MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.

MALTBYACADEMY
OPTIONS BOOKLET **2026**

MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.

> Delivering **exceptional learning experiences** that enable all young people to thrive in a competitive world and lead **successful and fulfilling lives.**

CURRICULUM INTENT

The Maltby Academy curriculum is designed, delivered and monitored with principles of knowledge and assessment at its core. The curriculum is aspirational and deliberately challenging and it never assumes that students cannot access complex material. Rather, it builds on the knowledge acquired in the primary phase and 'starts with the end in mind' by considering the skills, knowledge and character required for higher education and employment.

It is a curriculum that promotes and delivers our 'Key Drivers' of resilience, aspiration, confidence, responsibility and community, with precision and purpose.

THE INTENTION OF THE MALTBY ACADEMY CURRICULUM IS TO:

- Inspire imagination and develop interests/specialisms/key skills.
- Provide appropriate challenge, through access to complex material and concepts.
- Develop successful life-long learners, responsible citizens and confident individuals.
- Facilitate positive progression routes through the student's educational journey into sustainable further/higher education, training and employment.
- Provide equality and promote aspiration for all learners, irrespective of starting point, learning needs, background and disposition.

CONFIDENCE | ASPIRATION | RESPONSIBILITY | COMMUNITY | RESILIENCE

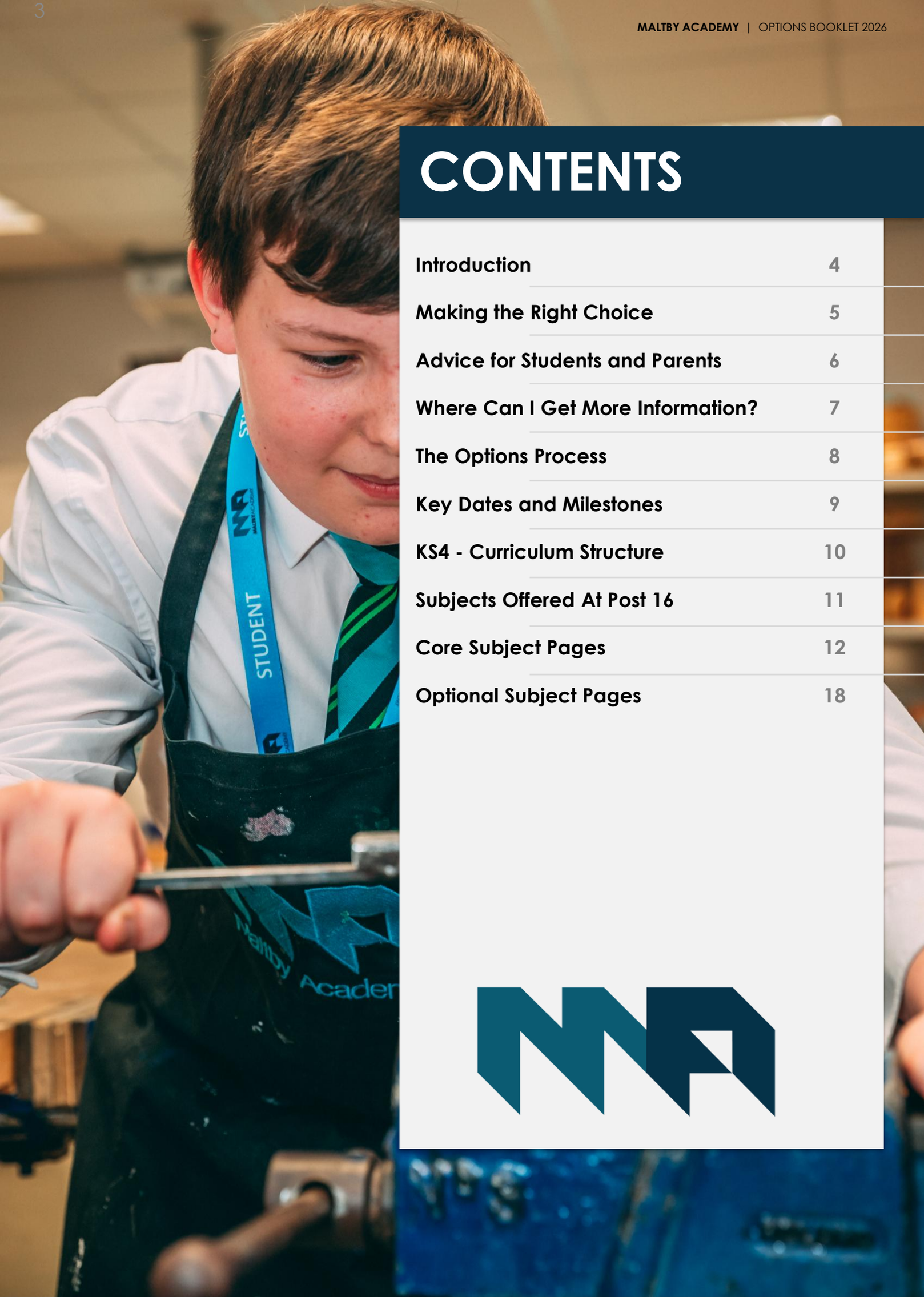
CONFIDENCE
Don't be afraid to get things wrong. **Believe in yourself and your abilities** and step outside your comfort zone.

ASPIRATION
Aim high and set yourself challenging goals both academically and personally. **What does the future hold for you?**

RESPONSIBILITY
Be responsible for your actions, celebrate your successes, embrace and learn from your failures. **Do not make excuses.**

COMMUNITY
Accept support and offer it. Give something back to the Academy and the community.

RESILIENCE
Learn from failures, work through problems and never give up. **Be better today than you were yesterday.**



CONTENTS

INTRODUCTION

This booklet will help you decide which option subjects will be most suitable as you move into Key Stage 4. We have planned a thorough programme to support the decision making process and also give you details about the core subjects that all students will study.

> "Every aspect of our options process complements the Academy curriculum intent.

THE AIMS OF OUR CURRICULUM OFFER ARE:

To provide a broad and balanced offer between a range of practical and theoretical learning, providing access to a full range of specialist courses and nationally recognised qualifications that build on students' interests and foster their aspirations.

To maximise the time and importance of the core subjects of English, Maths and Science. All subjects are important but the three core subjects are essential to secure a positive progression route into higher education, training or employment.

To secure curriculum continuity and progression from Year 7 through to Sixth Form. The curriculum provides coherent learning programmes that enable students to progress to further learning in their chosen specialist areas at age 16 and beyond.

To provide flexibility through personalised curriculum pathways that will inspire, motivate, challenge and prepare young people for further learning, employment and adult life. All students have the opportunity to combine traditional GCSE courses with work related vocational courses that may be more relevant to their chosen career pathway.

To provide high quality, independent Careers, Employment, Information, Advice and Guidance (CEIAG), which is essential to ensure that all students make informed choices based on their individual strengths, interests and career aspirations.

To raise awareness of personal, social, emotional and health education through our Life Skills and Religious Education programmes and ensure young people are aware of risks, how to stay safe and prosper as successful learners, confident individuals and responsible citizens.

Offer all students a qualification in computing. Whether it be in the use of software or in its creation, we believe computing represents an essential 21st Century skill and all students have the opportunity to study a computing qualification.

MAKING THE RIGHT CHOICES

Recently, you have taken part in some decision-making exercises through Life Skills lessons, in your normal subject lessons and through the Y9 Options Evening in the academy.

You will have been given information about the subjects available for study as you start to focus your learning in Years 10 and 11. Do not worry if you feel that you cannot take this all in at once or if there is something you do not understand, you will have opportunities to clarify anything you need to.

