot be considered after 1st July 2024

The school will try to let you study the options you have chosen, but please remember:

- **Not all combinations of subjects are possible**
- **There is a limit to the numbers in some subjects**
- **If too few students select a subject then the course may be cancelled**



See links below for more help choosing:

www.medway.gov.uk/info/200260/local_offer_for_care_leavers/1360/education_options_for_care_leavers

www.u-explore.com

www.kent.gov.uk/education-and-children/college-sixth-form-employment-and-training

www.nationalcareersservice.direct.gov.uk/
The National Careers service has advice for young people aged 13-19

Plotr is a resource which allows you to explore career worlds and businesses
www.plotr.co.uk/

CORE

English, Maths, Science, Core PE, Victory
Citizenship

All students will study the core subjects.
They are invaluable for life!

ENGLISH LANGUAGE AND ENGLISH LITERATURE

Syllabus: GCSE English Language (Edexcel 2.0) and GCSE English Literature (AQA)

Please consult: Miss M Steeples

What we aim to do

Our aim is to enable students to read, write, speak and listen effectively in a variety of contexts. Our primary concern is to encourage students to be confident and creative in their use of language, thus enabling them to participate with ease in all aspects of public, cultural, academic and working life. We promote a love of reading and writing through the study of literature and critical responses to texts, with students developing their analytical and evaluative skills.

What we study

Students study English Language and Literature and each subject is taught simultaneously, offering a skills-based approach. English Language students are taught how to compare writers' perspectives and viewpoints and to explore and develop their own creative reading and writing. Alongside this, there is a focus on analysis and evaluation skills, which feature heavily in the GCSE syllabus for both GCSE Language and GCSE Literature.

Texts covered across the English Literature course:

- *Macbeth* by William Shakespeare
- *A Christmas Carol* by Charles Dickens
- *An Inspector Calls* by J. B. Priestley
- Power and Conflict poetry (from 1700s – present day)
- Unseen poetry (at teachers' discretion)

Skills needed

Skills taught at KS3 are extended and developed into GCSE study. This includes reading for meaning, writing for purpose, and speaking with clarity.

How your work will be assessed

English Language and English Literature: 100% external examination.

Spoken Language assessment: presentation in a formal setting, which is endorsed separately

What this subject can lead to when you leave The Victory Academy

GCSEs in English Language and English Literature will mean that you have transferable skills that you can use in any future career that you choose. You can select to take A Level Literature at The Victory Academy, as well as being able to access a range of further education courses.

Possible Career Pathways

The study of English Language and Literature is a great foundation for work in areas such as the legal profession, office work, TV, marketing, public relations, advertising, journalism, education, social work, nursing and many more. The skills that you will develop over this course are valued in all areas of life, whatever career path you choose.

Additional information/Special requirements

N/A

Relevant website links for further information on the course/subject

<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/english-language-2021.html>
www.aqa.org.uk/subjects/english/gcse/english-literature-8702

Syllabus: OCR J560

Please consult: Mr R Vashisht

What we aim to do

Within the Mathematics department, our aim is to develop every student's mathematical ability. We aim to motivate our students so that they are interested and enthusiastic about their Mathematics lessons. The OCR J560 specification is split into 3 written exams that cover the 5 main aspects of mathematics. The following splits are used across the 3 examinations: 40% Application, 30% reasoning and 30% problem solving for the higher tier; 50% Application, 25% reasoning 25% and problem solving for the foundation tier.

What we study

Number: Apply the four operations, use the concepts and vocabulary of prime numbers, factors, use conventional notation for priority of operations, including brackets, powers, roots and reciprocal.

Statistics and probability: This includes the data handling cycle, data collection, data presentation and analysis, data interpretation and probability.

Algebra: Know the difference between an equation and an identity, argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments and proofs.

Geometry and measures: This includes properties of angles and shapes, geometric reasoning and calculation, measures and construction, mensuration, graphical methods, and solving problems with algebra.

Ratio and proportion and rates of change: Change freely between related standard units (e.g. time, length, area, volume/capacity, mass) and compound units (e.g. speed, rates of pay, prices, density, pressure) in numerical and algebraic contexts, and use scale factors, scale diagrams and maps

Skills needed

There is a progression of materials through all levels at which the subject is studied. This new specification builds on Key Stage 3 Mathematics and reflects the revised Programme of Study for Key Stage 4. GCSE Mathematics will build on the foundation skills developed during KS2 & 3.

How your work will be assessed

There are 3 papers, taken at the end of year 11.

Paper 1	Calculator	Foundation—1hr 30 Minutes Higher—1hr 30 Minutes	33.3%
Paper 2	Non-Calculator	Foundation—1hr 30 Minutes Higher— 1hr 30 Minutes	33.3%
Paper 3	Calculator	Foundation— 1hr 30 Minutes Higher 1hr 30 Minutes	33.3%

What this subject can lead to when you leave The Victory Academy

GCE A/AS Mathematics Advanced Subsidiary in Core Maths or further study at Advanced or Advanced Subsidiary level in other subjects or further study at GNVQ level, or directly into employment.

Possible Careers

Geography, Psychology, Medicine, Teaching and Sports Science all use advanced mathematics skills. Maths graduates can go into virtually any area due to their training in problem solving and analytical thinking

Additional information/Special requirements

All students are entered for GCSE Mathematics.

Relevant website links for further information on the course/subject

www.ocr.com

Careers: www.mathscareers.org.uk

Syllabus: AQA Combined Science: Trilogy

Please consult: Mr Bajwa

What we aim to do

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.

Students study all three sciences totalling 9 hours of teaching a fortnight on the Combined Science course with all year 11 exam papers scores being put together to make 2 GCSE grades e.g. 4-4, 5-4, 5-5.

What we study

Biology	Chemistry	Physics
1. Cells and Organisation	1. Atoms, Bonding and Moles	1. Energy and Energy Resources
2. Diseases and Bioenergetics	2. Chemical Reactions and Energy Changes	2. Principles at Work
3. Biological Response	3. Rates, Equilibrium and Organic Chemistry	3. Forces in Action
4. Genetics and Reproduction	4. Analysis and the Earth's Resources	4. Waves, Electromagnetism and Space
5. Ecology		

Skills needed

Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory and in other learning environments. Learners will develop their application of mathematics, and information and communication technology, producing scientifically literate individuals.

How your work will be assessed

6 examinations

Biology 1 - 1 hour 15 minutes

Biology 2 - 1 hour 15 minutes

Chemistry 1 - 1 hour 15 minutes

Chemistry 2 - 1 hour 15 minutes

Physics 1 - 1 hour 15 minutes

Physics 2 - 1 hour 15 minutes

What this subject can lead to when you leave The Victory Academy

The completion of Combined Science will provide students with a sound basis for studying in a sixth form. Students can study A-level sciences having completed Combined Science to a high level but *please note that some colleges and sixth form schools may insist on separate Sciences if you wish to study them at A-Level.*

Possible Careers

Any job with a strong basis in science will be open to those who study sciences; Nutritionist, Mechanic, Teacher, Nurse, Hairdresser, Technician, physiotherapy, doctors, vets etc.

Additional information/Special requirements

There are no special requirements for this course.

Relevant website links for further information on the course/subject

Aqa.co.uk will provide further insight into this course.

Careers: www.futuremorph.org

Syllabus: n/a

Please consult: Mr Doyle

What we aim to do

- To develop the ability to apply knowledge, skills and tactics in a variety of physical activities so students develop their physical competence and confidence.
- To develop an appreciation of health, fitness, recreation and leisure and the benefits of an active healthy lifestyle.

What we study

In Year 10 learning builds upon the learning of KS3 but with more emphasis on games play and independence in students' physical activity. We study a range of practical activities including;

- netball
- football
- basketball
- badminton
- fitness
- athletics
- rounders

In Year 11, students will opt for one activity choice per term and focus on improving their physical competence, confidence and understanding in that activity.

