



THE CONSORTIUM
ACADEMY TRUST

Wolfreton
SCHOOL AND SIXTH FORM COLLEGE



**KS4 Subject
Preferences
2025**

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Introduction

We are pleased to provide you with your Key Stage 4 Options 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 opportunity 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, a parents evening (including our Subject Preferences 2025 talks) 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 the 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.



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 learners 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 learners leaving school to follow careers in various sectors. The structure of the Key Stage 4 curriculum will ensure that every learner 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 learners 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 English Baccalaureate

Although the EBacc Award is not a qualification in itself, the award recognises those learners who have secured a Grade 4 or better across five core academic subjects – English, Maths, Science, Humanities (either History or Geography) and a Modern Foreign Language. The subjects included are designed to enable all learners to have the opportunity to study a broad and balanced academic curriculum.

We would, therefore, recommend that if you have aspirations to follow a predominantly academic route at Higher Education (University) level, you choose options which will enable you to achieve the EBacc Award. We have indicated this to you in our recommendation. For you to have the opportunity to achieve the EBacc Award, you must select two of the EBacc subjects as part of the options process.

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 (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 learners 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 both Geography and History.



Advice for Learners

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.

At 16, you could consider continuing your full-time education at The Consortium Sixth Form College, 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 you are seeking intermediate/advanced apprenticeships or work-based learning.

We are committed to offering quality Information, Advice and Guidance, so all learners 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 learners and parents/carers in these choices.

Our aim is to have every learner 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 learners' choices into a timetable. Whilst we always try to ensure that learners 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 2025 talks and gather information to inform your choices.

Timeline:

- **24 February** – Subject Preferences 2025 launched with learners in assembly
- **24 February–6 March** – Year 9 assemblies with all subjects
- **26 February** – Year 9 Progress Evening 1 (including Subject Preferences 2025 talk)
- **6 March** – Form to record your preferences emailed to parents/carers
- **6 March** – Year 9 Progress Evening 2 (including Subject Preferences 2025 talk)
- **24 March** – Deadline for completion of preferences form
- **Summer Term** – Confirmation of preference letters sent to parents/carers

Year 9 Subject Assemblies:

- **24 February** – Overview
- **25 February** – Geography, History
- **26 February** – Physical Education, Modern Foreign Languages, Religious Studies
- **27 February** – Art, Photography, Graphics
- **28 February** – Computer Science, iMedia
- **3 March** – Business and Enterprise, Health and Social Care
- **4 March** – Design and Technology
- **5 March** – Music, Drama
- **6 March** – How to complete form

Core Subjects

English Language and Literature

(GCSE)

Aims of the course

Reading:

- Expose learners 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 learners 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 learners' 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 learners 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

Learners 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 learners 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 learners 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

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 and 15 minutes.

PSHE and Ethics

(Core)

Aims of the course

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

The course gives learners 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 learner 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 learners take part in major games both indoor and outdoor and a range of activities are available in extracurricular time.

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

(GCSE)

Who is the course aimed at?

Learners 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?

Learners 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 and Enterprise

(Level 1/2 Technical Award) (VCERT)

Who is the course aimed at?

Learners 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 learners sit the exam once at the end of Year 11.

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

During the assessment learners 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)

Learners 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?

Learners 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

- Problem solving with programming

Learners 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.

Future Opportunities

The Cambridge Technical Introductory Diploma in ICT Level 3.

Creative iMedia

(Cambridge National)

Who is the course aimed at?

Learners 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 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

Drama

(GCSE)

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 learner's confidence.

Learners 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, learners 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 learners 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 learners who are both practically strong and academically able. To allow all learners 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 learners 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 learner'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 learners 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 learners 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

Who is the course aimed at?

The Food Preparation course ensures students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. It is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food safety and the hospitality and catering industry.

This course will develop students practical cooking skills to allow students to develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. Students will focus upon general practical skills such as cooking times, knife skills, preparation of food and use of equipment. They will further their knowledge of nutrition and health as well as safety procedures. They will also gain understanding about the environmental impact and sustainability of food.

What will you learn?

Year 10: Students' cookery skills will be nurtured with an emphasis on developing high level practical skills shown through a range of dishes. They will explore nutrition through theory lessons and undertake a range of practical lessons utilising a range of equipment and processes. They will develop a strong understanding of nutrition and food choice alongside food safety. Practice assessments will ensure students are prepared for Year 11.

Assessment

NEA Assessment: Food investigation and preparation units enables learners to demonstrate knowledge, skills and understanding in relation to

the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of range of dishes within a single period. the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

Written exam enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, food safety and the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

How will the learning take place?

You will develop knowledge, understanding and skills required to cook and apply the principles of practical food preparation, cooking and presentation, nutrition and healthy eating. Much of the learning will be delivered through theory-based learning and apply that knowledge to making activities. Students must be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation.

Future Opportunities

Upon completion of this course, students will be qualified to go on to further study at A-level and university beyond or embark on an apprenticeship in the catering or food industries. Careers that students may wish to consider beyond being a chef: Event planning, Dietician, nutritionist Food Nutritionist, Nutritional Therapist, Food Technologist or Environmental Health Officer, for example.

French

(GCSE)

Who is the course aimed at?

Learners 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?

Learners 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 learners 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 learners acquire.

Health and Social Care

(Level 1/2) (BTEC)

Who is the course aimed at?

Learners 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 Wellbeing
- 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 learners 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?

Learners 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 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 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

Music

(GCSE)

Who is the course aimed at?

Learners 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 learners with personal projects such as bands or groups by allowing use of school facilities to rehearse and think all learners 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?

Learners who have a keen interest in Art and 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 GCSE marks

All work is internally marked and externally moderated.

Future Opportunities

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

A level Photography: Lens and Light Based Media

Physical Education

(GCSE)

Who is the course aimed at?

Learners 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 wellbeing.

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

Learners 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?

Learners 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

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

Future Opportunities

Learners 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?

Learners 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

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Possible careers include:

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



Wolfreton
SCHOOL AND SIXTH FORM COLLEGE



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