

Choices

Confidence

Careers

Skills

Ambitions

Success

Learning

Achievement

Opportunities

Experiences



Ormiston Victory Academy

Year 9 Options Booklet

KS4 2024-2026

Student Name:

Form Group:



Achieving more together

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From the Principal

The decisions you make regarding your options choices can dramatically affect the path your life takes over the next few years, so it's crucial that you consider your choices carefully.

At Victory, we are passionate about ensuring you are able to choose from a wide range of courses to offer you as much flexibility as possible. Your learning pathway needs to be personalised, so don't be influenced by the choices made by your friends – your life is your own and we are all so very different.

You know the subjects you thoroughly enjoy and those where you are most successful. You may even have an idea about your future career. Speak to your family and the staff who know your strengths and aspirations, to help you decide what's best for you. There are lots of opportunities to seek advice if you would like to discuss your future.

You will get it right; we will give as much support as you need to choose in order for you excel in the right subjects.

Here are some tips:

- Choose subjects that you will enjoy
- Choose subjects that you are good at
- Choose subjects that will support your career plans
- Choose a combination of subjects that gives you a broad experience of learning

Remember:

- Do not choose subjects because you want to be with your friends
- Do not choose subjects because you like the teacher

Here is a plan to follow:

Read the Options Booklet and talk to teachers to find out as much as you can about the different subjects you can choose. Discuss your plans with your parents/carers and your Form Tutor, Subject Teachers and Head of Year.

Attend the Options Evening on Thursday, 8th February. Make your choices by filling in the Options Form as per the instructions. Hand in the completed Options Form to your Form Tutor or by using the electronic form, by Wednesday 14th February.

Be delighted and proud to know that you are at such an exciting stage of your education – we will give you all the help you need to make the right decisions.

Naomi Palmer, Principal

Options Process

Introduction:

This booklet aims to guide Year 9 students and their parents/carers through the process of choosing their option subjects for Key Stage 4 (Years 10 & 11). It provides detailed curriculum and subject information so that students can make informed choices.

Timeline of key events:

W/c Monday
13th November
2023

Subject Assemblies: Students will receive detailed information on each subject, through daily assemblies.

W/c 4th
December
2023

Initial Preferences: Students will have the opportunity to select their initial preferences. These choices are not fixed but will give the academy an idea of patterns in uptake.

W/c 29th
January

Options Booklet: Issued to students in form time. Tutors to explain how to use this before allowing it to be taken home.

8th February
2024

Options Evening: Talk in the Main Hall followed by an opportunity to visit subject stands in the atrium and subject classrooms.

14th February
2024

Hand in date: Deadline for Options Form to be handed in to Form Tutors or completed on the Google form.

May 2024

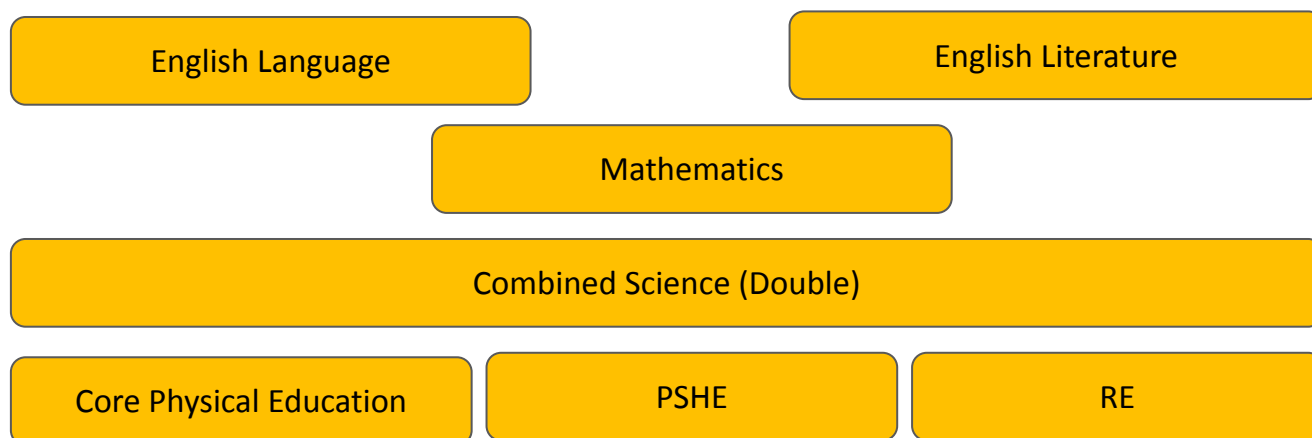
Confirmation: Following final checks with students and staff, subject choices will be confirmed in writing to parents/carers.

KS4 Curriculum

Victory Curriculum Intent: *To provide the depth of knowledge and fine technical skills that our students need to take advantage of opportunities, responsibilities and experiences in later life. In this way, it addresses social disadvantage and provides all students with the best possible chance in life. The curriculum has equally high ambition for academic, vocational and technical courses. Across each discipline, knowledge and skills are sequenced towards clearly defined goals. It is critical to us that our students enjoy all of their learning experience and thrive by being taught by high quality subject specialists in first class teaching environments.*

KS4 Curriculum: The curriculum in Years 10 and 11 is split into core subjects which all students will follow and a choice of four options subjects.

Core Subjects



Options Subjects

We pride ourselves on the range of option subjects available for students to consider. Students can select three options subjects, which allows the KS4 Curriculum to remain broad with a wide choice of academic and creative subjects. Within this booklet you will be able to read information on each subject, helping you to decide which subjects are right for you, and will best support your future aspirations.

| | | | |
|-----------------------|--|-----------------|--|
| Beauty Therapy | Photography | Dance | Subjects are tailored to the local labour market promoting employment in a range of sectors. |
| Business Studies | Geography | Drama | |
| Travel and Tourism | History | Music | |
| Childcare | Classical Civilisation | Performing Arts | |
| Art, Craft and Design | Philosophy and Ethics | Sport | |
| Catering | Computer Science | Triple Science | |
| Creative Media | ICT - Digital Tools & Technologies | Economics | |
| Engineering | MFL - German/French/ Spanish /Mandarin | Film | |
| Fashion | | | |

Qualification Type & Assessment

Qualification Type: Qualifications can be split into the following three categories.

- a) **Academic GCSE (General Certificate of Secondary Education):** Provide students with the knowledge, understanding and skills to progress into higher education at sixth form, college and university.
- b) **Vocational:** Courses are focussed on a broad study of a vocational area such as Business Studies. They are designed to lead to higher education, training and employment in that sector.
- c) **Technical:** Perfect for students wishing to develop the specialist skills for a technical occupation or industry. They lead to recognised occupations, for example in Engineering or Catering.

Qualification Assessment: Qualifications are assessed differently, so it is really important to select subjects which best support your preferred way of working.

GCSE Assessment: Graded 1 - 9. Assessed with one or two main exams at the end of the course.

Vocational and Technical Assessment: Graded Pass, Merit and Distinction. Assessed continually with non-examined assessments (coursework), controlled assessment and one exam at the end of the academic year.

EBacc (English Baccalaureate)

The EBacc Certificate is a measure of success in a range of subjects. To meet the EBacc measure, in addition to English, Mathematics and Science, students study **Geography or History** as well as a Modern Foreign Language in either **French, German, Spanish or Mandarin**. Meeting this criteria does not gain students an additional qualification, but success in these 'facilitating' subjects has been linked to a wider range of opportunities in higher education. If you are considering a career which requires university study, following the EBacc is highly recommended. Given the value placed upon these subjects all students will take at least one EBacc qualifying subject in Option Block A. To achieve the EBacc Certificate, a second facilitating subject can be selected in block B, C or D.

Options Blocks

All students will study one subject from each option block. Whilst every effort is made to ensure students receive their first preference, a first and a second preference must be provided in each block.

EBacc Certificate: To follow the EBacc Certificate, students will select one Humanities subject (Geography or History) and a Modern Foreign Language (German, Mandarin or Spanish).

| Option A - 1st and 2nd preference | | | |
|---|--|----------|--|
| Geography | | German | |
| History | | Mandarin | |
| Triple Science | | Spanish | |
| Additional English and Maths (selected students only) | | | |

| Options B - 1st and 2nd preference | |
|------------------------------------|--|
| Geography | |
| History | |
| Computer Science | |
| Performing Arts | |
| Photography | |
| Engineering | |
| Catering | |
| Creative Media | |
| Business Studies | |
| Economics | |
| Philosophy and Ethics | |
| Child Development and Care | |
| Film Studies | |

| Options C - 1st and 2nd preference | |
|------------------------------------|--|
| Geography | |
| History | |
| Spanish | |
| Classical Civilisation | |
| Art, Craft and Design | |
| Fashion and Textiles | |
| ICT | |
| Business Studies | |
| Travel and Tourism | |
| Sport | |
| Hair and Beauty | |
| Music | |
| Drama | |

Do you have any questions regarding the options process or subject selection?

Do you have a specific career goal or interest?

Optional GCSE in Home (First) Language. Please state language:

Careers Guidance

It is really important that you follow a broad and balanced curriculum that keeps your options open in the future. If however you are passionate about a career which you may decide to follow, it is important that you know the subjects that will support your progression in a career in this sector. If you need advice on careers please meet our Careers Adviser who will help you with making choices about your GCSEs and help put a plan in place for your future.

To make an individual appointment, please contact:

Email: careersguidance@ormistonvictoryacademy.co.uk

Telephone: 01603 343594 (Direct Line)

or see Mr Arger in VP Suite (Office next to reception)



Should parents/carers wish to attend the appointment with their child, they are more than welcome to do so. Please contact Mr Arger to make the request and arrange a time.

Why Attend?

Career planning helps you to realise your ambition – what you would like to do in your working life. A plan helps you focus on what you should do when thinking about a new career. It also helps if you would like to progress in a particular career pathway. You will be guided to make informed choices.

Who will advise me?

1:1 Careers Guidance appointments take place inside the dedicated **Careers Office** which is in the middle of Mr Duncan's and Mrs Ballentine's offices.

Careers Advisers follow the CDI Code of Ethics and will always provide advice which is in the best interest of the student.

The Careers Leader also manages the Careers programme within school. The Careers programme includes a number of events such as Working Lunch talks which also play a role in educating students about the range of careers available to them after they leave school.

Careers Leader: Mr R. Arger

**Follow us
@CareersVictory for the
latest advice, working
lunches and other
Careers News!**

Top Resources for choosing GCSE Options



Key Stage 4 Options Booklet

OVA Website/Curriculum/ Year 9
Options

Read your academy's guide to Year 10 & 11 choices. Talk to staff who know you well. Ask older students in your school for tips on how to choose. Find out what resources you can look at online.