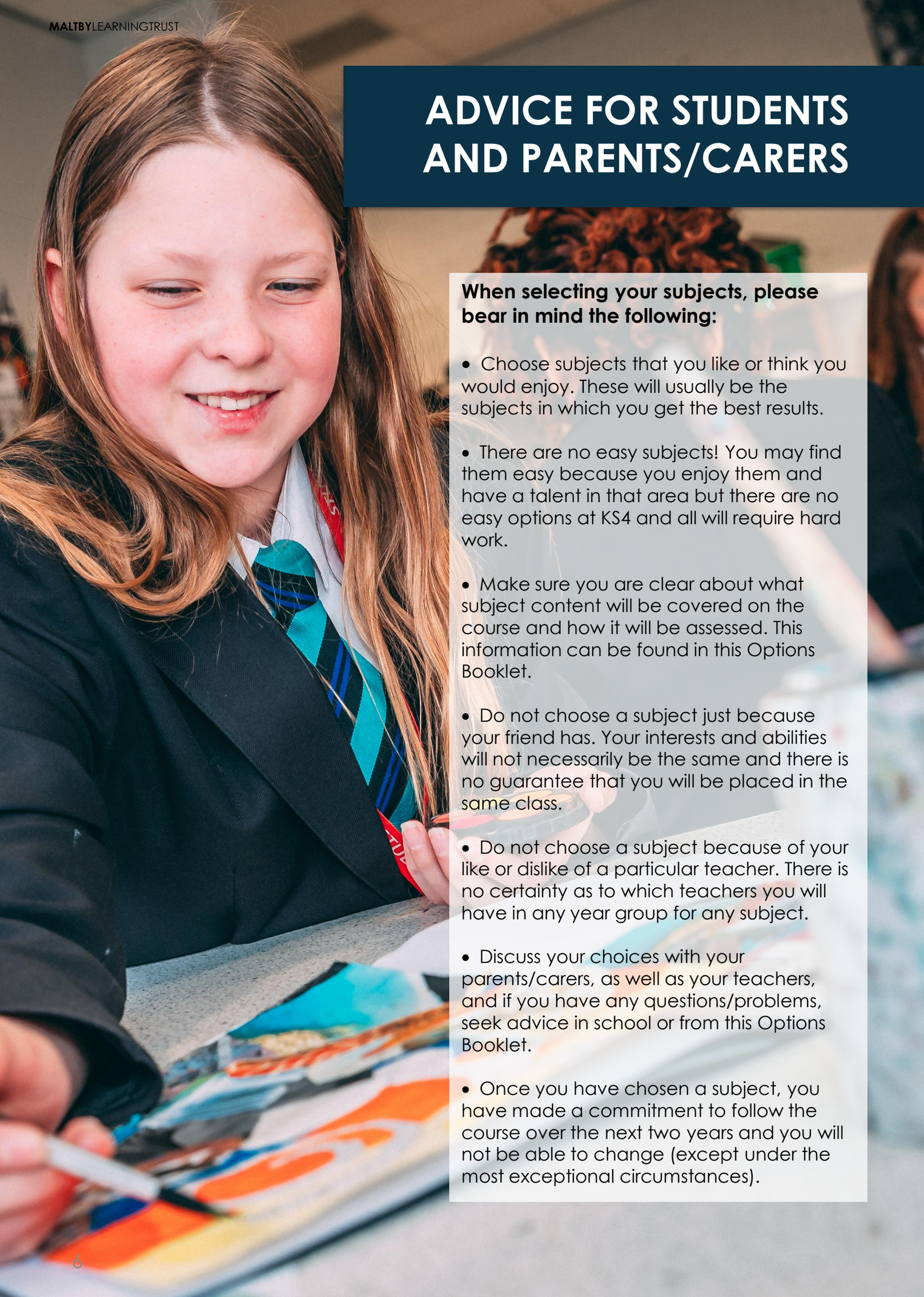
There are lots of ways to make sense of all the information – by asking your teachers and tutors, by speaking with your year leader and by reading this booklet, as well as talking it over with your family and friends.

Some of the courses available may be new to you, for example: Health & Social Care, Media Studies, Business and Enterprise and Engineering. These courses can be explained to you in greater depth by the departments who deliver them and the best way to find out more is to talk to the specialist teachers.

You also have access to the video clips for each subject, which will give you a taster of their subject at KS4.

There is a lot of support available to help you make sure that you choose wisely. Please use it!

ADVICE FOR STUDENTS AND PARENTS/CARERS



When selecting your subjects, please bear in mind the following:

- Choose subjects that you like or think you would enjoy. These will usually be the subjects in which you get the best results.

- There are no easy subjects! You may find them easy because you enjoy them and have a talent in that area but there are no easy options at KS4 and all will require hard work.

- Make sure you are clear about what subject content will be covered on the course and how it will be assessed. This information can be found in this Options Booklet.

- Do not choose a subject just because your friend has. Your interests and abilities will not necessarily be the same and there is no guarantee that you will be placed in the same class.

- Do not choose a subject because of your like or dislike of a particular teacher. There is no certainty as to which teachers you will have in any year group for any subject.

- Discuss your choices with your parents/carers, as well as your teachers, and if you have any questions/problems, seek advice in school or from this Options Booklet.

- Once you have chosen a subject, you have made a commitment to follow the course over the next two years and you will not be able to change (except under the most exceptional circumstances).

WHERE CAN I GET MORE INFORMATION?

When considering option choices, students should try to balance the following factors:

- **INTEREST AND ENJOYMENT**
- **ABILITY AND PROGRESS**
- **SENSIBLE COMBINATIONS**
  (THOSE WHICH ARE LIKELY TO ENSURE A BROAD EDUCATION)

DO…

- Choose courses you are interested in and which you are likely to enjoy.
- Think about the variety within your curriculum as you select your subjects and try to arrive at a balance that matches your talents.
- Choose courses in which you are likely to achieve success.
- Choose courses that fit with your future needs; although the core is designed to ensure breadth, a solid groundwork in a subject you may want to continue with at Post 16 will be helpful.
- Look up higher education degree courses that interest you on unistats.direct.gov.uk or www.ucas.com and see what subjects, qualifications and grades you will need to do these courses.
- Talk to your parents/carers and your teachers - they will each have an important perspective.

DON'T…

- Choose subjects just because your friends are choosing them.
- Choose a subject just because you get on well with your teacher. You might well have a different teacher at KS4.

USEFUL WEBSITES

AQA Examination Board
www.aqa.org.uk

Edexcel Examination Board
www.edexcel.org.uk

WJEC Examination Board
www.wjec.co.uk

CIE Examination Board
www.cie.org.uk

University Application System
www.ucas.com

General Advice on a Variety of Career Subject Areas
www.brightknowledge.org

Higher Education options in Europe
www.study-in-europe.org

THE OPTIONS PROCESS

The process of selecting options in Y9 will be carried out by the student in conjunction with parents/carers. Throughout the process, students will receive guidance and parents/carers will be able to access information regarding the choices that students will make.

Students will be provided with a letter containing all of the options that can be selected and outlining which subjects are classed as core (must be selected by all students), and those subjects that are optional. Students will be able to speak to parents/carers about options and fill in their provisional selections on the form. The form will also contain a section for parents/carers to sign to say that they have seen this letter.

Students will receive core subjects of English Language, English Literature, Maths, Science, Life Skills, Core P.E. and Religious Studies. They will then need to select at least one basket 2 subject (as explained in KS4 Structure and Options Basket pages).

After this, they will be free to select any other subjects ensuring they receive a minimum of nine qualifications.

When students have discussed options with parents/carers and with staff from the Academy and attended the Options Evening, they will then be able to record their KS4 subject selections on an online form, indicating their choices

Confirmation of options will be emailed out to all pupils and parents. Where necessary, discussions will take place if courses are unable to run. As we are genuinely offering an open options process, we are unable to say which courses students will select and therefore which ones will run, although it is likely that all options offered will be available.

