



Hazel Wood
High School



Year 9 Options

- 1 Complete the back page
- 2 Give the back page to Pastoral Year Lead
- 3 Don't forget to put your name on the page before you hand it in by **Wednesday 26th February**

Part of the

Oak 
Learning Partnership

My Name:

Ebacc Route:

Yes / No

Getting Ready for Key Stage 4

In Key Stage 4, when you start Year 10, the next stage of your education begins with you studying GCSE and/or Vocational Qualifications. In order to prepare for this, in Year 9, you begin the process of choosing some of your subjects, so that you can pick the subjects that you really want to study.

Your curriculum in Key Stage 4 is made up of some core subjects and some optional subjects. Your core subjects are the subjects that every child must study and these make up 5 of your GCSE qualifications. These are:

- English Language (GCSE)
- English Literature (GCSE)
- Maths (GCSE)
- Combined Science GCSE (which is worth two of your GCSE qualifications).

Your Optional subjects:

As a Hazel Wood High School student, you will choose 4 subjects to study that are over and above your core subjects. These are known in school as 'your options'.

The English Baccalaureate Qualification:

There is now a national expectation that most students in England should complete a qualification known as the English Baccalaureate (or EBACC). The EBACC qualification is a suite of GCSEs that contain all of the core GCSEs plus the following:

Either History (GCSE) or Geography (GCSE)

And

A GCSE in a Modern Foreign Language (MFL). This would be Spanish (GCSE).

Students who intend to go to college and/or university and compete against other students for places should, at this point, be choosing these subjects to ensure that they have this internationally recognised qualification. At the top of this page, next to your name, the box will state 'yes' if you must study the EBACC qualification.

If you must study the EBACC qualification, you need to decide if you wish to study History (GCSE) OR Geography (GCSE) and choose Spanish (GCSE) You will then choose two further subjects.

All other students:

For those students who are not studying the EBACC qualification will have to decide to study History (GCSE) OR Geography (GCSE) OR Spanish (GCSE). You will then choose three further subjects.



The Process

How do I know if the subjects are right for me?

We have a full process set up that will help you to choose the options that are right for you. This is outlined below:

This process starts on Wednesday 29th January 2025, when we have a 'Parent / Guardian and Child Options' Launch Evening'. During this evening, you will be presented with the options booklet with the key information explained. Subject leaders and teachers will also be available to explain courses to you in more detail so that you and your parents or guardians can be fully informed and, together, you can make the right option decisions.

Week commencing 3rd February 2025, On Monday, Tuesday and Thursday you will have assemblies during period 2, where teachers will come to explain each of the courses to you and give you a chance to ask questions.

On Wednesday 26th February 2025, we have Year 9 Parents' Evening. This is the perfect opportunity for your parents or guardians to discuss your progress in any of the subjects to help you to decide if you will be successful in that subject, should you choose it as one of your 'options'. At the end of this evening, you will speak to a member of the school Leadership team to submit and explain and your final option choices. This is an opportunity to talk through your choices and to ensure that you are choosing the correct choices for you.

In June 2025, we should be able to start confirming the subjects that will form your Key Stage 4 curriculum.

Will I definitely get my chosen options?

We will do our best to give everyone their first choices and, if we are unable to do this, one of our teachers will meet you to discuss the best options for you.

Remember

Choose the **subject** you like, not the teacher you like. There is no guarantee you will have the same teacher each year.

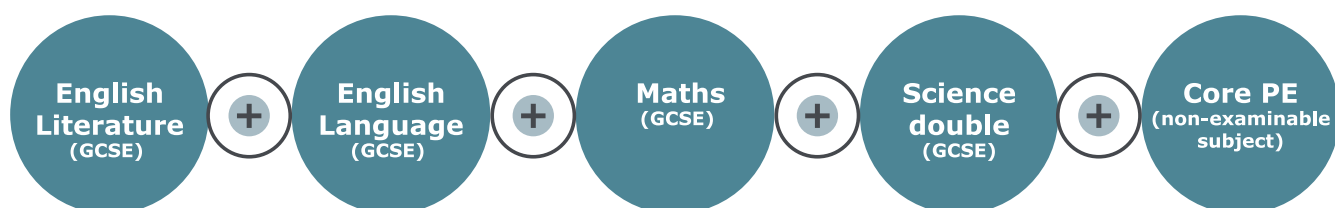
Do not choose subjects that your friends choose so that you can be in classes with them, choose what is right for **YOU**. There is no guarantee you will be in the same classes.



What next?



