



Year 9 GCSE/BTEC Level 2 Options

**Information, advice and guidance for
students and parents/carers
2026-2028**



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Dear Student and Parents/Carers

In Key Stage 3, students follow a curriculum with a wide range of subjects. This provides the breadth of study ensuring you, as the student, can make an informed choice regarding the subjects studied at Key Stage 4. The options process will offer you the guidance to choose the right GCSE/BTEC Level 2 subjects for your future aspirations. The school's aim is to continue to maintain a broad and balanced curriculum for all students.

This booklet has been produced to help you understand the Key Stage 4 (Year 10 and 11) curriculum and to support you in making subject choices for GCSE or equivalent courses, which begin in September 2026. This booklet outlines the different types of qualification available and lists the subjects which can be studied. We hope that all the information you will need to make your choices is contained in this booklet, but staff are always happy to help and advise you should you have any queries or need more information.

The opportunity to choose certain subjects is an important difference at Key Stage 4. You need to think about what subjects you are interested in, as well as your ability in particular subjects. In addition, consideration should be given to how different combinations of subjects or qualifications fit in with future career and educational aspirations. You will be guided onto the right pathway to ensure that you are on the most appropriate and relevant courses to meet your full potential; we strongly advise you to consider the guidance provided.

All students, including you, will follow what we call the core curriculum; this comprises of English Language and Literature, Mathematics, Science Trilogy (double award) or Triple Science (three separate Science qualifications), Physical Education and Success for Life. This range of qualifications is compulsory and studied in all schools.

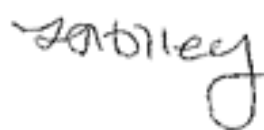
You, as students, will then, depending on your pathway, choose up to four further choices and complete a questionnaire as part of your option process. This is done to check that the courses you have chosen will support you with your future career aspirations.

It is possible there will be some courses that do not run, due to lack of numbers and others that may be oversubscribed, due to the number of staff available to teach a course. If this is the case, you will meet with a member of staff at that stage to discuss your choices and will be given further time to choose alternative options with your parents/carers before making your final decision.

Yours sincerely



Mrs K Davis
Assistant Head - Director of Key Stage 4



Mrs L Holley
Assistant Head - Director of Key Stage 3

Frequently asked questions

Can I choose any subject I want?

You already know that some subjects are compulsory. You will be guided onto a pathway which is based on your prior attainment. This will offer you a broad curriculum and the best opportunity to progress at post-16 into A Levels, college and apprenticeships.

Why am I asked to make a reserve choice?

You are asked to make a reserve choice/choices in case your preferred option is not running for some reason or is oversubscribed. We will always try to discuss any changes with you and help you make the best choice available.

Can I change my mind next year?

No. You need to think carefully about your decisions now. There will be some 'cooling off time' when meetings take place before the timetable is written, but by Year 10 everything will be set and therefore getting your choices organised in Year 9 is vital.

What is a BTEC Qualification?

The BTEC courses we are offering are equivalent to one GCSE. They are, at present, recognised by colleges, universities and employers, and are suitable for those wanting to gain more of an insight into working in a particular career, as well as greatly extending their knowledge and understanding of the subject. They all have a higher percentage of controlled assessment than other courses and they all have an exam which can be taken at various times during the two years of study. You will be guided as to whether these are suitable courses for you to consider.

What is a non-qualification course, and will my future be affected if I choose one?

A non-qualification course is a course students can choose which does not have an exam or controlled assessment at the end of the course. The idea of these courses is that if we feel a student would be better off selecting three GCSE/Level 2 options and taking a non-qualification course for their fourth, because educationally this would benefit them, then we would recommend they do this. All students can opt to take a non-qualification course, but places will be limited and so will be awarded on a case-by-case basis, taking into consideration a range of factors we believe will benefit each student.

Taking a non-qualification course means that anyone choosing one of these options will result in one less qualification at the end of Year 11. I would like to reassure parents that this would not affect their child's ability to gain a full suite of qualifications; this is because we offer four option subjects at Denefield, one more than many other schools. Students only need eight good qualifications at the end of Year 11 to fulfil their next steps choices in life, and they already get this from three GCSE/Level 2 options chosen.

The Russell Group is a group of 24 universities, including Oxford and Cambridge that welcome students who have studied eight good qualifications at GCSE and subsequently choose to study some of these subjects at A Level. Many subjects our students are able to choose are known as facilitating subjects because they are seen as highly academic in content. Students will gain some of these qualifications by selecting either a humanities or a language, as mentioned in the standard pathway. If you perform well in these at A Level, this is considered a good indicator of the potential ability of the candidate.

Frequently asked questions

Will I be able to cope with all the work?

Studying at GCSE level is going to be harder and there will be different expectations for you. If you have chosen subjects because you have succeeded in them, or they look really interesting then you should be able to cope. As previously mentioned you can choose a non-qualification course but you may not be able to take this due to limited places being available on each course. However, there will be staff to ask for support and advice throughout your time in Key Stage 4, but especially at the beginning, to help you make the transition from Year 9 into Year 10.

Where do I go if I need help?

You should always start with your tutor who knows you and has a good overview of your strengths and weaknesses. In addition, talk to the subject teachers, through discussions you will be able to establish if the subject will inspire and engage you sufficiently to lead you into the next stage of your educational journey.

Finally, talk to your parents/carers, they will want to be involved in supporting you with this very important decision.

You are encouraged to find out about subjects which are new to you. Remember, however, that no one can decide for you - you are the one who will be studying the courses.

Can I still take the Standard Pathway, if I have not been offered this?

We are guiding a significant number of students to take the standard pathway. If you have not been offered this pathway, you may still take it by choosing at least one humanities subject, History or Geography, or a Modern Foreign Language, French, German or Spanish. You will have been given a choice from one of these languages from Year 7 as well as being provided with the opportunity to study a second language during Key Stage 3. This may be a hard option for you but if you are up for the challenge, we will support all students who aspire to follow this pathway.

Key Stages

Key Stage 3 includes Years 7 to 9

Key Stage 4 includes Years 10 and 11

Key Stage 5 (Sixth Form) includes Years 12 and 13

The Sixth Form - Key Stage 5

Students are required to stay in education or training until the age of 18 and so it is more important than ever to ensure that the GCSE/BTEC Level 2 - Key Stage 4 courses you study will provide you with a broad and balanced curriculum suitable for progression to Key Stage 5. As the number of jobs for unskilled people decreases, it is becoming ever more important that job seekers can show that they have continued in education or training to Level 3 (A Levels or BTEC equivalents). Those students can:

- Gain higher rewards
- Engage in more interesting work
- Have greater job security.