Read the advice on choosing your options:

<https://icould.com/explore/categories/advice-and-guides/gcse-options>



Explore careers on the National Careers Service website to find the skills and qualifications needed for different jobs. <https://nationalcareers.service.gov.uk/explore-careers>



What are my GCSE options? How do I make a decision?

<https://successatschool.org/advisedetails/508/What-are-my-GCSE-options%3F>

Home (First) Language GCSEs - for students using English as an Additional Language

As well as French, German, Spanish and Mandarin GCSEs, there are many other language GCSEs that we can offer as an Exam Centre.

A full list is below:

| | | | | | |
|----------|----------|---------------------------------------|---------|----------|------------|
| French | German | Italian | Spanish | Polish | Bengali |
| Urdu | Mandarin | Mandarin (with speaking in Cantonese) | | | |
| Panjabi | Russian | Arabic | Greek | Japanese | Portuguese |
| Gujarati | Persian | Turkish | | | |

If you have a good level of speaking, reading and writing in your first language (L1) and English, you may want to consider being entered for GCSE in your home (first) language.

For many students, this is an opportunity to gain an extra GCSE grade.

At the end of Year 9, you would do some practice exam papers to confirm you can access the exam and this is the right decision for you. Students are normally entered in their L1 GCSE in the summer of Year 10.

It is important to stress that this is NOT an alternative to taking the Modern Foreign Language you have been studying since Year 7; many students using EAL are strong linguists, and take their Home (First) Language GCSE in Year 10 and their MFL GCSE in Year 11 with great success.

While we cannot offer lessons to prepare for the exams, we provide a teacher/tutor to conduct the speaking exam, and wherever possible, offer support and tutoring. We have a number of staff with additional languages who are always happy to support where they can, but it is important to understand that this is a commitment that you and your family/friends who speak your home (first) language are making, over and above your timetabled lessons.

If you are interested, please email (k.rose@ormistonvictoryacademy.co.uk) or see **Miss Rose, EAL Lead, in Platinum 12**; we will then send a letter to or call parents/carers to discuss.



Core Subjects

English Language

English Literature

Mathematics

Science Combined (Double)

PE Core

PSHE

English Language

Qualification: GCSE AQA Subject Grading: 9-1

Director: Mr. R Dixon - R.Dixon@ormistonvictoryacademy.co.uk

Course Introduction:

An English Language GCSE equips students with essential communication skills, preparing them for continued education, training and future employment. This qualification allows students to develop skills in analysing language and writing skills for imaginative and practical tasks, as well as speaking and listening skills. The course is assessed through 100% final examinations in Year 11.

Course Outline:

| Module | Elements | Assessment | Date | % |
|--|--|-------------------------------|-------------------|----|
| Paper 1: Explorations in Creative Reading and Writing | Response to unseen extract from a twentieth or twenty-first century novel or short story. Write your own short story or description. | Exam: 1 hour 45 minutes | May/June Y11 | 50 |
| Paper 2: Writers' Viewpoints and Perspectives | Response to two unseen nineteenth / twentieth century non-fiction texts e.g. leaflet & article. Write your own transactional text e.g. letter or article. | Exam: 1 hour 45 minutes | May / June Y11 | 50 |

Course Expectations:

Students who take English GCSEs will have the analytical skills that will support them in a wide range of A-level subjects, including History, Media, English Literature, English Language, Philosophy and Psychology. They will also have the speaking and listening skills that will support work in Performing Arts.

Progression and Careers:

Students will gain invaluable communication skills, essential for all career choices. The careers that English can lead to are diverse and wide ranging, however specific careers linked to English might be journalism, careers in the creative and media industries, teaching, publishing, lecturing, as a librarian, law, civil service.



English Literature

Qualification: GCSE AQA Subject Grading: 9-1

Director: Mr. R Dixon - R.Dixon@ormistonvictoryacademy.co.uk

Course Introduction:

An English Literature GCSE allows students to explore our vast literary heritage, studying a range of texts, including drama, poetry, prose and texts from other cultures. The main skills learnt are analytical reading skills. We aim to develop students with enquiring minds, who can apply their skills to literary texts and to the world around them. The course is assessed through 100% final examinations in Year 11. The exams are 'closed book' (i.e. no texts are allowed in the examination).

Course Outline:

| Module | Elements | Assessment | Date | % |
|--|---|-------------------------|----------------|----|
| Paper 1: Shakespeare and the 19th century novel | Response to a question on an extract as well as the rest of the Shakespeare set text. Response to a question on an extract as well as the rest of the 19th Century set text. | Exam: 1 hour 45 minutes | May / June Y11 | 50 |
| Paper 2: Modern text and Poetry | Response to an essay question on the set twentieth century prose or drama text. Essay question comparing two poems from the anthology. Response to unseen poems. | Exam: 1 hour 45 minutes | May / June Y11 | 50 |

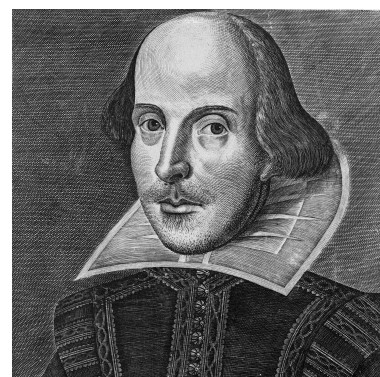
Additional course details can be found at www.aqa.org.uk

Course Expectations:

Students who take English GCSEs will have the analytical skills for a wide range of subjects, including History, Media, English Literature, English Language, Philosophy and Psychology. They will also have the speaking and listening skills to support work in Performing Arts.

Progression and Careers:

Students will gain analytical and communication skills which will be useful in a wide range of careers. Specific careers linked to English are journalism, careers in the creative and media industries, teaching, publishing, lecturing, librarian, law, civil service.



Mathematics

Qualification: GCSE Edexcel Subject Grading: 9-1

Director: Miss.Z.Bradshaw - Z.Bradshaw@ormistonvictoryacademy.co.uk

Course Introduction:

GCSE Mathematics underpins many different aspects of everyday life. From the bare minimum of demonstrating mathematical understanding at age 16 to prospective employers, through to a range of A-Levels and other courses of further/higher education and on to cutting edge Mathematical Research Projects. Mathematics is an essential tool that consistently supports many other subjects. GCSE Mathematics covers the basics and attempts to provide a variety of taster opportunities from different disciplines within the scope of Mathematics. Mathematics is excellent training for an enquiring and logical mind. Simple jottings with a pencil and paper have led to great advances in Aviation, Genetics, Space Travel and Zoology to name just a few.

Course Outline:

| Module | Elements | Assessment | Date | % |
|-------------------------|--|---|---|------|
| Paper 1: Non-calculator | <ul style="list-style-type: none"> • Probability • Statistics • Number | Exam: Foundation or higher tier - 1 hour & 30 minutes (80 marks) | Available in | 33.3 |
| Paper 2: Calculator | <ul style="list-style-type: none"> • Algebra • Geometry • Measures | Exam: Foundation or higher tier - 1 hour & 30 minutes (80 marks) | June of Year 11. (Re-takes in November for students 16+) | 33.3 |
| Paper 3: Calculator | <ul style="list-style-type: none"> • Ratio • Proportion | Exam: Foundation or higher tier - 1 hour & 30 minutes (80 marks) | | 33.3 |

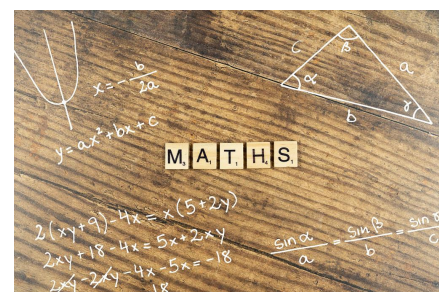
Progression Pathways: Careers:

AS & A2 Level Mathematics

AS & A2 Level Further Mathematics

Core Mathematics
iGCSE Further Maths

A significant majority of post 16 education providers and career pathways require applicants to have a GCSE grade 5 or higher in Mathematics. These courses or careers could include: Architecture; Cartography; Design; Engineering; Finance; Geology; Hair & Beauty - your choices are infinite.



Science - Combined

Qualification: GCSE AQA Subject Grading: 9 - 1

Director: Mr J. Kendrick-Eriksen J.Kendrick-Eriksen@ormistonvictoryacademy.co.uk

Introduction to - Combined Science (2 GCSEs) – Core:

Science is the study of how the world works. It combines the language skills that you learn in English with the data skills that you learn in Maths as well as other 'Working Scientifically' skills that you have learned in KS3 Science to explain the world around you.

GCSE Science is a core subject that all students must complete. There is both a higher and a foundation level to Combined Science and over the course of Year 10 and the first part of Year 11 we will assess students' abilities and skills so that we can enter them for the most suitable tier.

There are 6 exams in total to complete, each 1hr 15min long, and broken down into 2 for each subject. Paper 1 content will be covered in Year 10 and Paper 2 will be finished by the second mock window in Year 11, allowing for time to go over the mock exams in detail as well as revise other units and build exam skills.

| Module | Elements | Assessment | Date | % |
|------------------|--|--|--------------|------|
| Biology | <ul style="list-style-type: none">• Cell biology• Transport systems• Health, disease and the development of medicines• Coordination and control• Photosynthesis• Ecosystems• Inheritance, variation and evolution | 2 x Exam Combined Science (1h15m) | June 2026 | 33.3 |
| Chemistry | <ul style="list-style-type: none">• Atomic structure and the periodic table• Structure, bonding and the properties of matter• Chemical changes• Energy changes in chemistry• The rate and extent of chemical change• Chemical analysis• Chemical and allied industries• Earth and atmospheric science | 2 x Exam Combined Science (1h15m) | June 2026 | 33.3 |
| Physics | <ul style="list-style-type: none">• Energy• Forces• Forces and motion• Waves in matter• Light and electromagnetic waves• Electricity• Magnetism and electromagnetism• Particle model of matter• Atomic structure | 2 x Exam Combined Science (1h15m) | June 2026 | 33.3 |

Core Physical Education

Non - Qualification Subject Grading: N/A

Curriculum Leader: Mrs Bunning – L.Bunning@ormistonvictoryacademy.co.uk

Course Introduction:

Students in KS4 continue on the core PE programme with 1 lesson a week. Over the course of each year, students will study 6 different activities for a half term block to allow a good level of skill development and progression in knowledge and understanding of the activity.

