



Wolfreton
SCHOOL AND SIXTH FORM COLLEGE



**KS4 Subject
Preferences
2026**

Contents

Information

- 03** Introduction
- 04** The Importance of Key Stage 4 Subject Preferences
- 05** Subject Preferences
- 06** The Key Stage 4 Subject Preferences Programme
- 07** Advice for Students
- 08** Where Next After Year 11?
- 09** Key Events

Core Subjects

- 11** English Language and English Literature
- 12** Mathematics
- 13** Separate Sciences
- 14** Combined Science
- 15** PSHE and Ethics
- 16** Physical Education

Option Subjects

- 18** Art and Design (Art, Craft and Design)
- 19** Art and Design (Graphics)
- 20** Art and Design (Photography)
- 21** Business and Enterprise
- 22** Computer Science
- 23** Creative iMedia
- 24** Dance
- 25** Design and Technology
- 26** Drama
- 27** French
- 28** Geography
- 29** Health and Social Care
- 30** History
- 31** Hospitality and Catering
- 32** Music
- 33** Physical Education
- 34** Religious Studies
- 35** Spanish



Introduction

We are pleased to present the Subject Preferences Booklet, designed to support you as you begin to shape your pathway into Key Stage 4.

This booklet provides you and your parents/carers with a clear overview of the courses that form the core of your curriculum, alongside the range of subjects you can choose to study in Years 10 and 11. It is intended to help you make informed, confident decisions about your next steps.

At Wolfreton, we are committed to ensuring that every student is prepared for success and supported to achieve their ambitions. A successful Key Stage 4 experience is about more than qualifications alone; it equips you with the knowledge, skills and confidence needed for life beyond Year 11.

For the vast majority of students, this journey will continue into The Consortium Sixth Form College. Others will progress into apprenticeships, work-based training or specialist colleges. Whatever pathway you aspire to, strong outcomes at Key Stage 4 will open doors and provide choice.

This booklet forms part of a wider programme of guidance and support. Over the coming weeks, students and families will be supported through assemblies, subject taster lessons, the Parents' Evening (including Subject Preferences 2026 talks), and access to personalised advice from careers, teaching and pastoral staff. If questions remain at any stage, our tutors will be happy to provide further guidance and support.

As you begin this process, we encourage you to approach your choices with curiosity, ambition and confidence:

"We encourage you to explore the opportunities available to you with an open mind. Be inquisitive, courageous and aspirational in the choices you make. Please ask for guidance whenever you need it – we are here to support you as you take this important step into Key Stage 4."

Susanne Kukuc, Headteacher

Please note that this booklet reflects our current understanding of course availability and content. While every effort is made to ensure accuracy, details may be subject to change as final arrangements are confirmed.



The Importance of Key Stage 4 Subject Preferences

Key Stage 4 is the name given to the period of education during Years 10 and 11. This will be the first opportunity that you have to consider some of the subjects you would like to continue studying at school. During Key Stage 4, you will gain formal qualifications which will prepare you for your future pathways. These qualifications will provide you with greater choices when you leave school.

A range of qualifications are available to ensure that you achieve the best possible grades to match individual levels of ability and aptitude. Although there is some flexibility in terms of the choice of courses followed at Key Stage 4, the Department for Education insists that all students follow a compulsory core of key subjects. This includes English, Maths, Science (Double or Separate Award) and aspects of Religious Studies, Social, Moral, Spiritual and Cultural (SMSC), Careers, RSE (Relationships and Sex Education) and Health Education. As a result, these particular subjects are automatically added to your timetable as a lesson or as part of our pastoral curriculum.

Further changes have also been made by the Department for Education to ensure that you have access to a broad and balanced curriculum, consisting of at least 8 subjects.

In addition, when you sit your GCSEs, almost all subjects will be examined in full at the end of Year 11. Most courses will also contain a high level of external assessment. An increased emphasis on literacy skills mean that most examinations will carry marks for extended written answers containing the correct spelling, punctuation and grammar (SPaG).

