

# Year 9 Options Booklet



1. Complete the back page either electronically or on paper writing down the option block number and choice
2. Email either a picture of the completed form or as an attachment to [options@hazelwoodhigh.co.uk](mailto:options@hazelwoodhigh.co.uk)
3. Don't forget to put your name on the options before you send it!

## What is this booklet about?

This booklet is about choosing the subjects you will be studying in years 10 and 11. These years are often called Key Stage 4. You will be working towards examinations and the results of these will play an extremely important part in your future.

This booklet will help you make those decisions.

## How will I know which course I will need for my career?

A broad range of subjects with grade 4 or 5 and above are accepted for most good college courses. At this stage it is important you keep your career options open. It is very possible you may change jobs before you retire! It is advisable you follow these two simple steps- choose what you enjoy, choose what you are good at. Remember colleges want good grades overall and are less concerned with you having studied a similar course at school.

Remember the current law states you are required to stay in education until you are 18 in either a college or apprenticeship setting.

It would be a good idea to make a list of all the careers you are interested in and ask for more information from Mr Furey.

## Will I definitely get my chosen options?

No. We will do our best to give everyone their first choices, however where clashes occur students may be offered an alternative course. We also have to consider class sizes to ensure we can run the course so please choose your second and third choices carefully.

## 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 your friends choose. You may have different aspirations and take a different path in the future. It is important the choice is yours. It will be very difficult to change your option once they have been made.

## What next?

- Read the booklet carefully
- Discuss your choices and complete the last page of this booklet with your parent/ guardian
- Email a photo of the back page or a list to [options@hazelwoodhigh.co.uk](mailto:options@hazelwoodhigh.co.uk)
- If you do not send your options in to this email school will choose your options for you

Compulsory subjects – you have to do these!

- English literature
- English language
- Mathematics
- Science (double)
- Core PE

*Colleges and employers want a broad range of subjects to show a wide range of skills alongside their good level of numeracy and literacy.*

Option block a) includes;

- History
- Geography
- Spanish

Option block b) includes;

- **Explore**

History GCSE

Geography GCSE

Religious Studies GCSE

Spanish GCSE

- **Create**

Sports Studies

Design technology

Hair and Beauty Studies

Food Technology

Health and Social care

- **Expressive Arts**

Creative iMedia

Art

Music

Dance (Performing Arts)

Drama (Performing Arts)

Theatre Design (Performing Arts)

Animal Care

Photography

## English language

Exam board and course title: AQA GCSE English language

Qualification: GCSE

Option: Compulsory

Unit titles	Content	% weighting
Component 1	20 <sup>th</sup> Century Literature Reading and Creative Prose Writing	50%
Component 2	19 <sup>th</sup> and 21 <sup>st</sup> 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 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> 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.

### 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

Option: Compulsory

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

Option: Compulsory

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

Option: Compulsory

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.

## Geography

Exam board and course title: AQA Syllabus A 8035

Qualification: GCSE

Option: Option block a and b

Unit titles	Content	% weighting
Living with the Physical environment	Natural Hazards Living world The UK's Physical Landscapes	33 Marks (35%)
Challenges in the human world	Urban issues and challenges The changing economic world The challenge of resource management	33 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 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

Option: Option block a and b

Unit titles	Content	% weighting
<b>Paper 1: Understanding the modern world</b> <b>Section A:</b> 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.	Paper 1- 50% of the marks
<b>Section B:</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.	
<b>Paper 2: Shaping the nation</b> <b>Section A:</b> 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	Paper 2-50% of the marks
<b>Section B:</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 ... and so many others.

## Spanish

Exam board and course title: AQA Spanish GCSE

Qualification: GCSE

Option: Option block a & b

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 Spanish 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. Can be combined with most other degree subjects.

