

**LIBERTY ACADEMY**

# Options Booklet

Year 9 Options 2026-28

**2026-28**



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## **WELCOME YEAR 9 - Your future begins today!**

Year 9 is an exciting time as you have the opportunity to make decisions about some of the subjects you will study at Key Stage 4.

In this booklet you will find key information about the Key Stage 4 curriculum for both compulsory and option subjects.

As part of the options process, carefully planned activities will help you understand the different types of qualifications available, and the opportunities they could lead to. We want to support you in making these choices to ensure you are following subjects you enjoy and will be successful in during Key Stage 4.

## **OUR EXPECTATIONS**

We have high expectations of your work and behaviour in Key Stage 4 as we want you to achieve the best you can. In particular, we will expect you to:

- Maintain good working relationships with your teachers and with other students
- Be polite and courteous and consider other people's needs as well as your own
- Work to the very best of your ability and allow other people to do so too
- Meet deadlines and complete all homework
- Take full advantage of opportunities available to you
- Develop your interests and skills outside the classroom
- Contribute positively to the reputation of the school in the local community

## **THE OPTIONS PROCESS**

You will have the opportunity to hear teachers talk about their subjects at the Options Evening on Thursday 5<sup>th</sup> March. You should also be proactive in finding out about courses by talking to teachers and students. To make the best choices you need to:

- Choose subjects that you enjoy.
- Think about how you learn best and choose subjects that match your strengths.
- Choose subjects that support your career plans.
- Talk to a range of people about the different options, older students will be able to give you some good advice.
- Keep your options open by choosing a broad range of subjects.

Please note that some courses outlined in this brochure may not be offered in September 2026. There will be a minimum class size set and if a course is not popular in the choices phase, it will not be offered in September.

With very best wishes,

Mrs Brice  
Assistant Vice Principal

## KEY INFORMATION

### Option Subject Offer 2026:

#### CORE SUBJECTS

English Language  
English Literature  
Mathematics  
Science  
Religious Studies  
PSHE (Non-examined)  
Physical Education (Core, Non-examined)

#### OPTION SUBJECTS

Geography\*  
History\*  
Languages - Chinese\*  
Languages - French\*

\* All students must select at least one of these subjects. For Languages, it must be a language you have studied in Key Stage 3. You can choose all three of your first choice courses from this list if you wish

Animal Care  
Art  
Business Studies  
Child Development  
Design and Technology  
Drama  
Film Studies  
Hospitality and Catering  
Music  
Photography  
Sports Studies  
Triple Science  
Constructing the Built Environment  
Hair and Beauty  
Health and Social Care  
ICT

A final decision will be based on a range of factors such as group size and your suitability to complete the course successfully.

You are encouraged to keep a broad and balanced curriculum by selecting a range of subjects.

**Thursday 5<sup>th</sup> March 4:30 – 6:30 pm Options Evening:** an opportunity to listen to your teachers talk about their subjects, including course content, post-16 opportunities and whether or not their subject would be suitable for you.

**Friday 13<sup>th</sup> March:** The deadline for your options form to be completed and submitted.

If you need any help, advice or support in selecting your subjects, you can ask:

- Your Form Tutor
- Your class teacher
- Your Head of House
- Mrs Brice, Assistant Vice Principal responsible for KS4 Options
- Senior Leadership Team
- Mrs Stephenson, Associate Assistant Vice Principal responsible for Careers
- Mrs Lockham, Careers Advisor
- Mrs Kirk, SENDCo

## PARENT AND CARER FREQUENTLY ASKED QUESTIONS

**HOW MANY SUBJECTS CAN MY CHILD CHOOSE?** All students must select one subject from a Language, History or Geography. Students then select two further 'first' choice subjects (which can include a Language, History or Geography). Students are then asked to select two reserve choices in case their first choice options are not available.

**MY CHILD DOESN'T KNOW WHAT TO DO, WHERE CAN WE GET HELP?** Ask as many questions of as many people as possible. You could talk to subject teachers; talk to older students who have experienced different subjects; do some research around possible career interests; book an appointment to meet your child's form tutor or Mrs Brice.

**DOES MY CHILD HAVE TO TAKE A MODERN FOREIGN LANGUAGE?** All students must choose at least one subject from a Modern Foreign Language, History or Geography. It is possible to choose all three of these subjects if they wish. The value of studying a Modern Foreign Language cannot be underestimated for a child's future academic opportunity. Students are able to choose the language they have studied at Key Stage 3.

**IF MY CHILD DOESN'T TAKE A SUBJECT AT KEY STAGE 4 DOES THIS MEAN THEY WON'T BE ABLE TO DO IT AT A LEVEL?** Not necessarily; in fact there are countless A Level and BTEC qualifications that are offered by post-16 providers that are often not studied at GCSE.

**MY CHILD WANTS TO DO MEDICINE; DO THEY HAVE TO TAKE SEPARATE SCIENCE?** Again, not necessarily. Post-16 providers will accept students on to science A Level courses with good passes in GCSE Combined Science.

**WHAT HAPPENS IF ALL THE CHOICES INCLUDING THE RESERVE CHOICES DON'T FIT?** This is exceptionally unusual, but not impossible. In the unlikely event of this happening, Mrs Brice will liaise personally with the student to resolve the issue.

**WHEN WILL I KNOW WHAT MY CHILD HAS FINALLY BEEN ALLOCATED?** Although much of the administration of options will happen quite quickly, students will not find out which options they have been allocated until late June or early July. The reason for this is to avoid any confusion or disappointment by giving out information that may change. It is only when we have full knowledge of how the following year's timetable will look that we can definitively inform students what subjects they will be taking. This is usual practice.

## **GCSE ENGLISH LANGUAGE CORE**

### **LANGUAGE SHAPES THE WAY WE THINK AND DETERMINES WHAT WE CAN THINK ABOUT.**

The KS4 English curriculum at Liberty Academy is designed to build upon the skills base you have developed at KS3 and inspire and encourage you to progress on to KS5.

Language study is split across the curriculum, with a focus on the writer's craft and manipulation of language to create a range of effects. We explore a vast range of different fiction and non-fiction texts during language study, thus easily linking back to KS3 studies and building on your prior learning.

The course will enable you to develop the skills you need to read, understand and analyse a wide range of different texts and write clearly. You will also be assessed for Speaking and Listening in language and you will give a presentation on a topic of your choice. This speaking and listening project runs at the end of Year 9 and a selection will be filmed for sample purposes. Your grade from this will count towards your final GCSE grade.