Skills needed

Students need to be enthusiastic, willing to work hard and willing to undertake different roles in the lessons, e.g. refereeing and coaching to improve understanding of performance. Students need to be organised with bringing kit and develop their work ethic to become independent participants in a variety of sports and activities.

How your work will be assessed

There is no external assessment for this course. However, it is a compulsory lesson. Additional courses such as Sports Leaders will contain a practical assessment.

What this subject can lead to when you leave The Victory Academy

Our students will have the confidence to develop their skills and participate in a range of physical activities at college/in leisure time. Additional courses can lead to paid part-time employment or a start in a sport related career. Sport is enjoyable for most people and physical activity is essential for everyone who wishes to lead a healthy and balanced lifestyle.

This can also lead to further study of Physical Education/Sport Science to BTEC, A Level and degree level.

Possible Careers

Player, Referee, Official, Coach, PE Teacher, Sports administration.

Additional information/Special requirements

Full PE kit is expected every lesson, regardless of illness or injury.

Relevant website links for further information on the course/subject

Any National Governing Body website, or sport specific website.

OPTIONS

SUBJECT INFORMATION

Students are to choose four subjects to study, one of which must be either History or Geography

Syllabus: AQA 8035 GCSE Geography

Please consult: Mr Slater

What we aim to do

In GCSE Geography, you will:

- Learn about subject material that is crucial to the issues impacting the world today
- Develop transferable skills including research skills & critical analysis that will help you in other subjects
- Collect, understand and interpret complex data and communicate it to a variety of audiences
- Look at different issues from a range of scales and through different perspectives

Fieldwork plays a key role in GCSE Geography. During the two-year course, there will be the opportunity to go on two field trips to study physical and human Geography. This will be tested for 30% of your grade, alongside the skills you have picked up, so will be a crucial part of the GCSE.

What we 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.

How your work will be assessed

Paper 1: Living with the physical environment

- The challenges of natural hazards
- The living world
- Physical landscapes of the UK

Written exam: 1 hour 30 minutes 35%

Paper 2: Challenges in the human environment: urban issues and challenges

- The changing economic world
- The challenge of resource management

Written exam: 1 hour 30 minutes 35%

Paper 3: Geographical applications: issues evaluation

- Field work

Written exam: Use of pre-release material 1 hour 15 minutes 30%

What this subject can lead to when you leave The Victory Academy

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. Employers seek a mixture of skills, qualifications and experience when they recruit for a post. As a graduate you will be in demand for your transferable skills, such as: good communicator with strong presentation skills, competent with ICT, able to carry out research, working effectively in a team and taking a variety of roles in a team, being able to manage your time by juggling commitments, meeting deadlines and managing stress, competent at combining information from a variety of sources with excellent writing skills.

Possible Career Pathways

Geography gives you a range of skills, which will support analytical subjects at A Level including Maths, Science and Business, as well as Humanities subjects such as Philosophy and Government and Politics. It does provide a strong background for a range of interesting and diverse careers. These include: town planning, surveying, conservation and environmentalism, government, business and finance, marketing, engineering, tourism, GIS specialist, climatologist, emergency management specialist, estate agent, education, transport planner and television and media.

Additional information/Special requirements

You will be required to take part in two separate fieldwork investigations, one being in a Physical Environment (river landscape) and the other in a Human Environment (urban environment).

Relevant website links for further information on the course/subject

www.rgs.org/geography/choose-geography/careers/

www.matadornetwork.com/trips/point-earth-thats-closest-moon-not-top-mount-everest/

www.education.nationalgeographic.org

www.aqa.org.uk/subjects/geography/gcse/geography-8035/introduction

Syllabus: Edexcel 1HIO GCSE History

Please consult: Miss Slater

What we aim to do

In GCSE History, you will:

- Study history through the eyes of people who lived through the period
- Find out about how people's lives have changed and how people in the past may have thought differently from us today
- Debate and understand why there are sometimes different, but equally valid, points of view on the same subject

What we study

At GCSE, we study a wide range of time periods, both British and World History.

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: Period Study and British Depth Study

Option B4: Early Elizabethan England, 1558–88: includes religious divisions in England in 1558, English direct involvement in the Netherlands, 1585–88, and the Armada, Spanish invasion plans including the reasons why Philip used the Spanish Armada.

Option P3: The American West, c1835-c1895, Early settlement of the West – The Indigenous peoples of the Plains (life/beliefs/migration/conflict and tension), how the Plains developed with the significant changes: railroads, government acts and ranching. This finishes by looking at how conflicts and conquests impacted changes in the West and the destruction of the Indigenous people's way of life through settlement.

Paper 3: Modern Depth Study: Weimar and Nazi Germany, 1918-39. The legacy of the First World War, challenges to the Weimar Republic, Hitler's rise to power, Nazi dictatorship and Life in Nazi Germany.

Skills needed

Comprehension, listening and oral skills. An ability to write essay-style answers, and to analyse and evaluate. An ability to retain information and select information to answer a variety of questions.

How your work will be assessed

Paper 1: Written exam 1 hour and 15 minutes 30% of the qualification

Paper 2: Written exam 1 hour and 45 minutes 40% of the qualification

Paper 3: Written exam 1 hour and 20 minutes 30% of the qualification

What this subject can lead to when you leave The Victory Academy

Apart from enjoying the course and being a lot more aware of the world around you, GCSE History is a solid basis for many A Level subjects. Students who have done well in history often study higher qualifications in subjects such as politics, law, economics, and sociology. History also goes well with subjects such as English and languages. There are also many areas more directly related to history, such as travel and tourism, museums, the media industry, libraries, government research, academic research and, of course, history teaching.

Possible Career Pathways

Studying History does not mean you have to become a history teacher! Many careers which welcome a study of History include: the legal profession, politics, publishing, journalism, media, business and commerce, the public sector and the charity and voluntary sectors. History is also valued for those moving into further education – whether it be college, A Levels, or university sector and the charity and voluntary sectors. Many of the skills you will learn while studying History will be welcomed by employers.

Additional information/Special requirements

www.qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf

Relevant website links for further information on the course/subject

www.history.org.uk

www.spartacus-educational.com

Syllabus: AQA 8698

Please consult: Mr Pugsley

What we aim to do

Through the study of a modern foreign language, you gain a far greater understanding and appreciation of different countries, cultures, people and communities. As you progress through your learning you raise your awareness of what it means to live in a global world. Throughout the course you learn to use the language more independently as well as how to apply the knowledge you gained in Key Stage 3 to exam work. As your ideas develop over time you become able to express yourself in more depth and with more complex language.

What we study

You learn more about the structures of the language which gives you access to a wider range of expression. You explore the similarities and differences between the foreign language and English and learn how language can be manipulated and applied in different ways. You learn to develop the four key skills tested in the final GCSE exams, those of Speaking, Listening, Reading and Writing. You build on and develop the topic areas covered at KS3 within the three key themes studied throughout the GCSE course

- Theme 1 – Identity and Culture
- Theme 2 – Local, national, international and global areas of interest
- Theme 3 – Current and future study and employment

Skills needed

Good organisational and memory skills, an interest in developing your knowledge of other cultures through study and travel, good communication skills and an interest in exploring the wider world. You must be prepared to work hard independently and show initiative.

How your work will be assessed

All exams are assessed by AQA at the end of Year 11.

Writing exam 25% - translation from English into the target language, structured writing tasks, open response questions.

Speaking exam 25% - one role-play, one picture-based task and one general conversation.

Listening 25% final examination – listening to texts of various lengths and responding to questions in both English and the target language.

Reading 25% final examination – reading texts of various lengths and responding to questions in both English and the target language, translation from the target language into English.

Two tiers of entry are permitted

Foundation tier – grades 5 – 1

Higher tier – grades 9 – 4

The final decision on which tier of entry you take is decided during Year 11 in consultation with your teacher.

