



Wolfreton
SCHOOL AND SIXTH FORM COLLEGE




THE CONSORTIUM
ACADEMY TRUST

**Key Stage 4
Guided
Choices 2024**

www.wolfreton.co.uk



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Introduction

We are pleased to provide you with your Guided Choices booklet, to help you begin to prepare for Key Stage 4.

This booklet is designed to give you and your parents /carers a summary of the information you need about the courses you will study as well as about others that you can choose to study in Years 10 and 11.

Our aim as a school is to ensure that everyone is ultimately prepared and has the opportunities to 'Achieve their Ambitions'. A successful Key Stage 4 will not only enable you to gain qualifications, it will also support your progression after Year 11. Many will choose to continue into The Consortium Sixth Form College, others will choose to progress to apprenticeships or work-based training programmes, some will choose another specialist or different college. Whatever your ambitions, success at Key Stage 4 will open doors.

This booklet is one part of a much larger process. Over the next few weeks, there will be a wealth of support and guidance to assist you with decision

making, including assemblies, an open evening, a parents evening and access to careers, teaching and pastoral advice as required. If with all of this, you still have questions, do make sure you ask your tutor for more help and they will be happy to arrange this.

A message to you at the start of this process:

"We hope you will take every opportunity to explore the options available. We encourage you to be inquisitive, courageous and ambitious in the choices you take. Please do ask for any additional help and guidance along the way. We look forward to supporting you on your next step into Key Stage 4".

Susanne Kukuc, Headteacher

This booklet describes our current knowledge about the courses, based on the information we have now, but further changes to subject specifications or courses may occur.



Our aim as a school is to ensure that everyone is ultimately prepared and has the opportunities to **Achieve their Ambitions.**"



Moving into Key Stage 4

Guided Choices

This book will help you to prepare for Key Stage 4.
Read through it carefully and use it as a reference.

Your Courses in years 10 and 11

You will have general guidance about Key Stage 4 in the course overviews. In the next few weeks you will be able to find out about the courses you can choose. Teaching and Year staff will also be available to give you individual help. You must be prepared to think carefully about your programme and ask for guidance when you need it.

Parental / Carer Advice

We will be welcoming parents / carers to a Key Stage 4 Guided Choices Open Evening which you can speak to subject staff and gather information to inform your choices. There is a Year 9 Progress Evening on Wednesday 13 March 2024, when teaching staff will be available for specific consultation.

School's Guidance

Your subject teachers will be guiding you in the decisions you will be making about which subjects you prefer to study. Pastoral managers and year staff will be available to help you with this. During the Summer Term a letter will go home so that you and your parents are fully aware of what courses you will be following in September.

Other Sources of information

- The careers staff in school will offer individual advice.
- Information, Advice and Guidance is available under the information tab on the school website www.wolfreton.co.uk.
- The National Careers website can be accessed at <https://nationalcareersservice.direct.gov.uk>

How your curriculum is organised

In Key Stage 4 you will study a core curriculum which includes Mathematics, English Language and Literature, Humanities (either Geography or History) and either Separate Sciences (Biology, Chemistry, Physics) or Combined Science (Trilogy). The majority of you will also study a Modern Foreign Language.

The decision regarding your Science studies will be taken by your Science teacher at the outset of the course. You will also take PSHE and Ethics and PE all of which are non-examined subjects.

In year 10 to 11 you will also be learning about the world of work and developing the skills and knowledge you need for employment. You will have the opportunity to learn from direct experiences of work, through work experience in

IMPORTANT: We can only run a course if it is given as a preference by a sufficient number of students. You must bear in mind that you may well have to study a second, third or fourth preference in some cases.

year 10 and in a range of topics in each subject which study applications in the world of work (work related learning).

You need to give preferences as to which other subjects you want to study. You may wish to continue with subjects you are currently studying, developing a broad base of study, or focus on an area that particularly interests you. However, you must study either Geography or History, though you can decide to study both. We will guide most to study a MFL recognising the benefits this brings, and strongly recommend others consider this. We believe you have the academic aptitude to succeed and we want to ensure that you study a programme of courses that will open doors and allow you to fulfil your ambitions.

You should show preferences for courses in which you can succeed. You need to consider your grades and read the information carefully to see that the course will suit you and meet your needs. Remember some courses require you to have a commitment to bringing extra equipment to school.

This booklet outlines our plans for your curriculum for the next two years. You need to remember that we may have to make changes to this over the next few months, i.e. we can only run a course if it is given as a preference by a sufficient number of students, and if the course meets statutory requirements identified by Government policy. On rare occasions we may offer something new later in the year. We will always let you know when we have to make a change.



The Guided Choices Programme

Your programme of study will normally lead to 8 or 9 GCSE grades including Mathematics, English Language and Literature and two or three GCSEs in Science.