KEY DATES & MILESTONES

- **Life Skills Lessons Introducing the Options Subjects**
  February 2026
- **Options Presentation Evening**
  Tuesday 3rd February 2026
- **Options Information on Maltby Academy Website**
  Tuesday 3rd February 2026
- **Options Interviews in School**
  Monday 23rd February 2026 (2 Weeks)
- **Options decisions analysed**
  Monday 9th March 2026 (2 weeks)
- **Final Options decisions confirmed**
  w/c Monday 23rd March 2026

FORTNIGHTLY TIMETABLE

In school, your child has 30 lessons each fortnight.
In Years 10 and 11 these 30 lessons will be made up as follows:

FORTNIGHTLY LESSONS								
English	Maths	Science	PE	Life Skills & RE	Option 1	Option 2	Option 3	English/ Maths/ Triple Sci
6	6	6	1	1	3	3	3	1

KEY STAGE 4 CURRICULUM STRUCTURE

Whilst reading the booklet, you will need to think carefully about the subjects you would like to study over the next two years, deciding which ones are going to serve you well in the future. It is important to note that at this stage the choices you make are very unlikely to affect your ability to follow any given career path.

The curriculum offered by Maltby Academy is closely matched to the requirements of central government, who state the following: Every state-funded school must offer a curriculum which is balanced, broadly based and which:
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

With this in mind, the government states that the following subjects are compulsory and must be followed by all pupils in KS4 (Y10-11):

English.
Mathematics.
Science.
Physical Education.
Religious Education.
Citizenship, Sex and Relationship Education.

Other subject areas are not compulsory, but must form part of the offer. These include:

-The Arts: Art, Performing Arts, Media, Photography, Music.
-Design and Technology: 3D Product Design.
-Humanities: Geography and History.
-Modern Foreign Language: Spanish.
-Computing: IT, Computer Science, Business
-Social Science: Health and Social Care
-P.E: Physical Education and Sport.

OPTIONS

At Key Stage 4, you will study six core subjects and three other subjects:

CORE SUBJECTS (NON-OPTIONAL)		
GCSE English Language & Literature	GCSE Mathematics	GCSE Combined Science
Life Skills (Non-Examined)	Religious Studies (Non-Examined)	Core Physical Education (Non-Examined)

OTHER SUBJECTS (OPTIONAL)			
Triple Science (GCSE)	Health & Social Care (BTEC)	3C Product Design (GCSE)	Computer Science (GCSE)
Art, Craft & Design (GCSE)	Performing Arts (BTEC)	History (GCSE)	Media Studies (GCSE)
I.T. (WJEC)	Geography (GCSE)	Sport Science (BTEC)	Business (GCSE)
Spanish (GCSE)	Photography (GCSE)	Music (BTEC)	

SUBJECTS OFFERED Sixth Form

The Sixth Form PARTNERSHIP
Between Maltby Academy and Sir Thomas Wharton Academy

Whilst considering the options available at Key Stage 4, it is worth keeping in mind the curriculum pathways that lead into post-16 qualifications.

Students at Key Stage 5 will follow three qualifications (A level or vocational) and an enrichment option.

TWO YEAR A-LEVELS			
English Literature	English Language	Mathematics	Further Maths
Spanish	Geography	History	Physics
Media	Chemistry	Biology	Art
Computer Science	Sociology	Drama	PE
Product Design	Economics	Psychology	Criminology
English Language and Literature			

TWO YEAR VOCATIONAL QUALIFICATIONS		
BTEC Health & Social Care	BTEC Business	BTEC Sport
BTEC Applied Science	BTEC Performing Arts	Criminology
BTEC ICT	e-Sports	

ENRICHMENT OPPORTUNITIES	
Core Maths	Sports Leaders
Extended Project Qualification	Football Scholarship (Male and Female)
e-Sports	Photography
Duke of Edinburgh Award	AS Criminology

CORE SUBJECTS

ENGLISH LITERATURE
GCSE

In English Literature, students use deduction and inference skills to discuss: prose, poetry and drama texts from a wide range of historical periods. They also use these skills to analyse and evaluate the effect of writers' choices.

COURSE CONTENT

Students will;

- Engage in a variety of texts, from different time periods.
- Develop their analytical skills.
- Develop their understanding of historical and social contexts.
- Challenge their interpretation skills.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Component 1: Shakespeare's *Macbeth*.
Component 1: Poetry from: 1789 – present day.
Component 2: Priestley's An Inspector Calls.
Component 2: Dickens' *A Christmas Carol*.
Component 2: Unseen Poetry.

Assessment:
Component 1 – Essay style responses (40%).
Component 2 – Essay style responses (60%).

ENGLISH LITERATURE

The course places an emphasis on developing the ability to analyse and infer, whilst allowing you to practice extended essay writing. It allows you to problem solve and reflect on progress. You will also develop your creative thinking, whilst practicing the art of debate.

FUTURE CAREER PATHS

Writing, Teaching, Law, Journalism, Publishing and Editing, Advertising, Human Resources, Civil Service.

POST 16 STUDY

This course supports A Level option choices of: English Literature, English Language, English Language & Literature, History, Geography, Drama and Media.

WHAT STUDENTS SAY

"Inference is a key skill that we develop in English Literature. We did lots of work on this in KS3 but we now apply this to more difficult and complex texts. Discovering, discussing and analysing why an author is portraying a character in a certain way is interesting. I really liked analysing how Priestley portrays Arthur Birling in 'An Inspector Calls'. We all know an Arthur!" ***Marc, Y11.***

ENGLISH LANGUAGE
GCSE

In English Language, students use reading skills to infer implicit and explicit meaning; analyse the writer's choices and discuss effects created. Furthermore, they use functional skills to create Non-Fiction texts, focusing on the purpose and format of tasks, whilst using imagination and creativity to develop characters and plot in prose writing.

COURSE CONTENT

Students will:
- Engage in a variety of texts from different time periods.
- Develop their analytical skills.
- Be creative.
- Improve their written and spoken communication skills.

SUBJECT UNITS AND ASSESSMENT OUTLINE

- Component 1: 20th Century Modern Fiction.
- Component 1: Creative Prose Writing.
- Component 2: 19th and 21st Century Non-Fiction.
- Component 2: Transactional Writing.

Component 1 - 40% - A response to a previously unseen fiction extract, as well as a creative writing task.

Component 2 - 60% - Compare non-fiction and literary non-fiction text, as well as a writing task where you will have to present your own viewpoint .

ENGLISH LANGUAGE

English Language develops your written and spoken communication skills and enhances the understanding of the ever-evolving English Language. During this course, you will also develop your creative thinking, whilst practicing the art of debate.

FUTURE CAREER PATHS

Writing, Teaching, Law, Journalism, Publishing and Editing, Advertising, Human Resources, Civil Service.

POST 16 STUDY

This course supports A Level option choices of: English Literature, English Language, English Language & Literature, History, Geography, Drama and Media.

WHAT STUDENTS SAY

"English Language is one of my favourite subjects and we are really supported in lessons. Transactional writing is one of my favourite parts of the course. I really enjoy analysing how language and literary devices can be used by writers to capture the hearts and minds of their intended audiences. I find myself analysing texts when reading for pleasure now too!" ***Libby, Y11.***

SCIENCE
GCSE

In Science, students combine laboratory based practical techniques with data interpretation skills and fundamental scientific concepts to learn the key components of environment and life systems, materials around us and the way things work.

COURSE CONTENT

Students will;

- Study the key principles that underlie current technological and research developments in Biology, Chemistry and Physics.
- Look at how our body functions, materials and their properties and the microscopic world of atoms.
- Learn key practical skills and how to apply these to the problem-solving of real scientific issues.

SUBJECT UNITS AND ASSESSMENT OUTLINE

BIOLOGY; Cells, Organisation, Infection, Bioenergetics, Homeostasis, Inheritance, Variation, Evolution, Ecology.
CHEMISTRY; Atomic Structure, Bonding, Quantitative Chemistry, Chemical Changes, Energy, Organic Chemistry, Chemical Analysis, the Atmosphere.
PHYSICS; Forces, Energy, Waves, Electricity, Magnetism Electromagnetism, Particle model, Atomic Structure.

