

# OPTIONS BOOKLET 2026



**“Education is the key to unlocking the world.  
It is the passport to freedom”**

**- Oprah Winfrey -**

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# OPTIONS PROCESS 2026

This booklet is designed to provide you and your parents/carers with the information you need to make informed choices about the subjects you wish to study during your development year, helping ensure you are fully prepared for your GCSEs in Years 10 and 11.

While some parts of the curriculum are compulsory for all students, there is also an element of choice. This allows you to shape aspects of your learning programme according to your interests, future education plans, and career aspirations. The subjects you choose now are linked to your potential post-16 pathways and future careers, so it is important to think carefully about which options you would like to pursue.

The options process begins in the Spring Term when you start selecting your options. At Sirius Academy West, we are committed to making this process as straightforward as possible, ensuring you access the most appropriate programme of study to help you succeed and progress.

## STEP 1: Options evening- Monday 9th February

Students and their parents/carers will receive a presentation from the Senior Leadership Team outlining the 2026 Options process, followed by the opportunity to speak with specialist staff who teach the available subjects. They will also be able to view current GCSE work and gather more detailed information about each option on offer."

## STEP 2: Discussions

Students should speak with their parents/carers, subject staff, and the Year Team about the options available to them, and which choices will best support their progression into the Year 9 developmental year.

## STEP 2: Online Options Form: Deadline Friday 27th February

Complete the QR code which is on student reports which allow you to select the three options you wish to study further and a backup option.

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# KS4 PROSPECTUS

## GCSEs vs Vocational qualifications

There are two main qualification routes open to students at Key stage 4, referred to as GCSEs and vocational qualifications.

GCSEs are linear courses, this means that you are assessed through a series of final examinations taken at the end of the course in year 11. There may be some internal controlled assessment tasks in certain subjects. Strong attendance is needed for these courses to ensure that gaps in learning do not occur which will impact the final grade of the exam.

Vocational qualifications are alternative qualifications that are considered to be equivalent to GCSE courses in terms of their value. Vocational courses are mainly assessed through in-class assessments at regular intervals with an examination at the end of the course. The assignment deadlines are set by the examboard and as such strong attendance is needed to ensure that each assessment is completed on time to pass the course. A 'level 2 pass' is equivalent to a GCSE grade 4, although higher equivalent grades can be reached by achieving a 'level 2 merit or distinction.'  
 'A 'level 1' BTEC is below an equivalent passing grade in GCSE.

## THE CORE CURRICULUM

All students will study English language, English literature, Maths, Science, PSHE, RE and ICT in their Y9 developmental year, as well as core PE lessons.

Vocational qualification grading

Vocational Qualification Grade	9-1 Grade equivalent
Level 2 Distinction*	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1.25

GCSE qualification grading

New Grading Structure	Old Grading Structure
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	
1	
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# KS4 PROSPECTUS

## Options Curriculum:

Options Curriculum: The choices available to students are broken up into different option blocks. We have made a recommendation, if they wish, on which humanities your child should select in the first option, and this is based on prior attainment, progress and information from your humanities teachers. Each student will make 3 subject choices (and a backup option) which are detailed below.

## Options:

Option 1: History, Geography, RE, French and Spanish

Option 2: French, Spanish, Music, Drama, Art, Photography, Engineering

Option 3: History, Geography, RE, French, Spanish, Music, Drama, Art, Photography, Engineering, Food and Cookery, Health and Social Care, Child Development, Sport, Dance, Computer Science, ICT, Triple Science, Travel and Tourism, Business and Enterprise, Hair and Beauty

\*Please note that if a subject does not get enough students selecting it then it will not run. This is why we ask students to pick a backup.

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# WHERE NEXT AFTER YEAR 11?

All young people now need to stay in learning (education or training) until they are eighteen years old. This does not necessarily mean that young people must stay in school but they must however choose one of the following options:

- Full –time education such as the Sirius Academy West Sixth form college, or a training provider
- Apprenticeships or other work-based learning routes
- Employment with training

The College at Sirius Academy West provides an appropriate route for higher education at University or higher or degree apprenticeships. We realise that for some this might not be the right choice if they are seeking intermediate apprenticeships or work based learning. We are committed to offering quality information, advice and guidance so that all students in Year 11 will have the opportunity to have a careers interview with a careers specialist to assist them with these decisions.

## 10 Reasons why you should stay with us

1. Outstanding results—Our outcomes place is amongst the best performing Sixth Forms in the region, and in some subjects in the country!
2. Personal support—Sometimes we all need help, you can draw from one to one support, including your own personal supervisor!
3. Everything is Free! We believe that education should not cost you anything. All trips, books stationery is paid for by us. Including a free laptop.
4. Experiences to enrich. Post-16 is not just about in-class learning. We provide a range of opportunities. Including international trips.
5. Putting you first. Our sixth form is constructed around our students. Our Student Council sets the direction for our College, it's a place for you!
6. Community Spirit. As we are a small Sixth Form, we place importance on the value of community. Where everyone is valued and respected.
7. Subject Experts. Our teachers are subject experts often with postgraduate qualifications in their field.
8. Personal Learning. We pride ourselves on our small class sizes, leading to more one-to-one learning opportunities and rapid development.
9. Amazing facilities. We boast a fantastic learning environment with outstanding views and facilities to support your learning and next-steps.
10. Our Alumni. Every year we send around 90% of our students to University. Including the best places to study in the world!



# GCSE ENGLISH LANGUAGE

## Brief Summary of Course

Students study a range of modern and 19th century fiction and non-fiction extracts as well as learning to produce their own writing.

## Content of Course

- Reading and creative prose writing.
- Reading non-fiction and transactional/persuasive writing.
- Spoken language

## Method of Assessment:

### Paper 1 - What is assessed?

#### Section A:

(20%) – Reading Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions

#### Section B:

(20%) – Prose writing one creative writing task selected from a choice of four titles

### Paper 2 - What is assessed?

#### Section A:

(30%) – Reading understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions

#### Section B:

(30%) – Writing two compulsory transactional/persuasive writing tasks

Students will be assessed through 2 exams, one of which is 1 hour and 45 minutes long, the other 2 hours long.