## Religious Studies

Exam board and course title: AQA RS Syllabus A 8062

Qualification: GCSE

Option: Option block b

Unit titles	Content	% weighting
Study of 2 religions: We choose Christianity & Islam (Beliefs & Practices)	We study both religions separately, looking at the main <u>beliefs</u> 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 <u>Practices</u> 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. <u>Religion, and Life</u> – Abortion, Euthanasia, Animal Rights, Environment and Creation of the World. 2. <u>Crime and punishment</u> - Crime, aims of punishment, the death penalty and suffering. 3. <u>Religion, human rights and social justice</u> - Equality, prejudice and discrimination, wealth and poverty and the rights of individuals. 4. <u>The Existence of God</u> - Arguments of design, Miracles, Arguments for and against the existence of God, Revelation.	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

## Food

Exam board and course title: AQA Food preparation and nutrition

Qualification: GCSE

Option: Option block b

Unit titles	Content	% weighting
NEA 1	Task 1 - Food Science Investigation – Students will demonstrate understanding of the working characteristics, functional, chemical properties of ingredients (10 hours)	15% 30 marks
NEA 2	Task 2 - Food Preparation Assessment – Students will demonstrate knowledge, skills and understanding in relation to planning, preparation and cooking, presentation of food and application of nutrition related to a task set by the examination board. Students will prepare, cook and present three dishes within a 3 hour assessed practical (20 hours)	35% 70 marks
Exam	1 hour and 45 minutes. All pupils complete the same examination paper.	50% 100 marks

There are five main topics to this GCSE which will be assessed both in the non-examination assessment work and the exam:

1. Food, nutrition and health.
2. Food science.
3. Food safety.
4. Food choice.
5. Food provenance.

In year 10 pupils will cook approximately every other week to develop their practical skills, as well as completing written work and food experiments. However, in year 11 pupils will concentrate on completing their two non-examination assessments, as well as preparing for the final examination in the summer, therefore pupils will not cook less in year 11.

Pupils will develop knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. This will be taught through preparation and making activities as well as various research, experiments and theory tasks. Pupils will be taught twelve skill groups through practical activities.

**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.

## Hair and Beauty

**Exam board and course title:** City and Guilds Level 2 Technical Award in Hair and Beauty Studies

**Qualification:** Level 2 Technical Award

**Option:** Option block b

Unit titles	Content	% weighting
<b>Unit 201</b> Exploring the world of hair and beauty	Understand key features of the hair and beauty sector. Understand the development of the hair and beauty sector.	30 guided learning hours
<b>Unit 202</b> Science of hair and beauty	Understand chemistry of cosmetics and consider their uses within hair and beauty products. Understand biology related to the hair and beauty sector.	60 guided learning hours
<b>Unit 203</b> Design in the hair and beauty sector	Understand the use of design in business. Develop technical skills required to create a hair and beauty image. Plan, create and evaluate an image for business use.	30 guided learning hours
Synoptic practical exam		60%
Written exam		40%

### Who is this course suitable for?

This is a brand new, exciting course we are offering which focuses on exploring the world of hair and beauty, the science of hair and beauty and design in the hair and beauty sector.

This qualification allows you to explore the exciting world of hair and beauty and the environment in which its industries operate. Suitable for key stage 4 – 14-16 years.

If you enjoy looking back in time to explore changing trends and developments within the hair and beauty sector, find out how science is used to create products, and understand why we create images for business use, then this qualification is for you.

You will study how hair and beauty has developed from ancient times to the present day and develop hair styling, make-up and manicure technical skills to produce your own photographic image. You will explore ethics of product testing, effects of ingredients on hair and skin and how disorders of the hair and skin can impact services.

The qualification develops the following knowledge, understanding and skills: specific services carried out within the hair and beauty sectors, roles and responsibilities and typical working patterns. Evolution of hair and beauty from use in ancient times to the mid 90s. How technological advancements, changes to the economy, and social factors have influenced the sector. Chemistry of cosmetics and biology related to hair and beauty industry. Uses of design and images for business use, technical hair styling, make-up and manicure skills.

### Careers this course can take you into:

- Level 3 Hairdressing or Barbering course.
- Gain employment within a salon.
- Beauty Therapy /Media Make-up courses.

You could also develop your skills in a specific area: Colour technician, artistic director, manager of a salon, salon owner, barber, freelance or even work on cruise liner or in a health spa. The opportunities are endless.