Assessment outline:
Students will have six 1 hour 15-minute exams at the end of the course (two for each Science).

FUTURE CAREER PATHS

Doctor, Veterinary Surgeon, Engineer, Chemist, Physicist, Biologist, Marine Biologist, Geneticist, Sports Scientist, Pharmacist, Ecologist, Geologist, Astrophysicist, Meteorologist, Conservationist, Automotive Researcher, Physiotherapist, Microbiologist.

POST 16 STUDY

This course leads onto A Levels in: Biology, Chemistry and Physics or BTEC National Diploma in Applied Science.

WHAT STUDENTS SAY

"Science is really interesting and the teachers are so enthusiastic about it. The best part of Science is practical experiments that we do and the hypothesising that comes with this. I like making predictions and then questioning 'why' was that the outcome of that experiment. In Science, I must be open-minded and consider so many different ideas, it really makes you think." ***Olivia, Y11.***

SCIENCE

Studying Science will develop resilience in problem solving, an analytical mind, knowledge of key practical techniques, open-mindedness to change and development, objectivity and a logical organised approach to challenges.

MATHS
GCSE

In Maths, students combine numeracy and problem solving skills across a range of disciplines, focusing on the application of Maths in solving real life problems. Maths is everywhere and is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be.

COURSE CONTENT

Students will learn:

- Knowledge and mathematical skills and how to apply these in problem solving situations.
- That they have already developed many of the skills and much of the understanding at KS3 necessary to be successful in GCSE Maths.

SUBJECT UNITS AND ASSESSMENT OUTLINE

The assessments will cover the following content headings:
- Number.
- Algebra.
- Geometry and Measures Ratio.
- Proportion and Rates of Change.
- Probability.
- Statistics.

Students are entered at either Foundation Tier or Higher Tier. Questions in the Foundation Tier papers are targeted at grades 5 to 1. Questions in the Higher Tier papers are targeted at grades 9 – 4.

Paper 1: Non-Calculator.
Paper 2: Calculator.
Paper 3: Calculator.

WHAT STUDENTS SAY

"What I love about my Maths lessons is how my teachers make mathematical concepts relevant to the world. Only this week my teacher made it clear to me how maths could support me in getting a job in architecture and construction, and how geometry was used in planning applications for buildings." ***Evan, Y10.***

MATHS

GCSE Mathematics provides a strong foundation for further study and for employment. Maths develops students to be analytical and problem solve; to investigate and communicate effectively and methodically. Students develop determination and perseverance.

FUTURE CAREER PATHS

All careers will require you to display a good level of mathematical understanding. The following careers are closely linked to Maths:
Engineering, Finance, Accountancy, Actuarial Work, Scientist, Medicine, Dentistry, Teaching, Logistics and many, many more

POST 16 STUDY

Being successful in Maths is necessary to being able to continue with further study, either A-levels, BTECs or T-Levels. It is also essential if you hope to secure an apprenticeship or enter into employment. Your GCSE Maths grade will stay with you for the rest of your life!

LIFE SKILLS
NON-EXAMINED

Life Skills helps students in all areas of school life, by providing them with learning opportunities that turn knowledge into personal understanding. Life Skills allows students to explore, clarify, and challenge, their own and others' values, attitudes and beliefs.

COURSE CONTENT

Our curriculum is built on three core themes; Relationships, Health & Wellbeing, and Living in the Wider World. Within each theme students will develop the knowledge and understanding of key concepts to enable them to flourish in the real world.

Students will be equipped with the language needed to question and debate to positively challenge inequality and present informed views.

Students will be guided to reflect on their position and status in society whilst appreciating others. Misconceptions and stigmas will be challenged through thoughtful discussion.

KS4 students receive statutory content for RSHE, Careers Education, Citizenship and Religious Studies through the taught life skills curriculum and supportive pastoral programme of study.

FUTURE CAREER PATHS

Life Skills provides an opportunity for students to learn about how to stay safe and healthy, much of the curriculum time focusses on mental and physical wellbeing. Life Skills also helps students to develop skills around critical thinking and offers insights in to a range of opinions and world views or a wide range of modern topics. Essential careers information and guidance is also offered through our Life Skills curriculum.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Living in the Wider World: Students identify their own strengths, interests, skills, and qualities including their value to future employability and strategies to develop. Students will learn about different types of work, including employment, self-employment, and voluntary work.

Health and Wellbeing: Students will learn how to manage change, maintain physical, mental and emotional health and wellbeing.

Relationships: Students are given the opportunities to learn about the qualities and behaviours they should exhibit in a wide variety of positive relationships.

WHAT STUDENTS SAY

"Life Skills in KS4 covers loads of topics and some of it is really sensitive, but because it's delivered by teachers who are 'familiar faces' it's much easier to take in. It is useful for understanding the wider world and different opinions. It makes you think about being a good person and I think it will help me with my future."

Chloe, Y10.

OPTIONAL SUBJECTS

HISTORY
GCSE

In GCSE History, students will answer important questions such as, Why do wars happen? Why do we have a welfare system? How have we come to live in a multi-cultural society? Learning about past events and the people who've influenced History will allow students to understand how the world got to the point it's at now and how it will continue to develop in the future.

COURSE CONTENT

Students will learn:
- How we came to have the medical knowledge we have today.
- How Elizabeth I showed the world that women could be strong and powerful rulers.
- How close the world came to a nuclear war.
- Why the German people voted for the Nazis and what life was like under their rule.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Unit 1: Medicine 1250 - Present Day.
Unit 2: Early Elizabethan England 1558-1588.
Unit 3: Germany 1919-1939.
Unit 4: Superpower relations and the Cold War 1941-91.

Assessment:
Paper 1:
Medicine in Britain, c1250 – present.
Exam 2:
Elizabethan England, Superpower relations, Cold War.
Exam 3:
Weimar and Nazi Germany, 1918 – 1939.

WHY CHOOSE HISTORY?

The course will help you to interpret evidence and build your own judgements. History can help you become more confident at giving opinions and builds up skills of analysis and evaluation and the ability to look at things critically.

FUTURE CAREER PATHS

Advertising, Archivist, Museum Curator, Politician, Editor, Journalist, Legal Assistant, Lobbyist, Personnel Manager, Public Relations Officer, Researcher, Teacher.

POST 16 STUDY

This course leads onto A Level History.

WHAT STUDENTS SAY

"My teacher has really brought history to life for me. I love how we take many pieces of evidence from the past and evaluate them to gain a critical understanding of the different perspectives. Sometimes we have to find biased view-points and I've learned a lot about understanding anything that I read now in different subjects or even on social media." **Lacey, Y11.**

GEOGRAPHY
GCSE

In Geography, students develop a knowledge and understanding of current events from the local area to the global. You will investigate the earth, its people and how they interact – from UK coasts, volcanoes/earthquakes around the Pacific and rainforests in Brazil, to tourism in Jamaica and favelas in Mumbai – Geography really does have it all!

COURSE CONTENT

Students will;
- Travel the world from their classroom, exploring case studies in the United Kingdom and beyond.
- Study topics of human and physical geography.
- Take part in fieldtrips to give insight to real case studies and allow you to learn outside the classroom.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Physical Geography : 90-minute paper (35%)
The Challenge of Natural Hazards, The Living World and Physical Landscapes.

Human Geography : 90-minute paper (35%)
Urban Issues and Challenges, Resource Management and The Changing Economic World.

Geographical Applications - 90-minute paper (30%)
Geographical Skills, Fieldwork and Pre-release.

WHY CHOOSE GEOGRAPHY?