In Year 11, you will sit two equally-balanced un-tiered papers, each assessing reading and writing in an integrated way. The course encourages you to develop skills of analysis, synthesis, information retrieval and critical thinking, whilst also providing opportunities for creative writing. In class you will examine the writer's craft – the different ways in which authors shape and craft their writing for a range of effects. You will also discuss the structure of texts and the chronology of plot and narrative action.

### **HOW CAN LEARNING BE SUPPORTED AT HOME?**

- You should try to read anything and everything! Sunday newspapers, sports news, glossy magazines and film reviews would all be beneficial for your literacy skills and your understanding of genre and tone
- Travel reading/writing – there are lots of travel guides on the internet as well as in books and magazines
- Visit a local library or the library at school

### **USEFUL WEBSITES**

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)   [www.sparknotes.com](http://www.sparknotes.com)   [www.litcharts.com](http://www.litcharts.com)

### **KS4 TEACHERS**

Miss E O'Sullivan, Mrs T Galbraith, Mr C Kimm, Mrs S Hagar, Mrs P Longley  
Mr A Riches, Miss K Bratton, Mr T Williams, Miss J Afford, Mrs K Hill, Ms S Hossack,  
Mr L Hill, Mr G Suddaby

## GCSE ENGLISH LITERATURE CORE

### ONE THAT LOVES READING HAS EVERYTHING WITHIN THEIR GRASP.

English Literature counts as one extra GCSE qualification and will allow the opportunity to read and analyse a range of texts, contexts and genres. The fascinating range of contexts studied offer exciting opportunities for lively classroom debate. Our team of specialist teachers will bring stories to life through engaging lessons and enrichment activities, whilst inspiring you to become a confident and developed reader. These studies will not only help to prepare you for your GCSEs, but will inspire a love of English and teach you to view the world of literature and the world that surrounds you in a new light.

You will study the following texts:

- Shakespeare's Macbeth: this Gothic play is a dark and blood-thirsty tale of ambition, betrayal and deceit that explores a character whose fatal flaw utterly destroys both him and his wife
- Dickens' festive favourite 'A Christmas Carol'
- Willy Russell's classic musical 'Blood Brothers', a tale of two brothers who are separated at birth, only to be reunited with life-changing consequences. You will study the contextual issues surrounding the play (such as the British class system and issues of poverty and elitism) and may even be given the opportunity to witness the play yourselves at a local theatre
- You will also study poetry and will be given the skills needed to analyse both seen and unseen poems, covering such issues as Conflict, Power and War.

### HOW CAN LEARNING BE SUPPORTED AT HOME?

- The best way to prepare is to read widely. Our school library offers a wide range of literary texts, including texts that are included within the courses detailed above. Just ask any English teacher for more information
- Revision guides can be purchased in school for £1 each
- You could also visit your local library or go and see a show at a local theatre venue.

### USEFUL WEBSITES

[www.aqa.org.uk/subjects/english](http://www.aqa.org.uk/subjects/english)  
[www.bbc.co.uk/education/subjects/zr9d7ty](http://www.bbc.co.uk/education/subjects/zr9d7ty)  
[www.bbc.co.uk/education/subjects/zckw2hv](http://www.bbc.co.uk/education/subjects/zckw2hv)

### KS4 TEACHERS

Miss E O'Sullivan, Mrs T Galbraith, Mr C Kimm, Mrs S Hagar, Mrs P Longley  
Mr A Riches, Miss K Bratton, Mr T Williams, Miss J Afford, Mrs K Hill, Ms S Hossack,  
Mr L Hill, Mr G Suddaby

## GCSE MATHEMATICS CORE

During your GCSE studies you will study the following six areas of mathematics:

- Number
- Algebra
- Ratio, proportion and change
- Geometry and Measures
- Probability
- Statistics

We currently follow the Edexcel specification and all material used is heavily exam-based so that students are well prepared for the end of year 11.

As Maths is a core subject all students will study and sit a GCSE examination at either Higher or Foundation tier. The tier of entry that you study is based on regular assessments throughout their time in the school.

Throughout Year 10 and 11 you will continue to be assessed every half term based on a broad range of skills and topics at GCSE level. You will also be assessed regularly on critical facts and skills that have been identified as weak areas for student performance across the country. Any tier of entry changes or set moves will be made according to performance, application and effort.

For those that are excelling in their studies we also offer Level 2 Further Mathematics following the AQA specification. This is designed to support those students who will be achieving a Grade 7-9 and moving onto study A Level Mathematics in the future.

### HOW CAN LEARNING BE SUPPORTED AT HOME?

- Use Sparx maths: All work studied in lessons is supported through Sparx and regular use is proven to help with an improvement in grades.
- Use Walking Talking Mock booklets: These booklets focus on specific areas of weakness so the more you revise these the greater your chance of success.
- Complete exam papers and use pinpoint feedback: These identify areas of weakness and provide support towards . They are great for building confidence and establishing a structure with attempting specific questions.

### USEFUL WEBSITES

[www.vle.mathswatch.co.uk](http://www.vle.mathswatch.co.uk)

[www.pinpointlearning.co.uk](http://www.pinpointlearning.co.uk)

### KS4 TEACHERS

Mr M Hewitt

Mr J Davison

Mr A Stokes

Mr A Hicks

Mr M Thomas

Miss S Hewitt

Mr H Gobbi

Mr A Powell

Miss S Hewitt

Mrs J Floater

Mr H Gobbi

Mr L Dlaimi

## **GCSE SCIENCE (including Triple Science Option)**

### **SCIENCE IS SIMPLY THE WORD WE USE TO DESCRIBE A METHOD OF ORGANISING OUR CURIOSITY.**

KS4 science at ASA builds on the foundations you have learnt in years 7, 8 and 9. Our carefully planned programme will develop your scientific knowledge, your understanding of science and your practical skills, thus enabling you to examine the world around you with a deeper understanding and curiosity.

All students will study the AQA GCSE Combined Science:

Trilogy course will achieve two GCSEs in Science, graded on a scale from 9-9 to 4-3 for Higher papers and 5-5 to 1-1 for Foundation papers.

You will complete two exam papers for each of the three sciences – Biology, Chemistry and Physics.

