



# OPTIONS GUIDE YEAR 9

March 2021

Dear Student

You are about to embark on the most significant aspect of your education to date, your GCSE Studies. The next few years will be a very exciting and challenging time for you at The Victory Academy. Some of you will already have a clear idea about the sort of career that you would like to have, and some of you will take much longer to decide. Whatever the stage you have reached, it is a good idea to make your decisions about your GCSE courses based upon some of the following:

- Aim to have a breadth of study in your GCSEs by choosing a wide variety of subjects
- Know where your strengths are
- Be as well informed about the courses as possible
- Think about the subjects can lead to the Sixth Form and beyond, even if you are not certain about your future career.

In other words, plan for five years ahead, not just two!

Read this booklet very carefully. It explains about the subjects, the level at which you can study and how to make your choices. This booklet is addressed to you, the student, but discuss its contents with your parents and teachers in order to make a wise and informed choice about the nature of each course, its assessment programme and value to your future aspirations.

Carefully study all the information that is available to you, follow the advice and take time to make a sensible and informed choice. The Academy will do its very best to fulfil your requirements and to support you in gaining the best possible GCSE grades.

Yours sincerely,



Ms Gage  
Executive Principal

## Introduction

The purpose of this booklet is to give you some information about the subjects you will be studying at The Victory Academy during Years 10 & 11.

Until now you have had little say in the mix of subjects that you have studied. This ensured that you received a good grounding in a wide range of subjects. We have been meeting with students already in Year 9 and conducted a straw poll to gauge your opinion of what courses you would like to study, which has determined those now on offer for your option selection.

Subjects that you must study are English Language and English Literature, Mathematics, combined or separate Sciences. Students in the grammar band will also be required to take a modern foreign language as one of their options which they have already specialized in at the end of year 8.

## Homework Policy

		Time over 2 weeks
Year 10	3 x 45 minutes homework/night	21 hours
Year 11	3 x 45 minutes homework/night	21 hours
Year 12	5 hours per subject per week	
Year 13	5 hours per subject per week	

## Controlled Assessment/Coursework

Some subjects will have a Controlled Assessment (CA)/coursework component as part of the final examination. This means that throughout the two-year course you will complete work which will form an important part of your final GCSE grade. The amount and type of Controlled Assessment required will vary according to the nature of each subject and you need to understand the importance of producing assignments on time. Failure to complete Controlled Assessments/coursework on time could mean that you will not be allowed to sit the final examination. However, with changes in GCSE's many subjects will be examination only at the end of Year 11.

## Choosing Subjects for GCSE

When choosing a programme of subjects for GCSE, what is right for you may not be suitable for someone else, but the following guidelines should apply to everyone:

1. It would be wise to select for public examination a subject in which you have a record of high attainment.
2. Consider your attitude to the subject. We all tend to do better at the things we enjoy.
3. It is still early days, but try to look forward to your 'A' Levels/BTECs at Sixth Form as some subjects will require you to have studied the subject at GCSE level.
4. Preparation for a career is an important factor in choosing a GCSE programme. However, you would be unwise to choose subjects solely with one career in mind since your intentions may change greatly by the end of the course.

Please note that GCSE's are changing and though the information provided is as accurate a picture as possible at the time of production of this booklet, (March 2021) there may be changes to the information provided in the next section.

# Core Subjects (Compulsory for everyone)

## Core Physical Education (Mrs Kirkaldy)

The PE department delivers a high-quality PE curriculum that enables all students to enjoy and succeed in many kinds of physical activity. The emphasis in core PE is on participation and enjoyment and students are expected to contribute fully to all lessons regardless of ability or experience.

At Key Stage 4 the PE department aims to develop students' competence and confidence to take part in a range of physical activities. All students will follow a course in PE to meet National Curriculum requirements. Students will have the opportunity to take part in a range of physical activities including football, netball, basketball, handball, badminton, fitness, rounders and athletics.

## Victory Citizenship (including Religious Education)

Victory Citizenship has been developed in line with the PSHE Association guidelines and the key themes from the National Curriculum Citizenship course of study. The curriculum includes new guidelines regarding key British Values. It supports and challenges students Social, Moral, Spiritual and Cultural development (SMSC) to enable them to become healthy, independent and responsible members of society.

Victory Citizenship plays a vital role in the development of our students' ability to understand themselves, each other and the world around them. The knowledge they gain contributes to their health, welfare and safety, increases their independence and enables them to become honest, caring and responsible members of society - to be active citizens. Victory Citizenship underpins their future employability through the development of personal and social skills, encourages ambition and positive aspirations for the future. Our Victory Citizenship programme promotes core values of honesty, integrity, kindness, perseverance and respect through a broad and balanced curriculum. An overarching citizenship theme is community; encouraging students to understand how they can positively impact their communities, both locally and globally.

Within Victory Citizenship, Sex and Relationship Education (SRE) is taught in the school in accordance with the Education Acts and the recommendations from Medway Council Public Health Directorate. The objective of SRE is to help and support young people through their physical, emotional and moral development.

Effective sex and relationship education is essential if young people are to make responsible and well-informed decisions about their lives. It includes aspects to help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

## English Language (Mrs Epsom)

### Course Title

GCSE English Language (9-1)

Course Code: 8700

### Examination

Board: AQA

601/4292/3

### Examination Details

100% examination. 20% of your overall Language result is determined by your spelling, grammar and punctuation skills.

Language Paper 1: 80 marks. 50% of GCSE

Language Paper 2: 80 marks. 50% of GCSE Compulsory Spoken Language Assessment

### Course Outline

Paper 1: Explorations in Creative Reading & Writing

Section A: Reading. One literature fiction text (20<sup>th</sup> and 21<sup>st</sup> Century)

Section B: Writing. Descriptive or narrative writing

In Section A you will read and respond to an unseen literature fiction text considering how established writers use narrative and descriptive techniques to capture the interest of readers. In Section B you will write your own creative text, inspired by the topic that you have responded to in Section A, to demonstrate your narrative and descriptive skills in response to a written prompt, scenario or visual image.

