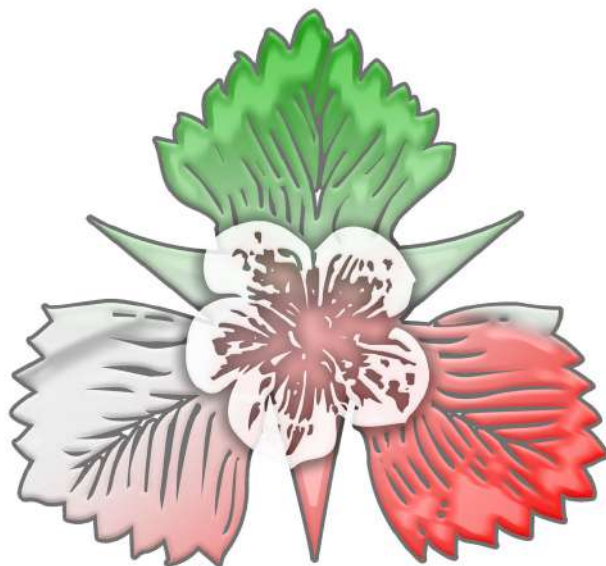




WildernSchool



Pathways Booklet 2024-2025

“Your future is in your hands.
You just have to plant the
right seeds.”

Master Choa Kok Sui
Chemical Engineer and Businessman

‘Every Student Matters, Every Moment Counts’

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Year 8 Pathways

Welcome to the 2025 subject pathways process for Year 8. During this process, students will choose the subjects they would like to continue to study at Key Stage 4 (Year 9 through to the end of Year 11).

Making the right choice

This is an exciting but very important new chapter in your child's school life. It is important to consider these choices carefully so that your child is in a good position to make an informed decision. Once these decisions have been made it is very difficult for them to change.

We encourage you to have a good look through this booklet with your child and have an open discussion at home about all the possible subject choices.



It is important for your child to consider:

- Their interests and areas of strength
- What each subject involves, including examination and non-examination assessment requirements (coursework)
- Future career paths or what they might like to study at College

Advice for students:

- Choose a subject you enjoy and are good at
- Don't choose a subject because your friends are doing it or because you like a particular teacher (your friends will most likely be in a different class and you will have a change of teacher)
- Do not select a subject thinking that you can change your mind later
- Talk to your subject teachers, your tutor, our Careers Advisor or students who already study the subject
- If you have any questions, please ask for advice
- Think carefully about what you are going to do when you are 16. Find out what subjects you will need to do the courses you might be interested in taking at college or university



The English Baccalaureate (EBacc)

The English Baccalaureate is a suite of subjects recommended by the Government to ensure students study a broad and balanced curriculum.

These subjects are:

English
Mathematics
The Sciences
An Ancient or Modern Foreign Language
History or Geography



Within the core curriculum all students will study English, Mathematics, Science, and either Geography or History. The government aim is that 90% of students will study a language.



Modern Foreign Languages (MFL)

As a school, we have always acknowledged the importance of studying a language and believe that gaining a GCSE qualification in a language is an important part of a rounded education.

We encourage all students to take a GCSE in an MFL subject to prepare them to become global citizens who are curious and knowledgeable of the world that surrounds them.

Language learning promotes resilience, independence and an ability to problem solve; all skills that are widely recognised and sought after by top colleges and universities. A GCSE in a language is attractive to future employers and enables students to understand their own language with more depth and to explore other cultures and people.

Students can only achieve the EBacc if they take a Modern Foreign Language.

The information in this booklet is designed to be a guide for you in determining the most appropriate pathway for your child. Whilst we endeavour to give the most accurate detail, changes regarding the curriculum at a national level may result in amendments being made to the way in which a course is delivered.

GCSE Overview and Grading System

The GCSEs in England have a 9 to 1 grading scale. A Grade 4 and above is recognised as a standard pass. A Grade 5 is a 'strong' pass.

Securing English and Mathematics is crucial for any child in terms of offering the best future life chances.

The Government has stated that any students who do not achieve a Grade 4 in English and Mathematics will have to retake this qualification at college.

College entry requirements will consider a students' best 8 qualifications including English and Mathematics, using an Average Point Score system. This means all qualifications are equally important and that students should strive to achieve the best grades they can in all areas.

NEW GRADE STRUCTURE		PREVIOUS GRADES
9		A*
8		A
7		A
6		B
5	GOOD PASS (Dfe) 5 and above = top of C and above	B
4	AWARDING 4 and above = bottom of C and above	C
3		D
2		E
1		F
1		G
U		U



Technical and Vocational Qualifications

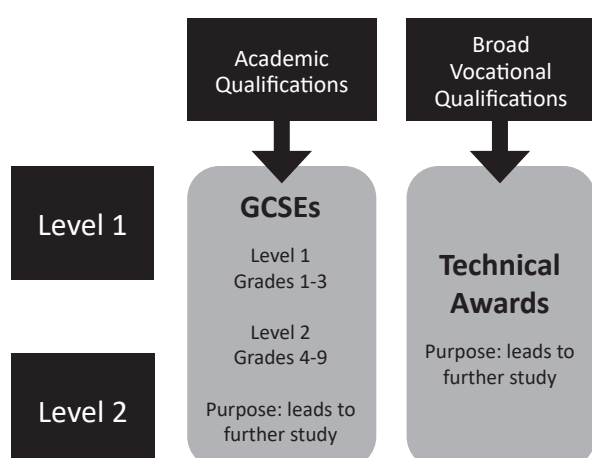
Since 2011 a revolution has taken place in technical and vocational education to ensure young people have the right talent and skills for the world of work.

What you need to know

- Level 1/2 Vocational Awards are approved vocational qualifications, which are equivalent to their academic GCSEs
- Vocational qualifications are more practical and directly related to a specific job or career path.

Vocational qualifications develop students' knowledge and understanding of an industry sector and provide them with opportunities to develop associated practical skills required for entry into that career.

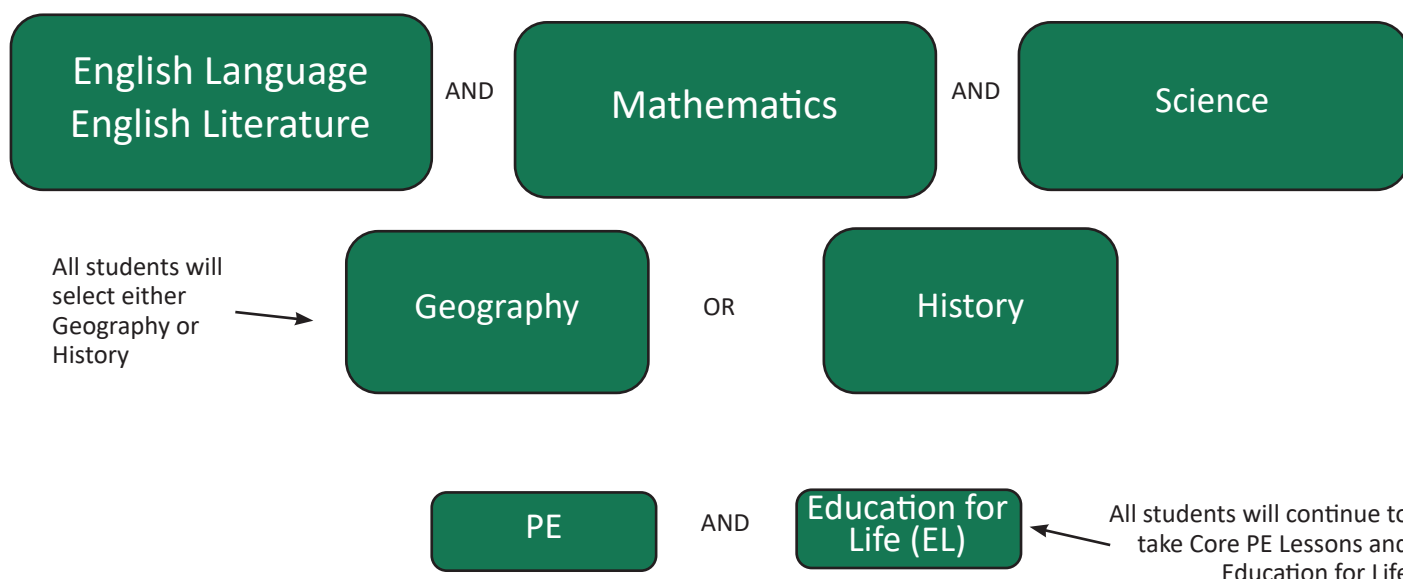
Guide to qualifications categories and work-based learning:



