



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 the **10th February**

Part of the

Oak 
Learning Partnership

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
- English Literature
- Maths
- 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'. You will choose one subject from each of the Option Blocks, from Block A to Block D, and a reserve subject in each block – just in case that class is full.

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 GCSE History or GCSE Geography

And

A GCSE in a Modern Foreign Language (MFL). We now offer GCSEs in Spanish and Italian.

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 which is shown in the box labelled 'Ebacc route' at the top of this page, you need to decide if you wish to study the History OR Geography GCSE, and the Spanish OR Italian GCSE.

You will then choose two further subjects.



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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 the week commencing 16th January 2023, when Miss Rathor will lead an assembly about the Options process. For the rest of that week, you will then 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.

During the week commencing 23rd January 2023, you will then be given a slightly adapted timetable and you will all attend a one-hour 'taster lesson' for the non-core subjects, so that you can see what it's like to be in one of those lessons. This should help you to decide if that is a subject that you might enjoy and be successful in.

On Thursday 26th January 2023, we have Year 9 Parents' Evening. This is the perfect opportunity for your parents 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'.

On Thursday 2nd February 2023, we have a 'Parent / Guardian and Child Options' Evening'. During this evening, subject leaders and teachers will all be available to explain courses to the adults that you live with so that they can be fully informed and help you to make the right decisions.

On Wednesday 8th February 2023, there is a Year 9 Careers' Fair during the school day. There will be apprenticeship providers, employers and local colleges all on hand to talk to you about the potential career choices and which subjects will help you to get on the right path.

By Friday 10th February 2023, you must submit your option form (at the back of this booklet) to your Pastoral Year Lead.

In March 2023, 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.

