



# Options

## Booklet 2020-21

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A guide to the courses and qualifications  
available to Year 10 and 11 students

# Your Pathways to Success

Dear Year 9 Student,

Options time is an important point in your education, as it is here that you get to choose some of the subjects that you will study for the next two years. We know that it can be a difficult time because there are a lot of questions that you might have: Which subject is right for me? What if I don't know what I want to do at all? Rest assured that we will help you to make choices about your future learning that are right for you.

This booklet and the options process are designed to make this time less worrying for you and your parents/carers. They will help you to start making decisions about your learning and to choose subjects that suit your aspirations, skills and needs.

Please use all the information available to you: this booklet; advice from teachers; your Personal Tutors and your parents. All of these people know you in some way and may be able to suggest whether they think a subject would suit you as a learner. You will also be working on this in tutor time and may already have some firm ideas.

The deadline for submitting your Options Form will be **Wednesday 3rd March**. The form should be completed electronically.

We hope that the information allows you to make the right choices that will see you succeeding over the next three years and beyond.



Mr Fitzgibbon  
Principal

## What is Key Stage 4?

The curriculum at Key Stage 4 consists of a mixture of Essential Learning and Additional Learning. Students will be able to choose subjects for their Additional Learning according to their strengths and interests. They will be guided through their choices by subject teachers, tutors and other staff to ensure that their choices are appropriate.

The Key Stage 4 (KS4) curriculum reflects the National Curriculum requirements - [www.gov.uk/government/publications/national-curriculum-in-England-secondary-curriculum](http://www.gov.uk/government/publications/national-curriculum-in-England-secondary-curriculum) - and the curriculum policy of the school.

We want to offer as much individual choice as we can, so that students can follow courses they need for interest and their future career paths. However, there are also certain constraints and requirements that govern students' choices: the following pages explain what these are.

We urge that all students opt for a broad and balanced curriculum. Whilst all GCSEs have equal status, they do stress different skills and ways of learning. When making choices students must balance their skills and learning styles in order to keep options open for later life, such as choosing college or A level courses.

## Essential Learning: What does everyone do?

All students are taught a core programme which we refer to in this booklet as Essential Learning. These are the subjects and skills that are statutory for all children aged 14-16, with the addition of English Literature, which we feel is important too, and is studied by everyone.

Essential Learning comprises:

- ◆ English
- ◆ English Literature
- ◆ Mathematics
- ◆ Science
- ◆ PE
- ◆ PSHE

# Understanding the different qualification levels

## What level of qualifications will I study in Year 10 and 11? (These are sometimes referred to as POST-14 qualifications)

When you are in Year 9, you will choose your Key Stage 4 options. The subject qualifications offered will be a mixture of Level 2 GCSE and Vocational Diplomas, for example, English Language and Mathematics are GCSEs and Health and Social Care is a BTEC.

## What level of qualifications will I study when I leave Year 11? (These are sometimes referred to as POST-16 qualifications)

The overall majority of student's progress to Level 3 Qualifications such as a mixture of A-Levels and Vocational Diplomas. Some students prefer the Apprenticeship route.

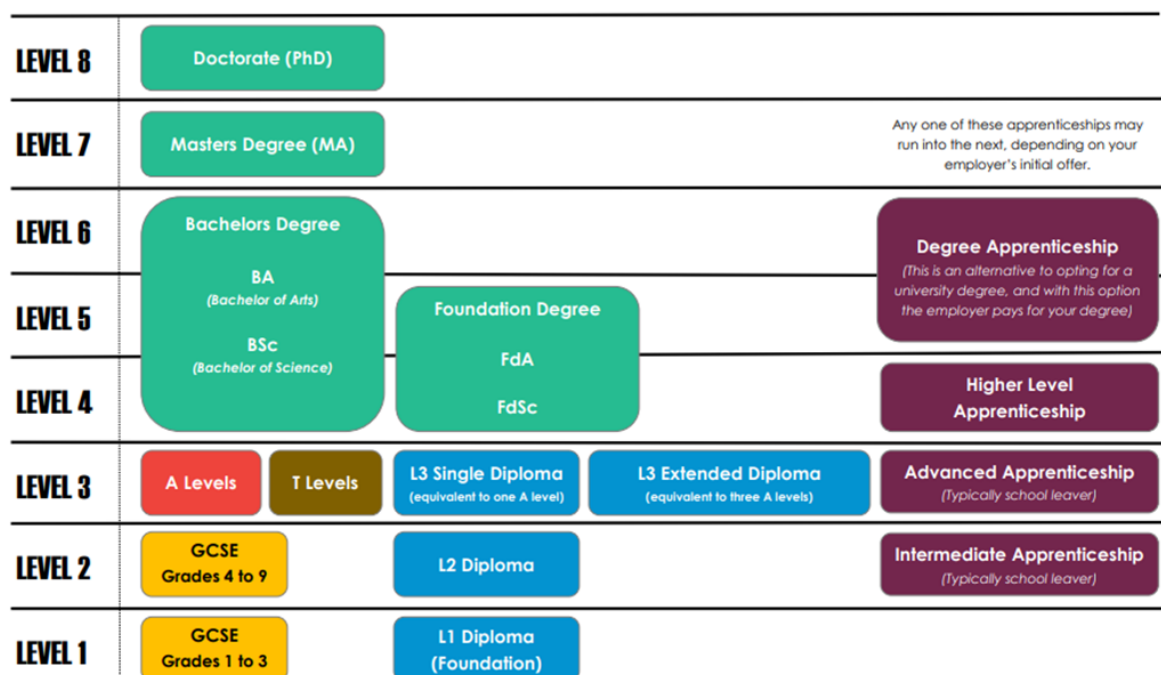
## What level of qualifications will I study if I want to go to University? (These are sometimes referred to as POST-18 qualifications)

University course entry is based on a minimum number of UCAS points. The UCAS points equate to different Level 3 qualifications grades students achieve. Level 2 Grade 4 in both English and Mathematics is also a requirement. For more information on UCAS points <https://www.ucas.com/undergraduate/what-and-where-study/entry-requirements/ucas-tariff-points>

## Can I still achieve a Degree without going to University?

Yes! However not all careers offer this route. For more information on Degree Apprenticeships <https://www.ucas.com/alternatives/apprenticeships/apprenticeships-england/what-apprenticeships-are-available/degree-apprenticeships>

## Comparing the Different Levels of Education



# What Are My Choices?

This booklet takes you through the Core Curriculum subjects (Mathematics, English, Science) which are mandatory and will provide you with a broad and balanced subject base.

After the Core Curriculum subjects, you will have a number of options (depending on your pathway). You will find information about all of the subjects on offer next year.

It is important that you enjoy learning. We want you to pick courses that you find interesting, play to your strengths and develop your skills. You should consider carefully how these choices will affect your future at OHA and beyond. Many courses of study will link directly into sixth form courses.