It is a good idea to start thinking now about what you will do when you have finished your Key Stage 4 (GCSE and Level 2) courses. One very popular choice is to continue your education in Denefield Sixth Form.

We currently offer a wide range of Advanced Level (A Level) qualifications and vocational courses leading to BTEC Level 3 qualifications. If you do not have firm plans about your future pathways, you should discuss your choices with the Sixth Form team or Mrs J Jackson, our Careers Lead. We are always delighted to discuss options with students and provide independent advice.

You can study new subjects in the Sixth Form too, as well as some traditional subjects you did not take during Year 10 and Year 11. The entry requirements for the Sixth Form are challenging, and you should be aiming high to achieve the best possible results.

Aiming high

There has been much publicity about 'good' and 'bad' choices by students which later affect their chances of obtaining places to study at the top universities.

What are 'good' subjects?

The Russell Group of universities, which contains many of the most selective universities (including Oxford and Cambridge), has published a list of what they call 'facilitating' subjects, ie those that they consider most desirable and to which they will give most weight when considering applicants. The advice is based on whether you do or do not know what you want to study at university and it will let you know what subjects are essential for particular courses. The latest version of 'Informed Choices' can be found easily online at <https://www.russellgroup.ac.uk/for-students/school-and-college-in-the-uk/subject-choices-at-school-and-college/> (a copy is also available for download from the school website - Sixth Form, Useful Information). Unsurprisingly, the list of facilitating subjects consists of what most people would consider 'traditional' subjects. However, it is important to remember that these universities do not say that a student should only take subjects from that list. It is perfectly acceptable to mix other subjects with them. Indeed, they urge a balanced choice. It is really important to choose subjects you enjoy.

The Sixth Form - Key Stage 5

Will my grades at GCSE/Level 2 affect my chances later?

Some A Levels have additional specific entry criteria which are set out in our Sixth Form prospectus. For example, if you wish to study Maths or the Sciences, we ask you to achieve a grade 5 average from your GCSE qualifications, with a preferred grade 6 for Maths or your chosen Science subject.

So, what do the really selective universities look for?

The simple answer to this is really good grades. For medicine, for example, most medical schools require five GCSE grade 9s even before looking at an applicant's predicted A Level grades. In general, at GCSE, the quality of grades matters far more than the number of courses. The top universities are far more likely to interview a student with nine 9s at GCSE than they are a student with, say, 12 GCSEs but only three 9s and nine 7s. Indeed, there is even a view that they are more likely to interview a candidate with nine 9s than one with nine 9s and three 5s, even though the latter student has achieved more GCSEs. They expect candidates to achieve top, or near to top, grades in every subject they take regardless of how many exams are taken.

What should I do now?

Do read the Russell Group 'Informed Choices' document (see [website link](#) on the previous page or on the school website), choose subjects you will enjoy studying as well as a broad range that will lead you to your chosen career path. Please do speak to Mr M Peacock for more information about the Russell Group universities.

Do I need to go to university?

If you are intending to pursue a career which is generally regarded as a graduate profession such as law, teaching or architecture, you will need to have an undergraduate degree qualification. The nursing profession is now only accessible through the graduate route.

We have a very good track record of preparing students for university and all of those students wishing to study at university after Denefield Sixth Form have been successful in gaining a place.

What are the alternatives to university?

There are now a wide range of higher level apprenticeships, including degree apprenticeships, in a varied range of industries.

Again, you will need to achieve high grades at A Level to enter a degree apprenticeship but you will be based with a company working for part of the year and studying for the other part. You will be paid a salary but the company pays for your university fees, so that your degree qualification is free.

Finally, after A Level study you may wish to enter the world of work, but with a very good range of GCSEs and A Levels you will be better equipped to compete with anyone else.

Pathways

1

Standard Pathway

If you have been recommended to follow the Standard Pathway you will need to select a humanities subject (History or Geography) OR a language (French, German or Spanish). This will leave you three free option choices, but you cannot choose more than one Technology subject, one non-qualification subject or one BTEC/vocational subject.

2

Supported Pathway

If you have been recommended to follow the Supported Pathway you will need to select ASDAN as one of your subjects. This will leave you three free option choices, but you cannot choose more than one Technology subject, one non-qualification subject or one BTEC/vocational subject.

CORE SUBJECTS

ENGLISH

English Language and English Literature

English Language

Qualifications and Course Structure

English is one of the core subjects that all students study. You will be developing and building on all the reading, writing, speaking and listening skills that you have been working on since Year 7. You will study a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction. This is to develop your skills to analyse the use of language as well as becoming more competent and confident in your own use of language.

Assessment

The course is assessed by two examinations at the end of Year 11

- Paper 1 – Explorations in Creative Reading and Writing
- Paper 2 – Writers' Viewpoints and Perspectives

Progression

GCSE English Language is a core subject that helps develop essential skills for many aspects of life, including communication. It is essential to all careers, including journalism, teaching, nursing, and marketing. Its importance means it is the foundation of academic and professional success - GCSE English Language is a requirement for many university courses and is a minimum requirement for most jobs.



For more
information contact
Mrs S Tarrant

CORE SUBJECTS

ENGLISH

English Language and English Literature

English Literature

Qualifications and Course Structure

All students will study English Literature as well as English Language. This course will be integrated within your English course but you will end up with two separate GCSEs. You will study a number of texts closely, including a Shakespeare play, a 19th century novel, a modern play, and a selection of poetry. The course will help you develop an understanding of the writer's craft as well as the social and moral implications of literature. Hopefully you will also develop your enjoyment of reading.

Assessment

The course is assessed by two examinations at the end of Year 11

- Paper 1 – Shakespeare and the 19th Century Novel
- Paper 2 – Modern Texts and Poetry

Progression

GCSE English Literature is an important course for all students no matter what they intend to do after Year 11 – study of literature develops a person's knowledge and understanding of the world as it is now and how it came to be. Empathy and the ability to connect with people whose life experiences are different to their own is vital in society. Students also develop a range of transferable skills that are sought after by employers such as analysis and critical thinking. Students can proceed to study English Literature at A Level. The course is also of relevance if students wish to study Drama, Theatre Studies, Media, Journalism, or English Language routes post-16.



For more
information contact
Mrs S Tarrant

CORE SUBJECTS

MATHEMATICS

Mathematics

Qualifications and Course Structure

Everyone studies Mathematics (Maths), as a core subject. You will be studying:

- Number
- Algebra
- Geometry and Measures
- Ratio, Proportion and Rates of change
- Probability
- Statistics

The course is designed to build naturally on what you have learned in previous years; you will not experience any sudden leap or change in what you are studying. You will continue to be taught in ability groups and there can be movement between tiers based on assessments.