Your Compulsory subjects



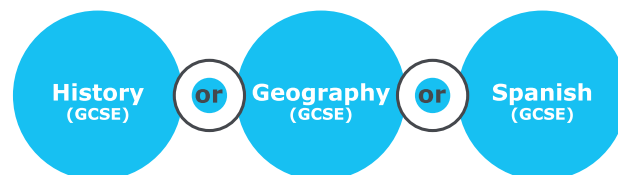
To complete the English Baccalaureate:



Choose 2 from these:

- 3D Design (GCSE)
- Art and Design (BTEC Level 1/2 Vocational Award)
- Child Development (BTEC Level 1/2 Vocational Award)
- Creative iMedia (Cambridge Nationals Level 1/2 Vocational Award)
- Enterprise (BTEC Level 1/2 Vocational Award)
- Food – Hospitality and Catering (WJEC Level 1/2 Vocational Award)
- Geography (GCSE)
- Health and Social care (Cambridge Nationals Level 1/2 Vocational Award)
- History (GCSE)
- Music (GCSE)
- Performing Arts (BTEC Level 1/2 Vocational Award)
- Religious Studies (GCSE)
- Sports Studies (Cambridge Nationals Level 1/2 Vocational Award)
- Triple Science (GCSE - only available to those that have had a discussion with their science teacher)

Those not completing the English Baccalaureate:



Choose 3 from these:

- 3D Design (GCSE)
- Art and Design (BTEC Level 1/2 Vocational Award)
- Child Development (BTEC Level 1/2 Vocational Award)
- Creative iMedia (Cambridge Nationals Level 1/2 Vocational Award)
- Enterprise (BTEC Level 1/2 Vocational Award)
- Food – Hospitality and Catering (WJEC Level 1/2 Vocational Award)
- Geography (GCSE)
- Health and Social care (Cambridge Nationals Level 1/2 Vocational Award)
- History (GCSE)
- Music (GCSE)
- Performing Arts (BTEC Level 1/2 Vocational Award)
- Religious Studies (GCSE)
- Spanish (GCSE)
- Sports Studies (Cambridge Nationals Level 1/2 Vocational Award)

Compulsory Subjects

English Language

English Literature

Mathematics

Science (double)

Core PE



English Language

Exam board and course title: AQA GCSE English language

Qualification: GCSE

Please note that this subject is compulsory for all students.

Unit titles	Content	Weighting
Component 1	20th Century Literature Reading and Creative Prose Writing	50%
Component 2	19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing	50%
Component 3	Spoken Language Non-exam Assessment	Unweighted

As part of the GCSE English language qualification, students will read and engage with a range of high-quality literature, and non-fiction texts, from the 19th, 20th and 21st centuries, which cover a range of genres and types. Understanding will be assessed through a range of structured questions, which are phrased with straightforward wording.

Reading and writing are equally weighted.

The new English Language GCSE has a greater focus on making sure that students are able to write clearly and accurately, in good Standard English. There is an increased emphasis on spelling, punctuation, and grammar, including the use of vocabulary.

Speaking and Listening is assessed and recorded in house, although it does not form part of the final award. There is a bigger emphasis on teaching students to become more confident in formal speaking. Speaking and Listening is still reported alongside GCSE grades and students will receive a Pass, Merit or Distinction in this.

Who is this course suitable for?

Tiers have been removed from GCSE English Language. This means that specifications and question papers cover the full range of abilities. The GCSE is based on terminal assessment with no controlled assessment component.

Careers this course can take you into:

Journalist, Lawyer, Teacher, Author, Copywriter, Lexicographer (writing dictionaries), Web content manager, Marketing, Public speaking.

English Literature

Exam board and course title: AQA GCSE English literature

Qualification: GCSE

Please note that this subject is compulsory for all students.

Unit titles	Content	Weighting
Paper 1	Shakespeare and the nineteenth-century novel	40%
Paper 2	Modern texts, anthology poetry and unseen poetry	60%

As part of the GCSE English Literature qualification, students will read and engage with a range of classic literature texts, which include:

- **A 19th century novel**
- **A Shakespearean play**
- **A selection of poetry written since 1789 including representative Romantic poems**
- **British fiction or drama from 1914 onwards**

Students will respond to texts through analysis, with top marks awarded for personal and original interpretation. They will explain how language, structure and form contribute to writers' presentation of ideas, themes, and settings. Pupils are credited for understanding of the text, analysis of techniques and awareness of relevant social, cultural, and historical context. They must make comparisons and explain links between texts. The quality of writing in the response to texts is assessed across both papers.

Who is this course suitable for?

Tiers have been removed from GCSE English literature. This means that specifications and question papers cover the full range of abilities. The GCSE is based on terminal assessment with no controlled assessment component.

Careers this course can take you into:

Script writing, acting, teacher, author, public speaking.

Mathematics

Exam board and course title: Edexcel Mathematics

Qualification: GCSE

Please note that this subject is compulsory for all students.

GCSE (1-5) Foundation	GCSE (3-9) Higher
Unit 1 Number skills	Unit 1 Number skills
Unit 2 Algebra - expressions	Unit 2 Algebra - expressions
Unit 3 Graphs, tables and charts	Unit 3 Interpreting and representing data
Unit 4 Fractions and percentages	Unit 4 Fractions, ratio and proportion
Unit 5 Equations, inequalities and sequences	Unit 5 Angles and trigonometry
Unit 6 Angles	Unit 6 Graphs
Unit 7 Averages and range	Unit 7 Area and volume
Unit 8 Perimeter, area and volume 1	Unit 8 Transformation and constructions

The GCSE Maths syllabus focuses on not only imparting mathematical skills to the student but also enabling students to become fluent in their understanding of mathematical knowledge and concepts. It helps students apply mathematical techniques to real-world problems.

Who is this course suitable for?

GCSE Mathematics has two tiers of entry. The GCSE is based on three terminal assessments.