In Geography, students develop a range of useful skills, such as: critical thinking, analytical and evaluative skills, map reading, data collection, ICT and problem solving. All of these skills gained make it a rigorous academic subject and provide students with the skills sought by employers in many industries.

FUTURE CAREER PATHS

Teaching, Law, Police, Architecture, Travel and Tourism, Conservation, Management, the Armed Forces, Weather Forecaster, Journalist, Accountant, Town Planner.

POST 16 STUDY

This course leads onto A Level Geography and also eventually a Geography degree.

WHAT STUDENTS SAY

"Geography is absolutely my favourite subject in school and I can't wait to continue it into next year by taking A-level Geography. My teacher has inspired me to want to become a Geography teacher eventually and I hope that I can explain it as clearly and excitingly as he does." ***Ben, Y11.***

SPANISH
GCSE

In Spanish, students learn to communicate with other speakers of Spanish. Alongside learning a modern foreign language, students will also explore the culture of Spain, its history, its traditions and customs of Spain.

COURSE CONTENT

Students will;

- Develop the skills required to become an outstanding linguist.
- Learn about how Spanish works as a language, through covering a range of topics.
- Understand authentic texts and communicate in written and spoken Spanish.

SUBJECT UNITS AND ASSESSMENT OUTLINE

- Family and personal relationships.
- Free time (including social media and technology).
- Home, local area and environment.
- Healthy and unhealthy living.
- Customs and traditions in Spain/Spanish speaking countries.
- Current and future study and employment.

Assessment at GCSE is a final examination at the end of Year 11. You will be assessed for each of the language skills: listening, speaking, reading and writing. Each paper equates to 25% of the overall grade.

WHY CHOOSE SPANISH?

You will foster an understanding of how language works, build resilience, and develop a range of skills and strategies to enable you to tackle challenging materials. You will also develop a greater sense of cultural awareness.

FUTURE CAREER PATHS

Teaching, Interpreting, Translating, International Business, Travel and Tourism, Holiday Rep, Police, Journalism, Media, Secret Service, European Union, Charities, Law, Sales and Marketing and Finance.

POST 16 STUDY

This course leads onto A Level Spanish, in addition to other courses in the communication suite.

WHAT STUDENTS SAY

"Studying Spanish for the last few years has actually helped me with my English studies and I understand how language is structured better than ever. We have studied Spanish festivals and the culture of Spain and other Spanish speaking countries; now I can't wait to work abroad when I get older and put this qualification to good use." ***Shannon, Y10.***

TRIPLE SCIENCE
BIOLOGY/CHEMISTRY/PHYSICS
GCSE

In Science, students combine laboratory-based practical techniques with data interpretation skills and fundamental scientific concepts to learn the key components of environment and life systems, materials around us and the way things work.

COURSE CONTENT

Students will;

- Study the key principles that underlie current technological and research developments in Biology, Chemistry and Physics.
- Look at how our body functions, materials and their properties and the microscopic world of atoms.
- Learn key practical skills and how to apply these to the problem-solving of real scientific issues.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Biology; Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Variation and Evolution, Ecology.
Chemistry; Atomic Structure, Bonding and Structure, Quantitative Chemistry, Chemical Changes, Energy Changes, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Resources.
Physics; Forces, Energy, Waves, Electricity, Magnetism and Electromagnetism, Particle Model of Matter, Atomic Structure Radiation and Space.

Subject assessment:
Six exams (two for each science), each out of 100 marks and the last for 1 hour 45 minutes in duration.

WHAT STUDENTS SAY

"Triple Science opens doors for the future and will inspire you to further explore how the world works. I enjoy my Science lessons because of the variety it gives me. My favourite part of Science is elements that are linked to the Human Body."
Connor, Y10.

WHY CHOOSE TRIPLE SCIENCE?

Studying Science will develop resilience in problem solving, an analytical mind, knowledge of key practical techniques, open-mindedness to change and development, objectivity and a logical organised approach to challenges.

FUTURE CAREER PATHS

Doctor, Veterinary Surgeon, Engineer, Chemist, Physicist, Biologist, Marine Biologist, Geneticist, Sports Scientist, Pharmacist, Ecologist, Geologist, Astrophysicist, Meteorologist, Conservationist, Automotive Researcher, Physiotherapist, Microbiologist.

POST 16 STUDY

This course leads onto A Levels in: Biology, Chemistry and Physics or BTEC National Diploma in Applied Science.

HEALTH AND SOCIAL CARE
BTEC

The course places an emphasis on developing the underpinning knowledge, skills, qualities and experience required for all professionals working in Health and Social Care.

COURSE CONTENT

Students will:

- Explore health and social care services and how they meet the needs of service users.
- Study the skills, attributes and values required when giving care.
- Learn about factors that can affect individuals throughout their life stages and how services can support these individuals.
- Explore factors that can affect health and wellbeing , learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Human Lifespan Development
Internal (Controlled Assessment)

Health and Social Care Services and Values
Internal (Controlled Assessment)

Health and Wellbeing
Synoptic External (Exam)

FUTURE CAREER PATHS

Primary/Secondary teaching, Social Work, Physiotherapy, Police, Radiography, Nursery teaching, Nursery Nurse, Midwifery, Nursing, Childcare, Residential care, plus many, many more…

POST 16 STUDY

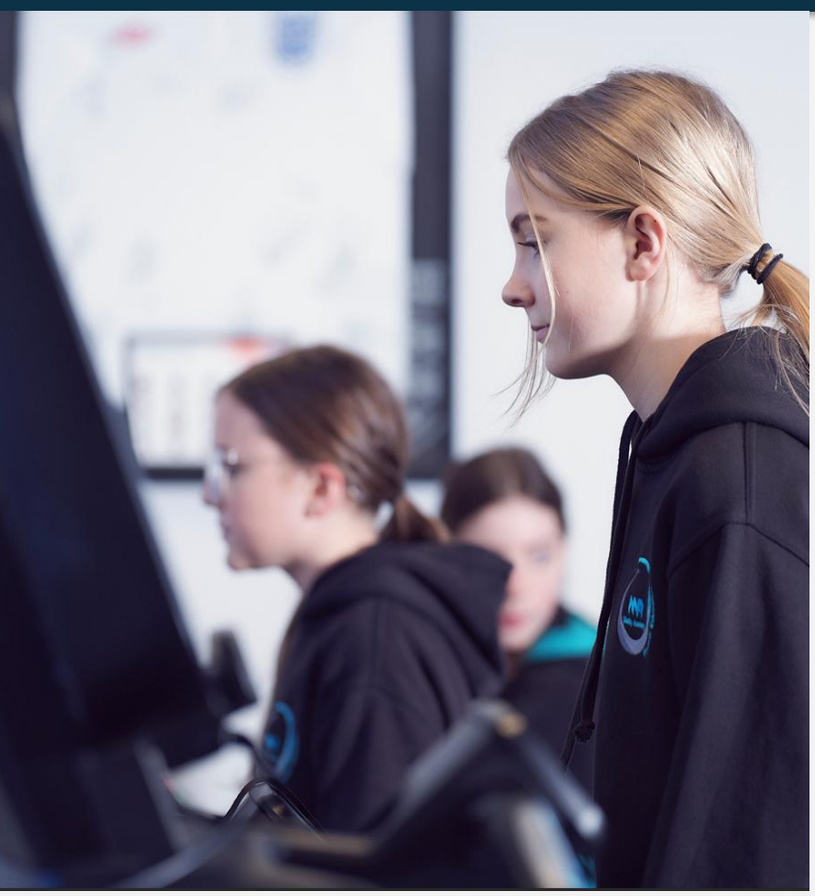
This course leads onto the BTEC Level 3 Extended Certificate and Diploma in Health and Social Care.

WHAT STUDENTS SAY

"I feel that I can make a difference with the skills and understanding that our teacher has taught us. Lessons are so interesting, from walking into the classroom the sharp start always interests me." ***Grace, Y11.***

WHY CHOOSE HEALTH AND SOCIAL CARE?