## How do I make my choices?

**You will get the option to choose from four different option blocks. Due to the similarities of the subject content, you can not choose to study GCSE Fine Art and GCSE Textiles or GCSE PE & OCR Sport.**

Option: EBACC Choose either Geography or History			
GCSE Geography		GCSE History	
In Option A, B & C choose one. Please indicate a preference 1, 2			
Option A			
GCSE Drama		GCSE Fine Art	
GCSE Design Technology		GCSE Photography	
GCSE Spanish		BTEC Music	
GCSE Psychology		BTEC Health and Social Care	
VOC. Hair & Beauty		VOC. Hospitality and Catering	
VOC Construction		GCSE PE	
Option B			
BTEC Enterprise		VOC. Hair & Beauty	
GCSE French		GCSE Dance	
GCSE Fine Art		BTEC Music	
GCSE Textiles		GCSE Design Technology	
BTEC Health and Social Care		VOC. Hospitality and Catering	
GCSE Photography		GCSE RE	
Option C			
OCR Sport Studies		VOC. Creative I Media	
VOC. Child Development		GCSE Fine Art	
GCSE Triple Science		GCSE PE	

## How do I indicate my option choices?

Study carefully the subject information that follows and be sure to understand what you are taking on. Discuss your options with your parents/carers and teachers to make sure you are making the right decisions. You and your parents/carers can request an interview to finalise your choices if necessary. Once you have made your final choices complete the option form online.

## Can I change my mind later?

When you have made your choices, numbers have to be balanced in teaching groups and then the timetable is prepared. This is a long process and it cannot be readily changed. Occasionally, a few changes are permitted in the first few weeks of the Autumn Term, but only when numbers allow this.

## Will I automatically secure a place on my first choice courses?

Not necessarily, for three reasons:

- The range of subjects offered now, at the planning stage, may have to be modified because of staffing or other constraints. Due to the wide curriculum offer, there is usually one or two subjects that do not attract the necessary number of students to be financially viable. Each year group is different, so at this stage we do not know which subjects are likely not to run. That is why it is very important to think carefully about second choices.
- It may be necessary to limit numbers for safety reasons and for access to equipment.
- Students' levels of attainment and progression in Year 9 will be taken into consideration before confirmation of final choices.

## Which targets will I be set?

Your Minimum Expected Grade will be based on entry levels that you came to the academy with from primary school, as well as your progress in Key Stage 3. This will then be matched with estimates from the Department for Education for students of your ability and we will expect you to match or out-perform students of similar ability nationally.

# Choosing GCSE Options

Your GCSE subject options will be firmly in your sight if you're in Year 9 right now, or coming up to that stage of life.

We all struggle with choices. So what should you bear in mind when [choosing GCSE options](#)? Here are a few pointers:

## Let the choices be yours

You may have already found that many people will have opinions about your choices. You'll receive advice from parents and teachers – do listen but in the end go for what you'd like to do.

You may also have friends suggesting you do the same subjects as them – choose for yourself.

Ultimately we suggest you choose subjects that you will enjoy.

Further down the line when workload is heavy you'll appreciate enjoying a subject and looking forward to rather than dreading lessons. It's very easy to then talk yourself out of taking a subject you love.

Instead ask “Why not?”.

## Think about your future

This is a simple one but very important. It's almost certain that [subjects you take at A Level](#) will have to be part of your options at GCSE.

If you want to go on that far, what subjects do you see yourself taking? This long term thinking also applies to [university](#) and [careers](#).

It can be scary to think that far ahead but spend a little time dreaming. What would you like to do with your life?

## Strike a balance

Choose good [GCSE options](#) that will look balanced.

If you love the Arts, find a subject like History or a language alongside it. The reason for balance is not to please teachers or parents; it's just a way of keeping your options open.

As your school career progresses you may find you have gifts you never dreamed of. Try to not shut too many doors too soon.

## Choose the subject not the teacher

We all know sometimes a relationship with a teacher can be hard.

You may be tempted to avoid a topic because the teacher is one you find difficult. Try hard not to let that put you off.

Similarly you may choose a subject because of a great teacher – but think hard. In the long term teachers will change but its subject that will carry you through.

## Where can I get help and support?

### To arrange a careers meeting

All students in Year 9 and Year 11 will have the opportunity to have a careers meeting with the Careers Adviser Mr Millington (appointments will be posted out).

If you require additional support, please email one of the of the careers team who will be more than happy to help organise an appointment:

<i>CEAIG Leader:</i>	<i>Mr J. Amps: <a href="mailto:jamps@ormistonhorizonacademy.co.uk">jamps@ormistonhorizonacademy.co.uk</a></i>
<i>CEIAG Co-ordinator:</i>	<i>Mrs Z. Heath: <a href="mailto:zheath@ormistonhorizonacademy.co.uk">zheath@ormistonhorizonacademy.co.uk</a></i>

### Can my teachers or Personal Tutor help with careers information?

Absolutely! Your teachers know the difference in levels of qualifications and where to find information on jobs in the local area. They can also talk to you about their own experiences such as the different jobs they have had and which college and university they went too.

### Can I speak to the careers team outside of the academy?

Yes! The Stoke-on-Trent Careers Service work throughout the school holidays: [https://www.stoke.gov.uk/info/20007/schools\\_and\\_education/148/young\\_peoples\\_careers\\_advice\\_service/1](https://www.stoke.gov.uk/info/20007/schools_and_education/148/young_peoples_careers_advice_service/1)



# Core Subject

## GCSE English Language

Director of English: Mrs Gardner

Contact: [sgardner@ormistonhorizonacademy.co.uk](mailto:sgardner@ormistonhorizonacademy.co.uk)

Specification: AQA

### Why is this a core subject?

It is the most commonly-quoted qualification for jobs, courses and promoted posts in the country. That is why it is compulsory.

### What will I study?

GCSE English Language presents students with challenging texts from the 19th, 20th and 21st centuries. The texts, which cover a range of genres and types, are used to assess students' ability to understand, analyse and synthesise information.

### What skills are required?

Students need to be able to read independently and give a critical response to the texts they have studied. They will develop their ability to write clearly for different audiences and purposes, and be able to speak and listen in a range of contexts.

### How will I be assessed?

Students take two examinations for English Language which assess their understanding of how writers use techniques to engage readers, and how different writers present a similar topic over time.

### What are the career opportunities?

A qualification in English can lead to a variety of careers including: Administration, Journalism, Law, Marketing, Teaching and many more. English teaches essential communications skills that are valuable and highly sought by employers.