Core

You will be examined in these subjects (GCSE)

- English (Language and Literature) 2 GCSEs
- Mathematics 1 GCSE
- Science (Separate or Combined) 2 or 3 GCSEs
- Humanities (Geography or History) 1 GCSE
- Modern Foreign Languages (French or Spanish) 1 GCSE recommended

Additional Core Subjects

- Personal Development (Non Exam) (PSHE and Ethics)
- Core Physical Education (Non Exam)

Option Subjects

You must make three preferences in order.

You must either select Geography or History.

Suitable students will be directed to study a Modern Foreign Language.

One further free choice from below (two if you are not directed to study a language):

- Art and Design
- Business Studies
- Computer Science
- Creative iMedia
- Design and Technology
- Drama
- Food Preparation and Nutrition
- French
- Geography
- Graphics
- Health and Social Care
- History
- Music
- Photography
- Physical Education
- Religious Studies
- Spanish

You can show a preference to study two languages provided you have studied both in Year 9.

You can show a preference to study both Geography and History.



Where next after Year 11?



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All young people now need to stay in learning (i.e. training or education) until they are eighteen years old.

This does not necessarily mean that young people must stay in school. They must however choose one of the following options:

- Full-time education, such as school Sixth Form, a further education or Sixth Form College or a training provider
- Apprenticeships or other work-based learning routes
- Employment with training

At 16, students should consider continuing their full-time education at The Consortium Sixth Form College's Wolfreton Campus, which offers a wide range of courses, academic, applied and vocational. This provides an appropriate route for higher education at University or higher or degree apprenticeships.

We realise for some however that this might not be the right choice, especially if they are seeking intermediate/advanced apprenticeships or work based learning. We are committed to offering quality Information, Advice and Guidance, so all students in Year 11 will have the opportunity to have a careers interview with a careers specialist to assist them with these major decisions. They will also have the opportunity to listen to guest speakers from Further Education establishments and Apprenticeship providers.

You may find it helpful now to look at the possible progression routes shown on the next page.

Progression Routes

It is important when making choices that you are aware of the most common progression routes in your learning.

This does not exclude students changing to or from vocational courses between KS4 and KS5. This will inspire you to understand what you can achieve and how important it is to work hard to get good grades.

14 – 16	16 – 19			Or		19 →	Or			
GCSE 9-4	A Levels			16 – 19 Apprenticeship	Employment with training	<ul style="list-style-type: none">• Oxbridge Universities and Russell Group	or post 19 post 19			
	Computer Science	Classical Civilisation	Business							
			English Literature							
	English Language	French	Further Mathematics							
	Geography	Extended Project	Biology							
	Chemistry	Art and Design	Music Tech							
	Government and Politics	Drama and Theatre Studies	English Lit/Lang							
	History	Psychology	Physics							
	PE	Sociology	Textiles							
	Mathematics	Law	Spanish							
	Photography	German								
Vocational Distinction* to Level 2 Pass	or								Hons Degree / Foundation Degree	
	Level 3 BTEC Creative Media Production								• Business	
	Level 3 BTEC Sports Studies								• Computing	
	Level 3 BTEC Performing Arts								• Nursing	
	Level 3 BTEC Media and Film Studies and TV								• Sports Studies	
	Level 3 BTEC Business								• Drama	
	Level 3 OCR ICT								• Media	
	Level 3 AQA Engineering								• Construction	
	Level 3 BTEC Applied Science					• HNC Engineering				
	Level 3 BTEC Health and Social Care					• IMIAL Apprenticeship				
	(Level 2 GCSE Mathematics or English resit if required)									

Excellence, Endeavour, Respect
THE WOLFRETON WAY

General Information

Year 9 – Information Advice and Guidance

Careers staff will be offering information, advice and guidance to students throughout the Guided Choices process. There is a range of careers resources in the Library and all students have access to Unifrog, a computer database with information on over 1000 careers. The National Careers website has proved popular with our students when they are researching entry routes into careers and job profiles.

The National Career Website can be accessed at: <https://nationalcareersservice.direct.gov.uk> (job profiles can be found under Explore Careers). The Careers Programme from Years 7 to 13 is published on the school website.

Year 10 – Work Experience

As part of the Career Education and Work-Related Learning Programme in school it is our aim that all Year 10 students will go on work experience for one week in 2025. We like to encourage students to find their own placements as this guarantees they are placed with a company that they are truly interested in.

Students who are unable to find their own placements will have the opportunity to apply for one they are interested in from the school system.

Core

Subjects

English Language and Literature (GCSE)

Aims of the course:

- to develop your enjoyment and understanding of a range of text types, both fictional and non-fictional
- to develop your analysis to write in a range of genres and for a range of purposes

Course content:

- you will study a Shakespeare play, nineteenth century prose, a modern play, a range of poetry and other fiction and non-fiction texts
- you will complete one oral assessment

Homework

Homework will be approximately one hour per week and will involve skills such as written practice, research, reading and preparation of presentations.