Subject Preferences

Our curriculum aligns itself with local, regional and national skills, with students leaving school to follow careers in various sectors. The structure of the Key Stage 4 curriculum will ensure that every student follows a broad and balanced curriculum, whilst allowing some element of choice that is suited to individual aptitudes and needs.

The range of qualifications available at Key Stage 4

There are two main qualification routes open to you at Key Stage 4, referred to as GCSEs and vocational (outlined below):

General Certificate of Secondary Education (GCSE) Qualifications

GCSEs are linear courses, which means that you are assessed through a series of final examinations taken at the end of the course. There may be some internal controlled assessment tasks in certain subjects.

Vocational Qualifications

These alternative qualifications are equivalent to GCSE courses in terms of their value. Vocational courses are mainly assessed through in-class assignments at regular intervals with an examination at the end of the course. A 'Level 2 Pass' is equivalent to a GCSE at Grade 4, although higher equivalent grades can be accessed by achieving Merit or Distinction awards. A 'Level 1', BTEC qualification is equivalent to a Grade 3.

Demand and availability

We aim to confirm your provisional Key Stage 4 study programme as soon as we have processed all the pathway forms.

We will guarantee one of your first choices but some students may have to study their reserve subject choices. For this reason, it is important that you make your reserve choices carefully. In the event of an over-subscribed course, we base our decision on a number of factors, including previous attitude to learning in the subject and commitment to subject requirements (for example, bringing ingredients to a food lesson or PE kit to a sports lesson). Your previous approach to school life will always be considered.

The Key Stage 4 Subject Preferences 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 or Literature) – 2 GCSEs
- Mathematics – 1 GCSE
- Science (Separate or Combined) – 2 or 3 GCSEs
- Humanities (Geography or History) – 1 GCSE

Additional Core Subjects

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

Option Subjects

You must make three preferences in order. You must either select Geography or History.

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

- Art and Design
- Business and Enterprise
- Computer Science
- Creative iMedia
- Dance
- Design and Technology
- Drama
- French
- Geography
- Graphics
- Health and Social Care
- History
- Hospitality and Catering
- Music
- Photography
- Physical Education
- Religious Studies
- Spanish

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



Advice for Students

Enjoyment:

Choose subjects that you think you will enjoy. This means researching content closely and asking teachers and others who know you well for advice.

Aptitude:

Choose subjects which you think you will be good at – you will be more likely to enjoy them as well. Think about why you might enjoy particular subjects and how committed you feel.

Prospects:

Think seriously about future ambitions. If you already have a university course in mind, check entry requirements for specific courses at university and work back from there.

Balance:

If you have no idea what you want to do in the future make sure that your options provide a broad and balanced programme.

Independence:

Don't choose on the basis of what friends are doing or on the basis of favourite teachers. Make your own decisions.



Where Next After Year 11?



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

You must choose from 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.

Wolfeaton's Consortium Sixth Form College Campus provides a vibrant and successful community, supporting students to achieve excellent outcomes, allowing them to progress onto highly successful careers. Studying with us provides you with the opportunity of achieving the best possible grades. We offer A Level and vocational options, covering a wide range of

subject areas to meet your individual needs. Our courses have smaller than average class sizes and are taught by qualified subject specialist teachers with a wide range of backgrounds and expert knowledge in their field. Our students receive excellent pastoral care and support from our dedicated team of staff, and you can also gain additional skills through our programme of enrichment and extracurricular opportunities.

We realise for some however, that this might not be the right choice, especially if you 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. You will also have the opportunity to listen to guest speakers from Further Education establishments and Apprenticeship providers.



Key Events

As this is such an important decision, we have planned a number of events to support students and parents/carers in these choices.

Our aim is to have every student studying courses in which they have a high degree of interest and the potential to achieve highly. Once everyone has submitted their option choices, we will begin the process of fitting the students' choices into a timetable. Whilst we always try to ensure that students are given their first choice of courses, this cannot be guaranteed. We will be welcoming parents/carers to a Year 9 Progress Evening where you can speak to subject staff and attend one of our Subject Preferences 2026 talks and gather information to inform your choices.