## Design Technology

Exam board and course title: Edexcel Design and Technology

Qualification: GCSE

Option: Option block b

Unit titles	Content	% weighting
<p><b>Component 1</b> (1DT0/£):</p> <p><b>Section A: Core</b> (40 marks)</p> <p><b>Section B:</b> Textiles (60 marks)</p>	<p><b><u>Section A of the exam includes:</u></b></p> <ul style="list-style-type: none"> <li>• The impact of new and emerging technologies</li> <li>• How energy is generated and stored</li> <li>• Modern and smart materials</li> <li>• Electronic and mechanical devices</li> <li>• The properties and structure of metals, papers and boards, polymers, timbers and textiles</li> <li>• Environmental, social and economic challenges</li> <li>• Developing, communicating, recording and justifying design ideas</li> </ul> <p><b><u>Section B of the exam includes:</u></b></p> <ul style="list-style-type: none"> <li>• Design contexts</li> <li>• The sources, origins, physical and working properties of textiles and their social and ecological footprint</li> <li>• The impact of forces and stresses on textiles</li> <li>• Typical stock forms, types and sizes</li> <li>• Manufacturing processes and scales of production</li> <li>• Specialist techniques, tools, equipment and processes</li> <li>• Surface treatments</li> </ul>	<p>50% exam</p> <p><i>First assessment: May/June (year 11).</i></p>
<p><b>Component 2</b> (1DT0/O2):</p> <p><b>Non-examined assessment:</b> (100 marks)</p> <p>The project consists of a portfolio and a prototype.</p>	<p><b><u>1: Investigate</u></b> This includes investigation of needs and research, and a product specification.</p> <p><b><u>2: Design</u></b> This includes producing different design ideas, review of initial ideas, development of design ideas into a chosen design, communication of design ideas and review of the chosen design.</p> <p><b><u>3: Make</u></b> This includes manufacture, and quality and accuracy.</p> <p><b><u>4: Evaluate</u></b> This includes testing and evaluation.</p>	<p>50% coursework</p> <p><i>First assessment: June (year 11).</i></p>

### Who is this course suitable for?

This course is suitable for creative students who enjoy problem solving, have a high attention to detail and an interest in how products work. Students will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences. Therefore, students will need to have an interest in current designers and different material categories such as metals, papers and boards, polymers, textiles and timbers. Suitable students will also enjoy researching sustainable design to aid the creation of eco-friendly design solutions.

### Careers this course can take you into:

- Engineering, fashion design, architecture, construction, product design, carpentry, software design, interior design.

## Sports Studies

Exam board and course title: OCR Sport Studies

Qualification: Cambridge National

Option: Option block b

Unit titles	Content	% weighting
Developing Sports Skills	<ul style="list-style-type: none"><li>• Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity</li><li>• Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity</li><li>• Be able to officiate in a sporting activity.</li><li>• Be able to apply practice methods to support improvement in a sporting activity.</li></ul>	25% coursework
Sport Leadership	<ul style="list-style-type: none"><li>• Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.</li><li>• Be able to plan sports activity sessions.</li><li>• Be able to deliver sports activity session.</li><li>• Be able to evaluate own performance in delivering a sports activity session</li></ul>	25% coursework
Sport and the Media.	<ul style="list-style-type: none"><li>• Know how sport is covered across the media.</li><li>• Understand positive effects that the media can have on sport.</li><li>• Understand negative effects that the media can have on sport.</li><li>• Understand the relationship between sport and the media.</li><li>• Be able to evaluate media coverage of sport.</li></ul>	25% coursework
Contemporary issues in Sport.	<ul style="list-style-type: none"><li>• Understand the issues which affect participation in sport</li><li>• Know about the role of sport in promoting values.</li><li>• Understand the importance of hosting major sporting event.</li><li>• Know about the role of national governing bodies in sport.</li></ul>	25% 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