Assessment:

English Language

Paper 1: Explorations in Creative Reading and Writing (50%)

Paper 2: Writers' Viewpoints and Perspectives (50%)

Spoken language (Separate endorsement)

English Literature

Paper 1: Shakespeare and the 19th century novel (40%)

Paper 2: Modern texts and poetry (60%)

(GCSE) Mathematics

Aims of the course:

Mathematics is progressive in nature and so at Key Stage 4 students will consolidate and build upon content taught at Key Stage 3.

GCSE Mathematics is a rigorous and broad course, which means that our approach will be geared towards developing students' mathematical skills, knowledge, understanding and independence so that they can achieve their mathematical potential and progress onto their next phase of education.

The aims of the GCSE in Mathematics are to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- understand, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

Course content:

The course will be broken down into six main areas:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

Assessment

Students will sit either the Foundation tier or the Higher tier. Each comprises of three 1 hour 30 minutes, equally-weighted, written examination papers (1 non-calculator paper and 2 calculator papers).

The qualification will be graded and certificated on a scale from 9 to 1 using the total mark across all three papers. It is important to note that both tiers will allow access to Grades 3, 4 and 5.

Science

You will study either: GCSE Separate Sciences (Biology, Chemistry and Physics) or Combined Science: Trilogy

All Year 9 students will have been taught the content for the three separate sciences. Year 9 assessments will be used to identify the cohort who will go on to study the separate sciences at GCSE. At the start of Year 10 only those in Set 1 will continue to study for the separate science at GCSE. Those in the other sets will continue to study for the Combined Science GCSE.

Separate Sciences

(GCSE)

(Biology, Chemistry and Physics)

Aims of the course:

- to extend your knowledge of scientific theories
- to develop your ability to think scientifically
- to prepare you for further science courses at A level
- to use practicals to aid understanding of scientific theory

Course content:

You will study cell biology, atomic structure, bonding, energy and the particle model. Content is based on key scientific principles in all three science subjects. Principles in Biology include cell division, respiration and photosynthesis. Principles in Chemistry include the periodic table, atomic structure, bonding, properties of matter and quantitative chemistry. Principles in Physics include forces, energy, waves, electricity and space physics.

This course comprises three separate GCSEs in Biology, Chemistry and Physics. These courses provide more specialist content to prepare students for A levels and science related degree courses.

You can access more information about these courses at www.aqa.org.uk.

Assessment:

Your progress will be assessed through homework, key marked pieces which include topic tests and longer formal school examinations. You will be entered for GCSE examinations in Year 11. Each GCSE has two exam papers of 1 hour 45 minutes in length.

Combined Science-

(GCSE) Trilogy

Aims of the course:

- to make sense of the world around you
- to extend your knowledge of scientific theories
- to develop your ability to think scientifically
- to prepare you for further science courses at A level
- to use practicals to aid understanding of scientific theory

Course content:

This course starts in September of Year 9 and you will study cell biology, atomic structure, bonding and energy throughout Year 9. Content is based on key scientific principles in all three science subjects.

Principles in Biology include cell division, respiration and photosynthesis. Principles in Chemistry include the periodic table, atomic structure, bonding, properties of matter and quantitative chemistry.

Principles in Physics include forces, energy, waves and electricity.

You can access more information about these courses at www.aqa.org.uk.

Assessment

Your progress will be assessed through homework, key marked pieces which include topic tests and longer formal examinations. There will be six exam papers at the end of Year 11, each lasting 1 hour 15 minutes.

PSHE and Ethics (Core)

Aims of the course:

The course provides a platform for students to explore the knowledge, skills and attributes needed to thrive in our ever-changing landscape of today's society.

The course gives students the capacity to make responsible decisions and manage many of the most critical opportunities, challenges and responsibilities they will face growing up. It ensures every student has the opportunity to be safe and successful whilst reaching their full potential. The course is structured around the three main strands of PSHE; **Health and Well-being, Relationships and Living in the Wider World.**

Core Religious Studies is also delivered as part of the PSHE and Ethics programme.

Course content:

The course will be delivered via weekly lessons and the Deep Learning Day programme.

The Personal Development Curriculum and Citizenship is fully supplemented by:

- Careers Education and Guidance
- Drugs Education
- Study Skills
- Personal Safety
- Health
- Financial Capability
- Sex and Relationships
- Parenting

Physical Education

(Core)

Aims of the course:

To encourage participation in all activities and realise the following targets:

- to show an increased level of skill in all activities
- to be more consistent and more effective in sports performance
- to anticipate what others may do and use this to change performance
- to undertake different roles in sport e.g. performer, coach, referee, organiser
- to use correct technical terms and accurately assess performance
- to regularly take part in healthy physical activity
- to understand how you should prepare and follow an exercise programme for a healthy lifestyle
- to enjoy participating in physical activity

Course content:

All students take part in major games both indoor and outdoor and a range of activities are available in extracurricular time.