Subject Grades	
Vocational	GCSE
Level 2 Distinction*	9
	8
Level 2 Distinction	7
Level 2 Merit	6
	5
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1

This year we are offering students **WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award)** or **OCR National in ICT** as one of their year 8 pathway choices. You can find out more about these courses in the subject pages.

Year 8 GCSE Pathway Choices 2025 – 2028



Your child will choose to study additional subjects from this list below.

We highly recommend that students select a Modern Foreign Language as one of their 3 pathways choices. Students should select the language they have been studying in Years 7 and 8.

Art ▲	Business	Dance	Design Technology: Textiles ●	Design Technology: Wood, Metals, Plastics ●	Drama
French	Food & Nutrition ●	German	Hospitality & Catering (Level 1/2 Vocational Award) ●	ICT (Level 1/2 Vocational Award) ●	Media Studies
Music	Photography ▲	Psychology	PE	RE	Spanish

Students will select **three subjects** from this list. They will be asked to **rank order** these choices.

In addition, all **students will need to select one reserve pathway subject.**

We will always try to accommodate students' first choices, however in the event of an oversubscribed course some students may have to take their reserve choice. For this reason it is important to consider this reserve choice carefully.

To ensure a broad and balanced curriculum –

- Students can only select **ONE** Technology subject
- △ Students can only select either Art **OR** Photography

Chromebooks Scheme for Year 9 Students in 2025



This scheme is non-profit making for Wildern and enables families to either lease a Chromebook over the course of your child's GCSE studies, having full ownership of the device at the end of the scheme. Or alternatively to purchase a Chromebook independently, insure the device and enable your son/daughter to bring it to school.

What is a Chromebook?

It is different to a laptop in that it runs the Google Chrome Operating System. This means it runs primarily through a wireless connection with apps and documents available whilst online in the cloud.

Why Chromebooks? Benefits for the student:

- 8 second boot-up time means there is no time wasted waiting for the device to start-up
- All work will be in one place and accessed via their school Google account
- It is 'their' device so it can be used for learning at school and their own personal use at home
- Automatic updates, meaning there is no need to buy and purchase new software and install on device
- Can be used for self-study
- Technical support at school through the Genius Bar and the digital leaders student team run drop in sessions at lunch times



Benefits for parents:

- No upfront cost if you chose to lease
- Full warranty
- Full insurance
- Technical support
- Scheme runs for the 3 years supporting your child during their GCSE studies
- Research has shown these devices are very reliable and have good longevity. Furthermore Chromebooks are increasingly being used in further and higher education establishments
- It will be used as a professional tool at school and for self-study, but students can use for their personal use at home
- Supporting students in developing technological skills for the world of work
- Choice of outputs meaning that students will still use pen and paper as the Chromebook is not a substitution for writing by hand
- Full ownership of device at end of the scheme of monthly payments
- Support for all parents how the device can be used for learning through WINKs. This will include advice on keeping the device safe and e-safety tips.



Core Pathways



English Language –

Reading -

- Students will be exposed to a range of short unseen extracts and articles, both modern and pre-twentieth century.

Writing -

- Using the skills developed in KS3, students will analyse, compare and evaluate unseen texts using a range of writing frames.
- Responding to a stimulus, students will explore writing creatively, using a range of figurative language and experimenting with narrative structure.
- Expanding their portfolio of non-fiction writing, students will look at writing for a range of purposes including speeches, letters, articles and information guides.

Speaking -

- Developing their oracy skills, students will deliver speeches in front of the class, focusing on tone and content.



Across the KS4 programme, students will be expected to complete a range of mini assessments and practice exams to prepare them for their GCSE.

For English Language, they will complete two exams for their GCSE, one looking at fiction writing and the second focused on non-fiction. In both papers, 50% of the marks are on analytical skills and 50% of their marks come from their own extended writing, both fiction and non-fiction.

In addition, students will complete their GCSE spoken language assessment which they will undertake in Year 9 in the Autumn term.

English Literature –

Reading -

- Students will critically explore key GCSE texts in depth. This includes an anthology of 15 'Power and Conflict' poems. Shakespeare's "Macbeth", J.B Priestley's "An Inspector Calls" and R.L Stevenson's "Dr Jekyll & Mr Hyde" or Dicken's "A Christmas Carol". Students will need their own copies of these texts to support their study.
- To develop their poetry skills, students will also explore unseen poetry and learn to analyse this in depth.

Writing -

- To demonstrate their literary knowledge, students will develop their ability to craft a sophisticated essay, exploring key quotes, context and effect on readers.

Across the KS4 programme, students will be expected to complete a range of mini assessments and practice exams to prepare them for their GCSE.

For English Literature, they will be expected to complete two exams for their GCSEs.



The first looks at Shakespeare's 'Macbeth' and a Pre-Nineteenth Century novel, Stevenson's 'Jekyll and Hyde'.

This entails looking at an extract from the text they have studied and writing an analytical essay on it, using their knowledge of the text as a whole also.

The second exam explores a modern text, Priestley's 'An Inspector Calls', the Power and Conflict poetry anthology and unseen poetry skills.



Students will:

- develop skills in number, algebra, geometry, statistics, ratio and proportion
- use and apply mathematics in practical tasks and in real life problems
- develop mental arithmetic skills
- use calculators appropriately and efficiently
- be equipped to cope with the numeracy demands of everyday life and future work situations
- develop their confidence and enjoyment of the subject
- work both independently and co-operatively

Assessment is by examination. Currently, candidates sit three exam papers within their tier of entry.

One non-calculator paper
Two calculator papers
Examination: 100%

Two Overlapping Tiers:

Foundation GCSE grades 5 - 1
Higher GCSE grades 9 - 4

In Year 9, students will be broadly banded based on both their performance in Year 8 assessments and the professional judgements of their teachers.

Students in the Foundation band will follow the GCSE Foundation scheme of work. In Year 10, some of these students will also be put forward for the Entry Level Maths Qualification alongside their GCSE studies.

Students in the Higher band will follow the GCSE Higher scheme of work.

Students in the Higher+ band will follow the Higher scheme of work and will also work towards an additional GCSE in Statistics which will be sat at the end of year 10.

Bands are flexible and final decisions about tiering for the GCSE Mathematics papers will not take place until the Spring term of Year 11.

We expect total commitment from students. Self-study will need to be completed and handed in on time.

Equipment needed:

A ruler, protractor, compasses and a scientific calculator for all lessons and self-study.

Students will be expected to make notes in lessons for revision, including worked examples. If they miss a lesson for any reason they will be expected to catch up the work missed.