Assessment

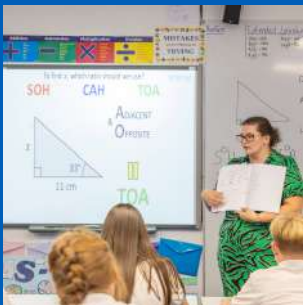
The course is assessed by three examinations at the end of Year 11. The first paper is a non-calculator paper and the other two are calculator papers. All papers have equal weighting and will examine any topic from the course.

There is no coursework component to GCSE Mathematics.

Entry for the examinations is at two different levels, Higher and Foundation, according to your ability and what grades you need for future endeavours. You will be entered at the level appropriate to your ability on the recommendation of your teachers.

Progression

You should be aware that many college courses, management training schemes and nearly all university degree courses have a minimum entry requirement for Mathematics at GCSE.



For more
information contact
Mrs D Gibson

CORE SUBJECTS

COMBINED SCIENCE

TRILOGY

Biology, Physics and Chemistry

Qualifications and Course Structure

This qualification is designed for students who want to build a solid foundation in scientific principles and develop the skills needed for further study or Science related careers. It covers a wide range of topics across Biology, Chemistry, and Physics. The course combines theoretical understanding with practical investigations to nurture scientific thinking and problem-solving abilities.

Assessment

The assessment for Combined Science (Trilogy) is based on six written exams, two for each subject. Each paper assesses key topics, practical skills, and mathematical applications. The exams include a mix of multiple-choice, structured, and extended response questions. While practical investigations are not directly assessed, they prepare students for questions about scientific methods and techniques.

Biology

- Paper 1 – Cells, Organisation, Bioenergetics, Infection and Response

- Paper 2 – Homeostasis, Ecology, and Inheritance

Chemistry

- Paper 1 – Atomic Structure and Periodic Table, Structure and Bonding, Quantitative Chemistry, Chemical Changes, Energy

- Paper 2 – Rates of Reaction, Organic Chemistry, Chemical Analysis, Atmosphere

Physics

- Paper 1 – Energy, Electricity, Particles, Atomic Structure

- Paper 2 – Forces, Waves, Electromagnetism

Progression

The Combined Science (Trilogy) qualification provides an excellent foundation for further studies, such as A Levels in Science subjects. It also supports career paths in healthcare, engineering, environmental science, and many other fields.



For more
information contact
Mr A Crossley

CORE SUBJECTS SEPARATE SCIENCES



Biology, Physics and Chemistry

Qualifications and Course Structure

This qualification is designed for students who want to deepen their understanding of scientific principles and develop the knowledge, skills, and practical experience for further study or careers in Science related fields. In Biology, you will explore topics such as infection and response, homeostasis, and ecology. In Chemistry, topics include quantitative chemistry, chemical analysis, and organic chemistry. Finally, in Physics, topics include forces, energy, and waves. Across all three Sciences, the course combines theoretical learning with hands on investigations to build scientific thinking and problem-solving abilities.



Assessment

The assessment for AQA GCSE Separate Sciences is based on two equally weighted written exams for each Science: Biology, Chemistry, and Physics. Each exam assesses knowledge and understanding of key topics, as well as application of scientific concepts, practical skills, and mathematical abilities. Practical investigations completed during the course are not directly assessed but are integral to preparing for the exams, as students will be required to answer questions about practical work and methods. The exams include a mix of multiple choice, structured, and extended response questions, with marks awarded for demonstrating scientific knowledge, analysis, and evaluation skills.



Biology

- Paper 1 – Cells, Organisation, Bioenergetics, Infection and Response

Chemistry

- Paper 2 – Homeostasis, Ecology, and Inheritance
- Paper 1 – Atomic Structure and Periodic Table, Structure and Bonding, Quantitative Chemistry, Chemical Changes, Energy
- Paper 2 – Rates of Reaction, Organic Chemistry, Chemical Analysis, Atmosphere, Using Resources

Physics

- Paper 1 – Energy, Electricity, Particles, Atomic Structure
- Paper 2 – Forces, Waves, Electromagnetism, Space



Progression

The GCSE Separate Sciences qualification provides a strong foundation for A Levels in Biology, Chemistry, or Physics and careers such as becoming doctors, pharmacists, chemical engineers, physicists, or environmental scientists.

For more
information contact
Mr A Crossley

CORE SUBJECTS

PHYSICAL EDUCATION



Qualifications and Course Structure

At Denefield, Core Physical Education (PE) in Key Stage 4 is designed to promote lifelong physical activity and a positive attitude towards health and fitness.

Year 10 Physical Education

In Year 10, students participate in three hours of PE per cycle, following the national curriculum. Each term, they take part in two different sports, including football, netball, athletics, trampolining, and badminton, ensuring a varied and engaging experience.



Year 11 Physical Education

In Year 11, the structure shifts to two hours of PE per cycle, where students are given the choice of four sports each term, allowing them to select an activity that suits their interests and abilities. They can opt for a new sport each term, providing variety and the opportunity to explore different activities.

The focus in Year 11 is on participation, enjoyment, and maintaining an active lifestyle, encouraging students to value physical activity as part of their daily routine.



For more
information contact
Miss J Colbourne

CORE SUBJECTS SUCCESS FOR LIFE



Qualifications and Course Structure

All students in Key Stage 4 will study Success for Life over the two years. This is part of the core curriculum and brings together lifelong learning personal, social, health and economic education, relationships and sex education, work related learning, careers, and financial capability, as well as a focus on our CHARACTER values.

Success for Life is delivered in mixed gender year group lessons and there is no examination for this subject.

Relationships and Sex Education (RSE) sessions focus on exploring the emotional, social and physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health. In particular, they will cover:

- Sex and the law
- Gender and sexual identity
- Sexual harassment
- Intimate relationships
- Dating and relationship violence
- Conception and fertility
- Pregnancy
- Safer sex
- Choices and decisions
- Healthy relationships risky behaviour

There is also a focus on building skills such as assertiveness and risk management when responding to potentially risky situations, decision-making, problem-solving skills and conflict resolution. As well as a focus on self-awareness, and support seeking skills.

Over the two years we revisit topics such as alcohol and drugs so that we are constantly updating students on any changes in the law, new products and alternative strategies and skills.



For more
information contact
Ms L McKay

OPTIONAL SUBJECTS

ART

Qualifications and Course Structure

Art is a challenging and interesting course that enables you to develop your skills in areas such as drawing, painting, printmaking and pottery. Art also enables you to develop your understanding of the history of art and design, and of the importance of the visual arts and 'visual communication' in the commercial world. The course is designed to enable you to develop your own particular skills and interests. During the course you will develop your practical skills in areas such as drawing, painting, printmaking, mixed media, pottery and 3D. You will also use these skills to develop very individual portfolios of work, often developing projects based on personal interests. You may have the opportunity to visit a major gallery and may be able to take part in an art study visit abroad.