## Health and Social Care

Exam board and course title: OCR Health and Social Care

Qualification: Cambridge National

Option: Compulsory/ Option block a/ Option block b

Unit titles	Content	% weighting
Essential values of care for use with individuals in care settings	<ul style="list-style-type: none"><li>• Know the rights of individuals and why it is important to maintain these rights.</li><li>• How care workers can support individual rights.</li><li>• Know the values of care.</li><li>• Know where the values of care are applied.</li><li>• Know the key aspects of legislation.</li><li>• Know how personal hygiene, safety and security measures protect individuals.</li></ul>	25% exam
Communicating and working with individuals in health, social care and early years settings.	<ul style="list-style-type: none"><li>• Know the different types of communication and how to communicate effectively.</li><li>• Know factors that positively influence communication.</li><li>• Know barriers to communication and ways to overcome these.</li><li>• Know qualities that contribute to effective care.</li><li>• Be able to plan for a one to one and group interaction.</li><li>• Be able to interact in a one to one and group interaction.</li></ul>	25% coursework
Using basic first aid procedures	<ul style="list-style-type: none"><li>• Know how to assess the scene of an accident within health, social care or early years settings.</li><li>• Know how to provide information to emergency services.</li><li>• Know how to identify the nature and severity of a range of injuries, the current first aid procedures for the injuries and the rationale.</li><li>• Know how to apply the steps involved in certain first aid procedures.</li></ul>	25% coursework
Creative activities to support individuals in health, social care and early years settings	<ul style="list-style-type: none"><li>• Know the different types of creative activities available in health, social care and early years settings.</li><li>• Know the benefits of participating in creative activities.</li><li>• Be able to carry out creative activities in a health, social care or early years settings.</li></ul>	25% coursework

### Who is this course suitable for?

This course is suitable for pupils who have an interest in Health and Social Care settings. 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 so as to maintain their dignity and sense of being valued. Pupils need to be confident enough to carry out activities and interact in one to one and group settings. The course is predominantly coursework which can be re-entered and an exam which 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:

- Social work
- Nursing
- Occupational therapy
- Teaching

## Art and Design

Exam board and course title: Pearson Tech Award in Art and Design Practice Level 1/Level2

Qualification: BTEC

Option: Option Block b

Unit titles	Content	% weighting
<b>Component 1</b> Generating Ideas in Art and Design	<b>A</b> Investigate art and design practice <b>B</b> Generate and communicate art and design ideas.	30%
<b>Component 2</b> Develop Practical Skills in Art and Design	<b>A</b> Develop practical skills through application and review <b>B</b> Record and communicate skills development.	30%
<b>Component 3</b> Responding to a Client Brief	<b>AO1</b> Demonstrate understanding of client needs <b>AO2</b> Develop and produce a response to a client brief <b>AO3</b> Present a response to a client brief	40%

### About this course

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.

### Skills Needed for this course

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 and experiment to meet the aims of the commercial briefs.

### Who is this course suitable for?

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

### Careers this course can take you into:

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

- 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 the art and design areas.

## Creative iMedia

Exam board and course title: Creative iMedia Level 1/2 Certificate

Option: Option Block B

Unit Titles	Content	% Weighting
R081 Exam Unit	Learners will study pre-production documents, about the creation of pre-production documents and the creation of media products for a written exam.	25%
R082 Graphics Creation	Learners will study graphics and be given a brief explaining what graphic media product they are creating. Learners will create pre-production planning documents and a final graphic media product based on the brief for example a vinyl record cover or a DVD/book cover.	25%
R087 Multimedia Unit	Learners will study multimedia products and be given a brief explaining what multimedia media product they are creating. Learners will create a multimedia media product based on the brief such as a website or a multimedia presentation before evaluating their work.	25%
R092 Games Creation	Learners will study game creation and how games are use and be given a brief explaining what games creation media product they are creating. Learners will create pre-production planning documents from this then create a game for this unit of coursework based on the brief before evaluating their work.	25%

### About this course

The course will build on content taught in key stage 3 and develops skills in ICT using software and hardware to product media products such as a graphic image, multimedia products, games and video clips. Learners are assessed through coursework and one external exam.