Timeline:

- **2 March** – Subject Preferences 2026 launched with students in assembly
- **2 March–12 March** – Year 9 assemblies with all subjects
- **5 March** – Year 9 Progress Evening 1 (including Subject Preferences 2026 talk)
- **12 March** – Form to record your preferences emailed to parents/carers
- **12 March** – Year 9 Progress Evening 2 (including Subject Preferences 2026 talk)
- **27 March** – Deadline for completion of preferences form
- **July** – Confirmation of preference letters sent to parents/carers

Year 9 Subject Assemblies:

- **2 March** – Overview
- **3 March** – Design Technology and Hospitality and Catering
- **4 March** – Physical Education
- **5 March (extended to Period 1)** – Music, Dance, Drama, Art, Photography, Graphics, French, Spanish and Religious Studies
- **6 March** – Computer Science, iMedia
- **9 March** – Geography
- **10 March** – History
- **11 March** – Health and Social Care and Business Enterprise
- **12 March** – How to complete form

Core Subjects

English Language and English Literature (GCSE)

Aims of the course

Reading:

- Expose students to a wide and diverse range of texts from a variety of genres and time periods
- Understand the motivations of writers and how they have been influenced by both social and historical factors
- Develop the ability to infer latent meanings in both fiction and non-fiction texts
- Consider how the writers use of methods contribute to meaning

Writing:

- Structure writing to ensure it is impactful
- Use a range of methods skilfully to engage the reader
- Use increasingly precise and sophisticated vocabulary
- Write with clarity and a high degree of technical accuracy

Course content

English Language GCSE:

- Analysis of unseen fiction and non-fiction texts
- Creative writing consisting of a choice of either narrative or description

- In addition, learners are required to complete one spoken language assessment
- Transactional writing

English Literature GCSE:

- You will study a Shakespearean text, nineteenth century prose, a twentieth century play, an anthology of selected poetry and the analysis of unseen poetry

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%)

Mathematics

(GCSE)

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

(GCSE)

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

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 and 45 minutes in length.

Combined Science - Trilogy

(GCSE)

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

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 cumulative examinations. There will be six exam papers at the end of Year 11, each lasting 1 hour and 15 minutes.

PSHE and Ethics

(Core)

At Wolfreton, we believe that education is about more than academic success – it's about preparing young people for life. Our PSHE and Ethics programme provides students with the knowledge, skills and confidence they need to make informed decisions and thrive in an ever-changing world.

Through engaging lessons and a supportive environment, we help students develop resilience, empathy and a strong sense of responsibility. The course provides a safe and supportive environment for students to explore key issues and make informed decisions about their lives. PSHE and Ethics is structured around three core strands: Health and Well-being, Relationships and Living in the Wider World, with additional themes that promote British Values, equality and online safety.

Aims of the course

Our PSHE and Ethics programme is designed to equip students with the knowledge, skills and attitudes they need to thrive. Through an engaging and empowering curriculum, we aim to develop curiosity, empathy, self-awareness and confidence in every student.

By the end of the programme, students will:

- Develop empathy and an understanding of the world around them.
- Build responsible decision making and self-management skills.
- Gain transferable skills such as analytical thinking, problem solving, teamwork and effective communication.

- Be equipped with the knowledge and strategies needed for life beyond school.

How the course is delivered

Students will access PSHE and Ethics through weekly lessons and our PSHE Enrichment Day programme. The curriculum is enriching by topics such as:

- Health and Well-being: Physical and mental health, puberty, body image, disease prevention, exam stress and anxiety.
- Relationships and Sex Education (RSE): Consent and boundaries, respectful relationships, contraception and sexual health.
- Life Beyond School: Careers progression, financial education, employability and enterprise.
- Rights and British Values: Democracy, individual liberty, mutual respect and tolerance.
- Celebrating Differences: Identity, equality, prejudice, discrimination and multicultural Britain.
- Staying Safe Online and Offline: Online behaviours, cyberbullying, grooming, substance misuse, gangs and criminal behaviour.