What this subject can lead to when you leave The Victory Academy

The development of language skills and understanding of the structure of language lay the foundations for future study of other languages. Foreign language skills are increasingly valued in the world of work and are highly regarded by higher education institutions. In fact, many universities now expect a modern language GCSE from their applicants as part of the EBacc. GCSEs in MFL are usually followed by AS and A Level courses although more sixth forms and colleges are now also offering the International Baccalaureate. A Modern Foreign Language also opens up possibilities of joint-honours degrees in, for example, International Law and Spanish or International Relations with Spanish. Equally, a language can be combined with History, Music, Science, English and many other subjects.

Possible Career Pathways

Translating, Interpreting, Language teaching, Journalism, Tourism, International Charity work, Logistics and Distribution, International Marketing, Politics and Publishing and various Business careers. People with languages, plus IT, Law, Finance or Sales skills are also much sought-after in the workplace.

Additional information/Special requirements

Students can only opt to take a language which they have studied at Key Stage 3. There may be the opportunity to take the GCSE in a language of which you are a native speaker. For more information, please speak to Mr Pugsley.

Relevant website links for further information on the course/subject

www.aqa.org.uk/subjects/languages/gcse

Syllabus: AQA 8658

Please consult: Mr Pugsley

What we aim to do

Through the study of a modern foreign language, you gain a far greater understanding and appreciation of different countries, cultures, people and communities. As you progress through your learning you raise your awareness of what it means to live in a global world. Throughout the course you learn to use the language more independently as well as how to apply the knowledge you gained in Key Stage 3 to exam work. As your ideas develop over time you become able to express yourself in more depth and with more complex language.

What we study

You learn more about the structures of the language which gives you access to a wider range of expression. You explore the similarities and differences between the foreign language and English and learn how language can be manipulated and applied in different ways. You learn to develop the four key skills tested in the final GCSE exams, those of Speaking, Listening, Reading and Writing. You build on and develop the topic areas covered at KS3 within the three key themes studied throughout the GCSE course...

- Theme 1 – Identity and Culture
- Theme 2 – Local, national, international and global areas of interest
- Theme 3 – Current and future study and employment

Skills needed

Good organisational and memory skills, an interest in developing your knowledge of other cultures through study and travel, good communication skills and an interest in exploring the wider world. You must be prepared to work hard independently and show initiative.

How your work will be assessed

All exams are assessed by AQA at the end of Year 11.

Writing exam 25% - translation from English into the target language, structured writing tasks, open response questions.

Speaking exam 25% - one role-play, one picture-based task and one general conversation.

Listening 25% final examination – listening to texts of various lengths and responding to questions in both English and the target language.

Reading 25% final examination – reading texts of various lengths and responding to questions in both English and the target language, translation from the target language into English.

Two tiers of entry are permitted

Foundation tier – grades 5 – 1

Higher tier – grades 9 – 4

The final decision on which tier of entry you take is decided during Year 11 in consultation with your teacher.

What this subject can lead to when you leave The Victory Academy

The development of language skills and understanding of the structure of language lay the foundations for future study of other languages. Foreign language skills are increasingly valued in the world of work and are highly regarded by higher education institutions. In fact, many universities now expect a modern language GCSE from their applicants as part of the EBacc. GCSEs in MFL are usually followed by AS and A level courses although more sixth forms and colleges are now also offering the International Baccalaureate. A Modern Foreign Language also opens up possibilities of joint-honours degrees in, for example, International Law and French or International Relations with Spanish. Equally, a language can be combined with History, Music, Science, English and many other subjects.

Possible Career Pathways

Translating, Interpreting, Language teaching, Journalism, Tourism, International Charity work, Logistics and Distribution, International Marketing, Politics and Publishing and various Business careers. People with languages, plus IT, Law, Finance or Sales skills are also much sought-after in the workplace.

Additional information/Special requirements

Students can only opt to take a language which they have studied at Key Stage 3. There may be the opportunity to take the GCSE in a language of which you are a native speaker. For more information, please speak to Mr Pugsley.

Relevant website links for further information on the course/subject

www.aqa.org.uk/subjects/languages/gcse

PHYSICAL EDUCATION – BTEC TECH AWARD IN SPORT

Syllabus: BTEC Tech Award level 1/2 in Sport (2022) 603/7068/3

Please consult: Mrs Kirkaldy/Mr Marco/Mr Cass

What we aim to do

Our aim is to enable students of all abilities to successfully study the BTEC Tech Award in Sport (2022). This is a varied and interesting course. Students are encouraged to develop a variety of skills such as sport analysis and sports leadership, using 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.

What we 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 to increase participation in sport and physical activity. You will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity. This component will be assessed with a combination of practical and written coursework, conducted under exam conditions.

Component 2: Taking Part and Improving Other Participants' 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. This component will be assessed with a combination of practical and written coursework, conducted under exam conditions.

Component 3: Developing Fitness to Improve Other Participants' Performance in Sport 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. This component is a written exam and lasts 1hr 30 mins.

Skills needed

Good communication skills, leadership skills, good organisational skills, confidence to work with others, good explanation skills, hardworking attitude, problem solving skills and an interest in sport are essential.

How your work will be assessed

This qualification is graded from level 1 Pass, Merit and Distinction through to Level 2 Pass, Merit and Distinction.

- Component 1 - Pearson set assignment – written and practical work (30% of overall grade)
- Component 2 - Pearson set assignment – written and practical work (30% of overall grade)
- Component 3 - 1 written exam (40% of overall grade)

What this subject can lead to when you leave The Victory Academy

BTEC Tech Award Level 1/2 in Sport (2022) introduces you to the Sport, Fitness and Leisure Industry. It also provides a good basis to go on to more advanced work-related qualifications, such as BTEC National Sport in the Sixth Form. This could lead to studying a wide range of Sports based Degree courses at university such as Sport Science, Physiotherapy, Sports Coaching or Football related degrees.

Possible Careers

The study of Sport lends itself effectively to career development in a range of fields including sports coaching/teaching, psychology, physiotherapy, medicine, sociology, sports business, nutrition, sports media and personal training.

Additional information/Special requirements

If you are interested in the Sports industry, health, fitness, how the body works and enjoy PE, you will find this course very interesting. The course will appeal to students who:

- Have a keen interest in sport and always look forward to PE lessons
- Want to know more about the benefits of sport and exercise
- Are considering a sports-related career or Higher Education Course such as BTEC level 3

Relevant website links for further information on the course/subject

www.qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-2022.html

Syllabus: AQA A 8662 GCSE Religious Studies

Please consult: Mrs Anderson

What we aim to do

The Values and Ethics course covers the main world views, and six contemporary and ethical themes, which give students a diverse choice of intriguing subjects to explore. The course teaches students about 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. All these skills will help prepare them for further study.

What we study

There are 6 examined units studied from two different world view perspectives. These are also considered from a contemporary British society and Humanistic viewpoints.

- Theme A Relationships and Families
- Theme B Religion and Life
- Theme D Religion, Peace and Justice
- Theme F Religion, human rights and social justice
- Beliefs
- Practices

Component 1: The study of religions: beliefs, teachings and practices

Beliefs, teachings and practices of two world views: Either Christianity, Buddhism, Sikhism, Hinduism, Islam or Judaism.

Component 2: Thematic studies

Four religious, philosophical and ethical studies themes such as:

- The existence of God and revelation
- Issues of life and death including the ethical issues of Abortion and Euthanasia
- Peace and conflict
- Crime, punishment and the concept of Justice
- Relationships and family
- Human rights and social justice

Skills needed

You will be required to work cooperatively as a member of a group of students by sharing ideas and committing to your fair share of work, and to contribute confidently to discussions during lessons. You should have a passion for exploring and getting involved in moral and ethical issues as much as current local, national and global developments. You must write fluent, detailed and well explained responses using relevant evidence.

How your work will be assessed

Examination – 100% - 2 x 1 hour 45 minutes papers

What this subject can lead to when you leave The Victory Academy

Whether students go on to study at university or college, or out into the world of work, you will meet people from all walks of life with different religious and moral opinions. This course will help students to understand and appreciate them. This course works well with GCSE Sociology, History and English Literature. This course can be studied further in the Sixth Form.