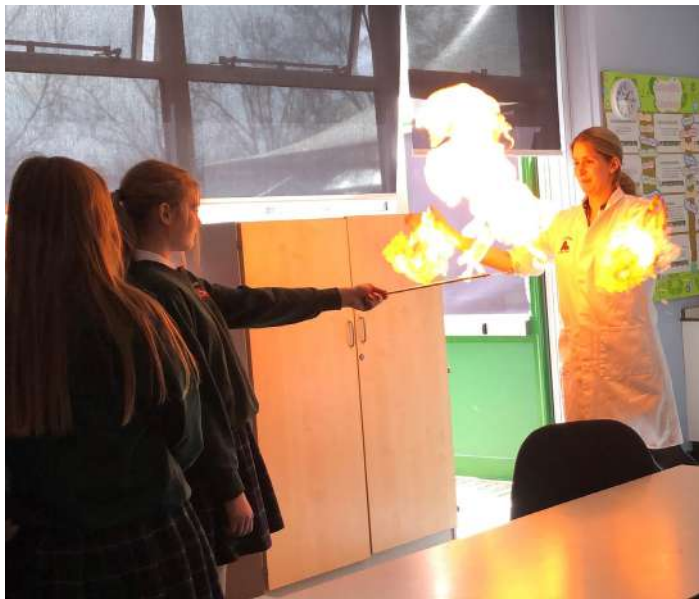


GCSE students will:

- Follow a course which aims to stimulate curiosity, interest and enjoyment in science
- Acquire a systematic body of scientific knowledge
- Develop an understanding of science, including its power and limitations
- Develop abilities and skills that are relevant to the study, practice and application of science, which are useful in everyday life and which encourage safe practice
- Develop an understanding of the nature of scientific ideas and activity and the basis for scientific claims
- Develop an understanding of the technological and environmental applications of science and of the economic, ethical and social implications of these



Students will be completing a GCSE programme which will be assessed externally at the end of the course on a range of concepts from Biology, Chemistry and Physics. Students will also be required to have knowledge of key practical techniques and to apply simple mathematical techniques. These will be assessed through the examination. At the end of Year 9, students will be advised to follow the pathway where they will have most success; either the Combined Science pathway or Separate Science pathway.



Combined -

This is a double award, which will result in students being awarded two grades.

Students will be examined on a range of concepts from Biology, Chemistry and Physics. They will sit six examinations, two Biology, two Chemistry and two Physics.

Each examination is worth a total of 70 marks and will last 75 minutes and each will account for 16.7% of the overall GCSE grade.

Separate Science -

Students will be awarded a grade for each of the Separate Sciences.

For each GCSE, students will be examined on a range of concepts from either Biology, Chemistry or Physics. They will sit two examinations for each Science, each worth a total of 100 marks and lasting 105 minutes. Each examination will account for 50% of the overall GCSE grade for each Science.





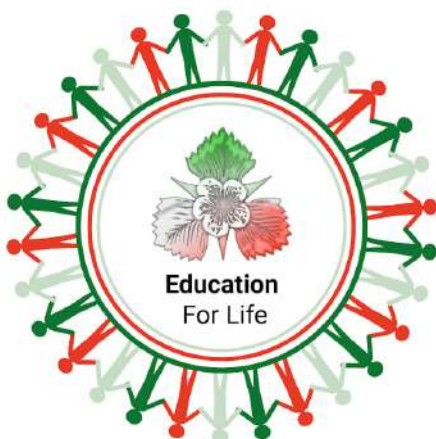
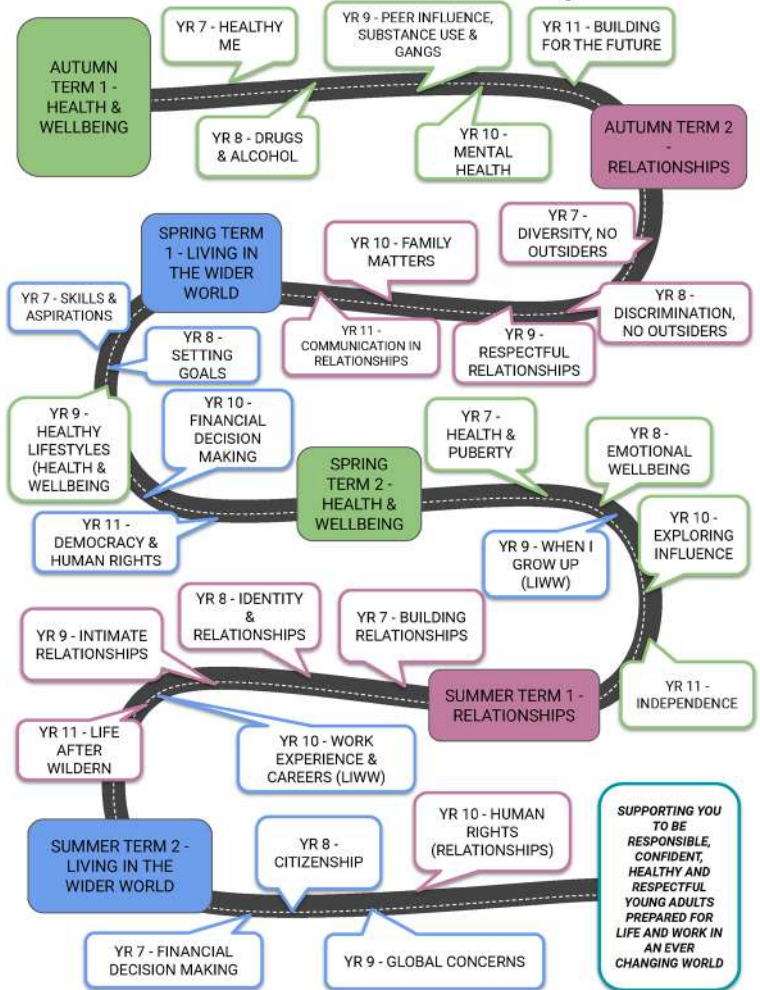
At Wildern we not only value academic achievement but also place a huge value on the 'whole child.' We want to ensure that students leave school prepared for the wider world with an understanding of who they are and their role as an active global citizen.

Education for Life is a specifically designed course that allows for this to take place. Within the course students will explore a variety of themes and topics relevant to them as individuals.

Each term focuses on a particular theme that is built upon over the whole 5 years at Wildern. These themes are – Relationships, Living in the Wider World and Health & Wellbeing. Intrinsic to Education for Life is the opportunity for students to identify and enquire into who they are and their own beliefs.

Throughout the programme and linked in with the themes, students will have units on health, with a specific focus on mental health and how to stay safe in relation to Drugs and Alcohol. In addition, the programme provides students with practical tools for life, focusing on money management, sexual health and first aid including emergency CPR.

EDUCATION FOR LIFE - 5 YEAR JOURNEY



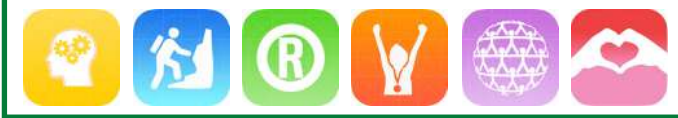
The course incorporates the government Relationship and Sex Education (RSE) guidance and the content of this is taught within the Education for Life programme.

A study of different religious beliefs and teachings is incorporated into a number of topics throughout in order to provide students who do not study the Religious Studies GCSE with their statutory Religious Education provision. There is no exam at the end of the course. Students are however regularly assessed using a variety of methods on the work that they complete throughout the three years.