## Where it has taken our alumni:

Charlotte Wilkinson studied Law at the University of Cambridge achieving a 1st class honours degree, after studying English Language, English Literature and Law at the College @ Sirius

## Where it can take you:

GCSE English Language facilitates entry to a number of vocations especially journalism, media and marketing as well as others that require excellent communications skills including business and the legal profession.

For more information contact Ms Yates in the English Department

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# GCSE ENGLISH LITERATURE

## Brief Summary of Course

Students study a 19th Century Novel (A Christmas Carol), a Modern Text (An Inspector Calls), a Shakespeare play (Macbeth), an anthology of poetry and some unseen poetry.

## Content of Course

Students work on the following skills:

- Comprehension
- Explaining the writers' viewpoints and perspectives
- Unseen poetry
- Comparison

## Method of Assessment:

### Paper 1:

(20%) Shakespeare's Macbeth; one essay question based on the reading of Macbeth. Extract given to support.

(20%) 19th Century Prose A Christmas Carol (Dickens; one source-based question.

### Paper 2 :

(20%) Post-1914 Prose/Drama An Inspector Calls (Priestley); one source-based question.

(20%) Poetry Anthology; one essay comparison question based on poems from the AQA Power and Conflict.

(20%) Unseen Poetry from the 20th/21st Century Two questions on unseen poems, one of which involves comparison.

Students will be assessed through two written exams; one that is 2 hours long and one that is 2 hours and 15 minutes long.

## Where it has taken our alumni:

Alex Williamson studied three A levels, including English Literature at the College @ Sirius.

After completing his English Literature degree at the University of Oxford, he began his training as an English Teacher.

## Linked Careers:

GCSE English Literature is highly valued in many vocations especially playwriting, journalism, and teaching.

For more information contact Ms Yates in the English Department

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# GCSE MATHEMATICS

## Brief Summary of Course

KS4 students will follow the 9-1 GCSE specification in Mathematics. This qualification provides demanding and fulfilling content, promoting confidence in key mathematical skills, knowledge and understanding. Students are encouraged to work independently and in cooperative groups to allow them to appreciate how mathematics can be used in their own lives and in society as a whole.

## Content of Course

Students are grouped into sets according to their ability, knowledge and learning needs. This provides students with the opportunity to work at an appropriate pace and depth of understanding. We aim to give each student confidence satisfaction and a sense of achievement as they progress through the course. Students are encouraged to develop their skills to use mathematics to solve problems and seek out solutions.

The course is delivered by an experienced team of specialist mathematics teachers, and covers a wide range of topics including: Number, Algebra, Ratio & Proportion, Geometry & Measures, Probability and Statistics.

## Method of Assessment:

GCSE in Mathematics is assessed by three exams, two calculator papers and one non-calculator paper, at the end of Year 11.

## Where it has taken our alumni:

Fenora David achieved A\*A\*A\* at the College @ Sirius in Maths, Further Maths, and Biology. She is currently in her third year at The University of Hull studying Maths. After completing her Degree, Fenora has won a scholarship to pursue postgraduate education at the University of Oxford, UCL or LSE.

## Linked Careers:

The skills and knowledge taught in GCSE Maths is useful in almost all careers. This is particularly fundamental if you are interested in vocations such as Accounting, Medicine and Engineering.

For more information contact Mr Brewster in the Maths Department

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# GCSE COMBINED SCIENCE

## Brief Summary of Course

The course has been designed to inspire and challenge students of all aspirations and abilities. We believe that Science offers something for every student and this course enables them to relate every aspect of the subject to their everyday life.

There is a heavy emphasis on practical enquiry and skills which aims to develop every student into a capable young scientist.

## Content of Course

Students will study all these disciplines of Science; Biology, Chemistry and Physics.

- Biology covers aspects ranging from cell biology and infections to bioenergetics and ecology.
- Chemistry builds on students' chemical analysis skills and allows them to study rates of reaction and quantitative chemistry.
- Physics covers topics ranging from forces to electromagnetism and waves.

The main aim of this range of content is to give students a broad scientific understanding that they can apply to their everyday life.

## Method of Assessment:

The Combined Science qualification is linear, which means all examinations are at the end of the course.

There are six examination papers; two Biology, two Chemistry and two Physics. Each examination takes the form of a 1 hour and 15 minute written paper with 70 marks available. Question forms will range from multiple choice, structured, closed short answer and open response.

## Where it has taken our alumni:

Martyna Andrzejewska is in her first year at The University of Leeds studying Biology. She studied Biology, Maths, and Chemistry at the College@ Sirius.

## Linked Careers:

GCSE Science supports the development of many transferrable skills to access a variety of professions, including Veterinary Science, Midwifery and Chemical Engineering.

Triple science is determined by assessment throughout year 9 - all students study trilogy throughout year 9, if assessment indicates that they are able to study triple science they study the additional triple science information starting in year 10.

For more information contact Mr Carr in the Science Department

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# MODERN FOREIGN LANGUAGES

## Brief Summary of Course

Studies show that multi-lingual students do better in all subjects, and we know that foreign languages broaden our horizons and open up opportunities for travel and work multilingual employees can earn up to 19% more than single language colleagues!

At Sirius Academy West, our students can continue to study either French or Spanish to GCSE level and may have the option to choose to study an additional language at GCSE.

Throughout KS4 students will further develop the language skills and topics that have been introduced at KS3. They will study topics in further depth and there are opportunities to practise their language skills through trips, increasing their appreciation and understanding of the culture in French and Spanish speaking countries. We also have pen pal and email exchanges to allow language students the opportunity to converse with young people in French and Spanish speaking countries.

“Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers.” Dr Adam Marshall, Director General of the British Chambers of Commerce

“Having language skills under your belt will help make you stand out from the crowd, whether you’re applying for an entry level position, a management role or an internal transfer.”