# Core Subject

## GCSE English Literature

Director of English: Mrs Gardner

Contact: [sgardner@ormistonhorizonacademy.co.uk](mailto:sgardner@ormistonhorizonacademy.co.uk)

Specification: AQA

### Why is this a core subject?

It is the most commonly-quoted qualification for jobs, courses and promoted posts in the country. That is why it is compulsory.

### What will I study?

In English Literature students study *Macbeth*, *A Christmas Carol*, *An Inspector Calls* and a range of *Conflict* poetry.

### What skills are required?

Students will need to be able to read independently and give a critical response to texts they have studied. They will develop their ability to write clearly for different audiences and purposes, and be able to speak and listen in a range of contexts.

### How will I be assessed?

Students also take two English Literature examinations in which they will be assessed on their understanding of novels, plays and poems written by British Literary Heritage writers. In addition to this, students will also undertake a speaking and listening qualification for which they can be awarded a Pass, Merit or Distinction for delivering a speech on a topic that they are passionate about.

### What are the career opportunities?

A qualification in English can lead to a variety of careers including: Administration, Journalism, Law, Marketing, Teaching and many more. English teaches essential communications skills that are valuable and highly sought by employers.

# Core Subject

## GCSE Mathematics

Curriculum Leaders: Miss Vasey

Contact: [avasey@ormistonhorizonacademy.co.uk](mailto:avasey@ormistonhorizonacademy.co.uk)

Specification: EDEXCEL

All students study Mathematics. It is one of the fundamental subjects underpinning all sciences and technology. We want students to see the learning of Mathematics as a lifelong experience, which will help them to approach situations with confidence. We want them to appreciate that Mathematics will be useful outside the classroom and can also be used to help other GCSEs.

### What will I study?

In Mathematics the course comprises of six key areas: Number, Algebra, Geometry and measures, Probability, Statistics and Ratio, Proportion and Rates of Change. Functional Mathematics is at the core of all the work covered and is reflected in the terminal exam.

### What skills are required?

Students will acquire and use problem-solving strategies that will enhance mathematical techniques and methods in every day, real life situations. They will learn to reason mathematically, make deductions and inferences and draw conclusions. Students will develop their ability to interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

### How will I be assessed?

The examination will consist of three papers at the end of the course. One is a non-calculator paper and the other 2 are calculator papers. Grades 1 to 5 are available at Foundation Tier. Grades 4 to 9 are available at Higher Tier.

### What are the career opportunities?

A qualification in Mathematics encourages students to develop a positive attitude towards mathematics, improve their confidence levels and to recognise the importance of mathematics in their own lives. It prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

# Core Subject

## GCSE Science Combined (Trilogy)

Curriculum Leader: Mrs Beech

Contact: pbeech@ormistonhorizonacademy.co.uk

Specification: AQA

Science is a core subject along with English and Mathematics. Science is important because it is useful for everyday life as well as being a compulsory requirement for many college courses. Science helps to explain the wonders of the world and also develops problem solving and thinking skills. Many careers require Science such as Medicine, Marine Biology, Sports Science and Physiotherapy.

### What will I study?

The initial modules of each Science GCSE have a clear focus on scientific literacy, where students consider critically the issues and choices raised by technology and science.

The course then focuses on scientific explanations and models, providing students with an insight into how scientists develop scientific understanding.

Finally students deepen their understanding of science explanations, how science works and the study of elements of applied science, with particular relevance to professional scientists.

### What skills are required?

- ◆ Communication
- ◆ Application of number
- ◆ Information Technology
- ◆ Working with others
- ◆ Problem solving
- ◆ Practical skills in analysing, interpreting and evaluation evidence

### How will I be assessed?

Each GCSE is assessed externally by AQA, and consists of six written exams offered at Higher and Foundation Tiers.

### What are the career opportunities?

The skills developed by students who study Science are highly valued by employers and are not just limited to science related careers. A recent survey found that 92% of all firms employed people with good STEM (Science, Technology, Engineering and Maths) skills. Achieving good Science GCSE grades also meets the entry requirements of many university courses.

## Core Subject

# Triple Science: GCSE Biology, GCSE Chemistry & GCSE Physics

Curriculum Leader: Mrs Beech

Contact: pbeech@ormistonhorizonacademy.co.uk

Specification: AQA

Triple Science allows you to gain three GCSEs in science and you will study each discipline (biology, chemistry and physics) in more details. If you enjoy and have a clear interest in science, want to go onto student Science at AS/A level and beyond, this option will suit you.

### What will I study?

The initial modules of each Science GCSE have a clear focus on scientific literacy, where students consider critically the issues and choices raised by technology and science.

The course then focuses on scientific explanations and models, providing students with an insight into how scientists develop scientific understanding.

Finally students deepen their understanding of science explanations, how science works and the study of elements of applied science, with particular relevance to professional scientists.

### What skills are required?

- ◆ •Communication
- ◆ Application of number
- ◆ Information Technology
- ◆ Working with others
- ◆ Problem solving
- ◆ Practical skills in analysing, interpreting and evaluation evidence

### How will I be assessed?

Each GCSE is assessed externally by AQA, and consists of two 105 minute written exams offered at Higher and Foundation Tiers.

### What are the career opportunities?

The skills developed by students who study Science are highly valued by employers and are not just limited to science related careers. A recent survey found that 92% of all firms employed people with good STEM (Science, Technology, Engineering and Maths) skills. Achieving good Science GCSE grades also meets the entry requirements of many university courses.

# Vocational Sport Science

Curriculum Leader: Mrs Rowlinson

Contact: mrowlinson@ormistonhorizonacademy.co.uk

Specifications: OCR Nationals

At key stage 4, PE lessons remain compulsory across all schools and academies across the UK. The ultimate aim of the PE curriculum at OHA is to provide our students with a lifelong affinity for fitness and health, coupled with a knowledge and confidence to access opportunities for personal and professional development in sport.

## What courses are on offer?

OCR National in Sports Studies

## What will I study?

The **Cambridge Nationals** in Sport Science offer students the opportunity to study key areas of sport including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, and psychology in sport and sports performance.

## How will I be assessed?

Cambridge National are assessed via one externally marked written exam paper and 3 units of coursework.

## What are the career opportunities?

The skills developed by students who study Sport Science are highly valued by employers and are not just limited to sport related careers. A recent survey found that 92% of all firms employed people with a good range of skills. Achieving good GCSE or equivalent grades also meets the entry requirements of many university courses.

## GCSE Physical Education

Curriculum Leader: Mrs Rowlinson

Contact: mrowlinson@ormistonhorizonacademy.co.uk

Specifications: AQA

At key stage 4, PE lessons remain compulsory across all schools and academies across the UK. The ultimate aim of the PE curriculum at OHA is to provide our students with a lifelong affinity for fitness and health, coupled with a knowledge and confidence to access opportunities for personal and professional development in sport.