Assessment

To enable students to understand how to improve in PE they will be assessed across all activities in the following areas:

- technical (performing basic and advanced skills)
- tactical (making correct decisions when performing)
- physical (using the appropriate components for each sporting activity)
- psychological (attitude to learning and determination to succeed)

Option

Subjects

(GCSE) Art and Design

Who is the course aimed at?

Students who: have a genuine interest in Art and Design and the creative process; a strong work ethic and willingness to develop work independently out of lessons; are curious, inquisitive, open and willing to try out new ideas to support progression; want to improve their handling of materials, media and processes and who want to develop their visual language, awareness and understanding.

What will you learn?

- how to record observations in a variety of appropriate media
- how to develop ideas informed by the work of others working from a 'starting point'
- formal Elements- how to use them to improve your work
- artwork does not have to look 'realistic'. 'Realistic' and 'good' are two different things
- how to analyse artwork – what you see is not always what you get
- why artists choose to distort images. How experimenting can improve artwork
- what is art and what can art be? The techniques, methods, and concepts of artists
- how to make a 'personal response' informed by a topic, theme, and the work of others

How will the learning take place?

- work extremely hard in class and independently to improve skills and to meet deadlines, in a practical sense
- analyse artwork to understand the elements of the work and the intent of the artist, in a critical and academic sense
- experiment with different types of media to find appropriate ways of working, in a visual sense

Assessment

Coursework (portfolio, component 1) = 60% of the total GCSE marks

Terminal Exam (externally set assignment, component 2) = 40% of the total GCSE marks

Future Opportunities

- A level Art and Design
- A level Photography: Lens and Light Based Media

Art and Design - Graphics (GCSE)

Who is the course aimed at?

Students who: are creative, imaginative and enjoy design; can develop, explore, create and communicate ideas; want to develop skills in designing, modelling and making prototype products; enjoy working with a range of materials and who are interested in the history of design evolution.

What will you learn?

Graphic Communication

- advertising and branding
- interactive design (including web, app and game)
- packaging design
- typography

How will the learning take place?

Through:

- The use of video materials
- Small group work
- Producing a design portfolio
- Practical assignments using a range of media and materials - paper and board
- A vibrant and supportive environment that is focused on developing your skills within your chosen subject area

Assessment

Coursework (portfolio, component 1) = 60% of the total GCSE marks

Terminal Exam (externally set assignment, component 2) = 40% of the total GCSE marks

Future Opportunities

- A level Art and Design
- A level Photography: Lens and Light-Based Media

Business Studies

Who is the course aimed at?

Students who: are interested in a career in business; wish to develop the skills, knowledge and approaches to work valued by many organisations and appropriate for every career and who prefer an analytical, evaluative and investigative approach to learning.

What will you learn?

- how businesses use market research: to help them make decisions about the products and services they offer us; the 'marketing mix'; the importance of enterprise in business. How to plan for success in business.
- why businesses exist. Who are the stakeholders in a business? What aims and objectives do businesses have? Who owns businesses? How do businesses grow? How do you recruit, select, train and motivate your employees? What employment laws are there? How are businesses organised? How important is good communication in business? What impact does ICT have on business?
- the different methods used to produce the goods and services we need and want. The management and control of production and its costs. What sources of finance are available to business? The competitive environment businesses operate in. Environmental issues and ethical business behaviour. How the government affects business. How business operates on a global scale.

How will the learning take place?

Through: interactive teaching and group work, presentations, independent research and quiet study.

Future Opportunities

- A level Business
- BTEC Level 3 National Diploma in Business (2 A level equivalent)

Students will have the opportunity to carry out work experience in a business organisation, not in business specifically. There will be opportunities to study a range of different business scenarios.

Computer Science

(GCSE)

Who is the course aimed at?

Students interested in: have a genuine interest in Art and Design programming, how computers work, databases and networking.

What will you learn?

The GCSE is made up of several parts, all of which will be assessed through external examination.

Paper 1: Principles of Computer Science

- Computational thinking, Data, Computers, Networks, Issues and impact

Paper 2: Application of Computational Thinking

- Problem solving with programming

Students will learn the Python programming language in order to complete the course.

How will the learning take place?

- practical lessons using the computers
- practical demonstration and activities surrounding programming
- theory lessons surrounding Computing and ICT concepts.
- opportunities for independent learning at home using Python and Office 365

A computer (laptop or desktop) at home which can run Python and has access to some office software is essential. There will be scope to practice your skills in your own time also – start by downloading Python from <http://python.org/download>

Having a good understanding of using the computer, Office 365 – OneDrive and Teams will be really useful in seamlessly accessing work at home and school. You can also purchase a Raspberry Pi and start developing your skills in preparation for the course!

Assessment

Paper 1 (50%) is a 90 minute written exam covering all topics for Principles of Computer Science

Paper 2 (50%) is also an on screen 2 hour exam covering key elements of algorithms and programming.

Future Opportunities

The Cambridge Technical Introductory Diploma in ICT Level 3.