Steve Cassidy, Senior Vice President and Managing Director, UK and Ireland, Hilton

## Method of Assessment:

There are 4 Final examinations at the end of year 11:

- Listening - 25% -
- Speaking - 25%
- Reading - 25%
- Writing - 25%

## Themes covered are:

- Personal Identity and relationships • Healthy Living and lifestyle • Education and work
- Free time activities, media and technology • Customs, festivals and celebrations
- Celebrity culture • The environment and where people live • Travel and tourism

## Linked Careers:

Employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes. Possible careers involving languages include tourism, translation, and hospitality.

For more information contact Mrs Pavey in the MFL Department

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# GCSE GEOGRAPHY

## Brief Summary of Course

GCSE Geography gives students the opportunity to understand more about the world, the challenges it faces and their place within it. The course will deepen students' understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical investigative skills and approaches.

Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens. Our Geography course allows students to take closer look at human and physical aspects of Geography. It is a dynamic, relevant and fascinating subject about the real world. By studying Geography, students will be better able to understand the world around them and the big issues that we all face in the future.

## Content of Course:

Students will study three key aspects of Geography throughout the duration of the course:

- Living with the physical environment
- Challenges in the human environment
- Geographical applications

## Method of Assessment:

In GCSE AQA Geography students are assessed in three separate examinations:

Paper 1 and Paper 2 | 35% (each paper)

- Living with the physical environment
- Challenges in the human environment

The examination duration for Paper 1 and Paper 2 is 1 hour 30 minutes

Paper 3 | 30%

## Geographical applications:

The examination duration for Paper 3 is 1 hour 30 minutes. Students are assessed on Geography fieldwork. As part of their GCSE students are required to complete a Geography fieldtrip where students are expected to gather primary and secondary data. In addition, students will be presented with a specific geographic issue in the form of a pre-release which they will be asked questions about in the paper.

## Linked Careers:

Environmental consultant, surveyor, volcanologist and meteorologist and hospitality.

For more information contact Mr Robinson in the Humanities department.

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# GCSE HISTORY

## Brief Summary of Course

Studying GCSE History allows students to develop a broad understanding of political and social History with greater insights into military events and religious developments. The GCSE builds transferable skills such as research, analysis and communication. The GCSE is divided into 4 topics, split across 2 exam papers, topics have been chosen to include an insight into a broad range of different historical events.

Paper 1A - An in depth study of Democracy to Dictatorship in Germany 1890-1945. Students will build an understanding of the rise of Hitler and key events which led him to gain ultimate power of Germany.

Paper 1B - Conflict and tension between East and West 1945-1972 - (The Cold War). The study allows students to understand how the actions of America and the USSR led to the development of the world's most deadliest weapons through the arms race, the first man landing on the moon in the space race and the building of tensions which resulted in the world standing still for 13 days.

Paper 2A - A thematic approach to understand the development of Health of the People from Medieval times to present day. Students will build knowledge on the changes and continuities for ideas surrounding the causes and treatments of disease, surgery and public health.

Paper 2B- Elizabethan England 1568-1603. The study will focus on major events in Elizabeth's reign including the struggles to become a female leader, life in the 'Golden Age' and an analysis of the problems Elizabeth faced such as what should happen to Mary Queen of Scots and how to resolve the conflict with Spain. Students will also be given opportunity to research a historic environment linked to Elizabethan England chosen by the exam board.

## Method of Assessment:

The GCSE History AQA specification consists of two externally examined paper both equally weighted.

Each paper consists of two topics which are assessed in the same exam. This course requires students to complete essays, and extended writing in the exam so it is recommended for students with high literacy skills. Exams are 2 hours long, 84 marks and are worth 50% of the GCSE.

Paper 1: Understanding the Modern World (84 marks)

Period Study: Germany, 1890-1945, Democracy to Dictatorship (40 marks)

Wider World Depth Study: Conflict and Tension between East and West 1945-1972 (44 marks)

Paper 2: Shaping the Nation

Thematic Study: Britain, Health and the people c1000 to the present day (44 marks)

British Depth Study: Elizabethan England, 1568-1603. (40 marks)

## Linked Careers:

Museum curator, Heritage officer and Politician.

For more information contact Miss Harrison in the Humanities department.

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# GCSE RELIGIOUS STUDIES

## Brief Summary of Course

Religious Studies gives students the opportunity to learn about the world we live in, controversial issues that get people talking and the diverse beliefs which people hold. We will cover a wide range of thought-provoking topics such as abortion, life after death, prayer, war and the death penalty. We will consider how modern views about these issues have changed, what the law or different traditional belief systems say about these controversial issues and the reasons for the differences of opinion that still exist.

For each topic the course will cover a religious viewpoint, the atheist (non-religious) viewpoint and we will encourage students to consider their own view and learn to support this persuasively. The course aims to help students gain a better understanding of the big questions of life, a deeper awareness of important issues in the world and in current affairs and consider spiritual issues which influence their beliefs.

## Content of Course:

### Paper 1: Religion and Ethics

- Belief in God
- Marriage and the family
- Living a Christian Life
- Matters of Life and Death

### Paper 2: Peace and Conflict

- Belief in Allah
- Crime and Punishment
- Living a Muslim Life
- Peace and Conflict

## Method of Assessment:

Students will be assessed at the end of Year 11 through two externally marked examinations. Each exam is worth 102 marks, focused on four styles of question which are consistent for each topic. You will be assessed on your ability to identify key facts, explain different viewpoints and support this with reasons or beliefs and come to your own conclusion on different philosophical and ethical issues.

Paper 1: Religion and Ethics - 1hr 45mins 50%

Paper 2: Peace and Conflict - 1hr 45mins 50%

## Linked Careers:

Religious Studies introduces students to the study of belief, morality across and faith. It challenges you to work with others, appreciate differences and prepares you to work in a multicultural society. Religious Studies is particularly important if you are interested in working for the police, or considering studying philosophy, and sociology.