- **Foundation Tier - Grade 1 to 5**
- **Higher Tier - Grade 3 to 9**

Tier	Topic area	Weighting
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics & Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics & Probability	12 - 18%

Careers this course can take you into:

Engineering, software programmer, web designer, accountant, scientist and researcher, banking and finance, consultant, and data analyst.

Science

Exam board and course title: AQA GCSE Combined Science: Trilogy
Qualification: GCSE

Please note that this subject is compulsory for all students.

Unit titles	Content	Weighting
Biology 1	Cell biology, organisation, infection and response, bioenergetics	16.67%
Biology 2	Homeostasis and response, inheritance, variation and evolution, ecology	16.67%
Chemistry 1	Atomic structure, the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes, energy changes	16.67%
Chemistry 2	Rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources	16.67%
Physics 1	Energy, electricity, particle model of matter, atomic structure	16.67%
Physics 2	Forces, waves, magnetism and electromagnetism	16.67%

Combined science: investigating, observing, experimenting, testing out ideas and thinking about how they might work in the real world. The way scientific ideas flow throughout the course supports students in building a deep understanding of science. This involves talking about, reading, and writing about science in addition to the many practical applications and representation of science in its many forms both mathematically and visually through models. This course encourages the development of knowledge and understanding in science by offering many opportunities for working scientifically throughout all aspects of students' learning.

Topics covered:

- **Biology** - cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology
- **Chemistry** - atomic structure, the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources
- **Physics** - energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism

Careers this course can take you into:

Medical and healthcare, Engineering, Materials Science, Research and development, Veterinary science and animal studies.

English Baccalaureate EBACC Subjects

Geography OR History
AND
Spanish



Geography

Exam board and course title: AQA Syllabus A 8035

Qualification: GCSE

Students who are studying the EBACC must choose from Geography or History.

Students who are not studying the EBACC must choose one from Geography, History, or Spanish.

Unit titles	Content	Weighting
Living with the Physical environment	Natural Hazards Living world The UK's Physical Landscapes	88 Marks (35%)
Challenges in the human world	Urban issues and challenges The changing economic world The challenge of resource management	88 Marks (35%)
Geographical Applications	Fieldwork and geographical applications Practical and theoretical fieldwork skills	76 Marks (30%)

The course starts in year 10 with a look at the World's ecosystem. This includes understanding the opportunities and challenges in the Malaysian Rainforest and Thar Desert. Our second topic for this term looks at urban challenges focusing on Manchester and Rio. The spring term sees us investigating Rivers and Coastal landscapes of the UK. In the final term of Y10 resource management is studied as well as conducting our fieldwork enquires needed for Paper 3. A field trip will take place investigating a river and urban regeneration.

The Autumn term and year 11 see us looking at the important topic of Challenges of natural hazards. Here we look at the impacts of earthquakes, tropical storms, climate change and extreme weathers in the UK. The next topic is the changing economic world which sees students tackling the growing development gap and investigating Nigeria. We finish with working on the Pre-release which is published by the exam board in late March.

Who is this course suitable for?

This course is suitable for any student who likes to challenge themselves. Geography is a subject that has many curriculum links with other subjects. It is for students who have high ambitions and is a great step towards A level and beyond.

Careers this course can take you into:

Cartography, urban planner, National Park warden, teacher, marine biologist, ecologist, land analyst, surveyor, estate agent, land developer, sustainability analyst, pilot, airline worker.

History

Exam board and course title: Edexcel/Pearson 1HI0

Qualification: GCSE

Students who are studying the EBACC must choose from Geography or History.

Students who are not studying the EBACC must choose one from Geography, History, or Spanish.

Unit titles	Content		Weighting
Paper 1: Thematic Study: Crime and Punishment 1000–present <i>and</i> Whitechapel, c1870–c1900: crime, policing and the inner city	This unit explores the changing definitions and nature of crime and punishments across a variety of time periods. This lesson also features a historical study on the Whitechapel area of London.		30% of total grade
Paper 2: Section A: Superpower relations and the Cold War, 1941–91 Section B: British Depth Study: Early Elizabethan England, 1558–88.	Section A: This unit looks at the relationships between countries such as the USA and the USSR and how this led to the Cold War. It then explores the events of the Cold War and the significance of them.	Section B: This unit explores the early reign of Elizabeth I, including her court, her government, the problems she faced and what life was like for ordinary Elizabethans.	40% of total grade
Paper 3: The USA, 1954–75: conflict at home and abroad	This unit explores conflict at home with the Civil Rights Movement in America and the impact on equality. It then compares this to the Vietnam War and how the USA deals with conflict abroad.		30% of total grade

Who is this course suitable for?

History is for everyone. How can you understand the world that you live in unless you know how we reached this point in the first place?

History is not just about writing essays - it is about understanding people in the past, the impact that they have made and learning some of the lessons from the past in order to inform future decisions.

If you are curious about the past, like to solve problems, like to form your own opinions and are motivated to give your best then History will be the subject for you.

Careers this course can take you into:

In this rapidly changing world, many employers and careers hold a qualification in History in high regard. A good History grade tells people that you have the ability to work independently, think critically and communicate effectively. In addition, it also gives us an excellent understanding of the world we live in and equips us with the skills to make a positive contribution.

