

An ambitious and inclusive learning environment, where excellence becomes habit and success is experienced by all.

YEAR 9 OPTIONS BOOKLET



INTRODUCTION

As you embark on the exciting journey of choosing your subjects for GCSEs, this booklet will help guide you through the options available to you. The choices you make now will play a key role in shaping your academic future and the path you take through the rest of your education.

In this booklet, you'll find a wide range of information about each subject on offer, the skills they develop, and how they align with future opportunities. Take your time to explore each section in detail, think about what subjects will inspire you, challenge you, and help you develop the knowledge and skills needed for your next steps.

Choosing your options is a big decision, and it's important to consider not only your interests but also your strengths, aspirations, and future career goals. Remember, there's no need to rush – talk to your teachers, ask questions, and get advice from your family to make the best choices for you.

Pupils, parents and carers will have opportunities to seek guidance and discuss possible choices with their subject teachers. We want to ensure every pupil is able to make the choices that are right for them and meet their needs fully. However, like all schools, we need to match pupil numbers with the available resources. Please note that where the number of pupils opting for a subject falls beneath a certain number, we may not be able to offer that subject. We therefore aim to provide a curriculum to support all pupils to make excellent progress and exceed expectations at the end of Year 11.

We hope you enjoy exploring the possibilities ahead and look forward to supporting you as you make this important decision. The next phase of your journey is just beginning; we're excited for all the great things you'll achieve!

If you have any questions please ask the subject teachers, Mrs Cleaver-Bailey or a member of SLT. Good luck choosing.

KEY STAGE 4 CURRICULUM

The design of the Key Stage 4 curriculum aims:

- To ensure that pupils follow a broad and balanced KS4 curriculum.
- To provide courses that match particular academic abilities, skills, interests and talents.
- To focus on the quality of examination outcomes rather than the quantity of qualifications gained by the pupils.
- To maximise pupil success in key outcomes, in particular Grade 5 or above in English and Mathematics.
- To ensure that all pupils have the opportunity to progress on to a Post-16 college course, or Apprenticeship and, ultimately, into the world of work.

ENGLISH BACCALAUREATE (EBACC)

The EBACC is a set of subjects at GCSE that keeps young people's options open for further study and future careers. The EBACC consists of English Language and Literature, Mathematics, the Sciences, Geography or History and a Language. Some of these subjects are compulsory whilst some are optional.

All pupils can choose to study the subjects that would enable them to achieve the full EBACC.

THE STRUCTURE OF THE GCSE COURSES

The main features of current GCSEs include:

- A grading scale that uses the numbers 9-1 to identify levels of performance (with 9 being the top level). Where performance is below the minimum required to pass a GCSE, a U grade will be awarded.

- Tiers of entry (Foundation and Higher tiers) used only for subjects 'where un-tiered papers will not allow pupils at the lower end of the ability range to demonstrate their knowledge and skills or will not stretch the most able'. English Literature and English Language will be un-tiered. Maths will be tiered with 'improved overlapping', i.e., a foundation tier covering grades 5-1 and a higher tier covering grades 9-4.

- Linear GCSEs, with assessment to be taken at the end of the course in May and June of Year 11. Re-sit opportunity in November for English Language and Maths only, for pupils attending post-16 establishments.

- Assessment by external exam only, except where non-exam assessment is the only way to provide valid assessment of the skills required. Maths, English Literature and English Language to be externally assessed. English Language to have a Speaking assessment that will be reported separately.

What to consider when selecting the correct combination of subjects

In selecting the correct combination of subjects, pupils will need to be honest about their current levels of ability and their aptitude. They can best do this by asking themselves the following questions: -

- What is my current Key Stage 3 performance?
- Am I considering a particular vocational course e.g. motor mechanics, veterinary nursing etc. in the future?
- Do I enjoy the science subjects and am I thinking about a career in a science-related area?
- Am I a talented performer in either Music, Art, Drama or PE?
- Would more academic subjects be most appropriate for me?
- Do I struggle with either basic Literacy or Numeracy skills?

Pupils and parents must remember though, that the move into Key Stage 4 cannot be viewed in isolation from the other Key Transition points at age 16, age 17 and age 18.

