



Year 10 Options 2018-20

A guide to the Year 10 and 11 curriculum options for parents and students

Introduction

During the coming months you will be choosing the courses that you will be following in Years 10 and 11. For the first time since starting school, you will have a real say in what you learn. Making these choices will not be easy. At Farmor's there is a very wide range of courses to choose from, including courses that you have not studied in Years 7, 8 or 9. It is important that you, your teachers and your parents/ carers, work together to make sure that you choose the most appropriate options for your future.

At Farmor's School our aims are:

- **for you to study courses that suit your aspirations;**
- **for you to follow a curriculum that is broad and balanced;**
- **for you to be given the opportunity to focus on your strengths and to explore new areas of interest.**

This can sometimes become a stressful decision so over the coming weeks you will get many opportunities for information, advice and guidance about your options. There will be presentations, a parents' information evening and talks about subjects from Heads of Department. We may recommend some courses for you personally based on your strengths and needs. If so, we will write to you to share our advice.

As you read this booklet you will also notice a major change to the way the majority of subjects are graded. The traditional A*- G grades have been replaced with a new 9 to 1 system in all GCSE subjects.

We offer as much choice as we can, but it is not always possible to run a course which very few students choose and some combinations of subjects may prove to be impossible to timetable. If this happens, we will let you know and we will help you explore other possibilities.

The deadline date for handing your option forms back in is Friday 15th February 2019. This is not run on a first come first served basis, so it is of no advantage to submit this form any earlier. The forms themselves will be submitted electronically rather than by paper copy.

Remember, if you are unsure about anything – please ask!



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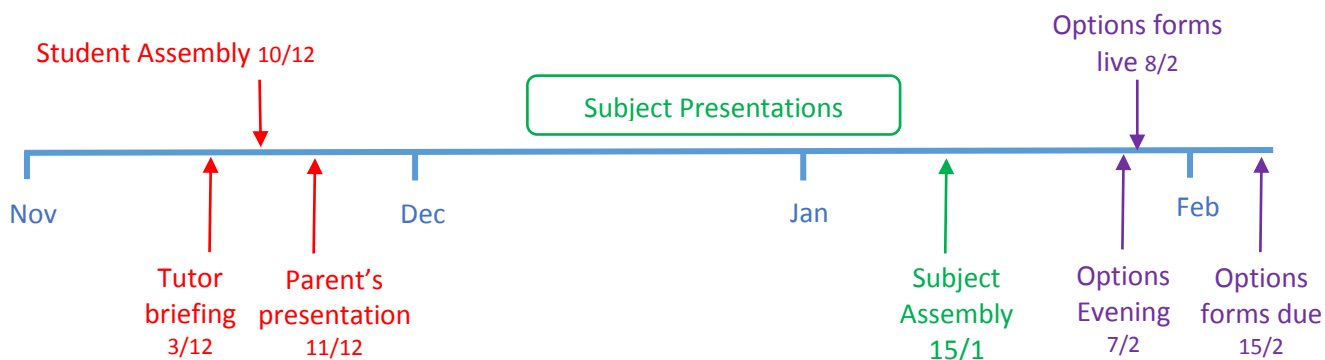
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What is the timeline for making choices?

The timeline is deliberately long so that you will have lots of time to make informed and positive decisions. We launch the option process in December and offer a range of support through to your option form submission in February.



What qualifications are offered?

The majority of our courses in Years 10 and 11 are qualifications called GCSE (General Certificate of Secondary Education). The exceptions are Health and Social Care, ICT, Food and Nutrition and The Unit Award Scheme. The Government refers to all courses through a common framework, and in Years 10 and 11 most courses are at Level 1 and Level 2. A GCSE is qualification normally taken over two years with final exams towards the end of year 11. Some GCSE's also have controlled assessment which is practical work carried out under examination conditions and that counts towards the final grade award. The Religious Studies GCSE is called a "short course" and is taken over 1 year, with the option for some students to carry on with this course and take further exams to certify as a full GCSE qualification. The short course GCSE is regarded as half of a full GCSE pass, but is graded in the same way. The vocational awards (non-GCSE courses) combine practical learning with subject and theory content. They are divided into units, which cover specific areas of knowledge, skills, and understanding and students build up portfolios of work as they progress through the course. Vocational Award courses are designed with an emphasis on assessing what students can do rather than what they know.

