

Key Stage 4

Curriculum Guide

Starting KS4 in September 2026



Wootton
Upper School

Introduction

At Wootton we recognise the importance of the decisions that you will be making in the next few weeks regarding your transition into Key Stage 4. This booklet is intended to help you and your parents/carers plan the next two years of your schooling.

The options you choose for Years 10 and 11 will affect how you spend your time at school for the next two years. Your choices may also influence what course or training you are able to do after Year 11.

It is important to choose subjects that will interest and motivate you. Think about what you enjoy doing, what keeps you interested in something and what makes you work hard. Remember that you are not alone in making these decisions; everyone in Year 9 is going through the same process. Teachers, friends, parents, carers and family will be able to guide, advise and support you in this important decision-making process.

We offer an exciting range of subjects. The qualifications you gain at the end of Key Stage 4 are an essential springboard for the future. The choices you make should optimise your chances of success in subjects you enjoy and in which you have ability and interest. We want you to have a challenging, broad and balanced education that stimulates your desire to learn and enables you to fulfil your aspirations.

Read the information in this Option Booklet carefully and use it to help you make informed decisions about the subjects you opt for. Our aim is to ensure that we help get you onto the right courses next year. Your teachers are on hand to offer any guidance that you may require and to discuss the opportunities, which are available. We are here to help. Take your time and talk to people before you make your final choices. Talk to your parents or carers, your tutor and subject teachers. They will tell you if they think that an option will suit you and explain why; they will also help you to explore and think about the alternatives. Speak to the people who know you, like older friends, relatives and siblings, mentors, coaches and learning support staff. They want the best for you and can talk to you about their experiences.

All students continue in education or training until the age of 18. This means that you will remain at school, go to college, or be working in employment, **with appropriate training**, until July 2030. After that, many students will continue to study for degrees or higher/degree level apprenticeships at university or in college.

You need to look further ahead than GCSE in your planning. Many of you will be aspiring to go to university or planning to complete a degree apprenticeship; therefore, you need to be aware of which subjects you might be expected to have studied at GCSE and at A Level. Some universities may prefer students to have a Foreign Language and either Geography or History at GCSE. Please use the links available on the website to find out more about university courses, apprenticeships and ideas of which subjects to follow to lead you into future careers. Alongside this you can also search for degree courses and apprenticeships on **Unifrog** using your personal log in.

How do KS4 qualifications work?

KS4 Qualification grading structure

- GCSEs are graded 9 to 1, with 9 being the highest grade.

Greater content

Current GCSE courses have more content than was the case in the past. Also, there is an increased expectation that young people remember content and can apply it to a wide range of question types and sometimes surprising contexts in exams.

Two-year courses with assessment at the end of the course

GCSE are intended for study over two years and are no longer divided into different modules. Students must take all their exams in one period at the end of their course. There is some variation in subjects that have a practical assessment.

Foreign Language

Learning a foreign language is an essential part of our students' curriculum. It broadens horizons, supports wider literacy and language development, and is an exciting extra strand to a child's knowledge! We have decided to focus on one language going forward as super-high performing schools have found it to be the most effective way to get students fluent and masterful. We have strength and depth in French already and so are going to stick with this as our core language.

From this September, just as all our students study Maths, science, English and history or geography through to GCSE, we have decided that the majority of our students will continue with **French**. The small number who do not study French at GCSE will be allocated additional English and maths lessons instead.

All students currently in language sets 1, 2 and 3 will continue with GCSE French.

All students in sets 4 and 5 will be encouraged to consider GCSE French, apart from a small number who would benefit from more maths and English lessons, because they have not studied a language before, or have a low reading age, or other significant barriers to learning.

The Core Curriculum

The core subjects remain compulsory to develop the key skills which all adults will need regardless of their chosen occupation. At Wootton we have chosen a broad core curriculum offer to give our students a strong education in the best that has been thought and said, and to ensure they have a suite of qualifications which will allow them to move on to ambitious and exciting pathways at post-16 and beyond.

The core examination subjects are: **English Language, English Literature, Mathematics, Combined Science** (double award), **French, PE** (non-examined) and **Philosophy, Religion & Ethics - PRE** (non-examined)

In English, students will complete two separate courses: GCSE English Language and GCSE English Literature. The assessment is examination based and will be completed at the end of Year 11.

All students will study GCSE **Mathematics** with the examination at the end of Year 11.

PSHE (Personal, Social, Health & Economic) education remains obligatory for all students. PSHE includes sessions on Careers Education and some additional Citizenship topics.

All students will continue to follow PE and Philosophy, Religion & Ethics (PRE). However, students have a choice if they wish to follow PRE as an examination course.

All students study **Combined Science**, studying Biology, Chemistry and Physics modules, which leads to two GCSE grades.

***Separate Science** leads to three separate GCSE grades, and the extra science modules are taught during an option block. Separate Science extends your knowledge of science topics and is a great option if you are looking to study sciences to a higher level (i.e. University).*

To follow the Separate Science pathway, you will need to select this as one of your 'option' choices.

To select **Separate Science, you should be an able mathematician, currently in Maths sets 1-3. Also, you should have achieved a high score in your recent Science assessment.**

You do not need to have studied Separate Science to study Biology, Chemistry or Physics at A-Level.

We will only run a certain number of classes for Separate Science.

Option subjects

We offer a wide range of subjects at Key Stage 4 and students are asked to **select three options**.

The subjects are arranged in blocks and students must select one from each block. Students will be asked to rank these in order of preference. They are also asked to provide back-up choices, and again asked to place these in rank order of preference.

One of your three subjects must be Geography or History.

- Geography (GCSE)
- History (GCSE)

- Business (GCSE)
- Computer Science (GCSE)
- Dance (GCSE)
- Drama (GCSE)
- Food (GCSE)
- IT (BTEC)
- Music (GCSE)
- PE (GCSE)
- Philosophy, Religion & Ethics - PRE (GCSE)
- Separate Science - Biology, Chemistry and Physics (GCSE)

- 3D Design (Art and Design)
- Art (GCSE)
- Graphics (GCSE)
- Textile Design (GCSE)

You may **only select one** of these subjects.

The basis for this is that all four of these subjects are GCSE Art & Design courses where aspects of specification are common across all subjects.

To select **Separate Science**, you should be an able mathematician, currently in Maths sets 1-3. Also, you should have achieved a high score in your recent Science assessment.

To select **Computer Science**, you should be an able mathematician, currently in Maths sets 1-3

You will be asked to complete an online form to submit your preference – a link will be sent to your school email account.

Priority order

When selecting your main (and reserve) choices, you will be asked to place them in a rank order so that your favourite is at the top of the list. This will aid us to allocate subjects as we will endeavour to assign as many of the highest priority subjects as possible.

Please note:

We will do our utmost to fit all students into their preferred choices, but this cannot be guaranteed.

That is why it is important that students provide back-up choices, in rank order. Where we have been unable to allocate a first choice, we will work down the rank order list and allocate to the first available subject. The reasons a student may not get their first choice include:

- Insufficient numbers for the class to run – too few students have opted for the subject. If the subject is being run in another block, we will look to move block choices to accommodate. If it is not, then we will use the back-up choices.
- Oversubscription – too many students have opted for the subject. The number of spaces in each subject is decided using the maximum class sizes set by the headteacher and governors. In this case we will look at students' priority order of subjects. If there are students that we are unable to accommodate at this point will look at their reserve subjects.
- Some practical subjects will have smaller class sizes than other subjects. When there are too many students opting for the number of spaces available, we will look at students' priority order of subjects and their overall curriculum balance. If there are students that we are unable to accommodate at this point will look at their reserve subjects. If necessary, we will use a random selection process that will be overseen by two senior members of staff to ensure fairness.
- Unforeseen staffing changes - rarely, a staffing change may mean that a subject has to be withdrawn from the option blocks. If this happens, we will use reserve choices.
- Late submission of online options form - if we do not receive an options form by the deadline published, a first choice cannot be considered if it is for an oversubscribed subject. Reserve choices will be used.

To accommodate as many main choices as possible, it may be necessary for some students to change populations as they move into Year 10.

How do I make my options choices?

When making your KS4 options it is important that you take time to consider a range of different factors that might influence your decisions. Firstly, it is very important that you spend time reading through this options booklet and familiarise yourself with all the relevant information.

What subjects do you enjoy?