Lawyer, Journalist, Advertising and Marketing Managers, Public Relations, Police Officer, Armed Forces ... and so many others.

Spanish

Exam board and course title: AQA GCSE Spanish 8692

Qualification: GCSE

Students who are studying the EBACC must choose Spanish.

Students who are not studying the EBACC must choose one from Geography, History, or Spanish.

Unit titles	Content	Weighting
Paper 1: Listening	Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier. Dictation of short, spoken extracts.	25%
Paper 2: Speaking	Speaking using clear and comprehensible language to undertake a role-play. Reading aloud. Talk about visual stimuli	25%
Paper 3: Reading	Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier. Inferring plausible meanings of single words when they are embedded in written sentences. Translating from Spanish into English	25%
Paper 4: Writing	Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli. Translating from English into Spanish.	25%

GCSE Languages aims to make students confident communicators of the language as well as helping to increase confidence and develop effective listening skills. It is taught through the skills of listening, speaking, reading and writing.

Pupils carry out various activities from the following themes of study which reflect their everyday situations:

- **Theme 1: People and lifestyle.**
- **Theme 2: Popular culture.**
- **Theme 3: Communication and the world around us.**

Who is this course suitable for?

Those wishing to pursue careers abroad or in communication as well as business. Those students who are able to spot patterns in language and apply them to a variety of situations. In today's global workplace, having a qualification in another language gives an edge over others when competing for jobs.

Languages are increasingly more important and valuable in further education and in the world of work.

Careers this course can take you into:

Education, business, publishing, government, non-profit work, interpreting, journalism, international aid work, marketing. Can be combined with most other degree subjects.

Your Options

Choose **2** (or **3** if you do not complete the EBACC) from these:

3D Design

Art and Design

Child Development

Creative iMedia

Enterprise (our Business Studies option)

Food – Hospitality and Catering

Health and Social care

Music

Performing Arts

Religious Studies

Sports Studies

Triple Science



3D Design

Exam board & course title: AQA GCSE 3D Design

Qualification: GCSE

Component 1 Coursework Portfolio	2 projects covering a variety of outcomes in product design. Students will be expected to research a given title and develop ideas, research those ideas further. Students would then be able to sample and make prototypes of their ideas. Pupils will then make final outcomes.	60%
Component 2 Externally set task	A project completed by students which is set by AQA. Students will have a choice of themes and the project will be completed January-March of Y11. At the end of the project students will complete a 10-hour practical exam to complete a final piece for this project.	40%

About this course and skills needed

Students will apply their knowledge and skills in practical ways through project work, developing ideas and creating new and exciting design outcomes for specific audiences.

Students will experiment and develop their skills using a variety of materials, methods, techniques and processes.

Students will need to be well-motivated and able to work independently. Students should have an interest in expressing themselves creatively through 3D design and be willing to try out new ideas by experimenting with a wide range of materials, techniques, and processes.

Who is this course suitable for?

This course is for students who wish to acquire new knowledge and creative skills by studying the processes related to investigating, exploring, and creating 3D work.

Progression

The course prepares students for further study design qualifications, such as A Level and the BTEC Level 3. All of these courses will support university entrance.

Careers this course can take you into:

Jewellery design, furniture design, kitchen design, fashion design and product design.

Art and Design

Exam board & course title: BTEC Tech Award in Art and Design Practice

Qualification: BTEC Tech Award - Level 1/2 Vocational Award

Unit titles	Content	Weighting
Component 1 Creative Practice in Art and Design	Learners will investigate art and design practice to inform the generation and communication of ideas, and will develop practical skills through exploration of specialist materials, techniques, and processes	60%
Component 2 Responding to a Brief	Learners will develop and produce art and design work in response to a creative brief	40%

What does the qualification cover?

- knowledge that underpins effective use of skills, process, and attitudes in the sector such as roles, responsibilities, creative process, art and design disciplines and approaches, materials, techniques, and processes
- development of key skills that prove aptitude in art and design practice, such as generating and visually communicating creative responses to art and design briefs.
- process that underpins effective ways of working in the creative industries such as generating ideas, prototyping, development, review, and refinement
- attitudes that are considered most important in art and design practice, including planning, organisation, and communication.

Who is this course suitable for?

The Pearson BTEC Level 1/Level 2 Tech Award in Art and Design Practice is for students who want to acquire sector-specific applied knowledge and skills through vocational contexts by investigating, exploring, and creating art and design work as part of their Key Stage 4 learning. The qualification enables learners to develop skills across a range of art and design practices using a combination of practical exploration and experimentation.

They will develop personal skills, such as managing creative projects, documenting progress of skills and work, responding to briefs and presenting work through a practical and skills-based approach to learning and assessment.

What can the qualification lead to?