GENERAL GUIDANCE FOR PUPILS

Detailed information on each subject is given later in this booklet. Please examine the subject statements carefully before making any decisions.

The actual choice of a subject preference is an individual one, but these general rules apply:

- DO** find out as much as possible about what you will learn in all courses.
- DO** consider how much progress you have made in this subject previously.
- DO** take into account how interesting and enjoyable the subject has been to you.
- DO** consider whether the subject is necessary for any proposed further education course or career.
- DO** take advice from teachers about your suitability for the course.
- DO** seek advice from a variety of sources: parents, older pupils, the Careers Adviser and form tutors. If you do not know something, ASK.
- DO** consider subjects you think will motivate and inspire you to learn.

Poor reasons for choosing a subject inevitably lead to problems later on:

- DO NOT** choose a subject because a friend is choosing it, you may not end up in the same group.
- DO NOT** choose a subject because it appears to be an easy option, there is no such thing!
- DO NOT** choose a subject because it seems new and interesting, before obtaining full details about all that the course involves.
- DO NOT** choose a subject because of a particular teacher, he/she may not be teaching the subject at KS4.
- DO NOT** worry if you cannot take all the subjects you would like to study; many subjects can be taken up later at Sixth Form College.

WHAT PUPILS WILL STUDY

All pupils will follow a core curriculum. This will fulfil the key requirements of the National Curriculum and will also ensure that pupils have the basis of qualifications that would enable them to progress on to higher level courses. The core curriculum also comprises some non-exam subjects which may either be taught discretely or during whole-school "off-timetable" days or in assemblies. These subjects provide pupils with a more rounded education and prepare them for later life.

A final element of the Key Stage 4 Curriculum is the optional element where pupils have a degree of choice of which subjects they study. Although this is not a totally free choice for pupils, they will have an opportunity to specialise in certain subjects and will no longer be required to study others.

The following provides an illustration of the Key Stage 4 curriculum:

Core Curriculum

| Type | Subject | Qualifications |
|------------------------|---|---|
| Core Exam Subjects | English | GCSE English Language GCSE English Literature |
| | Maths | GCSE Mathematics |
| | Science | Separate GCSEs in Biology, Chemistry and Physics |
| Core Non-Exam Subjects | PE | Taught in discrete lessons but with no qualifications |
| | Citizenship, PSHE, RSE, Religious Education and Careers Education | Taught in discrete lessons and in assemblies but with no qualifications (unless GCSE RE called Religious Studies is chosen as an option). |

Optional Subjects Leading to A GCSE Qualification

| EBACC Option Subjects | Other Option Subjects* |
|--|--|
| French German Geography History | Art and Design Drama Music Physical Education Religious Studies Design and Technology Business Studies Hospitality and Catering (Level 1/2 Technical Award) Animal Care (Level 2 BTEC) Sociology (New to Danebury this year) Media Studies |

***NOTE: The above courses will only take place if there are sufficient pupils to make the course viable.**

Pupils will be required to study either History or Geography. They will have an opportunity to study both if they choose to do so.

Please only choose one BTEC course due to the amount of workload that will be required.

English

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|-------------------|-------------------------|
| Subject | English Language |
| Examination Board | AQA |
| Specification | 8700 |
| Assessment | 100% Examination |

Course Content

During Key Stage 4 pupils will analyse the use of language in non-fiction texts and will practice writing for a variety of purposes. These include writing to describe and narrate, techniques for writing speeches, articles and formal letters.

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|---|
| Course Skills |
| The GCSE English Language course builds on the skills that pupils have developed throughout Key Stage 3. In particular, pupils will further develop the ability to: <ul style="list-style-type: none">• Read a wide variety of texts, analyse and understand how writers deliberately craft to create meaning.• Write in a variety of ways for different purposes and audiences.• Adapt speech to engage and impact their audience. |
| Assessment |
| Two examinations: <ul style="list-style-type: none">• Paper 1 – read & understand a 20th Century piece of fiction and produce a piece of creative writing.• Paper 2 – read & compare two texts, one hundred years apart in age, and produce a piece of transactional writing |

| | |
|-------------------|---------------------------|
| Subject | English Literature |
| Examination Board | AQA |
| Specification | 8702 |
| Assessment | 100% Examination |

Course Content

Pupils will critically analyse texts from the British literary canon, exploring plot, characters, themes, settings and context.