These 6 activities may differ year to year but always ensure that students experience a broad range of team games, individual sports and fitness based activities, which take place in a variety of facilities.

In addition to learning new skills and rules and tactics of sports, our aim is to also promote the benefits of a healthy lifestyle and well-being to our students, of which exercise is a very important factor.

We also aim to increase students' confidence and self-esteem, highlight the importance of teamwork and respect and encourage good communication and leadership skills amongst the students.

Course Outline:

Activities covered during the academic year could include :

- Aerobics
- Athletics
- Badminton
- Basketball
- Cricket
- Dodgeball
- Fitness
- Football
- Netball
- Rounders
- Rugby
- Table Tennis
- Tennis



PSHE

Non - Qualification Subject Grading: N/A

Curriculum Leader: A.Cordy - A.Cordy@ormistonvictoryacademy.co.uk

Course Introduction: The PSHE curriculum offers the statutory content for PSHE including RSE, healthy lifestyles, careers and finance.

Course Outline:

| Year | Elements |
|---------|--|
| Year 10 | <ul style="list-style-type: none">• Careers• 1st Aid• Online world• Finance• RSE |
| Year 11 | <ul style="list-style-type: none">• Careers• Finance• Healthy Lifestyles• RSE• Drugs and alcohol education |

Progression and Careers:

PSHE prepares students for all aspects of their adult lives and includes specific units on careers. Students will be able to identify where to gain support for future careers and any issues they may have throughout their adult lives.



RE

Non - Qualification Subject Grading: N/A

Curriculum Leader: A.Wilson - A.Wilson@ormistonvictoryacademy.co.uk

Course Introduction: The RE curriculum offers pupils the opportunity to explore how religion, philosophy and ethics intersect with their own lives. Students explore a range of topics from a legal, social and a range of religious perspectives and are challenged to formulate and defend their own opinions. RE forms a part of the wider Personal Development structure at OVA and we believe that giving our students the chance to understand more about the beliefs and motivations of people from other cultural and religious backgrounds is a key tool in building empathetic global citizens as well as strengthening our own local communities.

Course Outline:

| Year | Elements |
|---------|---|
| Year 10 | <ul style="list-style-type: none">• Start of Life: Contraception and Abortion• End of Life: Organ Donation• After Life: When does life end? |
| Year 11 | <ul style="list-style-type: none">• Start of Life: Infertility and Surrogacy• End of Life: Euthanasia• After Life: What is a soul? |

Progression and Careers:

Religious Education can follow onto an A-Level and university degree in many subjects including Philosophy and Ethics. Other subjects it would be beneficial for include: Law, Politics, Classics, History, Psychology and English.

Religious Education has many transferable skills and elements of core knowledge which would benefit a range of future careers in politics, history, the charity sector, civil defense, law, journalism, teaching, medicine, vet, writing and international posts in any field.

Option Subjects

Subjects are listed by department.

Science Separate (Triple)
Hair and Beauty
Business Studies
Economics
Travel and Tourism
Child Development and Care
Art, Craft and Design
Catering
Creative Media
Film Studies
Engineering
Fashion and Textile Design
Photography
Geography
History
Classical Civilisation
Philosophy and Ethics
Computer Science
IT - Digital Information Technology
MFL - German/French/Spanish/Mandarin
Drama
Music
Performing Arts
Sport

Science - Separate (Triple)

Qualification: GCSE AQA Subject Grading: 9 - 1

Director: Mr J. Kendrick-Eriksen - J.Kendrick-Eriksen@ormistonvictoryacademy.co.uk

Course Introduction:

Separate Science contains all of the content of the Combined Award, but with additional material that allows each subject to be awarded its own GCSE. This route is most suited to students that wish to continue with the Sciences at A-Level, or those that just have a keen interest in how the world around them works.

Course Outline:

The lessons follow the same structure as with Combined Science but the additional material is covered within the context of the other units being taught, which allows for a more comprehensive coverage of the specification. There are 6 exams, like with Combined, however due to the increased size of the specification each exam is now longer, at 1hr 45mins, and worth 100 marks each. The units covered include all those from the Combined section with the addition of those listed below:

| Module | Additional Elements | Assessment | Date | % |
|------------------|--|------------------|-----------|-----|
| Biology | <ul style="list-style-type: none">· Microorganisms· Electrical and Chemical signals· Genetics and Evolution· Sustainability | 2 x Exam (1h45m) | June 2026 | 100 |
| Chemistry | <ul style="list-style-type: none">· Further work on bonding· Chemical Calculations· Energy Changes in the world· Further organic chemistry· Polymers· Using our Resources | 2 x Exam (1h45m) | June 2026 | 100 |
| Physics | <ul style="list-style-type: none">· Uses of Nuclear Energy· More Forces· Wave Properties· Manipulating Light· Electromagnetism· Space | 2 x Exam (1h45m) | June 2026 | 100 |

Progression and Careers:

Science GCSE can lead to Science A Levels or help supplement a variety of BTEC courses. After KS5 you could study a degree in pretty much anything you want with Science A Levels as they are highly regarded by universities. Science is essential for Medicine (Chemistry especially) and preferred in other healthcare-based degree subjects and careers (although not essential). A degree in a Science subject can also be used to access many of the Post Graduate Schemes that companies offer, meaning Science can even get you into the world of business. Other careers could include: Agronomist, Archaeologist, Climate Scientist, Clinical Psychologist, Geneticist or Pathologist.



Hair and Beauty

Qualification: VTCT Level ½ Subject Grading: NYA L1P, L1M, L1D, L2P, L2M, L2D,L2D*
Curriculum Leader: Mrs T.Woodhouse – t.woodhouse@ormistonvictoryacademy.co.uk

Course Introduction:

This qualification has been developed for learners aged 14-16 with an interest in hairdressing and/or beauty therapy. It aims to support young people to:

- Develop a broad understanding of the hair and beauty sector
- Develop significant knowledge which spans the entire vocational sector and related industries.
- Develop academic and study skills that will support progression within the hair and beauty sector and more broadly, across the range of sectors.

Learners will gain an understanding of the hair and beauty sector and undertake a research project. They will also have the opportunity to study business enterprise, marketing and promotions in hair and beauty, to look at the science of hair and beauty and to respond to a hair and beauty design brief.



Course Outline:

| Module | Elements | Assessment | Date | Re-takes |
|---|--|------------|---------------|-------------------------------|
| UCO90 - Business and entrepreneurship | This unit will develop knowledge and understanding of business principles, types of businesses, marketing and entrepreneurship and different business opportunities within the hair and beauty sector | Exam | Years 10 & 11 | Can be re-sat on one occasion |
| UC91 - Anatomy, Physiology and cosmetic science | This unit will enable learners to develop knowledge and understanding of cosmetic chemistry, the role of the integumentary system and the development of hair and beauty | Exam | Years 10 & 11 | |
| UCO92 - Design in hair and beauty | This unit will provide learners with an understanding of the concepts and principles and development of design briefs including how to present and communicate design brief ideas and concepts to a range of audiences and develop analytical, reflective and evaluative skills. | Coursework | Year 10 | Can be re-sat |

Course Expectations:

You don't need any prior knowledge on this subject area but if you are interested in a career in the Hair or Beauty industry then this will help you to decide. There is no practical elements to this qualification and its all based on coursework and 1 exam. The topics you learn vary from knowing how the H&B industry effects our economy to designing a brief on a specific look and investigating more about the ingredients in our products.

Progression and Careers:

Technical Level 2 and Level 3 Beauty Therapy or T-Level, apprenticeships (Hair and Beauty). As this qualification is counted as a GCSE, for students that wish to progress to A-Levels this will count as 1 GCSE. Careers include: Beauty or Spa Therapist, Cruise Ship Therapist, Teaching/Training, Make Up or Beauty Counter, Beauty Representative, Health and Beauty Retreats, Nail Technician, Barbering, African Caribbean Hair and Beauty, Aesthetic Nursing, Cosmetic Therapy.

Business Studies

Qualification: GCSE Subject Grading: 9-1

Curriculum Leader: Mrs J. Pepper - J.Pepper@ormistonvictoryacademy.co.uk

Course Introduction:

Is this the right subject for me? If you enjoy:

- Communicating and explaining your ideas.
- Thinking creatively and making decisions.
- Working with numbers to solve business problems.
- Learning about the world of business through research and investigation, as well as through practical tasks.

...then the Business course is the right subject for you.



Course Outline:

| Module | Elements | Assessment | Date | % |
|---------------------------------|---|---------------------|-----------------|------|
| Paper 1 Business World | Business Activity Influences on business Business Operations Finance Marketing Human Resources | Externally assessed | June Year 11 | 62.5 |
| Paper 2 Business Perceptions | Business Activity Influence on business Business Operations Finance Marketing Human Resources | Externally assessed | June Year 11 | 37.5 |

Course Expectations:

It doesn't matter if you haven't studied Business prior to taking this course. You might have an interest in business, and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you; how businesses are set up, and what it is that makes someone a great entrepreneur. This course will help you to understand all this and more.

Progression and Careers:

No matter which route you follow, Business can help you prepare for further and higher education such as AS/A2 Levels and BTEC courses. You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of team. A Business course could lead to work in a business-related profession such as accountancy, law, marketing or the leisure and tourism industry.

Economics

Qualification: GCSE Subject Grading: 9-1

Curriculum Leader: Mrs J. Pepper - J.Pepper@ormistonvictoryacademy.co.uk

Course Introduction:

The subject content looks at economic activity through the lens of consumers, producers, government and the workings of the global economy. As students go through the course they're presented with opportunities to focus on real-world issues. Students should consider and reflect upon moral, ethical and sustainable issues that arise as a result of the impact of economic activity.

Students will develop quantitative skills relevant to the subject content. They should be able to make relevant calculations from economic data and be able to interpret data presented in the form of graphs and charts. Students should be able to recognise the possible limitations of both quantitative and qualitative data.



Course Outline:

| Module | Elements | Assessment | Date | % |
|---------|--|---------------------|--------------|----|
| Paper 1 | <ul style="list-style-type: none">• Economic foundations• Resource allocation• How prices are determined• Production, costs, revenue and profit• Competitive and concentrated markets• Market failure | Externally assessed | June Year 11 | 50 |
| Paper 2 | <ul style="list-style-type: none">• Introduction to the national economy• Government objectives• How the government manages the economy• International trade and the global economy• The role of money and financial markets | Externally assessed | June Year 11 | 50 |

Course Expectations:

If you're a naturally curious person and love to find out how things work, then studying Economics at GCSE could be the right move for you. Economics will develop your understanding of how the world works from local businesses to global corporations. You'll learn about the impact global markets have on us as a society and what the consequences of their behaviours are. Studying Economics allows you to explore this fascinating and practical subject in greater depth and build foundational knowledge.