These papers will contain a mixture of questions on scientific knowledge, the application of mathematics to a science context and practical skills; and your final grade will be based on a combination of these papers.

Some students may choose Triple Science as one of their options. Students on this pathway will receive a single GCSE in each of the three separate science subjects – biology, chemistry and physics. The content for these subjects builds upon the Combined Science content, but adds a significant amount of detail and opportunity for application.

Triple Science students will be awarded a grade in each science that is independent of the other two. The scheme of assessment is the same as for the Trilogy course - however the examinations are longer. The support offered to students will be the same as that offered to the Combined pathway - however, there is an expectation that students will complete additional work outside of the classroom and in most cases, outside of what is set by the classroom teacher.

After regular classroom assessments, students will receive personalized feedback to ensure the next steps and revision are pinpointed.

Both learning programmes provide a gateway to study science post-16.

With our KS4 programme you will study the following units:

## **BIOLOGY**

Paper 1: Cell biology; Organisation; Infection and Response; Bioenergetics;

Paper 2: Homeostasis and Response; Inheritance, Variation and Evolution; Ecology

## **CHEMISTRY**

Paper 1: Atomic Structure and the Periodic Table; Bonding, Structure and the Properties of Matter; Quantitative Chemistry; Chemical Changes; Energy Changes

Paper 2: The Rate and Extent of Chemical Change; Organic Chemistry; Chemical Analysis; Chemistry of the Atmosphere; Using Resources

## **PHYSICS**

Paper 1: Energy; Electricity; The Particle Model of Matter; Radiation

Paper 2: Forces; Motion; Waves; Magnetism and Electromagnetism

Those on the Separate Science pathway will also study an additional unit of Space Physics

## **HOW CAN LEARNING BE SUPPORTED AT HOME?**

- Lesson 6 with Science teachers
- Independent study sessions & Science intervention
- Sparx Science
- Resources uploaded onto Google Classroom
- BBC Bitesize, Seneca Learning & many other online sources

## **TEACHERS**

Miss C Angell

Mrs E Brice

Mr M McGrath

Mr T Lynch

Mr J Grierson

Mrs L Hunter

Mrs S Priestman

Miss J Wray

Miss K Burns

Mr A Wilson

Miss A Sharman

## **GCSE RELIGIOUS STUDIES CORE**

### **RELIGIOUSLY LITERATE, PHILOSOPHICALLY CURIOUS AND CULTURALLY AWARE.**

All students will study EDUQAS GCSE Religious Studies. This consists of three papers which will be assessed at the end of Year 11:

PAPER 1 is Religious, Philosophical and Ethical Studies in the Modern World. This covers Relationships, Life and Death, Good and Evil and Human Rights. All these areas create discussion and understanding of how relevant RS is in the world today as well as how and why people have different views on these issues.

PAPER 2 is a study of Christianity looking specifically at beliefs, teachings and practices. When studying Christianity, you will learn challenging concepts and a range of biblical teachings. You will begin by studying the creation through the accounts in Genesis and John, then go on to develop your understanding of Jesus Christ through studying his life. You will learn about the incarnation, crucifixion, resurrection and ascension and the significance of salvation for Christians. You will develop this further to learn about the beliefs in the afterlife including bodily resurrection, all the while learning that different Christians believe different things.

PAPER 3 is a study of Islam looking specifically at beliefs, teachings and practices. In the Islam aspect of the curriculum, you will learn about the main beliefs of Sunni and Shia Muslims, the life of Muhammad and the importance of the Qur'an to Muslims. Furthermore you will learn about the practices and duties Muslims have to worship their God, for instance giving to charity, praying and fasting during Ramadan.

### **HOW CAN LEARNING BE SUPPORTED AT HOME?**

- Lesson 6 revision sessions with specialist RE teachers.
- Revision activities on Google Classroom and GCSE Pod.
- BBC Bitesize.
- Resources located on the Eduqas website for RS.
- Visit places of worship and the in-house Chapel
- Speak to people of different religious faiths.
- Encourage the watching and reading of the news and current affairs.
- Support your child with revision for assessments by testing them and producing flashcards/mindmaps.

### **TEACHERS**

Miss L Reed

Miss Larvin Smith

Miss Effard

Miss H Ward

Mr Coleman

Mrs Hagar

## **PSHCEE (Core, non-examined)**

The Personal, Social, Health, Careers and Economic Education is a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity within every other subject area they will study as young people and into adulthood.

The PSHCEE curriculum also studies age appropriate Relationships and Sex education giving pupils essential skills to manage their own safety, make decisions with regards to their health and wellbeing as well as healthy choices on drugs, alcohol, tobacco, sex and relationships. We have designed our PSHCEE curriculum using the PSHE Association recommendations and in line with the Government's statutory Sex and Relationship Education programme. This provides a programme which offers us a comprehensive, carefully thought-through Scheme of Work bringing consistency and progression to our students' learning in this vital curriculum area. This also supports the "Personal Development" and "Behaviour and Attitude" aspects as well as the British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our young people.

## **USEFUL WEBSITES**

- Cornerhouse Hull
- Yorkshire MESMAC
- HEY Mind
- Re-FRESH Hull

## **TEACHERS**

Ms S Hossack (Subject Leader)

## **PHYSICAL EDUCATION (CORE PE, non-examined)**

### **Developing real-world skills to prepare you for the future.**

You will continue to cover units of activities similar to those in Years 7, 8 and 9. However, you will be required to take a more proactive role in umpiring, refereeing, time keeping, coaching and leadership.

There will be opportunities to take sports related courses for coaching and officiating.

You will have the opportunity to represent the academy in a range of different sports according to the Hull School Sporting events calendar.

Units of work include: Badminton, Football, Rugby, Basketball, Table Tennis, Gymnastics, Golf, Athletics (track and field), Rounders, Softball, Orienteering, Cricket, Tennis, Netball, Dance, Aerobics/ Fitness, Dodgeball plus less traditional sports like ultimate Frisbee and American football.

Practical assessment takes place at the end of each unit which will be based on sporting ability, knowledge of the sport and your ability to lead and be a good team member.

### **HOW CAN LEARNING BE SUPPORTED AT HOME?**

- Encourage students to take part in extracurricular activities
- Encourage students to attend fixtures and represent the academy
- Encourage students to take part in officiating opportunities
- Encourage students to take part in coaching opportunities
- Visit sporting events locally and nationally
- Regular exercise during the week
- Join local clubs

Watch Sports on the TV and engage with various media outlets (twitter), newspapers and magazines which inform you about current sports and sports news.