Paper 2: Writers' Viewpoints and Perspectives

Section A: Reading. One non-fiction text and one literary non-fiction text (20<sup>th</sup> and 21<sup>st</sup> Century)

Section B: Writing. Writing to present a viewpoint

### Writers

In Section A, you will read and respond to two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader. In Section B you will produce a written text for a specified audience, with a specified purpose and form in which you give your own perspective on the theme that you have been introduced to in Section A.

### Cross-Curricular Links

English Language has clear links to every subject in the curriculum. A good command of spoken and written English is essential for progress in every academic, vocational and extra-curricular walk of life.

The skills you will develop during your study of Language will be invaluable across all other subject areas. These are skills such as: development of your literal and inferential comprehension skills; distinguishing between what is stated explicitly and what is implied; becoming a critical reader, supporting your point of view by referring to evidence in the text; development of your writing skills in order to produce clear and coherent texts for a range of purposes.

### Sixth Form and Career Opportunities

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.

An English Language GCSE is also likely to be a requirement for many further education choices. 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.

## English Literature (Mrs Epsom)

### Course Title

GCSE English Literature (9-1)

Course Code: 8702

### Examination

Board: AQA

601/4447/6

### Examination Details

100% examination

Paper 1. Shakespeare and 19th century novel. 64 marks. 40% of GCSE

Paper 2. Modern texts and poetry. 96 marks. 60% of GCSE

### Course Outline

Paper 1: Shakespeare and 19th century novel.

Section A Shakespeare: you will answer one question on a Shakespearean play. You will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: you will answer one question linked to a novel studied. You will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry.

Section A Modern texts: you will answer one essay question from a choice of two on your studied modern prose or drama text.

Section B Poetry: you will answer one comparative question on one named poem printed on the paper and one other poem from a studied anthology, that is not printed on the paper.

Section C Unseen poetry: you will answer one question on one unseen poem and one question comparing two poems. Both poems will be printed on the paper.

### Cross-Curricular Links

The skills you will develop during your study of Literature will be invaluable across all other subject areas. These are skills such as: development of your literal and inferential comprehension skills; distinguishing between what is stated explicitly and what is implied; becoming a critical reader, supporting your point of view by referring to evidence in the text; development of your writing skills in order to produce clear and coherent texts for a range of purposes.

### Sixth Form and Career Opportunities

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.

A grade 5 or above in English Literature at GCSE is a requirement before doing A Level English Literature. 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.

## Mathematics (Mr Vashisht)

**Course Title**  
**GCSE Mathematics**  
**Course Code: J560**

**Examination**  
**Board: OCR**  
**601/4606/0**

### Examination and Coursework Details

This course is a linear specification and will be assessed with three terminal examination papers at the end of Year 11.

The three papers are worth 100 marks each, with total examination time of 4.5 hours. Within this, both non-calculator and calculator work will be assessed. There will be more emphasis on the skills of problem solving, communication, proof and interpretation.

### Course Outline

The main topics are:

- Number
- Algebra
- Ratio, Proportion and Rates of change
- Geometry
- Probability
- Statistics

The course assessment objectives will focus on fluency, reasoning and problem solving.

All students will be entered for either the Higher or Foundation tier examination papers. Setting at Key Stage 4 is based on internal examinations and teacher assessments. It is possible that some students, making very good progress with their GCSE (9-1) Mathematics, may be able to study towards GCSE Statistics.

### Cross-Curricular Links

Mathematics has strong links with most other subjects and especially Science.

### Sixth Form and Career Opportunities

After achieving a high grade in GCSE Mathematics, students may choose to progress to study Core Mathematics, Advanced Level Mathematics, or Advanced Level Further Mathematics. All students are advised to have a very good understanding of algebra and trigonometry, to secure success at this level.

Qualifications in mathematics lead to a wide range of employment opportunities. Many organisations employ people with mathematical skills and there are many more than listed here: Accountancy; Aerospace; Automotive; Biosciences; Business support services; Chemicals; Construction; Consultancies; Education; Engineering; Environment; Exploration Geophysics; Financial Services; Food and drink; Government; Healthcare; Insurance; IT and Computing; Manufacturing; Media; Metals and Minerals; Operational Research; Pharmaceuticals; Recruitment; Academic research in Mathematics; Science; Telecoms; Transport/Travel and Utilities.

## Science (Mrs Riaz-Condron)

### Course Titles

**Separate Sciences – three separate GCSEs in Biology, Chemistry and Physics Combined Trilogy Science – 2 GCSEs**

**containing Biology, Chemistry and Physics**

**Course Codes:**

**Combined science: Trilogy – 8464**

**GCSE Biology - 8461**

**GCSE Chemistry - 8462**

**GCSE Physics – 8463**

### Examination

**Board: AQA**

**Trilogy:**

**601/8758/X**

**Biology:**

**601/8752/9**

**Chemistry:**

**601/8757/8**

**Physics:**

**601/8751/7**

### Examination and Coursework Details

Each GCSE will have a terminal examination worth 100% of the overall mark. There is no coursework in this subject.

### Course Outline

Students will study either the Combined science GCSE or separate GCSEs. This decision will be made at the end of year 8 with the top students in the year group taking the separate science courses. Please note this is not an option subject. Students studying the triple science course will study all three sciences as separate subjects and will sit six 100 mark examinations at the end of year 11 awarding them GCSEs in Biology, Chemistry & Physics.

Students studying the double science course will study all three sciences as separate subjects and will sit six 70 mark examinations at the end of year 11 awarding them two science GCSEs.

The Biology course offers students the opportunity to examine how the body responds to the environment, keeping healthy, drugs and their implications, the body's responses to infectious disease, factors affecting a species distribution and genetic inheritance, endangered species and how humans affect the environment, the effect of enzymes, micro-organisms and internal body systems and control.

The Chemistry course allows students to understand atomic structure, structure and bonding, calculations, chemical reactions, electrolysis, energy in reactions, rates of reaction, carbon compounds, the atmosphere and the use of resources.