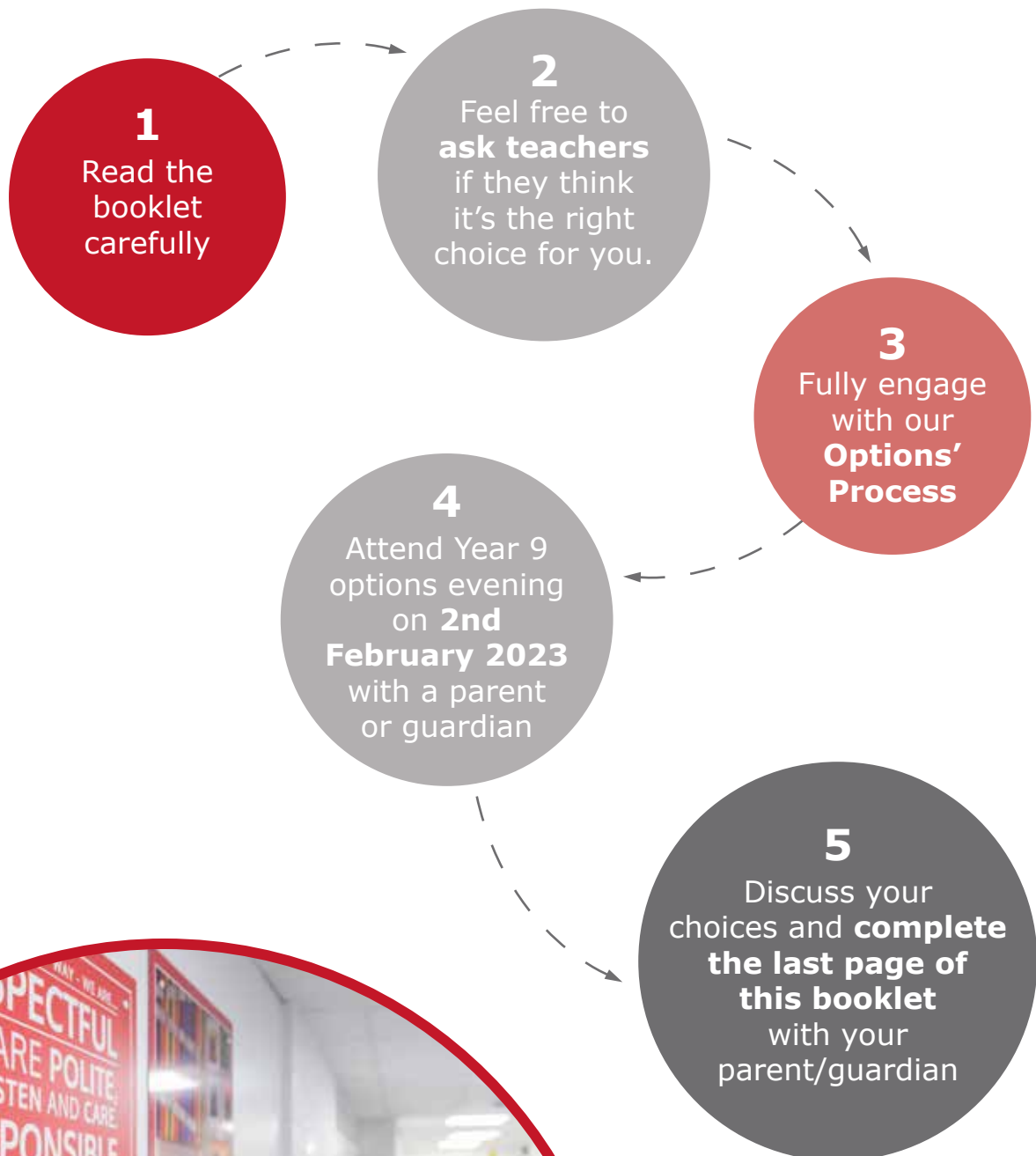


What next?

Remember

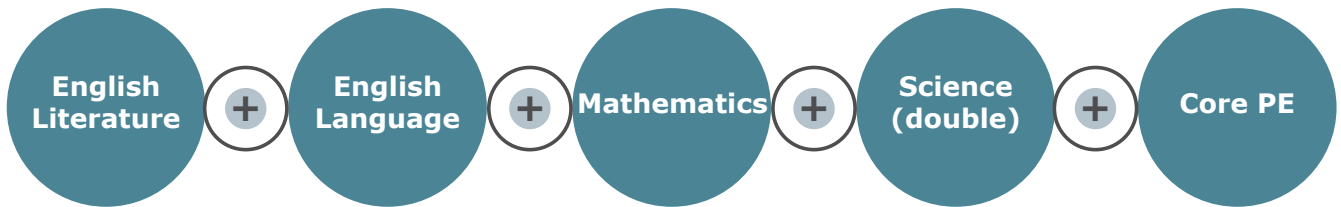
Choose the **subject** you like, not the teacher you like. There is no guarantee you will have the same teacher each year.

Do not choose subjects just because your friend chooses them so that you can be in the same classes, choose what is right for **YOU**.



Subjects

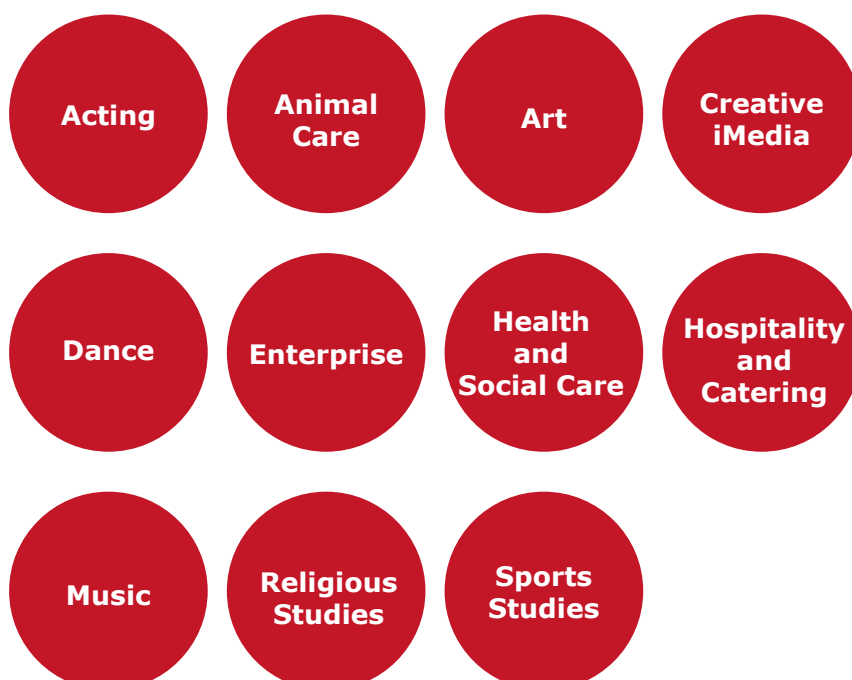
5 Compulsory Subjects – you have to do these!