### **TEACHERS**

Mr L. Hall, Miss E. Fairbank, Mr J. Sweeting, Mr C. Stead, Mr P. Grayburn

## GCSE GEOGRAPHY

### WITHOUT GEOGRAPHY, YOU'RE NOWHERE...

The intent of our KS4 Geography curriculum is to further foster curiosity and wonder about the world around them and the role they play in its sustainable future. Delivered via a carefully thought-out balance of physical and human topics throughout Y10 and Y11, topics are taught in an order which ensures an understanding of a range of topics to prepare them for their studies in KS5.

**PAPER 1 (Living with the Physical Environment):** The Challenges of Natural Hazards including tectonic, weather and climate change; The Living World including tropical rainforests and hot deserts; and Physical Landscapes in the UK including coastal and river landscapes.

**PAPER 2 (Challenges in the Human Environment):** Urban Issues and Challenges, including Rio De Janeiro and UK case studies; The Changing Economic World including Nigeria and UK case studies; and The Challenge of Resource Management including a global energy study.

**PAPER 3 (Geographical Applications):** Split between a decision-making exercise based on pre-released material, analysing unseen fieldwork and their own fieldwork enquiry.

Geography will help you to be more aware of everyday situations and issues faced by the people who live around you in other parts of the UK, and across the world. Geography is a highly topical subject, ever changing as world events unfold. When newspaper articles or television reports about a potential cataclysmic 'supervolcanic' eruption in the USA, then this geography course will help you make sense of what is going on. Geography will make you a better informed and more aware citizen. Geography makes many links to other subjects within the curriculum and allows you to better understand the world we live in. Field trips happen as part of the course, allowing you to experience in the field the very things that you are learning about in the classroom.

### HOW CAN LEARNING BE SUPPORTED AT HOME?

- Support with completing revision and homework
- Encourage the use of BBC Bitesize and Internet Geography
- Encourage the use of the revision resources on their Geography Google Classroom
- Watching news, weather and documentaries

A Geography GCSE opens up careers in a range of fields, including those in the education, environmental, commerce, industry, transport, energy, tourism and public sectors. You'll also have many transferable skills, attracting employers from the business, law and finance sectors.

### TEACHERS

Mrs E Callan, Miss H Oxby, Mrs S. Murphy-Corish, Mr L Clark

## GCSE HISTORY

### THE MORE YOU KNOW ABOUT YOUR PAST, THE BETTER YOU ARE PREPARED FOR YOUR FUTURE. (THEODORE ROOSEVELT)

We all live in a dynamic and interconnected world. Knowledge of the past is essential in understanding and trying to make sense of what's happening now. GCSE History helps us to do both, through studying key events and individuals from the past and the ways in which they have shaped our present. GCSE History builds, and expands on the History you will have already studied at Key Stage 3. You will have the opportunity to really develop your understanding of British and world history. Additionally employers are always looking for young people who are able to think critically and analytically, both key attributes of the historian, and studying GCSE History can help you take the first steps on a variety of career paths, including law, journalism, marketing, human resources, and management.

The History department follows the Eduqas History GCSE 9-1 and it consists of the following:

**Component 1:** Studies in Depth: Written examinations: 2 hours ( split into two papers of 1 hour duration each) 50% of qualification

**1B. The Elizabethan Age, 1558-1603.** This option focuses in depth on selected themes and issues relating to the history of England during the Elizabethan Age, from 1558 to 1603. You will consider the major influences on political and social life during the period as well as the issue of religious controversy.

**1G. Germany in Transition, 1919-1939.** This option focuses in depth on selected themes and issues relating to the history of Germany from 1919-1939. You will consider the impact of the First World War on Germany, the recovery of the Weimar Republic, the factors which led to the rise of the Nazis and the impact of the Nazi regime upon the lives of the German people.

**Component 2: Studies in Breadth**

Written examinations: 2 hours ( split into two papers of 45 minutes for the Period Study and 1 hour 15 minutes for the Thematic Study)  
50% of qualification

**2A. The Development of the USA, 1929-2000.** This option focuses on the key trends and turning points that have affected the development of the USA between 1929 and 2000. You will consider the developments, events and personalities which have shaped the recent history of the USA and examine the major political, social, economic and cultural perspectives which have affected the lives of the American people over the whole of this period.

**2F. Changes in Health and Medicine in Britain, c.500 to the present day.** This option focuses thematically on the main trends in the history of health and medicine in Britain from c.500 to the present day. You will be required to consider the causes, treatment and prevention of illness and disease, advances in medical knowledge, developments in patient care and advances in public health and welfare over time. You will also be required to examine the major political, social, economic and cultural perspectives which have contributed to the development of health and medicine.

**A study of the historic environment connected with Changes in Health and Medicine in Britain, c.500 to the present day** You will study a named historic site and consider the key historic features of the historic site, the significance of the historic site on a local, regional and national level, and how the historic site contributes to a wider understanding of changes in health and medicine in Britain, c.500 to the present day.

## **HOW CAN LEARNING BE SUPPORTED AT HOME?**

- Encourage the watching of films, documentaries and TV programmes as well as carrying out additional reading.
- Support your child with revision for assessments by testing them, checking their notes, flash cards, posters.
- Support your child by ensuring they complete all assigned revision homeworks.
- Encourage the use of GCSE Pod and Seneca Learning.
- Ask your child to tell you about the lessons they have had in History, the people involved, the events, the causes and consequences.
- Encourage the use of revision websites and other resources on their History Google Classroom.
- Visit historical buildings, museums and other places of interest
- There will also be an opportunity to participate in a historical visit to Belgium/France to visit the WW1 battlefields depending on numbers of interested students and funding.

Careers you could aspire to with a GCSE in History include:

Archivist, archaeologist, intelligence specialist, international business, banking, armed forces, diplomatic services, police officer, teacher, civil service employee, journalist, law, solicitor, human resources and much more!

## **TEACHERS**

Miss M Hardisty

Mr T Pearson

Mr A Risebury

Mr B Lane

## **GCSE CHINESE**

***To learn a language is to have one more window from which to look at the world - Chinese proverb***

GCSE Chinese involves speaking, listening, reading, and writing, with exams at the end of the GCSE course. The course offers opportunities for you to study topics such as family life, leisure activities, food and drink, festivals, holidays, education, Jobs and careers, environmental issues etc. Aspects of Chinese culture are heavily embedded in the course.