For more information contact Miss Harrison and Mr Robinson in the Humanities Department.

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# GCSE COMPUTER SCIENCE

## Brief Summary of Course

Like all sciences, the goal is to learn how things work. Computer science is looking at the future! Computer science explores what computers are made from. It investigates the various different pieces of the computer and how they work together. Students will learn how we connect computers into networks which span across the entire planet. These allow us to share everything from important data to the latest memes! Let's not forget about programming! This is a key component of this course, and students will learn how to write the following programs.

## Content of Course:

The course is divided into two main components; the first component looks at the hardware and software used to create modern technology and how it is connected together on a global scale. The second component explores the process of developing new hardware and software for the future; how to think like a computer, design and create program as well as effective testing and robust development strategies.

**C1 Computer Systems** - System Architecture, Memory & Storage, Computer Networks, Connections and Protocols, Network Security, System Software, Ethical, Legal, Cultural and Environmental Impacts.

**C2 Computational thinking, Algorithms & Programming** - Algorithms, Programming Fundamentals, Producing Robust Programs, Boolean Logic, Programming Languages & Integrated Development, Environments.

## Method of Assessment

### Written Exam Paper (50%)

2 written exam papers (90 minutes per paper) at the end of Yr 11  
Both papers are worth 50% of overall grade.

## Linked Careers:

Computer science and the tech sector is a globally sized and constantly evolving industry from jobs like a technical support operator who find solutions and solve problems for people and companies alike (average salary: £18000—£35000). Or perhaps you would like to be a cyber intelligence officer defending the country against cyber threats from all over the globe (average salary: £25000—£50000). Even working for KCOM as a network Engineer (£25,500 to £52,000) bringing superfast internet to the people of Hull. Due to the challenging nature of this course, students who wish to take computer science must sit an entrance exam to demonstrate that they have the required pre-requisite learning from KS3 to ensure they can access the course. Students will be expected to attend additional sessions after school to ensure that the programming element of the course is sufficiently practiced prior to the exam.

For more information contact Mr Scott in the Business & Computing Department

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# LEVEL 1/2 VOCATIONAL AWARD IN ICT

## Brief Summary of Course

The UK is a leading destination in Europe for inward investment into the digital sector, attracting over £6 billion in recent years and up to 50% higher than any other European country. However, the reported digital skills shortage in the UK highlights the importance of qualifications in developing the digital skills of young people. The Level 1/2 Vocational Award in ICT is designed to provide students with the opportunity to develop a range of specialist and general skills that would support their progression to further study or employment in this ever-growing sector.

## Content of Course:

This ICT qualification consists of two mandatory units:

Unit 1 allows learners to explore the wide range of uses of hardware, application and specialist software in society.

Unit 2 introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings.

## Method of Assessment

Unit 1 - ICT in Society - External online exam assessment (40% of final grade)

Unit 2 - ICT in Context - An internally assessed unit (60% of final grade)

## Additional information

Excellent feedback from existing students studying this course mean this could be the perfect KS4 ICT qualification to accompany your other academic subjects and make you an even more attractive candidate to potential employers.

## Linked Careers:

Choose me if you are interested in improving your knowledge and skills in ICT or want to obtain a KS4 ICT qualification to accompany your other academic GCSE options.

For more information contact Mr Scott in the Business & Computing Department

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# BUSINESS & ENTERPRISE

## Brief Summary of Course

The Level 1/2 Technical Award in Enterprise is designed to provide students with the skills, knowledge and understanding of the applied study of good business and enterprise practices and understanding of working in the sector.

Do you like to be challenged? Are you good at working in a team or by yourself? Do you want to study a subject that is brought to life and not from the pages of a textbook?

Do you think that you could sell snow to an Eskimo?!

If this sounds like you, and you think you have good people skills, are good with numbers and are bursting with potential business ideas that you think could be a success, and you would like the opportunity to try, then the Level 1/2 Technical award in Enterprise is the course for you.

## Content of Course:

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

- Entrepreneurial characteristics, business aims and objectives.
- Legal structures, organisational structures and stakeholder engagement.
- The marketing mix, market research and pricing strategies.
- Internal and external influences on business—SWOT & PEST analysis
- Researching existing small enterprises and the market they operate in.
- Sources of enterprise funding and business finance.
- Skills Audit & presentation skills.

## Method of Assessment:

Students will complete three components during Year 10 and Year 11:

- Component 1 – Exploring Enterprise (Internally Assessed—30%)
- Component 2 – Planning for and Pitching an Enterprise Activity (Internally Assessed—30%)
- Component 3 — Promotion and Finance for Enterprise (Externally Assessed—40%)

Students will be assessed both internally by the classroom teacher through a series of projects, and externally via a written examination.

## Additional information

Students will have the opportunity of applying classroom theory to actually getting involved in Enterprise activities and setting up and running their very own Enterprise Business!

## Linked Careers:

Choose me if you are interested in setting up and running your own business. Also useful for improving your confidence and skills and providing you with the 'soft' skills that employers are looking for.

For more information contact Ms Smalley or Mr Scott in the B&C Department

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# TRAVEL AND TOURISM

## Brief Summary of Course

The Level 1/2 Technical Award in Travel and Tourism is designed to provide students with the knowledge and technical skills required through vocational contexts by exploring the aims of different travel and tourism organisations, the features of tourist destinations, how organisations meet customer requirements, and the influences on global travel and tourism as part of their Key Stage 4 learning.

Do you like to be challenged? Are you good at working in a team or by yourself? Do you want to study a subject that is brought to life and not from the pages of a textbook? Do you want to learn about other countries?!

If this sounds like you, and you think you have good people skills, are good with numbers and are bursting with enthusiasm and you think could be a success, and you would like the opportunity to try, then the Level 1/2 Technical Award in Travel and Tourism is the course for you.