Creative iMedia

(Cambridge National)

Who is the course aimed at?

Students who: have an interest in and enjoy Information Technology and using creative technology products and who wish to become more skilful in a range of computer-based activities such as Photoshop, effective in producing digital video content, keen to learn more about the theory of media production and develop skill in digital graphics editing and multimedia production.

What will you learn?

CREATIVE I-MEDIA IN THE MEDIA INDUSTRY

- the media industry
- factors influencing product design
- research methods, sources and types of data
- pre-production planning
- distribution considerations

VISUAL IDENTITY AND DIGITAL GRAPHICS

- developing a visual identity
- planning digital graphics for products
- creating a visual identity and digital graphics

VISUAL IMAGING

- visual imaging that includes the production and shooting of a video

How will the learning take place?

Through: scenario based assignments written and practical, practical skill developing digital graphics using industry standard packages such as Adobe Photoshop and Premier suites, practical skills in creating digital products that include a range of different media types such as video, audio and graphics, interactive teaching designed to develop understanding, taking part in debate and discussion and guided practice developing products and using the application.

Assessment

Assessments will be both practical and theoretically based. There are three units in total; one exam and two NEA (coursework) assignments. There will also be an external assessment looking at the creative and digital media sector.

Future Opportunities

- OCR Cambridge Technicals in IT
- BTEC Media Studies

Design and Technology (GCSE)

Who is the course aimed at?

Students who: are creative, imaginative and enjoy designing, enjoy being challenged and solving problems, want to develop skills in designing, modelling and making prototype products, enjoy working with a range of materials and who are interested in the history of design evolution and how products are made in industry.

What will you learn?

- different methods for communicating ideas (sketching, modelling, rendering, drawing by hand and drawing using computer drawing software)
- using different materials and manufacturing processes
- modelling and manufacturing prototype products on CAD/CAM
- new and emerging technologies that are used in designing
- working practices in creative, engineering and manufacturing industries
- Math/Science
- 2D and 3D computer aided design and manufacture
- how to evaluate the work of designers from the past and present and how products have evolved over time
- sustainability and the environmental issues in Design and Technology

How will the learning take place?

Through: the use of video materials, small group work, producing a design portfolio, practical assignments, understanding and analysing how products are made and why, a vibrant and supportive environment that is focused on developing your skills, visits to manufacturers and museums to generate ideas and understanding.

Assessment

50% Examination about the Technical Principles of Design and Technology

Exam based on a wide range of topics linked to Design and Technology.

50% Non-exam Assessment (Design and Making Principles) (30 – 35 hours)

Design-and-make task consisting of the development of a made outcome and a concise design folder, from a contextualised problem.

Future Opportunities

Links with local suppliers and manufacturers and STEM related competitions which we enter annually.

- Level 3 Technical Qualifications
- Modern Apprenticeships in Design, Fashion, Architecture, Graphic Artist, Construction and Engineering

(GCSE) Drama

Who is the course aimed at?

The GCSE Drama curriculum at Wolfreton School is designed to inspire and engage all learners in exploring drama and theatre. Its ambitious content and high expectations promote thought provoking discussions and develop student's confidence.

Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

The specification is designed to give students as much opportunity as possible to participate practically both in devising and exploring texts. GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.

The AQA GCSE Drama curriculum is ideal for able students, who are both practically strong and academically able. To allow all students to access the course and make progress, model answers, writing frames and intervention is identified where appropriate.

What will you learn?

There are 3 core areas of learning within the AQA GCSE Drama course.

- Understanding Drama (Written examination) = Developing knowledge and understanding of drama and theatre.
- Devising Drama = Creating and performing a devised piece. Analysing and evaluation of own work.
- Texts in practice = Performance of two extracts from one play.

Assessment

This component is a practical component in which students are assessed on their ability to apply Theatrical skills to realise artistic intentions in live performance.

For this component students must complete two assessment tasks:

- study and present a key extract (monologue, duologue or group performance)
- study and present a second key extract (monologue, duologue or group performance) from the same play.

Each student's contribution to each key extract performance is marked out of 20.

How will the learning take place?

Devising Drama

The starting point for the devised piece is a range of stimuli, presented by the teacher. This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance, apply theatrical skills to realise artistic intentions in live performance and analyse and evaluate their own work.

For this component students are required to complete the following two assessment tasks:

- Produce an individual Devising log documenting the devising process
- Contribute to a final devised duologue or group performance.

Future Opportunities

Get involved with school performances and improve your skills and gain confidence when you have to perform your work in the classroom. Chance to go on school trips to the theatre and learn from the professionals - find out what jobs there are in the world of Drama (more than you think!).

Food Preparation and Nutrition (GCSE)

Who is the course aimed at?

Students who: have a genuine interest in food and nutrition, enjoy combining practical aspects of learning with theory on how foods work, develop complex skills to make high quality dishes, consider the principles of healthy eating and different dietary needs, interested in current food issues and trends.