Research predicts that China will become the world's largest economy by 2050. Unfortunately, very few people in the UK are taking Chinese GCSE courses. Therefore those young people equipped with Chinese language skills and cultural understanding will no doubt have an edge in the future job market.

### **HOW CAN LEARNING BE SUPPORTED AT HOME?**

- Show great interest and enthusiasm towards your child's study.
- Encourage them to do well, to spend some time, no matter how little, to revise.
- Parents will be informed of their child's progress via school report, letters and text messages throughout the course.

### **USEFUL WEBSITES**

- [www.gochinese.net](http://www.gochinese.net)

### **TEACHERS**

Mrs L Dai

## GCSE FRENCH

***To learn a language is to have one more window from which to look at the world - Chinese proverb***

If you enjoy learning about different cultures and developing your communication skills in another language, then GCSE French is for you!

Studying a language at GCSE is the first step in gaining a skill for life which can open doors to a variety of opportunities. It is a highly academic subject well regarded by both employers and universities.

### WHAT WILL I STUDY?

Theme 1 - People and Lifestyle

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

Theme 2 - Popular culture

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

Theme 3 - Communication and the world around us

- Travel and tourism
- Media and technology
- The environment and where people live

### HOW WILL I BE ASSESSED? Assessment: 100% Exam Exam board: AQA

Paper 1 – Listening (25%)

Paper 2 – Speaking (25%) - conducted by your class teacher.

Paper 3 – Reading (25%)

Paper 4 – Writing (25%)

You will be entered for all of the examinations at the same tier - foundation / higher.

### Where could languages take me?

Careers you could aspire to with a GCSE in French include:

Air traffic controller, intelligence specialist, international business, banking, armed forces, police officer, holiday rep, tour operator, teacher, sports agent, football manager, translator, interpreter, lorry driver, immigration officer, civil service employee, engineer, editor, and travel agent among others.

### HOW CAN LEARNING BE SUPPORTED AT HOME?

We recommend students listen to French chart music and watch YouTube clips of their favourite TV shows in French as well as watch DVDs of familiar films set to French language settings. Netflix is a great place to start!

### TEACHER

Miss M James

## **BTEC Pearsons level 1 / 2 Tech Award ANIMAL CARE**

Whether you're an aspiring veterinarian, a passionate animal lover, or simply seeking to expand your understanding of our animal companions, this course will provide you with the knowledge, skills and understanding needed to further your studies in the Animal Care sector.

### **KEY STAGE 4**

Students will follow the [Pearson BTEC Level1/Level 2 Tech Award in Animal Care](#).

### **WHAT WILL I STUDY?**

Students will have the opportunity to develop knowledge and practical skills in the following areas:

#### **Component 1: Animal Handling.**

Students will develop their animal handling skills whilst gaining an understanding of the principles of animal behaviour, enabling them to handle and restrain animals safely. This is assessed through practical and assignment based learning.

#### **Component 2: Animal Housing and Accommodation.**

Students will develop their understanding of the accommodation and housing requirements of different animal species. They will carry out the preparation, checking and cleaning out of animal accommodation, this is assessed through practical and assignment based learning.

#### **Component 3: Animal Health and Welfare.**

Students will cover all aspects of animal health and welfare; understanding the visible signs of good and ill health, common diseases and disorders, the legalities of animal welfare, animal roles in society and the moral responsibilities of the animal owner.

Knowledge, understanding and skills acquired throughout these components will be used to complete an externally assessed written exam under supervised conditions.

Students are required to submit video evidence for component 1 & 2, therefore it will be necessary for the student to be comfortable in performing handling and animal housing maintenance under recorded assessment conditions.

As part of the educational visits, this course offers the opportunity to visit the Yorkshire Wildlife Park, which aims to promote a deeper understanding of animals in the natural world. Students can enjoy an immersive experience, allowing them to observe a large variety of wildlife species up close.

More opportunities to engage with animals, and visit various and diverse animal facilities, will be planned in alignment with your studies.

Upon successful completion of this qualification, students can progress onto:

- A Levels as preparation for entry to higher education in a range of subjects
- Other Level 2 vocational qualifications for the land-based sector
- The study of vocational qualifications at Level 3, such as Pearson BTEC Level 3 National in Animal Management

### **How can learning be supported at home?**

- We encourage students to regularly check in to the Animal Care Google Classroom. Additional information and activities will be uploaded for independent home learning and revision.
- Watching animal related material such documentaries and programmes can broaden the students knowledge on the animal kingdom and animal related topics.
- Visiting animal establishments, such as RSPCA, wildlife parks and community farms will give the students the opportunity to engage with animals outside of their classroom studies.

### **TEACHER**

Miss C Dixon

## GCSE ART

### **BE CURIOUS, BE CREATIVE, BE REFLECTIVE, BE YOURSELF.**

Our aim is to enthuse students with a passion for the Creative Arts that will last a lifetime, opening minds to possibility and wonder. The Creative Arts are a crucial part of education. Creativity is critical thinking and as such the arts allow students to discover, engage and grow in exciting and beneficial ways.

Studying Art will provide you with a wide range of creative, exciting and stimulating opportunities to explore your interests in ways that are both personally relevant and developmental in nature. This course enables you to develop your ability to actively engage in the process of art – to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures. You are encouraged to tackle a variety of projects using a wide range of materials, techniques and skills. However, drawing will be the primary focus of this course with particular attention paid to the development of technical ability. Quality recording is key to success and the best way to progress is to practise...a lot. You will produce practical and critical/contextual work that will be assessed in two parts.

**UNIT 1 Personal Portfolio:** consisting of at least one extended project.  
60% of final grade.

**UNIT 2 Examination:** Externally set task.  
40% of final grade.

The areas covered during the course are: Drawing, Photography, Manipulation of digital imagery, Printmaking, Painting, Collage, Critical and contextual studies. There may be an additional pathway added to the 2022/23 curriculum that will remain with the Art & Design wheelhouse whilst offering students a more tailored experience

### **HOW CAN LEARNING BE SUPPORTED AT HOME?**

In an age when most children are too often drawn to screens – whether to watch television, text on mobile phones, or play video games – Art offers a chance for creativity and personal expression.