The Physics course allows students to investigate thermal changes, efficiency of energy transfer and loss, electrical devices and circuits, generation of electricity using alternative sources, radiation and its uses and dangers, origins of the universe, how objects speed up or slow down, static electricity, current electricity, turning effects, mirrors and lenses as well as transformers.

### Cross-Curricular Links

Students will develop their mathematical skills in practical situations. They will have the opportunity to discuss scientific ideas and controversies and present information using a range of technologies.

## Sixth Form and Career Opportunities

The course provides a firm foundation for students who intend to study an A-level sciences or the Level 3 Applied science course. It develops critical thinking, as well as problem solving skills allowing students to make informed evaluations of current scientific developments. This provides for jobs in health care, pharmaceuticals and biochemistry sectors as well as bio-medical research, engineering and construction.

## Geography (Mr Grabski)

**Course Title**  
**GCSE**  
**Geography**  
**Course Code: 8035**

**Examination**  
**Board: AQA**  
**601/8410/3**

### Course Outline

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 fieldtrips 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.

#### Assessment Overview:

**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

Fieldwork

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

### Cross-Curricular Links

Geography links well with subjects with a high level of numeracy and statistical analysis such as Mathematics, Business and Science. Geography allows you to analyse data and reach substantiated conclusions, you will also get the opportunity to use your problem solving skills, which will support a wide range of other subjects.

### Sixth Form and Career Opportunities

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. Many people with a Geography qualification go on to work in Accountancy, Travel and Tourism industries or the Business world.

## History (Mr Grabski)

**Course Title**  
**GCSE History**  
**Course Code: 1HI0**

**Examination Board: Edexcel**  
**601/8092/4**

### Course Outline

If you enjoy or are interested in:

- Studying history through the eyes of people who lived through the period
- Finding out about how people's lives have changed and how people in the past may have thought differently from us
- Debating and understanding why there are sometimes different, but equally valid, points of view on the same subject then GCSE History is the ideal subject for you.

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

**Paper 1: Thematic Study: Crime and Punishment c1000- present day.**

Includes an in depth study of Whitechapel 1870-1900: crime, policing and the inner city.

**Paper 2: Period Study and British Depth Study**

**Option B2: The reigns of King Richard I and King John 1189-1216.**

Includes a study of feudal systems, the crusades and the downfall of 1205-16. **Option 26/27: Superpower relations and the Cold War, 1941-91.**

The relationship between the USSR and the West, the impact of the Berlin Wall and Cuban Missile Crisis, the collapse of the Soviet Union.

**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.

### Assessment Overview

**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

### Sixth Form and Career Opportunities

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.

Many people working in law and accountancy have studied history because of the skills that can be developed in reasoning and arguing your point. 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.

# Optional Subjects

<b>Music BTEC (Miss Voisey)</b>	
<b>Course Title – Level</b> <b>1/Level 2 Tech Award in</b> <b>Music Practice</b>	<b>Examination Board: Edexcel</b> <b>603/2973/7</b>

## Course Outline

This course will suit you if you enjoy or are interested in:

- Understand how the music industry works, different types of performance, venues and Job roles.
- Manage the planning, delivery and promotion of a live concert
- Develop your creative skills to perform and compose your own music.
- Perform solo material as well as performing as a part of an ensemble.

## Assessment Overview

We will begin by exploring how to put a music product together from start to finish including the role of planning and promotion in the management of a music product and developing performance and technical skills. Students can base their work on a live concert, event, a CD or online product, providing opportunities for both music performers and technologists. For the external exam towards the end of the course, students will explore the Music Industry- particularly focusing on the shape of the modern industry and covering the emergence of the role of the self-employed producer, performer and promoter.

In addition to the above compulsory units, students will complete 2 of the following optional units:

Unit 3: Introducing Live Sound- enables students to set up, understand and operate the concert PA systems required for most of today's music performances, thus developing a valuable vocational skill and potential employment opportunity.

Unit 4: Introducing Music composition- Encourages students to develop creativity in addressing specific needs and requirements when responding to client briefs – similar to the behaviour required in the professional world of music composition.

Unit 5: Introducing Music Performance- Covers the student's development of their musical performance techniques in relation to their instrument or voice.

Unit 6: Introducing Music Recording- Students will record from audio sources such as acoustic instruments, amplified instruments, electronic instruments and vocals. Students will learn how to control the input signals from real sound sources using gain and microphone placement. Students will record, then mix these sounds together into a finished recording using some basic processing.

Unit 7: Introducing Music Sequencing- Students will learn how to create music using a variety of sources, including loops and software instruments. Students will edit music using processes such as quantisation, looping and note editing, and enhance the sound by the addition of appropriate plug-in effects. Students will then learn how to create a final mix that will become a completed audio file.

## Sixth Form and Career Opportunities

Apart from enjoying the course and being a lot more aware of the world around, BTEC Music will give students a good grounding in cultural education and open a world of careers in the creative sector. We work hard at The Victory Academy to ensure that our students not only fall in love with different styles of music, but that they foster a respect for the performance company they will work within, pride in their abilities and belief that this path can take them as far as they would like. We have a long list of professional practitioners who work closely with us to provide industry level experience and advice for our students wishing to pursue the course to Sixth Form.

## Performing Arts (Miss Voisey)

**Course Title: BTEC Level 2/Level 1 Tech Award in Performing Arts**

**Examination Board: Edexcel  
603/0406/6**

### Examination and Coursework Details

Unit 1 – Exploring the Performing Arts – 30% internally assessed

Unit 2 – Developing Skills and Techniques in the Performing Arts – 30% internally assessed

Unit 3 – Responding to a Brief – 40% externally assessed.

### Course Outline

Students will start by exploring different genres and styles within Performing Arts and developing performance and interpretative skills to produce shows and concerts. Students will need to reflect on their development as a performer and suggest improvements to their work. To support written work for Unit 2, students will need to reflect on the demands and challenges that a practitioner might face, alongside benefits and potential barriers to performing in different spaces.