Progression and Careers:

In this challenging and rewarding subject you'll gain a solid base of understanding to build upon through further education such as A Levels or university. Some career options that are open to you are: an Economist; Chartered account; Investment Analyst; Financial Risk Analyst; Management Consultant; Government Officer.

Travel and Tourism

Qualification: BTEC Tech Award Level 2 Subject Grading: Pass - Distinction*
Curriculum Leader: Mrs J. Pepper — J.Pepper@ormistonvictoryacademy.co.uk

Course Introduction:

No matter which route you follow, Travel and Tourism can help you prepare for further and higher education such as A Levels and BTEC and NVQ courses. You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of team. A Level Travel & Tourism course could lead to work in a profession such as management, marketing, customer service and other careers within the leisure and tourism industry.



Course Outline:

| Module | Elements | Assessment | Date | % |
|---|---|---------------------|------------------|----|
| Component 1 Travel and Tourism Organisations and Destinations | <ul style="list-style-type: none">• The travel and tourism sector and tourist destinations• The types and purpose of different travel and tourism destinations• The importance of travel and tourism to the UK• Different types of holidays and the reason for travel | Internally assessed | June Year 10 | 30 |
| Component 2 Influences on Global Travel and Tourism | <ul style="list-style-type: none">• Factors influencing the global travel and tourism industry• Sustainability and destination management• The impact of global tourism on local communities, the economy and the environment• Tourism Development | Externally assessed | June Year 11 | 40 |
| Component 3 Customer Needs in Travel and Tourism | <ul style="list-style-type: none">• Investigate how travel and tourism organisations use research to identify customer needs• Explore the range of products offered by the travel and tourism organisations• Consider how organisations respond to market trends to meet customer needs• Plan a holiday to meet customer needs and preferences | Internally | March Year 11 | 30 |

Course Expectations:

Students must be willing to work independently outside of school on coursework. They will have to carry out regular assessments throughout the course and revise for exams.

Progression and Careers

A Travel and Tourism course offers vocational training and helps you develop strong business management and communication skills, broadening your career prospects.

Child Development and care

Qualification: L2 Tech Award in Child Development and Care

Subject Grading: L1/2 Technical Award

Curriculum Leader: Mrs R. Willis - r.willis@ormistonvictoryacademy.co.uk

Course Introduction: This qualification provides the opportunity for you to gain a vocational qualification that gives a basic introduction to caring for children. It includes the knowledge and understanding of child development and well-being necessary for working with children in a variety of settings. It is aimed at students who wish to be introduced to childcare and development for children aged 0-5 years. It also gives students an insight into their preferred learning styles and assists in developing their ability to study.

Course Outline: This qualification will enable you to develop significant transferable knowledge and study skills which will support your progression into 6th Form including:

- an awareness of learning styles
- a basic introduction into working with children in a variety of settings
- an understanding of roles and responsibilities when working in a setting with children
- an understanding of Equality and Diversity within a childcare setting
- a basic understanding of the stages and sequence of child development
- an introduction to observing children and how it supports their development
- an introduction to the influences that affect holistic development
- an introduction to everyday care routines and the types of activities that can support the development of independence



| Module | Elements | Assessment | Date | % |
|----------------------|---|---------------------------------------|---------|-----|
| Non Exam Course Work | This unit focuses on holistic development and factors that affect development. You will be introduced to ways of observing children so that you can support development through appropriate activities and care routines. You will also learn how to work with children when they move from one setting to another. | Non Exam Assessment. Synoptic Project | Year 10 | 50% |
| Exam | This unit will assess your knowledge about the development of children aged 0-5 years. You will be expected to know about the different types of care settings and your responsibilities if you were learning how to work with children. You will need to show that you understand how children develop, what can affect their development and the individual needs they have. You will need to show that you know ways to care for them and simple activities that help them to develop in a healthy and safe way. You will also need to show that you understand the ways that can support your own learning. | Examined Assessment— Written Exam | Year 11 | 50% |

Progression and Careers Students can progress on to the CACHE Level 3 Diploma in Childcare and Education or the BTEC Extended Certificate in Health and Social Care at Lord Nelson Sixth Form. Students will develop knowledge and a range of personal skills and attributes essential for successful performance in working life. The acquired skills and knowledge will be of particular relevance for a career in teaching and the caring professions for example Primary School Teacher, Classroom Assistant, Nurse, Midwife, Social Worker, Nursery Nurse, Speech and Language Therapist, Youth Worker.

Course

Expectations:

Carry out regular assessments throughout the course and revise for exams.

Art, Craft and Design

Qualification: GCSE Eduqas Subject Grading: 9-1

Curriculum Leader: Mrs R. Mizon

R.Mizon@ormistonvictoryacademy.co.uk



Course Introduction: Creative thinking and expression are incredibly important skills. Arts and culture now contribute £101.5 billion directly to the UK economy each year and experts believe that creativity will survive the automation revolution. Film, gaming and TV are just a handful of industries that rely on artistic talent. It is a subject that breeds independence, confidence, resilience and an appreciation that any question may have multiple solutions.

Course Outline: Art, Craft & Design is about exploring an idea in a creative way and learning how to express it in order to create an original outcome. Within the GCSE students will explore a range of key skills, such as: drawing; painting; photography; printmaking; 3D work and digital arts. They will develop an understanding of art by looking at and responding to artists, ranging from traditional to contemporary artists. As the course develops, students will become more independent and have the opportunity to choose which direction their work goes in.

| Module | Elements | Assessment | Date | % |
|-------------|--|--|---|----|
| Component 1 | Students will research and investigate sources of ideas in Art, Craft & Design. They will explore and use Art, Craft & Design materials and techniques to develop visual language. Students will complete a portfolio or sketchbook demonstrating their creative journey. This should evidence the process of developing both ideas and work. It should demonstrate research, supporting studies and work, showing the development of their ideas, leading to finished pieces. | Coursework: On-going We select the best work from the two years to meet the assessment objectives. | Y10 & Y11 Completion date December 2025 | 60 |
| Component 2 | The exam board provides students with a theme for their externally set assignment. Students are given a number of weeks to develop ideas and prepare. Students sit a 10 hour timed assessment in which they produce their final outcome | Exam: Students are examined on both their preparation work and the final outcome (10 hour exam). | Y11 Jan - May 2026 | 40 |

Progression and Careers: Students may go on to study A Level Art or a similar appropriate qualification. Students could go into higher education or study a hands on apprenticeship. The options available for students with a creative background is ever growing with the new technologies available. Go to the Student Art Guide website to view a list of over 150 careers, with 25 examples showcased in detail:

www.studentartguide.com/articles/art-careers-list.

Course Expectations: Students must be willing to work independently outside of school on projects. They need to be curious; happy to organise photo-shoots, collect interesting materials and visit interesting places in their own time to progress their ideas. There is an expectation that students can critically analyse work.

Catering

Qualification: WJEC Level 1/2 Subject Grading: L1 Pass - L2 Distinction*
Lead Teacher: Miss C. Long - C.Long@ormistonvictoryacademy.co.uk

Course Introduction:

The objectives of this qualification are to help learners to:

- Prepare and cook using basic skills
- Understand food and its functions in the body and in recipes
- Understand balanced diets and modification of recipes for health
- Plan and produce dishes for a purpose
-

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2015, the hospitality and catering sector has grown by 20%, with the majority of new roles falling within the 18-24 age groups.



Catering aims to equip students with the knowledge and understanding of food preparation skills, nutrition and healthy eating and be able to apply these principles in real life applications. Throughout the course students will develop a wide range of practical skills to enable them to prepare and cook a variety of different dishes, confidently and independently.

Course Outline:

| Module | Elements | Assessment | Date | % |
|------------------------------|---|--|--|---|
| WJEC Level 1 / 2 Catering | Unit 1: The Hospitality and Catering Industry | Externally assessed written exam paper (90mins) | Completed online: Summer Yr 11 | 40% Externally assessed written exam paper |
| | Unit 2: Hospitality & Catering in action | Internally assessed portfolio & practical cooking exam | Coursework: Throughout Yr 11 submitted May Yr 11 | 60% |

Course Expectations: Students will be required to bring ingredients and suitable food storage containers on a regular basis. There is support available from school to enable students to access the course and help with the cost of ingredients.—please speak to Miss C. Long for further details.

Progression and Careers: During the course students will be given the opportunity to work with a variety of food professionals and experience many areas of food production. At the end of this course students will have developed knowledge about food products and food preparation which will be a good foundation for work in the food production industry.

Careers in the hospitality include: the food production industry, food processing, new product development, chef, nutritionist, bar/restaurant work, hotel front of house, events co-ordinator, management, bakery, butchery, food technical/quality managers.

Creative Media

Qualification: OCR Cambridge National

Subject Grading: Pass - Distinction*

Head of Creative Media: Mr J. Colebrook - J.Colebrook@ormistonvictoryacademy.co.uk



Course Introduction: Media is now an everyday part of our lives and through this course students will have the opportunity to develop a greater understanding of the industry, how media is constructed and how it impacts audiences. Working in real world scenarios, the course gives students the opportunity to develop knowledge about media practices, as well as key skills in using technology such as Photoshop and digital cameras.

Course Outline: The Level 2 Certificate is split into 1 exam and 2 coursework units. In Year 10 students will be introduced to the industry and key concepts before applying this to the first coursework unit, responding to a brief and producing digital graphics for a client. In Year 11 these skills and knowledge will be further developed as students produce photography and digital video products for a client, before completing the exam. This course is synoptic, meaning the knowledge and skills learnt in one unit are also used in the others.

| Module | Elements | Assessment | Date | % |
|---|--|---|----------|-----|
| R093: Creative iMedia in the Media Industry | <p>Focus on knowledge of the industry, including job roles, sectors, audiences, project planning, legal issues and file types.</p> <p>Exam assesses knowledge and skills in evaluating existing media texts.</p> | <p>Exa: 1 hour 30 minutes 70 marks</p> | Jun 2026 | 40% |
| R094: Visual Identity and Digital Graphics | <p>Focus on visual communication and how brands are created to engage audiences.</p> <p>Students engage with a set brief producing a new visual identity for a client, as well as a digital graphic for a media product.</p> | <p>Coursework 2 practical tasks 50 marks</p> | Jun 2025 | 25% |
| R098: Visual Imaging | <p>Focus on visual communication and how images can be used to meet a client's needs.</p> <p>Students engage with technology to develop a photo and video portfolio, learning how to capture and edit images.</p> | <p>Coursework 2 practical tasks & review 70 marks</p> | Jun 2026 | 35% |

Course Expectations: Students should have good communication and creative skills. You do not need to have any prior technical skills, but should have an interest in digital media.