### Skills needed for this course

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

This course will benefit students wanting to study ICT, Media Studies or Multimedia Design in further education. It is a great platform for students wanting to pursue a career in computer programming, game design, game creation, mobile phone app design and in the visual effects industry. All of these courses will provide university or industry entrance.

## Photography

Exam board and course title: AQA Art and Design (Photography)

Qualification: GCSE

Option: Option Block B

Unit titles	Content	% weighting
Component 1 Portfolio	Learners will create a portfolio that in total shows explicit coverage of the four assessment objectives. Learners must include a long project evidencing the journey from initial plans to the realisation of intentions and a selection of further work undertaken during the course of study.	60%
Component 2 Externally Set Task	Learners respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.	40%

### About this course

This course has been designed to allow students to develop knowledge and understanding through a variety of learning experiences and approaches, including engagement with sources. This will allow them to develop the skills to explore, create and communicate their own ideas. Students will demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio and by responding to an externally set assignment.

In Component 1 and Component 2 students are required to work in **one or more** area(s) of photography, such as portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, fashion, moving image: film, video and animation. photography. Students will undertake practical activities and learn technical skills using specialist equipment and technology.

### Skills Needed for this course

Students need to have a range of basic creative skills that include drawing, material experimentation, research and idea development. The course does require students to engage in written analysis and therefore written work will be expected throughout both components.

### Who is this course suitable for?

This course is a Level 1/2 qualification and is therefore suitable for a wide range of students.

### Progression

Creative subjects contain many transferrable skills including creative thinking, team work, idea development, research skills and the use of specialist technology and software.

## Dance

Exam board and course title: RSL Performing Arts

Qualification: RSL

Option: Option block b

Unit titles	Content	Assessment
Unit 1 Internal assignment	You will have an opportunity to perform in an ensemble dance learning choreographic techniques. You will be expected to dance every lesson, learning taught choreography and choreographing your own pieces. You do NOT have to perform in front of a public audience.	Internal
Unit 2 External Brief	You will create a performance set by the exam board. You will have an opportunity to embed the skills you have developed in unit 1. This is your exam piece. There will be no written exam. A series of coursework will be produced.	External

*Performing Arts includes skills developed for acting or dance or production. You do not need to be a dancer or actor to choose this course. Choosing this subject will mean you have to perform in a dance and choreograph your own pieces of work, developing skills required to be a technical performer. This is NOT tick tock dancing! You will be expected to learn different genres and styles to develop your dance understanding.*

### Who is this course suitable for?

This course is open to everyone who has a passion to succeed, a good sense of humour, is trustworthy and who is creative. This is not the easy option- you will be expected to work hard but the rewards will be worth it.

**Careers this course can take you into:** This industry contributes £100 billion to our UK economy with one in eleven people working in this industry. Jobs include; sound engineer, lawyer, builder, make-up artist, construction, set designer, actor, dancer, choreographer, director, lighting technician, box office, administrator...

## Acting or Theatre Design

Exam board and course title: RSL Performing Arts

Qualification: RSL

Option: Option block b

Unit titles	Content	Assessment
Unit 1 Internal assignment	You will have an opportunity to perform in a set play or design and build the set and puppets for that play. This unit involves devising, designing and performing. You can choose the design element or the performance element but will be expected to perform with your creations for your assessment. You do NOT have to perform in front of a public audience.	Internal
Unit 2 External Brief	You will create a performance set by the exam board. You will have an opportunity to embed the skills you have developed in unit 1. This is your exam piece. There will be no written exam. A series of coursework will be produced.	External

*Performing Arts includes skills developed for acting or dance or production. You do not need to be a dancer or actor to choose this course. Production also incorporates set designs and building which means it really is open to everyone. Choosing this subject will mean you have to perform in chosen scenes and devise your own pieces of work, developing skills required to be a technical performer. Choosing production will see you designing and building set and puppets to be performed with which will be suitable for a chosen play or idea.*

### Who is this course suitable for?

This course is open to everyone who has a passion to succeed, a good sense of humour, is trustworthy and who is creative. This is not the easy option- you will be expected to work hard but the rewards will be worth it.