These two preparatory units will lead to the final component, Unit 3, an externally set performance task with three accompanying reflective written tasks where students analyse their artistic intention, describe their intended audience and reflect on the development of their performance material.

Students will prepare for assignments across Dance, Drama and Music to ensure this course is fully inclusive and prepares them for every aspect of the Performing Arts Industry. All the staff at The Victory Academy have experience of working within the industry and we have ensured that we keep preparing our students for a long and robust career within this ever-changing yet exciting creative field. For this reason, students should be prepared to cover Musical Theatre, Contemporary, Commercial, Theatre of Cruelty, Absurdism, Shakespeare, and many more captivating genres and styles. Students can specialise as a performer or designer for these styles.

### Who should consider the course?

The course will appeal to students who have a passion and show enthusiasm for any of the Performing Arts, and for students who would like to develop their confidence and self-esteem.

### Cross Curricular links:

Studying the Performing Arts develops many transferable skills for students including confidence, presentation skills, creative thinking and problem-solving, leadership, respect for colleagues, authority and deadlines, oral communication, collaboration and teamwork, the ability to work under pressure, adaptability and flexibility, promptness, motivation and commitment.

### Sixth Form and Career Opportunities

This course will prepare students to study the Performing Arts at Key Stage Five on the Level 3 BTEC National Diploma in Performing Arts.

Students will be able to study for the Gold Arts Award, which carries UCAS points for Further Education. We will be inviting practitioners from the Performing Arts Industry to come into the Academy and work alongside our students, giving them key information about different career pathways as well as supporting their learning.

We will be inviting practitioners from the Performing Arts Industry to come into The Victory Academy and work alongside our students, giving them key information about different career pathways as well as supporting their learning. Examples of career options directly linked to BTEC Performing Arts include: Dancer, singer, actor, musical theatre performer, choreographer, director, talent agent, theatre manager, arts administrator, circus performer, broadcasting manager, community arts worker, producer, dance or drama therapist, designer, technician or teacher. In addition, careers that would benefit from training in performing arts include business owner, sales, customer service, supervisor / team leader / manager in any field in addition to supporting developing skills to excel at interviews and delivering presentations across all subjects.

## Drama GCSE (Miss Voisey)

**Course Title:**  
**GCSE Drama**

**Examination Board:**  
**WJEC Eduqas**  
**601/8420/6**

### Examination and Coursework Details

Unit 1: Devised performance (as a performer or designer) and portfolio coursework: 40%, completed in Year 10.

Unit 2: Scripted performance (as a performer or designer): 20%, completed in Year 11.

Unit 3: Examination – 40% - One set text and one live theatre. Explored across years 10 and 11.

### Course Outline

The course consists of three units; a devised group performance, a scripted performance and a final written exam on a set text and live theatre performance. You can choose to be assessed as a designer or actor throughout the course or swap specialism from one unit to the next, as well as opt to focus on acting or design in the live theatre exam question, to truly tailor the course to your interests.

Students will start by exploring theatrical styles to create a piece of original theatre in response to a given stimulus, using the techniques of an influential practitioner. Students develop their ideas collaboratively; this then leads to rehearsing, refining and performing or designing their group devised piece. Students will also produce a portfolio of supporting evidence to show how their piece was researched and developed as well as a final evaluation of their piece.

The second unit focuses on developing practical skills for performance. Students will take part in a published, scripted performance extract, either as a designer or actor. Actors will perform two extracts from one script, in small groups, and the designers will design and realise their design for one of the group's performances.

The third examination unit is split into two sections. The first section includes questions on a set text which is explored practically as well as analysed and researched throughout the course. The second section of the exam is one question on a live theatre performance watched as part of the course.

### Who should consider the course?

A good GCSE candidate for Drama would:

- Be creative and willing to experiment
- Be willing to develop confidence for presenting information to others
- Be willing to respond to advice
- Be interested in finding meaning from theatre

This course will appeal to students interested in theatre and acting as well as those interested in backstage options such as lighting / set / sound or costume design.

### Cross-Curricular Links

Students will develop their analytical skills, honing English literature skills whilst enjoying the opportunity to develop confidence within a supportive and creative environment. Studying Drama or theatre design develops many transferable skills and qualities such as presentation skills, creative thinking and problem-solving, oral communication, leadership, collaboration and teamwork, the ability to work under pressure, adaptability and flexibility, respect for colleagues and authority, promptness and a respect for deadlines, and motivation and commitment.

### Sixth Form and Career Opportunities

Examples of careers directly linked to drama training include: theatre director, performer, talent agent, broadcast presenter, stage manager, drama therapist, community arts worker, television floor manager, theatre technician, wardrobe assistant, lighting technician, costume designer, sound engineer, set designer, producer, prop maker, teacher, theatre manager. In addition, careers that would benefit from drama training include lawyer, sales, marketing, advertising, customer service, supervisor / team leader / manager / business owner in any field in addition to supporting developing

skills to excel at interviews and delivering presentations across all subjects.

This course will prepare students for further study in BTEC Level 3 Performing Arts or A-Level Drama and Theatre Studies at Key Stage Five. This course combines academic rigour with creative and performance elements in order to help develop your academic, analytical, writing skills as well as your creative design or performance skills. We will be inviting practitioners from the Design and Performance Industry to come into The Victory Academy and work alongside our students, giving them key information about different career pathways as well as supporting their learning.

## Art and Design GCSE (Miss Dawkins)

### Course Title

GCSE Art and Design (Fine Art) Course Code: 8202

### Examination

Board: AQA  
601/8088/2

### Examination and Coursework Details

Coursework – 60% - Based on a portfolio of projects

Examination – 40% - Based on a 10-hour examination (taken over two days) and preparation period leading up to this examination

### Course Outline

Students will undertake one unit of coursework during GCSE Art and Design and one externally set exam. You will explore a number of projects, materials, starting points and artists to develop artwork for your portfolio. Your portfolio is a collection of work that holistically covers the 4 assessment criteria. We will investigate drawing, painting, 3D, print making and photography.