The course will be taught in the three themes throughout Year 9 to Year 11.

There will be visiting speakers to supplement the Education for Life curriculum and theatre productions to enhance the learning in the classroom.

Students will be encouraged to discuss the themes investigated at home with family and friends.



All students in Key Stage 4 will continue to receive at least TWO hours of high quality Physical Education a fortnight with the curriculum varying depending on the student's respective year group and option choices.

Examination PE: Students in Year 9 - Year 11 who have opted to study one of our examination courses within PE will follow a specialised pathway which looks to further enhance their performance, knowledge and application within a range of different sporting disciplines.

Due to the nature of examination, PE students will aim to develop their technical ability and tactical awareness with the aim of maximising their overall performance within sport. This will be underpinned by a strong knowledge of the physiology and anatomy involved in sport, the principles & methods of achieving success and the psychology of sport.

Non-examination PE: Students who have opted not to study an examination course within PE will still reap the benefits of the subject. However, a greater emphasis is placed upon active participation, developing a sound knowledge of how to follow an active & healthy lifestyle whilst trying to establish a life-long love of physical activity.

This is achieved through a broad and balanced PE curriculum which still covers a breadth of different activities with the potential of students to follow a specific pathway when they reach Year 10 & Year 11. These pathways are designed to allow students to take ownership of their PE curriculum where they can select a route of activities that they find most enjoyable and rewarding.

(N.B. Student numbers are capped for each pathway so whilst we endeavour to give students their first choice, there are occasions when this may not be possible).

10 Curricular Sport & Opportunities:

We have an exceptional array of 10 curricular opportunities and enrichment on offer in the Wildern PE department.

We would strongly recommend that all students participate in at least ONE co-curricular sports club each week to reap the benefits school sport and physical activity can provide.



In addition to the standard clubs that are on offer each week at Wildern, there may also be opportunities for students in Key Stage 4 to take part in:

- Sports Ambassador Programme - Focused on developing leadership in Sport
- Talented Athlete Programme (T.A.P.) - Designed to support those students who are performing at an elite level outside of school
- Sports Officiating – Opportunities to officiate/referee/umpire school games at Wildern



Careers Education and Guidance is delivered in different ways across the curriculum: during Education for Life (Efl) programme; Tutor sessions and whole Year Group activities and events.



In Year 7

- Students examine different jobs and what they entail through discussion, role play and creative thinking in Efl lessons & Dragons' Den Enterprise Day.

In Year 8

- Careers Networking meeting real employers and finding out about the world of work
- In Efl lessons students use decision making models, and on-line resources to investigate strengths, qualities and skills to help with option choices and future career choices
- Opportunity for some students to visit a college to learn about life Post-16

In Year 9

- Students complete a 10 lesson module in Efl lessons entitled 'Employable Skills, Community & Careers' to investigate work and occupations in the world of work. This will include the issues of finance, mortgages, gross and net pay and budgeting
- Students will take part in a work skills day that requires students to develop future skills, work in a team and to a deadline



In Years 10 and 11

Students will have the opportunity to participate in:

- 10 lesson Careers Module in Efl
- Post-16 options
- Wildern School Careers Fair with presentations from the local colleges and a selection of Training Providers
- Presentations from local colleges within assemblies
- College open evenings advertised
- Some students will get the opportunity to visit a HE fair at a local college
- Practice interviews
- College Taster days
- Experience of a Workplace

In Year 11

All students will meet with a careers advisor for a tailored session. The Career office is situated in the LRC and is open during normal opening times.

Careers information is available on the parents area of the school website, the Careers Department. Also: the careers@wildern.org – the @wilderncareers twitter, instagram and the termly Careers Newsletter sent to all parents and also from Prospectuses that are available in the LRC.



**Personalised
Learning
Pathways**



Students may be entered for a GCSE in Fine Art **OR** Photography through this pathway.

Whilst studying for the GCSE Art and Design course students work on themed projects that are designed to allow them to choose the direction of their own work. Students are taught the skills that are needed to make a success of their work. Drawing from real life is a key skill and often forms the starting point of a new project. This can then lead into art or photography work, produced in any media; drawing, painting, clay work, printing, sculpture, batik, computer based art and photography are all available to GCSE students.



The Year 9 course is an opportunity for students to try out and experiment with a wide range of materials and techniques, mastering skills and developing confidence with a personal approach.

Students will choose either:

GCSE Fine Art

Students are encouraged to try out a range of different approaches to making Art work in Year 10 and to develop a more individual direction as they progress into Year 11.

Students choose to work in a range of media; such as ceramics and sculpture, drawing and painting, printmaking or photography.

Throughout the course students learn about the work of modern and contemporary artists and in Year 9 they may be offered the opportunity to visit an Art Gallery.



Students learn how to plan and research their own art work thoroughly as they build up a folder of coursework.



or: GCSE Photography

This course is suitable for students who are not only keen and dedicated but have also shown a real passion and interest for photography and have access to a camera, are confident with technology and can take photographs as part of their self-study.

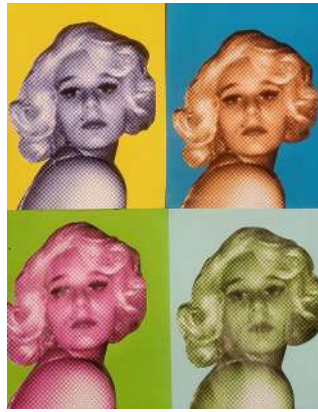
In Year 9 there are three extended photography projects that both enable students to develop skills whilst preparing for GCSE Photography in Years 10 and 11. Students will be introduced to basic camera control, photographic techniques and digital manipulation using such programmes as Photopea.com and Adobe Photoshop. The majority of the course involves editing photographs, therefore students must be confident with ICT and be well organised.

During the course, students will develop appreciation of well known and practicing photographers. Owning a bridge or DSLR camera is useful but not essential.



In Year 9 they may be offered the opportunity to visit a Gallery.

Equipment: Students will have access in school to DSLR cameras, scanners, Adobe Photoshop and



Photopea.com. Students will need a memory stick to save research and photographs on, be computer literate and organised, downloading and saving their photographs prior to each lesson. Students need to have good ICT skills and be well organised in advance of each lesson.

For both courses there is an examination in Year 9 and students are assessed via three projects. Year 10 students sit a 5 hour exam; the work produced then forms the basis of a coursework unit. Year 11 students sit both a 10 hour practice exam in the autumn term along with the final 10 hour GCSE exam in the summer term.

Examination - 40% (10 hour)

In Year 11 a two day practical examination is undertaken with preparation work being produced as part of the assessment prior to exam, the preparation period is 10 weeks, and students are required to meet all of the 4 assessment objectives.

Coursework - 60%

Students produce up to 3 units of coursework over the GCSE course. At the end of the course students present their work in a portfolio and as an exhibition. The art exhibition is also an opportunity for parents and the community to view art work produced, this happens in the Summer Term.

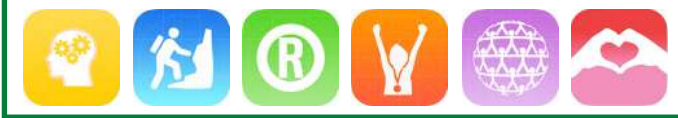
Self-study tasks are set termly and students will be required to both take photographs

and research artists and photographers as part of their self-study tasks.

Self-study is seen as a vital part of the GCSE course as it contributes to students NEA.



NB. Students can either select Fine Art OR Photography - they cannot study both.