Progression and Careers:

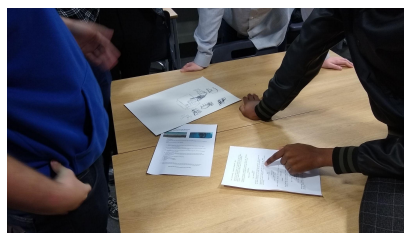
Education: Students can go on to study either A Level Media Studies or the Creative Digital Media BTEC. The skills learnt on the course are not limited to this though, and students will find themselves prepared for a multitude of courses.

Careers: As the world's technology develops, so do the opportunities in the creative media sector. Students following this pathway can go into various industries, such as: graphic design; film and television; web design; advertising and photography; in roles such as Director; Editor; Graphic Designer or Producer.

Film Studies

Qualification: Eduqas GCSE Subject Grading: 1 - 9

Head of Creative Media: Mr J. Colebrook - J.Colebrook@ormistonvictoryacademy.co.uk



Course Introduction: Film could be considered the major art form of the past 100 years and this course allows students to study a diverse range of films from contrasting cultures, examining how both film style and technologies have developed. Students will gain knowledge of filmmaking techniques and be able to analyse how films reflect the social, cultural and political contexts in which they are made.

Course Outline: The GCSE is split into 2 exam units and one NEA (coursework) task. In Year 10 students will examine the development of films from the US, studying one pre-1960 and one post-1960 film pair, as well as an independent one. They will then have the opportunity to go on to develop their own film extract based on a genre, which they will write, shoot and edit. In Year 11 students will finish this NEA unit before exploring global cinema, including contemporary UK films and a non-English language film.

| Module | Elements | Assessment | Date | % |
|--|--|--|------------|-----|
| Component 1: Key Developments in US Film | Focus on U.S. film, particularly how film form has developed, as well as the social, cultural, historical, political, technological and institutional contexts. | Exam: 1 hour 30 minute written exam 70 marks | June 2026 | 35% |
| Component 2: Global Film: Narrative, Representation and Film Style | Using global film to examine narrative, representation and aesthetics. One global English language film, one global non-English language film and one UK film studied. | Exam: 1 hour 30 minute written exam 70 marks | June 2026 | 35% |
| Component 3: Production | Students create a film opening or extract from a specific genre. The focus is on using genre conventions as well as filmmaking techniques, such as camera, sound and editing. | Coursework: Short Film Production 60 marks | March 2026 | 30% |

Course Expectations: Students should have good communication and writing skills. You do not need to have any prior knowledge of film, but should have an ability to write analytical essays and have an interest in all types of cinema.

Progression and Careers:

Education: Students can go on to study either A Level Film Studies or the Creative Digital Media BTEC. The skills learnt on the course are not limited to this though, and students will find themselves prepared for a multitude of courses.

Careers: As digital platforms for film increase, so do the opportunities in the film and television sector. Students following this pathway can go into various roles, including Director, Producer, Editor, Production Designer, Studio Manager, Location Scout, Cinema Programmer and Marketing Executive.

Engineering

Qualification: WJEC Level 1/2 Vocational Award in Engineering

Subject Grading: Pass - Distinction*

Lead Teacher: Mr D. Grimes - d.grimes@ormistonvictoryacademy.co.uk

Course Introduction: Engineering is the fastest growing sector in the UK. This course is designed to provide students with the skills to progress into an engineering career. This course offers a focus on knowledge of materials, tools and manufacturing processes as well as developing skills in designing and manufacturing engineering products.

Course Outline: The course is comprised of 2 internal controlled assessments which have briefs that are set by the exam board and 1 external exam. Students are required to plan, carry out and evaluate the manufacture of an engineered product using a design brief and their own selection of tools and equipment. They will be assessed on their justification of materials, tools and equipment as well as their ability to accurately manufacture the components. They will then be given a brief to redesign the product and overcome specific design issues by using their knowledge of materials and demonstrate technical drawing skills. Their overall knowledge of engineering materials and processes will be assessed in the external exam.



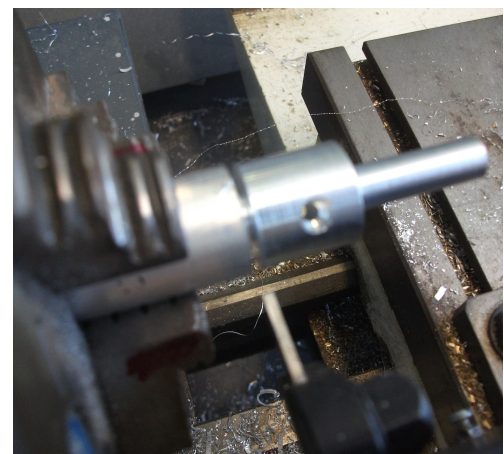
| Module | Elements | Assessment | Date | % |
|---|---|--|--|----|
| Unit 1: Manufacturing Engineering Products | Plan the independent manufacture of components based on a design brief and working drawings. Work independently to manufacture the components in the workshop. Evaluate the success of the process and the accuracy and precision of your work. | Internally assessed 20 Hours controlled assessment in lessons | June/July Year 10 - October Year 11 | 40 |
| Unit 2: Redesigning Engineering Products | Analyse the problems presented by an existing product and design brief. Provide design solutions to the problems and present these using a range of drawing techniques. | Internally assessed 10 Hour Controlled Assessment in lessonst | December Year 11 | 20 |
| Unit 3: Solving Engineering Problems | Use knowledge of engineering principles, materials, properties, tools and equipment to solve engineering problems and answer exam questions. | Externally Assessed 1 Hour 30 mins | June Year 11 | 40 |

Course Expectations: Create detailed plans of manufacture, select appropriate materials, tools and equipment, knowledge of materials, properties and uses. Practical skills in using a range of engineering tools and machinery, communicating designs using technical drawings, justifying design changes.

Progression and Careers:

Education: BTEC Level 3 Engineering in KS5 at Lord Nelson Sixth Form.

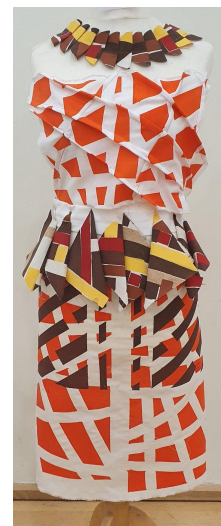
Training: Apprenticeship in one of the following engineering sectors; Aviation, Automotive, Communications, Civil, Chemical, Environmental, Electrical, Energy, Mechanical, Marine, Transport, Military etc...



Fashion and Textile Design

Qualification: GCSE Eduqas Subject Grading: 9-1

Lead Teacher: Miss A. Church - A.Church@ormistonvictoryacademy.co.uk



Course Introduction: Creative thinking and expression are incredibly important skills. Arts and culture now contribute £101.5 billion directly to the UK economy each year and experts believe that creativity will survive the automation revolution. Film, gaming and TV are just a handful of industries that rely on artistic talent. It is a subject that breeds independence, confidence, resilience and an appreciation that any question may have multiple solutions.

Course Outline: Textiles GCSE (Art - endorsement), develops a focus on technical skills as well as students learning to express themselves creatively through the medium of fabric. Over the three years the students will explore a wide range of textile and fashion techniques and processes, such as machine and hand stitch, printing, painting, tie dye, fabric manipulation and batik. They will be introduced to contemporary and traditional textile artists, fashion designers and cultures and given the opportunity to produce a range of textile and/or fashion outcomes informed by these investigations. These outcomes could take the form of fashion garments, constructed textiles, domestic textiles, embellished textiles or any combination of any of these areas. As the course progresses students will grow in confidence and become more independent to specialise in their chosen area.

| Module | Element | Assessment | Date | % |
|-------------|--|---|---|----|
| Component 1 | Students will research and investigate sources of ideas in Textiles & Fashion. They will explore and use textiles material and techniques to develop visual language. Students will complete a portfolio or sketchbook demonstrating their creative journey. This should evidence the process of developing both ideas and work. It should demonstrate research, supporting studies and work, showing the development of their ideas, leading to finished pieces. | Coursework: On-going We select the best work from the two years to meet the assessment objectives | Y10 & Y11 Completion date December 2025 | 60 |
| Component 2 | The exam board provides students with a theme for their externally set assignment. Students are given a number of weeks to develop ideas and prepare. Students sit a 10 hour timed assessment in which they produce their final outcome. | Exam: Students are examined on both their preparation work and the final outcome (10 hour exam). | Y11 Jan - May 2026 | 40 |

Course Expectations: Students must be willing to work independently outside of school on projects. They need to be curious: happy to organise photo-shoots, collect interesting materials and visit interesting places in their own time to progress their ideas. There is an expectation that students can critically analyse work

Progression and Careers: Students may go on to study A Level Art, Textiles or Fashion or a similar appropriate qualification. Students could go into higher education or study a hands on apprenticeship. The options available for students with a creative background is ever growing with the new technologies available. Go to the Student Art Guide website to view a list of over 150 careers, with 25 examples showcased in detail:
www.studentartguide.com/articles/art-careers-list.

Photography

Qualification: GCSE Eduqas Subject Grading: 9-1

Lead Teacher: Mrs Richards f.cant@ormistonvictoryacademy.co.uk



Course Introduction: Creative thinking and expression are incredibly important skills. Arts and culture now contribute £101.5 billion directly to the UK economy each year and experts believe that creativity will survive the automation revolution. Film, gaming and TV are just a handful of industries that rely on photography artistic talent. It is a subject that breeds independence, confidence, resilience and an appreciation that any question may have multiple solutions.

Course Outline: Photography GCSE (Art - endorsement) develops a focus on technical skills as well as students learning to express themselves creatively. Photography is defined as the practice of producing images using light-sensitive materials or digital methods of development and the production of static or moving images. Over the three years the students will explore a wide range of photographic techniques and processes.

| Module | Element | Assessment | Date | % |
|-------------|--|--|---|----|
| Component 1 | Students will research and investigate sources of ideas in Photography. They will explore and use photographic and artistic materials and techniques to develop visual language. Students will complete a portfolio demonstrating their creative journey. This should evidence the process of developing both ideas and work. It should demonstrate research, supporting studies and work, showing the development of their ideas, leading to finished pieces. | Coursework: On-going We select the best work from the two years to meet the assessment objectives. | Y10 & Y11 Completion date December 2025 | 60 |
| Component 2 | The exam board provides students with a theme for their externally set assignment. Students are given a number of weeks to develop ideas and prepare. Students sit a 10 hour timed assessment in which they produce their final outcome. | Exam: Students are examined on both their preparation work and the final outcome (10 hour exam). | Y11 Jan - May 2026 | 40 |

Course Expectations: Students must be willing to work independently outside of school on projects. Students must set up photo-shoots in their own time out side of the school day. They need to be curious; collect interesting materials and visit interesting places to progress their ideas. There is an expectation that students can critically analyse work.