During year 10 you will get the opportunity to develop your drawing, painting, 3D and photography skills during workshop sessions. These will be recorded creatively and thoroughly in your sketchbook. In year 11 you will develop your analytical and research skills using subject specific language making connections to your practical outcomes. Year 11 will give you the opportunity to develop an area of your choice; focusing on your strengths from the previous year and at the beginning of Term 3 you will receive your exam paper.

### Who should consider the course?

A good GCSE candidate for Art would:

- Be creative and willing to experiment
- Be good at organising their time
- Be willing to respond to advice
- Be independent with their ideas

### How is my work marked?

Your work is marked using the four Assessment Objectives: In short, 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.

### Cross-Curricular Links

You will apply skills from many subject areas in Art. You will also develop skills in problem solving, creativity, working in groups, managing your time and being independent throughout the course.

## Sixth Form and Career Opportunities

If you are interested in art, craft or 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 designer, Fashion or textiles designer, Interior or food decorator, Photographer, Illustrator, Art Dealer, Make-up artist, Jewellery design, Video Editor, Theatre Director, Curator, Art therapy, Floral or furniture design.

Students who take GCSE Art often go onto study A Level Art and Design. Students have then chosen to continue into careers in the creative industries.

## Art and Design BTEC (Miss Dawkins)

**Course Title**  
Edexcel BTEC Level 1/Level 2 First Award  
in Art and Design

**Examination Board:**  
Edexcel  
600/4781/1

### Examination and Coursework Details

There are four units to complete at a minimum standard of pass grade:

1. Introduction to specialist pathways in Art and Design
2. Creative project in Art and Design
3. Communication ideas in 2D
4. Investigation contextual references in Art and Design

Unit 2 is externally set and is to be completed during an exam window. You will need to complete 20 hours of preparation work leading up to the 10-hour examination (taken over two days).

### Course Outline

You will undertake three projects and one externally set exam. Unit 1 - Introduction to Specialist Pathways in Art and Design, this coursework includes looking at a range of different artist and creating work in the style of that artist using a range of different media. Unit 6 - Investigating Contextual References in Art and Design, this coursework includes looking at art movements throughout time leading to two final outcomes created by you. Unit 3 - Communicating Ideas in 2D, this unit you will be looking at a range of artists that use objects as inspiration leading to creating a final piece of your own based on the theme "Objects". Unit 2 - Creative Project in Art and Design, the exam board send a selection of exam questions to choose from in January to spend 20 hours' preparation time on, which leads to your final piece that take place under a 10 hour (over 2 days) controlled assessment.

### Who should consider the course?

This qualification is designed for learners wishing to gain an understanding of art and design industry and develop the basic skills across a range of areas within the subject.

The BTEC First is the vocational equivalent of GCSE qualifications. Btec First focuses on an applied study of the art and design sector and learners will gain a broad understanding and knowledge of working in the sector. The qualifications have been designed to sit alongside the requirements of core GCSE subjects and are appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content which is concrete and related directly to those experiences.

### How is my work marked?

The work is marked against the unit's individual task criteria. The minimum grade is a Pass which is equal to a 4/5 grade at GCSE, Merit which is equal to a 6 grade and Distinction which is equal to a 7 grade.

### Cross-Curricular Links

You will apply skills from many subject areas in Art. You will also develop skills in problem solving, creativity, working in groups, managing your time and being independent throughout the course.

## Sixth Form and Career Opportunities

If you are interested in art, craft or 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. To name a few: Animation, Web Design, Architecture, Gaming, Set designer, Fashion or Textiles Designer, Interior or Food Decorator, Photographer, Illustrator, Art Dealer, Make-up artist, Jewellery design, Video Editor, Theatre Director, Curator, Art therapy, Floral or furniture design.

Students who take BTEC first Art and Design often go onto study BTEC Extended Diploma in Art and Design. Students have then chosen to continue into careers in the creative industries.

## Sport (Mrs Kirkaldy)

**Course Title - BTEC Sport  
BTEC Sports Level 2**

**Examination Board: Edexcel  
600/4779/3**

### Examination and Coursework Details

Examination – 25% of overall mark – online exam

Coursework/Controlled assessment including Practical performance – 75% of overall mark

### Course Outline

The BTEC level 2 Award in Sport consists of 4 units of work.

#### Compulsory units:

- Fitness for Sport and exercise – In Unit 1 you will know about the components of fitness and the principles of training, explore different fitness training methods and investigate fitness testing to determine different fitness levels. Fitness for Sport and Exercise is externally assessed using an on-screen test. This lasts for one hour and is under exam conditions.
- Practical Performance in Sport – Unit 2 is a practical unit. Students will study at least 2 sports developing skills, techniques and tactics. They will know the rules, regulations and scoring systems and improve their officiating skills. Students will also learn to analyse their own performance. The Practical Performance in Sport unit is assessed through coursework and practical PE.
- Applying the Principles of Personal Training – In Unit 3 students will learn how to design a personal fitness-training programme. They will design one for themselves and take part in it over 6 weeks to achieve their own goals and objectives. They will then review their personal fitness-training programme. In this Unit Student's will also learn about the musculoskeletal system and cardiorespiratory system, and the effects on the body during fitness training. This unit is assessed through course work and practical assessment of undertaking a personal fitness-training programme.

#### Optional unit:

- Leading Sports Activities – The optional Unit is Unit 6 where students will learn about the attributes associated with successful sports leadership. They will undertake the planning and leading of a sports activity, and then review the planning and leading of the sports activities. This unit is assessed through course work and practical assessment of undertaking a personal fitness-training programme.

## Who should study BTEC Sport?

The BTEC level 2 Award in Sport is for those students who have an interest in Sport and the Fitness Industry. It is a practical, work related course. Students learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. The course is 75% coursework which is externally moderated, and 25% on-screen exam. A pass grade is equivalent to a GCSE grade 4/5. If you are interested in health, fitness, how the body works and enjoy Sport, 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
- Take part in sport or physical activity outside of class time
- Want to know more about the benefits of sport and exercise
- Want to improve their own performance in a range of sporting activities
- Are considering a sports-related career or Higher Education Course such as BTEC level 3

## Sixth Form and Career Opportunities

BTEC Level 2 Sport 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 in Sport in the sixth Form or at College. This in turn could lead to studying a range of Sports based Degree courses at University, such as Sport Science, Physiotherapy and Coaching. The study of Sport lends itself effectively to career development in a range of fields including sports coaching/ teaching, psychology, physiotherapy, medicine, sociology and personal training.