Possible Career Pathways

The GCSE is highly regarded as a subject that stretches students in the skills of analysis, debate, self-expression and the ability to understand others. The skills that the students will gain can be directly transferable into Law, Journalism, the Public Sector and Medicine.

Additional information/Special requirements

www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/specification-at-a-glance

Relevant website links for further information on the course/subject

www.world-faiths.com/
www.bbc.co.uk/religion
www.humanism.org.uk/education
www.request.org.uk/resource/life/church/church-tours/

Syllabus: AQA A 8192 GCSE Sociology

Please consult: Ms Humphrey

What we aim to do

GCSE Sociology helps students to 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.

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.
- Present their reasoned arguments in an academic manner.

What we 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. As this subject focuses on the 'Science of Society' it gives students the ability to further understand the world around them in which they live.

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.

What will students do?

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. Throughout the course students will have opportunities to discuss, research and make judgements on sociological issues.

Skills needed

Students will develop their skills in analysis, evaluation and communication 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.

How your work will be assessed

Paper 1: The sociology of families and education

What's assessed

- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology

How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Paper 2: The sociology of crime and deviance and social stratification

What's assessed

- The sociology of crime and deviance
- The sociology of social stratification
- Relevant areas of social theory and methodology

How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

What this subject can lead to when you leave The Victory Academy

Studying GCSE sociology will give you an awareness of the social, political and economic issues that shape society. You will develop a greater understanding of how communities and wider society function. It will also help you to understand reasons behind social constructs such as family, education, crime and social class that people take for granted.

GCSE sociology will give you a greater appreciation of the world around you and the desire to learn more at A Level and beyond. You will be able to recognise and apply theories to specific sociological challenges and apply independent thinking to consider an alternative outcome or future developments in society. Along with a growing knowledge of society, studying GCSE sociology will allow you to develop key skills for the future.

Possible Career Pathways

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.

Additional information/Special requirements

www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/specification-at-a-glance

Relevant website links for further information on the course/subject

www.youtube.com/results?search_query=sociology

www.bbc.co.uk/bitesize/subjects/zbbw2hv

www.ondemand.tutor2u.net/students/introduction-to-aqa-gcse-sociology-getting-started

Syllabus: Eduqas

Please consult: Miss Nicholson

What we aim to do

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
- You are interested in how the media can influence the way people think
- You would like to create your own media products

What we study

Section A: Exploring Media Language and Representation

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

Section B: Exploring Media Industries and Audiences

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

This section allows you to create your own extract from a television programme, a music video or a magazine. You will plan your 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.

How your work will be assessed

Component 1: Exploring the Media

Written examination: 1 hour 30 minutes 40% of qualification

Component 2: Understanding Media Forms and Products

Written examination: 1 hour 30 minutes 30% of qualification

Component 3: Creating Media Products

Non-exam assessment 30% of qualification

What this subject can lead to when you leave The Victory Academy

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.

Possible Career Pathways

The critical, analytical and creative skills in Media Studies are suitable for a wide range of careers. The media industry itself employs large numbers of people world-wide. This globalised nature of media, on-going technological developments and more opportunities to interact with the media suggest their centrality in contemporary life will only increase. This offers a continually more diverse range of roles within media industries depending on your skills. This can include working in films, television, journalism, video games, or radio. Career roles can be strategic, managerial, logistical or creative.

Additional information/Special requirements

N/A

Relevant website links for further information on the course/subject

Exam specification and resources: www.eduqas.co.uk/qualifications/media-studies-cse/#tab_keydocuments

Revision videos for all GCSE set products: www.youtube.com/playlist?list=PLm6BhMZgdGbDUZbF4oIK99TDPXgfBBdZz

Syllabus: BTEC Level 2 Tech Award in Music Practice
Please consult: Miss Wallis, Miss Wilson or Mrs Voisey

What we aim to do

In Music Practice we aim to develop the practical skills and technical knowledge used in the production of music. We aim to give you a wealth of practical experiences based on real life scenarios as if you were working as a professional within the industry. You will be introduced to global influences and styles that will influence your own compositions.

What we study

This BTEC qualification is split into three units over two years.

Exploring Music Products and Styles: this unit explores the techniques used in the creation of different musical products and you will have the opportunity to investigate the key features of different musical styles both through theory and practical exploration. You will develop an appreciation of music from around the world and through the decades, learning what musical features make each style unique and memorable.

Music Skills Development: you will have the opportunity to develop two musical disciplines through practical tasks while documenting your progress and planning for further improvement. Ever fancied working in film or television? In this unit, you will get the chance to explore your creative side by composing music to fit with certain genres. You will learn recording technology techniques to enable you to develop, compose and produce your own music.

Responding to a Music Brief: you will develop and present music in response to a given brief, unleashing your creative ideas in the composition and realisation of music. You will use the practical skills and knowledge gained through the first two units to realise your own compositions in response to the set brief.

Skills needed

You will need to have good listening skills and a keen interest in music. You must be committed to your own skills development and be willing to give up your time outside of school hours to help with productions and performances. An understanding of how to play a keyboard is desirable. 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.

How your work will be assessed

The course contains one external assessment (Responding to a Music Brief) which will be completed as an examination. The rest of your work will be assessed by the completion of Pearson Set Assignments (PSAs) being a portfolio of practical and written work.

What this subject can lead to when you leave The Victory Academy

BTEC Level 3 Certificate in Music Technology; A-Level in Music Technology. Previous Music students have gone on to study Music/Producing at university level.

Possible Careers

Sound Engineering, Studio Engineer, Music Producer, Record Label owner, Theatre Technician, Musician, Music Critic, Radio Presenter, Music Teacher, Venue Manager, Promoter, Music Marketing Manager... plus hundreds more!

Additional information/Special requirements

Excellent attendance and commitment are essential to this course and a commitment to work outside of lesson time to rehearse and develop Music skills.

Relevant website links for further information on the course/subject

www.qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice-2022.html

Course: Eduqas GCSE - Drama

Please consult: Mrs Voisey

What we aim to do

This course gives students the opportunity to explore a wide range of Drama skills and styles with both practical and theoretical approaches. We aim to give you many opportunities to perform, direct and explore professional repertoire and Drama techniques - progressing your versatility. You will develop your ability to analyse texts, and to see the world through multiple points of view and life experiences. We aim to inspire your appreciation of the creative world around us.

What we study

You 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 performance skills and techniques
- How to create Drama from devised work, scripted and improvisation.
- 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. You have the option to take this course as a designer instead of a performer, being assessed in your choice of lighting design/set design/costume design/sound design.

How your work will be assessed

Component 1 – Exploring the Performing Arts:

What's assessed

- Your understanding of the requirements of being an Actor and the performing arts industry
- Exploration into professional work and Drama styles through workshops and analysis

How it's assessed: (Internally)

- video evidence of practical work - workshops, devised tasks and replication of professional scripted plays
- creative scrapbook
- PowerPoint presentation

Component 2: Developing Skills and Techniques

What's assessed

- Drama techniques and performance skills of rehearsals, group work, script analysis and preparation processes
- analysis and reflection of skills and progress

How it's assessed: (Internally)

- video evidence of practical work - technique classes, workshops and performance
- detailed logbook - noting the development of Drama skills and techniques

Component 3: Performing to a Brief

What's assessed

In this component, you will have the opportunity to respond to a brief.

Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience

How it's assessed (Externally)

- written log of creative process
- video of final performance piece.

What this subject can lead to when you leave The Victory Academy

Some stage schools, A-Levels, BTEC level 3, diplomas and degrees in a range of performing arts, Drama teaching and Dramatic touring agencies. Previous Drama students have gone on to study Performing Arts/Drama at university level.

Possible Careers

Careers as a professional Actor, Director, working in theatre, television and commercial 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, journalism, childcare, tourism, fashion and marketing.

Additional information/Special requirements

Excellent attendance and commitment are essential to this course and a commitment to work outside of lesson time to rehearse and develop Drama skills.

Relevant website links for further information on the course/subject

Course: BTEC level 1/ 2 Technical Award in Performing Arts - Dance

Please consult: Miss Lacey or Miss Wilson

What we aim to do

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.