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. In 2019/20, the adult social care sector contributed approximately £41.2 billion a year to the UK economy. Approximately 3 million people are currently employed in the sector. In 2019, it was estimated that by 2035 approximately 2.17 million health and social care job vacancies will need to be filled.



BTEC Sport

BTEC Tech Award in Sport

BTEC Sport will enable you to explore and understand how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Learners will develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork.

COURSE CONTENT

Throughout the course you will learn.

- How technology can enhance performance and increase participation.
- The impact of sport and physical activity on the body systems
- Short and long term effects of exercise on the body.
- Sports performance
- Fitness testing, training and programming.

FUTURE CAREER PATHS

Teaching, Physiotherapy, Police, Sports Nutritionist, Performance Coach, Community Sports Coach, Personal Trainer, Sports Therapist, Sports Development Officer, Gym Manager, Strength and Conditioning Coach.

POST 16 STUDY

This course leads onto the BTEC Level 3 Extended Certificate, Diploma and Extended Diploma in Sport.

WHAT STUDENTS SAY

"The course has brought to life my interest in Sport, but also sparked an interest in Science. I just wanted to play sport, but the understanding I have developed in anatomy, physiology and nutrition is great. I love it when the teacher brings real life examples of how the principles we've learned are applied by professionals. I now want to pursue this subject and do a Sports Science degree after Sixth Form."
Adam, Y10.

SUBJECT UNITS AND ASSESSMENT OUTLINE

External Exam 40%:
Component 3:Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity
Coursework 30%:
Component 1: Preparing Participants to take part in sport and physical activity
Coursework 30%:
Component 2: .Taking Part and Improving Other Participants Sporting Performance

WHY CHOOSE SPORT?

You will develop transferable skills, learn to think critically, develop communication, organisation and people skills, as well as confidence.

I.T.
WJEC

The UK is the leading destination in Europe for inward investment into the digital sector, attracting £6.7 billion in 2016 (50% higher than any other European country) and Global tech companies have announced significant investments in the UK since the referendum to leave the EU.

However, the reported digital skills shortage in the UK highlights the importance of qualifications in developing the digital skills of young people. Around 1.5 million people are working in digital companies and around 45,000 digital jobs advertised at any one time. Digital skills span all industries; almost all jobs in the UK today require employees to have a good level of digital literacy.

FUTURE CAREER PATHS

Database Administrator, Games Developer, IT Consultant, Programmer, Systems Analyst, Web Designer, Web Developer, IT Sales Professional, IT Trainer, Network Engineer, Secondary School Teacher, Technical Author.

POST 16 STUDY

This course leads onto BTEC L3 IT or A Level Computer Science.

WHAT STUDENTS SAY

"IT was a natural choice for me as I've always wanted to be a Games Designer when I grow up. However, since studying IT I have learned how many opportunities in different areas there are open to me and now I want to work in Cyber Security. BTEC IT has given me a great understanding of computers. My teacher made it so interesting I changed my life ambition."
Paul, Y11.

COURSE CONTENT

Students will;

- Explore the wide range of uses of hardware, application and specialist software in society.
- Investigate how information technology is used in a range of contexts, including organisations, education and in the home.
- Introduce you to a broad working knowledge of databases, spreadsheets, automated documents and images and enabling you to apply your knowledge and understanding to solve problems in vocational settings

SUBJECT UNITS AND ASSESSMENT OUTLINE

- **Unit :** ICT in Society
- **Unit 2:** ICT in Context

Assessment:
One written exam worth 40% of your final grade.
One coursework units worth 60% of final grade.

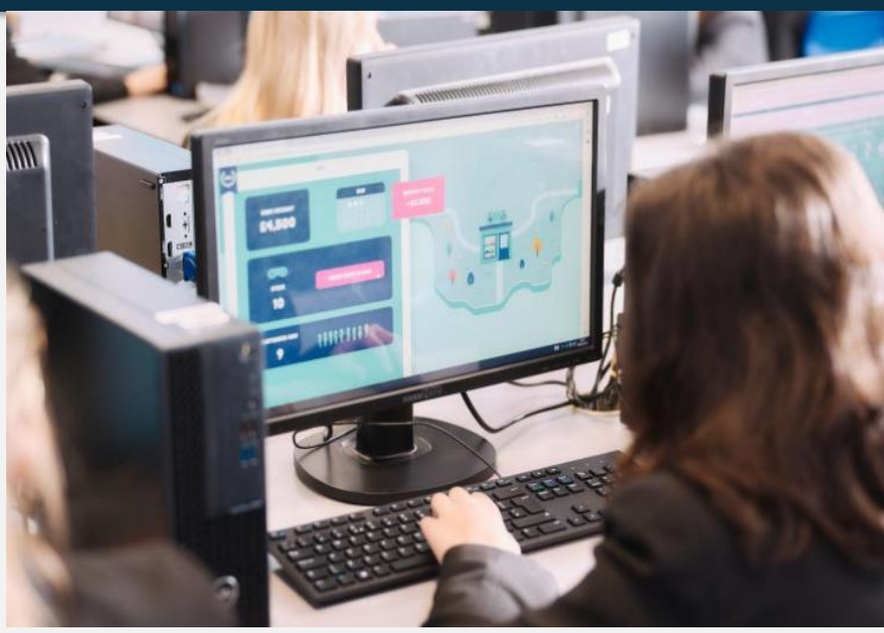
WHY CHOOSE WJEC IT?

Develop skills in using modern technologies and software and learn about a variety of relevant IT knowledge including threats to systems and prevention methods. You will also improve key skills in creativity and problem solving.

OPTIONAL SUBJECT

BUSINESS
GCSE

GCSE Business will equip students with skills and confidence to explore how different business situations affect business decisions. Students will investigate business activities from small enterprises to large multinationals and businesses operating in local, national and global business contexts.



COURSE CONTENT

- Business Ownerships, including the different ways to set up a business, from being a sole trader to becoming a PLC.
- Marketing, including advertising, development of products and setting the best price.
- Recruitment, including how businesses select the right candidate and keep staff motivation through both financial and non-financial methods.
- Business Operations, including how the products we purchase can be produced using different production methods, to working with suppliers to ensure the quality of goods and services reflect the price consumers pay.
- Finance, which looks at how businesses make a profit and the documents they would use to analyse financial data for both current success and future planning.

SUBJECT UNITS AND ASSESSMENT OUTLINE

The course is made up of two units, both of which are assessed externally. Both papers will use real life business case studies for students to analyse and apply within their responses.

Business 1 Examination:
1 hour 30 minutes – 80 marks – 50%
Business 2 Examination:
1 hour 30 minutes – 80 marks – 50%

FUTURE CAREER PATHS

Business Administration, HR Manager, Project Management, Banking, Sales Product Management, Financial Manager, Financial Advisor, Accountant, Management Consultant, Social Media Manager, Lawyer, Business Studies Teacher.