GCSE Business enables students to understand more about the business world. It enables them to develop as a commercially minded and enterprising individual who thinks critically, drawing on business information and evidence to develop arguments and make justified decisions. GCSE Business will motivate and challenge students and prepare them to make informed decisions about further study and career pathways.

Objectives

The course is designed to enable students to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as an enterprising individual with the ability to think commercially and creatively to demonstrate business awareness, and draw on evidence to make informed business decisions and solve business problems
- develop as an effective and independent student, and as a critical and reflective thinker with an enquiring mind
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-evidenced, balanced and structured arguments, demonstrating your depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data

Subject knowledge

GCSE Business will enhance knowledge and understanding of:

- Business activities
- Influences on business
- Business operations
- Finance
- Marketing
- Human resources
- Use of quantitative skills
- Interpretation

Progression

- A Level Accounting
- A Level Business Studies
- NVQ Level 3 Certificate in Business and Administration
- BTEC Level 3 Business and Services

GCSE Business consists of two externally-examined papers that are 50% of the qualification each.

- Theme 1: Investigating small business (1hr 45mins)
 - Enterprise and entrepreneurship
 - Spotting a business opportunity
 - Putting a business idea into practice
 - Making the business effective
 - Understanding external influences on business
- Theme 2: Building a business (1hr 45mins)
 - Growing the business
 - Making marketing decisions
 - Making operational decisions
 - Making financial decisions
 - Making human resource decisions





GCSE Dance is ideal for enthusiastic and committed dancers who enjoy performing but also analysing and writing about Dance. Students have 1 theory lesson & 4 practical lessons over a fortnight.

All GCSE dancers will perform in 3 x dance showcases a year in The Berry Theatre.

Year 1

This year will allow students to achieve a strong understanding of all of the elements of GCSE Dance.

Students will study:

- Physical skills
 - Expressive skills
 - Technical skills
 - Group choreographic skills
 - Professional dance analysis and appreciation
 - Historical and cultural influences in dance
- Safe Practice
 - Mental skills

Year 2

This year will give students the opportunity to present the skills they have developed in Year 1 through the 2 components of the GCSE course.

Students will study:

Component 1 - Performance and Choreography

Performance Set phrases through a solo performance and a duet/trio performance – 30%
 Choreography Solo/Group Choreography – 30%

Component 2 - Dance appreciation

Written examination – 40%



Year 3

This final year will transfer all of the knowledge gained in Year 1 and 2 into the final GCSE NEA and examinations.

Students will study:

Component 1 - Performance and Choreography
 Performance - 30% Choreography - 30%

Component 2 - Dance Appreciation

Written examination: 1 hour 30 minutes – 40%

Students will be expected to spend time out of normal lesson times rehearsing.

Students will be expected to attend Dance workshops, showcase and trips.

Students will:

- work on extending their movement vocabulary through technique and improvisation classes
- learn the basics of dance composition - in both solo and group work
- learn to analyse and evaluate dance by watching videos and live performances from a variety of dance genres
- have opportunities to perform to a variety of audiences
- study an anthology of 6 professional dance works and be able to discuss their structure

Examined components: Component 2 - 40% **Moderated components:** Component 1 – 60%

Students will be expected to wear appropriate dance clothing:

- Girls - black leotard, tights or black leggings or dance trousers, black round necked T shirt or black vest with thick straps.
- Boys - black round necked T shirt, black tracksuit trousers or shorts.

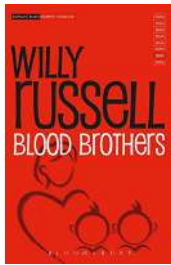
Wildern GCSE Dance Kit available to purchase via SchoolKit ready for September. Students will dance in bare feet. Long hair must be tied back. No jewellery.



Our KS4 Drama curriculum has been designed to be practical, engaging and creative.

The course allows learners to study drama in an academic setting while developing transferable skills desired by further education, higher education and employers in all sectors of industry.

The course offers students the opportunity to work from published play scripts as well as creating their own devised work from a range of stimuli.



Students also study various theatre practitioners during the course. This not only allows them to learn about the history of acting and theatre but also supports their understanding of how to develop and shape their own drama work. The practitioners that are studied include naturalistic theorists such as Constantin Stanislavski, and more abstract practitioners including Jerzy Grotowski, Bertolt Brecht and Rudolf Laban.

The course is divided into 3 key components:

Devising Drama (NEA)

Students explore and research a stimulus, work collaboratively and create their own devised drama. This assessment is worth 30% of the overall grade and is marked by the class teacher and externally moderated.



Presenting and performing texts (NEA)

Students develop and apply theatrical skills by presenting a showcase of two extracts from a published script: they can choose to specialise in either acting or design (lighting, sound, set design, costume). This assessment is worth 30% of the overall grade and is marked by an external examiner.

Performance and response

The external written exam is comprised of two papers. For the first paper, students respond to a script which they have practically explored. In the second paper, students analyse and evaluate a live theatre performance.

The written exam lasts for 1hr 30mins and is worth 40% of the overall grade.

- Students are expected to attend a theatre visit and/or Live Screening arranged by the department, one of which is compulsory
- Students are expected to attend lunchtime and after school rehearsals, as directed by their class teacher
- The Drama department offer various extra-curriculum activities



Year 9 Drama sees the entire cohort studying a combination of script work, devised performances and theoretical study. **At the end of the year students will be given their Year 10 pathway of either GCSE Drama or further study in Performing Arts.** Teachers will make this decision based on an individual's progress and preferred learning style. We will always match the student to the course which we believe will yield the most positive outcome in Year 11.



Geography GCSE will give students a critical insight into our developing and adapting planet. Set over three years, the Geography GCSE allows students to travel the world from the classroom, exploring case studies in the United Kingdom, newly emerging economies and lower income countries. Topics of study include climate change, the growing development gap, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Fieldwork is an intrinsic part of the course and students will carry out two geographical enquires in contrasting environments to show an understanding of both physical and human geography.



A further strength of the course are the skills that students will master such as statistical analysis, resources interpretation and decision making.

Wildern School follows the GCSE course, which covers the following geographical themes:

- The challenge of natural hazards
- Physical Landscapes in the UK
- The Living World
- Urban Issues and Challenges
- The Changing Economic World
- The Challenge of Resource Management

Year 9

- Urban Issues and Challenges
- The Challenge of Natural Hazards
- Physical landscapes in the UK - Rivers

Year 10:

- The Living World
- Physical landscapes in the UK - Coasts
- Changing Economic World

Year 11

- The challenge of resource management
- Issues Evaluation



There are 3 external examinations to be completed at the end of year 11.

Paper 1: Living with the physical environment. This is a 1 hour 30 minute written exam, which assesses students' knowledge and understanding of the challenge of natural hazards; physical landscapes in the UK and the living world. This exam is worth 35% of the GCSE.

Paper 2: Challenges in the human environment. This is a 1 hour 30 minute written exam, which assesses students' knowledge and understanding of urban issues and challenges, the changing economic world and the challenge of resource management. This exam is worth 35% of the GCSE.

Paper 3: Geographical Applications. This is a 1 hour 15 minute written exam, which assesses students' application of geographical skills and fieldwork techniques.

Pre-release resources will be made available from 12 weeks before the exam to allow students preparation time. This exam is worth 30% of the GCSE.



This course runs over three years and students study a variety of topics to enrich their understanding and study of the history curriculum and develop their knowledge from Key Stage 3.

History at Key Stage 4 is taught in an innovative way using a variety of teaching and learning techniques to enable students to develop transferable skills to answer key historical questions. These skills are also vital beyond the classroom and will enhance students' interpersonal communication skills and ability to critically assess and explain.