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Art and Design, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in art and design areas.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to study at Level 2 post-16 in a range of routes designed to lead to work, employment, apprenticeships, or further study at Level 3

Child Development

Exam board & course title: Pearson BTEC Tech Award in Child Development

Qualification: BTEC Tech Award - Level 1/2 Vocational Award

Unit titles	Content	Weighting
Component 1: Children's Growth and Development (Internal Assessment)	Learners will: • Gain knowledge of the principles of growth and development, including expected development milestones, for different age ranges across all five areas of development; physical, intellectual, and cognitive, communication and language, social and emotional. • Explore how different factors can positively or negatively impact different areas of a child's expected development.	30%
Component 2: Learning Through Play (Internal Assessment)	Learners will: • Explore different stages and types of play and how play activities can support and promote children's development and learning across the five areas of development between the ages of birth and five years old. • Investigate the different learning needs of children at different ages and stages and learn how to plan and structure play activities to meet those learning needs and encourage and influence learning.	30%
Component 3: Supporting Children to Play, Learn and Develop (External synoptic)	Learners will: • Develop an understanding of how children's learning and development can be affected by their individual circumstances. • Investigate the importance of inclusion and the role of an adult in keeping children safe when engaging in play activities and how the environment and play activities can be adapted to support the learning and development of all children.	40%

About this course and skills needed

The Tech Award gives learners the opportunity to develop applied knowledge and understanding of child development and growth up to the age of five, how children learn through play and how meeting the needs of individual children will support their development, play and learning. Learners will have the opportunity to develop applied knowledge in the following areas:

- the characteristics of children's development from birth up to five years
- factors that affect growth and development
- the importance of play
- how play promotes children's learning and development
- reasons why children may need support
- child-friendly environments to support play, learning and development in children from birth to five years old
- supporting all children to learn and develop physically, intellectually, emotionally, and socially, and adapting activities to support children's play, learning and development.

This Tech Award complements the learning in GCSE programmes such as GCSE English and GCSE Psychology. It is a practical introduction to the application of play opportunities for the learning and development of children in a variety of environments.

Who is this course suitable for?

This course is for learners who want to acquire sector-specific applied knowledge through vocational contexts by planning, developing and adapting play opportunities suitable for young children across five areas of development as part of their Key Stage 4 learning.

Careers this course can take you into:

Once you have completed the qualification, you will have developed a practical understanding of the early years sector and child development. Knowledge of child development is important in a variety of occupations outside of childcare and teaching, for example, in healthcare roles such as paediatricians, psychologists, occupational therapists, and speech and language therapists.

Creative iMedia

Exam board & course title: Creative iMedia J834

Qualification: Cambridge National - Level 1/2 Vocational Award

Unit titles	Content	Weighting
R093 Creative iMedia in the Media industry (Exam Unit)	Learners will study the sectors, products and job roles that form the media industry. Learners will learn the legal and ethical issues considered and the processes used to plan and create digital media products. Learners will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. Learners will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry.	40%
R094 Visual identity and digital graphics (coursework)	Learners will study how to develop visual identities for clients. learners will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.	60%
R099 Games Creation (coursework)	Learners will learn to interpret client briefs to devise original digital game concepts. Learners will learn to plan digital games effectively and to use a Game Design Document to create engagement among developers and clients. Learners will learn to create, edit, test and export playable digital games which you have designed. Completing this unit will provide you with the basic skills for further study or a range of creative and technical job roles within the media industry.	

About this course and skills needed

The course will build on content taught in key stage 3 and develops skills in ICT using software and hardware to produce media products such as a graphic images and computer games. Learners are assessed through coursework and one external exam.

Students will need to have some computer knowledge, understanding and ICT skills. Learners who study this course will need to enjoy a creative approach to producing media products. There is a written element in each unit of coursework and in the exam including evaluative work.

Who is this course suitable for?

This is a **Level 2 course** and will help students develop ICT skills with industry level media product development and industry level software. This course is suitable for anyone wishing to work with computers, in the media or creative industry.

Progression

The knowledge and skills you develop will help you to progress onto further study in computing or the media industry. This may be other vocational qualifications including the Level 2 or Level 3 OCR Cambridge Technicals in Digital Media and/or Information Technology; the T Level Qualification in Digital Production Design and Development or Media, Broadcast and Production; or the Media and Broadcast Assistant Pathway Apprenticeship. The qualification also helps to develop other transferable skills including creative thinking, digital presentation, planning and problem solving that will be valuable in other life and work situations.

Enterprise (Our Business Studies Option)

Exam board & course title: Pearson BTEC Tech Award in Enterprise

Qualification: BTEC Tech - Level 1/2 Vocational Award

Unit titles	Content	Assessment
Component 1 Exploring Enterprises	Learners will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Learners will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises.	This unit is a non-exam internal assessment set by the qualification board and marked by the school. It is then moderated by the examination board. The set Assignment will be completed in approximately 6 hours of monitored preparation and 5 hours of supervised assessment. Total: 60 marks
Component 2 Planning and Presenting a Micro-Enterprise Idea	Learners will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. They will individually present their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements.	This unit is a non-exam internal assessment set by the qualification board and marked by the school. It is then moderated by the examination board. The set Assignment will be completed in approximately 6 hours of monitored preparation and 7 hours of supervised assessment. Total: 60 marks
Component 3 Marketing and Finance for Enterprise	Learners will explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market. Learners will complete financial documents and statements and explore how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.	This component is an external assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 2 hours within the period timetabled by the examination board. Total: 60 marks

Who is this course suitable for?