POST 16 STUDY

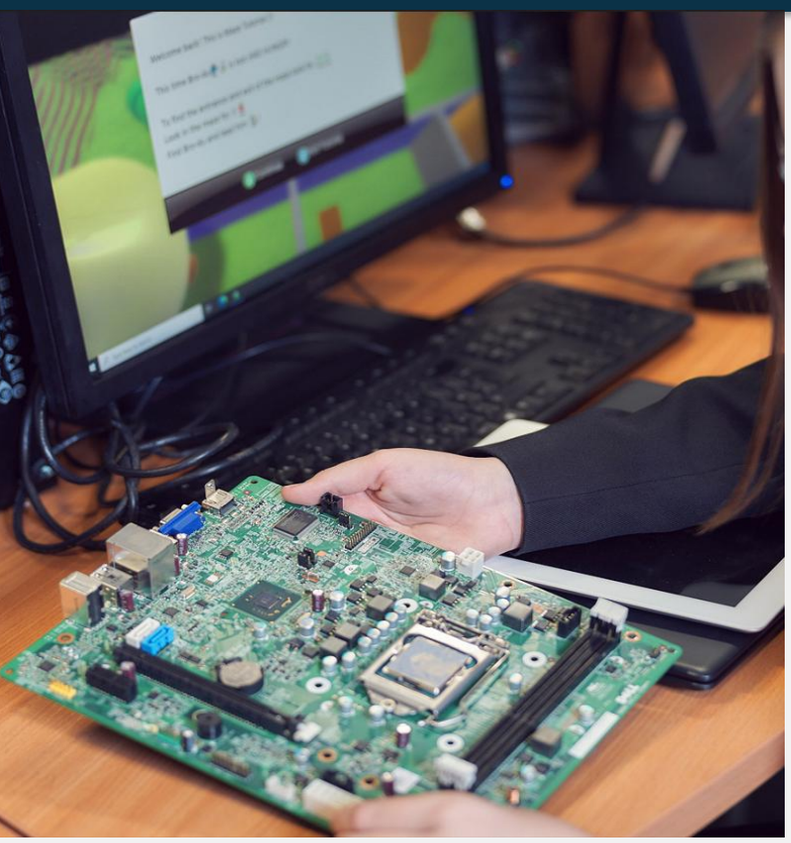
This course leads onto BTEC Business Level 3. Business Studies remains a very popular choice at University as it is also a course that boasts a very high employment rate.

WHAT STUDENTS SAY

"I enjoyed completing my GCSE in Business Studies last year. It was interesting and informative, especially when you are able to apply this to real life business situations."

WHY CHOOSE BUSINESS?

This qualification equips learners with the skills and confidence to explore how different business situations affect business decisions. It is a well-rounded introduction to the subject. The qualification will encourage learners to make informed choices about a wide range of further learning opportunities and career pathways as well as develop Life skills that enable them to become financially and commercially aware.



COMPUTER SCIENCE
GCSE

In Computer Science, students theorise, design, develop and apply the software and hardware for the programmes we use day in day out. Computer Science is all about problem solving, analysing and modelling problems, designing solutions and then evaluating them.

COURSE CONTENT

Students will;

- Apply the principles of Computer Science.
- Analyse problems through practical experience.
- Think creatively, innovatively, logically and critically.
- Understand what makes up digital systems.
- Assess the impacts of digital technology on society.

SUBJECT UNITS AND ASSESSMENT OUTLINE

The course is broken in to two units, each with a 90-minute examination, each being weighted at 50% of the final qualification and graded on the 9-1 scale.

Unit 1 covers:
Systems Architecture, Memory and Storage, Computer Networks, Connections and Protocols, Network Security Systems Software, Ethical, Legal, Cultural and Environmental impacts of Digital Technology.

Unit 2 covers:
Algorithms, Programming Fundamentals, Producing robust programs, Boolean Logic, Programming Languages and Integrated Development Environments.

WHY CHOOSE COMPUTER SCIENCE?

Develop computational thinking, applying theory to real life. Build logical thinking, mathematical application and mental versatility, through solving a range of problems.

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FUTURE CAREER PATHS

Database Administrator, Games Developer, IT Consultant, Programmer, Systems Analyst, Web Designer, Web Developer, IT Sales Professional, IT Trainer, Network Engineer, Secondary School Teacher, Technical Author.

POST 16 STUDY

This course leads onto A Level Computer Science or BTEC L3 IT.

WHAT STUDENTS SAY

"I never thought that Computer Science would be where I would find my passion; I hadn't even used computers much until I came to Maltby Academy, but I love how I can create computer programs from scratch. There are many problems to overcome and debugging programs has helped me think logically, which has also helped me with my other subjects."
Katie, Y10.

OPTIONAL SUBJECT

ART, CRAFT AND DESIGN
GCSE

In Art, Craft & Design, students combine practical and artistic skills with creative thinking and research to produce individual and personal responses. With two components, comprising a 'Portfolio' selected from the course of study and an 'Externally set assignment', the course provides students with a range of creative, exciting and stimulating opportunities to develop and explore their own interests within art and design.

COURSE CONTENT

Students will;

- Study a wide range of practical methods and approaches, including drawing, painting, photography, an array of mixed media approaches, sculpture and ceramics.
- Investigate a range of art forms from different times and cultures from which students will communicate ideas and meaning through their artwork.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Component 1: Portfolio (Non exam assessment) 60%.
The course begins with a skills based introductory project, which explores a range of techniques and media. This is followed by a personal project responding to a theme. (one sustained project with a selection of further work).

Component 2: Externally set assignment 40%.
Ten week preparation period followed by a ten hour exam: Students must select and respond to one of seven starting points from their exam paper provided by the exam board.

WHY CHOOSE ART AND DESIGN?

Art and design encourages students to be inquisitive, and is a way of seeing things that helps make sense of the world around you. The course develops students personal responses to set themes, and allows for self-expression and creativity, helping students build confidence as well as a sense of individual identity. The course will provide an opportunity for students to gain experience of the work practices of individuals, organisations and creative and cultural industries.

FUTURE CAREER PATHS

Architect, Curator, Costume designer, Dentist, Advertising, Illustrator, Art Therapist, Fashion Designer, Fine Artist, Furniture Designer, Graphic Designer, Illustrator, Interior Designer, Make-up Artist, Model Maker, Photographer, Product Designer, Set Designer, Textile Designer, Web Designer, Animator.

POST 16 STUDY

Art provides a strong foundation to further study at A level, as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those in A level Art, Craft and Design.

WHAT STUDENTS SAY

"My Art teachers have given me a lot more than the skills of drawing and painting needed to complete my portfolio, but also a much deeper appreciation of the arts and recognition of what the artist was trying to achieve. The best thing is that the projects allow you to develop your technical skills, whilst encouraging you to take your work in a direction that particularly interests you."
Mary, Y11.

PHOTOGRAPHY
GCSE

In Photography, students combine both digital and practical skills with creative thinking and research to produce individual and personal responses. With two components, comprising a 'Portfolio' selected from the course of study and an 'Externally set assignment', the course provides the opportunity to develop visual communication skills, exploring their own interests through the medium of photography.

COURSE CONTENT

Students will;

- Study a wide range of digital and practical methods of photography. This will include portraiture, location photography, experimental imagery, installation, documentary photography and a range of physical and digital editing skills.
- Investigate a range of practising and traditional photographers who work in a variety of disciplines from which students will communicate ideas and meaning through their photography outcomes.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Component 1: Portfolio (Non exam assessment) 60%. A skills based introduction exploring a range of techniques and media, followed by a personal project responding to a theme. (one sustained project with a selection of further work).

Component 2: Externally set assignment 40%. Ten week preparation period followed by a ten hour exam: Students must select and respond to one of seven starting points from their exam paper provided by the exam board.

WHY CHOOSE ART AND DESIGN?

In addition to practical and creative skills the course provides an opportunity for students to gain experience of the work practices of individuals, organisations and creative and cultural industries.

FUTURE CAREER PATHS

Architecture, Interior Design, Fashion designer, Photography, Window Dressing/ Design, Fine Artist, Graphic Design, Illustration, Cinematographer, Advertising, Photojournalism, Teaching, Animator, Architect, Art Therapist, Fashion Designer, Fine Artist, Furniture Designer, Set Designer, Textile Designer, Web Designer

POST 16 STUDY

Photography provides a strong foundation to further study at AS and A level in both Photography and Art & Design, as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those in AS and A level Photography

WHAT STUDENTS SAY

"studying Photography has given me a whole new appreciation of the world in the 21st Century. Photography is all around us and digital media is a growing industry and a real area of interest to me"

Sam, Y12.