Remember that you are more likely to do well in an options subject if it is something that you enjoy, but also make sure that you understand exactly what the course is about, including its content, and how it is assessed.

What subjects do you excel in?

Alongside enjoying a subject, you should also think about how well you have been doing in the subject. This isn't the 'be-all and end-all', but you should give your current grades and predictions some thought when making your options. Speak to your teachers about whether they feel that you will be suited to certain subjects.

What skills will be required in each of the subjects I choose?

It's important to think about what skills you will need to succeed in each subject. Remember that all subjects call upon different talents and skills, and some subjects will require significantly different skills to others. For example, GCSE PE requires more physical and practical skills than GCSE geography; whilst GCSE geography has a higher amount of reading and writing as part of the course.

What topics will I learn about in each subject?

You need to read through the subject content of all of the options subjects carefully and make sure that you understand exactly what you will be taught (e.g. don't assume that GCSE history will be all about WWII!)

What ideas have you got for your future career?

At this stage, you might not know what you want to do after school, or you may have a very firm idea. Whatever the case, it's worth giving your future career some thought now and think about whether any qualifications you take now might help you in the future. There is more advice on careers planning later in this booklet. Do you aspire towards university in the future? You might be thinking about university education in the next few years, so giving some thought towards possible courses in the future can help.

Other things to remember, you should not make your decision based on who you think (or hope!) might be teaching you – all of your teachers are brilliant, but you should not pick a subject because you get on with a particular member of staff. Your KS4 teachers may be completely new to you. Also, don't choose an option just because your friend is studying the subject. Remember that you should choose a subject based on you.

Our Careers Adviser is available for drop-in sessions for any students who wish to discuss their options and how these relate to future career ideas. Please email careers@wootton.beds.sch.uk if you require more information.

Careers guidance and support

When making choices, we encourage students try to keep their options open as opinions over careers often change over time. It is important to consider where Level 2 qualifications (such as GCSEs) may lead in the future, as all students are expected to stay in education until they are 18 years old, and there are several pathways that students may choose for post-16 education.

A-levels

Students may opt to attend a post-16 college offering A-levels. Students typically study three A-level courses at college, some of which may be a continuation of subjects studied at GCSE or may be completely new. At A-level, students narrow their academic focus, and this can lead to more specific career pathways involving further qualifications such as university degrees. It is important to note that any subject that is 'dropped' at GCSE is often considered to be more difficult to opt for at A-level, as GCSE education provides a foundation of knowledge for the qualification (e.g. a student choosing not to study GCSE history may find it harder to then opt for A-level history at a sixth form college). Subjects that are 'new' to a student (e.g. A-level law) will often make allowances for the fact that a GCSE option may not have been available.

Vocational qualifications

Students may opt to study a specific, vocational qualification at a post-16 college at either Level 2 or Level 3. There are a wide range of vocational qualifications including BTECs, OCR Cambridge Nationals and CACHE courses. These courses typically lead to a specific career or job and may involve an element of work placement or practical experience. Students do not necessarily have to complete a Level 2 vocational qualification to take a Level 3 vocational course at a post-16 college, however specific careers pathways can require this.

Apprenticeships

Students may wish to take a 'work-based' route for their post-16 education and apply for an apprenticeship with an employer. Apprenticeships are varied, but usually pay a basic salary to students for their work and will then educate the student in that line of work, which can include the passing of specific qualifications for the role.

Where can I get more information?

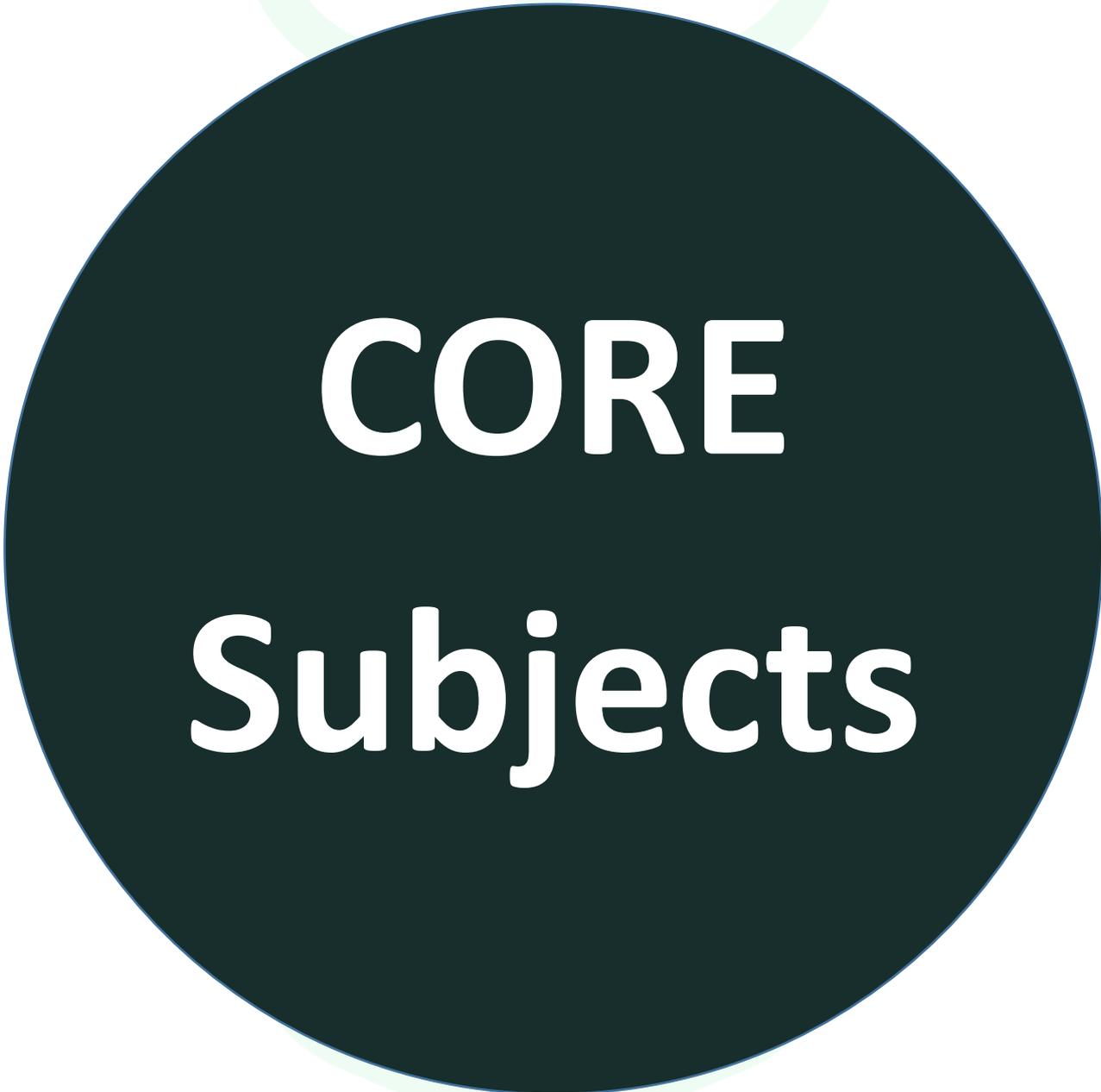
There is a list of links to a variety of careers websites on next page or the KS4 Options page of the website where you can find out lots of information about careers and how to make the right choice for you.

Career choices and advice

Use some of the links below to get more information:

- [Informed Choices](https://www.informedchoices.ac.uk/) – information regarding degree courses are available at ‘Russell group’ universities (<https://www.informedchoices.ac.uk/>)
- [Unifrog](http://www.unifrog.org/) – log in using your personal log in, a parent log in is also available. Look at careers’ information, search for apprenticeships and university courses and much more. (<http://www.unifrog.org/>)
- [BBC Bitesize](http://www.bbc.com/bitesize/careers) - a resource which links subjects you enjoy to careers. (<http://www.bbc.com/bitesize/careers>)
- [The National Careers Service](https://nationalcareers.service.gov.uk/) provides an online service where you can search for individual jobs and careers and find out their typical qualification requirements alongside other key information. (<https://nationalcareers.service.gov.uk/>)
- [iCould](https://icould.com/stories/choosing-your-gcse-options/) - look at careers’ videos, job profile and articles. Focus on choosing your options at 14. (<https://icould.com/stories/choosing-your-gcse-options/>)
- Help and advice for your creative career: <https://discovercreative.careers/#/>
- [Apprenticeships](https://www.gov.uk/apply-apprenticeship): Interested in finding out about entry requirements for apprenticeships? Look at live vacancies here. (<https://www.gov.uk/apply-apprenticeship>)
- [UCAS](https://www.ucas.com/): Search for University courses and their entry requirements. (<https://www.ucas.com/>)
- [Prospects](https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree) - What can I do with a degree in (<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree>)

OPTIONS



CORE
Subjects

English Language
English Literature
Mathematics
Combined Science
French
Core PE
Core Philosophy, Religion & Ethics

COURSE OVERVIEW

At school, English is divided into two subjects: English Language and English Literature. In English Language you will develop your comprehension skills, learn to analyse language, form and structure and explore texts through critical evaluation and comparison.