Progression and Careers: Students may go on to study A Level Art or a similar appropriate qualification. Students could go into higher education or study a hands on apprenticeship. A career in photography could take many different formats; artist, freelance photographer, stylist, journalism, forensics, moving image etc. The options available for students with a creative background is ever growing with the new technologies available. Go to the Student Art Guide website to view a list of over 150 careers, with 25 examples showcased in detail. <https://www.studentartguide.com/articles/art-careers-list>

Geography

Qualification: GCSE Edexcel A

Subject Grading: 9-1

Curriculum Leader: Mr J Crosson-Rogers - J.crosson-rogers@ormistonvictoryacademy.co.uk

Course Introduction:

There has never been a better time to study geography. So many of the world's problems boil down to geography and you will be a part of a future generation of geographers that can help us solve these problems. You will learn about the key questions of our time including climate change, population growth, poverty and corruption.

In Geography you will learn about the processes in the physical and human world that makes our society, politics and environment tick and you will learn about your place in the global society. You will develop your communication, analytical and teamwork skills on a two-day fieldtrip to Southwold as well as critical thinking, empathy and problem solving, all of which are vitally important transferable skills that colleges, universities and employers crave.

So, if the world around you fascinates you, if you are interested in and thoughtful about what the future has in store for society, or if you simply want to gain skills that can take you to almost any career, then Geography is for you.

Course Outline:

| Module | Elements | Assessment | Date | % |
|-----------------------------|---|---------------|-----------------|------|
| The Physical Environment | <ul style="list-style-type: none">· The Changing Landscape of the UK· Coastal Landscapes & Processes· River Landscapes & Processes· Weather Hazards & Climate Change· Ecosystems, biodiversity and management | External exam | Y11 May/June | 37.5 |
| The Human Environment | <ul style="list-style-type: none">· Changing Cities· Global Development· Resource Management· Energy Resource Management | External exam | Y11 May/June | 37.5 |
| Fieldwork and UK Challenges | <ul style="list-style-type: none">· Fieldwork· Coastal landscapes· Urban environments | External exam | Y11 May/June | 25 |

Course Expectations:

Students should keep up to date with current local and global events that relate to Geography. Students are expected to revise regularly and attend fieldwork days in Year 10.

Progression and Careers:

Further education: Geography opens doors to many options at A Level. It is one of the most versatile GCSEs and is viewed as a facilitating subject which means that regardless of the content of the course, a Geography GCSE highlights that you have skills that can be applied to various different fields.

Further training and work: Pupils who have studied Geography have gone on to work in the following sectors: law, science, sales, business, environment, information technology, management, finance, banking, marketing, research, manufacturing, teaching, childcare, engineering and building, arts, design and media, town planning, working abroad and many (many) more. **People with Geography degrees remain one of the most employed and best paid in our society as well as having one of the lowest unemployment rates.**

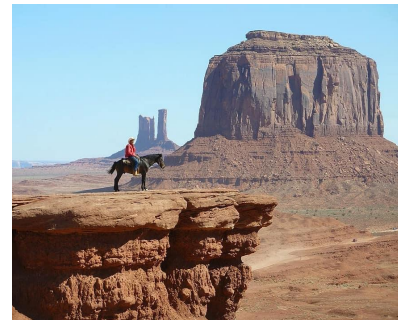
History

Qualification: GCSE Edexcel Subject Grading: 9-1

Curriculum Leader: Mr L. Mayhew — L.Mayhew@ormistonvictoryacademy.co.uk

Course Introduction:

- History enables students to make sense of the world around them by learning about events, important people and societies from the past.
- In History, students will become detectives and use evidence to draw conclusions about different eras and time periods.
- Not only will students learn about the past they will also look at how it has influenced today's society and learn about the present day.
- Students will study a brand new GCSE specification which will give them opportunity to study three main periods of history; Medieval, Early Modern and Modern History.
- History also enables students to develop their written and verbal communication skills which can lead to many careers.



Course Outline:

| Module | Elements | Assessment | Date |
|--|---|-------------------------|--------------|
| Unit 1: Crime and Punishment in Britain C1000-Today and Whitechapel C1870-1900. | <ul style="list-style-type: none"> · How has law enforcement changed? · How have punishments changed? · How have crimes changed. · Case study of Whitechapel focussing on the social conditions and policing in the area. | Exam: 1 hour 15 minutes | Y11 May/June |
| Unit 2: The American West | <ul style="list-style-type: none"> · The Early settlement of the West. · Life in the American West. · Conflicts and Conquest. | Exam: 1 hour 45 minutes | Y11 May/June |
| Unit 3: The reign of Henry VIII | <ul style="list-style-type: none"> · Henry VIII's early life. · Henry's quest for a divorce. · The Reformation. · Henry VIII's wives. | | |
| Unit 4: Weimar and Nazi Germany | <ul style="list-style-type: none"> · The Weimar Republic. · The rise of the Nazis Party. · The Nazis take power. · Life in Nazis Germany. | Exam: 1 hour 20 minutes | Y11 May/June |

Course Expectations:

Students are expected to catch up on missed work, regularly revise and complete knowledge assignments throughout the course.

Progression and Careers:

Students who study GCSE History can progress on to study it further at both A Level and degree standard. Those who study a History degree should be practised in applying lessons of the past to help resolve problems of the present, and have the ability to apply an analytical mind set to all kinds of situations and challenges. These problem-solving and analytical skills are relevant in just about any industry which has a focus on current societies and future developments, particularly in the fields of business, politics and academia. For this reason History is a highly sought after degree for those wishing to attend university in a range of subjects. There is no typical career for History graduates with some working in careers ranging from law and accounting to teaching or working in museums.

Classical Civilisation

Qualification: GCSE OCR Subject Grading: 9-1

Curriculum Leader: Mr L Mayhew — L.Mayhew@ormistonvictoryacademy.co.uk

Course Introduction:

OCR's GCSE (9–1) in Classical Civilisation has been designed to provide learners with a broad, coherent and rewarding study of the culture of the classical world. It offers learners the opportunity to study elements of the literature and visual/material culture of the classical world, and acquire an understanding of their social, historical and cultural contexts.

Course Outline:

| Module | Elements | Assessment | date |
|---|--|----------------------------------|--------------|
| Thematic Study Myth and Religion | Learners will also look at the role of religion in the everyday lives of ancient Greeks and Romans. The study of temples, sacrifice, festivals, death and beliefs in the afterlife will give a broad overview of religion in the ancient world, and provides opportunity for the study of a wide variety of material remains, including remarkable temples and works of art. Students will look at the following topics: <ul style="list-style-type: none">· The Greek and Roman Gods· The Universal Hero: Heracles/Hercules· Religion and the City: Temples· Myth and the City: Foundation Stories· Festivals· Myth and Symbols of Power· Death and Burial· Journeying to the Underworld | 1 hour 30 minutes Exam | Y11 May/June |
| Literature and Culture Roman City Life | In this component learners will explore everyday life in Roman cities, with a particular focus on the Imperial period and popular sites and artefacts from Rome, Ostia, Pompeii and Herculaneum. <ul style="list-style-type: none">· Roman Housing· The Roman Home and Family· Society· Leisure and Entertainment | 1 hour 30 minutes Examination | Y11 May/June |

Course Expectations:

Students will be expected to revise throughout the course as well as reading around the topics being studied.

Progression and Careers:

Students who study GCSE Classical Civilisation can progress on to study it further at both A Level and degree standard. Studying a classics degree provides you with skills relevant for a number of sectors, including museum and gallery work, legal, teaching and academia, media and broadcasting, film and television, banking, consultancy and marketing. Those who study a Classics degree develop their intellectual flexibility and analytical thinking skills. Careers that would benefit from a Classical Civilisation degree include: archivist, barrister, civil service fast streamer, editorial assistant, heritage manager, higher education lecturer, market researcher, museum/gallery curator, newspaper journalist, secondary school teacher, solicitor (from www.prospects.ac.uk).

Philosophy and Ethics

Qualification: GCSE Subject Grading: 9-1

Curriculum Leader: Mrs A. Cordy – A.Cordy@ormistonvictoryacademy.co.uk

Course Introduction:

Philosophy and Ethics offers a unique opportunity to look at two religious beliefs in detail and consider how these beliefs are applied to the modern world. There are a number of interesting and engaging topics and the opportunity to develop understanding and opinions on these modern day issues. Philosophy and Ethics is particularly good if you have an inquisitive mind and like to debate some of the key problems in the world today.



"Ethics is knowing the difference between what you have a right to do and what is right to do."
—Potter Stewart, Justice of the Supreme Court

Course Outline:

| Module | Elements | Assessment | Date | % |
|---|--|--------------------|------|----|
| Component 1 - Philosophy and Ethics in the modern world | Issues of relationships Issues of life and death Issues of good and evil Issues of Human Rights | 2 hour examination | 2026 | 50 |
| Component 2 - Christianity | Christianity – Beliefs and teachings Christianity – Practices | 1 hour examination | 2026 | 25 |
| Component 3 - Judaism | Judaism – Beliefs and teachings Judaism – Practices | 1 hour examination | 2026 | 25 |

Progression and Careers:

Philosophy and Ethics can follow onto an A Level and university degree in many subjects including Philosophy and Ethics. Other subjects it would be beneficial for include: Law, Politics, Classics, History, Psychology and English.

Philosophy and Ethics has many transferable skills which would benefit a range of future careers including: politician, historian, charity worker, careers in the army, lawyer, journalist, teacher, doctor, vet, working for large companies abroad and author.



Computer Science

Qualification: OCR GCSE Subject Grading: 9-1

Curriculum Leader: Mr M Smith - m.smith3@ormistonvictoryacademy.co.uk

Course Introduction: This course gives students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing. It's a great way to develop critical thinking and analysis and problem-solving skills, which can be transferred to further learning and to everyday life. Computing is a more specialist course than ICT and students must have the ability to think logically and have a good knowledge of Mathematics.