What we study

Students will develop skills and understanding of Contemporary dance, Jazz dance and Street dance working as trainee dancers and choreographers. We will study professional repertoire from each style and work to develop the following:

- Understanding of different dance skills and techniques
- How to choreograph dance
- To understand and explore professional choreographers 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.

How your work will be assessed

Component 1 – Exploring the Performing Arts:

What's assessed

- your understanding of the requirements of being a dancer and the performing arts industry
- exploration into professional work and dance styles through workshops and analysis

How it's assessed: (Internally)

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

Component 2: Developing Skills and Techniques

What's assessed

- dance technique and performance skills of Street, Jazz and Contemporary dance
- analysis and reflection of skills and progress

How it's assessed: (Internally)

- video evidence of practical work - technique classes, workshops and performance
- detailed logbook- noting the development of Dance skills and techniques

Component 3: Performing to a Brief

What's assessed

In this component, you will have the opportunity to respond to a brief.

Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience

How it's assessed (Externally)

- written log of creative process
- video of final performance piece

What this subject can lead to when you leave The Victory Academy

Dance school, A-Levels, BTEC level 3, diplomas and degrees in a range of performing arts, dance teaching and choreography. Previous dance students have gone on to study Performing Arts/Dance at university level.

Possible Careers

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, journalism, childcare, tourism, fashion and marketing.

Additional information/Special requirements

Excellent attendance and commitment are essential to this course and a commitment to work outside of lesson time to rehearse and develop dance skills.

Relevant website links for further information on the course/subject

www.qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html

Syllabus: BTEC Digital Information Technology

Please consult: Mr McAllister

What we aim to do

Students will be given the following opportunities to develop sector-specific knowledge and skills in a practical learning environment:

- Development of key skills, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data.
- Identify effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, and virtual teams, legal and ethical codes of conduct.
- Attitudes that are considered most important in digital information technology, including personal management and communication.
- Knowledge that underpins effective use of skills, processes and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

What we study

The course consists of three main units:

Component 1

This component will introduce learners to Exploring User Interface Design Principles and Project Planning Techniques.

Learners will:

- Develop an understanding of what makes an effective user interface and how to effectively manage a project.
- Utilise understanding to plan, design and create a user interface.

Component 2

This component will introduce learners to the use of Data in an organisation and will consist of:

- Developing, Collecting, Presenting and Interpreting Data.
- Understand the characteristics of data and information and how they help organisations in decision-making.
- Use data manipulation methods to create a dashboard (excel) to present and draw conclusions from information.

Component 3

This component will introduce learners to:

- Effective Digital Working Practices.
- Explore how organisations use digital systems and the wider implications associated with their use.

Pupils must pass all three components to achieve an overall grade of a Pass, Merit, Distinction or Distinction*.

Skills needed

You will be expected to develop critical thinking, analysis and problem-solving skills, through the study of computer system analysis, design and development. For many students, it will be an enjoyable and interesting way to develop these skills, which can be transferred to other subjects and of course applied in day-to-day life.

How your work will be assessed

The course is made of three units:

- Component 1 - 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 - Collecting, Presenting and interpreting data. It is an internal assessment through a Pearson Set Assignment (PSA).
- Component 3 - Effective digital working practices is worth 40% and is an Exam unit

What this subject can lead to when you leave The Victory Academy

This course is ideal for learners who want a career in information technology and want to get a broad taste of digital skills. This is a stepping stone to careers such as, IT Project Management, Technical Support and Cyber Security. The BTEC Technical Award in Digital Information Technology will provide students with the opportunity to apply academic knowledge to everyday, and work contexts, giving them a great starting point for academic or vocational post-16 studies and for future employment

Upon successful completion of this course, students may wish to progress on to Level 3 courses.

Possible Career Pathways

There are many different careers that this qualification could help learners move towards, particularly in the ICT design field, notably game or website design and development. Other careers include Graphics Designer, Teacher, System Analyst, Administration and ICT, Animation Designer, Video Editor/Producer, Data Analyst, Junior Designer, Business Analyst, Database Administrator, Software Developer

Related careers that don't require a degree in Digital Information Technology but still involve technology include being a *Technical Writer*, *Digital Project Manager*, or *User Experience (UX) Designer*. Careers in marketing, communications, or design, would make good use of the digital skills obtained from this course

Additional information/Special requirements

There are no special requirements for this course.

Relevant website links for further information on the course/subject

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology-2022.html>

FOOD PREPARATION & NUTRITION

Syllabus: EDUQAS GCSE Food Preparation and Nutrition

Please consult: Mrs Potter

What we aim to do

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.

What we study

This course has a total of two components, which are outlined below:

COMPONENT 1: Principles of food preparation and nutrition (Written examination for 1hr 45 mins)

This is 50% of the overall qualification. 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.

COMPONENT 2: Food preparation and nutrition in action (Non-Examination Assessment - NEA)

This is 50% of the overall qualification. There are 2 parts to this. Assessment 1 is 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. Assessment 2 is titled "The Food Preparation Assessment": "Prepare, cook and present a menu".

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,
- Use good time keeping
- Be willing to respond to advice of staff and students alike
- Be independent with their ideas and be willing to change
- A good reputation for behaviour within the department

How your work will be assessed

You will be assessed at the end of every term with a short assessment. This is to help summarise your learning to date, helping your class teacher to identify any gaps in knowledge.

You will be assessed twice a term on your theory work and your practical projects. This will be roughly split at 30% on your written work and 20% on your practical skills. Your teacher will provide you with this information midway through and at the end of the term, so you can focus on certain areas for improvements.

What this subject can lead to when you leave The Victory Academy

Studying Food Preparation & Nutrition can lead to further in-depth study at AS or A-Level, study in college or attendance of 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) affordably and nutritionally for life.

Possible Career Pathways

Chef, Catering Manager, Baker, Restaurant Manager, Nutritionist, Dietician, Environmental Health Officer, Food Stylist, Taster, Buyer, Food Writer, Food Technologist, Food Scientist & Teacher.

Additional information/Special requirements

You will need to bring in ingredients for practical lessons & attend after school sessions as requested.

Relevant website links for further information on the course/subject

Syllabus: AQA GCSE Art and Design Fine Art – 601/8088/2 – 8202

Please consult: Miss Dawkins

What we aim to do

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.

What we study

GCSE Art and 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, which is the coursework section and worth 60% of the qualification. **For Fine Art our year 10 curriculum explores the starting point of 'Bugs', which is presented creatively within an A3 sketchbook. Within this sustained project 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. After four terms of more structured support, students are encouraged to work on a more independent level, developing individual outcomes by connecting to their own interests and beliefs.

For the second year of GCSE Art and Design, students work up until the end of term 2 on their portfolio section of the qualification. They will work independently to develop individual outcomes by connecting to their own interests and beliefs. 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. From term 3 onwards students will be working on the externally set assignment sent from the exam board AQA, which is worth 40% of the qualification. Students select a starting point from the exam paper and select appropriate artists to study and investigate, which they will take inspiration from to develop their own ideas, designs and concepts. This practical and written investigation will culminate into a final outcome, which will be completed within a 10-hour exam/supervised period of time.

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, a creative thinker open to exploring different processes and techniques in each project.

How your work will be assessed

Practical work is assessed using four Assessment Objectives. These objectives look for quality in:

- Developing written and visual work through contextual sources.
- Exploring and refining
- Recording skills in both written and visual outcomes
- Realising intentions making connections with the work of others.

Both components holistically cover the 4 assessment criteria.

Student must complete **both** components.

Component 1: Portfolio	+ Component 2: Externally set assignment
<p>What's assessed</p> <p>A portfolio that in total shows explicit 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 student's course of study.</p>	<p>What's assessed</p> <p>Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</p>
<p>How it's assessed</p> <ul style="list-style-type: none">• No time limit• 96 marks• 60% of GCSE	<p>How it's assessed</p> <ul style="list-style-type: none">• Preparatory period followed by 10 hours of supervised time• 96 marks• 40% of GCSE

What this subject can lead to when you leave The Victory Academy

Students who take GCSE Art often go onto study A Level Art and Design or BTEC Extended Certificate in Art and Design both of which we offer in 6th Form. Students can then continue their studies onto a BA (Hons) Degree in Fine Art; Graphics; Photography; Textiles; Illustration; Design and many more, all of which lead to careers in the creative industries.