PAPER 1

Explorations in creative reading and writing

Students will develop their skills in creative prose writing such as writing to describe and narrate, and imaginative and creative use of language. Students will analyse a text through comprehension style questions.

PAPER 2

Writers' viewpoints and perspectives. Reading non-fiction texts, one from the 19th Century and either the 20th or 21st Century.

Writing skills will be developed so students can write for a range of audiences and purposes, adapting style to form and to real-life contexts in, for example, letters, articles, reviews, speeches.

NON-EXAM ASSESSMENT

Students will learn how to plan, write and deliver a speech to their class. They will also be asked questions by the audience following the presentation.

KNOWLEDGE & SKILLS DEVELOPED

Students will read a wide range of texts and extracts, and use knowledge gained from wide reading to inform and improve their own writing.

Students develop their ability to write effectively and coherently using Standard English appropriately; use grammar correctly, punctuate and spell accurately; acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology. Creativity, communication, critical thinking, textual analysis and essay writing are skills which will all be developed, and which are needed in the workplace.

Qualification: **GCSE**

Awarding Body: **AQA**

ASSESSMENT METHOD

The course is assessed externally by two final examinations in summer 2023 (there is no coursework). The examination papers are un-tiered (so all students take the same papers).

PAPER 1

Written paper worth 50% the exam is 1 hour 45 minutes long.

PAPER 2

Written paper worth 50%. The exam is 1 hour 45 minutes long.

POST 16 OPPORTUNITIES AND CAREERS

English Language GCSE is a requirement of further study at college, sixth form, apprenticeships and employment. The skills students develop at GCSE provide an excellent foundation for A Level study in a range of subjects and for university courses.

Whichever career path you choose a strong command of English will help you communicate with colleagues and clients in meetings, presentations and everyday discourse. It will also enable you to write to the professional standard required at work, whether that is in the form of emails or reports. Some careers require an advanced understanding of English such as Reporters, Barristers, Politicians and Journalists using clever techniques to persuade us to adopt their point of view. Playwrights, comedians and performers use English creatively to inspire and entertain.

“This subject has really helped me to think critically and to be creative. We have read some interesting books and articles and have had some fascinating discussions in lessons.”

COURSE OVERVIEW

At school, English is divided into two subjects: English Language and English Literature. In English Literature, you will study literary texts such as novels, poetry and plays, exploring how language is used for literary effect as well as the historical, social and cultural context.

Paper One: Shakespeare and the 19th Century Novel

Shakespeare:

Students will study Macbeth.

The 19th-century novel:

Students will study A Christmas Carol by Charles Dickens.

Paper Two: Modern Texts and poetry

Modern texts:

Students will study An Inspector Calls by J.B Priestley.

Poetry:

Students will study a collection of poems from an AQA Anthology entitled "Power and Conflict".

Students will also have to answer questions on unseen poetry.

KNOWLEDGE & SKILLS DEVELOPED

Students will:

- read a wide range of classic literature to develop a good understanding and make connections across their reading.
- read in depth, critically and evaluatively, so that they can discuss and explain their understanding and ideas.
- develop the habit of reading widely and often.
- appreciate the depth and power of the English literary heritage.
- Creativity, communication, critical thinking, textual analysis, and essay writing are skills which will all be developed, and which are needed in the workplace.

Qualification: **GCSE**

Awarding Body: **AQA**

ASSESSMENT METHOD

The course is assessed externally by **two final examinations** in summer 2023 (there is no coursework). The examination papers are un-tiered (so all students take the same papers).

PAPER 1

Shakespeare and the 19th Century Novel - 40% of the GCSE. The exam is 1 hour 45 minutes long.

PAPER 2

Modern Texts and poetry - 60% of the GCSE. The exam is 2 hours 15 minutes long.

POST 16 OPPORTUNITIES AND CAREERS

English GCSE is a requirement of further study at college, sixth form, apprenticeships and employment. The skills students develop at GCSE provide an excellent foundation for A Level study in a range of subjects and for university courses.

Whichever career path you choose a strong command of English will help you communicate with colleagues and clients in meetings, presentations and everyday discourse. It will also enable you to write to the professional standard required at work, whether that is in the form of emails or reports. Some careers require an advanced understanding of English such as Reporters, Barristers, Politicians and Journalists using clever techniques to persuade us to adopt their point of view. Playwrights, comedians and performers use English creatively to inspire and entertain.

“The English Department are so helpful and supportive in their teaching. Studying Literature has helped me to build life skills such as close reading and analytical thought.”

COURSE OVERVIEW

Studying maths at GCSE level is compulsory as it is a core subject. You'll develop the skills and knowledge to understand mathematical techniques, methods and concepts.

All students study Mathematics. It is one of the fundamental subjects underpinning all sciences and technology. We want students to see the learning of Mathematics as a lifelong experience, which will help them to approach situations with confidence. We want them to appreciate that Mathematics will be useful outside the classroom and can also be used to help in other GCSEs.

KNOWLEDGE & SKILLS DEVELOPED

You will study the following areas:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Statistics and probability
- Using and applying the mathematics contained in the topics above to a range of problems.

Maths is an academically challenging subject where you will develop lots of skills and knowledge. Maths is one of the best subjects to develop your **numeracy**, **analytical**, **research** and **problem-solving** skills. Not only will studying maths help give you the knowledge to tackle scientific, mechanical, coding and abstract problems, but it will also help you develop **logic** to tackle everyday issues like **planning** projects, **managing** budgets, **presenting** and **debating** effectively.

Qualification: **GCSE**

Awarding Body: **EDEXCEL**

ASSESSMENT METHOD

All students will follow the linear GCSE and complete three written exams at the end of year 11.

Of the 3 papers, one is non – calculator, the other two are calculator with all carrying equal weighting.

Foundation Tier grades 1 - 5 available, Higher Tier grades 4 - 9 available.

POST 16 OPPORTUNITIES AND CAREERS

Students who achieve a grade 6 or above can follow Maths A-Level, grade 7 or above Further Maths A-Level and grade 4 or above Core Maths at Kimberley.

Maths is one of a group of subjects known as the 'gang of four', which also includes chemistry, biology and physics. If you know you would like to do a science-related degree, you'll need to pick at least two of these when it comes to choosing your A Levels. New degree apprenticeships in sectors such as accountancy, banking and economics also place high value on this subject. It's not surprising that Maths is the most popular A-level choice.

Students who have studied maths at post 16 and at university have followed a variety of career paths including careers in accounting, medicine, engineering, finance, business, consultancy, games development, psychology, scientific research, computer programming, civil service, design, construction and astrophysics to name a few...



"The Maths department are always there to support whenever you need it."



COURSE OVERVIEW

Students who do not opt for Separate Sciences will follow AQA Combined Science: Trilogy, a double-award GCSE studied over two years, leading to two GCSE grades.

The course covers Biology, Chemistry and Physics, providing a strong scientific foundation and supporting students in developing secure understanding of key concepts. Students also consider the social, ethical and technological implications of science as part of their studies.

GCSE Combined Science provides a sound basis for progression to A-level and other Level 3 science-related courses, as well as supporting wider academic pathways.

KNOWLEDGE & SKILLS DEVELOPED

Students study content from Biology, Chemistry and Physics, developing secure understanding of key scientific concepts alongside essential practical and investigative skills. Success in science requires resilience when tackling challenging ideas and the confidence to question, hypothesise and explain how and why scientific processes occur.