Assessment

The coursework portfolio is worth 60% and is made up of practical work. The portfolio will contain experimental and preparatory work, notes, drawing, photography and two or three final outcomes.

The externally set assignment in Year 11 is worth 40% in which you will choose one topic from a variety of starting topics set by the examination board. There will be several weeks to carry out preparatory work for the 10-hour examination, which normally takes place over two full school days.

- **Component 1**
Coursework portfolio - 60%
- **Component 2**
Externally set assignment - 40%



Progression

GCSE Art forms an excellent foundation for further studies in Art such as A Level Fine Art, A Level Photography, A Level Graphic Design, A Level Textile Design or BTEC Level 3 Art and Design. It is recognised by all post-16 schools and colleges as an important qualification. It is valued by employers as a course that improves young people's ability to work independently and to think of creative solutions to difficult problems. It also improves observational skills and hand-eye coordination.



There are many careers directly related to art, and many more which benefit indirectly from an education in art. Examples include: advertising, graphic design, architecture, illustration, fashion design, furniture design, interior design, website design, film, television and the media, photography, teaching in schools, colleges, universities, research, art therapy, youth work, publishing, marketing, retailing and tourism.

For more
information contact
Mr J Nicholls

OPTIONAL SUBJECTS

ASDAN

Qualifications and Course Structure

The Certificate of Personal Effectiveness (CoPE) is a nationally recognised qualification designed to develop a wide range of personal, social, and employability skills that support success in education, work, and life. CoPE is completed over two years and is awarded at Level 1 or Level 2, with Level 2 being equivalent to a GCSE grade 4 (C). Students work through a portfolio-based programme, completing challenges across a variety of engaging and practical topics.

Example challenges include:

- International Links – exploring global cultures and fostering awareness of international issues.
- Communication – improving verbal, written, and interpersonal skills.
- Health & Fitness – promoting a healthy lifestyle through activity and wellbeing education.
- Independent Living – building life skills like budgeting, cooking, and home management.
- Community – volunteering and engaging in social action within the local area.
- The Environment – raising awareness of sustainability and environmental issues.
- Learning and Enterprise – developing initiative, problem-solving, and entrepreneurial thinking.
- Sports and Leisure – encouraging participation in recreational and team activities.
- Expressive Arts – exploring creativity through music, drama, visual arts, and performance.



Assessment

There are no formal exams. Instead, students build a portfolio of evidence based on the challenges they complete. They reflect on their learning and demonstrate key skills such as problem-solving, teamwork, communication, and planning. Work is internally assessed and externally moderated by ASDAN.

To achieve the qualification, students must meet the required number of credits through successful completion of their chosen challenges.

Progression

CoPE supports a wide range of progression routes. The qualification is valued by colleges, training providers, and employers for the practical and transferable skills it develops. It is especially useful for students looking to gain confidence, independence, and experience in real-world tasks. Successful completion at Level 2 provides a qualification equivalent to a GCSE, and supports applications to college courses, apprenticeships, or further ASDAN programmes.

For more
information contact
Miss L Pavey

OPTIONAL SUBJECTS

BUSINESS

Qualifications and Course Structure

Are you interested in studying how business works? Maybe you are thinking of setting up your own business at some point in the future? Do you enjoy applying theories to a real life situation? If so this maybe the course for you! This course will help you to develop your study skills and knowledge of the world of business through looking at both small and large businesses.

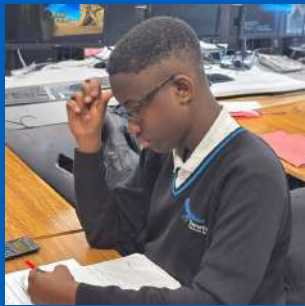
During the course you will study the themes of:

Investigating Small Businesses

In this topic you will learn about the five topic areas of enterprise and entrepreneurship, spotting a business opportunity, putting a business idea into practice, making the business effective and understanding external influences. The focus is on small businesses and how they grow into medium size businesses.

Building a Business

In this topic you will learn about the five topic areas of growing the business, making marketing decisions, making operational decisions, making financial decisions and making human resource decisions. The focus is on medium to large businesses and will also look at international trade through the topics.



Assessment

The course is comprised of two externally assessed examinations at the end of Year 11 which cover topics that have been taught during the course and are each worth 50% of the overall qualification. The examinations at the end of Year 11 will comprise of a combination of multiple choice, short and extended answer, data response and scenario-based questions. The first examination will focus on unit 1: Investigating Small Businesses, whilst the second paper will focus on unit 2: Building a Business. The course is assessed using the 9 to 1 grade system.

Unit 1 – Investigating Small Businesses

Written exam - 50%
1 hour and 45 minutes

Unit 2 – Building a Business

Written exam - 50%
1 hour and 45 minutes

Progression

This course can lead to you studying A Level Business and BTEC National Business in Denefield Sixth Form. It could lead to a career in a small or large business, to you setting up your own business or you becoming an entrepreneur and launching many new products.



For more
information contact
Ms D Netton

OPTIONAL SUBJECTS

COMPUTER SCIENCE

Qualifications and Course Structure

Computing is of enormous importance to the economy and continues to advance rapidly. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. Businesses today require an ever increasing number of technology aware individuals, particularly in the coding, cybersecurity, mobile and web related industries. Students must complete two exams in this subject (1 hour and 30 minutes each).

Component 1 - Computer Systems

- Systems
- Memory and storage
- Computer networks, connections and protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental impacts of digital technology

Component 2 - Computational, Thinking, Algorithms and Programming

Focusses on computational thinking and algorithms. Students will be tested on the elements of computational thinking and logic. They are principally assessed on their ability to write, correct and improve algorithms.



Assessment

Grades 1-9

Computer Science is a course for students who have mastered the fundamentals of computer programming and on track for achieving at least a grade 5 in GCSE Maths and English. To study this subject, you need to be good at problem solving and be able to think logically. This is a challenging subject where you will have to learn many new concepts and spend time practising new skills and techniques on a computer, often in your own time.

Component 1 - Written Paper

- 50% - Externally assessed
1 hour and 30 minutes

Component 2 - Written Paper

- 50% - Externally assessed
1 hour and 30 minutes

Progression

The knowledge and skills developed will help you to progress onto a range of academic, technical and applied qualifications in the field of IT and computing at A Level and University.