### What courses are on offer?

All students will receive core PE lessons as part of their entitlement however those wishing to study Physical Education in more detail, can opt for this additional GCSE in PE option.

### What will I study?

Students will study both the practical and theoretical aspects of physical education.

Practical:

1 lesson per week plus an expectation that students are participating in extra curricular activities in order to improve performance.

Theory:

1 lesson per week to study:

Paper 1: the human body and movement in physical activity and sport

Paper 2: Socio-cultural influences and well-being in physical activity and sport

Practical Performance: assessment in 3 different sports (one team, one individual and one other)

### How will I be assessed

Students will be assessed via two written examination papers and one externally moderated practical performance.

### What are the career opportunities?

The skills developed by students who study Physical Education are highly valued by employers and are not just limited to sport related careers. A recent survey found that 92% of all firms employed people with a good range of skills. Achieving good GCSE or equivalent grades also meets the entry requirements of many university courses.

## Options

# GCSE Religious Studies

Curriculum Leader: Mrs Mallard

Contact: amallard@ormistonhorizonacademy.co.uk

Specifications: WJEC

Religious Studies is a popular option which develops critical thinking in the search for truths in uncertain areas. It encourages philosophical thought, decision making skills, collaboration and independent working skills and the search for compromise and conflict resolutions. It creates opportunities for students to develop their skills of debate, interpretation and analysis in a coherent context. Religious Studies has a multidisciplinary nature involving philosophical thinking, study of teaching and practices, ethics, social understanding and the skills of analysis and reasoning, developing core skills of literacy. All these are vital skills in a modern workforce where communication, collaboration and cooperation are core skills. Furthermore, Religious Studies makes a key and unique contribution to understanding British heritage, values and futures. It provides an excellent opportunity for young people to engage with contemporary contentious issues, developing social, cultural, political, philosophical and historical awareness.

### What will I study?

Religious Studies at GCSE builds on the knowledge, skills and understanding developed in the lower school. Component 1 consists of; Relationships, Good and Evil, Life after death and Human rights. Component two and three focuses on the beliefs and practices of two religions.

### How will I be assessed?

There is one tier of entry with all students completing the same examination papers. The course consists of 3 examination papers. Component 1 is 50% of the final marks, Component 2 & 3 are 25% each of the final marks.

### What are the career opportunities?

Religious Studies is a totally different subject from any other in the curriculum. It can prepare students for any job that involves working with people and is becoming more popular with the growing need for religious tolerance and understanding in our society. Many students of Religious Studies go on to undertake careers in Teaching, Counselling, Social Work, the Armed Forces, the Prison Service, Medicine and Health, as well as The Civil Service. Indeed, there is no job or career that Religious Studies is not relevant to.

As Albert Einstein said ' Science without religion is lame, religion without science is blind'.



# Option

## GCSE Spanish

Curriculum Leader: Mrs Fleet

Contact: [sfleet@ormistonhorizonacademy.co.uk](mailto:sfleet@ormistonhorizonacademy.co.uk)

Specification: AQA

Spanish GCSE is a linear qualification and consists of four components; Listening, Reading, Speaking and Writing.

### What will I study?

Topics include: Travel & Tourism; Customs & festivals in Spanish speaking countries; Relationships & family; Jobs, career choices & ambitions; Technology in everyday life; Environmental & Global issues, and Free Time Activities.

### What skills are required?

- ◆ Good grades at Key Stage 3 Spanish and English Language
- ◆ Ability to work independently and as part of a team
- ◆ Focused and determined attitude to learning
- ◆ Good literacy skills.

### How will I be assessed?

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. Students will sit all their exams at the end of the course.

- ◆ Unit 1: Listening; worth 25% of the final mark either at Foundation or Higher level
- ◆ Unit 2: Reading; worth 25% of the final mark either at Foundation or Higher level
- ◆ Unit 3: Speaking; 7–9 minutes (Foundation Tier) + preparation time 10–12 minutes (Higher Tier) + preparation time 60 marks (for each of Foundation Tier and Higher Tier) 25% of GCSE
- ◆ Unit 4: Writing; Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) 40 marks (Foundation Tier), 50 marks (Higher Tier) 25% of GCSE

### What are the career opportunities?

Translator, Interpreter, Language Teacher, Linguist, Tourism & Leisure, French Law, Finance, Public Sector, international organisations such as the UN & EU institutions, food and drink and the ability to communicate in another language.

# Option

## GCSE French

Curriculum Leader: Mrs Fleet

Contact: [sfleet@ormistonhorizonacademy.co.uk](mailto:sfleet@ormistonhorizonacademy.co.uk)

Specification: AQA

French GCSE is a linear qualification and consists of four components; Listening, Reading, Speaking and Writing.

### What will I study?

Topics include: Travel & Tourism; Customs & festivals in Spanish speaking countries; Relationships & family; Jobs, career choices & ambitions; Technology in everyday life; Environmental & Global issues, and Free Time Activities.

### What skills are required?

- ◆ Good grades at Key Stage 3 French and English Language
- ◆ Ability to work independently and as part of a team
- ◆ Focused and determined attitude to learning
- ◆ Good literacy skills.

### How will I be assessed?

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. Students will sit all their exams at the end of the course.

- ◆ Unit 1: Listening; worth 25% of the final mark either at Foundation or Higher level
- ◆ Unit 2: Reading; worth 25% of the final mark either at Foundation or Higher level
- ◆ Unit 3: Speaking; 7–9 minutes (Foundation Tier) + preparation time 10–12 minutes (Higher Tier) + preparation time 60 marks (for each of Foundation Tier and Higher Tier) 25% of GCSE
- ◆ Unit 4: Writing; Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) 40 marks (Foundation Tier), 50 marks (Higher Tier) 25% of GCSE

### What are the career opportunities?

Translator, Interpreter, Language Teacher, Linguist, Tourism & Leisure, French Law, Finance, Public Sector, international organisations such as the UN & EU institutions, food and drink and the ability to communicate in another language.

# Option

## GCSE Geography

Curriculum Leader: Mr Cork

Contact: lcork@ormistonhorizonacademy.co.uk

Specification: AQA

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

### What will I study?

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

### What skills are required?

Mathematical, cartographic, mapping and statistical skills are embedded in the qualification to develop learners' competence in using a wide range of geographical investigative skills and approaches. Learners will develop the ability to represent geographical data using a range of cartographical and graphical techniques. They will also develop skills of analysis when interpreting a variety of maps, graphs, photographs and data sets.

### How will I be assessed?

Living with the physical environment: **Written exam: 1 hour 30 minutes**

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales.

Challenges in the human environment: **Written exam: 1 hour 30 minutes**

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally

Geographical applications: **Written exam: 1 hour 15 minutes**

### What are the career opportunities?

The fact that Geography provides students with an awareness of where they live makes it a desirable subject. Geography is looked upon favorably for careers in accountancy, teaching and areas of planning. It is also very useful in areas of work such as geology, transport networks, travel agencies, National Parks, forestry, agriculture, oil and gas exploration and overseas aid.