These awards are referred to by the Department for Education as Level 1 and Level 2

Level	Description of awards
2	GCSE awards at grades 4 to 9 Food and Nutrition (Level 2) Health and Social Care (Level 2)
1	GCSE awards at grades 1 to 3 Food and Nutrition (Level 1) Health and Social Care (Level 1)

What are the changes to GCSE courses that the press has reported?

GCSEs have changed in a bid to make subject content and exams more challenging. In September 2015, new GCSEs in English (language and literature) and Maths were introduced. The first of these exams took place in summer 2017. Further subjects were then introduced over the following two years so that the current Year 9 will be sitting entirely reformed GCSE courses. Key changes to these new style GCSEs include most exams being taken at the end of the two-year course rather than on the completion of modules. There will be fewer 'bite-sized' questions and more essay-style questions. The content will be more challenging, with more substantial texts in English literature and a number of new topics in Maths. Controlled assessment will disappear or play a much smaller role from most subjects, apart from practical ones such as art, dance and drama. Exams can only be split into 'foundation tier' and 'higher tier' if one exam paper does not give all students the opportunity to show their knowledge and abilities. Re-sit opportunities will only be available each November in English language and maths. A new grading scale of 9 to 1 will be used, with 9 being the top grade. This will allow for a greater differentiation between students and will help to distinguish the new GCSEs from previous versions.

How will the courses be graded?

OFQUAL (the Government body that regulates the examination system in England) is phasing in a major change in the way that GCSE subjects are graded. The traditional grading from A* - G has now been replaced by a 9 to 1 scoring system, with 9 being the highest. OFQUAL have given some guidance as to what these new grades will represent. Whilst direct comparisons are not completely possible a simple view would be as follows:

New	9	8	7	6	5	4	3	2	1	U	
Traditional	A*		A	B		C	D	E	F	G	U

OFQUAL have said that broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above. In addition, broadly the same proportion of students will achieve a grade 7 and above as currently achieve an A or A*. In addition, they have said that the new grade 5 will be positioned in the top third of the marks for a current grade C and bottom third of the marks for a current grade B. Grade 5 has been set by Government as a 'strong pass' mark and grade 4 as a 'good pass'. All of the GCSE courses within the Year 9 options will be graded in this way. Vocational Awards will be graded in a different way.

What does the curriculum look like in Years 10 and 11?

The diagram below shows the curriculum structure for most students in Years 10 and 11. The numbers below each subject are the number of 35 minute lessons scheduled each week. The first 6 blocks represent the core, or compulsory, offer and the last four blocks are reserved for option choices. English and Science are both double award GCSE so have double the time of a single option.

10	English	Maths	Science	PE	PSE	RS	Option A	Option B	Option C	Option D
	8	6	8	2	1	2	4	4	4	4
11	English	Maths	Science	PE	PSE	Enrich/Stu	Option A	Option B	Option C	Option D
	8	6	8	2	1	2	4	4	4	4

As you can see in the diagram, Religious Studies (RS) is a short- course GCSE which runs only in Year 10. This time then becomes free for either an enrichment option in Year 11 such as Photography or is instead used as supported study time. The structure shows that students will select four option choices to go with the core offer.

The diagram below shows how the time is allocated across a typical week, with optional subjects making up 37% of the time available and compulsory subjects the other 63%.