For more
information contact
Miss R Yates

OPTIONAL SUBJECTS

DESIGN AND TECHNOLOGY

Product Design

Qualifications and Course Structure

This qualification will help you to develop the knowledge, designing and making skills required for careers in design, manufacturing and production, in fields such as product design, engineering, and carpentry. During the course, you will apply your learning in relation to materials and process for woods, polymers and paper, card and board. You will learn a range of transferable skills through two units of work which cover the theory and the practical aspects of the course.

Unit 1 – Core technical principles within the Design and Technology area including metal, timbers, textiles, polymers and electronics. It also includes design and technology in our world, smart and modern materials. Specialist technical principles relate to at least one material that you have studied in more detail, and will also include knowledge on different specialist techniques used with the different materials, including the use of tools and equipment (lathes, router, laser cutter), specialist techniques (laminating and laser cutting), and surface treatments.

Unit 2 – This unit consists of a single design and develop activity, where you will develop a 40-page portfolio with multiple prototypes and a final quality outcome related to a context given to you by the exam board.

Assessment

Unit 1 – Exam

- Core technical principles
- Specialist technical principles
- Designing and making principles
- 50% Written Examination (2 hours)

Unit 2 – Design and making task

- Customer and product research
- Writing a brief
- Designing for different contexts
- Developing designs and prototypes
- Evaluating your work and the work of others
- 50% Controlled Assessment (NEA)

Progression

The GCSE Design and Technology Product Design course leads onto further study at A Level and BTEC Level 3 in a number of Design and Technology disciplines. Students with a Design and Technology background often work in the creative industries in areas such as furniture design, graphic design, automotive design, construction technologies, interior design, architectural design, mechanical engineering, civil engineering, and product design.



For more information contact Miss T Simpson

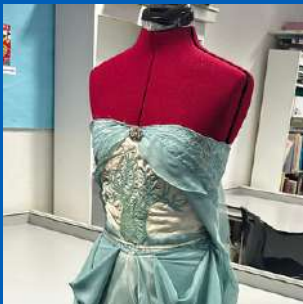
OPTIONAL SUBJECTS

DESIGN AND TECHNOLOGY

Textiles

Qualifications and Course Structure

This qualification will help you to develop the knowledge, designing and making skills required for careers in the Textiles industry such as fabric designer, fashion designer, fashion buyer, merchandiser. During the course, you will apply your learning in relation to materials and process for fibres and fabrics. You will learn a range of transferable skills through two units of work which cover the theory and the practical aspects of the course.



Unit 1 – Core technical principles within the Design and Technology area including metal, timbers, textiles, polymers and electronics. It also includes design and technology in our world, smart and modern materials. Specialist technical principles relate to at least one material that you have studied in more detail and relates to materials used in the production of fashion and textile products. This will include knowledge on different specialist techniques used with the different materials including use of tools and equipment (sewing machines and over-lockers), specialist techniques (including printing, embroidery, and applique), and surface treatments (such as waterproofing and fire resistance). Students will also learn how to analyse and critique fashion and textiles products and understand wider issues associated with fashion and textiles.



Unit 2 – This unit consists of a single design and develop activity, where you will develop a 40 page portfolio with multiple prototypes and a final quality outcome related to a context given to you by the exam board.

Assessment

Unit 1 – Exam

- Core technical principles
- Specialist technical principles
- Designing and making principles
- 50% Written Examination (2 hours)

Unit 2 – Design and making task

- Customer and product research
- Writing a brief
- Designing for different contexts
- Developing designs and prototypes
- Evaluating your work and the work of others
- 50% Controlled Assessment (NEA)



Progression

The GCSE Design and Technology Textiles course leads onto further study at A Level and BTEC Level 3 in a number of Design and Technology disciplines. Students with a Design and Technology Textiles background often work in the creative industries in areas such as interior design, fashion design, graphic design, fashion journalism, print design, visual merchandising, fashion buying, knitwear or woven fabric design.

For more
information contact
Miss T Simpson

OPTIONAL SUBJECTS

DRAMA

Qualifications and Course Structure

GCSE Drama is a practical, engaging and creative course. It will provide opportunities to understand and create drama as a practical art form in which ideas and meaning are communicated to an audience through informed artistic choices. Drama is about acting. Although this may sound obvious, the focus is acting for the stage rather than film and television. On stage, the actor has very little to hide behind and limited effects, so they need to rely on their actual performance skills.

Unit 1 – Devising Drama

You will research and explore a stimulus, work collaboratively and create your own devised drama. Your assessment is one performance (or technical presentation) and one written portfolio.

Unit 2 – Presenting and Performing texts

You will develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a script.

60 marks - non-exam assessment with a visiting examiner.

Unit 3 – Drama: Performance and Response

You will explore a script through theory lessons and practical work to demonstrate knowledge and understanding of Drama.

You will analyse and evaluate a live theatre performance.

80 marks - one written exam assessment of 1 hour and 30 minutes.

Assessment

Unit 1 – Devising Drama

- Non-exam assessment - 30%

Unit 2 – Presenting and performing texts

- Non-exam assessment with a visiting examiner - 30%

Unit 3 – Drama: Performance and response

- Written exam assessment - 1 hour and 30 minutes - 40%

Progression

GCSE Drama is an excellent foundation for further studies in BTEC at college or A Level Drama and Theatre (offered at Denefield). It is recognised by all post-16 schools and colleges as an important qualification. There are many careers directly related to the performing arts, such as law, public speaking, retail, media, and of course, acting on stage and film.



For more
information contact
Mr P Shaw

OPTIONAL SUBJECTS

FILM STUDIES

Qualifications and Course Structure

This qualification reflects that Film is one of the key forms of media which has dominated story-telling and entertainment in our culture for the past century, and shapes many of our ideas today. The course is designed specifically for students who want to develop their knowledge of film-making, its changing narratives over time, genre construction and how audiences from around the globe may have different understandings of society and how they present these in film. You will learn a range of skills that can transfer over to many industries in our modern world through your study of three components (made up of written examinations and practical coursework), with the first two units of study outlined below:

Written Component 1

Key Developments in US Film History

- Section A – Hollywood era comparison on genre changes
- Section B – Evolution of Film Technology
- Section C – Independent cinema and specialist writing

Written Component 2

Global Film: Narrative, Representation and Film Style

- Section A – Global Film (English-Speaking)
- Section B – Global Film (Non-English Speaking)
- Section C – British Industry film-making

Assessment

The subject's assessment is based on three units overall; two exam pieces as outlined above, and one piece of non-exam assessment (NEA), known as Component 3. The NEA will consist of film-making and editing. You will be given a brief from the examination board that will give you a limited choice of genres to choose from, as well as a specific outline of what you need to achieve within the film itself (such as what to include in the actual product). All students will be expected to create and edit a short film extract of a 'professional-looking' standard. You will be taught key skills in editing and film-making throughout our course of study to support with this. You will then craft a reflective essay detailing your creative choices and what meanings you intended to demonstrate for your audience to understand or learn from.