Possible Career Pathways

If you are interested in Art and Design and, if you have an aptitude for the subject, you can succeed and go onto develop a successful career. There are many different fields within Art that you can specialise in. To name a few: Animation, Web Design, Architecture, Gaming, Set Design, Fashion or Textiles Design, Interior or Food Decorator, Photographer, Illustrator, Art Dealer, Make-up Artist, Hair and Beauty, Jewellery Design, Video Editor, Theatre Director, Curator, Art Therapy, Floral or Furniture Design, Computer Aided Design, Graphics, Media, Product Design, Fine Art and all other visual arts related professions.

Additional information/Special requirements

High quality Art and Design coursework takes time, therefore coursework needs to be completed during lessons and at home for your out of class learning. You need to be willing to put the time and effort into your projects.

Relevant website links for further information on the course/subject

www.aqa.org.uk
www.nationalgallery.org.uk

www.npg.org.uk
www.britishmuseum.org

www.vam.ac.uk
www.tate.org

ART AND DESIGN – GRAPHIC COMMUNICATION

Syllabus: AQA GCSE Art and Design Graphic Communication – 601/8088/2 – 8203

Please consult: Miss. Dawkins

What we aim to do

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.

What we study

GCSE Art and 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, which is the coursework section and worth 60% of the qualification. **For Graphics our year 10 curriculum explores the starting point of 'Reinterpreting the Past', which is presented creatively within an A3 sketchbook. Within this sustained project, 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. After four terms of more structured support, students are encouraged to work on a more independent level, developing individual outcomes by connecting to their own interests and beliefs.

For the second year of GCSE Art and Design, students work up until the end of term 2 on their portfolio section of the qualification. They will work independently to develop individual outcomes by connecting to their own interests and beliefs. 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. From term 3 onwards students will be working on the externally set assignment sent from the exam board AQA, which is worth 40% of the qualification. Students select a starting point from the exam paper and select appropriate artists to study and investigate, which they will take inspiration from to develop their own ideas, designs and concepts. This practical and written investigation will culminate into a final outcome, which will be completed within a 10-hour exam/supervised period of time.

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, a creative thinker open to exploring different processes and techniques in each project.

How your work will be assessed

Practical work is assessed using four Assessment Objectives. These objectives look for quality in:

- Developing written and visual work through contextual sources.
- Exploring and refining
- Recording skills in both written and visual outcomes
- Realising intentions making connections with the work of others.

Both components holistically cover the 4 assessment criteria.

Student must complete **both** components.

Component 1: Portfolio	+	Component 2: Externally set assignment
What's assessed A portfolio that in total shows explicit 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 student's course of study.		What's assessed Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.
How it's assessed <ul style="list-style-type: none">• No time limit• 96 marks• 60% of GCSE		How it's assessed <ul style="list-style-type: none">• Preparatory period followed by 10 hours of supervised time• 96 marks• 40% of GCSE

What this subject can lead to when you leave The Victory Academy

Students who take GCSE Art and Design often go onto study A Level Art and Design or BTEC Extended Certificate in Art and Design both of which we offer in 6th form. Students can then continue their studies onto a BA (Hons) Degree in Fine Art; Graphics; Photography; Textiles; Illustration; Design and many more. All of which lead onto careers in the creative industries.

Possible Career Pathways

If you are interested in Art and Design and, if you have an aptitude for the subject, you can succeed and go onto develop a successful career. There are many different fields within Art that you can specialise in. To name a few: Animation, Web Design, Architecture, Gaming, Set Design, Fashion or Textiles Design, Interior or Food Decorator, Photographer, Illustrator, Art Dealer, Make-up Artist, Hair and Beauty, Jewellery Design, Video Editor, Theatre Director, Curator, Art Therapy, Floral or Furniture Design, Computer Aided Design, Graphics, Media, Product Design, Fine Art and all other visual arts related professions.

Additional information/Special requirements

High quality Art and Design coursework takes time, therefore coursework needs to be completed during lessons and at home for your out of class learning. You need to be willing to put the time and effort into your projects.

Relevant website links for further information on the course/subject

www.aqa.org.uk
www.nationalgallery.org.uk

www.designmuseum.org
www.britishmuseum.org

www.vam.ac.uk
www.tate.org

Syllabus: AQA GCSE Art and Design Textile Design – 601/8088/2 – 8204

Please consult: Miss. Dawkins

What we aim to do

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.

What we study

GCSE Art and 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, which is the coursework section and worth 60% of the qualification. **For Textiles our year 10 curriculum explores the starting point of 'Changing Habitats', which is presented creatively within an A3 sketchbook. Within this sustained project students will experiment with a large variety of media, materials and techniques, including drawing, fabric print and stitch, art textiles, fashion design, costume design, constructed textiles, soft furnishings/textiles for interiors.** Connections will be made with the work of relevant artists to develop skills in understanding of media and concept of ideas. After four terms of more structured support, students are encouraged to work on a more independent level, developing individual outcomes by connecting to their own interests and beliefs.

For the second year of GCSE Art and Design, students work up until the end of term 2 on their portfolio section of the qualification. They will work independently to develop individual outcomes by connecting to their own interests and beliefs. 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. From term 3 onwards students will be working on the externally set assignment sent from the exam board AQA, which is worth 40% of the qualification. Students select a starting point from the exam paper and select appropriate artists to study and investigate, which they will take inspiration from to develop their own ideas, designs and concepts. This practical and written investigation will culminate into a final outcome, which will be completed within a 10-hour exam/supervised period of time.

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, a creative thinker open to exploring different processes and techniques in each project.

How your work will be assessed

Practical work is assessed using four Assessment Objectives. These objectives look for quality in:

- Developing written and visual work through contextual sources.
- Exploring and refining
- Recording skills in both written and visual outcomes
- Realising intentions making connections with the work of others.

Both components holistically cover the 4 assessment criteria.

Student must complete **both** components.

Component 1: Portfolio	+ Component 2: Externally set assignment
<p>What's assessed</p> <p>A portfolio that in total shows explicit 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 student's course of study.</p>	<p>What's assessed</p> <p>Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</p>
<p>How it's assessed</p> <ul style="list-style-type: none">• No time limit• 96 marks• 60% of GCSE	<p>How it's assessed</p> <ul style="list-style-type: none">• Preparatory period followed by 10 hours of supervised time• 96 marks• 40% of GCSE

What this subject can lead to when you leave The Victory Academy

Students who take GCSE Art often go onto study A Level Art and Design or BTEC Extended Certificate in Art and Design both of which we offer in 6th form. Students can then continue their studies onto a BA (Hons) Degree in Fine Art; Graphics; Photography; Textiles; Illustration; Design and many more. All of which lead onto careers in the creative industries.

Possible Career Pathways

If you are interested in Art and Design and, if you have an aptitude for the subject, you can succeed and go onto develop a successful career. There are many different fields within Art that you can specialise in. To name a few: Animation, Web Design, Architecture, Gaming, Set Design, Fashion or Textiles Design, Interior or Food Decorator, Photographer, Illustrator, Art Dealer, Make-up Artist, Hair and Beauty, Jewellery Design, Video Editor, Theatre Director, Curator, Art Therapy, Floral or Furniture Design, Computer Aided Design, Graphics, Media, Product Design, Fine Art and all other visual arts related professions.

Additional information/Special requirements

High quality Art and Design coursework takes time; therefore, coursework needs to be completed during lessons and at home for your out of class learning. You need to be willing to put the time and effort into your projects.