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| Course Skills |
| How to read and respond to the following texts: <ul style="list-style-type: none">• Shakespeare• Poetry• Modern text• 19th Century prose |
| Assessment |
| Two examinations: <ul style="list-style-type: none">• Paper 1 Shakespeare and 19th Century prose• Paper 2 Modern text, Poetry anthology and unseen poetry . |

Mathematics

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|-------------------|--------------------|
| Subject | Mathematics |
| Examination Board | Edexcel |
| Specification | 1MA1 |
| Assessment | 100% Examination |

Course Content and Skills

Throughout this course pupils will continue to study the four main areas of Mathematics: Number, Algebra, Shape and Space and Statistics and Probability
In addition to this pupil will develop the ability to:

Use and apply standard techniques.

- Accurately recall facts, terminology & definitions
- Use & interpret notation correctly.
- Accurately carry out routine procedures or set tasks requiring multi-step solutions.

Reason, interpret and communicate mathematically.

- Make deductions, inferences and draw conclusions from mathematical information.
- Interpret and communicate information accurately.
- Present arguments and proofs

Solve Problems within mathematics and in other contexts.

- Make and use connections between different parts of Mathematics.
- Interpret results in the context of the given problem.
- Evaluate methods used and results obtained.

Assessment

Ongoing assessment will take place during the course using a range on online and other resources. Feedback will guide pupils to address misconceptions.
Assessment at the end of the course involves three examinations. In two of these pupils are permitted to use a calculator and in one they are not.

Science

| | |
|-------------------|---------------------------------------|
| Subject | Biology, Chemistry and Physics |
| Examination Board | AQA |
| Specification | 8461, 8462, 8463 |
| Assessment | 100% Examination |

Course Content and Skills

The GCSE in Separate Sciences should pupils to:

- develop scientific knowledge and conceptual understanding of Biology, Chemistry and Physics.
- develop understanding of the nature, processes and methods of science, through different types of scientific enquiries.
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory, in the field and in other learning environments.

Topics covered include: -

Biology – Cells; Organisation; Infection; Bioenergetics; Control and regulation of internal environment; Inheritance; Ecology.

Chemistry – Atomic Structure and the Periodic Table; Structure, bonding and properties of matter; Quantitative chemistry; Energy changes; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using chemical resources.

Physics – Energy; Electricity; Particle model of matter; Atomic structure; Forces; Waves; Magnetism and electromagnetism.

Pupils will also be encouraged to develop knowledge and understanding in science through opportunities for working scientifically.

Assessment

Six examination papers (2 in Biology, 2 in Chemistry and 2 in Physics) in Year 11. These will then be amalgamated to give a Biology, Chemistry and Physics GCSE grade. Pupils can sit different papers in the different disciplines, but paper 1 and 2 must be the same tier.

Art

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|-------------------|---|
| Subject | Art, Craft and Design |
| Examination Board | OCR |
| Specification | Art, Craft and Design (J170) |
| Assessment | 60% Portfolio Project, 40% Externally Set Project |

Course Content and Skills

The GCSE in Art and Design helps students develop the knowledge, skills, and understanding to enable them to express their creativity and imagination through responses to visual and written stimuli.

Exploring the formal elements of colour, line, form, tone and texture, learners must show knowledge of practical skills in the development of ideas and the realisation of intentions and outcomes.

As reflective and independent learners, students will explore the practices of artists, craftspeople and cultural industries in historical and contemporary contexts and use this critical awareness to inform and develop their own creative ideas.

Learners must demonstrate safe working practices and experiment and take risks with their work, exploring and testing ideas, processes, media and techniques to develop personal solutions with increasing independence.

Students will develop the skills and understanding of different forms of drawing for various purposes to support the development of ideas from within their chosen area of study. It will also be necessary to record observations and insights using subject specific language critically in the form of annotations.

Assessment

There are two components to the GCSE Art course:

- **A portfolio of work (60%)** which contains explorations of ideas, media, processes and techniques and personally developed outcomes or final pieces.
- **An externally set task (40%)** which provides students with several options from which to respond and create a project and outcomes which are produced in a controlled assessment environment.