The GCSE History Exam

Students will be required to complete 4 units in total. These units will be assessed in two external exam papers at the end of Year 11.

Paper One – Understanding the modern world (50% of the final GCSE grade)

Section A - American: Expansion and Consolidation (25% of the final GCSE grade)

Students will be required to complete 2 pieces of internally assessed work based on the course of American Expansion in the nineteenth century including the struggle for the Great Plains 1845 – 1895.



Section B - Conflict and Tension 1918 – 1939 (25% of the final GCSE grade)

Students will be required to produce two pieces of internally assessed work based on the First World War and the Inter-war years, including the causes of The Second World War.



Paper Two – Shaping the Nation (50% of the final GCSE grade)

Section A – Britain: Health and the People (25% of the final GCSE grade)

Students will be required to complete two pieces of internally assessed work based on the development of medicine and public health in Britain from 1000AD to the present day.



Section B – Norman England c1066 - c1100 (25% of the final GCSE grade)

This unit includes a study of History Around Us – a source based exercise based on how local Norman history has been shaped.

Students will be required to complete two pieces of internally assessed work based on the Norman Conquest and its legacy.



OCR Nationals are vocational qualifications designed to teach practical workplace skills.

This qualification is designed to teach and assess ICT skills through their practical use. It aims to provide students with essential knowledge, skills and tools to enhance both their learning at school and their employability once they have left school.

The course will encourage students to:

- understand and apply the fundamental principles and concepts of IT, including the use of IT in the digital world, Internet of Everything, data manipulation and Augmented Reality
- understand, apply and use IT appropriately and effectively for the purpose and audience
- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, innovatively, analytically, logically and critically
- plan, design, create, test and evaluate/review IT solutions and products which are fit for purpose and meeting user/client requirements and apply design and Human Computer Interface (HCI) considerations appropriate for a defined audience
- understand the impacts of digital technologies on the individual, organisation and wider society.

Students will also be provided with the opportunity to develop transferable skills such as researching, planning, reviewing, working with others and communication. Skills that are relevant in both the IT sector and the wider world.

Assessment

The students will study 3 units over the duration of the course. These are made from:

1. Externally-examined unit worth 40% of the final overall grade
2. Non Examined Assessment (NEA) units worth 60% of the final overall grade

The one externally assessed mandatory unit consists of:

- R050 - IT in the digital world (written exam based assessment)

The two Non Examined Assessment units (NEA) consist of:

- R060 - Data manipulation using spreadsheets
- R070 - Using Augmented Reality to present information





Students complete a Core Skills unit in Year 9 where they gain an understanding of the theoretical framework in Media Studies – Media Language (forms and conventions), Representation, Industry and Audience. Students will look at a range of different media for analysis (moving image, print, web and radio).



The second and third year continues with the GCSE syllabus. This covers a range of different types of media and allows students to study particular genres in detail.

In particular students will:

- Research different issues and industries surrounding the media
- Develop a critical understanding of different media forms and specialist language to analyse them
- Develop an understanding of how media texts are constructed to suit specific audiences
- Investigate the impact of the media on society
- Develop an understanding of how the media represents people, culture and issues
- Create media products in draft and using software
- Develop an understanding of how the media is used to promote products

Examination – 70%

Two written exams will be completed in the summer of Year 11 worth a combined total of 70% of the final grade. The exam incorporates longer written responses in an essay format.

Non-Exam Assessment (NEA) – 30%

The coursework will be a creative task based on a brief released by the exam board in the summer of Year 10. It will showcase students' ability to plan and create a media product independently. Students will be expected to take their own photography for this project outside of lesson time.

Media Studies will be selected from the following:

- Moving Image
- Advertising and Marketing
- Radio
- Print
- Web-based Media
- Promotion of Music
- News Broadcasting
- Social and Interactive Media





Single language: French, German or Spanish

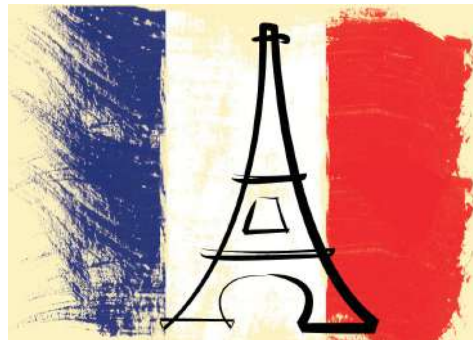
This course is available to all students who have studied a Modern Foreign language at KS3. Students must select the language that they have studied at KS3. Some students may choose to study a further MFL in addition to continuing to learn their language that they have studied in KS3.

Students complete the GCSE course over 3 years and will develop the following skills that were first introduced at KS3:

- understand spoken language and communicate in group and pair situations (listening and speaking)
- transcribe spoken language in dictation tasks
- read, understand and respond in writing to various texts (reading and writing)
- work independently to find new and relevant language
- use online language learning tools

Students will be preparing for a new GCSE specification that will be first assessed in June 2026. Student will be completing the Edexcel GCSE and learn about the following topics:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism.



Lessons are based on Sentence Builders, as at KS3, and allow students to confidently produce language quickly and then build their independence and range of language over time. All vocabulary is available on the Memrise vocabulary learning app. In total, students will need to know 1500 words at foundation and 1700 words at higher. This work list includes all verbs and irregular verb forms.

Students are expected to undertake regular grammar self-study and weekly vocabulary learning to support the growth of the language. Students need to be ready for a challenge, motivated and committed.

Support is given to all students to ensure that they can confidently build their language skills over the three years.



Assessment

There are 4 exams (Listening, Reading, Speaking, Writing), each worth 25% of the final grade. Students will be entered for either Foundation tier (Grades 1-5) or Higher tier (Grades 5-9) after consultation following each set of practice exams. The tier of entry will be the same for all skill areas.



French, German or Spanish

Some students may choose to study a further MFL in addition to continuing to learn their language that they have studied in KS3.

Students may take a second language at GCSE, beginning from scratch in year 9 and learning alongside students who have been studying the language since year 7. They may take French, German or Spanish while continuing to learn their first language. It is ideal for those looking for a future using language or who wish to challenge themselves further.

Students complete the GCSE course over 3 years and will develop the following skills that were first introduced at KS3:

- understand spoken language and communicate in group and pair situations (listening and speaking)
- transcribe spoken language in dictation tasks
- read, understand and respond in writing to various texts (reading and writing)
- work independently to find new and relevant language
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***Please note that this is a 'from scratch' course and students will be in a class with students who have previously learnt the language.**

Parents should contact the Director of Learning for MFL to discuss their child's suitability prior to selecting this option.





GCSE Music is about performing, composing and listening to music. It is based around the four areas of study:

- Western Classical Tradition 1650-1910
- Popular Music
- Traditional Music
- Western Classical Tradition since 1910



AIMS

- Develop performing skills both as a soloist and in an ensemble (group)
- Develop composing skills individually and in groups for specific occasions and purposes
- Explore a range of musical styles from Beethoven to the Beatles and beyond
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop awareness of music technologies and their use in creating music - including software such as Logic, Sibelius and Garageband
- Develop as effective and independent learners with enquiring minds
- Reflect upon and evaluate their own and others' music
- Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development
- Prepare students to progress further to AS/A2 level studies in Music or Music Technology

Performance

- Solo performance (15%)**
Playing on their instrument or voice with an accompaniment or backing track OR using music technology to record a solo piece. Students submit one solo piece.
- Ensemble Performance (15%)**
Playing in a group OR using music technology to record using multi-track techniques, 3 parts of which must be played by the student.