This programme ensures every student has the opportunity to be safe, successful and prepared for the challenges and opportunities of adult life.

Physical Education

(Core)

Aims of the course

Curriculum Goal: Our objective is to ensure every student leaves Wolfreton with physical literacy and passion required to pursue a healthy, active lifestyle.

- 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

Through a comprehensive indoor and outdoor sports programme, students master the technical and tactical demands of the PE curriculum. We prioritise personal progress, leadership and long term fitness, supported by a vibrant extracurricular schedule that provides inclusive opportunity for every year group to excel outside of formal lessons.

Assessment

To enable learners 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

Art and Design (Art, Craft and Design)

(GCSE)

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 including drawing, painting and photography
- How to create and develop ideas informed by the work of others working from a 'starting point'
- Formal elements – how to use them to improve, refine and develop your work
- How to analyse and write about artwork, reflect and write about your own artwork and how it links to the artists you have been studying, how to research artists, find artists and understand why they do what they do
- 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 from a starting point

How will the learning take place?

- Work extremely hard in class and independently to improve skills, knowledge and understanding and to meet deadlines, in a practical sense to build a successful sketchbook portfolio
- Analyse artwork to understand the elements of the work and the intent of the artist, in a critical and academic sense
- Write and reflect on your own work to show links and expand your understanding of the creative world
- 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 Graphic Communication
- A level Photography: Lens and Light-Based Media

Art and Design (Graphics)

(GCSE)

Who is the course aimed at?

Students who: have a genuine interest in Art and Design and the creative process; a good level of skills with drawing in a variety of formats both traditional and digital and painting; a willingness to develop work independently out of lessons throughout the course; good levels of ICT and digital skills; students who are creative, imaginative committed 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?

- How graphic communication is defined as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief
- How to explore typography, branding, illustration, fine art, packaging and commercial graphics
- How to record observations in a variety of appropriate media including drawing, painting, digital drawing and photography
- How to create ideas and develop ideas informed by the work of others working from a 'starting point'
- Formal elements – how to use them to improve, refine and develop your work
- How to analyse and write about artwork, reflect and write about your own artwork and how it links to the artists you have been studying, how to

research artists, find artists and understand why they do what they do

- How experimenting can improve artwork
- 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, knowledge and understanding and to meet deadlines, in a practical sense to build a successful portfolio
- Analyse artwork to understand the elements of the work and the intent of the artist, in a critical and academic sense
- Write and reflect on your own work to show links and expand your understanding of the creative world
- 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 Graphic Communication
- A level Photography: Lens and Light-Based Media

Art and Design (Photography)

(GCSE)

Who is the course aimed at?

Students who: have a genuine interest in Art and Design, visual language and the creative process; want to learn about how to use a camera or improve their photography skills, as well as learning about basic lighting equipment; want to develop post-production skills using software such as Adobe Photoshop and editing apps; a strong work ethic, good ICT skills, good writing skills and a willingness to develop work independently out of lessons throughout the course; are curious, inquisitive, open and willing to try out new ideas to support progression.

What will you learn?

- Digital camera basics – what the functions of a camera are and how to record observations using them
- How to create and develop ideas informed by the work of others
- How to select and edit photographs to improve your creative journey working towards successful personal responses
- Formal elements – how to use them to improve, refine and develop your work
- How to analyse and write about artwork, reflect and write about your own artwork and how it links to the artists you have been studying, how to research artists, find artists and understand why they do what they do
- How experimenting both manually and digitally can improve and develop your artwork
- How to make a successful 'personal response' informed by a topic, theme and starting point

How will the learning take place?