**Careers this course can take you into:** This industry contributes £100 billion to our UK economy with one in eleven people working in this industry. Jobs include; sound engineer, lawyer, builder, make-up artist, construction, set designer, actor, dancer, choreographer, director, lighting technician, box office, administrator...

## Music

Exam board and course title: RSL Level 2 Certificate in Performance for Music Practitioners

Qualification: RSL

Option: Option Block B

Unit titles	Content	Assessment
Unit 1 - 201ta Music Knowledge Development	Learners will study musical styles and the various distinctive traits that comprise them. Learners will build a wider contextual and theoretical knowledge of contemporary music.	Internal
Unit 2 - 202ta Live Music Performance	Learners will engage with a full live performance project including planning, rehearsal, performance, and evaluation. The purpose of the unit is to prepare learners for the undertaking of a live musical performance.	External
Unit 3 - 206ta Sound Recording	Learners will be shown the skills needed to record effectively and understand the principles behind the recording process. They will be given the opportunity to learn mixing techniques and then apply these to their own recorded work.	Internal

### About this course

The course develops performing skills, alongside general musicianship – such as listening and analysing. Students are assessed through a combination of coursework and an externally assessed performance.

### Skills Needed for this course

Students will need to enjoy performing to an audience, be well-motivated and able to work and rehearse on their own, or as part of a group. Weekly instrumental or vocal lessons are provided in school.

### Who is this course suitable for?

This course is a Level 2 qualification, and will help to develop general musicianship as well as introducing industry level music software.

The course is designed to prepare students with skills that are valued in further education and employment, such as independent working and analysis, and will support other areas of the curriculum.

### Progression

The course prepares students for further study in music and music technology qualifications including music course at college. Also can give experience for music Industry Jobs musician, songwriter, sound technician, manager, director, producer.

## Animal Care

Exam board and course title: Pearson BTEC Level 1/Level 2 First Award in Animal Care

Qualification: BTEC First

Option: Option block b

Unit titles	Content	% weighting
Unit 1 Animal Health	Learners cover the fundamental knowledge and understanding required for undertaking health assessments alongside the identification of common diseases and disorders and their prevention. The unit also examines common parasites, from transmission to prevention.	25% Externally assessed
Unit 2 Animal Handling	Learners are required to approach, handle and restrain animals safely, whilst also becoming familiar with the hazards and risks associated with handling animals. Learners are also required to learn about industry guidelines, health and safety legislation and animal welfare legislation.	25% Internally assessed
Unit 4 Animal Housing and Accommodation	Learners will explore how to select and prepare animal accommodation in line with different animals' needs. Learners will gain an essential understanding of the purpose and characteristics of animal bedding and how choosing the correct type of bedding can improve an animal's welfare.	25% Internally assessed
Unit 5 Principles of Animal Behaviour	Learners will study the normal behaviour that we expect to see in animals, as well as abnormal behaviours that may be caused by an animal's environment. Learners will also learn about animal behaviour by visually monitoring animals and recording the behaviours observed.	25% Internally assessed

### About this course

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

### Skills Needed for this course

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.

### Progression

- Level 3 vocational qualifications, such as BTEC Nationals, specifically the Pearson BTEC Level 3 National in Animal Management
- Employment within the industry, including animal collections, kennels, catteries, pet shops, animal welfare establishments, animal grooming parlours and veterinary nursing.

# Hazel Wood High School



## Options form

Name \_\_\_\_\_ Form \_\_\_\_\_

Compulsory entitlement: Everyone will study these subjects

- English language
- English literature
- Mathematics
- Core PE
- Double Science (option block a)

Option block a)

Choose 1 of the following;

Spanish	
History	
Geography	

Do you speak any other languages at home? .....

Option block b)

Choose 3 options	First choice	Reserve 1	Reserve 2
Sports Studies			
Religious Studies			
Creative iMedia			
Art			
Food Technology			
Dance			
Acting			
Theatre Design			
Music			
Design Technology			
Hair and Beauty Studies			
Health and Social Care			
Animal Care			
Photography			
Geography *			
History *			
Spanish *			

- Please note you cannot take subjects with a \* if you have already taken them in option block a)