This GCSE course requires observational drawing and the more the students practise the better they will become. Setting up a still life or drawing from a photograph will help and drawings done at home can be used as part of a coursework submission.

### **TEACHERS**

Mr G Houston, Mrs L Coulman

## **GCSE BUSINESS STUDIES**

### **DEVELOPING BUSINESS LEADERS OF THE FUTURE**

Through Business our students will be equipped with the confidence, skills and knowledge to relate their learning to local, national and global contexts so that they can succeed in a fast changing world and lead the best life possible.

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Business consists of two externally examined papers which carry 50% of the overall grade. They are:

THEME 1 Investigating small business  
THEME 2 Building a business.

Business studies is concerned with the actions and decisions taken by firms and focuses on topics such as marketing, staff in the organisation, accounting and finance, management, strategy and production methods. Students will also cover some Economics, as it affects how businesses operate in their external environments.

As the name suggests, the course studies how businesses function and looks at the work that various departments, such as marketing, finance, human resources, and production carry out. The course also looks at how outside activities affect businesses, and in turn, how businesses react to these. You will learn about the important decisions that businesses face in modern, competitive, and often global, environments. You will also learn about business finance and laws that have an impact on businesses and consumers

### **HOW CAN LEARNING BE SUPPORTED AT HOME?**

- Watching the news on a regular basis is a good way to consolidate your learning and apply your knowledge to real life
- Reading newspapers will help you to practise applying context to your learning. This is something needed to achieve the highest grades
- All lessons and resources are shared through Google Classroom. You should use these to support you with homework and revision. Seneca Learning is a good source of revision.

### **NEXT STEPS**

This course is good preparation for A level Business, A level Economics, BTEC Level 3 Nationals in Business as well as Apprenticeships/Traineeships

### **USEFUL WEBSITES**

- [www.bbc.com/bitesize/subjects/zpsvr82](http://www.bbc.com/bitesize/subjects/zpsvr82)
- [revisionworld.com/gcserevision/business-studies](http://revisionworld.com/gcserevision/business-studies)
- [www.beebusinessbee.co.uk/](http://www.beebusinessbee.co.uk/)
- [www.senecalearning.com](http://www.senecalearning.com)

### **TEACHER**

Mrs K Stephenson

## Level 1/2 Cambridge National in CHILD DEVELOPMENT

Becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities. Responsibility for the well-being of a child starts before conception and this course aims to provide you with an overview of the roles and responsibilities of parenthood alongside an understanding of reproduction and pre-conceptual, antenatal and postnatal care.

This Child Development course will complement other learning that you're completing for GCSEs or vocational qualifications at Key Stage 4 and help to prepare you for further study. It is the equivalent of one GCSE and involves completing two units of internally assessed coursework and sitting one externally set examination.

The Cambridge National in Child Development will encourage you to:

- understand and apply the fundamental principles of Child Development , including health and well-being, creating a safe environment, the nutritional needs of children from birth to five years, and the development of children from one to five years.
- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, innovatively, analytically, logically and critically
- develop independence and confidence in using skills that would be relevant to the childcare sector and more widely.

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- preparing a feed or meal for a child
- choosing suitable equipment to use in a childcare setting
- planning suitable play activities
- helping to prevent accidents in a childcare setting.

### HOW CAN LEARNING BE SUPPORTED AT HOME?

- The best way to prepare is to read widely. Our school library offers a wide range of Child Development textbooks, including texts that are included within the courses detailed above.
- All presentations, class resources and additional reading materials will be accessible at home via Google Classroom.

### USEFUL WEBSITES

<https://www.ocr.org.uk>

<https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j818/>

<https://www.hoddereducation.co.uk/subjects/early-years-and-child-care/series-pages/level-1-level-2-cambridge-national-in-child-dev>

## **LEVEL 1/2 CONSTRUCTING THE BUILT ENVIRONMENT**

The Level 1/2 Vocational Award in Constructing the Built Environment is designed to support learners to develop an awareness of construction processes. It mainly supports learners who want to learn about the construction industry from the build perspective.

It provides learners with a broad introduction to the different trades involved in the sector, the importance of safety and security, and the types of career opportunities available.

This qualification is for learners who wish to develop their knowledge and understanding of the construction industry and gain experience of planning and developing construction projects.

The qualification has been designed to allow learners to develop knowledge, understanding and skills related to the following professions:

- Trades including Bricklayers, Carpenters, Electricians etc
- Site inspectors
- Project managers
- Architects
- Quantity surveyors

The qualification is unitised and each unit has been designed so that knowledge, understanding and skills are developed through tasks that have many of the characteristics of real work in the construction industry.

Each unit has an applied purpose which acts as a focus for the learning in the unit.

This approach is called applied learning and it enables learners to develop:

- Skills required for independent learning and development
- A range of generic and transferable skills
- The ability to solve problems
- The skills of project-based research, development and presentation.

### **TEACHER**

Mr Fearn

## **GCSE WJEC DESIGN & TECHNOLOGY**

### **DESIGN GIVES US SOLUTIONS, TECHNOLOGY MAKES THEM POSSIBLE.**

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. They will gain awareness and learn from wider influences including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively and apply technical and practical expertise via a broad range of design processes, materials techniques and equipment.

Unit 1: Design and Technology in the 21st Century Written examination: 2 hours  
50% of qualification A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of one area selected from: engineering design fashion and textiles product design .

Unit 2: Design and make task Non-exam assessment: approximately 35 hours 50% of qualification A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to: identify, investigate, analyse and outline design possibilities design and make prototypes and evaluate their fitness for purpose

GCSE WJEC Design and Technology opens the doors to a number of post-16 study options in a range of STEM subjects, and is well suited to any students who wish to progress to study or employment in any number of technical fields. A qualification in Design and Technology also opens doors to a range of post-16 apprenticeships.

### **HOW CAN LEARNING BE SUPPORTED AT HOME?**

- Use of the Design Technology Revision Guide
- Use of the Google Classroom
- Attendance at Lunchtime sessions and Lesson 6
- Being practical! Get involved in DIY and other similar projects to help you develop and practice your practical skills

### **TEACHERS**

Mrs S Russell

Mr J Fearn

## GCSE DRAMA

### EVERY HOUR A DRAMATIC EXPERIENCE – INSPIRING AWE AND WONDER.

The GCSE Drama courses allow you the opportunity to further develop your skills as a performer. Across the next two years you will develop techniques in a number of areas including: characterisation, devising and script based work. You will participate in practical assessments both in groups and individually and will complete coursework to support your rehearsal process. This course is an excellent opportunity to be creative, develop confidence and work with new people.