# Option

## GCSE History

Curriculum Leader: Mr Cork

Contact: lcork@ormistonhorizonacademy.co.uk

Specification: Edexcel

GCSE History will develop and extend knowledge and understanding around specific events/themes in local, British, and wider world history.

By engaging in historical investigations, learners will become more independent, critical and reflective thinkers. As historians, students will develop the ability to ask relevant questions about the past, interrogate source material and evaluate the interpretations offered on events that have shaped our world as we understand.

### What will I study?

- ◆ Medicine in Britain, c1250-Present *and* Medicine on the Western Front, 1914-18.
- ◆ Anglo-Saxon and Norman England, 1060-1088.
- ◆ The American West, c1835-1895.
- ◆ Weimar and Nazi Germany, 1918-1939

### What skills are required?

**AO1:** Knowledge and understanding of key features and characteristics of the periods studied.

**AO2:** Explain and analyse historical events and periods through addressing second-order concepts such as cause and consequence.

**AO3:** Analyse, evaluate and use contemporary sources to reach supported conclusions on the past.

**AO4:** Analyse, evaluate and make judgments on interpretations of the past.

### How will I be assessed?

**Paper 1:** Medicine in Britain, c1250-Present *and* Medicine on the Western Front, 1914-18. (52 Marks, 30%, 1hr 15mins)

**Paper 2:** Anglo-Saxon and Norman, 1060-1088/The American West, c1835-1895 (64 Marks, 40%, 1hr 45mins)

**Paper 3:** Weimar and Nazi Germany (52 Marks, 30%, 1 hour 20 minutes)

### What are the career opportunities?

History will allow students to develop a wide range of transferable skills which can be applied to many different careers. These include fields such as:

- ◆ Journalism
- ◆ Law
- ◆ Teaching

## GCSE Art & Design: Fine Art

Curriculum Leader: Mrs Campbell

Contact: [acampbell@ormistonhorizonacademy.co.uk](mailto:acampbell@ormistonhorizonacademy.co.uk)

Specification: AQA

During the GCSE Fine Art course students will be introduced to a variety of experiences exploring both 2D and 3D media, techniques and processes. This will include drawing, painting, printmaking, mixed media, design and 3D media. Due to the fine art nature of the course drawing is a key skill that must be demonstrated throughout the course.

Critical Studies is an important aspect of the course and students are required to write critically about the work of artists and their own work.

### What will I study?

During the initial phase of the course students will develop skills and confidence in using both 2D and 3D techniques. They will then use their skills and critical studies in producing two projects towards their coursework portfolio.

In Year 11 students will be set an external task by the examination board. They will be given time for research and experimentation before 10 hours under examination conditions to produce a final outcome.

### What skills are required?

A good drawing ability when recording from observation is a necessity.

Writing is a compulsory element, therefore students must be willing to express their thoughts and ideas both visually and through writing.

Students must be prepared to work independently at home to develop artwork. It is an advantage for students to have their own art materials

### How will I be assessed?

Component 1: Portfolio of work worth 60% of final grade

Component 2: Externally set assignment worth 40% of final grade

### What are the career opportunities?

Creative industries such as Fine Artist, Ceramicist, Fashion Designer, Photographer, Graphic Designer, Illustrator, Web Designer, Beautician, Product Designer, Advertising Creative, Community Arts Worker, Art Teacher, Art Therapist.

## GCSE Art & Design: Photography

Curriculum Leader: Mrs Campbell

Contact: [acampbell@ormistonhorizonacademy.co.uk](mailto:acampbell@ormistonhorizonacademy.co.uk)

Specification: AQA

During the GCSE Photography course students will experience a variety of digital photography techniques and processes. They will develop knowledge of the camera and its capabilities, understand the formal skills in photography and experience both traditional and new technologies including image manipulation using ICT.

Critical Studies is an important aspect of the course and students are required to write critically about the work of artists and their own work. Recording ideas using drawing techniques is also part of the course.

### What will I study?

During the initial phase of the course students will develop their technical skills in using a camera, lighting and importance of composition. They will then use their skills and critical studies to produce two projects towards their coursework portfolio.

In Year 11 students will be set an external task by the examination board. They will be given time for research and experimentation before 10 hours under examination conditions to capture and develop their final imagery.

### What skills are required?

An interest in Photography and enjoyment of drawing.

Writing is a compulsory element, therefore students must be willing to express their thoughts and ideas both visually and through writing.

Students must be independent learners and willing to take their own photographs both in and outside of school. It is an advantage for students to have their own digital camera and access to ICT at home.

### How will I be assessed?

Component 1: Portfolio of work worth 60% of final grade

Component 2: Externally set assignment worth 40% of final grade

### What are the career opportunities?

Photography based careers include fashion, documentary Fine Art, Publication, Wedding photographer. It could also be a benefit in creative industries such as Fine Artist, Ceramicist, Fashion Designer, Photographer, Graphic Designer, Illustrator, Web Designer, Beautician, Product Designer, Advertising Creative, Community Arts Worker, Art Teacher, Art Therapist.

## Level 1/2 Vocational: Hospitality & Catering

Curriculum Leader: Miss Elson

Contact: [selson@ormistonhorizonacademy.co.uk](mailto:selson@ormistonhorizonacademy.co.uk)

Specification: Eduqas

The course is designed to encourage students to be able to develop and make a range of food products, using a variety of ingredients and techniques. Students will be enthused and challenged by the range of practical activities covered during the course. Students will also look at areas of the Hospitality sector, safety and hygiene practices for Food products. They will also be taught about Food nutrition and peoples dietary needs.

### What will I study?

Students will be able to develop skills in all key areas of Food through undertaking a variety of practical tasks. Activities will focus on areas such as investigation, and development, as well as production planning and Food tasting.

In years 10 and 11 students will use the skills that they have learned to work towards a final major project based on a set exam board design brief.

### What skills are required?

- ◆ An interest in Food.
- ◆ Good practical, organisational and hygiene skills.
- ◆ A participation in KS3 Food Technology lessons.
- ◆ Payment towards the ingredients for practical tasks

### How will I be assessed?

- ◆ Externally set Controlled Assessment (Includes developing and testing recipes and producing a written folder) worth 60%
- ◆ Externally set written exam worth 40%
- ◆ Eduqas Level 1/2 Hospitality and Catering

### What are the career opportunities?

A range of careers include being a chef, nutritionist, dietician or a job in the catering and hospitality sector.