Throughout the course, students build strong literacy and numeracy skills in scientific contexts, supporting accurate use of scientific language, data handling and analysis. Students learn to work safely in the laboratory, analyse results critically and make logical, evidence-based conclusions, with these skills continuously developed over the two years.

Curiosity, critical thinking, organisation, analytical and communication skills are all highly valued by employers. These areas along with the ability to collate and present information will be developed during the course.

Qualification: **GCSE**

Awarding Body: **AQA**

ASSESSMENT METHOD

Assessment takes place through written examinations at the end of Year 11. Students sit six exams in total: two in Biology, two in Chemistry and two in Physics. Each paper assesses a combination of scientific knowledge, understanding and the ability to apply ideas to unfamiliar situations.

Practical skills are assessed through exam questions based on required practical activities, which are completed during the course and embedded into normal teaching.

There is no coursework, and all exams are externally assessed.

POST 16 OPPORTUNITIES AND CAREERS

GCSE Combined Science: Trilogy provides a strong foundation for further study and enables students to progress to A level sciences, alongside a wide range of other Level 3 courses, where entry requirements are met. Students who achieve strong grades in Combined Science regularly go on to study A level Biology, Chemistry and Physics, and the qualification is widely accepted by sixth forms, colleges and universities, including highly competitive institutions.

When combined with appropriate A level choices and high academic achievement, Combined Science can support progression into science related degree courses, including medicine, dentistry and veterinary science, as well as careers in healthcare, engineering, environmental science, research, education and allied professions.



"The content is covered in a lot more depth than KS3 and it's really interesting."



FRENCH

COURSE OVERVIEW

Modern foreign languages focus on phonics, vocabulary and grammar while developing listening, speaking, reading and writing skills. Language learning broadens horizons and enables greater global understanding through exposure to the culture, traditions and history of the language being studied.

Students study all of the following themes on which the assessments are based.

Theme 1: People and Lifestyle

Theme 2: Popular Culture

Theme 3: Communication and the world around us.

The course builds on work completed in Year 9. Students will continue to develop the four key skills of reading, listening, writing and speaking and will have the opportunity to work with the French Assistant.

KNOWLEDGE & SKILLS DEVELOPED

The course will give you cultural knowledge whilst developing your language skills. By the end of Year 11, you will be able to:

- Follow and understand clear standard speech and written texts across a range of contexts.
- Take part in a short conversation, asking and answering questions, and exchanging opinions.
- Produce clear and coherent extended written work to present facts and express ideas and opinions.

Speaking another language makes you stand out from the crowd and helps you gain many transferable skills such as problem-solving, the ability to work in a team, flexibility and greater awareness of other cultures. You will also develop your communication, critical thinking, independence, resourcefulness and adaptability which are all vital skills for the workplace.



“French can be very interesting and fun to learn when you want to commit to it.”



Qualification: **GCSE**

Awarding Body: **AQA**

ASSESSMENT METHOD

The assessment is split into 4 papers:

- 25% - Writing examination
- 25% - Speaking examination
- 25% - Listening examination
- 25% - Reading examination

This is a tiered entry subject.

Foundation Tier – Grades 5 - 1

Higher Tier – Grades 9 - 3

POST 16 OPPORTUNITIES AND CAREERS

Languages are one of the EBACC subjects, one of the subjects which provide students with greater opportunities in further education and employment. Languages are considered a subject essential to many degree courses and open up a wider variety of options for future study and work.

Employers are keen on finding candidates with a language qualification at any level and the salary offered can be between 8 to 20% higher, were you to use your language in the workplace. Here are a few examples of careers where languages are needed or useful:

International Law and Government, Management and Marketing, Travel and Tourism, Translation, Engineering, Teaching, Medicine.

Languages are facilitating subjects, according to The Russell Group Universities. These are subjects which can set candidates apart and give them an advantage during the selection process.

Whether you want to develop your communication skills, multi-task effectively, become adept at analysing situations and coming up with solutions, languages can help you build the skill set you need to get ahead.

PE - CORE

CORE
Subject

Qualification: Non - exam

COURSE OVERVIEW

Students will take part in two core PE lessons over two weeks, leading to the Certificate of Achievement. In Year 10, the programme builds on those activities followed in Year 9. In Year 11, there are opportunities to take part in a variety of activities in preparation for a long and active life after school. Whenever possible, new and different activities are included into the programme.

The key to Core PE is for students to enjoy their lessons, make progress on their skills, work hard and develop an understanding of the social, emotional & physical benefits of a healthy active lifestyle.

KNOWLEDGE & SKILLS DEVELOPED

Students will be taught a range of individual and team activities. They will develop existing and new skills through a broad spectrum of sports.

Typical activities to be covered each term:

Autumn	Spring	Summer
Football	OAA	Athletics
Rugby	Badminton	Tennis
Netball	Lacrosse	Rounders
Basketball	Handball	Cricket
Fitness	Table tennis	Softball
Dodgeball	Volleyball	Longball

You will develop your communication skills, social skills, and physical fitness.

PHILOSOPHY, RELIGION & ETHICS - CORE

CORE
Subject

Qualification: Non - exam

COURSE OVERVIEW

Students will be able to explore issues and beliefs relevant to today's society, reflect on fundamental questions of life and debate ethical questions raised in the modern world.

Crucially, students will develop a sense of fairness and religious acceptance, both essential to success in a multicultural community and world. As well as engaging with the beliefs of others, students will reflect upon and develop their own values, attitudes, and opinions, developing the communication skills and confidence required in further education, apprenticeships, and the world of work.

KNOWLEDGE & SKILLS DEVELOPED

You will develop good skills in the following:

- Independence of mind and initiative.
- Interpreting, analysing and evaluating information.
- Communication skills.
- Developing or defending different arguments

Topics to be covered will include, but not be limited to:

- Peace and violence
- Human relationships
- Good and evil
- Matters of life and death
- Human rights

OPTIONS

OPTIONAL Subjects

3D Design
Art and Design
Computer Science
Dance
Drama
Food
Geography
Graphics

History
IT
Music
PE
Philosophy, Religion & Ethics
Separate Science
Textile Design

3D DESIGN (Art and Design)

COURSE OVERVIEW

GCSE 3D Design is an art and design subject that focuses on drawing and creatively designing 3D pieces of design work using timbers, metals and plastics, inspired by the work of 3D designers.

This course is suited to students who are creative and committed to producing a portfolio comprising of a range of 3D drawing processes, such as 1, 2, 3-point perspective, orthographic drawing, 3D sketching and rendering alongside CAD drawing. Students will also need to research a wide range of 3D designers and producing a wide range of individual and creative designs inspired by those designers and experimenting with making 3D outcomes using timbers, metals and plastics.

Students are expected to be able to work independently both in and out of lessons over an extended period. Students will be encouraged to develop skills in a range of areas including the use of computer aided design and manufacture, modelling ideas as well as extending their key stage 3 knowledge of using timbers, plastic, metal and a range of other materials. Products could be brought to life with the use of traditional, modern and experimental techniques.

There is an expectation that at times you will need to attend after school workshops, where we have the resources available for you to use, as part of the homework.

KNOWLEDGE & SKILLS DEVELOPED

Component 1 (portfolio): Initially, students will be expected to develop the research, designing, modelling, and making skills in the form of a focused project throughout year 10 and half of year 11. This project allows students to create a wide range of drawing, designing with practical 3D work in the style of a series of designers. This work culminates in designing and creating a final product.

This will develop the skills necessary to cope with component 2 (The exam project) which starts in January of year 11.

In January, in year 11 students will have 1 term to complete an externally set assignment where they will produce a 2nd portfolio of work before the 10-hour practical exam where they will produce their final piece.

Qualification: **GCSE**

Awarding Body: **AQA**

ASSESSMENT METHOD

Component 1 is to produce a portfolio of work worth 60% of the overall grade. This is aimed at developing and demonstrating your overall learning/skills in 3D drawing and Design.

Component 2 is an Exam project that is worth 40% of the overall grade. This is a practical project that is set by the exam board, enabling students to have a set preparation period followed by 10 hours of supervised time.

POST 16 OPPORTUNITIES AND CAREERS

Upon completion students could progress onto a Level 3 course such as A Level Product Design, any A Level or BTEC level 3 art and design subject. This course is also an ideal starting point for further study at degree level or HND/HNC and careers or apprenticeships in: Product/Industrial Design, Architecture and Construction, Art, Textiles, Jewellery, Graphic Design, Theatrical Design, Engineering, Technical Support, Teaching.