For each component students will need to demonstrate how their research has influenced their work through the creation of sketchbooks or presentation boards.

Design and Technology

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|-------------------|--|
| Subject | Design and Technology |
| Examination Board | AQA |
| Specification | 8552 |
| Assessment | 50% Examination 50% Non-Examination Assessment |

Course Content and Skills

This course focusses on the process of design development.

- Pupils learn how products are designed and made in a wide range of material areas including: Textiles, Wood, Electronics, Metals and Plastics
- Pupils experience designing and making your own products using a **range of materials.**
- Pupils develop an informed opinion about designed products - regardless of their material – and the aesthetic, social, environmental and practical issues involved in their lifecycle from manufacture to end of life.
- Pupils learn to explore, design, create and evaluate quality products and consider the demands placed on designers, such as sustainability, environmental issues and ethical trading.
- The 50% Non-Exam Assessment is completed in Year 11 This work will be an independent response to a context within your preferred material area.

Assessment

50% written exam

Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess an in-depth knowledge of technical principles.

Section C – Core Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

50% No exam assessment is a Practical Assessment

Investigating, Designing, Making, Analysing and Evaluating

Pupils spend 30 – 35 hrs producing a working prototype and an A3 portfolio of approximately 20 pages.

Drama

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|-------------------|--|
| Subject | Drama |
| Examination Board | OCR |
| Specification | GCSE (9-1) Drama |
| Assessment | 60% - Non exam assessments (Practical performances and written tasks) 40% - Exam Assessment (Written) |

Course Content and Skills

During the course pupils will:

- become more independent and responsible.
- show leadership and become a better communicator.
- make better decisions and solve disagreements more effectively.
- gather knowledge and understanding of Drama, Theatre and related skills.
- learn about the social, historical and cultural influences that inform the way drama is devised and structured.
- develop their use of different performance styles and genres.
- look at creating Drama from the point of view of a deviser, director, performer and designer.
- learn how to analyse their work and improve it after self and peer evaluations.
- learn how to write about their performances and the plays they have studied.

Assessment

60% - Non-Exam Assessments:

Component 1 – Devising Drama – Pupils create their own piece of Drama using one of 10 stimuli set by the board as a starting point. **(COMPLETED IN YEAR 10)**

Component 2 – Text Performance – Pupils study a text chosen by the centre and then perform two extracts from the text to be performed in front of a visiting examiner. **(COMPLETED IN SPRING TERM OF YEAR 11)**

40% - WRITTEN Exam Assessment:

Pupils sit a 1 hour 30-minute exam where they answer questions based on a set text and on a live performance they have seen.

Hospitality and Catering

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|-------------------|--|
| Subject | Hospitality and Catering (Technical Award) |
| Examination Board | EDUQAS / WJEC |
| Specification | 5409 |
| Assessment | 40% Written Examination 60% - Controlled Assessment, including practical assessment |

Course Content and Skills

The Vocational Award in Hospitality and Catering has been designed to support pupils who want to learn about this vocational sector and the potential it can offer them for their careers or further study.

The course will comprise two key areas:

Unit 1: The hospitality and catering industry

In this unit pupils will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

Unit 2: Hospitality and catering in action

In this unit pupils will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.

Hospitality and catering is an important sector for the UK and for the Test Valley region. The sector is a major employer in this area, which features a wide range of hotels, restaurants, coffee shops, pubs, food producers and visitor attractions. The course will provide a valuable insight into a variety of employment opportunities including waiting staff, chefs, bar and restaurant managers and food technologists.

Assessment

Unit 1 (40%): Assessed through a written examination featuring short and extended questions.

Unit 2 (60%): Assessed through controlled assessment following an externally set assignment brief.

Geography

| | |
|-------------------|----------------------|
| Subject | Geography |
| Examination Board | EDUQAS formerly WJEC |
| Specification | B (601/8153/9) |
| Assessment | 100% Examination |

Course Content and Skills

There are three themes.

Theme 1: Changing Places, Changing Economies.

Theme 2: Changing Environments.

Theme 3: Environmental Challenges.

Pupils learn about the world around them, about people, places and are given geographical problems to investigate and solve. This will involve learning about local, national and global geographical issues. In addition, they will have the opportunity to study current issues as they unfold, such as natural disasters and climate change.