- Taking lots of photographs in lessons and out of lessons. Must love doing this!
- Work extremely hard in class and independently to improve skills, knowledge and understanding and to meet deadlines, in a practical sense to build a successful digital portfolio
- Using PowerPoint to write about photography and Adobe Photoshop to record, edit, develop and present your work throughout the course
- Analyse and research photographers and their imagery to understand the elements of the work and the intent of the artist, in a critical and academic sense
- Experimenting with different methods of taking and editing photographs and presenting them visually

Assessment (NEA)

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 Graphic Communication
- A level Photography: Lens and Light-Based Media

Business and Enterprise

(Level 1/2 Technical Award) (VCERT)

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. The course is marked using vocational grading L2D* to L1P.

What will you learn?

The course has two units.

Unit 1: Exam – worth 40%. The exam is 1.5 hours and will cover:

- Enterprise
- Aims and objectives
- Business ownership
- Stakeholders
- Marketing
- Human Resources
- Finance

- Production
- Business Planning

The exam is a linear exam. This means students sit the exam once at the end of Year 11.

Unit 2: Synoptic Assessment (NEA) – 60% of your final mark.

During the assessment students will compile a business plan for a business. This assessment will take 21 hours and be externally assessed.

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)

Computer Science

(GCSE)

Who is the course aimed at?

Students interested in programming, how computers work, databases and networking.

- Theory lessons surrounding Computing and ICT concepts
- Opportunities for independent learning at home using Python and Office 365

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 (coding)

- 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

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 in python.

Future Opportunities

OCR AAQ (Alternative Academic Qualification) in Computing Application Development IT.

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 iMedia in the 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 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 AAQ (Alternative Academic Qualification) in Computing Application
- BTEC Media Studies

Dance

(BTEC Tech Award in Performing Arts)

Who is the course aimed at?

This qualification is for students interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the performing arts sector, and to build skills that are integral to a wide range of roles in the dance industry.

Through this course, students will acquire sector-specific applied knowledge and skills through vocational contexts by studying professionals' work and processes used, the skills and techniques used in different roles, and how to contribute to the creation of a performance. Students will also develop their own technical, practical and interpretive skills through workshops and classes studying a range of dance styles and techniques.

In addition, students will develop transferable and employability skills such as responding to a brief, self-development, planning, time management and communication.

What will you learn?

There are 3 components within the BTEC Tech Award in Performing Arts

- Component 1: Exploring the Performing Arts
- Component 2: Developing Skills and Techniques in the Performing Arts
- Component 3: Responding to a Brief

Assessment

The three components focus on the assessment of applied knowledge, skills and practices. Components 1 and 2 are assessed through non-exam internal assessment and each provide 30% of the grade. The assessment of these units is designed to

demonstrate application of the conceptual knowledge through realistic tasks and activities. Students are provided with a series of tasks by the exam board including practical performance work, recreation of repertoire, and the creation of portfolio work.

Component 3 is an externally assessed unit contributing to 40% of the grade. Students will be given the set task in January, 12 weeks before the supervised assessment period, to carry out the development of creative ideas and rehearsal for the workshop performance.

How will the learning take place?

Learning will take place through practical dance lessons and workshop session covering a plethora of dance styles. Technique classes focusing on building a strong foundation of dance skill.

Observation of dance repertoire from live and pre-recorded work. Research into dance practitioners and the performing arts industry.

Collaborative workshops and rehearsals with reflection and evaluation of own and peer work.

Future Opportunities

A career in the Performing Arts sector in any number of different roles from professional dancer, choreographer, to dance teacher and many more.

BTEC Performing Arts Level 3

Get involved with school performances and extracurricular activities within school.

Chance to go on school trips to the theatre and learn from the professionals.

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

Drama

(GCSE)

Who is the course aimed at?

The GCSE Drama curriculum at Wolfreton School is designed to inspire and engage all students 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 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 learners 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!)

French

(GCSE)

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: People and lifestyle

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

Theme 2: Popular culture

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

Theme 3: Communication and the world around us

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

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 and 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 Social Care

(Level 1/2) (BTEC)

Who is the course aimed at?