MEDIA STUDIES
GCSE

In Media Studies, students will develop critical thinking, alongside creative and technical skills. We are constantly surrounded and influenced by the ever growing media industry. As such, it is more important than ever to be able to accurately read and interpret the messages we receive every day.

COURSE CONTENT

Students will learn:
- To use current media technologies to produce a media product.
- To evaluate the appeal of your product to your target audience and consider how it is marketed.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Topics:

- Media Language and Representations.
- Media Industries and Audiences.
- Changes to Television and Music Over Time
- Media Production.
- Media in Social, Historical, Cultural and Political Context.

Component 1: Exploring the Media
- Exam 90 mins (40%).

Component 2: Understanding Media Forms and Products - Exam 90 mins (30%).

Component 3: Creating a Media Product
- Non-Exam Assessment – (30%).

WHY CHOOSE MEDIA STUDIES?

In addition to practical and creative skills, the course provides an opportunity for students to gain experience of the work practices of individuals, organisations and creative and cultural industries.

FUTURE CAREER PATHS

Film and Television Production, Radio, Journalism, Advertising and Marketing Communications.

POST 16 STUDY

This course leads onto A Level Media Studies and other courses in the communications suite.

WHAT STUDENTS SAY

"As I was interested in films, I chose Media Studies when I took my options and now I have developed many skills and great understanding, but also an appreciation of many parts of Media. The course has inspired me to want to go onto a specialist university and I hope to work in production when I'm older." ***Chris, Y10.***

3D PRODUCT DESIGN
GCSE

3D Product design will encourage students to build their research skills, knowledge and practical tools, alongside developing CAD techniques to design, develop and create personal and creative 3D outcomes. This range of processes and techniques will help students progress into a wide range of employment and onto further education opportunities.

COURSE CONTENT

- Apply Design, Maths and Science to solve real world problems.
- Students will be able to read technical drawings, select appropriate materials, along with tools and machinery. They will know how to carry out a practical task, working in a safe manner in line with current health and safety legislation.
- Learn a range of practical and CAD (Computer aided design) skills which will enable you to develop high quality, personal outcomes.

FUTURE CAREER PATHS

Product designer, a range of Engineering careers, Exhibition Designer / display Designer, Architect, Set Designer, Builder, Set Carpenter, CAD Designer, Furniture Designer, Colour Technologist, Construction roles

POST 16 STUDY

This course leads onto A Level Product Design.

WHAT STUDENTS SAY

"I'm enjoying 3D Product Design as it's more practical and design based so it allows me to express my creative side. I'm really enjoying the current project as I have looked at designs from the past, chosen my own direction to develop my final product and learning new skills. I had never studied 3D Product design before so wasn't too sure what to expect, but the work we did in DT in KS3 was a great help. I can now complete complex design ideas and technical drawings that would enable me to become a Designer or Architect. I have learned that 3D Product Design is all around us and now appreciate how a designer influences trends that I used to take for granted." ***Jessica, Y10.***

SUBJECT UNITS AND ASSESSMENT OUTLINE

Component 1: Portfolio (Non exam assessment) 60%. The course begins with a skills based introductory project, which explores a range of techniques and media. This is followed by a personal project responding to a theme. (one sustained project with a selection of further work).

Component 2: Externally set assignment 40%. Ten-week preparation period followed by a ten-hour exam: Students must select and respond to one of seven starting points from their exam paper provided by the exam board.

WHY CHOOSE 3D PRODUCT DESIGN?

3D Product design is about looking, learning, thinking and communicating ideas. It inspires creative thinkers, problem solvers and people who enjoy making. It will prepare students to participate confidently and successfully in an increasingly technology driven world. Students will gain awareness and learn from wider influences on design including historical, social, cultural and environmental factors.

PERFORMING ARTS

Eduqas Level 2 Vocational Award

Develop key skills that prove aptitude in performing arts such as reproducing repertoire or responding to stimuli. Examine processes that underpin effective arts performance, such as developing ideas, rehearsal and performance. Develop important attitudes including personal management and communication.

COURSE CONTENT

Students will;

- Perform, using different dance, acting or musical theatre styles or a combination of all three.
- Evaluate their own and others' performance.
- Explore business and administration roles.
- Contribute towards a whole group production.
- Pitch their ideas as a working company

SUBJECT UNITS AND ASSESSMENT OUTLINE

Unit 1:
Performing – Performing a piece of repertoire individually or in a group with supporting written work

Unit 2:
Creating – Creating and performing your own piece in a group with supporting written work

Unit 3:
Performing Arts in practice - creating a pitch for a piece of performance work including practical examples

Assessment:
• Two practical units with supporting coursework (internal).
• One practical pitch (on DVD) with supporting coursework.

FUTURE CAREER PATHS

Actor, Performer, Teaching and Coaching, Arts Administration, A career on stage or in Television, any job which require; teamwork, communication, people skills, independent thinking, organisation skills and confidence.

POST 16 STUDY

Performing Arts courses could lead to an opportunity of doing A Level Dance, Drama at A Level or Level 3 BTEC Performing Arts.

WHY CHOOSE PERFORMING ARTS?

Students develop critical thinking skills, communication, teamwork, organisation and people skills as well as confidence. Moreover, they develop an appreciation of the Arts.

WHAT STUDENTS SAY

"Performing arts specialising in dance is something I have wanted to do ever since I was little. This course has now given me the confidence I need to take my next steps within the performing arts industry to college and then to university. The specialised teachers teaching this course is phenomenal with the amount of feedback and training you get, whilst them also giving you honest feedback on how to develop. This course is full of musical performances, musical development and creating original pieces, whilst all focusing on either dancing, singing, or acting." ***Sam, Y11***

MUSIC
GCSE - OCR

In Music, students will combine practical skills with creative thinking to listen, perform and create a variety of music using professional technology and software.

COURSE CONTENT

Students will;

- Develop practical skills – how to perform on your chosen instrument or voice, both on your own and as part of a group.
- Create and arrange music in a variety of styles with the aid of professional technology and computer software.
- Listen to and understand music in a variety of styles.

SUBJECT UNITS AND ASSESSMENT OUTLINE

Integrated Portfolio (30%): Pupils will learn and perform a song of their choice which will then be recorded and assessed as coursework, pupils will also compose a song fitting a theme and brief of their own creation

Practical Portfolio (30%): Pupils will choose a song to perform in a duo or band which will then be recorded and assessed as coursework, pupils will also compose a song that matches one of the assignment briefs released by the exam board.

Listening & Appraising (40%): Pupils will take an exam which focuses on the listening skills they will have learnt throughout the course focus on 4 areas of study – Conventions of Pop, Film & Game Music, World Music & Concerto Through Time

Assessment:

- Two performances (one solo, one duo/group)
- Two compositions (one free choice, one assignment brief
- One final music exam

FUTURE CAREER PATHS

TV, Film, Retail, Publishing, Marketing, Promotion, Radio, Education, Journalism, Record labels, Recording, Live Sound and many more.

POST 16 STUDY

This course leads onto A Level Music, Performing Arts BTEC Level 3, Music Apprenticeships (Intermediate – Advanced).

WHY CHOOSE MUSIC?

Music provides many skills necessary for a rounded, creative personality. It develops practical skills, including adaptability, physical coordination, confidence and the ability to make decisions. Performance helps to develop positive self-esteem, leadership and teamwork skills and enhances assertiveness.

WHAT STUDENTS SAY

"For me as a person, when my options came around, music was straight on as one of my first options. Ever since then, I have developed so much and learnt about a range of unique styles that I would have never thought about before. This course is jam packed full of musical performances, musical development and creating original music whilst all focusing on one chosen instrument. However, this course is not to be chosen if you do not have a clear passion for music as this course takes dedication, hard work, resilience, aspiration, and confidence in performing in-front of others. Finally, this course truly has set me up for me moving into my chosen college, where I already have a good level of understanding and performing." **Sam, Y11**

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