- **Examinations** – 35% for each component 70% – Two written exams (1 hour and 30 minutes per paper)
- **Coursework** 30% – Practical film-making and editing

Progression

Film Studies naturally leads to careers and degree study in film, set design, TV, writing, marketing and business, as well as other areas of the media. An awareness of how the world of film works can also support other careers, such as journalism, law, research, advertising and education.



For more information contact Mr J Neale

OPTIONAL SUBJECTS

GEOGRAPHY

Qualifications and Course Structure

Geography offers you the opportunity to explore the world, the challenges it faces and your own place in it. Geography offers an insight into the wider world and enables you to explore topics of concern to people not only in the local area, but also across the entire world. The Geography GCSE course is modern, up-to-date with current events and allows you to develop your communication, numeracy and research skills. There are three components to the course:

The Physical Environment:

- The changing landscape of the UK
- Weather hazards and climate change
- Ecosystems biodiversity and management

The Human Environment:

- Changing cities
- Global development
- Resource management

Geographical Investigations:

- Geographical investigations
- UK challenges

Assessment

- | | |
|------------------------------------------------|-----------------------------------------------------|
| • Paper 1 – The Physical Environment | 37.5% – Written Examination (1 hour and 30 minutes) |
| • Paper 2 – The Human Environment | 37.5% – Written Examination (1 hour and 30 minutes) |
| • Paper 3 – Geographical Investigations | 25% – Written Examination (1 hour and 30 minutes) |

Progression

The Geography GCSE course provides a sound foundation for students who intend to continue to study Geography at A Level. Many students go on to study Geography or Geography related subjects in their further education, including courses such as Environmental Science, Environmental Law or International Relations and Politics.

Studying Geography could lead to a career as a conservation manager, flood risk analyst, town planner, aid worker, project manager, GIS Specialist, estate manager, environmental consultant, demographer or community development planner.



For more information contact Miss L Ahearn

OPTIONAL SUBJECTS

HEALTH AND SOCIAL CARE

BTEC Level 1/Level 2 Tech Award in Health and Social Care

Qualifications and Course Structure

A Tech Award gives learners the opportunity to develop applied knowledge in the following areas: The life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development. Different life events and how individuals can adapt or be supported through changes caused by life events. Health and social care conditions, how they can be managed by the individual and the different health and social care services that are available. The skills, attributes and values required to give care and how these benefit the individual. How factors can affect an individual's current health and wellbeing. How physiological indicators and an individual's lifestyle choices determine physical health. The use of the person-centred approach. Recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

Unit 1 – Human Lifespan Development

- Life stages
- How life events affect development

Unit 2 – Health and Social Care Services and Values

- Skills, attributes and values

Unit 3 – Health and Wellbeing

- How different lifestyle affects development
- Understanding how to promote healthy living

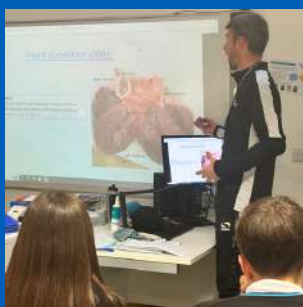
Assessment

The assessment is based on three units; two controlled assessments and one written exam as shown above. The controlled assessment focusses on application of knowledge to each unit through different scenarios in case studies.

- **Unit 1** – Human Lifespan Development 30% – Controlled assessment
- **Unit 2** – Health and Social Care Services and Values 30% – Controlled assessment
- **Unit 3** – Health and Wellbeing 40% – Written Examination (2 hours)

Progression

A Levels as preparation for entry to higher education in a range of subjects. Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the health or social care sector.



For more information contact
Miss J Colbourne

OPTIONAL SUBJECTS

HISTORY

Qualifications and Course Structure

History enables you to develop your knowledge and skills as a historian. You will study British History and American History from the medieval period to the present day, as outlined below. Whilst gaining a wide range of new knowledge, students will develop essay writing and source and interpretation skills that were practiced in Key Stage 3. There are four components to the course:

Crime and Punishment c.1000 - present day

- Crime, punishment and law enforcement across the time period.
- Assess factors for change and continuity.
- Whitechapel (1870 - 1900) as a case study of policing in a deprived area.

Anglo Saxon and Norman Britain 1060 - 1088

- Anglo-Saxon Britain prior to the Norman invasion 1060 - 1066
- William I in power 1066 - 1087
- Norman England 1066 - 1088

The American West 1835 - 1895

- Early settlement of the West 1835 - 1862
- Development of the Plains 1862 - 1876
- Later developments in the West 1876 - 1895

The USA 1954 - 1975

- The development of the civil rights movement, 1954 - 1960
- Protest and radicalisation of the civil rights movement 1960 - 1975
- US involvement in the Vietnam War 1954 - 1975
- Reactions to, and the end of, US involvement in Vietnam 1964 - 1975

Assessment

The assessment is based on all four units which are assessed at the end of the course through written examinations.

- | | |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------|
| • Paper 1 – Crime and Punishment
c.1000 - present day | 30% – Written Examination
(1 hour and 20 minutes) |
| • Paper 2 – Anglo Saxon and Norman Britain
1060 - 1088 and The American West 1835 - 1895 | 40% – Written Examination
(1 hour and 50 minutes) |
| • Paper 3 – The USA 1954 - 1975 | 40% – Written Examination
(1 hour and 30 minutes) |

Progression

The History GCSE course provides a strong base and a range of transferrable skills for students who intend to continue studying History at A Level. This includes Law, Politics, Archaeology, and Sociology.

There are also many links to future careers including law, film industry, librarian, journalism, museum curator, teaching, finance, social work and events management.