This course is for learners who want to acquire sector-specific applied knowledge and practices through vocational contexts by studying enterprises, entrepreneurs, customers, competitors, the external environment, business planning and presenting, marketing and finance as part of their Key Stage 4 learning. The qualification enables learners to develop their transferable skills, such as researching, planning, making decisions and judgements, and financial literacy using realistic vocational contexts, and personal skills, such as creativity and innovation, time management, reviewing, communication and planning through a practical and skills-based approach to learning and assessment.

Careers this course can take you into:

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- **A Levels as preparation for entry to higher education in a range of subjects.**
- **Study of a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector.**

Food – Hospitality and Catering

Exam board and course title: WJEC Hospitality and Catering Technical Award

Qualification: Level 1/2 Vocational Award

Unit	Content	Weighting
The Hospitality and Catering Industry	Be able to understand how the Hospitality and Catering Industry works, looking at. ▪ Hospitality and Catering provision ▪ How Hospitality and catering providers operate. ▪ Health and Safety in Hospitality and Catering ▪ Food Safety in Hospitality and Catering	40% Exam
The Hospitality and Catering Industry	▪ Complete an exam title set from the exam board to plan and produce two dishes for a specific venue and customers. The work will be marked on a combination of: ▪ The importance of nutrition ▪ Menu planning ▪ Skills in preparation, cooking and presenting the dishes. ▪ Evaluating your own performance and the completed dishes.	60% Coursework

About this course:

Students will gain a good foundation of knowledge, understanding and skills that are required by the hospitality and catering industry, which is a major employer in the UK and other countries.

Students will have the opportunity to develop a variety of skills including food preparation and cooking techniques, organisation, time management, planning, communication, and problem solving.

Skills Needed for this course:

Students will need to be well-motivated and able to work independently. Students should have an interest in learning about the food industry and developing their own cooking skills.

Who is this course suitable for?

All learners.

Careers this course can take you into:

The opportunities to work within the food industry are varied and include wide range of job opportunities, such as catering in restaurants or within the armed forces, nutritional analysis, dietician, product development, professional chef, environmental health officer, health and safety inspector, food production and manufacturing, quality assurance and standardisation, purchaser, store manager of supermarkets or fast food chains, and teaching.

As well as being an option subject, this course also gives you various practical skills for future life.

Health and Social Care

Exam board & course title: OCR Health and Social Care

Qualification: Cambridge National - Level 1/2 Vocational Award

Unit titles	Content	Weighting
Supporting individuals through life event	• Life stages and key milestones of growth and development for age groups • PIES development across the life stages • Factors affecting growth and development across the life stages • Expected and unexpected life events • Impacts that life events have on individuals • Identifying individual's needs based on the impacts of life events • Sources of support • The roles of practitioners and informal care givers in providing support • Research and recommend personalised support based on individual needs	30%
Principles of care in health and social care settings	• Types of care settings • The rights of service users • The benefits to service users' health and wellbeing when their rights are maintained • Person-centred values • Benefits of applying the person-centred values • Effects on service users' health and wellbeing if person-centred values are not applied • The importance of verbal, non-verbal active listening and specialist communication skills in health and social care settings • Safeguarding • Safety procedures and measures • How security measures protect service users and staff	40% (exam)
Creative and therapeutic activities	• Types of therapies used in health and social care • Creative activities and their benefits • Factors that affect the selection of a creative activity • How to plan a creative activity to meet individual abilities • Skills/personal qualities required to encourage participation • Deliver a creative activity with a group or individual • Evaluation	30%

Who is this course suitable for?

This course is suitable for students who want to progress onto other related study, such as vocational qualifications in health and social care, A Levels, T Levels and apprenticeships. It introduces students to the specialist knowledge and skills needed to work in various care settings. There is a focus on core values and communicating with individuals to maintain their dignity and sense of being valued. Students need to be confident enough to carry out activities and interact with individuals.

Students must complete all three units; therefore, attendance is vital. The students can re-sit the coursework units and their best result will count towards the overall grade. However, if students choose to re-sit the exam, then their result achieved in the re-sit will count towards their overall grade. **The course is moderated Pass, Merit, Distinction at level 1 and 2.**

Careers this course can take you into:

Social work, Nursing, Occupational therapy, Teaching.

Music

Exam board & course title: OCR GCSE Music J536

Qualification: GCSE

Unit titles	Content	Weighting
Performance 1	A performance on your own instrument which is usually a solo performance playing a piece which lasts for 3 minutes in length.	30%
Performance 2	This is an ensemble performance which should be a performance involving two or more people where you play a significant role lasting at least 1 minute.	
Composition 1	You compose a piece of music in a style of your choice.	30%
Composition 2	This is based on a brief set by the exam board but you can choose which one you do.	
Listening Paper	Written/listening exam lasting 90 minutes based on answering questions on extracts of music that cover each of the styles learnt throughout the course.	40%

About this course and skills needed

The aim of the course is to ensure that students develop creative thinking skills through composition, self discipline through regular instrumental practice as well as aiming to achieve a good GCSE grade which will help support them on their academic journey. Students must be able to play an instrument or have the enthusiasm to be willing/dedicated to learn. As well as performing pieces of music in various styles in groups, lessons will consist of listening tasks as well as composing tasks. Lessons will be mainly practical based using instruments and ICT for composition and performance.