Course Outline: The course is split into 2 components and assessed during Years 10 and 11. All students will also undertake a programming task, either to a specification or to solve a problem.

| Module | Elements | Assessment | Date | % |
|--------|--|---|-----------------|----|
| 01 | Computer Systems -Theory This component will assess: <ul style="list-style-type: none"> • Systems architecture • Memory and storage • Computer networks, connections and protocols • Network security • Systems software • Ethical, legal, cultural and environmental impacts of digital technology | External Exam: 1 Hour 30 Minutes Written Paper - 80 Marks Multiple choice, short response and extended response questions | Years 10 and 11 | 50 |
| 02 | Computational Thinking, Algorithms and Programming - Theory This component will assess: <ul style="list-style-type: none"> • Algorithms • Programming fundamentals • Producing robust programs • Boolean logic • Programming languages and Integrated Development Environments | External Exam: 1 Hour 30 Minutes Written Paper - 80 Marks Section A - Questions Section B - Write or refine algorithms | Years 10 and 11 | 50 |

Progression and Careers:

Education: Students could go on to study BTEC Computer Science and then higher study and employment in the field of Computer Science. Students will find it provides a superb stepping stone.

Training: Since the development of the computing industry, it has quickly become one of the largest and fastest growing industries around, directly affecting every aspect of our lives. Jobs within computing include: Network Managers; Programmers; Web Designers and Teachers, to name a few.

Course Expectations: Keep up-to-date with theory and programming skills, attending catch up Period 6 sessions for missed lessons, and revise for exams outside class time.



Digital Information Technology

Qualification: Pearson BTEC Tech Award Subject Grading: L1/L2 Pass - Distinction*

Curriculum Leader: Mr M Smith - m.smith3@ormistonvictoryacademy.co.uk

Course Introduction:

From personal computers to smartphones, from apps to websites, all of our lives, every day, are enhanced through the use of IT. This course in IT reflects this and provides students with a solid foundation for understanding and applying this subject in their future working lives. IT enables students to make the leap from passive consumers to active producers of quality digital content.

Course Outline:

The course is split into 3 components and is assessed during Years 10 and 11.

| Module | Elements | Assessment | Date | % |
|---|--|--|--|----|
| Component 1: Exploring User Interface Design Principles and Project Planning Techniques - Coursework Project | Learning Aim A: Investigate user interface design for individuals and organisations Learning Aim B: Use project planning techniques to plan and design a user interface Learning Aim C: Develop and review a user interface | Internal Coursework: 36 Hours | Year 10 | 30 |
| Component 2: Collecting, Presenting and Interpreting Data - Coursework Project | Learning Aim A: Investigate the role and impact of using data on individuals and organisations Learning Aim B: Create a dashboard using data manipulation tools Learning Aim C: Draw conclusions and review data presentation methods | Internal Coursework: 36 Hours | Year 10 | 30 |
| Component 3: Effective Digital Working Practices -Theory | Learning Aim A: Modern technology and their impact on organisations Learning Aim B: Threats to digital systems and how an organisation can manage them Learning Aim C: Responsible, legal and ethical use of data Learning Aim D: Planning and communication in digital systems | External Exam: 1 Hour 30 Minutes Written Paper - 60 Marks | Year 11 February (option to retake in May) | 40 |

Course Expectations: Keep up-to-date with coursework units, attending catch up Period 6 sessions for missed lessons, and revise for exams outside class time.

Progression and Careers:

Education: Sixth Form and college for Level 3 qualifications, such as the Edexcel BTEC Level 3 Nationals in IT or an IT/Creative Media apprenticeship.

Training: Since the development of the ICT industry, it has quickly become one of the largest and fastest growing industries around, directly affecting every aspect of our lives. Jobs within ICT include: Software Developers; Systems Analysts; Web Designers and Games Designers, to name a few .



German

Qualification: GCSE Subject Grading: 9-1

Curriculum Leader: Mrs Baião – E.Baiao@ormistonvictoryacademy.co.uk

Course Introduction:

In our increasingly competitive global marketplace, the demand for language skills is increasing, and employers are recognising the value of multi-lingual employees who have the skills and flexibility to operate in international environments. A foreign language, can give access to a much wider range of jobs in the UK and overseas. In addition to this, a GCSE in a language is increasingly becoming an entry requirement for top UK universities.

Course Outline: This course will deliver a GCSE in two years. Pupils will study authentic German literature, and learn the valuable skill of translation both in to and out of the language. At GCSE, pupils will continue to develop upon skills and vocabulary taught during KS3.

| Module | Elements | Assessment | Date |
|-------------------------------------|--|----------------|--------------|
| Unit 1: Listening and understanding | <ul style="list-style-type: none">· A number of passages or interactions in the language with a variety of question types.· The spoken material heard will include both formal (e.g. telephone message) and informal speech (e.g. social interaction). | One final exam | Y11 May/June |
| Unit 2: Speaking | <ul style="list-style-type: none">· Students must demonstrate the ability to use the language for different purposes and in different settings.· There will be one final exam which will require them to take part in role plays and speak spontaneously. | One final exam | Y11 May/June |
| Unit 3: Reading and understanding | <ul style="list-style-type: none">· Students complete exam tasks that consist of a number of short texts, notices or news reports in the language, which include a range of settings and styles, both formal and informal. | One final exam | Y11 May/June |
| Unit 4: Writing | <ul style="list-style-type: none">· The final written exam will require students to write an extended piece in the language, alongside translation both in to and out of the target language. | One final exam | Y11 May/June |

Course Expectations: Pupils will be expected to use the language creatively and independently and they will be expected to use the language spontaneously to discuss their ideas (both verbally and in writing), and to revise for all four final exams.

Progression and Careers:

Studying German will provide students with the ability to communicate confidently, think laterally and develop presentation and listening skills.

They may look to pursue a career in: business, central or local government, construction, media, engineering, event management, financial services, hair and beauty, health, medicine, social care, marketing, public services, retail, teaching, technology, computer gaming, translation, interpreting or travel and tourism.



Spanish

Qualification: GCSE Subject Grading: 9-1

Curriculum Leader: Mrs Baião – E.Baiao@ormistonvictoryacademy.co.uk

Course Introduction:

In our increasingly competitive global marketplace the demand for language skills is increasing, and employers are recognising the value of multi-lingual employees who have the skills and flexibility to operate in international environments. A foreign language can give access to a much wider range of jobs in the UK and overseas. In addition to this a GCSE in a language is increasingly becoming an entry requirement for top UK universities.

Course Outline: This course will deliver a GCSE in two years. Pupils will study authentic Spanish literature and learn the valuable skill of translation both in to and out of the language. At GCSE pupils will continue to develop upon skills and vocabulary taught during KS3.

| Module | Elements | Assessment | Date |
|-------------------------------------|--|----------------|--------------|
| Unit 1: Listening and understanding | <ul style="list-style-type: none">· A number of passages or interactions in the language with a variety of question types.· The spoken material heard will include both formal (e.g. telephone message) and informal speech (e.g. social interaction). | One final exam | Y11 May/June |
| Unit 2: Speaking | <ul style="list-style-type: none">· Students must demonstrate the ability to use the language for different purposes and in different settings.· There will be one final exam which will require them to take part in role plays and speak spontaneously. | One final exam | Y11 May/June |
| Unit 3: Reading and understanding | <ul style="list-style-type: none">· Students complete exam tasks that consist of a number of short texts, notices or news reports in the language, which include a range of settings and styles, both formal and informal. | One final exam | Y11 May/June |
| Unit 4: Writing | <ul style="list-style-type: none">· The final written exam will require students to write an extended piece in the language, alongside translation both in to and out of the target language. | One final exam | Y11 May/June |

Course Expectations: Pupils will be expected to use the language creatively and independently and they will be expected to use the language spontaneously to discuss their ideas (both verbally and in writing) and to revise for all four final exams.

Progression and Careers:

Studying Spanish will provide students with the ability to communicate confidently, think laterally and develop presentation and listening skills.

They may look to pursue a career in: business, central or local government, construction, media, engineering, event management, financial services, hair and beauty, health, medicine, social care, marketing, public services, retail, teaching, technology, computer gaming, translation, interpreting or travel and tourism.



Chinese Mandarin

Qualification: GCSE Subject Grading: 9-1

Curriculum Leader: Mrs Baião – E.Baiao@ormistonvictoryacademy.co.uk

Course Introduction:

In our increasingly competitive global marketplace, the demand for language skills is increasing, and employers are recognising the value of multi-lingual employees who have the skills and flexibility to operate in international environments. A foreign language, can give access to a much wider range of jobs in the UK and overseas. In addition to this a GCSE in a language is increasingly becoming an entry requirement for top UK universities.

Course Outline: This course will deliver a GCSE in two years. Pupils will study authentic Chinese literature and learn the valuable skill of translation both in to and out of the language. At GCSE pupils will continue to develop upon skills and vocabulary taught during KS3.

| Module | Elements | Assessment | Date |
|-------------------------------------|--|----------------|--------------|
| Unit 1: Listening and understanding | <ul style="list-style-type: none">· A number of passages or interactions in the language with a variety of question types.· The spoken material heard will include both formal (e.g. telephone message) and informal speech (e.g. social interaction). | One final exam | Y11 May/June |
| Unit 2: Speaking | <ul style="list-style-type: none">· Students must demonstrate the ability to use the language for different purposes and in different settings.· There will be one final exam which will require them to take part in role plays and speak spontaneously. | One final exam | Y11 May/June |
| Unit 3: Reading and understanding | <ul style="list-style-type: none">· Students complete exam tasks that consist of a number of short texts,. The texts are written in both traditional and simplified characters. | One final exam | Y11 May/June |
| Unit 4: Writing | <ul style="list-style-type: none">· The final written exam will require students to write an extended piece in the language, alongside translation both in to and out of the target language. | One final exam | Y11 May/June |

Course Expectations: Pupils will be expected to use the language creatively and independently and they will be expected to use the language spontaneously to discuss their ideas (both verbally and in writing) and to revise for all four final exams.

Progression and Careers:

Studying Mandarin will provide students with the ability to communicate confidently, think laterally and develop presentation and listening skills.

They may look to pursue a career in: business, central or local government, construction, media, engineering, event management, financial services, hair and beauty, health, medicine, social care, marketing, public services, retail, teaching, technology, computer gaming, translation, interpreting or travel and tourism.



Drama

Qualification: OCR (J316) GCSE

Subject Grading: 9-1

Lead Teacher: Mrs Dalglish – L.Dalglish@ormistonvictoryacademy.co.uk

Course Introduction:

GCSE Drama students will get the opportunity to create drama, applying their knowledge and understanding to the process of creating and developing their performance work. Students will study a selection of texts and will be given the opportunity to watch and evaluate live theatre.