## Content of Course:

Students will gain a broad understanding of Travel and Tourism including the following:

- Understanding of travel and tourism organisations and tourist destination
- The needs of different travel and tourism customers
- The development and application of skills such as researching types of tourist destination and holiday
- Reflective practice through carrying out research on travel and tourism products and services to make recommendations to meet customer needs
- The ability to apply knowledge and understanding of travel and tourism to a variety of contexts
- Explore the factors influencing tourism and the impact of tourism on a variety of destinations.
- Explore the factors influencing tourism and the impact of tourism on a variety of destinations.

## Method of Assessment

Students will complete 3 components during Year 10 and Year 11:

- Component 1 - Travel and Tourism Organisations and Destinations (Internally assessed -30%)
- Component 2 - Customer Needs in Travel and Tourism (Internally assessed -30%)
- Component 3 – Influences on Global Travel and Tourism (Externally assessed -40%)

Students will be assessed both internally by the classroom teacher through a series of projects, and externally via a written examination.

## Additional information

Students will have the opportunity of applying classroom theory to getting involved in Enterprise and Travel activities and working with external businesses!

## Linked Careers:

Travel and Tourism will provide you with the necessary skills to work towards a career as a tourism officer, travel agency manager and hotel manager.

For more information contact Ms Smalley in the Business & Computing Department

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# TECHNICAL AWARD IN HAIR & BEAUTY

## Brief Summary of Course

Hair and Beauty allows students to develop key areas of theory that underpin the study of both Hairdressing and Beauty Therapy. These areas are Business and Entrepreneurship within the Hair and Beauty Sector, Anatomy, Physiology and Cosmetic Science and Design within the Hair and Beauty Sector. Within the three years of study the key focus is to develop the student's theoretical understanding of how Hair and Beauty has an impact on personal health, hygiene and overall wellbeing, and how Hair and Beauty as an industry contributes to the UK and global economy. This knowledge will underpin theoretical aspects needed to prepare for further study of Hair and Beauty at Key Stage 5 or a career in the industry.

## Content of Course:

In Year 9, students complete the Design in The Hair and Beauty Sector unit. This unit focuses on important topics such as Inclusion, Health and Safety, Consultation and how to create hair and make-up looks by following a design brief. Alongside this, students are introduced to the practical aspects of the course with lessons covering hair care and styling techniques and skin care and facial.

In Year 10, students will focus on completion of the individual Synoptic Assignment centred on the topic chosen by the Awarding Body. Once this is completed, students will study the Business and Entrepreneurship unit which includes exploring career opportunities and roles the industry can provide in relation to future employment and what education, training pathways and qualifications are needed to begin their journey into an exciting, vast and emerging industry. Students will also continue with the practical aspects of the course and lessons focus on practical tasks developing skills in hair care and styling, and manicure.

In Year 11, students study the Anatomy, Physiology and Cosmetic Science unit. This builds students' confidence and ability in their practical skills. They will cover the structure of the hair, skin and nails and look at the ingredients used in hair and beauty products and their effects on the hair, skin or nails.

## Method of assessment: - 3 mandatory units.

Business and entrepreneurship in the hair and beauty sector

Anatomy, physiology and cosmetic science

Design in the hair and beauty sector

## Linked Careers:

This course is suitable for you if you are interested in Hairdressing or Beauty Therapy as a career. It will help give confidence to safely carry out a range of hair and beauty services and treatments on themselves and others.

For more information contact Mrs Turnbull in the Business & Computing Department

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# SPORT

## Brief Summary of Course

BTEC Sport offers students the opportunity to look at key areas of sport including fitness for sport and exercise, anatomy and physiology, practical sports performance and leading sports activities.

## Content of Course:

The qualification has been designed with practical and engaging ways of teaching in mind and enables students to:

- Understand the rules, regulations and scoring systems of selected sports.
- Be able to analyse and review sports performance.
- Understand how appropriate warm up and cool down routines can help to prevent injury.
- Know the principles of training in a sporting context.
- Know how training methods target different fitness components.
- Be able to conduct fitness tests.
- Be able to develop fitness training programmes.
- Know the attributes associated with successful sports leadership.
- Undertake planning and leading of sports activities.
- Review the planning and leading of sports activities.
- Provision of sport
- Barriers to participation
- Technology in sport
- Motivational techniques

## Method of Assessment

Students will complete three Components:

Component 1 - Preparing Participants to Take Part in Sport and Physical Activity (Internally assessed coursework 30%)

Component 2 - Taking Part and Improving Other Participants Sporting Performance (Internally assessed coursework 30%)

Component 3 - Developing Fitness to Improve Other Participants Performance in sort and Physical Activity (Externally assessed exam 40%)

## Where it has taken our alumni:

Dani Waters is now studying BSc Sport and Exercise Science, at The University of Hull. Dan Herd studying Sports Journalism at Manchester University.

## Linked Careers:

BTEC Sport will enable you to pursue careers in a number of professions including Sports Psychology, Physiotherapy, coaching, armed forces and emergency services, these are to name a few.

For more information contact Miss Dent in the Sport Department.

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# PERFORMING ARTS (Dance)

## Brief Summary of Course

Performing Arts is for students who wish to acquire technical performance skills through the study of Dance. The course gives students the opportunity to develop performing arts specific knowledge and skills including choreographic, physical and interpretive dance skills. In the Dance pathway, students will be expected to perform a range of styles including Contemporary, Jazz, Ballet and Hip-Hop. Lessons are delivered in a practical learning environment and students will be expected to perform practically in a variety of different contexts (group, solo, duo)

## Content of Course:

Students will explore, develop and apply their dance skills whilst completing the three core components:

Component 1: Students will develop their understanding of the performing arts by exploring practitioners' work in dance and the processes used to create a range of different performances.

Component 2: Students will develop their dance skills through rehearsal and performance. Students will have the option to perform in groups or on their own for their assessed performance work.

Component 3: Students will work as part of a group to apply their performance and choreography skills to create a workshop performance in response to a brief and stimulus provided by the exam board.