## Health and Social Care BTEC (Mrs Tosh)

**Course Title - BTEC Level  
1/2 Tech Award in Health  
& Social Care**

**Examination Board: Pearson  
500/8101/9**

### Examination and Coursework Details

Examination: External Synoptic – 40% of overall mark

Coursework/Controlled assessment – 60% of overall mark

### Course Outline

The BTEC Level 1/2 Tech Award in Health and Social Care consists of 3 units of work.

#### Compulsory units:

- 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. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and you will learn about how people adapt to these expected and unexpected changes, as well as the types and sources of support that can help them. This unit is assessed through course work.
- 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 these are transferable to other sectors that involve interactions with clients or customers. This unit is assessed through course work.
- 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

### Who should study BTEC Health and Social care?

The BTEC Level 1/2 Tech Award in Health and Social Care is for those students who have an interest in a career working in Health Care and Social Care. It is a vocational course which builds skills and knowledge to work in this sector. Students learn by completing projects and assignments based on realistic workplace situations and case studies. The course is 60% coursework which is externally moderated, and 40% external assessment. A pass grade is equivalent to a GCSE grade 4/5. If you are interested in caring for others in either health or social care work and want to make a difference you will find this course very interesting.

The course will appeal to students who are:

- Interested in providing care for others
- Wants to find out more about careers within the care sector
- Wants 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

## Sixth Form and Career Opportunities

BTEC Level 1/2 Health and Social Care introduces you to health care and social care. It provides foundation 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 or at College. This in turn could lead to studying a range of health and social care-based Degree courses at University, such as Nursing, Social Work and Psychology. This study of Health and Social Care aims to develop skills, knowledge and understanding necessary for careers such as a paramedic, a midwife, a health care assistant and Nursing.

## Design and Technology – (Mr Banks)

### Course Title

GCSE – Design & Technology (9-1)

### Examination

Board: Eduqas  
603/1121/6

### Examination and Coursework Details:

This course comprises of two main components. One component is the final written examination and the second is the Non-Exam Assessment (NEA); which both units hold an even weighting of 50%.

**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 ranges 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.

### Course Outline:

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 make 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.

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.

### Who should consider this course?

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

### 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 examination. As mentioned, the course is derived from a large proportion of written work, so 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.

### Sixth Form and Career Opportunities

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 learner's 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;

## WJEC Level 1/2 Award in Engineering (Mr Banks)

<b>Course Title</b> WJEC Level 1/2 Vocational Award in Engineering	<b>Examination Board</b> Eduqas 600/8645/2
<b>Lead Teacher – Mr Banks</b>	

### Examination and Coursework Details

This course has a total of 3 units. Two of which are internally assessed pieces which total 60% of the qualification. The third unit is an externally set examination worth 40% of the qualification. It must be said, that in order to achieve the full qualification it is required that you must pass each unit. Failing one unit will mean you cannot be awarded the full qualification.

Unit 1: Engineering Design – This unit is known as Engineering Design. The exam board set you a design brief that you must analyse, write specifications for, design and model make a solution to the design brief.

Unit 2: This unit is known as Producing Engineering Products. This unit focusses on being able to read engineering drawings to produce a produce to high levels of accuracy. More than 0.5mm out and you can lose marks!

Unit 3: The final unit is known as Solving Engineering Problems. This is the examination unit. Here you will be tested on your knowledge of everything across the course. You will be expected to take part in theory lessons every two weeks across Unit1 and Unit2 to help supplement your revision in Term 5. The exam is usually Mid-May.

### Course Outline

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.

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.

### Who should consider the course?

A good candidate for the Level 1/2 Engineering course 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

### 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 examination. As mentioned, the course is derived from a large proportion of written work, so 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.

### Further Education Opportunities

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

## Food Preparation and Nutrition (Mr Banks)

**Course Title: GCSE Food Preparation and Nutrition**

**Lead Teacher – Mrs Potter**

**Examination Board:**  
**Eduqas**  
601/8093/6

### Examination and Coursework Details

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) which 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, manufacturing and sustainability.

COMPONENT 2: Food preparation and nutrition in action (Non-Examination Assessment (NEA)) which is the other 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”.

You will be expected to bring in your own ingredients and cook. So failing to do this could mean you do not pass the course. 65% of the course is based on written work.

### Course Outline

The Eduqas GCSE in Food Preparation and Nutrition will equip learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Following this qualification will encourage 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.

This course builds on subject content taught at key stage 3, but if this has not been studied at key stage 3 it should not be detrimental to the student’s outcome. It is a suitable foundation for the study of level 3 Food Science and Nutrition and for other food related courses at A level or BTEC level 3s. It is a good foundation for Hospitality and Catering courses also. If not taken for further study, this course provides a useful background of knowledge and skills for the future.

### Who should consider the course?

A good GCSE candidate for Food Prep and Nutrition would be:

- Willing to bring in ingredients and take part in practical work
- 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

### Cross-Curricular Links

Science that is relevant to life; which explains how food is used by the body, and what is going on in the actions of the preparation and cooking of food. Mainly linking Biology and Chemistry. The course also allows students to use their Mathematics, English and creative skills throughout the majority of the course. All of which link with the theoretical knowledge associated with these subjects and the Food Prep and Nutrition course itself.