Throughout the course students will further their composition, performance and listening skills learnt at Key Stage 3 through the following strands:

- 1. Area of Study 2: The Concerto through time.** Study how classical music has developed from 1650 – 1910
- 2. Area of Study 3: Rhythms of the World.** Studying and performing Indian, Bhangra, African, Samba and Middle Eastern music
- 3. Area of Study 4: Film Music.** Composing and studying music composed for films and video games
- 4. Area of Study 5: Conventions of Pop.** Studying, composing and performing pop music from the 1950s onwards. Focus on Rock 'n' Roll, Rock anthems, Pop ballads and Solo artists of the 1990s.

Students will need to enjoy performing an instrument, be well-motivated and able to work and rehearse on their own, or as part of a group.

Who is this course suitable for?

The course is designed to prepare students with skills that are valued in further education and employment, such as independent working and analysis. Pupils who are successful on the course will have a keen interest in music, wanting to listen to wide ranges of music and experience music outside of the classroom. Taking part in extra-curricular opportunities as well as attending musical concerts to help with creative thinking and developing ideas.

Careers this course can take you into:

The course prepares students for further study in music qualifications including music courses at College and University. There are many opportunities in the leisure and entertainment sector, where music is a useful tool. In careers with children, including primary school teaching, music can be a particular advantage for many activities. Apart from music specific jobs including being a composer, performer, or music teacher, there are other related fields where music is useful including, careers relating to the performing arts, music tech jobs (sound technician, DJing) music/arts journalism and music therapy. Most prestigious universities welcome students with music qualifications when applying for any course, showing their diligence and persistent dedication to continue with such an admired skill.

Performing Arts

Exam board & course title: Pearson BTEC Tech Award in Performing Arts

Qualification: BTEC Tech - Level 1/2 Vocational Award

Unit titles	Content	Weighting
Component 1 Exploring the Performing Arts	Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performances. Learning Outcome, A: Investigate how professional performance or production work is created. Learning Outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.	30%
Component 2 Developing Skills and Techniques in the Performing Arts	Learners will develop their performing arts skills and techniques through the reproduction of repertoire as performers. Learning Outcome A: Use rehearsal or production processes. Learning Outcome B: Apply skills and techniques in performance. Learning Outcome C: Review own development and application of performance.	30%
Component 3 Responding to a Brief	Learners will be given the opportunity to work as part of a group to contribute to a workshop performance in response to a brief and stimulus. Assessment objective 1: Understand how to respond to a brief Assessment objective 2: Select and develop skills and techniques in response to a brief Assessment objective 3: Apply skills and techniques in a workshop performance in response to a brief Assessment objective 4: Evaluate the development process and outcome in response to a brief	40%

About this course and skills needed

Students will learn about the process of creating theatre, learn how to develop acting skills and techniques and how to devise a performance. Students will study a wide range of performance styles and learn to appreciate and evaluate different theatre works such as musical theatre, physical theatre, historical drama, comedy, theatre in education and more! Students will have the opportunity to watch both live and recorded theatre, with trips to local theatres to see productions as well as workshops from external theatre companies.

There will be plenty of performance opportunities on this course and students will also be encouraged to join the after-school Drama Club. Students will develop key skills such as communication, self-confidence, and creativity.

A passion for the Performing Arts and Drama is essential for this course and students will need to have demonstrated good understanding of drama skills and techniques in Year 9. Students will need to be able to work well both independently and with others. There are both written and practical elements in this course, so students will need to be keen to develop research and evaluation skills.

Who is this course suitable for?

This course is for students who are passionate about drama and theatre and who wish to acquire new skills and knowledge through investigating how theatre productions are created and through developing their performance skills.

Careers this course can take you into:

The course prepares students for further study in Theatre and Performing Arts qualifications including BTEC Level 3 Performing Arts and A Level Theatre Studies. There are a vast array of career opportunities in the Performing Arts industry, such as professional performance work, theatre management, theatre in education, directing, community arts work, drama teaching, theatre journalism, arts administration, production design and more!

Religious Studies

Exam board and course title: AQA RS Syllabus A 8062

Qualification: GCSE

Unit titles	Content	Weighting
Study of 2 religions: We choose Christianity & Islam (Beliefs & Practices)	We study both religions separately, looking at the main beliefs of each religion and explore how these beliefs influence behaviour. These may be the key beliefs surrounding the nature of God; the problem of evil; religious figures; the afterlife; differences within a religion etc. Then we explore the Practices of these 2 religions. This includes Worship; rituals; festivals; pilgrimage; community action etc.	50% Exam paper 1: 1 hr 45 mins
Thematic Studies: 4 themes to examine.	FOUR themes will be studied and include such topics as: 1. Religion and Life - Abortion, Euthanasia, Animal Rights, Environment and Creation of the World. 2. Crime and punishment - Crime, aims of punishment, the death penalty and suffering. 3. Religion, human rights and social justice - Equality, prejudice and discrimination, wealth and poverty and the rights of individuals. 4. Relationships and families - Sex, marriage and divorce, families and gender equality.	50% Exam paper 2: 1 hr 45 mins

Who is this course suitable for?