What will you learn?

Through both theory and practical lessons, you will understand the importance of: food preparation skills, nutrition and health, food science, food safety, food choices, food provenance (food sources, traceability, sustainability and environmental issues), food preparation and cooking techniques.

Assessment

Written exam: 1 hour 45 mins- 50% of total Grade
The exam paper examines students on the whole specification.

Non-examination Assessment: 50%

To complete 2 tasks set by the exam board.

Task 1: Food Investigation 15%

Task 2: Food Preparation Assessment 35%

How will the learning take place?

Practical equipment will be provided but students will be expected to supply their own ingredients (if students have any problems with this they should talk to their teacher). IT resources and skills will be used to complete your non-examination assessment, this includes using nutritional software and you will be given the opportunity to develop practical work based on topics and themes.

Future Opportunities

The Cambridge Technical Introductory Diploma in ICT Linked work experience; visits to investigate the different types of food production and visits to shows connected with food.

- You can study the subject at a higher level and also complete Apprenticeships linked to vocational qualifications.
- There are a large number of university courses linked to the science and nutrition of food. Alternatively, more creative food courses may be studied providing an exciting and fulfilling career path.
- Careers in dietetics, nutrition, marketing, nursing, health care, sport science, product development, catering, teaching, food journalism, retail, public relations, advertising and market research.

(GCSE) French

Who is the course aimed at?

Students who: have an interest in and enjoy learning a new language, wish to gain the confidence to use the language they learn in practical real-life situations, have a genuine desire to understand and experience a different culture and enjoy travelling abroad.

What will you learn?

Theme 1: Identify and Culture

Me, my family and friends

Technology

Free time activities

Customs and festivals

Theme 2: Local, national, international

Home/town

Charities

Lifestyle

Poverty

Travel and Tourism

Theme 3: Current and future / study and employment

My studies

Life at school

Education post 16

How will the learning take place?

- you will have regular access to authentic materials both in class and online
- you will sometimes work in pairs or in small groups
- you will develop presentation and oral skills
- you will receive interactive teaching designed to develop understanding and independent learning skills

Assessment

Unit 1: Listening and Understanding – 25% of the total GCSE

Unit 2: Speaking – 25% of the total GCSE

Unit 3: Reading and Understanding – 25% of the total GCSE

Unit 4: Writing – 25% of the total GCSE

Future Opportunities

We offer a wide range of opportunities to develop your language skills, both inside and outside the classroom, using an up-to-date digibook, access to a range of authentic materials and examination revision packs. There may be an opportunity to take part in a school trip or pen-pal letter exchange with partner schools in France.

Possible careers include:

- Specialist Language Occupations: Translators/ Interpreters/Language Teaching

Geography (GCSE)

Who is the course aimed at?

Students who: have an interest in Geography and wish to be aware of the world and environment around them, investigate the impact people make on the environment in many different ways, develop the range of skills that not only are attractive to future employers but are the foundation for future communities, understand that 'Place Matters' - we live in a world that is dynamic and constantly changing and geography helps to explain the world in which we are part of.

What will you learn?

Unit 1: Living with the physical environment

- physical landscapes in the UK
- the challenge of natural hazards
- the living world
- geographical skills

Unit 2: Challenges in the human environment

- urban issues and challenges
- the changing economic world
- the challenge of resource management
- geographical skills

Unit 3: Geographical applications

- issue evaluation
- fieldwork
- geographical skills

How will the learning take place?

- 6 hours per fortnight
- homework once a week on average
- a variety of teaching styles, including discussion, research, group work, presentations and enquiry based learning
- examination practice and peer group marking

All students will take part in fieldwork activities which are to collect data for use in Unit 3. Destinations vary accordingly and could include the Holderness Coast and Peak District. There may be an optional overseas visit but this depends upon demand.

Assessment

Unit 1: Written paper 1 hour 30 minutes 35%

Unit 2: Written paper 1 hour 30 minutes 35%

Unit 3: Written paper 1 hour 30 minutes 30%

Future Opportunities

Fieldwork activities are offered locally and nationally to collect data with the possibility of an optional overseas visit.

A level Geography

There are a huge number of careers requiring or preferring Geography and the skills these students acquire.

Health and (BTEC) Social Care

Who is the course aimed at?

Students interested in: are looking towards a career in nursing or social work, are interested in working with young children, the elderly or those with learning disabilities and who prefer a more practical approach to learning.

What will you learn?

You will study three components:

- Human Lifespan Development (internally assessed)
- Health and Social Care Service and Values (internally assessed)
- Health and Well-being (externally assessed)

Assessment

Component 1 and 2 (internally assessed) awarded Pass, Merit or Distinction (30% each)

Component 3 (externally assessed) (40%)

How will the learning take place?