For more
information contact
Mr R Taylor

OPTIONAL SUBJECTS

HOSPITALITY AND CATERING

Level 1/Level 2 Vocational Award Hospitality and Catering (Technical Award)

Qualifications and Course Structure

This qualification is designed for students who want to study catering in order to become a professional chef. It will help you develop the knowledge, skills and experience that could open the door to a career in the hospitality and catering industry. During the course, you will apply your learning in relation to Hospitality and Catering operations. You will learn a range of transferable skills through undertaking two units of work which covers the theory and the practical aspects of the course as follows:



Unit 1

- Hospitality and Catering provision
- How Hospitality and Catering providers operate
- Health and safety in Hospitality and Catering
- Food safety in Hospitality and Catering

Unit 2

- The importance of nutrition
- Menu planning
- The skills and techniques or preparation
- Cooking and presentation of dishes
- Evaluating cooking skills



Assessment

The assessment is based on two units; one exam unit and one piece of non-exam assessment (NEA) unit. The NEA will consist of a single design and make activity, where you will design and produce quality dishes within a time constraint. The controlled assessment will be completed during lesson time and should represent a clear menu plan. Within this time you will produce a portfolio that explains the detailed manufacture of your final dishes related to a brief that the examination board provides. The final dishes must demonstrate a wide range of skills in preparation, cooking and presentation, and students need to be able to reflect on their outcomes in relation to a given brief.

- **Unit 1 – The Hospitality and Catering Industry**

40% - Written examination (1 hour and 20 minutes)

- **Unit 2 – Hospitality and Catering in Action**

60% - Controlled Assessment (NEA)



Progression

The Level 2 Award in Hospitality and Catering could lead to a career as front of house staff, restaurant manager, hotel manager, sommelier, sous chef, and many other related professions.

For more information contact Miss T Simpson

OPTIONAL SUBJECTS

MODERN FOREIGN LANGUAGES

French, German and Spanish

Qualifications and Course Structure

Knowledge of a European language is a sought after skill; recent research has revealed that 75% of employers want language skills. As you prepare yourself for an increasingly competitive European employment market, you should seriously consider the value of an additional language GCSE to complement your other academic or vocational interests.

Why learn a language?

- Employers value language skills because a qualification in an additional language shows that you are a strong communicator and sets you apart from the hundreds of other applicants who are limited to English.
- Language learning gives you the opportunity to make friends all over the world.
- A wider range of jobs are available, including jobs abroad.
- Some universities will not accept potential students unless they have a GCSE in an additional language.

During the course you will study a range of topics including: family and friends, healthy living, school and work, free time, customs and celebrations, celebrities, travel and holidays, media and technology and the environment. The aim is to provide an interactive and enjoyable language course which teaches you how to use your chosen language in real life situations.

Assessment

The GCSE course is assessed by final examinations in listening, reading, writing and speaking.

- **Listening examination** - worth 25% of the examination
- **Writing examination** - worth 25% of the examination
- **Reading examination** - worth 25% of the examination
- **Speaking examination** - worth 25% of the examination

Progression

You need to be currently studying, in Year 9, the language/s you choose for GCSE. This course provides progression for students to study their chosen language/s at A Level. It could lead to a career in a very wide variety of sectors, including business, translation, interpreting, travel and tourism, hospitality, teaching and engineering.



For more
information contact
Ms D Netton

OPTIONAL SUBJECTS

MUSIC

Qualifications and Course Structure

GCSE Music involves performing, composing and listening to a wide variety of musical styles: popular music, world music, and classical music. There are opportunities to use music technology programmes, such as Sibelius and Cubase to compose in a range of styles. You will have the opportunity to play and perform music with others, for example in rock bands, and in vocal and instrumental groups in school. In order to achieve well in this subject, you need to be actively learning to play an instrument or having singing lessons, and you will need to be interested in exploring many different genres of music from around the world.



Assessment

The GCSE course is assessed on three components as mentioned below:

Component 1 – Understanding Music

- Exam paper with listening exercises and written questions using excerpts of music
- Section A: Listening – unfamiliar music
- Section B: Study pieces

The exam is 1 hour and 30 minutes. It is worth 40% of the total marks.

Component 2 – Performing Music

- Music performance as an instrumentalist and/or vocalist and/or via technology
- Performance 1: Solo performance
- Performance 2: Ensemble performance

This component is worth 30% of the total marks.

Component 3 – Composition

- Composition 1: Composition to a brief
- Composition 2: Free composition

This component is worth 30% of the total marks.



Progression

Studying GCSE Music is a good preparation for further study at A Level or Level 3 BTEC in Music or Music Technology as well as other performance related courses. People with qualifications in Music often work in the creative industries in roles such as musical and theatrical production, composing music for films, television or gaming.



For more
information contact
Mr K Lines

OPTIONAL SUBJECTS

PHILOSOPHY AND ETHICS

Qualifications and Course Structure

You do not have to believe in God to do Philosophy and Ethics GCSE. All opinions and beliefs – or none – are welcome. You will study two of the six main religions (Christianity and Islam) and delve deeper into ethical topics, as outlined below. This is a good opportunity to express your personal opinion in comparison to opinions that differ from yours.

There are three components to the course:

Beliefs, Teachings and Practices – Christianity

- Beliefs and teaching including; nature of God, Trinity, Creation story, Jesus' death and resurrection, Eschatological beliefs and teaching
- Practices including; worship, sacraments, prayer, role of church in the wider world

Beliefs, Teachings and Practices – Islam

- Beliefs and teaching including; core beliefs, nature of Allah, Prophethood, holy books, Angels, Eschatological beliefs and life after death
- Practices including; importance of worship, public and private worship, The Five Pillars, festivals and Jihad

Religion, Philosophy and Ethics in the Modern World from a Christian Perspective

- Relationships and Families
- The Existence of God
- Religion, Peace and Conflict
- Dialogue between religious and non-religious beliefs and attitudes

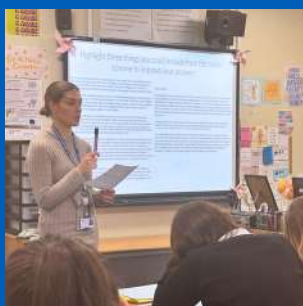
Assessment

All three units are assessed at the end of the course through written examinations.

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| • Paper 1 – Beliefs, Teachings and Practices – Christianity | 25% - Written examination (1 hour) |
| • Paper 2 – Beliefs, Teachings and Practices – Islam | 25% - Written examination (1 hour) |
| • Paper 3 – Religion, Philosophy and Ethics in the Modern World from a Christian Perspective | 50% - Written examination (2 hours) |

Progression

This course will provide you with a wide range of transferable skills that will be applicable to any post-16 course. As you will have developed critical thinking skills and evidenced different views, this will be recognised if you wish to study History, Geography, Sociology, Psychology or English at A Level. Likewise, employers will be keen to utilise these skills in the workplace.



For more information contact
Miss G Plumpton

OPTIONAL SUBJECTS

GCSE PHYSICAL EDUCATION

Qualifications and Course Structure

The Physical Education (PE) GCSE course is designed to help you understand how to improve your performance in a range of activities and how to live a full and healthy life. The course is divided into two parts: theory and practical.