“Being able to try out different ideas and develop these through initial drawings to more detailed designs before seeing a finished product is very rewarding.”



ART AND DESIGN

COURSE OVERVIEW

Artists and designers create, invent and design visual compositions using a wide range of materials, including digital tools, paints, pencils, pens, photography, raw materials and fabric.

GCSE in Art and Design builds on Key Stage 3 Art.

You will produce a well organised portfolio of work that will be made up of exploration and development of ideas, photographs, 2D and 3D work.

The topics chosen will be varied and will depend on resources and the needs of the group.

You will develop an understanding of past and contemporary art and will produce your own personal responses to ideas you have explored.

KNOWLEDGE & SKILLS DEVELOPED

You will be introduced to a range of media, processes and techniques within Fine Art, such as:

- Drawing
- Painting
- Printmaking
- Ceramics
- Photography
- Mixed Media
- ICT

You will develop your research skills, confidence, independence and resourcefulness. This subject will also develop your critical thinking, project management and attention to detail. These abilities will make you a strong candidate for careers both within and outside of art and design, including marketing, business management and retail.

Qualification: **GCSE**

Awarding Body: **AQA**

ASSESSMENT METHOD

Your coursework will be continually assessed throughout the course. For your final submission, you will be required to select the most successful project, including a final response and this will be assessed (60%). You will also produce an Externally Set Assignment which consists of a 10 hour Controlled Test. This will be assessed (40%)

An exhibition of your work will be displayed in school. Students, staff and parents will be invited to the opening evening of the exhibition.

POST 16 OPPORTUNITIES AND CAREERS

Success at GCSE Art provides a strong foundation for further study on A Level courses or vocational courses post 16. At Kimberley these currently include Level 3 courses in Art, Graphics, Textiles.

Students with a background in art and design can go into roles in illustration, photography, graphic design, painting, interior design, games, animation, printmaking, gallery curation or education.

Through its practical and theoretical components art and design will teach you how to channel your creative energy in productive ways.

One in eleven UK jobs are now in the creative industries including advertising, digital media, film and animation the list is endless



“Art at Wootton was extremely valuable as it enabled me to expand my artistic skill significantly. Ultimately, with the guidance I received, it has given me the confidence to reach my potential by developing innovative ideas and using adventurous media, which has set me up for A-level art and beyond.”



BUSINESS

COURSE OVERVIEW

Business is an up-to-date and engaging qualification that is relevant to the world of business today. This qualification equips you with the skills and confidence to explore how different business situations affect business decisions. It is a well-rounded introduction to the subject. The qualification will encourage you to make informed choices about a wide range of further learning opportunities and career pathways as well as develop life skills that enable you to become financially and commercially aware.

Subject content: Year 10

1. Enterprise and Entrepreneurship
2. Spotting a Business Opportunity
3. Putting a Business Idea into Practice
4. Making the Business Effective
5. Understanding External Influences

Subject content: Year 11

1. Growing the business
2. Marketing decisions
3. Operational decisions
4. Financial decisions
5. HR decisions

KNOWLEDGE & SKILLS DEVELOPED

You will learn in a practical and engaging way, applying your knowledge, and understanding to a wide range of real business scenarios.

GCSE Business helps students develop a wide range of useful skills. These include **problem-solving skills**, as students analyse business situations and suggest solutions. It also improves **decision-making skills** by evaluating different options and considering costs, benefits, and risks. Students develop **numeracy skills** through calculating profit, revenue, and break-even, as well as **communication skills** by explaining and justifying their ideas in written answers. In addition, GCSE Business builds **analytical skills** which are invaluable for further study and future careers.

Qualification: **GCSE**

Awarding Body: **EDEXCEL**

ASSESSMENT METHOD

The course is assessed externally by two final examinations in summer exam window.

PAPER 1

Investigating small businesses - Written paper worth 50%. The exam is 1 hour 45 minutes long.

PAPER 2

Building a business - Written paper worth 50%. The exam is 1 hr 45 minutes long.

POST 16 OPPORTUNITIES AND CAREERS

GCSE Business is a good steppingstone for a range of A level or other vocational Level 3 courses. At Kimberley we currently offer A-Level Business and A-Level Economics.

A thorough understanding of business will serve you well for roles in finance, economics, marketing, retail, sales, customer service, management and consultancy. In fact, it is very useful whatever job/career you hope to go into!



“I really enjoyed studying business and found it changed my perspective on everyday life, for example I learnt how enormous businesses and local corner shops differ in the way that they operate. It also helped with my numeracy/ financial skills and the basics of business studies will stay with me for the rest of my life.”



COMPUTER SCIENCE

COURSE OVERVIEW

Whether its millions of lines of code of clever app design, computer scientists are the architects of our online lives. The study of computer science involves how computer systems work, from the physical components (hardware) to the apps and programmes that users interact with (software). You will also learn how to create, update and manipulate computer systems by learning a number of programming languages – the code behind the software we interact with as users.

Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement.

Paper 1 focuses on the practical aspects of Computer Science, demonstrating knowledge and understanding of the key concepts and principles of computer science. It focuses on programming language structures and coding. The content of this paper will be where your programming knowledge and skills will be assessed.

Paper 2 is based on the theoretical aspects of Computer Science, such as networking and communication protocols, encryption and cyber security, ethics and the legal implications of technological development as well as how computers work at a fundamental level, both in terms of hardware and software. It also includes data representation of text, images and sound using binary and hexadecimal.

KNOWLEDGE & SKILLS DEVELOPED

The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills. If you enjoy programming/ coding, game making and problem solving, or are keen to learn, then this is the course for you.

You need to have a desire to challenge yourself and not get frustrated when it all goes wrong (which it will!). Being good at Maths and being able to think logically and work methodically through a problem are key skills you will require.

You will develop your problem solving, mathematical, data analysis, creativity and logical thinking skills, all of which are valued in the workplace.

Qualification: **GCSE**

Awarding Body: **AQA**

ASSESSMENT METHOD

Examination and coursework.

Two examinations

PAPER 1

Written paper worth 50% - Computational thinking and problem solving – 1 hour 30 minutes exam.

PAPER 2

Written paper worth 50% - Theoretical knowledge – 1 hour 30 minutes exam.

POST 16 OPPORTUNITIES AND CAREERS

After successful completion of this course many students will go on to do an A Level in Computer Science and then onto university to do a related degree course.

A recent report expects 90% of jobs will involve Computer Science/ICT in some form or another. Computer science gives you the technical know-how needed to pursue careers in computer programming, website or app development, video game development and cyber security. But because it hones your logical thinking and problem-solving skills, computer science is useful in a whole range of other careers too. This course will give a good insight into a variety of different jobs that you might be considering, such as careers as a Database Administrator, Systems Analyst, Computer Programmer or Software Developer - just to name a few.



“Computer science is a lot of fun on the coding side, but you need to work hard on the theory side as well.”



DANCE

COURSE OVERVIEW

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. This course recognises the role of dance in young people's lives and students will study a range of dance styles.

The practical component of the course enables students to study dance by 'doing' and the anthology of six professional works provides a springboard for the development of creative practical tasks.

The study of the anthology develops students' skills in performance and choreography as well as broadening their knowledge and understanding of dance and their ability to critically appraise dances of different styles and cultural influences.

KNOWLEDGE & SKILLS DEVELOPED

What will I do?

- develop skills, knowledge and understanding of dance as a performer and choreographer.
- apply and adapt your skills in performance and choreography.
- create dances for a range of purposes and in response to different stimuli.
- develop your ability to analyse, evaluate and appreciate dance.
- learn to appreciate the contribution of dance to your personal and social health, fitness and wellbeing.

Qualification: **GCSE**

Awarding Body: **AQA**

ASSESSMENT METHOD

60% Practical, 40% Written Exam

Performance (30%)

Set Phrases in a Solo Performance
Duet/Trio Performance

Choreography (30%)

Solo or Group Dance

Written Exam (40%)

Questions based on students' own experience as performer and choreographer, and on the GCSE Dance Anthology – a collection of professional dance works in a range of dance styles.