## Method of Assessment

Students will complete the two internally assessed components and the externally assessed component as part of their classwork throughout Year 10 and Year 11:

Component 1 – Exploring the Performing Arts (30% of course; internally assessed)

Component 2 – Developing Skills and Techniques in the Performing Arts (30% of course; internally assessed)

Component 3- Performing to a Brief (40% of course; externally assessed)

## Linked Careers:

Careers that could be explored following the completion of this course include Choreography, Performing Arts, and Costume design.

For more information contact Miss Dent in the Sport Department.

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# CHILD DEVELOPMENT

## Brief Summary of Course

Child Development will develop knowledge, understanding and practical skills that would be used in the Childcare sector. We will be learning using 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. This qualification will also help you to develop learning and skills that can be used in other life and work situations, such as: research skills and communication skills

Child Development is delivered by experienced and dedicated staff who provide support sessions afterschool to help enable you to reach your full potential.

## Content of Course

This qualification has three mandatory units:

Unit R057: Health and well-being for child development. This is assessed by an exam.

In this unit you will learn about the importance of pre-conception health and reproduction, antenatal care and preparation for birth. You'll also learn about postnatal care and the conditions in which a child can thrive.

Topics include: Pre-conception health and reproduction, Antenatal care and Postnatal checks, postnatal care and the conditions for development, Childhood illnesses and a child safe environment.

Unit R058: In this unit you will learn how to create a safe environment and understand the nutritional needs of children from birth to five years. This is assessed by a set assignment (Coursework). Topics include: Creating a safe environment in a childcare setting, Choosing suitable equipment for a childcare setting, Nutrition

Unit R059: Understand the development of a child from one to five years. This is assessed by a set assignment (Coursework). Topics include: Physical, intellectual and social developmental norms from one to five years, Stages and types of play, Observe the development of a child aged one to five years, Plan and evaluate play activities for a child aged one to five years.

## Method of Assessment

The course comprises of 3 units. One exam that will be sat at the end of year 11 (worth 40% of your mark).

There are also 2 non-examined assessment (coursework) units (worth 30% each).

Students will be awarded a Pass, Merit, Distinction or Distinction\*. At either Level 1 or 2.

## Linked Careers:

Social Worker, Early Years Teacher, SEND Teacher, Teaching Assistant, Nurse, Midwife, Health Visitor, Speech Therapist, Nursery nurse, Childminder.

For more information contact Mrs Wincott or Ms Whitfield in the Technology Department.

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# HEALTH & SOCIAL CARE

## Brief Summary of Course

Health and Social Care is an NCFE course for students who would like to gain an insight into the skills and qualities needed for a career working in the health or social care sector in the future. It will allow students to develop independent learning and self-assessment skills. Health and Social Care is delivered by experienced and dedicated staff who provide support sessions afterschool to help enable you to reach your full potential.

## Content of Course:

The course consists of 8 units of work.

- Health and Social Care provision and services
- Job roles in Health and Social Care and the care values that underpin professional practice
- Legislation, policies and procedures in Health and Social Care
- Human development across the lifespan
- The care needs of the individual
- How Health and Social Care services are accessed
- Partnership working in Health and Social Care
- The care planning cycle

Students will need to apply knowledge from different parts of the course to case studies and be able to link the information in the different areas of the course.

In year 10 students study the course content. In year 11 students complete 2 assessments both worth 50% of the final marks for the qualification.

- None examined assessment - This is a written task which students have to complete in class with in 13 hours.

Exam assessment — There will be 1 terminal exam at the end of year 11 which is worth 50% of the final grade. The exam lasts 1 hour 30 minutes and includes questions covering all aspects of the course content. There will be a range of question styles, multiple choice, short answer and extended response questions.

## Method of Assessment

The course comprises 8 units. Assessment is 1 non examined assessment, which is assessed internally by course teachers and assessors, and 1 terminal exam. Which is assessed externally.

The non examined assessment is completed in school under supervision of the course teachers and takes 13 hours to complete. This is spread over a number of lessons.

Students will be awarded a Pass, Merit, Distinction or Distinction\*. At either Level 1 or 2.

## Linked Careers:

Olivia Wivell, is training to become a Mental Health Nurse, at The University of Hull, after studying H&S at KS4, and Criminology, Law & Sociology at the College @ Sirius.

This course will support your entry into nursing, primary teaching, and other health related careers.

For more information contact Mrs Wincott or Ms Whitfield in the Technology Department.

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# FOOD & COOKERY

## Brief Summary of Course

The Level 1/2 Technical Award in Food and Cookery is designed for learners who want an introduction to food and cookery and will appeal to students who may want to pursue a career in the food industry. Students will be able to achieve grades from a Level 1 Pass through to a Level 2 Distinction\*.

Students will gain a broad understanding of food and cookery and the course will:

- provide an understanding of health and safety relating to food, nutrition, and the cooking environment
- provide an understanding of legislation in the food industry
- identify and understand food provenance
- provide an understanding of the main food groups, key nutrients and what is required as part of a balanced diet
- identify factors that can affect food choice
- explore recipe development and how recipes can be adapted
- understand how to cater for people with specific dietary requirements
- demonstrate menu and action planning
- be able to evaluate and consider how to improve completed dishes
- demonstrate the application of practical skills and techniques through all aspects of the qualification content areas

## Method of Assessment

Students will complete two assessment units.

1. Examination unit: This is a written exam that include a mixture of multiple-choice, short-answer, and extended response questions. The exam duration is 1 hour 30 minutes and is worth 40% of the final grade.

2. Non-exam Assessment unit: The non-exam assessment will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the qualification specification.

The completion time for the non-exam assessment is 16 hours 30 minutes and is worth 60% of the final grade.

## Linked Careers:

If you are interested in becoming a Dietician, Chef, or a Food Technologist, this course is designed for you.

For more information contact Miss Shaddick in the Technology Department.

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# ENGINEERING

## Brief Summary of Course

The Level 1/2 Technical Award in Engineering is designed to provide students with the skills, knowledge and understanding of the applied study of good engineering practices and an understanding of working in the sector.