Students who 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 Wellbeing (externally assessed)

Assessment

Component 1 and 2 (internally assessed) awarded Pass, Merit or Distinction (30% each) – during Year 10 and Year 11.

Component 3 (externally assessed) (40%) – end of Year 11.

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 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 AAQ 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 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?

Paper 1:

- Medicine in Britain 1250 – to the present
- The British Sector of the Western Front 1914-18 – injuries, treatment and trenches

Paper 2:

- Superpower Relations and the Cold War 1941-1991
- Anglo-Saxon and Norman England 1060-1088

Paper 3:

- The USA 1954-74 conflict at home (Civil Rights movement) and abroad (Vietnam War)

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 and analysing source material

Join the Debating Club to expand on your knowledge outside the classroom. A wide range of materials are available including SENECA learning and GCSE Pod.

Assessment

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

Future Opportunities

- A level History
- A level Law
- A level Politics
- Applied Diploma in Criminology

Hospitality and Catering

(Level 1/2 Vocational Award)

Who is the course aimed at?

Students who: wonder what it takes to work in a top hotel or restaurant? Likes to discover new flavours in the kitchen that may inspire you to create dishes, or maybe you're interested in developing the skills you need to work in front of house? If so, it's time to – find out more about this exciting qualification and consider it as an option for you.

What will you learn?

This qualification is made up of 2 units

Unit 1: The Hospitality and Catering industry you will:

- Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

Unit 2: Hospitality and catering in action

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

How will the learning take place?

You will develop a range of skills which are attractive to employers, colleges and universities including:

- Communication
- Confidence
- Learning independently
- Organisation
- Problem-solving
- Research
- Self-discipline
- Stamina
- Taking on responsibility
- Time management

Assessment

You will be assessed through a written examination and an assignment.

Unit 1 will be assessed through an exam, which is worth 40% of your qualification.

In Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.

Future Opportunities

The hospitality industry offers a wide range of exciting opportunities which includes:

- Chef de partie
- Commis chef
- Concierge
- Executive chef Front of house manager
- Head waiter
- Housekeeper
- Maître d'hôte
- Pastry chef
- Receptionist Sous chef

Music

(GCSE)

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?

Music is a practical, intellectual and artistic subject. You will look at three main areas of study: Performance, Composition and Listening.

- You can **perform** using your voice or any instrument. Some students have started to learn an instrument and the beginning of the course (for example, drum kit, guitar or bass guitar) and then used this for their performance instrument, but you can sing
- You will learn to **compose** in any style you choose and will use computers to help you record and edit your work
- You will learn about a range of **different types of music**, including vocal, instrumental, music for film, pop, jazz, theatre, fusion and new music

Assessment

COMPONENT 1: PERFORMING (30% of final grade)

- Assessed through 2 performances. One of these will be solo and the other as part of a group
- For example, this could be a solo song or instrumental performance and a recording with choir or a band

COMPONENT 2: COMPOSING (30% of final grade)

- Assessed through 2 compositions. One is in any style and the other is chosen from a list of suggestions by the exam board
- For example, this could be a song, piano or instrumental piece, death metal, a Classical string quartet or any other style you choose

COMPONENT 3: LISTENING (40% of final grade)

- This looks at the musical elements in different set works, including “Killer Queen” by Queen, “Defying Gravity” from the musical Wicked and the title track from Star Wars. This is just like you have done in class where you listen to different styles of music and talk about it

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.

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 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 Technicals

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.

Spanish

(GCSE)

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: People and lifestyle

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

Theme 2: Popular culture

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

Theme 3: Communication and the world around us

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

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 Spain.

Possible careers include:

- Specialist Language Occupations: Translators/Interpreters/Language Teaching.



Wolfreton
SCHOOL AND SIXTH FORM COLLEGE



Wofreton School and Sixth Form College
Well Lane, Willerby, East Yorkshire, HU10 6HB
01482 659356 | enquiries@wolfreton.co.uk

All information is correct at time of printing and is subject to change without notice.