Choose 2 Subjects to complete the **English Baccalaureate**:



Choose 2 Subjects (or **4** if you do not complete the EBACC):



Compulsory Subjects

English Literature

English Language

Mathematics

Science (double)

Core PE



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English Language

Exam board and course title: AQA GCSE English language

Qualification: GCSE

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, pupils 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

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, pupils will read and engage with a range of classic literature texts, which include:

- **A 19th century novel**
- **A Shakespearean play**
- **A selection of poetry 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.

There is increased assessment of unseen texts from the current GCSE. 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

GCSE (9-1) Foundation	GCSE (9-1) 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 5 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

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

Italian OR Spanish



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Geography

Exam board and course title: AQA Syllabus A 8035

Qualification: GCSE

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

The course starts in year 10 with a look at the world's natural hazards. This includes understanding tectonic hazards such as volcanoes and earthquakes. Students will look at the impacts these hazards have throughout the world. This will be followed by a look at the impacts of climate change and the growing extremes of weather. The spring term sees us looking at the living world and include in depth looks at both Tropical Rainforests and Deserts. We then look closer to home with studies of the rivers and coasts of the UK.

The Autumn term and year 11 see a change of study area with the course taking a human approach. We look at the changing urban world with studies on the cities of Rio and Bristol being major case studies. The next topic is the changing economic world which sees students tackling the growing development gap and investigating Nigeria. We finish with a look at the UK's economy.

We then have two local area field trips where we investigate a local river and an area of urban regeneration before wrapping up the year with a pre-release booklet on a global geographical enquiry.

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: AQA 8145

Qualification: GCSE

Unit titles	Content	Weighting
Paper 1: Understanding the modern world Section A: Germany, 1890–1945: Democracy and dictatorship.	This focuses on two main developments in Germany over a 50 year period including Germany under the Kaiser, the rise of the Nazis and life in Nazi Germany.	50%
Section B: Conflict and tension, 1918–1939	This focuses on the events after the First World War, the interwar period and the causes of the Second World War.	
Paper 2: Shaping the nation modern world Section A: Britain: Health and the people: c1000 to the present day	This focuses on the practise of medicine going back to the time of the Romans to all the modern advancements which we have witnessed in the areas of health	50%
Section B: Elizabethan England, c1568–1603	This focuses on Elizabeth's Court, life in Elizabethan Times and troubles home and abroad.	

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.

Italian

Exam board and course title: AQA GCSE

Qualification: GCSE

Unit titles	Content	Weighting
Listening	Understanding and responding to different types of spoken language	25%
Speaking	Communicating and interacting effectively in speech for a variety of purposes	25%
Reading	Understanding and responding to different types of written language	25%
Writing	Communicating effectively in writing for a variety of purposes	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: Identity and culture.**
- **Theme 2: Local, national, international and global areas of interest.**
- **Theme 3: Current and future study and employment.**

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.

Spanish

Exam board and course title: AQA GCSE

Qualification: GCSE

Unit titles	Content	Weighting
Listening	Understanding and responding to different types of spoken language	25%
Speaking	Communicating and interacting effectively in speech for a variety of purposes	25%
Reading	Understanding and responding to different types of written language	25%
Writing	Communicating effectively in writing for a variety of purposes	25%

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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.