## GCSE Art & Design: Textiles

Curriculum Leader: Miss Elson

Contact: [selson@ormistonhorizonacademy.co.uk](mailto:selson@ormistonhorizonacademy.co.uk)

Specification: AQA

The course is designed to encourage students to be able to design and make products with creativity and originality, using a range of materials and techniques. Students will be enthused and challenged by the range of practical activities covered during the course. Outcomes could be a range of products made from natural, synthetic and blended fibres.

### What will I study?

In Years 10 and 11 students will develop a range of Textiles skills, that allow students to produce work that counts towards their overall GCSE grade. They will also produce a major practical piece during their time on the course.

### What skills are required?

- ◆ An interest in Textiles and Fashion
- ◆ Good practical skills
- ◆ Good design skills
- ◆ A knowledge of textiles products

### How will I be assessed?

Component 1: Portfolio of work worth 60% of final grade

Component 2: Externally set assignment worth 40% of final grade

### What are the career opportunities?

Fashion designer, Fashion buyer, Stylist, Merchandiser, Visual merchandiser. Trend forecaster, footwear designer, Garment technologist, Textile print designer, Quality control (QC).



# Option

## Design & Technology: Product Design

Curriculum Leader: Miss Elson

Contact: [selson@ormistonhorizonacademy.co.uk](mailto:selson@ormistonhorizonacademy.co.uk)

Specification: Edexcel

The course is designed to encourage students to be able to design and make products with creativity and originality, using a range of materials and techniques. Students will be enthused and challenged by the range of practical activities covered during the course. Outcomes could be a range of products made from resistant materials.

### What will I study?

In Years 10 and 11 students will use the skills that they have learned to work towards a final major project based on a set design brief.

NB – Students are expected to know CORE elements within the Design and Technology family such as Fabrics, Systems and Metals.

### What skills are required?

- ◆ An interest in Product Design.
- ◆ Good practical skills.
- ◆ Good drawing skills.
- ◆ A basic understanding of products and how they work

### How will I be assessed?

- ◆ Externally set Controlled Assessment (Which includes the manufacture of a practical piece and a folder) – 50%
- ◆ Externally set written exam – 50%
- ◆ Edexcel GCSE Design and Technology (9-1)

### What are the career opportunities?

Product Designer, Architect, DT Teacher, Engineer, Technician, Graphic Designer. Trades such as an Electrician, Plumber and Joiner.

# Option

## Level 1/2 Vocational: Construction

Curriculum Leader: Miss Elson

Contact: selson@ormistonhorizonacademy.co.uk

Specification: Eduqas

The course focuses on the development of underpinning knowledge of the Construction industry. You will gain an understanding of the essential aspects of the industry covering principal topics of health and safety and sustainability along with an insight into trades such as painting and decorating, brickwork, plumbing and electrics.

### What will I study?

During year 10 students will develop their knowledge of a range of Construction skills and Health and Safety requirements in the industry. In Year 11 students produce work for their Controlled assessment using their new skills.

### What skills are required?

- ◆ Good practical skills.
- ◆ Good drawing skills.
- ◆ Planning skills
- ◆ An interest in a career in the Construction Industry.

### How will I be assessed?

- ◆ Externally set Controlled Assessment (Includes three Construction areas and production of a written folder) worth 50%
- ◆ Two externally set written exams worth 50%
- ◆ Eduqas Level 1/2 Constructing the built environment

### What are the career opportunities?

Construction could take you into a number of exciting career paths such as architect, civil engineer, quantity surveyor, building surveyor, project manager, builder, plasterer, joiner, painter and decorator, tiler, foreman.

# Option

## GCSE Dance

Subject Lead: Miss Taylor

Contact: jtaylor@ormistonhorizonacademy.co.uk

Specification: AQA

The course represents a comprehensive and creative scheme that allows students to gain relevant skills, knowledge and understanding of Dance that can be applied to the required work in the assessment units.

The course is designed to cover all the main requirements that contribute to the Dance form and allows students to appreciate what is needed to communicate meaning through Dance and performance.

### What will I study?

#### **Component 1: Performance and Choreography 60% of the GCSE**

This is the practical element of the course where students gain an understanding and explore both performance and choreography. Students will partake in both a solo performance and a duet/trio performance. For their individual choreography, students will work as a soloist, or in a group.

#### **Component 2: Dance appreciation 40% of the GCSE**

This is a written exam paper taken at the end of the course. Students are assessed on their knowledge and understanding of choreographic processes and performing skills, critical appreciation of own work and critical appreciation of professional works. The paper carries a maximum of 80 marks

### What skills are required?

Students will work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas. They will consider and explore the social, historical and cultural context of professional dance works. They will develop a basis for their future role as active citizens in employment and society in general, as well as for the possible further study of Dance.

### How will I be assessed?

This is a practical course which is supported by theory. Assessment is continuous throughout and students will build a working portfolio as we move through the three year course. Component 1 will be internally assessed, evidenced via camera and teacher observation. Component 2 is externally assessed.

Component 1: Performance 30%, 40 marks. Choreography 30%, 40 marks. Overall 60% of GCSE. Component 2: 80 marks, 40% of GCSE

### What are the career opportunities?

GCSE Dance provides a suitable foundation for further study within the industry through progression on to further qualifications. This course will be perfect for students who want to develop subject specific skills and communication skills of all kinds. The course will allow them to develop their theory and performance skills or follow the teaching pathway.

# Option

## GCSE Drama

Subject Lead: Miss Shirley

Contact: mshirley@ormistonhorizonacademy.co.uk

Specification: AQA

The course represents a comprehensive and creative scheme that allows students to gain relevant skills, knowledge and understanding of Drama that can be applied to the required work in the assessment units.

The course is designed to cover all the main requirements that contribute to the Drama form and allows students to appreciate what is needed to communicate meaning through Drama.

### What will I study?

**Component 1 (theory):** Understanding Drama 40% of the GCSE

This is a written exam paper taken at the end of the course. Students are assessed on their knowledge and understanding of drama and theatre by studying one play from a choice of six. The paper is divided into three sections and carries a maximum of 80 marks.

**Component 2 part 1:** Devising Drama (theory) 30% of the GCSE

Students produce a written log to accompany their practical performance. The written log is worth 60 marks and can be a maximum of 2,500 words.

**Component 2 part 2:** Devising Drama (practical) 10% of the GCSE

Students must work collaboratively as members of a performance group taking the role of a performer. Performers will create a performance devised from a stimulus. The practical piece holds a maximum of 20 marks.

**Component 3:** Texts in Practice (practical) 20% of the GCSE

This unit introduces students to the content of plays written for the theatre. They will learn how to interpret a play in various ways and understand how a play works in performance. They will perform extracts from an existing play.

### What skills are required?

Students will work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas. They will consider and explore the impact of social, historical and cultural influences on drama texts and activities and develop a basis for their future role as active citizens in employment and society in general, as well as for the possible further study of Drama.