Through:

- undertaking a set task on Health and Well-being
- completing two components through assignments
- covering a wide variety of topics
- the opportunity in Year 10 to choose your work experience in a health or social care setting
- using a variety of interactive group tasks as well as independent research and quiet study
- visits from outside agencies to keep you dated with Health and Social Care in the world of work

Future Opportunities

During the course students have the opportunity to carry out twenty hours of work experience in a health, social care or early years setting as well as the chance to visit local health, social care or early years services.

Further study options include:

- BTEC Level 3 Extended Certificate in Health and Social Care
- Other options include an apprenticeship, a Level 3 Childcare qualification, or combine with other subjects and go on to do A levels

Possible careers include:

Nurse, Physiotherapist, Occupational Therapist, Childcare Assistant, Social Worker, Residential Care Assistant, Special Needs Teacher, Midwife, Youth Worker, Health Trainer, Teaching Assistant.

History (GCSE)

Who is the course aimed at?

Students who: have an interest in and enjoy History, are interested to learn more about events in the past and the topics studied and would like to develop important skills of communication, reasoning and analysis to support many career opportunities.

What will you learn?

- Medicine in Britain 1250 – to the present
- The British Sector of the Western Front 1914-18 – injuries, treatment and trenches
- Superpower Relations and the Cold War 1941-1991
- Anglo-Saxon and Norman England 1060-1088
- The USA 1954-75 conflict at home and abroad

How will the learning take place?

- considerable use of exercise book work (aid understanding and provide revision material)
- the use of a great variety of video material
- small group work
- presentations
- taking part in class discussion and debates
- re-enactments / role plays
- understanding and analysing source material

Join the History Club to expand on your knowledge outside the classroom. A wide range of materials are available including subscription to the PiXL app and GCSE pod for revision purposes.

Assessment

Paper 1 exam: 1 hour 15 minutes exam, 30% of the total GCSE marks

Paper 2 exam: 1 hour 45 minutes exam, 40% of the total GCSE marks

Paper 3 exam: 1 hour and 20 minutes exam, 30% of the total GCSE marks

Future Opportunities

- A level History
- A level Law
- A level Politics

(GCSE) Music

Who is the course aimed at?

Students: with a passion for music and a commitment to developing their musical talents, who enjoy listening to and performing music and who enjoy writing music.

What will you learn?

Understanding, performing and composing music. Analyse different genres of music from different angles. You will study:

- Western classical music 1650-1910
- popular music
- traditional music
- Western classical music from 1910
- how to use notation

Assessment

You will have regular assessments throughout the course to keep track of your progress.

- you will study music from AOS previously mentioned
- you will study a piece by Mozart – Beethoven Symphony No1, first movement and music by Queen.
- you will perform on your own and as an ensemble – minimum combined time 4 minutes
- you will compose two pieces – combined time 3 minutes

How will the learning take place?

Through:

- researching music of your choice
- performing once per term – on voice and instrument
- composing a piece of music based on the styles we study
- working independently and in group based settings

Future Opportunities

You will take part in ensembles and work towards performing in concerts. We support students with personal projects such as bands or groups by allowing use of school facilities to rehearse and think all students should consider joining the choir, in order to improve listening, performing and ensemble skills. The GCSE music course offers the opportunity to develop your appreciation of music and to open your mind to new genres and possibilities. Whether you go on to A level or further education or even just develop your love of music, the course will provide a good grounding for your musical future.

Photography (GCSE)

Who is the course aimed at?

Students who: have a keen interest in Art & Design, visual language and the creative process, want to learn about how to use a camera or improve their camera skills, as well as learning about lighting equipment, want to develop post-production skills using software such as Photoshop and editing Apps and who **LOVE TAKING PHOTOGRAPHS! LOTS OF THEM!**

What will you learn?

- how to develop work from a 'starting point'
- formal Elements- how to use them to improve your work
- camera basics – what the functions of a camera are
- how to develop your creativity
- cultural movements and styles such as Surrealism, Portraiture and still life
- how to edit a photograph to improve it
- how to make a 'personal response'

How will the learning take place?

Through:

- working hard to improve skills and meet deadlines in a practical sense. Be brave, resilient, self-motivated and independent, love taking photos!
- analysing imagery, photographs and artwork to understand the subject matter, compositional elements, method and the intent of the artist or photographer, in a critical and academic sense.
- experimenting with different methods of taking and editing photographs and presenting them visually.

Assessment

Coursework- 60% of the total GCSE marks

Terminal Exam- 40% of the total GCSE marks

All work is internally marked and externally moderated.

Future Opportunities

Enrichment: Students can practise techniques and skills, finish off coursework or use more specialist equipment in the art rooms during some lunchtimes and after school.

A Level Photography: Lens and Light Based Media

Physical Education

(GCSE)

Who is the course aimed at?

Students who: have an interest in and enjoy Sport and PE; wish to become more physically competent in a range of activities; to become effective in different roles such as player, leader, or official; to develop and maintain their involvement in physical activity as part of a healthy active lifestyle and are keen to learn more about the theory of PE and the factors that affect participation.