## Content of Course

Students will gain a broad understanding of Engineering from the following content areas

1. Engineering disciplines.
2. The science and mathematics that is applied in engineering.
3. How to read engineering drawings.
4. Properties and characteristics of engineering materials and know why specific materials are selected for engineering applications.
5. Engineering tools, equipment and machines.
6. Hand-drawn engineering drawings.
7. Computer-aided design (CAD) engineering drawings.
8. Production planning techniques.
9. Processing skills and techniques applied to materials for manufacturing.

## Method of Assessment

Students will complete two assessments both in year 11 of the course.

### Assessment 1 – Non-exam assessment—a synoptic project (60%)

Students will complete a project based assessment, with a brief being released by the exam board. Student's will draw together their knowledge, understanding and skills from across the whole of the subject. They will be required to produce hand drafted and CAD engineering drawings, produce production plans for manufacture and will demonstrate the application of skills and techniques to prepare, mark-out, modify, join and finish materials to manufacture a product, whilst demonstrating effective time management.

### Assessment 2 – Externally set written exam (40%)

Students will be assessed on;

Knowledge and understanding of how different engineering disciplines have shaped the world we live in, understanding of how science and maths are applied to engineering solutions, reading engineering drawings, the properties and characteristics of materials in relation to why specific materials are selected for engineering applications and finally knowledge and understanding of the use of tools and equipment within the engineering industry.

## Linked Careers:

Engineering, Product Manufacturing and Civil Engineering.

For more information contact Mrs Vickers in the Technology Department.

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# GCSE PHOTOGRAPHY

## Brief Summary of Course

The Photography course is designed to engage students in the critical, practical and theoretical study of Photography. Photography teaches life skills: undertaking research and investigation; problem solving; confidence building; visual awareness; ability to develop ideas; initiative and cultural understanding.

Throughout the course students will record ideas, insights and observations of the world around us to develop ideas and inform their own photographic practice.

## Content of Course

Students will produce practical and contextual work in one or more areas including: Portraiture, Landscape, Working from natural or built up environments, Still-life, Working from natural or manufactured objects, Documentary photography, Fine art photography or new media practice such as computer manipulated photography.

Students will develop the skills to experiment with a wide range of photographic media, such as Photoshop and hand-manipulation techniques.

Students will develop an understanding of visual language in order to express ideas, feelings and meanings.

## Method of Assessment

**Unit 1** | 60% of final grade: Students prepare a portfolio of coursework showing evidence of independent and classroom studies.

**Unit 2** | 40% of final grade: Externally set task shown as a final piece with preparatory independent and classroom studies.

## Linked Careers:

If you are interested in becoming a Digital Artist, Photographer, or work in Advertising, photography would be the appropriate choice.

For more information contact Mr Rickard in the CAPA Department

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# GCSE ART & DESIGN (ART)

## Brief Summary of Course

The Art & Design courses are designed to engage students in the critical, practical and theoretical study of Art, Craft & Design. With the possibility of specialising in other art disciplines which could include Textiles, Graphics or 3D Design. The course enables students to undertake research and investigation; problem solving; confidence building; visual awareness; ability to develop ideas; initiative and cultural understanding.

## Content of Course

Throughout the course students will explore a range of artists, skills and techniques to help students inform their own vision as an artist:

- Students will develop a working knowledge of the materials, practices and technology of Art & Design.
- Students will develop the skills to investigate, analyse and experiment using art, craft, textile media and design.
- Students will develop an imaginative power and the skill set to express ideas, feelings and meanings through the creation of their own artwork.
- Students will develop an understanding of the language and conventions of Art & Design.
- Students will develop an understanding of the place of art, craft, textiles and design in history and society today.

## Method of Assessment

**Unit 1** | 60% of final grade: Students prepare a portfolio of coursework showing evidence of independent and classroom studies.

**Unit 2** | 40% of final grade: Externally set task shown as a final piece with preparatory independent and classroom studies.

## Linked Careers:

The study of Art allows progression in to a wide range of careers such as fashion, textiles or interior design.

For more information contact Mrs Morris in the CAPA Department

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# GCSE DRAMA

## Brief Summary of Course

The GCSE Drama specification is designed to give you a broad and balanced experience of Drama. You will be given the opportunity to develop not only your performance skills but also your design skills in areas such as: lighting design, sound design, set design, costume & hair and make-up design. You will collaborate in devising your own piece of theatre and perform in a performance from a text and you will explore a range of texts and view a variety of live theatre productions.

## Content of Course

### Component 1: Devising Theatre

Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC.

Learners must produce:

- a realisation of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design.

### Component 2: Performing From A Text

Learners study two extracts from the same performance text chosen by the centre.

Learners participate in one performance using sections of text from both extracts.

### Component 3: Interpreting Theatre Section A: Set Text for assessment from 2024 onwards

A series of questions on one set text from a choice of seven:

1. Macbeth William Shakespeare
2. An Inspector Calls J.B. Priestley
3. Find Me Olwen Wymark
4. Noughts & Crosses Malorie Blackman, adapted by Sabrina Mahfouz
5. Refugee Boy Benjamin Zephaniah
6. I Love You Mum – I Promise I Won't Die Mark Wheeler
7. The IT Vivienne Franzmann.

### Section B: Live Theatre Review

One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

## Method of Assessment

Component 1: Devising Drama (internally assessed - 40% of qualification grading)

Component 2: Performing From A Text (visiting ex-aminer - 20% of qualification grading)

Component 3: Interpreting Theatre (1.5 hour exam – 40% of qualification grading)

## Linked Careers:

GCSE Drama can lead to further study or employment in acting, presenting, staging and set design.

For more information contact Mrs Prichard in the CAPA Department

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# GCSE MUSIC

## Brief Summary of Course

GCSE Music is suitable for anyone who already sings or plays an instrument, as well as beginners who want to develop new musical skills. If you enjoy creating, listening to, or analysing music, the course helps you build on those abilities.