This is an academic subject which requires you to evaluate reasoning. You DO NOT have to have a religious belief to be successful in this subject, but you should have an open mind and be able to look at an argument from a variety of viewpoints. You should not be afraid of writing at length.

Careers this course can take you into:

Less than 5% of people who study religion take a job in a religious organisation.

- **Law - Solicitors / Barristers / Police**
- **Education - Teachers / Education psychologists**
- **Medicine - Doctors / Nurses**
- **Business - Marketing / Sales and Human resourcing and Advertising**
- **Social work**
- **Media - Journalist / News presenter**

Sports Studies

Exam board and course title: OCR Sport Studies

Qualification: Cambridge National - Level 1/2 Vocational Award

Unit titles	Content	Weighting
Performance and leadership in sports activities	• Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual and team performer in a sporting activity. • Be able to apply practice methods to support improvement in a sporting activity. • Be able to plan sports activity sessions. • Be able to deliver sports activity session. • Be able to evaluate own performance in delivering a sports activity session.	40% coursework
Sport and the Media	• Know how sport is covered across the media. • Understand positive effects that the media can have on sport. • Understand negative effects that the media can have on sport. • Understand the relationship between sport and the media. • Be able to evaluate media coverage of sport.	20% coursework
Contemporary issues in Sport	• Understand the issues which affect participation in sport. • Know about the role of sport in promoting values. • Understand the importance of hosting major sporting event. • Know about the role of national governing bodies in sport.	40% exam

Who is this course suitable for?

Suitable for students who have an interest in sport and the sporting world. This course is particularly suitable to students with a sporting ability to a high standard in one team and one individual sport.

Pupils need to be confident in front of others to lead on activities and take charge of small groups. This course gives a general introduction to Leadership and the World of Sport, including the Olympics, sports media and drugs in sport. The units are all relating to the sports involvement and the sporting world. The course is predominantly coursework which can be re-entered and the exam can be sat twice with the best result counting to final grade. **The course is graded Pass, Merit, Distinction at level 1 and 2.**

Careers this course can take you into:

Sports Development, Sports Coaching, Sports Journalism, Sports Management.

Triple Science

Exam board & course title: AQA GCSE Biology, AQA GCSE Chemistry, AQA GCSE Physics
Qualification: GCSE

Please note that this subject is an option for selected students.

Unit titles	Content	Assessment
Biology 1	Cell biology, organisation, infection and response, bioenergetics	16.67%
Biology 2	Homeostasis and response, inheritance, variation and evolution, ecology	16.67%
Chemistry 1	Atomic structure, the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes, energy changes	16.67%
Chemistry 2	Rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources	16.67%
Physics 1	Energy, electricity, particle model of matter, atomic structure	16.67%
Physics 2	Forces, waves, magnetism, and electromagnetism	16.67%

About this course and skills needed

Triple science: investigating, observing, experimenting, testing out ideas and thinking about how they might work in the real world.

The way scientific ideas flow throughout the course supports students in building a deep understanding of science. This involves talking about, reading, and writing about science in addition to the many practical applications and representation of science in its many forms both mathematically and visually through models. This course includes additional topics within the combined science units to provide students with a broad knowledge base across all three of the sciences and the application of their knowledge and skills to a range of different contexts.

Topics covered in addition to those in Combined science:

Biology – Monoclonal antibodies, the brain, the eye, hormonal regulation of water, plant hormones, speciation, impact on organisms of environmental changes and food production.

Chemistry – Transition metals, yield and atom economy, titrations, chemical fuel cells, organic chemistry, tests for ions, Haber process, polymers, using materials.

Physics – Static electricity, moments and levers, pressure in gases and fluids, black body radiation, life cycle of stars, red shift, using lenses to correct vision, induced currents.

Careers this course can take you into:

Medical and healthcare, Engineering, Materials Science, Research and development, Veterinary science and animal studies.

Options Form

Name:

Form:

Ebacc Route:

Yes / No

Do you speak any other languages at home?

Compulsory Subjects: Everyone will study these:

- English language • English literature • Mathematics • Core PE • Double Science

Choose 4 further subjects below:

Please rank your choices in order of your preference, with **1** being your first choice and **4** being your last choice.
Please then use the numbers **5** and **6** to indicate your reserve subjects.

To complete the EBACC qualification

please choose either History **OR** Geography and number this as **1**; you must also choose Spanish and number this as **2**.

History		Geography		Spanish	
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Students not completing the EBACC

please choose either History **OR** Geography **OR** Spanish and number this as **1**

History		Geography		Spanish	
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Choose 2 Subjects here (or 3 if you do not complete the EBACC).

Options	First choices here	Reserve choices here
3D Design		
Art and Design		
Child Development		
Creative iMedia		
Enterprise		
Food - Hospitality and Catering		
Geography		
Health and Social care		
History		
Music		
Performing Arts		
Religious Studies		
Spanish		
Sports Studies		
Triple Science		



Hazel Wood
High School

Year 9 Options

Discuss your choices and complete the last page of this booklet with your parent/guardian then hand the form to your **Pastoral Year Lead**

Thank you

Hazel Wood High School
Hazel Avenue
Bury
Lancashire
BL9 7QT

0161 797 6543

enquiries@hazelwood.oaklp.co.uk

www.hazelwoodhigh.co.uk



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