Component 1 - Physical factors affecting performance

You will explore how parts of the human body function during physical activity and the physiological adaptations that can occur due to diet and training. You will also develop skills in data analysis, and an understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

Component 2 - Socio-cultural issues and sports psychology

You will develop your knowledge of the socio-cultural and psychological influences on levels of participation in sport, and also how sport impacts on society more broadly. This includes the individual benefits to health, fitness and well-being of participating in physical activity, as well as the influences of commercialisation, sponsorship and the media.

Component 4 and 5 - Performance in physical education

You are assessed performing in three practical activities and one performance analysis task. In the practical performance, you demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and convention under applied conditions. You are also required to demonstrate your ability to analyse and evaluate your own performance to produce an action plan for improvement.

Assessment

- **Component 1 – Physical factors affecting performance**
30% - Written examination (1 hour)
- **Component 2 – Socio-cultural issues and sports psychology**
30% - Written examination (1 hour)
- **Component 4 – Performance in physical education**
30% - Practical performance
- **Component 5 – Analysis and Evaluation of Performance**
10% - Non-exam assessment

Progression

A good grade at GCSE will help you move on to the A Level course, which can lead to careers in coaching, health and fitness, nutrition, physiotherapy, sports therapy, sports psychology, teaching and many more.



For more
information contact
Miss J Colbourne

OPTIONAL SUBJECTS

SPORT

Pearson BTEC Tech Award Level 1/Level 2 in Sport

Qualifications and Course Structure

This qualification is ideal for anyone who is interested in sport and wants to develop the knowledge and associated practical skills as well as understanding what it is like to work in the sports industry. Students will develop skills such as communication, leadership, organisation and time management. These are essential in the sport industry as this will primarily involve working with customers and supporting their individual needs.

Component 1

- Explore types and provision of sport and physical activity for different types of participants
- Examine equipment and technology required for participants to use when taking part in sport and physical activity
- Be able to prepare participants to take part in physical activity

Component 2

- Understand how different components of fitness are used in different physical activities
- Be able to participate in sport and understand the roles and responsibilities of officials
- Demonstrate ways to improve participants sporting techniques

Component 3

- Explore the importance of fitness in sports performance
- Investigate fitness testing to determine fitness levels
- Investigate different fitness training methods
- Investigate fitness programming to improve fitness and sports performance

Assessment

- **Component 1 – Preparing participants to take part in Sport and Physical activity**
30% Internal Assessment
- **Component 2 – Taking part and improving other participants' sporting performance**
30% Internal Assessment
- **Component 3 – Developing fitness to improve other participants' performance in sport and physical activity**
40% Written Exam (1 hour and 30 minutes)

Progression

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

- A Level in preparation for higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Sport, which prepares you for employment, an apprenticeship, or higher education by studying a degree in the sport or sport and exercise areas.



For more
information contact
Miss J Colbourne

OPTIONAL SUBJECTS

SOCIOLOGY

Qualifications and Course Structure

Sociology GCSE aims to broaden your mind, helping you to see your world from different perspectives and in new thought provoking ways. If you choose to study this course, you will develop a wide range of knowledge and understanding about society, and how sociologists study and understand its structures, processes and issues. Sociology is exciting, interesting and relevant to your life.

This course encourages you to take a questioning approach to evidence and issues, thus developing your critical, evaluative skills. You also learn how to confidently apply various research methods to different contexts.

Assessment

This course is assessed by two examinations worth 50% each.

Paper 1 – The Sociology of Families and Education

- **The sociology of families**

Perspectives on families; domestic division of labour; issues that impact on relationships including decision making, money management, dual career families, child rearing and leisure activities; the quality of parenting, the relationships between teenagers and adults, care of the disabled/elderly and arranged marriage; changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.

- **The sociology of education**

Perspectives on education issues; the functions of education; different types of schools, as well as alternative forms of educational provision; factors affecting educational achievement; labelling and the self-fulfilling prophecy.

Paper 2 – The Sociology of Crime and Deviance and Social Stratification

- **The sociology of education**

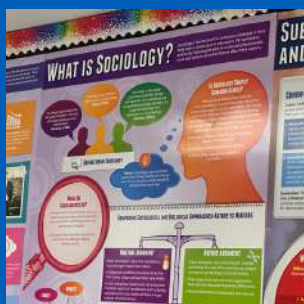
Perspectives on crime and deviance; social construction of concepts of crime; methods of social control; factors affecting criminal and deviant behaviour; public debates over criminal behaviour; usefulness of the main sources of data on crime and the collection of official data on crime.

- **The sociology of social stratification**

Perspectives on social stratification; factors affecting life chances; different interpretations of poverty as a social issue; different forms of power and authority.

Progression

Students will be able to progress to A Level Sociology, and this qualification will be useful to all students in combination with other A Levels/Level 3 courses to follow a wide range of career pathways including the study of Law, Politics and any sociological fields of research.



For more information contact
Mr C Thomas or
Mrs K Davis

NON-QUALIFICATION SUBJECTS

COOKING FOR LIFE

Qualifications and Course Structure

Cooking for life at Denefield is a vocational course that allows students to develop their knowledge and skills in a food based context. The course concentrates on cooking delicious and nutritious meals aimed at providing students with lifelong culinary skills. Any student can opt for this course as one of their choices, but students selected to participate will be based on specific educational need with final decisions being made by the school.

Assessment

Students will embark on a range of weekly tasks involving the preparation and cooking of a wide variety of dishes. Their work across the range of dishes will be documented in a portfolio of work that will build up over the two years. The skills and knowledge acquired will also be documented in their portfolio.

Students will also be involved in participating in termly challenges to bring together all of the skills learned from their weekly tasks to showcase a final catering event such as providing food products for one of the many school events in the calendar. Students will achieve a Pass Merit or Distinction for their contribution.

Skills development

Students will gain a love and deeper understanding of food and nutrition as well as building numerous skills in food preparation, teamwork, a range of different cooking methods, understanding food science and development of numeracy skills used in weighing, material ratios, time management and costings.

How is this course different from Hospitality and Catering?

This course is very much a practical course that cuts out the pressure of studying for a written exam or producing extended pieces of coursework. Students are expected to work hard and keep their portfolio up to date, but the emphasis of this course is to develop useful cooking skills that will set them up for life.

What will students end up with at the end of the course?

Students will complete the course with a full portfolio that documents their progress and gives grades for specific projects that have been completed. The school will provide a certificate with an overall grade achieved. Students will have the opportunity during the course to build up their own personalised recipe book containing recipes that can be cooked for friends and family. Any students planning to continue with a cooking qualification at college in the future should speak to Mrs E Gough about whether to select Hospitality and Catering or Cooking for Life.



For more
information contact
Mrs E Gough