### How will I be assessed?

The is both a theoretical and practical course. Assessment is continuous throughout and students will build a working portfolio within the first year of the course and will complete the written exam during the second year of study. Component 1 and 3 are externally assessed, component 2 will be internally assessed, evidenced via submission of coursework and performance to a camera.

Component 1: 80 marks, 40% of GCSE

Component 2: written log 60 marks and practical 20marks, 40% of GCSE

Component 3: 40 marks, 20% of GCSE

### What are the career opportunities?

GCSE Drama provides a suitable foundation for further study within the industry through progression on to further qualifications. This course will be perfect for students who want to develop subject specific skills and communication skills of all kinds. The course will allow them to develop their theory and performance skills or follow the teaching pathway.

# Option

## Level 1/2 BTEC: Enterprise

Subject Leads: Miss Clee & Miss Marriott

Contact: [jclee@ormistonhorizonacademy.co.uk](mailto:jclee@ormistonhorizonacademy.co.uk)

Contact: [lmariott@ormistonhorizonacademy.co.uk](mailto:lmariott@ormistonhorizonacademy.co.uk)

Specification: Pearson

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is to review an enterprise idea that includes:

- The development of key skills that prove aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving
- The knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise.

### What will I study?

The course is made up of three components: two internally assessed and one that's externally assessed. The three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge.

### What skills are required?

This qualification builds on the content, knowledge and skills developed in the Key Stage 3 Programme of Study for Computer Science. Students should be encouraged to keep up-to-date with emerging technology as part of their learning experience.

### How will I be assessed?

Assessment is designed so that students can build on what they learn, and develop their assignment skills, as they move through the course.

### What are the career opportunities?

A Levels as preparation for entry into higher education in a range of subjects. Can lead to the study at Level 3, such as a BTEC National in Enterprise and Entrepreneurship, which prepares them to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector.

## Level 1/2 Vocational: Creative iMedia

Subject Leads: Miss Clee & Miss Marriott

Contact: [jclee@ormistonhorizonacademy.co.uk](mailto:jclee@ormistonhorizonacademy.co.uk)

Contact: [imarriott@ormistonhorizonacademy.co.uk](mailto:imarriott@ormistonhorizonacademy.co.uk)

Specification: OCR

The Creative iMedia qualification equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products.

### What will I study?

The mandatory units of pre-production and creating digital graphics underpin the qualification and reflect key industry skills. The pre-production skills unit is assessed through an examination and contributes 25% of the marks.

#### **Unit R081: Pre-production skills**

This first unit underpins the other learning in this qualification. Students will learn about how to plan preproduction effectively, including understanding of client requirements and reviewing pre-production briefs. They will use this knowledge in the optional units when they develop their own media products. This unit also provides excellent transferable skills such as project planning, which will be useful in a wide variety of contexts.

#### **Unit R082: Creating digital graphics**

Digital graphics are a key part of most digital products and this mandatory unit will help support the other optional units in the suite. Students will learn the basics of digital graphics editing for the creative and digital media sector, considering client requirements that they learnt about in R081.

#### **Unit R085: Creating a multipage website**

This unit enables students to understand the basics of creating multipage websites. Students will use their creativity to combine components to create a functional, intuitive and aesthetically pleasing website against a client brief. R089: Creating a digital video sequence Digital video is used in a range of products like games, websites or television productions. Students will explore uses of video products and then plan and produce a digital video sequence to meet a client's brief.

### What skills are required?

Learners who are taking this course should normally have followed the KS3 Programme of Study in Computer Science.

### How will I be assessed?

- Unit R081: Pre-production skills Written paper, 1 hour 15 minutes – 60 Marks
- R082: Creating digital graphics Centre assessed task, OCR moderated – 60 Marks
- R085: Creating a multipage website Centre assessed task, OCR moderated – 60 Marks
- R089: Creating a digital video sequence Centre assessed task, OCR moderated – 60 Marks

### What are the career opportunities?

Cambridge Nationals in Creative iMedia are media-sector focused, including film, television, web development, gaming and animation, and have IT at their heart. This qualification is useful to students intending to follow Level 3 courses in media and IT. Examples include Cambridge Technical IT or Media courses, Media Studies and the Apprenticeship Framework

# Option

## GCSE Psychology

Subject Lead: Mrs Harris

Contact: [jharris@ormistonhorizonacademy.co.uk](mailto:jharris@ormistonhorizonacademy.co.uk)

Specification: AQA

Psychology is the scientific study of the mind and how it influences our behaviour. It is about understanding what makes people tick and how this understanding can help us address many of the problems and issues in society today.

The course introduces students to the fundamentals of Psychology; looking at how and why people do things, and the evidence behind these claims. This course in particular focuses on how thought processes influence behaviour and how social situations affect a person's behaviour.

Through taking GCSE Psychology, students will develop skills in critical analysis and independent thinking and will carry out and learn how to conduct scientific and ethical research on human participants.

### What will I study?

#### **Unit 1: Cognition and Behaviour.**

Memory, Perception, Development and Research Methods

#### **Unit 2: Social Context and Behaviour.**

Social Influence, Language, Thought and Communication, Brain and Neuropsychology, Psychological Problems

### What skills are required?

Candidates must have an interest in people and why people behave the way they do. They must be able to analyse text and theories, and also question why. Due to the nature of the course, good English, Maths and Science skills would also be desirable.

### How will I be assessed?

Assessment is 100% examination. There are two examination papers each lasting 1 hour 45 minutes.

The examination questions include multiple choice, short answer and essay based questions.

### What are the career opportunities?

Psychology would allow you access to study a range of subjects at College and University, such as: Psychology, Sociology, Global Studies, Forensics, Criminology and Law. In the field of work you could work as a psychologist, in the healthcare industry, personnel management, marketing, criminal justice, teaching, and sales.

# Option

## Level 1/2 BTEC: Health and Social Care

Curriculum Leader: Mrs Walters

Contact: [nwalters@ormistonhorizonacademy.co.uk](mailto:nwalters@ormistonhorizonacademy.co.uk)

Specification: Pearson

Health and Social Care is an exciting vocational BTEC award that is based on real life. Topics covered are relevant to the world of work, in particular the care sector. Students taking this option need a mature and responsible attitude towards learning as independent study and research into social issues such as drugs, poverty and personal relationships are an important part of the curriculum. As a subject discipline, Health and Social Care (HSC) combines elements of sociology, biology, nutrition, law, and ethics.

Study of this subject at KS4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this sector.

### What will I study?

Students will complete 3 components (units):

- ◆ Human Lifespan Development
- ◆ Health and Social Care Services and Values
- ◆ Health and Wellbeing

Qualification of the award is reliant upon completion of all controlled assessments – coursework and exam components.