POST 16 OPPORTUNITIES AND CAREERS

A GCSE in Dance is excellent preparation for further education courses in dance and performing arts. These include A-level Dance, higher education dance, and professional training. However, studying dance also helps you to develop a range of transferable skills, that are relevant to most careers, such as:

confidence	problem solving
creativity	analysis
evaluation	decision making
presenting ideas	communication
critical thinking	planning
research	time management
leadership	teamwork

“It's my favourite lesson and I enjoy it because it's an hour of doing what I love. I think that people should take it if they enjoy dance or have an interest in it. I didn't expect how involved I'd be with choreography and practical activities and it's actually very interesting to learn about all of the behind the scenes and what goes into a dance piece.”

DRAMA

COURSE OVERVIEW

You should take this course if you enjoy:

- expressing yourself in active and exciting ways
- working in a group
- contributing your ideas and taking on-board those of others
- seeing your creativity come to life
- playing many parts in different imaginary situations
- creating your own drama work
- looking at plays written by other people
- exploring ideas by putting yourself in other people's shoes

KNOWLEDGE & SKILLS DEVELOPED

What will I do?

During the course, you will learn:

- How drama is created, including all the acting and staging skills that are needed to put a piece of drama on to the stage.
- How to create a character and play this character in a performance.
- How to analyse and review professional theatre.
- How to analyse, interpret and perform a script.
- Many highly valued skills including teamwork, communication, leadership, and creativity.

“GCSE Drama gave me the confidence I didn't know I had. For me it's not about being an actor, it's about gaining the skills and confidence to be creative, resilient and adaptable.”

Qualification: **GCSE**

Awarding Body: **AQA**

ASSESSMENT METHOD

There are three components:

1. Understanding Drama (written exam - 40%)
2. Devising Drama (Practical & Written – 40%)
3. Texts in Practice (Practical – 20%)

- In **Component 1** you will take a written exam answering questions on a play you have studied and on a piece of live theatre you have been to watch.
- In **Component 2** you will devise your own play and be assessed on your written logbook and your performance.
- In **Component 3** you will rehearse and perform two extracts from a script. You are also able to specialise in technical theatre for this component.

POST 16 OPPORTUNITIES AND CAREERS

GCSE Drama gives you more than just a grade. Students have told us that they have been able to use the skills learnt in drama in a variety of professions. Recent students have gone on to find employment in arts management, nursing, teaching, writing, retail, criminology, social work, law, as well as the more specialised fields of acting, directing and technical theatre. GCSE Drama could compliment any job where you need excellent communication and problem-solving skills, leadership and teamwork, presentation skills, and a creative outlook.

FOOD PREPARATION AND NUTRITION

COURSE OVERVIEW

This exciting course will equip learners with the knowledge, understanding and skills required to cook and to apply the principles of food science, nutrition and healthy eating.

Following this qualification will encourage learners to cook and enable them to make informed decisions about food and nutrition to be able to feed themselves and others affordably and nutritiously, now and later in life. It will allow the students to understand the huge challenges that we face globally to supply the world with nutritious and safe food.

You will need to bring ingredients weekly to support your learning.

KNOWLEDGE & SKILLS DEVELOPED

What will I study? – these sections will cross over all components.

Section A: Nutrition

Section B: Food Provenance and Food Choice

Section C: Cooking and Food Preparation

Section D: Skills requirements: preparation and cooking technique

These will be assessed in all areas of the course.

Regarding the internally assessed assignments, these will include:

- A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.
- Prepare, cook, and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. Learners will need to take part in a three-hour practical and cook 3 dishes.

Qualification: **GCSE**

Awarding Body: **EDUQAS**

ASSESSMENT METHOD

Component 1: Principles of Food Preparation and Nutrition

Written examination: 1 hour 30 minutes. 50% of the qualification

Component 2: Food Preparation and Nutrition in Action
Non-examination assessment:

This is made up of two assessments:

Assessment 1: Food Investigation Assessment (15%)

Assessment 2: Food Preparation Assessment (35%)

POST 16 OPPORTUNITIES AND CAREERS

This course is designed to equip learners with the practical skills in food and a solid background in nutrition and food science. Upon completion, learners can progress to other level 3 qualifications.

Cooking is a lifelong skill that will always be useful.



"I really enjoyed the challenge in the tasks and the science behind food and nutrition is interesting."

"It's not just about cooking- there is so much to learn!"



GEOGRAPHY

COURSE OVERVIEW

Geography helps you to make sense of the world around you. It is hands on, it is relevant, and it is fun! It is about both our physical and human environments, including how we adapt to and deal with changes in it.

To succeed in Geography, you need to have a real interest in the world around us and be aware of how, as humans, we are affecting our natural environment.

You will have to think through ideas carefully, use maps accurately and synthesise information from different sources to draw informed conclusions about issues that affect our daily lives.

KNOWLEDGE & SKILLS DEVELOPED

The physical environment, including:

- Natural Hazards – including earthquakes, volcanoes and tropical storms, extreme weather and climate change.
- Landscapes in the UK – including coasts and river landscapes.
- The Living World – including ecosystems such as the hot deserts and those under threat, such as the rainforest.

The human environment, including:

- Urban Issues and Challenges – including city growth and sustainability.
- The Changing World – including economic development.
- Resource Management – including managing energy resources.

Geographical Skills, including:

- Evaluating a geographical issue. You will use a variety of sources to explore and write about a current geographical issue.
- Fieldwork. Fieldwork, or working outside the classroom is an important part of geography. It will be a brilliant opportunity to experience some of the things you have learnt about in class, see things differently and of course have fun. You will undertake two geographical enquiries based on field visits within the UK.

You will develop data analysis, critical thinking, IT, research and teamwork skills through your study of this subject, all of which are highly valued in the workplace.

Qualification: **GCSE**

Awarding Body: **AQA**

ASSESSMENT METHOD

You will sit three exams:

Paper 1:

Physical Geography (90 minutes, 35% of the GCSE)

Paper 2:

Human Geography (90 minutes, 35% of the GCSE)

Paper 3:

Geographical Issues and Fieldwork: (75 minutes, 30% of the GCSE)

POST 16 OPPORTUNITIES AND CAREERS

The GCSE deals with important and topical world issues. As such, it is a good grounding for a wide range of subjects at post 16, including, of course, A Level Geography. Geography students go into careers using both their geographical and practical skills developed during the course.

Geography students develop an in-depth knowledge of how both human and physical environments work. This makes them excellent candidates for careers in local government, travel, tourism, the environment and climate change. Other sectors where this subject knowledge is useful are international aid and development, logistics, sustainability and economic development.

Geography students have also used the subject to go on to study accountancy, medicine, law, computer science and many more.



“A very enjoyable insight into learning how the world works.”

GRAPHICS

COURSE OVERVIEW

The GCSE Graphics is a creative subject within Art and Design. It focuses on drawing, designing, and visual communication. You will learn how to create ideas by hand and digitally, using a range of drawing and design techniques.

Component 1 is worth 60% of your final grade. This work starts in September and is based on a coursework portfolio. You will create a range of graphic design projects that show your creativity and skills. You will regularly use Adobe Photoshop and Adobe Illustrator to produce digital drawings, designs, logos, and typography.

Component 2 is the exam project, worth 40% of the final grade. You will receive your exam paper in January of Year 11, which will include seven different project themes to choose from. You will have four months to plan, experiment, and develop your ideas. In May, you will complete a two-day (10-hour) practical exam in a graphics classroom, where you create a final design based on all your preparation work.

KNOWLEDGE & SKILLS DEVELOPED

Students will learn how to draw using a range of hand and digital media, create typography, edit photography, and produce graphic design using industry standard programs such as Adobe Photoshop and Illustrator.

Throughout the projects, students will develop their skills taking and editing photographs using Photoshop and creating hand-rendered and digital drawings in response to a story and learn how to arrange their illustrations and photographs with typography to create a range of creative designs.

Qualification: **GCSE**

Awarding Body: **AQA**

ASSESSMENT METHOD

Component 1 is to produce a portfolio of work worth 60% of the overall grade. This is made up of 2 projects that are aimed at developing and demonstrating your drawing and design skills using a range of digital and hand rendered media.

Component 2 is an Exam project that is worth 40% of the overall grade. This is a practical project that is set in January of year 11 by the exam board.