### Further Education Opportunities

Successful completion of this qualification could support entry to qualifications that develop specific skills for work in Hospitality and Catering, Medical roles e.g. dietician, sports science, and also within the food industry such as:

- Level 1 Certificate in Introduction to Professional Food and Beverage Service Skills

- Level 2 Certificate in Professional Food and Beverage Service Skills
- Level 1 or Level 2 NVQ Diploma in Professional Cookery
- Where the WJEC Level 1/2 Award in Hospitality and Catering is achieved together with other relevant Level 1/2 qualifications, such as GCSEs in English and Maths and Science, learners may be able to access Level 3 qualifications relevant to the hospitality and catering sector, such as
- WJEC Level 3 Food, Science and Nutrition (certificate and diploma)
- Level 3 NVQ Diploma in Advanced Professional Cookery
- Level 3 Advanced Diploma in Food Preparation and Cookery Supervision

## GCSE French (Mr Pugsley)

**Course Title:**  
GCSE French 9-1

**Examination Board:**  
AQA  
601/8157/6

### Examination Details

Students are expected to understand and provide information and opinions about specific themes relating to their own experiences and those of other people, including people in countries/communities where the language is spoken. The four skills of Listening, Reading, Writing and Speaking are equally worth 25% each of the final GCSE grade and will all be examined at the end of Year 11.

### Course Outline

Students will be undertaking exams in all four assessed skills of Listening, Speaking, Reading and Writing. Students study three themes and several sub topics within those themes, as follows...

#### Theme 1 – Identity and Culture

- Me, my family and friends
- Technology in everyday life
- Free-time activities

#### Theme 2 – Local, national, international and global areas of interest

- Customs and festivals in French-speaking countries/communities
- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

#### Theme 3 – Current and future study and employment

- My studies
- Life at school/college
- The world of work

### Who should study?

The course will appeal to students who have an interest in other languages and cultures and the wider world. This is an exciting and fun course for those students who have a genuine passion for being able to communicate in another language. Students will have a taste for this from KS3 French and can speak to Mr Pugsley to discuss the suitability of this course.

### Sixth Form and Career Opportunities

Following their success at GCSE, students can then progress into Sixth Form and continue studying the chosen language at A level. In the global economic world, companies are considering

candidates who can speak multiple languages in preference to people that can only provide one language.

### Possible Careers

- Lawyer
- Translator
- Interpreter
- Teacher
- Diplomat
- International Business
- Pilot
- Cabin Crew
- Footballer
- Sales representative
- Scientist
- Engineer
- Tour Guide
- Youtuber
- Doctor
- Sales Assistant
- Journalist
- Designer
- Hospitality
- Media
- Banking

## Community Languages (Mr Pugsley)

**Course Title:**  
**On demand (More languages are available)**  
**GCSE French(AQA)**

**GCSE German (AQA)**  
**GCSE Spanish (AQA)**  
**GCSE Bengali (AQA)**  
**GCSE Chinese/ Mandarin (AQA)**  
**GCSE Italian (AQA)**  
**GCSE Urdu (AQA)**  
**GCSE Panjabi (AQA)**  
**GCSE Polish (AQA)**  
**GCSE Russian (EDEXCEL)**  
**GCSE Gujarati (OCR)**  
**GCSE Persian (OCR)**  
**GCSE Dutch (OCR)**  
**GCSE Turkish (OCR)**  
**GCSE Portuguese (OCR)**

**Course Code: (Depending on the course chosen)**

**Examination Board:**  
**AQA / EDEXCEL /OCR**

### Examination Details

Students are expected to understand and provide information and opinions about specific themes related to their own experiences and those of other people, including people in countries/communities where the language is spoken. The four skills of Listening, Reading, Writing and Speaking are worth 25% each of the final GCSE grade and will all be examined at the end of Year 11.

### Course Outline

Depending on the language chosen, students will be undertaking exams in the four following skills of Listening, Reading, Speaking and Writing.

Topics to be studied are as follows:

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in French-speaking countries/communities
- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism
- My studies
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions

## Who should study?

Students who can speak an additional language at home and who would like to gain a qualification in that language, to enable them to have access to higher education in this chosen subject.

## Sixth Form and Career Opportunities

Students can then progress into Sixth Form and continue studying the chosen language at A level. In the global economic world, companies are considering candidates who can speak multiple languages in preference to people that can only provide one language.

## Possible careers

- Translator
- Interpreter
- Teacher
- Diplomat
- International Business
- Pilot
- Cabin Crew
- Footballer
- Sales representative
- Scientist
- Engineer
- Tour Guide
- Youtuber
- Doctor
- Sales Assistant
- Journalist
- Designer
- Hospitality
- Media
- Banking

<b>Enterprise and Marketing (Mr Carr)</b>	
<b>Course Title</b> OCR Cambridge National Enterprise and Marketing	<b>Examination board:</b> OCR 603/0646/4

### Examination and Coursework Details

This is a form of Business Studies, which enjoys a 50/50 split between exam and coursework. There is one exam (50%), and two pieces of coursework, (25% each)

### Course Outline

Unit R064: Enterprise and marketing concepts

Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.

Unit R065: Design a business proposal

Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals. In their work on this unit, students will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

Unit R066: Market and pitch a business proposal

Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practice and finally deliver their pitch. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation

### Who should consider the course?

This is an enabling subject, which potentially underpins the understanding of the world in which a school leaver will enter. Whether you are an entrepreneur or an intrepeneur, an understanding of business helps drive your talent forward. One of the first things you will study is what bad business looks like, and how to avoid the costly mistakes made by others

### Cross-Curricular Links

#### Maths

- Taxation
- Percentages
- Distance, Speed & Time
- Currency Conversion

## Geography

- Factors of Production
- EU
- Chain of Production
- Population
- Nation Income

## English

- We encourage students to use connecting phrases like ‘so that’, in ‘order to’ and so on to build analysis and application in their examination responses. They know about this from English where such words and phrases are referred to as ‘discourse markers’.

## Sixth Form and Career Opportunities

The course offers clear progression to follow a path into the Sixth Form were Level 3 BTEC or A Level Business present themselves as opportunities, as well as Economics to high achieving students. As previously stated there are numerous opportunities in Marketing and wider business roles, such as design and manufacturing

## Computer Science GCSE (Mr Dhillon)

### Course Title:

GCSE Computer Science 9-1

Course Code: J277

### Examination Board:

OCR

### Course Outline

The course gives students a real, in-depth understanding of how computer technology works. Students will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. However, this course will give them an insight into what goes on 'behind the scenes', including computer programming.