What will you learn?

Component 01: Physical factors affecting performance

Structure and function of skeletal system, structure and function of muscular system, cardiovascular system, respiratory system, effects of exercise, components of fitness, training principles, injury treatment and prevention

Component 02: Socio-cultural issues and sports psychology

Physical activity, reasons for participation, commercialisation, drugs, violence, skill/feedback/motivation, diet/health and well-being

Component 03: Performance in physical education (NEA)

Performance of three activities taken from the two approved lists*, one from the 'individual' list one from the 'team' list, one other from either list

How will the learning take place?

Through:

- practical skill drills and conditioned practices
- presentations, small group work, taking part in debate and discussion
- Interactive teaching designed to develop understanding

Students attend at least **ONE EXTRACURRICULAR ACTIVITY** per term to support their chosen practical activities, this will lead to improved practical grades.

Assessment

Component 01: Physical factors affecting performance

60 marks, 1 hour written paper, 30% of total GCSE

Component 02: Socio-cultural issues and sports psychology

60 marks, 1 hour written paper, 30% of total GCSE

Component 03: Performance in physical education (NEA)

80 marks, non-exam assessment, 40% of total GCSE

Future Opportunities

- A level
- Cambridge National Level 3
- Level 2 in Community Sports Leadership
- YMCA Fitness Instructors

Religious Studies (GCSE)

Who is the course aimed at?

Students: who enjoy being challenged by some of the big questions in life including: is there an afterlife? does God exist? where did the universe come from? is all human life special? and how should we live our lives? Those that enjoy discussing controversial issues, learning about and questioning the ideas and beliefs of others, as well as exploring what makes the world we live in so diverse and interesting will find this course particularly interesting.

What will you learn?

The history, beliefs and practices of two major world religions – Christianity and Islam as well as crime and punishment, war, abortion, euthanasia and sex and relationships. Learn how to formulate well-argued points of view, critically assess the ideas and beliefs of others and develop your own well-reasoned opinions on many philosophical, religious and ethical issues.

How will the learning take place?

The units of study include:

Christian Beliefs, Crime and Punishment (Christianity), Living the Christian Life, Peace and Conflict (Christianity), Muslim Beliefs, Marriage and the Family (Islam), Living the Muslim Life, Matters of Life and Death (Islam)

Assessment

Students will sit two 1 hour and 45 minute exams at the end of their GCSE.

Future Opportunities

Students may study this subject at A level and then follow a degree course in philosophy or theology at University.

Employers (especially the Police, Armed Forces, Social Services and caring professions) regard GCSE Religious Studies as a valuable qualification as you will have an understanding of the kind of values and beliefs which are important to other people.

(GCSE) Spanish

Who is the course aimed at?

Students who: have an interest in and enjoy learning a new language, wish to gain the confidence to use the language they learn in practical real-life situations, have a genuine desire to understand and experience a different culture and enjoy travelling abroad.

What will you learn?

Theme 1: Identify and Culture

Me, my family and friends

Technology

Free time activities

Customs and festivals

Theme 2: Local, national, international

Home/town

Charities

Lifestyle

Poverty

Travel and Tourism

Theme 3: Current and future / study and employment

My studies

Life at school

Education post 16

How will the learning take place?

- you will have regular access to authentic materials both in class and online
- you will sometimes work in pairs or in small groups
- you will develop presentation and oral skills
- you will receive Interactive teaching designed to develop understanding and independent learning skills

Assessment

Unit 1: Listening and Understanding – 25% of the total GCSE

Unit 2: Speaking – 25% of the total GCSE

Unit 3: Reading and Understanding – 25% of the total GCSE

Unit 4: Writing – 25% of the total GCSE

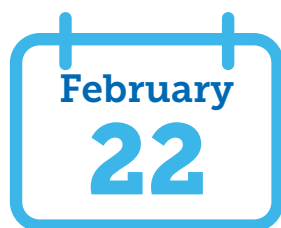
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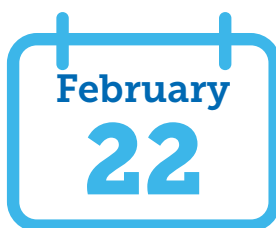
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Key Dates



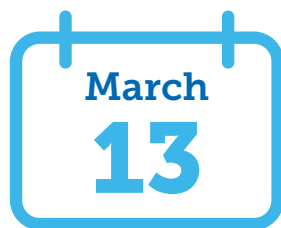
Key Stage 4 Guided
Choices Booklet given
to parents/carers



Key Stage 4
Guided Choices
Evening



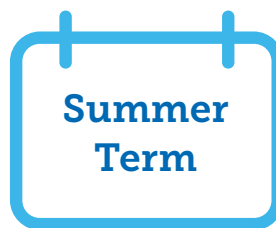
Form to record your
preferences emailed to
parents/carers



Year 9 Progress
Evening



Forms
Completed



Confirmation letters
go out

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