This course also gives pupils the opportunity to construct fieldwork and to collect and analyse results. They have the opportunity to make decisions and to explore solutions to geographical problems.

How will I be assessed on this course?

There are three examinations (components).

Component 1 is worth 40% of the qualification and is based on the three themes studied throughout the two-year course. The exam for this component will be 1hr45.

Component 2: This is a problem-solving paper. It is 1hr 30 minutes long and is worth 30% of the qualification.

Component 3: Applied fieldwork. This will take the form of a written exam. This element is worth 30% of the qualification and is 1hr 30 minutes long.

Pupils are assessed regularly throughout the course with class discussion, exam questions and other written work and feedback is given on improvements needed.

History

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|-------------------|------------------|
| Subject | History |
| Examination Board | EDUQAS |
| Specification | C100QS |
| Assessment | 100% Examination |

Course Content and Skills

The Elizabethan Age 1558-1603: Elizabethan government, lifestyles of the rich and poor, popular entertainment, Religion, the catholic threat, the Spanish Armada and the Puritan threat.

The USA 1929 to 2000: This unit covers the impact of the Wall Street Crash and the ensuing Depression, Civil Rights movement, social and political change in the 20th Century and the relations between the USA and USSR.

Germany 1918 to 1939: You begin by exploring how Germany came to terms with the end of the First World War, questioning what losing a war meant for a country and its people. This is followed by looking at the birth of the Nazi Party and establishing how Hitler successfully took control of Germany and what it was like for ordinary people living under the control of the Nazi Party.

Changes in Health and Medicine 500 to present day: This thematic unit explores the ideas of continuity and change through time focusing on illness, disease and changes in medicine, surgery, medical care and public health. It will be linked to a study of the historic environment, which when examined, will focus on Scutari Hospital and the treatment and care of the wounded during the Crimean War, 1853-1856.

Assessment

Examination: Four exams in two sessions, contributing 100% of the final grade

Modern Foreign Languages – French and German

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|-------------------|---|
| Subject | French |
| Examination Board | AQA |
| Specification | 8652 |
| Assessment | Listening, Speaking, Reading and Writing – 25% each |

Course Content and Skills

On this course pupils will

- develop and build on their understanding of French grammar.
- improve listening, speaking, reading and writing skills.
- use a variety of learning resources to develop language skills.
- learn the language for real life situations.
- experience current popular music and films in the target language.
- study topics such as identity and culture, media, local, national, international and global areas of interest as well as current and future study and employment.

Assessment

Four Exams - 25 % each.

- Listening – understanding and responding to different types of spoken language.
- Speaking – communicating and interacting effectively in speech for a variety of purposes.
- Reading - understanding and responding to different types of written language.
- Writing – communicating effectively in writing for a variety of purposes.

| | |
|-------------------|---|
| Subject | German |
| Examination Board | AQA |
| Specification | 8662 |
| Assessment | Listening, Speaking, Reading and Writing – 25% each |

Course Content and Skills

On this course pupils will

- develop and build on their understanding of German grammar.
- improve listening, speaking, reading and writing skills.
- use a variety of learning resources to develop language skills.
- learn the language for real life situations.
- experience current popular music and films in the target language.
- study topics such as identity and culture, media, local, national,

international, and global areas of interest as well as current and future study and employment.

Assessment

Four Exams - 25 % each.

- Listening – understanding and responding to different types of spoken language.
- Speaking – communicating and interacting effectively in speech for a variety of purposes.
- Reading - understanding and responding to different types of written language.
- Writing – communicating effectively in writing for a variety of purposes.

Music

| | |
|-------------------|-----------------------------------|
| Subject | Music |
| Examination Board | OCR |
| Specification | J536 |
| Assessment | 60% Coursework 40% Listening Exam |

Course Content and Skills

There are five Areas of Study.

Area of Study 1: 'My Music' – exploring the genres, styles and performance techniques associated with your instrument.

Area of Study 2: 'The Concerto Through Time' – studying the development of Western Classical Music and exploring the characteristics of different musical periods.

Area of Study 3: 'Rhythms of the World' – Exploring the rhythms, melodies and characteristics of music from a wide range of cultures.