Studying Drama will help our students to become critical thinkers, independent learners and effective decision makers. These are all sought after attributes that can make them stand out from the crowd as they progress from education and into employment.

Course Outline:

| Module | Elements | Assessment | Date | % |
|---|--|-------------------------------------|----------------|----|
| Comp 1 Devising Drama | Students will create a devised performance, working as part of a group. The content of which will be based on a chosen stimulus from the exam board stimulus paper. In addition to the devised element, students are required to submit an accompanying portfolio which details the creative process. | Internally assessed | Year 10 | 30 |
| Comp 2 Presenting and Performing Texts | This unit is presented as a showcase in front of an audience. Students will perform in or design for two performances from one text. | Externally Assessed | Summer Year 11 | 30 |
| Comp 3 Performance and Response | This unit is a written exam made up of two sections. Section A requires learners to demonstrate their knowledge and understanding of drama, based around a performance text. Section B is an evaluation of a live performance. | Written Exam (1 hour 30 minutes) | Summer Year 11 | 40 |

Course Expectations: Students opting to take an acting route will be required to perform. Students opting to take a production role will work alongside actors to create and stage drama. Students will have the opportunity to see live theatre; it is expected that students take up these opportunities as it helps significantly with their understanding of live performance and drama analysis.

Progression and Careers: Students can go on to study Drama or Theatre Studies at A Level or a vocational course such as Cambridge Tech Award Level 3 in Performing Arts. Students may wish to pursue a career as an Actor, Director, Drama Therapist, Drama Teacher, Community Arts Worker, Education Officer, Children's Entertainer or any non-industry related career which requires a strong team player, an independent and critical thinker, an effective time manager and a confident speaker.



Music

Qualification: OCR GCSE Music Subject Grading: 9-1
Curriculum Leader: Mr T Shelbourn t.shelbourn@ormistonvictoryacademy.co.uk

Course Introduction:

The OCR GCSE in Music provides an accessible and creative musical education, integrating the three main components: performing, composing and appraising.

Students broaden their musical horizons within five areas of study as they explore musical context, language, performance and composition.

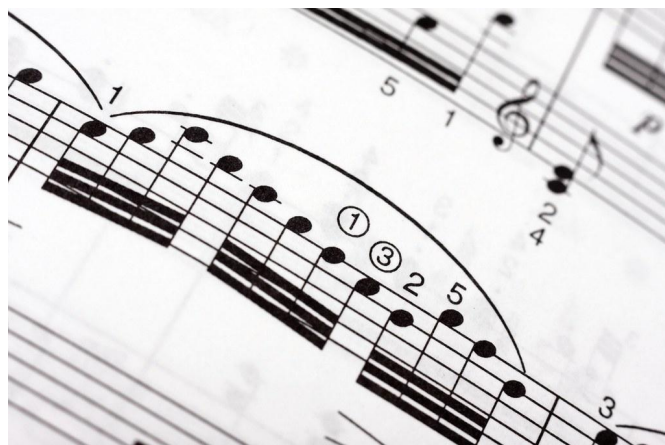


Course Outline:

| Module | Elements | Assessment | Date |
|---|--|-------------------------------------|-------------|
| Component 01/02: Integrated portfolio | Students develop their understanding of performance and composition through exploration of their own instrument/voice within styles and genres of their choosing. | Internally assessed | Spring 2026 |
| Component 03/04: Practical component | Students develop their skills and understanding of performance and composition. The focus of the performance aspect of this component is on the demands of performing with an ensemble. Students are also required to compose a piece of music appropriate for one of the areas of study in response to a set brief. | Internally assessed | Spring 2026 |
| Component 05: Listening and appraising | This component focuses on 4 areas of study. Students demonstrate their knowledge and understanding of musical elements, contexts and language. | Written Exam (1 hour 30 minutes) | Summer 2026 |

Course Expectations: Students will need to learn a musical instrument or use singing as their instrument and are required to complete additional tuition and coursework hours throughout the course as well. All prospective students will be required to complete an interview process to successfully enrol on the course however there is no minimum expected music grade, this is assessed on an individual basis.

Progression and Careers: Students can go on to study Music at A Level or a vocational course such as Level 3 Cambridge Technical Award. They may wish to pursue a career as an musician, composer, teacher, music therapist, DJ, producer.



Performing Arts

Qualification: Pearson BTEC Level 1/2 Tech Award in Performing Arts

Subject Grading: Pass - Distinction*

Curriculum Leader: Ms H. Curson – H.Curson@ormistonvictoryacademy.co.uk

Course Introduction:

The AQA Technical Award in Performing Arts gives students the opportunity to develop industry applied knowledge and skills through realistic vocational contexts.

Students will have the opportunity to develop their performance skills, develop creative ideas from concept through rehearsal to performance. They will develop their personal management and communication skills and learn about roles and responsibilities in the performing arts industry.



Course Outline:

The course is delivered over three units: Exploring the performing arts; Developing skills and techniques in the performing arts and Responding to a brief.

| Module | Elements | Assessment | Date | Retake |
|---|--|---|------------------------------|------------------|
| Component 1: Exploring the performing Arts | Students will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performances. | Coursework: Internally assessed assignment, externally moderated. | December/ January 2025 | May/June 2025 |
| Component 2: Developing Skills and Techniques in the Performing Arts | Students will develop their skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers. | Coursework: Internally assessed assignment, externally moderated. | December/ January 2026 | May/June 2026 |
| Component 3: Responding to a brief | Students will apply performance or production skills and techniques in response to a brief and stimulus. | External synoptic assessment. Externally marked. | January- June 2026 | N/A |

All students wishing to take Performing Arts as an option will be required to involve themselves in at least 2 performing art activities that are offered each year.

Progression and Careers:

Students studying Performing Arts will gain a wide variety of skills including: performance; organisation; confidence; group work; independent learning and communication. They may go on to pursue a career in performing or technical areas of the Performing Arts industry such as arts administration or production processes. This course can lead to Level 3 Cambridge Technical Award.

Sports

Qualification: BTEC Tech Award in Sport **Subject Grading: Pass - Distinction***
Curriculum Leader: Mrs M. Duncan M.Duncan@ormistonvictoryacademy.co.uk

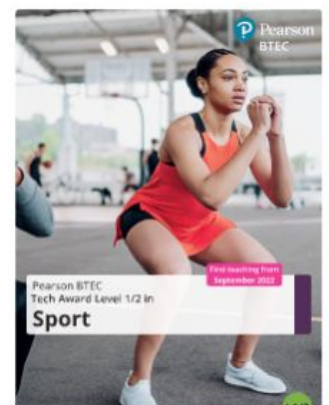
Course Introduction: BTEC Tech Award in Sport gives students the opportunity to study the theory behind sport and fitness.

Course Outline: The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to investigate provisions for sport including equipment and facilities to enhance sport, undertake planning and delivery of sport drills and sessions and develop knowledge and understanding of fitness for sport including fitness testing and methodology.

| Module | Elements | Assessment | Date | Retake |
|--|---|---|-----------------------------|--------|
| Component 1: Preparing participants to take part in sport and physical activity. | <p>A: Explore types and provision of sport and physical activity for different types of participant</p> <p>B: Examine equipment and technology required for participants to use when taking part in sport and physical activity</p> <p>C: Be able to prepare participants to take part in sport and physical activity.</p> | <p>Internal Assessment Externally moderated</p> <p>Written coursework and practical assessment</p> | Year 10 May/June 2025 | 30% |
| Component 2: Taking part and improving other peoples sporting performance. | <p>A: Understand how different components of fitness are used in different physical activities</p> <p>B: Be able to participate in sport and understand the roles and responsibilities of officials.</p> <p>C: Demonstrate ways to improve participants sporting techniques.</p> | <p>Internal Assessment Externally moderated</p> <p>Written coursework and Practical assessment.</p> | Year 11 Dec/Jan 2026 | 30% |
| Component 3: Developing Fitness to improve other participants in sport and physical activity. | <p>Demonstrate knowledge and understanding of the following:</p> <p>Physical components of fitness, Skill components of fitness, Fitness testing, Training methods, Principles of training</p> <p>Explain how the above will work together to improve performance, participation and enjoyment in sport and physical activity</p> | <p>External synoptic written exam. 1.5 hours - 60 marks</p> <p>External assessment.</p> | Year 11 May/June 2026 | 40% |

Course Expectations: Students are expected to respond to set assignment tasks with word processed written responses and presentations. They are also expected to demonstrate communication skills and planning by producing and demonstrating a warm up and their skill in a selected sport. Students are required to make detailed hand written notes on Component 3 to revise from to prepare for their written exam. Students are expected to keep up to date with coursework or they will be required to attend after school P6 support. Students are expected to bring and wear academy PE kit and participate fully in practical lessons.

Progression and Careers: Sixth form and university. Personal Training, Sports Massage, Coaching, Physiotherapy, Teaching, Sports Psychology
 Additional course details can be found at: www.pearson.com



Options Form 2024**Student Name:****Deadline to hand in: 14th February 2024****Form Tutor:**

All students will study one subject from each option block. Whilst every effort is made to ensure students receive their first preference, a first and a second preference must be provided in each block.

EBacc Certificate: To follow the EBacc Certificate, students will select one Humanities subject (Geography or History) and a Modern Foreign Language (German, Mandarin or Spanish).

| Option A - 1st and 2nd preference | | | |
|---|--|----------|--|
| Geography | | German | |
| History | | Mandarin | |
| Triple Science | | Spanish | |
| Additional English and Maths (Selected students only) | | | |

| Options B - 1st and 2nd preference | |
|------------------------------------|--|
| Geography | |
| History | |
| Computer Science | |
| Performing Arts | |
| Photography | |
| Engineering | |
| Catering | |
| Creative Media | |
| Business Studies | |
| Economics | |
| Philosophy and Ethics | |
| Child Development and Care | |
| Film Studies | |

| Options C - 1st and 2nd preference | |
|------------------------------------|--|
| Geography | |
| History | |
| Spanish | |
| Classical Civilisation | |
| Art, Craft and Design | |
| Fashion and Textiles | |
| ICT | |
| Business Studies | |
| Travel and Tourism | |
| Sport | |
| Hair & Beauty | |
| Music | |
| Drama | |

Do you have any questions regarding the options process or subject selection?

Do you have a specific career goal or interest?

Optional GCSE in Home (First) Language. Please state language:

Options Form - Notes