Relevant website links for further information on the course/subject

www.aqa.org.uk
www.nationalgallery.org.uk

www.fashiontextilemuseum.org
www.britishmuseum.org

www.vam.ac.uk
www.tate.org

Syllabus: EDUQAS Level 1/2 Vocational Award in Engineering

Please consult: Mr Banks

What we aim to do

Engineering is a driving force in the UK's economy, accounting for 21.4% (£1.2 trillion) of the UK's £5.7 trillion turnover in 2018. However, there is a considerable shortage of appropriately skilled workers in the engineering sector. One of the reasons for this is due to a lack of awareness among young people of the educational routes into engineering occupations, despite the fact that pursuing STEM subjects remains a priority for many young people and, according to Engineering UK, the proportion of young people aged 11 to 14 who said they would consider a career in engineering was 54.7% in 2019.

What we study

This is a fairly academic subject, but is more focused on engineering principles and may be different to what some of your friends or family may have previously studied. You will be focusing on theory that covers a range of projects and material areas – very similar to the GCSE topics: Metals, Plastics, Woods, Electronics and SMART materials. You will be learning about industry standard technical drawings – which you will be expected to produce, by hand, in coursework and at exam level. Towards the end of year 10 you will complete mock units in preparation for Year 11.

Year 11 Comprises of three units of work.

Unit 1: Engineering Manufacture This unit introduces learners to interpreting different types of engineering information in order to plan how to manufacture engineered products. Learners will develop the skills needed to work safely with a range of engineering processes, equipment and tools. With these skills, learners will acquire knowledge of a range of engineered processes that are fit for purpose for manufacturing an end product. Finally, learners will learn how to test the final product against the information given in the technical information to ensure that they have met the given standards of the assigned brief.

Unit 2: Designing Engineered Products This unit allows learners to experience and gain understanding of how an engineered product is adapted and improved over time. The unit is linked to the engineering product manufactured during Unit 1 of the course. It will require the learner to work to a given brief to adapt an existing component, element or part of the engineering outcome that they manufactured for Unit 1.

Unit 3: The Examination This unit introduces learners to how engineering design is impacted by a range of external considerations such as the properties of materials, both traditional and smart developing materials, as well as methods of manufacturing in both the traditional and new and emerging technologies. The unit also gives the learner the opportunity to explore how engineering achievements have had an impact on modern day life at home, work and in society in general. Finally, the unit allows learners to develop understanding and skills to assist them in the solving of engineering problems.

This subject is not for those students who wish to only do practical as you're also expected to complete detailed written tasks alongside any practical work. 75% of the course is based on written and design work. You must PASS each unit in order for you to pass the course – so failing one unit could mean you do not pass the engineering course.

Skills needed

A good GCSE candidate for Design & Technology would be someone who has:

- An interest in drawing, making and creative thinking
- Good organisational skills, in time keeping
- High standards of their own work
- Be willing to respond to advice of staff and students alike
- Be independent with their ideas and be willing to change
- Able to follow instructions – mainly for controlled assessments
- A good reputation for behaviour within the department

How your work will be assessed

You will be assessed at the end of every term with a short assessment. This is to help summarise your learning so far in the term, help your class teacher to identify any gaps in your learning that need to be covered again and gives us an indication of potential working at grades for various things like parents' evenings or end of year 11 predictions.

Alongside this, you are also going to be assessed twice per term on your theory work and your practical projects. This will be roughly split at 30% on your written work and 20% on your practical skills. Your teacher will provide you with this information midway through and at the end of the term so you can focus on certain areas for improvements.

Usually there is an exam conditions mock taken for the whole of year 10 and this will be a large combination of the different areas you have studied in year 10. This will be as close to the real exam as possible to give you the true experience!

What this subject can lead to when you leave The Victory Academy

The EDUQAS Level 1/2 Vocational Award in Engineering have been designed to develop in learners the skills needed for to further education, employment and training. The successful completion of this qualification could provide the learner with opportunities to access a range of Level 2 or level 3 qualifications including GCE, apprenticeships and vocationally related qualifications. These include:

- GCE/Level 3 in Engineering
- GCE in Design & Technology
- A variety of practical college courses
- Apprenticeships in a wide range of manufacturing areas

Possible Career Pathways

There are a wide range of opportunities within the field of engineering, for example: Aerospace Engineer, Biomedical Engineer, Civil/Structural Engineer, Computer Engineer, Electrical/Electronic Engineer, Environmental Engineer, Marine Engineer, Mechanical Engineer, Product Engineer

Additional information/Special requirements

Cross-Curricular Links

The course covers a range of content that can also be found in all three Sciences. We also have to perform Level 5 standard mathematics throughout coursework and written examinations. As mentioned, the course is derived from a large proportion of written work, so there are plenty of opportunities to extend literacy skills which can be applied within your English subject matter. We also link in well with the creativity and computer-based skills used in iMedia and Art and Design.

Special Requirements:

You will need to be dedicated to the course, being prepared to work at home and attending after school sessions. This is so you can focus on getting the high-quality practical outcomes needed in the subject.

Relevant website links for further information on the course/subject

www.eduqas.co.uk/qualifications/design-and-technology-gcse/#tab_keydocuments

www.technologystudent.com/despro_flsh/NEW_GCSE3.html

www.bbc.co.uk/bitesize/examspecs/z4nfwty

www.app.senecalearning.com/classroom/course/b4e64de8-a5d1-411b-81e2-aa4e2016e908

www.app.senecalearning.com/classroom/course/ca844643-6ac9-4614-bdc7-a7157a25ec04

DESIGN AND TECHNOLOGY – PRODUCT DESIGN

Syllabus: EDUQAS GCSE Design and Technology

Please consult: Mr Banks or Miss Vaughan

What we aim to do

Design and Technology is an inspiring, rigorous and practical subject. Design and Technology 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.

What we study

In Year 10, terms 1 to 5, each term will be dedicated to learning theory for the exam, within each of the material areas. These areas are 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 year 11.

Term 6 is when the exam board release the information for the NEA and Year 11 begins! This is mainly research driven in Year 10, and will set students up for starting back in September. 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.

Component 1: Design and Technology in the 21st Century. This is the written examination which lasts for 2 hours. This will test students' knowledge across the whole range of subject content in Part A of the exam paper. Part B then allows students to choose their more focused area of study. Currently, we focus on Timbers and Manufactured Boards, Ferrous and Non-Ferrous Metals and Technical Textiles.

Component 2: Design and Make task. This component aims to complete an iterative sketchbook, which will investigate the design brief given to all students by the exam board. Students will use researching, designing, practical works which will result in a final practical outcome that students will test and evaluate. This is then internally assessed and then externally moderated by the exam board. Broadly speaking, this involves extended writing, drawing, sketching and making across year 11.

This is a primarily academic subject compared to what some of your friends or family may have previously studied. This subject is not for those students who wish to only do practical as you're also expected to complete detailed written tasks alongside any practical work.

Skills needed

A good GCSE candidate for Design & Technology would be someone who has:

- An interest in drawing, making and creative thinking
- Good organisational skills, in time keeping
- High standards of their own work
- Be willing to respond to advice of staff and students alike
- Be independent with their ideas and be willing to change
- Able to follow instructions – mainly for controlled assessments
- A good reputation for behaviour within the department

How your work will be assessed

You will be assessed at the end of every term with a short assessment. This is to help summarise your learning so far in the term, help your class teacher to identify any gaps in your learning that need to be covered again and gives us an indication of potential working at grades for various things like parents' evenings or end of year 11 predictions.

Alongside this, you are also going to be assessed twice per term on your theory work and your practical projects. This will be roughly split at 30% on your written work and 20% on your practical skills. Your teacher will provide you with this information midway through and at the end of the term so you can focus on certain areas for improvements.

Usually there is an exam conditions mock taken for the whole of year 10 and this will be a large combination of the different areas you have studied in year 10. This will be as close to the real exam as possible to give you the true experience!