Area of Study 4: 'Film Music'- Developing your understanding of the role music plays in creating mood and atmosphere in films and computer games.

Area of Study 5: 'Conventions of Pop' – Exploring the development of pop music from the 1950s to the present day.

Assessment

Controlled Assessment 60%, completed in class:

- Integrated Portfolio 30% - a solo performance on your main instrument and a composition for your own choice of instrument(s) and style.
- Practical Portfolio 30% - a group performance and a second composition responding to a set brief.

Written Examination 40%:

- A written listening paper, with questions based on listening examples from areas of study 2, 3, 4 and 5.

Physical Education (GCSE)

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|-------------------|---|
| Subject | GCSE Physical Education |
| Examination Board | AQA |
| Specification | 8582 |
| Assessment | 60% Examination, 40% Practical (10% of which is a written self-analysis) |

Course Content

The course has two exams, and you will learn the following:

Paper 1 The Human Body & Movement in Physical Activity and Sport:

- Applied Anatomy & Physiology and Movement Analysis
- Physical Training and Use of Data

Paper 2 Socio-Cultural Influences and Well-being in Physical Activity and Sport:

- Sports Psychology and Socio-cultural Influences
- Health, Fitness and Well-being and Use of Data
-

Assessment

You will be assessed in two 1 hour 15-minute exams:

- Paper 1 The Human body & movement in physical activity and sport
- Paper 2 Socio-cultural influences and well-being in physical activity and sport.

You will be assessed on your practical performance in three sports:

- One team activity from the AQA activity list
- One individual activity from the AQA activity list
- A third area, either in a team or an individual activity from the AQA activity list

You will be assessed on skills in progressive drills (10 marks) and in the full context (15 marks)

Religious Studies (GCSE)

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|-------------------|--------------------------|
| Subject | Religious Studies |
| Examination Board | AQA |
| Specification | Route A |
| Assessment | 100% Examination |

Course Content and Skills

Units studied cover the following areas:

- **Paper 1 – Study of a World Faith**
 - Christianity: beliefs, teachings and practices
 - Buddhism: beliefs, teachings and practices

- **Paper 2 – Religious, Philosophical and Ethical issues in the Modern World**
 - Relationships: Issues of love, marriage and divorce
 - Religion and Life: Issues of Life and Death, creation and environment
 - The existence of God and revelation
 - Religion, Peace and Conflict

This course develops learners' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject. It also provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.

Many pupils deepen their understanding of the relationship between people and become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed.

Assessment

The course is assessed by examination only, with two exams each lasting 1 hour 45 minutes, covering the topics listed above.

GCSE Business Studies

Course content

The Business course we offer is called **Edexcel** GCSE Business Studies.

Students will study a wide range of topics from all areas of business including Marketing, business finance and financial documents, skills needed by entrepreneurs, factors and activities which affect the success of enterprises.

Course assessment

100% exam based.

Paper 1 – Investigating small businesses – Enterprise, Finances and Marketing.
50% overall grade. 90 marks in total.

Topics:

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Paper 2 – Building a business – Growth, Operations and Human Resources (HR).
50% overall grade.

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decision

Each paper follows the same structure for the questions. It begins with some multiple choice and then progresses into small written responses and extended writing tasks.

GCSE Sociology

Why choose a GCSE in Sociology?

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

Students will develop their analytical, assimilation and communication skills by comparing perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

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|-------------------|---|
| Subject | GCSE Sociology |
| Examination Board | AQA |
| Specification | 819 |
| Assessment | 100% Examination – 2 papers Paper 1 The Sociology of Families & Education 1 hr 45 minutes (50% of GCSE) Paper 2 The Sociology of Crime and Deviance and Social Stratification 1 hr 45 minutes (50% of GCSE) |

Course Content

This specification requires students to:

- draw on information and evidence from different sources and demonstrate the ability to synthesise them
 - analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use
 - analyse and evaluate information and evidence presented in different written, visual and numerical forms
 - apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas
 - use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgements and draw conclusions
 - draw connections between the different topic areas studied.
- The sociological approach

- Social structures, social processes and social issues
- Families
- Education
- Crime and deviance
- Social stratification
- Sociological research methods

Animal Care (BTEC)

Why choose a BTEC Tech Award in Animal Care?