The computer science course consists of two externally assessed units, each worth 50% of the overall grade. There is also a coursework unit which gives students some excellent practical experience of programming, though it does not contribute to their overall grade directly.

### Computer Systems (Written Paper 1)

1 hour and 30minutes – 50% total GCSE (80 marks)

This exam paper consists of multiple choice questions, short response questions and extended response questions. All questions are mandatory.

Paper 1 topics:

- Computer systems
- Systems architecture
- Computer memory
- Data storage
- Wired and wireless networks
- Network topologies, protocols and layer
- Systems security
- Operating systems software
- Ethical, legal, cultural and environmental concerns

### Computational thinking, algorithms and programming (Written Paper 2)

1 hour and 30minutes – 50% total GCSE (80 marks)

This exam paper has two sections: Section A and Section B. Students must answer both sections. In Section B, questions assessing students ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.

Paper 2 topics:

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments

### Practical Programming Unit

All students will have an opportunity to undertake a programming task(s), either to a specification or to solve

a problem (or problems), whilst studying the computer science course. Students may draw on some of the content in both component when engaged in practical programming.

### Who should consider the course?

Computer Science is the study of computational thinking. This involves lots of different aspects of problem solving and computational theory. In the problem solving sections of the course, you will learn how to break down problems of wide ranging complexity into identifiable inputs, processes and outputs. This can then be turned into algorithms (modelled using flowcharts and pseudo code), which you will then learn to convert into actual program code, using programming languages like Python, Visual Basic, JavaScript or Assembly Language. When studying computational theory, you will learn all the concepts of how a computer actually works. You will learn how data and program instructions are stored and executed, how networks communicate, the everyday threats facing a network and how we can combat those threats along with a look at the legal and ethical framework that Computer Scientists must operate within.

### Cross-Curricular Links

Computer science skills are transferrable throughout most subjects and offer pupils alternative ways of producing and presenting work. Pupils are taught many simple skills in other curriculum subjects and then these are expanded upon and progressed whilst in a computing lessons.

Computing has developed many cross curricular links with other subjects such as English, Art, Mathematics, Physical Education and Design Technology to provide engaging and “real world” examples of how technology is used in society.

### Sixth Form and Career Opportunities

The course provides excellent preparation for higher study and employment in the field of Computer Science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students who have taken a GCSE in Computing and who then progress to study the subject at A Level or university will have an advantage over their colleagues who are picking up the subject at these levels.

### Possible Career Opportunities

Applications Developer  
Cyber Security Analyst  
Data Analyst  
Database Administrator  
Forensic Computer Science  
Game Designer  
Software Engineer  
Web Designer

## Creative iMedia (Mr Dhillon)

### Course Title:

OCR Cambridge Nationals Creative iMedia Level 2  
Course code: J807

### Examination Board:

OCR

## Course Outline

Creative iMedia is the integration of digital media including combinations of electronic text, graphics, moving images video and sound into a structured digital computerised environment that allows people to interact with the data for appropriate purpose. Students will learn to plan and design a graphic product, interactive media product and promotional video.

Students will complete 4 units in order to achieve the equivalent to 1 GCSE. Two units are mandatory, one of which is an external examination. All other units are optional and will be chosen by the Computer Science/ICT department.

### Who should consider the course?

Creative iMedia will provide you with essential knowledge, transferable skills and tools to improve your learning in other subjects with the aims of enhancing your employability when you leave education, contributing to your personal development and future economic well-being. The qualifications will encourage independence, creativity and awareness of the digital media sector.

This course will also equip you with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, you will ultimately be creating fit-for-purpose creative media products.

### R081: Pre-production Skills (Mandatory Unit)

Written paper: 1hour 15mins

Percentage of final grade: (25%)

60 marks

This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

### R082: Creating Digital Graphics (Mandatory Unit)

Centre-assessed task

Percentage of final grade: (25%)

60 marks

The aim of this unit is for learner to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation.

### R082: Creating Interactive Multimedia Products (Controlled Assessment)

Centre-assessed task

Percentage of final grade: (25%)

60 marks

This unit will enable learners to understand the basics of interactive multimedia products for the creative and digital media sector. They will learn where and why interactive multimedia is used and what features are needed for a given purpose. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating an interactive multimedia product.

### R089: Creating Interactive Multimedia Products (Controlled Assessment)

Centre-assessed task

Percentage of final grade: (25%)

60 marks

This unit will enable learners to understand where digital video is used in the media industry such as television, film, web applications or computer gaming. The learner will also learn how these technologies are developed to reach an identified target audience.

#### Cross-Curricular Links

IT - Creative iMedia links well with all subjects as its use and understanding can enhance all subjects.

Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. As a worker of the future, the ability to analyse and design systems that are used in the workplace, the ability to see relationships and the broader perspective, to develop your project management skills and understand the need for team management will all be important and marketable skills

#### Sixth Form and Beyond

The qualification will enable you to progress onto Further or Higher Education study (IT Level 3 or Digital Media Level 3, for example). You will achieve a qualification that is relevant to the current needs of industry, equipping you with relevant employment skills in an ever-changing technological workplace.

#### Possible Career Opportunities

Website Designer

Games Designer

Teacher

System Analyst

Administration and ICT

Animation Designer

Video Editor/Producer

Graphic Designer

## What Next?

Now you have a basic idea of the subjects on offer, discuss the subjects you would like to take with your parents and teachers. In order to help you decide we have set aside an evening for you and your parents to come along and find out about the option system.

This Options Evening is held on the 18<sup>th</sup> March 2021.

Having looked at the subjects on offer and discussed your progress, you must make your final choice. A Microsoft Forms survey will be sent to you electronically by your head of year to complete your choices.

This information will be used to draw up the option blocks and confirm your choices.

Finally, if you have any other questions or concerns please speak to your Head of Year, as soon as possible.

We look forward to supporting you as you embark on the next stage of your education.



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