POST 16 OPPORTUNITIES AND CAREERS

Graphic Communication is a very open subject and can lead on to numerous creative careers. The skills you will learn during GCSE Graphics will develop your creative thinking, designing, drawing as well as learning a range of technical skills. These skills can be developed in the future study of: Fine art, Graphic Design, Illustration, Animation, Web design, Advertising, Architecture, Engineering, Fashion and textiles, Games design, Journalism, Media, Film making, Product design, software design and technical editing.

On successful completion of the course, you may decide to do Graphic Design A-Level or BTEC at level 3.



“You have the freedom to create what you want within a section and get good advice from an experienced teacher.”



HISTORY

COURSE OVERVIEW

The following topics will be studied:

- Thematic study and historic environment: Medicine in Britain, c1250–present *and* The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.
- British depth study: Early Elizabethan England, 1558–88.
- Period study: Superpower relations and the Cold War, 1941–91
- Modern depth study: Weimar and Nazi Germany, 1918–39

This will be done by:

- Investigating key events, people, changes and issues.
- Using a variety of sources, including IT, written and visual sources, artefacts, music and oral accounts.
- Considering a variety of perspectives, e.g. political, social, economic and cultural.
- Studying events from a national and international viewpoint.
- Looking at key features and characteristics of the periods, societies, situations specified, and the social, cultural, religious and ethnic diversity of the societies.
- Trips and residential visits – World War One battlefields in France/Belgium, an English heritage site.

KNOWLEDGE & SKILLS DEVELOPED

You will learn:

- how to analyse historical evidence
- how to create and evidence an argument
- historically impacting events and periods across the world and the effect they had on people and places.

Being able to find, process and present huge amounts of information means historians have excellent critical thinking and analytical skills. Your communication and research skills, both of which are valued by employers.

Qualification: **GCSE**

Awarding Body: **EDEXCEL**

ASSESSMENT METHOD

You will sit three exams:

Paper 1:

Thematic study and historic environment (Medicine Through Time), 30% of the GCSE

Paper 2:

Period study and British depth study (Elizabeth I & Cold War), 40% of the GCSE)

Paper 3:

Modern depth study (Weimar and Nazi Germany), 30% of the GCSE)

POST 16 OPPORTUNITIES AND CAREERS

The history course is excellent preparation for a specific A Level in History, but also for other subjects at A level such as the Social Sciences.

Historians are able to apply their abilities, as well as knowledge of historical periods and events to roles in publishing, museums and libraries, research and education. The skills and expertise gained also come in handy for plenty of other roles from law and investment banking to marketing and retail.



“I love learning about new topics. History is so interesting and it helps me with English too.”



INFORMATION TECHNOLOGY

COURSE OVERVIEW

You will learn about information technology and its application to the real world.

Component 1 - Exploring User Interface Design Principles and Project Planning Techniques

Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

Component 2 - Collecting, Presenting and Interpreting Data

Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.

Component 3 - Effective Digital Working Practices

Learners will explore how organisations use digital systems and the wider implications associated with their use. This looks at modern technologies, cyber security and the legal impact of systems.

KNOWLEDGE & SKILLS DEVELOPED

This 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 the Digital sector. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy, putting it increasingly on a par with English and maths skills.

This gives you the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

The main focus includes areas which cover the following:

- Development of key skills such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data.
- Effective ways of working in digital information technology, such as project planning, the design process, cyber security, virtual teams, legal and ethical codes of conduct.
- Attitudes that are considered most important in digital information technology, including personal management and communication.

Qualification: **BTEC**

Awarding Body: **EDEXCEL**

ASSESSMENT METHOD

Examination and coursework.

Components 1 and 2 (30% each) are assessed internally through a brief (set by the exam board) that is carried out in controlled conditions in class.

Component 3 (40%) is assessed by an external written exam.

POST 16 OPPORTUNITIES AND CAREERS

Digital skills span all industries; almost all jobs in the UK today require employees to have a good level of digital literacy. The UK has positioned itself to be the 'digital capital of Europe' as it continues to invest billions every year in digital skills and commerce. ICT as a subject opens many doors whether it be in industry or further education.

This qualification provides a broad and solid foundation for further study of various aspects of creative computing, such as graphic design, web design, computer games design and interactive media. It supports progress to further study, including:

Level 3 BTEC in Information Technology, GCE in Media: Communication and Production, Level 3 BTEC in Creative Media Production and Level 3 Principal Learning in Creative and Media.



"This gives me really useful skills which I can use in the real world."



MUSIC

COURSE OVERVIEW

The course allows you to enjoy music through performing, composing, listening, and appraising. You will study music from four contrasting Areas of Study.

The Areas of Study are:

- **AOS1** - My music; Performance and Compositions
- **AOS2** - The Concerto Through Time; The study of Classical Concertos and Composers
- **AOS3** - Rhythms of the World; Looking at music from Asia, Africa, and Europe
- **AOS4** - Film Music; How music can impact Film and Games
- **AOS5** - Conventions of Pop; Looking at Pop Music and how it has developed from 1950-present day.

Students will form personal and meaningful relationships with music through the development of musical knowledge, understanding and skills including performing, composing, and appraising. The qualification encourages students to engage critically and creatively with a wide range of music and musical

KNOWLEDGE & SKILLS DEVELOPED

Performing is possible on any instrument including keyboard, guitar and voice. Solos and ensemble performances can be on different instruments. Performances will be recorded throughout the course to help prepare for the final performance which will take place during March of Year 11. All students will receive free instrumental or vocal lessons in school.

Compositions are written throughout the course and are based on the areas of study. Compositions will be recorded, although the composer does not need to record his/her own composition. Students will then select one free composition and one composition from a set brief for their final submission. The use of music software is actively encouraged for this part of the course.

Studying music can give you a great mix of social, technical and business skills. Not to mention discipline, composure under pressure, time management, communication, team and individual working ability - all gained from practice and performing. You might also learn technical skills through using computers,

Qualification: **GCSE**

Awarding Body: **OCR**

ASSESSMENT METHOD

Performance (at least one song, with the total being at least 4 minutes - 30%

Composing - You will need to do two compositions in different styles - 30%

Appraising - a written exam at the end of the course that is based on the Areas of Study and broader theoretical elements of music - 40%

POST 16 OPPORTUNITIES AND CAREERS

Music encourages sensitivity, creativity, aural perception and imagination. These are applicable not only to music, but to all areas of life and work.

Music graduates have a wide range of career options available to them both inside and outside the industry, including performer, teacher, administrator, songwriter, conductor, composer, recording engineer, manager, promoter, or music publisher. The range of roles can seem quite endless! There are also more jobs than ever in music business related areas, such as: careers in digital marketing, social media, PR, technology, label services, ticketing and merchandising. It is also common to find music graduates in consultancy, finance, banking, music therapy and legal jobs.



“Music is fun, but the theory is also an important part so make sure that you focus on the practical and theory aspects.”



PE (GCSE)

COURSE OVERVIEW

You will follow blocks of work in a variation of activities. In Year 11, you will be required to specialise in your three strongest activities, one of which must be a team sport and the other an individual sport. (There are a large number of activities to choose from).

The course does not include Dance, Swimming or Outdoor & Adventure Activities. However, those who also do GCSE Dance may select this as one of their three practical activities for assessment. Those who are good swimmers or take part in outdoor activities such as skiing, kayaking, expeditions or climbing, etc, can choose these for assessment also.

KNOWLEDGE & SKILLS DEVELOPED

Fitness and Body Systems

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

Health and Performance

- Topic 1: Health, fitness and well-being
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

Practical Performance

Personal Exercise Programme

Additional information:

If you wish to be assessed in an activity, which is not one of the activities listed but is included in the syllabus, this will be possible if assessment procedures can be arranged.

Students will have a balance of theory and practical lessons over each fortnightly cycle.

It is essential that you attend extra-curricular clubs and practices to complement the work done in lessons and to achieve higher levels of performance and understanding.

Qualification: **GCSE**

Awarding Body: **EDEXCEL**

ASSESSMENT METHOD

Exam 1 – Fitness and Body Systems (80 marks, 36% of overall grade)

Exam 2: Health and Performance (60 marks, 24% of overall grade)

Coursework - Training Programme (10% of overall Grade)

Practical Performance (30% of overall grade)

POST 16 OPPORTUNITIES AND CAREERS

This course provides the foundation for a wide range of courses and careers, including Level 3 courses in Sport and Physical Education.