What this subject can lead to when you leave The Victory Academy

Achieving a 5 or above in Design Technology will allow students to apply for a place on the Product Design A Level. The course has is also available to help develop learners' skills needed should they wish to move onto further education, employment and training. The successful completion of this qualification could provide the learner with opportunities to access a range of Level 2 or level 3 qualifications including GCEs, apprenticeships and vocationally related qualifications. These include:

- GCE in Engineering
- GCE in Design & Technology
- A variety of practical college courses
- Apprenticeships in a wide range of areas

Possible Career Pathways

Studying Design and Technology is one of the most rewarding and widest skills building subject areas you could ask for. We're creative, practise drawing skills, come up with problem solving ideas, and use maths and science principles, creative and critical writing techniques whilst then having the hand skills and material knowledge to build and create what has been developed on paper or computer. No wonder the Design and Technology sector for jobs is so vast! Some examples are:

Aerospace Engineer, Arboriculture Officer, Architect, Bricklayer, Building Quality Control Officer, Furniture Maker, Carpenter. CAD/CAM Machinist/Engineer, Electrician, 3D Artist, Locksmith, Plasterer, Sign Writer, Teacher, TV/Film industry, Set Designer, Window Fitter, Self-employed DIY/Handyman

Additional information/Special requirements

Cross-Curricular Links

The course covers a range of content that can also be found in all three Sciences. We also have to perform Level 5 standard Mathematics throughout coursework and written examinations. As mentioned, the course is derived from a large proportion of written work, so there are plenty of opportunities to extend literacy skills which can be applied within your English subject matter. We also link in well with the creativity and computer-based skills used in iMedia and Art and Design.

Special Requirements:

You will need to be dedicated to the course, being prepared to work at home and attending after school sessions. This is so you can focus on getting the high-quality practical outcomes needed in the subject.

Relevant website links for further information on the course/subject

www.eduqas.co.uk/qualifications/design-and-technology-gcse/#tab_keydocuments

www.technologystudent.com/despro_flsh/NEW_GCSE3.html

www.bbc.co.uk/bitesize/examspecs/z4nfwty

www.app.senecalearning.com/classroom/course/b4e64de8-a5d1-411b-81e2-aa4e2016e908

www.app.senecalearning.com/classroom/course/ca844643-6ac9-4614-bdc7-a7157a25ec04

BTEC TECH AWARD IN HEALTH & SOCIAL CARE

Syllabus: BTEC Tech Award Level 1/2 Health & Social Care (2022) 603/7047/6

Please consult: Mrs Tosh/Miss Jordan/Mrs Kirkaldy

What we aim to do

The course aims to develop your personal, learning and thinking skills with the qualities required for work in the Health & Social Care industry. You will gain important knowledge, understanding and skills that are the foundations of working in this area. You will learn about health care services, the importance of care values and human development.

What we study

Human Lifespan Development – In Component 1 you will study how people grow and develop over the course of their life, from infancy to old age. This includes physical, intellectual, emotional and social development, and the different factors that may affect them. You will learn about how people adapt to expected and unexpected changes and life events, such as marriage, parenthood or moving house, and the sources of support that can help them. This unit is assessed through a Pearson set assignment, undertaken in exam conditions.

Health and Social Care Services and Values – Component 2 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 (some of which are transferable to other sectors that involve interactions with clients or customers). This unit is assessed through coursework by a Pearson set assignment.

Health and Wellbeing – In Component 3 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 state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short and long-term targets. You will also explore the difficulties an individual may face when trying to make these changes. This unit is externally assessed through a 2 hour written exam.

Skills needed

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

How your work will be assessed

This qualification is graded from level 1 Pass, Merit and Distinction through to Level 2 Pass, Merit and Distinction.

- Component 1 - Pearson set assignment – written and practical work (30% of overall grade)
- Component 2 - Pearson set assignment – written and practical work (30% of overall grade)
- Component 3 – A 2 hour written exam (40% of overall grade)

What this subject can lead to when you leave The Victory Academy

This course provides the foundational knowledge to progress on to more advanced work-related qualifications, such as BTEC National Extended Certificate in Health and Social Care in the 6th Form. This can lead to studying a range of health and social care-based degree courses at university, such as Nursing, Social Work and Psychology.

Possible Careers

The course concentrates on the health and social care industries, where learners may seek employment or study at a higher level. E.g. Police Officer, Support Worker, Nurse, Midwife, Social Worker, Nursery Nurse, Health Visitor, etc.

Additional information/Special requirements

Good independent study skills are required, as coursework involves extended writing. Choose this if you are:

- interested in providing care for others
- want to find out more about careers within the care sector
- want to develop the skills to support others in need of care
- are considering a Health Care or Social Care career or Higher Education Course such as BTEC Level 3

Relevant website links for further information on the course/subject

www.qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html
www.nhs.uk/careers - job profiles for health professionals

Syllabus: Edexcel GCSE Business (9-1)

Please consult: Miss Alsop

What we aim to do

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.

We will ensure that students will develop skills in:

- Mathematical skills
- ICT and presentation skills
- Research skills
- Analytical skills
- Critical thinking
- Communication
- Independence

What we study

Students cover a variety of topics throughout the course, including:

Theme 1: Investigating small businesses, topics covered are:

- Topic 1.1: Enterprise and entrepreneurship
- Topic 1.2: Spotting a business opportunity
- Topic 1.3: Putting a business idea into practice
- Topic 1.4: Making the business effective
- Topic 1.5: Understanding the external influences on business

Theme 2: Building a Business, topics covered are:

- Topic 2.1: Growing the business
- Topic 2.2: Making marketing decisions
- Topic 2.3: Making operational decisions
- Topic 2.4: Making financial decisions
- Topic 2.5 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.

How your work will be assessed

Paper 1 - Theme 1: Investigating small business	Paper 2 – Theme 2: Building a business
Written exam: 105 minutes, 90 marks 50% of the total GCSE Multiple choice, calculation, short-answer and extended-writing questions	Written exam: 105 minutes, 90 marks 50% of the total GCSE Multiple choice, calculation, short-answer and extended-writing questions

What this subject can lead to when you leave The Victory Academy

After this qualification you'll understand the world of business and have developed skills in:

- making decisions and developing persuasive arguments,
- creative and practical problem solving, and
- understanding data, finance and communication.

This can also lead to further study of Business studies at A Level and degree level.

Possible Career Pathways

A GCSE Business course could help prepare you for university courses, entrepreneurial roles and help you to gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry.

Additional information/Special requirements

N/A

Relevant website links for further information on the course/subject

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

HOW TO CHOOSE YOUR OPTIONS

Core Subjects (Compulsory for Everyone)

English Language
English Literature
Maths
Double Science
Physical Education
Victory Citizenship

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

Choose **3** optional subjects

Optional Subjects

Geography	Drama	Engineering
History	Dance	Product Design
Spanish	Fine Art	Food Preparation and Nutrition
French	Graphics Communications	Media Studies
PE – Btec Sport	Values and Ethics	Business
Music	Sociology	Digital Information Technology
	Health and Social Care	

Please complete your option choices online

Please complete the below and keep for your records

Remember to submit your option choices online by Thursday 28th March 2024

Through <https://my.edval.education/>

Compulsory Core Curriculum Subjects (all students will study the following)
English Language
English Literature
Maths
Science
Core Physical Education
Victory Citizenship

Compulsory GCSE Humanities Subject Option—tick the box next to your preferred option			
Choose one:	Geography		History

3 FREE OPTION CHOICES

Rank your choices, in order of preference, 1 (first choice), 2, (second choice), 3, (third choice)

4 (first reserve); 5 (second reserve)

We will try to allocate you your preferred choices but cannot guarantee that this will always be possible.

OPTIONS	RANK NO.
Geography (if not already your compulsory Humanities option)	
History (if not already your compulsory Humanities option)	
Spanish	
French	
Physical Education – Btec Sport	
Music	
Drama (GCSE Drama)	
Dance (BTEC Dance)	
Fine Art, Graphic Communication or Textile Design – Please highlight which one	
Values and Ethics	
Sociology	
Digital Information Technology	
Engineering	
Design and Technology - Product Design	
Food Preparation and Nutrition	
Health & Social Care	
Media Studies	
Business	