To benefit from the course you should enjoy performing in front of small audiences, work well with others and be a good attendee with lots of confidence. You will complete a written exam at the end of the course based on the work that you have produced. The exam will also cover content that is based around a set text and a piece of live theatre that you will watch and review.

Drama will help you to develop your:

- knowledge and understanding of style, genre and social context of performances.
- performance techniques such as interpretation, improvisation, physicality, stage, relationships with others, voice.
- design skills – interpretation, visual and design impacts and the use of scenic devices
- technical abilities – lighting, sound, technology and appropriate equipment
- collaboration and communication skills
- enquiring and reflective minds
- independent thinking and working.

Drama could lead on to further study in Drama, Theatre Studies, Performing Arts and Expressive Arts at A level and above, or other related subjects such as English, Music, Dance, Art and Design.

Career opportunities for students who study Drama at a higher level include: the media, theatre, television, radio, the film industry, arts administration, drama therapy, and education. We have had many students go on to study at prestigious and world renowned drama schools both across the country, and internationally because of the programme and training that we offer.

### HOW CAN LEARNING BE SUPPORTED AT HOME?

- Encourage students to attend local drama clubs.
- Go to see a show at a local theatre.
- Rehearse lines.
- Take part in the Academy production.
- Watch stage-based films

## **LEVEL 1/2 HEALTH & SOCIAL CARE**

Offering an effective introduction to the health and social care sector, this qualification looks at the role the sector plays in the health, well-being and care of individuals. It also introduces students to knowledge and skills needed to work in various care settings.

Underpinning the qualification is a focus on person-centred values, rights of individuals, communicating effectively and protecting individuals. Also, supporting individuals through life events and the option to plan and deliver a creative activity or a health promotion campaign.

The qualification is designed to help students learn practical skills that can be applied to real-life contexts and work situations, to think creatively, analytically, logically and critically and develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely.

### **TEACHER**

Mrs V Batley

## **GCSE WJEC HOSPITALITY & CATERING**

### **GROWING HEALTHY BODIES AND HEALTHY MINDS**

This is a fresh and exciting course that will equip you with an array of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety.

This course aims to:

- give you an awareness of the Catering/Hospitality industry
- encourage your organisation skills
- encourage the identification of customer needs and eating trends in a multicultural society
- develop your knowledge of nutrition and relationship between diet and health
- acknowledge the importance of cost effectiveness when menu planning
- provide you with an opportunity to work individually and as part of a team
- develop your creativity and interest in food preparation, presentation and service.

#### **HOW IT IS ASSESSED:**

**UNIT 1 The Hospitality and Catering Industry –External Assessment**

You will apply your learning by considering all aspects of the vocational sector. You should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. You will be able to use your learning of different types of establishment and job roles to determine the best option. You will then apply your learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legal and financially viable whilst meeting the needs of your potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

**UNIT 2 Hospitality and Catering in action – Internal Assessment** You will apply your learning to safely prepare, cook and present nutritional dishes. You will draw on your learning of different types of provision, kitchen and front of house operations in Unit 1, as well as personal safety in your preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists, managers and owners. This extends your appreciation of the whole vocational area beyond the kitchen environment.

If you choose to take this subject area further, you could follow careers in dietetics, the food science industry, and health education and promotion.

#### **HOW CAN LEARNING BE SUPPORTED AT HOME?**

- Practise basic skills at home
- Help them become more confident with their knife skills.

#### **TEACHERS**

Mrs V Batley, Mrs S Russell

## **BTEC LEVEL 1/LEVEL 2 TECH AWARD IN MUSIC PRACTICE**

### **EVERY HOUR A MUSICAL EXPERIENCE – INSPIRING AWE AND WONDER.**

The BTEC Music Practice course is designed for pupils that enjoy playing or singing and/or like using music technology to create music.

#### **The course allows music students to:**

- engage actively in the process of music study.
- develop performing skills individually and in groups to communicate musically with fluency and control of the resources used.
- develop composing skills to organise musical ideas and make use of appropriate resources.
- recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music.
- broaden musical experience and interests, develop imagination and foster creativity.
- develop knowledge, understanding and skills needed to communicate effectively as musicians.
- develop awareness of a variety of instruments, styles and approaches to performing and composing.
- develop awareness of music technologies and their use in the creation and presentation of music.
- recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology.
- develop as effective and independent learners with enquiring minds.
- reflect upon and evaluate their own and others' music.
- engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

It is highly recommended that your child takes up instrumental lessons in the Academy with the visiting teachers from Hull Music Hub, these will really enhance the experience and ensure the best outcomes possible. Please speak to Mr Quinn about signing up for these if you do not already have lessons.

**About the BTEC: Music Practice course:**

There are three components:

- 1. Exploring Music Products Styles:** Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.

**Learning Outcomes:**

A - Demonstrate an understanding of styles of music.

B - Apply understanding of the use of techniques to create music.

- 2. Music Skills Development:** Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

**Learning Outcomes:**

A - Demonstrate professional and commercial skills for the music industry.

B - Apply development processes for music skills and techniques.

- 3. Responding to a Music Brief:** Learners will be given the opportunity to develop and present music in response to a given music brief.

**Assessment Objectives:**

**AO1** Understand how to respond to a music brief

**AO2** Select and apply musical skills in response to a music brief.

**AO3** Present a final musical product in response to a music brief.

**AO4** Comment on the creative process and outcome in response to a music brief.

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

**To succeed in this course...** determination and hard work is needed. Students who enjoy performing and have the ability to express themselves creatively enjoy this subject immensely.

**HOW CAN LEARNING BE SUPPORTED AT HOME?**

Access to a computer and google classroom would be ideal. Practice space and time and access to an instrument at home are ideal but not essential.

**USEFUL WEBSITES**

- [portal.focusonsound.com](http://portal.focusonsound.com) (please request access - then use your google classroom login details)
- [Musictheory.net](http://Musictheory.net)
- <https://www.aqa.org.uk/subjects/music/gcse/music-8271>
- [hullmusicclub.com](http://hullmusicclub.com)

**TEACHER**

Mr M Quinn

## **GCSE PHOTOGRAPHY**

### **BE CURIOUS, BE CREATIVE, BE REFLECTIVE, BE CREATIVE.**

In a world increasingly dependent on visual media, it is essential to teach students visual literacy. Studying a Creative Arts subject will equip students with the wisdom to be able to unpack and respond to the visual stimuli that surrounds them everywhere they go.