## Content of Course

### Summary of Component 1: Performing (30% of GCSE)

You must perform at least two pieces.

One must be an ensemble (2–8 live performers).

The other can be a solo or another ensemble.

You may sing or play any instrument, with or without accompaniment. Backing tracks must not include the part you are performing.

In an ensemble, you must have an independent part, not play the main tune throughout, and no one else can duplicate your part.

Performances must be recorded in the same school year as the exam, with your teacher present.

Difficulty levels affect marks:

Above Grade 3 can boost marks.

Below Grade 3 may reduce marks, though playing an easier piece well can still score highly.

You must provide a score or lead sheet for each piece—audio or video guides aren't allowed.

Total performance time must be at least 4 minutes, or marks will be lost.

### Summary of Component 2: Composing (30%)

You must compose two original pieces of music.

One free composition (any style, anytime during the course).

One set to a brief released by Eduqas on 1st September of your exam year.

Both pieces must be different in musical content, even if they share a similar style.

You must also complete a composing log, signed by you and your teacher, explaining:

How you created the piece. Any borrowed ideas (e.g., drum loops). Whether anyone helped you.

### Summary of Component 3: Appraising (40%)

This is the listening exam, worth 40% of the GCSE.

The exam has 8 questions, each based on an extract of music played to you.

Question 1 and Question 7 will always be about the set works.

Elements of Music – melody, harmony, tonality, structure, dynamics, sonority, texture, tempo, rhythm, metre;

Context – when, where, or why the music was created; Musical Language – musical terms, notation (treble & bass clef), and vocabulary linked to the set works.

## Linked Careers:

Performer (singer, instrumentalist, session musician), Composer (film, TV, games, theatre, popular music), Music Producer (studio, live, electronic), Sound Engineer (recording, mixing, mastering), Teacher (school, private tutor, peripatetic), Conductor (orchestra, choir, musical theatre), Music Therapist (healthcare, community), Events and Technical Crew (sound, lighting, stage management)

For more information contact Mrs Waterhouse in the CAPA Department

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# FUTURE CAREER PATHS

Remember to look into what you may want to do after Year 11.  
Look at the entry requirements for A levels and apprenticeships.

## PE & Sport

- Sports Coach • Sports Scientist • Sports Development • Sports Journalist • Personal Trainer • Physiotherapist
- Nutritionist • Teacher • Armed forces / Emergency services

## Creative Arts

- Director • Producer • Composer • Musician • Events Organiser • Artist • Architect • Industrial Designer
- Actor/Actress • Designer

## Technology

- Industrial Designer • Engineer • Adult Nurse • Child Care Practitioner • Catering Manager • Nutritionist
- Food Scientist • Advertising • Web Designer

## Humanities

- Solicitor • Lawyer • Civil Servant • Social Worker • Tourism Officer • Travel Agent • Teacher • Energy Engineer
- Youth Worker • Researcher

## Computing & Business

- Database Administrator • Games Developer • Environmental Science • Network Engineer • Travel & Leisure
- Systems Developer • Aviation Industry • Banking & Management

## English

- Editor • Journalist • Writer • Publisher • Television and Radio • Marketing • Law • Banking
- Bookseller • Librarian

## Mathematics

- Accountancy • Business • Construction • Engineering • Financial Services • Manufacturing
- Telecommunications • Statistician • Stockbrokers

## Science

- Engineering • Research and Development • Medicine • Geoscience • Teaching • Astronomer
- Environmental Science • Animal Science • Meteorology • Microbiology and Diseases

## MFL

- Interpreter • Tour Manager • Translator • Broadcaster Journalist • Sales Executive • Patent Examiner
- Diplomatic Services • Logistics and Distribution

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# USEFUL INFORMATION

## Our Advice

Our advice when considering your subject choices is to choose subjects that:

- You are most likely to work enthusiastically and achieve well in
- You think you will enjoy and you feel you are good at
- You may need for your future education and/or career path

Please be aware that once the courses have begun in September, it will not be possible to make changes to the courses that you study.

Grading GCSEs		
BTEC Grading structure	GCSE Grading structure	Previous grading structure
Level 2 Distinction*	9	A*
Level 2 Distinction	8	
	7	A
Level 2 Merit	6	B
	5	
Level 2 Pass	4	C
Level 1 Distinction	3	D
Level 1 Merit	2	E
Level 1 Pass	1	F
	U	G
		U

## Making the right choice for you

- Do talk to parents, subject teachers and tutors - they are all here to help and support you.
- Do read the course details in this prospectus carefully and ask questions.
- Don't choose a course just because you like a particular teacher.
- Don't choose a course because your friends are choosing it. You are deciding about your future.

## Key Staff: KS4

- Mrs Yates, Director of English - [lyates@siriusacademy.org.uk](mailto:lyates@siriusacademy.org.uk)
- Mr Brewster, Director of Maths - [pbrewster@siriusacademy.org.uk](mailto:pbrewster@siriusacademy.org.uk)
- Mr Carr, Director of Science - [bcarr@siriusacademy.org.uk](mailto:bcarr@siriusacademy.org.uk)
- Mr Robinson, Director of Humanities - [grobinson@siriusacademy.org.uk](mailto:grobinson@siriusacademy.org.uk)
- Miss Dent, Director of PE and Sport - [Dent.M@siriusacademy.org.uk](mailto:Dent.M@siriusacademy.org.uk)
- Mr Scott, Director of Business and Computing - [nscott@siriusacademy.org.uk](mailto:nscott@siriusacademy.org.uk)
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- Miss Shadick, Director of Technology - [RShaddick@siriusacademy.org.uk](mailto:RShaddick@siriusacademy.org.uk)
- Mr Howe, Assistant Head Teacher - Teaching and Learning - [AHowe@siriusacademy.org.uk](mailto:AHowe@siriusacademy.org.uk)
- Mr Gillett, Assistant Headteacher- KS4 - [dgillett@siriusacademy.org.uk](mailto:dgillett@siriusacademy.org.uk)

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