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work with animals.

In 2022 the animal care sector is worth over £1 billion to the UK economy. This sector has 20,000 businesses, 78,000 employees and many volunteers. There are many different career paths and opportunities for those wishing to work in animal care. The animals involved can be small or large, domesticated or exotic, and the work can be in sub-sector areas such as animal welfare, business, science and wildlife conservation.

The Tech Award combines theory with plenty of practical application, giving learners the opportunity to develop key skills relevant to the animal care sector such as animal health and welfare, factors affecting animal behaviour and selecting accommodation for animals.

Course Content

Component 1: Animal Handling - safe animal handling is a daily activity when dealing with animals. There are many different techniques used to handle and restrain animals in a commercial setting while also maintaining the animals' welfare and safety.

Component 2: Animal Housing and Accommodation - pupils will develop their understanding of the accommodation and housing requirements of animals by carrying out the preparation, checking and cleaning out of animal accommodation.

Component 3: Animal Health and Wellbeing – this unit covers all aspects of animal health and welfare and will equip learners with a good understanding of the relationship between looking after the wellbeing of the animal and the effect this has on maintaining animal strength and vigour. The component also gives an understanding of how animals are used in society and how they are protected by legislation.

Assessment

Components 1 and 2 are internally assessed through a series of assignments, completed during class time.

Component 3 is assessed by external examination.

Media Studies

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|-------------------|--|
| Subject | GCSE Media Studies |
| Examination Board | Eduqas/ WJEC |
| Assessment | 70% Written Examination (40% and 30%) 30% - No Examination Assessment - Production and Analysis |

Course Content and Skills

The GCSE in Media Studies has been designed to support pupils who want to learn about Media (such as: Film, Television, Advertising, Marketing, Radio, Music and Magazine) and the potential it can offer them for their careers or further study.

The course will comprise three key areas:

Unit 1: Exploring the Media

This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements. It will also assess knowledge and understanding of media language, representation, media industries and audiences. This unit will base around pre-studied material in the same format.

Unit 2: Understanding Media Forms and Products

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music. Studying both media language or representation, along with how these can relate to television programmes.

Unit 3:

An individual media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.

Assessment

Unit 1 (40%): Assessed through a written examination featuring stepped and short and extended questions.

Unit 2 (30%): Assessed through a written examination featuring short and extended questions.

Unit 3 (30%): Assessed through controlled assessment following an externally set assignment brief.

Pupils will receive the following **Microsoft Form Link** within their school email address. Online Submission is preferred however; I have provided a paper copy below. ***Please complete online form or return paper form via email by Friday 3rd April 2026.*** If you are struggling with this process and need help, please do get in touch.

Key Stage 4 - Option Choices Form

Name

Tutor group

Humanities Block - Please select either Geography or History

Preference (Geography or History)

From the Options below, pick 3 other subjects.

Please Note: You can take both History and Geography but ensure you tick the other one below as part of the 3 additional subjects.

Once again, please only pick one BTEC course due to the nature of the course and the amount of workload.

Option Block - choose THREE subjects and TWO reserved subjects

| | |
|--|---------------------------|
| French | Art and Design |
| German | Drama |
| Geography | Music |
| History | Physical Education (GCSE) |
| Design and Technology | Religious Studies |
| Hospitality and Catering (Technical Award) | Business Studies (GCSE) |
| Animal Care (BTEC) | Sociology |
| Media Studies | |
| 1st Choice | Reserved Choices: |
| | 1. |
| 2nd Choice | 2. |
| | |
| 3rd Choice | |
| | |

We will endeavour to match students with their 1st and 2nd & 3rd choices. However, certain combinations of subjects may not be possible*. In such circumstances, places will be allocated according to your reserved choices, indicated overleaf after consulting with the student concerned.

Comments/Career ideas:

I have selected my subject choices carefully having considered all the information provided to me. I understand that some combinations of subjects might not be possible and that some subjects may not run if an insufficient number of pupils choose them.

I also understand that subjects will be allocated according to the order of preference as indicated on this form.

| | |
|---------------------|--|
| Pupil signature | |
| Parent(s) signature | |

DEADLINE FOR RETURN OF FORM TO:

options@danebury.hispmat.org

by Friday 3rd April 2026