Composing (30%)

Using music studied as a guide, students will compose music in a range of styles, which will be internally assessed. For GCSE, students submit two compositions, one must be in response to an externally set brief and the other is a free composition

Listening and Appraising

Students gain an appreciation of a wide range of music and musical styles. For GCSE a 1½ hour written paper is based on a combination of set works and unfamiliar music associated with areas of music studied throughout the course.

Students should be proficient in their musical performance skills and must already be at least Grade 1 standard in singing or on their respective musical instrument.

Students will need to be in the habit of practicing regularly on their chosen instrument or voice to ensure best possible performances.



Computers and Music Technology can be used as a performance instrument.



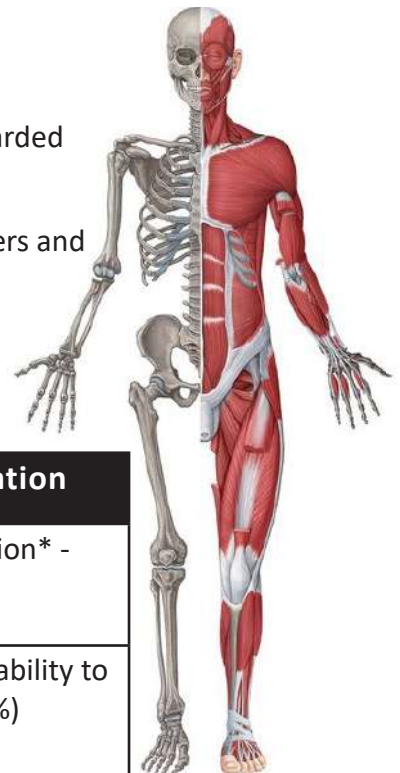
When students reach Year 9, they have the opportunity to join our examination PE pathway where they will begin to study Physical Education in both a practical and theoretical capacity. This will involve THREE theory lessons and TWO practical lessons over a fortnight.

Throughout Year 9, students will study;

- How to advance their performance in a range of Sporting disciplines
- Develop their technical, tactical and strategic knowledge in a range of sporting disciplines
- Examine how the physiology and anatomy of the human body impacts performance in sport
- Analyse the effects Sport & Physical Activity can have on the physical, emotional and social health of an individual

When students reach the end of Year 9, they will be placed on a more specific PE qualification to match their attributes. This will be either our GCSE in Physical Education or our Vocational Sport Qualification, each of which offer a highly-regarded qualification at the end of the 2 year course.

This decision will be lead by the PE department in consultation with parents/carers and will take into account the student's aptitude and performance throughout studying Exam PE in Year 9.



GCSE Physical Education	Vocational Sport Qualification
Grades Available : GCSE 9-1	Grades Available: Level 2 Distinction* - Level 1 Pass
Highly-competent performances across THREE different sports to include both a team sport & individual sport contributing 30% to overall GCSE PE grade.	2 highly competent sports & the ability to lead & coach in one of these (40%)
TWO written examinations complete at the end of Year 11 contributing 60% to overall GCSE PE grade.	ONE written exam focussed on the contemporary issues in sport worth 40% of qualification.
ONE piece of written controlled assessment via a Personal Exercise Programme contributing 10% to overall GCSE PE grade.	ONE piece of written controlled assessment on THE MEDIA IN SPORT worth 20% to overall grade.

Students on both courses would be expected to have a real-passion & interest in sport as a whole.

This would be expressed through their regular attendance at extra-curricular sports clubs both at Wildern School as well as outside of school.



Why Study Psychology at Wildern?

This engaging and effective qualification introduces students to the fundamentals of psychology, developing critical analysis, independent thinking and research skills.

If you are a student that wants to learn about individual human behaviour this could be the course for you!



The AQA course is 100% exam consisting of two papers sat at the end of Year 11:

The modules covered:

Paper 1 (50%)

- 1) Introduction to Psychology
- 2) Memory
- 3) Perception
- 4) Development
- 5) Research Methods



Paper 2 (50%)

- 1) Social Influence
- 2) Language, Thought and Communication
- 3) Brain and Neuropsychology
- 4) Psychological Problems

Assessments use multiple choice, short answer and extended writing/essays to assess knowledge, understanding, and application and evaluation skills.

Knowledge of research methods gained through classroom experience of practical psychology will be assessed using scenario-based questions.

A strong interest/capability in Maths and Science would be beneficial to study this course, due to modules discussing data and modern methods of psychological research.



A GCSE in Religious Studies is highly valued by employees due to the nature of transferable skills that it develops. These include, analysis, evaluation, empathy, interpretation, reflection and justification to name a few. It allows students the opportunity to delve into the world that we live in, exploring religious and non-religious views on several themes as well as fostering an ethos of respect for others, an opportunity to challenge stereo-types and build an understanding of other cultures and beliefs.

Religious Studies provides a space for students to reflect on their own ideas and develop their thoughts about questions of meaning and ethics.

The GCSE is broken down into two exams:

Part One:

The study of TWO religions with a focus on Beliefs, Teachings and Practices (worth 50% of the qualification).

Students will study Christianity and Islam in depth focussing on the key beliefs, teachings and practices of each religion and the influence that this has on individuals, communities and societies.

Part Two:

Thematic Studies: An exploration of religious, ethical and philosophical themes (worth 50% of the qualification)

Students will study FOUR themes considering different beliefs and attitudes to religious and non-religious issues in contemporary British society:

- Religion and life – the origin and value of the universe and human life including scientific and religious views on these and the relationship between them. The use of the environment and animals and ethical arguments relating to abortion, euthanasia and life after death
- Religion, peace and conflict – including the key concepts of war, peace, justice and reconciliation. An exploration into the reasons for war, a just war, terrorism, pacifism and responses to war in the 21st century
- Religion, crime and punishment – the causes of crime and different aims of punishment including ethical arguments on the death penalty
- Relationships and the Family – including concepts such as marriage, divorce, cohabitation, polygamy, sexuality and the family

This GCSE is 100% exam based; students will sit two exams in Year 11. During the course students will be given practice exams and questions in preparation for the real exams.



Why do a Design and Technology GCSE?

Design and Technology provides students with the skills that employers and Further Education course providers seek from applicants in the UK and the rest of the world.

- Solving problems with creative and innovative strategies
- Being logical and pragmatic, interested in the process necessary for an idea/concept to become a product
- Being conscious of global social, cultural and environmental issues in relation to Design and Technology
- Attention to detail, numeracy and high levels of computer literacy
- Being effective communicators, capable of team working and able to take on responsibility

By shaping the objects, interactions and environments we live around and within, design literally changes the world. Humans use technology to travel, to communicate, to learn, to do business and to live in comfort.

“Design and Technology is a phenomenally important subject. Logical, creative and practical, it’s the only opportunity students have to apply what they learn in Maths and Science – directly preparing them for a career in Design and Engineering.”

Sir James Dyson, Founder and Chairman of Dyson.

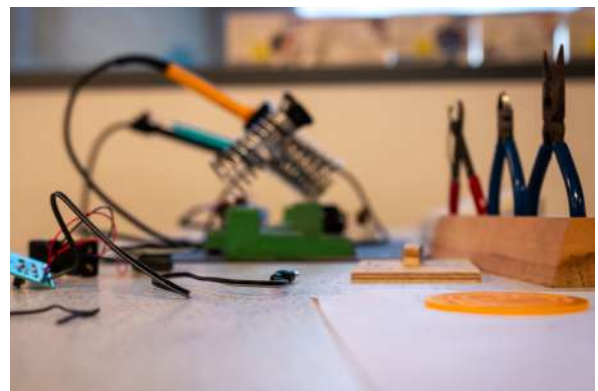
Curriculum Developments

All Technology specialism GCSEs have been combined into a single GCSE called ‘Design Technology’. Students will need to have a knowledge of a number of different materials. These will include woods, metals, plastics, textiles, electronics, papers and boards.