The GCSE Photography course provides you with a wide range of creative, exciting and stimulating opportunities to explore the visual arts. The course of study is devised for all abilities and will give you the opportunity to improve existing art skills and experience new methods of working. It provides progression from topics discussed during Key Stage 3, in Design and Technology and Art and Design. Using the camera simply affords you another medium through which you can express your ideas. The tasks that you undertake will help gain experience and an appropriate foundation for further progression to Art and Design related courses such as A Level, BTEC and enhanced vocational and career pathways. You will produce practical and critical/contextual work that will be assessed in two parts.

#### **UNIT 1 Portfolio of Work:**

You will produce a portfolio of work consisting of more than one project which will be worth 60% of the final grade.

Project 1: Structures

Project 2: Distorted

Project 3: Still Life

#### **UNIT 2 Externally set task:**

You will be set a task by an external examination body. This will be worth 40% of your final grade. You will have unlimited preparation time for this followed by 10 hours in which you will produce a final piece.

#### **HOW CAN LEARNING BE SUPPORTED AT HOME?**

Always be on the lookout for interesting ways to capture subject matter. Experimenting with framing will improve confidence and allow students to express themselves creatively.

Encourage students to look at photographers' work and discuss reasons that they feel make the image successful.

#### **TEACHERS**

Mrs L Coulman

Mr G Houston

## **OCR CAMBRIDGE NATIONAL IN SPORTS STUDIES**

**Developing real-world skills, to prepare for the future.**

This course provides an excellent pathway for our students that have a particular interest in PE but want to move on and study with the wider world of sport. The OCR level 2 Sports Studies qualification is worth the equivalent of 1 GCSE.

**\*Please be aware this is largely a theory based subject\***

### **WHO IS THIS SUITABLE FOR?**

Anyone who has a genuine interest in Sport and Physical Activity. Pupils should be participating in physical activity outside of school. On this course they will improve their leadership, communication, strategic thinking and planning as well as increasing their knowledge about sport, physical activity and leisure. This award will not only provide a pathway to access to further education but will also help develop many skills that will be invaluable in the Workplace.

### **ASSESSMENT BREAKDOWN**

(Mandatory) Unit R184: Written paper, OCR set and marked – Contemporary Issues in Sports; 1 Opportunity to retake exam, however, the most recent attempt counts towards grading - 75 minute exam worth 70 marks.

(Mandatory) Unit R185: Coursework NEA - Performance and leadership in sports activities. Students will be assessed in their ability to perform in 2 team and or 2 Individual sports. They will also officiate a sport and analyse performance. Practical and assignment based assessment. Centre assessed and OCR moderated.

Practical and assignment based assessment. (Optional) Unit R186: Coursework NEA - Sport and the Media. Students will develop knowledge and understanding of the relationships between sport and the media, and develop ways of interpreting how sport is portrayed in the media. Centre assessed and OCR moderated.

### **HOW CAN LEARNING BE SUPPORTED AT HOME?**

Revise independently throughout the year to consolidate understanding

Complete independent work on time and to the best of their ability.

Keep all work documents neat, tidy and organised.

Organise your PE kit the night before any scheduled practical session.

Learn carefully and accurately the meaning of the key words provided in class.

Work independently on assignment based projects.

Access a wide range of media sources in order to expand knowledge of current sporting events and issues, which will help develop detail in extended coursework tasks.

### **TEACHERS**

Mr L Hall, Miss O Woolley, Miss E. Fairbank, Mr J. Sweeting

The following courses are new to our offer from September 2026:

## LEVEL 1/2 HAIR & BEAUTY

The Level 1/2 Technical Award in the Study of Hair and Beauty is aimed at learners who have an interest in developing a broad understanding of the hairdressing and beauty therapy sector and related industries, including retail, leisure, manufacturing and other personal care services.

This qualification is designed to use the context of hairdressing and beauty therapy as a vehicle to support learners to develop broad and comprehensive understanding of the sector and related industries but, more importantly, of core academic knowledge and study skills that will support progression into post-16 and higher education. Specifically the qualification will prepare learners to progress onto qualifications related to the hair and beauty sector, such as the T Level in Hair, Beauty and Aesthetics; however, learners may also progress onto broader areas of study. It is a vocational qualification equivalent to GCSE grades 9-1.

The content of the qualification is designed to engage learners through the context of hair and beauty due to its popularity and aspirational career pathways.

This qualification consists of three mandatory units.

- Business and entrepreneurship in the hair and beauty sector
- Anatomy, physiology and cosmetic science
- Design in the hair and beauty sector

## LEVEL 1/2 VOCATIONAL AWARD in ICT (TECHNICAL AWARD)

### What is this course about?

The Level 1/2 Vocational Award in ICT is a **practical, hands-on course** that helps you develop the digital skills needed for modern workplaces. You will learn how ICT is used in real business situations and gain confidence using a range of software and digital tools.

This course is ideal for students who enjoy **using computers, solving problems**, and **learning through practical tasks** rather than only written exams.

## What will I learn?

You will study a range of topics that show how ICT is used in real-life contexts, including:

- How businesses use ICT systems
- Creating and managing digital documents
- Using spreadsheets and databases to solve problems
- Planning and producing ICT solutions
- Understanding how ICT supports organisations and users

The course focuses on **developing practical ICT skills** that can be applied to real-world situations.

## How is the course assessed?

Assessment is a mixture of:

- **Internally assessed coursework** (set and marked by teachers)
- **Externally assessed task or exam** (set and marked by the exam board)

This balance suits students who perform well in **coursework and practical activities**, as well as those who are confident with exams.

## What skills will I develop?

By taking this course, you will develop:

- Strong **digital and ICT skills**
- Problem-solving and planning skills
- Communication and presentation skills
- Confidence using ICT in business situations
- Independent working and time management

These skills are valuable for further study and future employment.

## Who is this course suitable for?

This course is suitable for students who:

- Enjoy working with computers and technology
- Prefer **practical, applied learning**
- Are interested in how ICT is used in businesses
- Are considering careers involving technology or digital skills

## NOTES