Your Options

Choose **2** (or **4** if you do not complete the EBACC) from these:

Acting

Animal Care

Art and Design

Creative iMedia

Dance

Enterprise

Health and Social care

Hospitality and Catering

Music

Religious Studies

Sports Studies



Hazel Wood
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Acting : Performing Arts

Exam board & course title: Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts

Qualification: BTEC Performing Arts

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 dance performance. 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 dance 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 as a performer 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

You will learn about the process of creating theatre, learn how to develop your own acting skills and techniques and how to devise your own performance. You 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:

Theatre management, theatre in education, directing, community arts work, drama teaching, theatre journalism, arts administration and production design.

Animal Care

Exam board & course title: Pearson BTEC Level 1/Level 2 Technical Award in Animal Care

Qualification: BTEC Technical

Unit titles	Content	Assessment
Component 1	Learners will develop their animal handling skills. They will also gain understanding of the principles of animal behaviour, enabling them to handle and restrain animals safely. The assignment for this component consists of three tasks: Task 1: Research and report writing task; Task 2: creating a detailed plan; Task 3: Practical activity. The assignment will take approximately 2 hours of monitored preparation and 6 hours of assessment to complete.	30% (Internally assessed)
Component 2	Learners will develop their understanding of the accommodation and housing requirements of animals by carrying out the preparation, checking and cleaning out of animal accommodation. The assignment for this component consists of four tasks: Task 1: Exploring the factors of animal housing; Task 2: Health and safety factors of animal housing; Task 3: Cleaning and preparing animal accommodation; Task 4: Reviewing the practical activity. The assignment will take approximately 6 supervised hours to complete.	30% (Internally assessed)
Component 3	Component 3 covers all aspects of animal health and welfare and will equip learners with a good understanding of the relationship between looking after the wellbeing of the animal and the effect this has on maintaining animal strength and vigour. The component also gives an understanding of how animals are used in society and how they are protected by legislation. The assessment of this component is a 2-hour exam worth 60 marks.	40% (Externally assessed synoptic)

About this course and skills needed

The course provides an exciting and engaging introduction to the animal care sector exploring animal health, safe animal handling and animal behaviours.

Students will observe, handle and interact with a range of animal species during the course. Therefore, students must have the confidence to work with a range of animals, work individually or as part of a group and be able to manage their coursework by setting realistic deadlines. As part of the course, pupils will also develop problem solving, enterprise skills, self-evaluation, project work and communication skills.

Who is this course suitable for?

This course is a Level 2 qualification. The course is for students who are interested in animals and welfare. This course is designed to prepare students with skills that are valued in further education and employment, such as independent working and analysis.

Careers this course can take you into:

Animal collections, kennels, catteries, pet shops, animal welfare establishments, animal grooming parlours and veterinary nursing.

Art and Design

Exam board & course title: AQA GCSE Art, Craft and Design (Art and Design)

Qualification: GCSE

Unit titles	Content	Weighting
Component 1 Coursework Portfolio	<ul style="list-style-type: none">• Coursework Project 1- Portraits with meaning• Coursework Project 2- Natural forms• Coursework Project 3- Human forms	60%
Component 2 Externally set task	<p>A project completed by students which is set by AQA.</p> <p>Students will have a choice of 7 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.</p>	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 gain experience of a range of artwork through visits to museums and galleries and through artists workshops in school.

Students will need to be well-motivated and able to work independently. Students should have an interest in expressing themselves creatively through art and 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 art work.

Careers this course can take you into:

Fine artist, graphic designer, artworker, illustrator, photographer, interior designer, curator, art therapist, animator, multimedia designer, fashion designer, design and technology technician and product designer.

Creative iMedia

Exam board & course title: Creative iMedia J834

Qualification: Cambridge National Qualification Level 2

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. v 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.

Careers this course can take you into:

Social media adviser, Twitter social media manager, digital and social media assistant, marketing content writer, production runner, broadcast assistant, advertising media planner and advertising art director.