In order to succeed, students will need a breadth of core knowledge of all materials. When selecting this pathway, students will have the opportunity to choose a preferred material for their design and make project.

Students need to be aware that although this is a practical subject there is an equal amount of written work and they will also be expected to undertake individual research and investigation as well as regular self-study.

Students may need to provide some of their own materials for the course.



NB. Owing to the amount of NEA, students are only permitted to choose ONE technology subject. This includes Food and Nutrition and Hospitality and Catering.



Year 9

In Year 9 all students will follow the same curriculum regardless of their preferred material. Students will be taught the skills and knowledge to prepare them for the GCSE syllabus. Students will get the opportunity to develop their knowledge and skills in textiles as well as woods, plastics, metals, CAD/CAM and graphic communication.

In addition they will learn about sustainability principles and the social, moral and cultural factors involved in design and manufacture.

Year 10 and 11

Students will:

- Complete a design and make a project in textiles where they will be prepared for how to succeed in the GCSE Non-Examination Assessment (NEA)
- Study detailed theory lessons to further their understanding of the core and specialist material knowledge
- Attain specialist skills in textiles, including manufacturing and the use of CAD/CAM

The GCSE will be graded on a 9-1 scale, 50% examination and 50% is Non-Examination Assessment.

Assessment

Owing to the linear nature of the new GCSEs, all examined assessments will take place in the final year (Year 11).

The first section of the exam will be based on the core knowledge, which includes knowledge on all material areas. The second section of the exam will ask questions about Textiles only.

Note: Maths based questions make up 15% of the exam and are linked to real D&T situations. The Maths content is equivalent to high end KS3 content.

Non-Examination Assessment

This will be one final made prototype based on a design brief they develop in response to a contextual challenge set by the examination board. This starts on the 1st June in Year 10. For this Non-Examination Assessment students will be able to work in textiles.

NB. Owing to the amount of NEA, students are only permitted to choose ONE technology subject. This includes Food and Nutrition and Hospitality and Catering.





Year 9

In Year 9 all students will follow the same curriculum regardless of their preferred material. Students will be taught the skills and knowledge to prepare them for the GCSE syllabus. Students will get the opportunity to develop their knowledge and skills in woods, plastics, metals, textiles, CAD/CAM and graphic communication. In addition they will learn about sustainability principles and the social, moral and cultural factors involved in design and manufacture.

Year 10 and 11

Students will:

- Take part in a design and make a project in their specialist material, where they will be prepared for how to succeed in the GCSE Non-Examination Assessment (NEA).
- Take part in detailed theory lessons to further their understanding of the core knowledge and specialist material knowledge
- Attain specialist skills in tTimbers, including manufacturing and the use of CAD/CAM.

The GCSE will be graded on a 9-1 scale, 50% examination and 50% is GCSE Non-Examination Assessment (NEA).

Examination Assessment

Owing to the linear nature of the new GCSEs all examined assessments will take place in the final year (Year 11).

The first section of the exam will be based on the core knowledge, which includes knowledge on all material areas. The second section of the exam will ask questions about timbers only.

Note: Maths based questions make up 15% of the exam & are linked to real D&T situations. The Maths content is equivalent to high end of KS3 content.

Non-Examination Assessment (NEA)

This will be one final made prototype based on a design brief they develop in response to a contextual challenge set by the examination board. This starts on the 1st June in Year 10. For this NEA students will be able to work in wood, plastic and metal.

By shaping the objects, interactions and environments we live around and within, design literally changes the world. Humans use technology to travel, to communicate, to learn, to do business and to live in comfort.



NB. Owing to the amount of NEA, students are only permitted to choose ONE technology subject. This includes Food and Nutrition and Hospitality and Catering.



Year 9 and 10

During Year 9 and 10 the GCSE course content, along with a range of practical skills, are taught to students. The course is structured to embed a range of technical skills within the theoretical aspects of the syllabus. Through a series of modules, students will learn the principles of nutrition, whilst acquiring an understanding of hygiene and safety, food science, the functional properties of different ingredients, food provenance and industrial production methods. Subject knowledge is assessed through mini projects, exam questions and self-study tasks.

Practical and making skills are also assessed throughout the course.

Year 11

During Year 11, students will complete two Non-Examination Assessment tasks (NEA). The assessment of the NEA tasks equates to 50% of the final GCSE grade. Students will begin the first of these tasks in September of Year 11. Following the completion of the second NEA task students will review and revise the content of the syllabus in preparation for their final written examination.

Practical work

- Students are expected to take part in all practical activities including the tasting and testing of a variety of different food products
- Students will be expected to provide their own ingredients for practical work and to come fully equipped to every lesson with basic classroom equipment
- During the course, students will be assessed on their technical skills and will complete practice practical exams in preparation for the assessed practical task in Year 11

Assessment - The GCSE will be graded on a 1-9 scale.

Non-Examination Assessment (NEA)

Non-Examination Assessment forms 50% of the final GCSE grade. The NEA consists of two projects, the first is entitled 'Food Investigation' (15%) and the second, 'Food Preparation' (35%).

During the 'Food Investigation' task students will explore the functional properties of a particular ingredient through practical investigation and produce a written report to record the findings of their investigation.

The 'Food Preparation' task includes a three hour practical exam. Students will present a portfolio of research, investigation and planning work in response to a given task, as well as photographic evidence of their technical skills. During the final practical exam students will cook and present a three dish menu.

Written Examination

The remaining 50% of assessment will be in the form of a 1 hour 45 minute written examination paper. Students will sit the exam at the end of Year 11.

Additional Information

- Students need to be aware that although this is a practical based subject there is an equal amount of written work and individual research involved.
- The three year course is planned in modular form to cover all areas of study and each unit will be assessed.

NB. Owing to the amount of NEA, students are only permitted to choose ONE technology subject.





The Hospitality and Catering course offers an experience that focuses on applied learning through acquiring and applying knowledge, skills and understanding through purposeful tasks set in the Hospitality and Catering context; they aim to have many of the characteristics of real work.

The hospitality sector includes hotels, restaurants, coffee shops, pubs and bars, leisure parks, stadiums, nightclubs, contract caterers, food service operators, entertainment and visitor attractions. Employment can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers, and food technologists working for supermarket chains.

Throughout the course you will study two units of work:

Unit 1: The Hospitality and Catering Industry

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



Unit 2: Hospitality and Catering in Action

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



Assessment

Throughout the course you will be assessed through a series of written examinations and assignments based on a given brief.

In Year 10:

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

In Year 11:

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



NB. Owing to the amount of NEA, students are only permitted to choose ONE technology subject.





wildernschool

Charities supported by Wildern School

We take pride in our community. Across the year we raise money for a number of International, National and Local charities, building on our responsibilities as a Rights Respecting School.



CANCER
RESEARCH
UK



Supported by
Rotary GB&I

Rotary Shoebox Scheme

"Spreading a little Happiness"

Local Charities

- Basics Food Bank Appeal
- Wessex Cancer Trust
- Southampton City Mission

National Charities

- Rotary Shoe box Appeal
- Cancer Research



SOCCER AID

unicef 



WESSEX
CANCER TRUST



International Charities

- Save the Children
- Sports Relief
- Unicef Soccer Aid



Wildern Wellbeing



wildernschool

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