Students with an interest in this field can take BTEC Sport Level 3 at Kimberley College. Science (biology in particular) is a subject which supports and complements further study or employment within sport.

Careers you could consider include sports journalism, PE teacher, physiotherapist, official, sports coach, sports development, fitness instructor and personal trainer.



“I find the course suits me as I get to showcase some of my practical skills and use these as part of my assessment.”

PHILOSOPHY, RELIGION & ETHICS

COURSE OVERVIEW

The course is split into two sections:

Component 1: The studies of religious beliefs, teachings and practices

The two religions we study are Christianity and Islam. We will discuss challenging questions about belief, values, meaning, purpose and truth, to enable students to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture.

Component 2: The study of four religious philosophical and ethical themes

The themes we will be studying will be:

- Theme 1 – Religion and Life
Big questions include: Is it right to have an abortion? Should we experiment on animals? Is it right to help someone die (euthanasia)?
- Theme 2 - Religion, Peace and Conflict
Big questions include: Is war inevitable? What are weapons of mass destruction and how do they threaten world security? What is terrorism and what is its impact in the 21st century?
- Theme 3 - Religion, Crime and Punishment
Big questions include: What are the reasons for crime being committed? What are the ethical arguments for punishment – including the death penalty?
- Theme 4 – Religion, human rights and social justice
Big questions include: What is prejudice and discrimination? The history of racism and the current world picture? What are human rights and why are they important?

These themes will be taught from a Christian and Muslim perspective contrasted with other world religious and nonreligious beliefs (Islamic, Jewish, Hindu, Buddhist and Humanist views will be considered).

KNOWLEDGE & SKILLS DEVELOPED

To achieve the GCSE, you will need good skills in the following:

- Independence of mind and initiative.
- Interpreting, analysing and evaluating information.
- Critical thinking skills.
- Communication skills.
- Developing or defending different arguments.

Qualification: **GCSE**

Awarding Body: **AQA**

ASSESSMENT METHOD

You will sit two exams:

Paper 1:

The study of religions: beliefs, teachings and practices (1 hour and 45 minutes, 50% of the GCSE)

Paper 2:

Thematic studies (1 hour and 45 minutes, 50% of the GCSE)

POST 16 OPPORTUNITIES AND CAREERS

An education in RS would prepare students for a range of careers and professions including the medical profession, the legal profession, the teaching profession, social services, the armed forces, politics, working for a charity, the travel industry and many, many more. It is a highly relevant course which will prepare students for life beyond school in the 21st Century.



“I love learning about different beliefs and cultures and gaining a more rounded view on society. This will be very useful with the increasing diversity there is in the world. It also teaches you how to formulate an opinion, argue a point and contribute meaningfully to discussions.

Furthermore, the subject gives you a good breadth of knowledge which can be applied to other subjects.”



SEPARATE SCIENCES

COURSE OVERVIEW

Students opting for Separate Sciences (Triple Science) will study GCSE Biology, GCSE Chemistry and GCSE Physics as three separate GCSE qualifications, taught over two years.

This course is designed for students with a strong interest in science who enjoy intellectual challenge and are willing to engage in greater depth, pace and breadth of scientific study. The curriculum covers additional content beyond Combined Science, developing a more detailed and rigorous understanding of scientific ideas and processes and be prepared to work outside the classroom.

KNOWLEDGE & SKILLS DEVELOPED

Students develop a secure, knowledge rich understanding of Biology, Chemistry and Physics, building strong conceptual frameworks within each discipline. The course demands precision in scientific thinking and language, as well as the ability to apply knowledge confidently to unfamiliar problems.

Practical work plays a significant role, with students developing experimental technique, accuracy, and independence during scientific investigations. Success in Triple Science requires resilience, curiosity, and persistence, particularly when tackling complex ideas and multi-step reasoning.

Across all three sciences, students strengthen scientific literacy and numeracy, learning to analyse data, evaluate evidence and draw logical, well supported conclusions while working safely in laboratory environments.



“Separate science is an amazing opportunity to go further in depth into some very interesting areas of study. We all really enjoy it and find the extra content challenges us but also helps us really understand the topics.”



Qualification:

Biology: **GCSE**

Chemistry: **GCSE**

Physics: **GCSE**

Awarding Body: **AQA**

ASSESSMENT METHOD

Examinations:

- All assessment towards your GCSE grades are through terminal exams.
- 6 exam papers in total for the three sciences, 1 hr 45 minutes each.
- Exam papers will have questions on both theoretical and practical work.
- You will be awarded a grade for each of the 3 sciences. These could all be different grades, so any strengths can be seen.

POST 16 OPPORTUNITIES AND CAREERS

Triple Science provides excellent preparation for A level Biology, Chemistry and Physics and is particularly beneficial for students considering highly competitive academic pathways.

Students who achieve strong grades are well placed to progress to science A levels, which in turn can lead to study at top universities, including courses in medicine, dentistry, veterinary science, engineering, and the physical sciences.

TEXTILE DESIGN

COURSE OVERVIEW

Textile Design is a creative course that will inspire all budding designers. You can demonstrate your creative passion through a full range of techniques and ideas inspired by artists, textile and fashion designers. You will be working with an arrangement of different disciplines embracing both contemporary and traditional technologies.

In Year 10 you will be developing your skills in research; exploring the work of artists, designers and traditional cultural techniques to help shape your ideas. You will learn how to develop your illustrations and how to translate these into textile pieces for fashion, accessories or interior textiles. You will be encouraged to experiment with many embellishment and construction skills. In Year 11 you be developing and completing your final practical piece and then will move onto a new project, the theme of which is set by the exam board.

KNOWLEDGE & SKILLS DEVELOPED

Unit 1: (60% of grade) - Personal Portfolio in Textiles/Fashion Design – You will produce one substantial portfolio of work for a given theme plus additional pieces of work; these projects could be either Fashion based or surface Textiles. In the projects you will research around the theme, undertake experiments trialling various techniques, refine and develop your ideas and then produce a final piece for fashion, accessories or interiors.

Unit Two: (40% of grade) Practical examination. Externally Set Assignment in Art Textiles and Fashion. The externally set assignment represents the culmination of the GCSE course in Year 11. The aim is to encourage students to take increasing responsibility for their work and to work more independently. The exam will consist of 10 hours under supervision to produce a personalised response.

You will develop your research skills, confidence, independence and resourcefulness. This subject will also develop your critical thinking, project management and attention to detail. These abilities will make you a strong candidate for careers both within and outside of textiles/fashion/design, including marketing, business management and retail.

Qualification: **GCSE**

Awarding Body: **AQA**

ASSESSMENT METHOD

Component 1 (continuous coursework) – 60%

Component 2 (with a 10-hour practical exam) – 40%

POST 16 OPPORTUNITIES AND CAREERS

This course prepares students to move onto level 3 Design/Textiles courses or apprenticeships. Previous students have progressed to higher education courses in Fashion Buying, Fashion/Textile/ Costume/Product design, Clothing/Textiles Technology, Interior Design and Fashion Marketing and pursuing successful careers thereafter.



'I enjoy textiles because I like the freedom, we are given to create whatever we wish around a certain theme with guidance from our teachers. I also find it a very fun subject as it is less based around tests and more coursework driven'.



KS4 Option Blocks

You will need to select **ONE** subject from each block.

- One of your choices must be Geography or History
- Only one of: 3D Design, Art, Graphics and Textile Design may be chosen as a main subject.

Option Block A	Option Block B	Option Block C
Geography	Geography	Geography
History	History	History
3D Design	Art	Business
Art	Dance	Food
Business	Drama	PE
Computer Science	Food	Separate Science
Drama	Graphics	
Graphics	IT (BTEC)	
PRE	Music	
Textile Design	PE	
	PRE	

Main choices (Only one subject from each option block)

Rank Order	Block	Subject
1		
2		
3		

Reserve choices (Only one subject from each option block)

Rank Order	Block	Subject
1		
2		
3		

Reserve choices - Please do not duplicate any of the choices you have put as main choices.

Option choices will be submitted online via a link sent to your school email account.

Please go to www.office.com, sign in with your email address and then choose **Outlook** to access your emails. Look for an email from '**Wootton Upper School**' and this will contain the relevant link.

The deadline for submissions will be Friday 27th February 2026

If you have any queries, please email options@wootton.beds.sch.uk