Dance

Exam board & course title: Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts

Qualification: BTEC Performing Arts: Dance

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 dance performance. 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 dance 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 as a performer 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 gain an introduction to the dance sector through studying professionals dance works, developing dance skills and techniques and creating their own dance performance. Students will have the opportunity to watch both live and recorded theatre, with trips to local theatres to see productions. Students will take part in dance workshops, allowing them to explore a variety of dance styles including contemporary and commercial as well as opportunities to develop their own choreography. In addition, students will develop key transferrable skills including learning how to respond to a brief, time management, planning and communication.

Although not essential, a good level of dance would be advised for this course. Most importantly, students will need to have a passion for the performing arts and dance and be open-minded to exploring a range of dance styles. Students will need to have an interest in performing in front of a live audience. 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 dance and who wish to acquire new skills and knowledge through investigating how dance performances are made, performing dance and creating dance.

Careers this course can take you into:

Professional performance work, theatre management, choreography, community dance, dance teaching, dance journalism, arts administration.

Enterprise (Our Business Studies Option)

Exam board & course title: Pearson Level 2 Tech Award

Qualification: BTEC Tech 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.**

Health and Social Care

Exam board & course title: OCR Health and Social Care

Qualification: Cambridge National

Unit titles	Content	Weighting
Supporting individuals through life event	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 pupils 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. Pupils 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.

Hospitality and Catering

Exam board and course title: Educas Hospitality and Catering

Qualification: Vocational

Unit	Content	Assessment	Weighting
Unit 1: The Hospitality and Catering Industry	1.1 Hospitality and catering provision 1.2 How hospitality and catering providers operate 1.3 Health and safety in hospitality and catering 1.4 Food safety in hospitality and catering	This unit is externally assessed through a written examination	40%
Unit 2: Hospitality and catering in action	2.1 The importance of nutrition 2.2 Menu planning 2.3 The skills and techniques of preparation, cooking and presentation of dishes 2.4 Evaluating cooking skills	This unit is externally assessed through a written examination	60%

Who is this course suitable for?

Suitable for all, whether you wish to pursue a career in Hospitality and Catering or you just wish to develop various practical skills for future life.

The course is graded Pass, Merit, Distinction, Distinction* at level 1 and 2.

Careers this course can take you into:

Businesses which make up the hospitality sector include hotels, restaurants, coffee shops, pubs and bars, leisure parks, stadia, nightclubs, contract caterers, food service operators, entertainment and visitor attractions. Employment can range from **waiting staff, receptionists and catering assistants to chefs, hotel and bar managers, and food technologists** working for supermarket chains. Some of these roles require further education and training either through apprenticeships or further and higher education.

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**.

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 60 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 pupils 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 to an audience, 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:

Composer, performer, music teacher, sound technician, DJing, music/arts journalism and music therapy.

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%
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. The Existence of God - Arguments of design, Miracles, Arguments for and against the existence of God, Revelation.	50%

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. A qualification in Religious Studies could support you to find a job role in the following areas:

- **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

Unit titles	Content	Weighting
Performance and leadership in sports activities	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 pupils who have an interest in Sport and the Sporting world. This course is particularly suitable to pupils 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.

Options Form

Name:

Form:

Ebacc Route:

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.

If you are expected to complete the EBACC qualification, please choose either History **OR** Geography and number this as 1; then either Italian **OR** Spanish and number this as 2.

In the next box, please place numbers 3 and 4 for your first choices, and 5 and 6 for your reserve choices.

To complete the English Baccalaureate:

Choose 1 of the following;	
Geography	
History	

Choose 1 of the following;	
Italian	
Spanish	

Do you speak any other languages at home?

Your Options:

Choose 2 Subjects (or 4 if you do not complete the EBACC).

Select your first choices in the first column and Reserve choices in the second.

Options	Choose 2 (or 4) First choices here	Choose 2 (or 4) Reserve choices here
Acting		
Animal Care		
Art		
Creative iMedia		
Dance		
Enterprise		
Health and Social care		
Hospitality and Catering		
Music		
Religious Studies		
Sports Studies		
Geography		
History		
Italian		



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

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