### What skills are required?

- ◆ An interest in Health & Social Care sectors
- ◆ Ability to work independently on assignment briefs and research tasks
- ◆ Good practical skills
- ◆ An ability to organise time and controlled assessment in order to meet strict deadlines
- ◆ Ability to complete **written** assessments

### How will I be assessed?

The course is assessed through a combination of internally and externally assessed units. Building on the rigorous assessment standards expected of BTEC qualifications, the new BTEC Tech Award in Health and Social Care includes an externally assessed synoptic paper (exam) making up 40% of the award. There are also two internally assessed coursework components that are completed under controlled conditions.

### What are the career opportunities?

Opportunities to work within the Health & Social Care sectors could include jobs such as: Nurses, Midwife, Doctors, Dentist, Social Worker, Teacher, Carer, Child Minder, Dietitian, Occupational Therapist, Physiotherapist, Surgeon and many more.



# Option

## Level 1/2 BTEC: Child Development

Curriculum Leader: Mrs Walters

Contact: [nwalters@ormistonhorizonacademy.co.uk](mailto:nwalters@ormistonhorizonacademy.co.uk)

Specification: Pearson

Child development offers students an interesting and stimulating program of study. Candidates will have the opportunity to develop their knowledge and understanding of children's needs and development from the ages of 0-5 years. The skills and knowledge required will be relevant and transferable to other settings, providing enhanced career opportunities and a satisfying course of study for candidates of various ages and backgrounds. In the UK, there are approximately 2 million childcare places for children aged under five and many different types of early years settings, ranging from childminders and nannies, to nurseries, crèches and preschools.

### What will I study?

Students will complete 3 components (units):

**Component 1: Children's Growth and Development** – In this component, students will learn about the characteristics of children's development from birth to 5 years old, whilst also exploring factors that affect growth and development.

**Component 2: Learning Through Play** – In this component, students learn about how children play and will demonstrate how children's learning can be supported through play.

**Component 3: Supporting Children to Play, Learn and Develop** – In this component, students will investigate individual circumstances that may impact on learning and development. They will also look at the safe environments to support play, learning and development in children aged from birth to 5 years; adapting play where needed to promote inclusive learning and development.

Qualification of the award is reliant upon completion of all controlled assessments – coursework and exam components.

### What skills are required?

Ability to work independently on assignment briefs and research tasks

Good practical skills

An ability to organise time and controlled assessment in order to meet strict deadlines

Ability to complete written assessments

### How will I be assessed?

The course is assessed through a combination of internally and externally assessed units. Building on the rigorous assessment standards expected of BTEC qualifications, the new BTEC Tech Award in Child Development includes an externally assessed synoptic paper (exam) making up 40% of the award. There are also two internally assessed components, each having 2 coursework assignments that are completed under controlled conditions.

### What are the career opportunities?

Career opportunities leading from child development qualifications include preschool teachers, childcare directors, nursery nurse, childminding etc. Many skills gained from the course are also transferable to other job roles within the Health and Social Care sectors such a paediatric nurse, paediatrician, social workers, playgroup organisers, health visitors and many more.

# Option

## Level 1/2 BTEC: Music

Curriculum Leader: Mr Johnson

Contact: mjohnson@ormistonhorizonacademy.co.uk

Specification: Pearson

### What will I study?

This qualification is the Edexcel BTEC Level 2 First Award.

The **two core units** recognise the importance of knowledge about music for anyone wanting to be successful in the industry.

**Unit 1: The Music Industry** – which provides an overview of the industry, particularly focusing on the shape of the modern industry and covering the emergence of the role of the self-employed producer, performer and promoter.

**Unit 2: Managing a Music Product** – which covers essential aspects for progression. This unit looks at the development a music product. As well as providing a vehicle for demonstrating skills and learning, it also introduces the role of planning and promotion in the management of a music product. Learners can base their work on a live concert, event, a CD or online product, providing opportunities for both music performers and technologists.

The optional specialist units offered within this qualification build on the core and provide learners with an opportunity to develop a wider understanding of the music industry.

**Learners will be able to select their two optional specialist units from:**

**Unit 5:** Introducing Music Performance – which enables learners to develop their skills as performers for progression to the next stage of their education or training, as well as developing their technique and reflective practice.

**Unit 7:** Introducing Music Sequencing – which enables learners to use ICT for music making, giving them a valuable vocational skill as well as a grounding in a fundamental aspect of music making in the workplace.

### How is the course assessed?

The Edexcel BTEC Level 2 First Award in Music includes an externally assessed unit in the core. This will assist learners as they progress either into higher levels of vocational learning, or to academic qualifications, by providing independent evidence of learning and progression alongside the portfolio-based assessment.

The remaining units are internally assessed with a Pass/Merit/Distinction. Internal assessment enables learners to receive feedback on their progress throughout the course as they gather and provide evidence towards meeting the unit assessment criteria.

Learners should be encouraged to take responsibility for their own learning and achievement, taking account of the industry standards for behaviour and performance.

### What are the career opportunities?

Careers could include: Performance- i.e. Session player/Music Business, Agent, Manager/ Music Technology – Sound/Light Engineer/Music Education – Teacher, Lecturer etc.

## Level 1/2 Vocational: Hairdressing and Beauty Therapy

Subject Lead: Mrs Campbell

Contact: [acampbell@ormistonhorizonacademy.co.uk](mailto:acampbell@ormistonhorizonacademy.co.uk)

Specification: VTCT

This qualification is a vocational level 2 qualification. It has been developed for learners aged 14-16 with an interest in hairdressing and/or beauty therapy. It aims to support young people to:

- ◆ develop a broad understanding of the hair and beauty sector
- ◆ develop significant knowledge which spans the entire vocational sector and related industries
- ◆ develop academic and study skills that will support progression within the hair and beauty sector and more broadly, across the range of sectors.

### What will I study?

As well as developing knowledge and skills in researching, science, business, marketing and design, learners will develop further skills which will support them into further study, including:

- ◆ Critical thinking and being reflective on self-performance and work produced
- ◆ Use of initiative, planning and researching skills, self-management, self-motivation and the ability to work independently
- ◆ Innovation and creativity
- ◆ Application of knowledge and understanding to real life examples and businesses
- ◆ Problem solving
- ◆ Communication skills - verbal, written and visual.

### What skills are required?

An interest in hairdressing and/or beauty therapy.

### How will I be assessed?

This course is theory based, it is made up of 75% assignment based coursework and 25% exam.

### What are the career opportunities?

This qualification can lead to exciting opportunities within fashion and media industries:

- ◆ Salon stylist/colour technician
- ◆ Beauty/Spa therapist
- ◆ Photographic work for magazines
- ◆ Television/ Media make-up
- ◆ Films/Theatre work
- ◆ Working on cruise ships
- ◆ Salon owner
- ◆ Make-up artist