PSHE	Science	English	PE	Options
Maths	Science	English	Options	Options
Maths	Science	English	Options	Options
Maths	Science	English	Options	Options
Maths	Science	English	Options	Options
	Science	English	Options	Options
	RS	RS		

Which subjects are compulsory and which are options?

Core Offer (compulsory)

GCSE English Language
GCSE English Literature
GCSE Mathematics
GCSE Science Combined Award
GCSE Short course Religious Studies

PSHE (Non-certificated)
Core PE (Non- certificated)

Core Offer = 5 ½ GCSE qualifications

Options Offer (Year 11)

GCSE Religious Studies (full course)
Photography (enrichment)
GCSE PE (additional sessions)
Supported Study

Options Offer = up to 1 GCSE qualification

Options Offer (GCSE)

Art and Design	Media Studies
Business Studies	Music
Computer Science	Physical Education (PE)
Drama	Photography
Design Technology	Separate Sciences*
French	Sociology
Geography	Spanish
History	

Options Offer (Vocational)

Hospitality and Catering	(Technical Award)
Health and Social Care	(Technical Award)
Unit Award Scheme	(Standalone certificates)

Optional Offer = up to 4 GCSE qualifications

As a school we have made the decision to present the options as a free choice to students from the list above. Many schools present options in what are referred to as blocks, that is specific subjects are listed in 4 groups and students must choose a subject from each block. This is easier for the school to eventually timetable and can also help a school hit specific governmental targets. We believe it is in the student's best interest to instead choose the options that they wish in any combination. This makes things more difficult for the school but means that more students will be able to choose the options that they want to study. The Short Course Religious Studies course is examined in May of Year 10. Following the Easter break, there is an additional option to use this time to either continue to study Religious Studies and to take the full GCSE course in Year 11, to take an enrichment course in Photography (non- certified and just for fun) or to use the time for the study of your other courses.

*** Note 1:** All students will take a combined science award and can opt to add Triple Science to this. This means they will study science for a further 4 lessons each week.

How will you decide which choices to make?

We spend a long time working with you to make sure that you have all of the information that you will need to make positive choices. Consider which subjects that you enjoy and those that you are good at. Consider your intended career and which subjects might best support this, although a broad and balanced curriculum should keep options open. Talk with your teachers, older students and your tutor.

Are there any combinations that you shouldn't or can't pick?

There are no combinations which we would advise against or that we would not let students select. It is a consideration that some subjects have a requirement to produce a portfolio of work which can take time. Taking too many of these subjects can create a challenging workload issue. These courses are Art and Design, Design Technology and Photography. The combination that you pick should reflect your interests, strengths, ability and future plans. Art and Design and Photography are very different courses and can be taken in combination. It is also possible to take Art and Design and to then take photography as enrichment in Year 11 to support work in Art.

What if you change your mind?

This can happen, and wherever possible we will try to support any changes that you wish to make, once your form has been submitted. Possible changes will depend very much on where spaces in other groups are and how the timetable has been put together. Once courses have begun in Year 10, it is much more difficult to change subject options as the timetable becomes fixed. If you do wish to make a change, please come and speak to Mr. Shaw.

Will your choices effect what you could study in the Sixth Form?

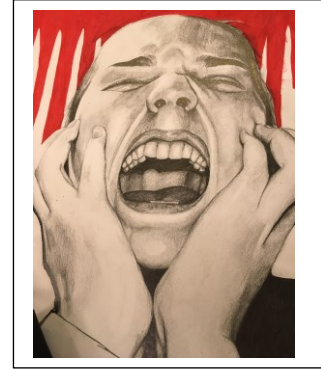
Only languages, Mathematics and English will require you to have taken a GCSE in that subject as a pre-requisite to taking that subject at A- Level.

Will all of your option choices be available to you?

When putting together the curriculum, we are constrained by what courses we can afford to run. This means that if a small number of students opted for a particular course, it may not be cost-effective to run it and an alternative would be offered. Additionally, if the number of students opting for a particular course is somewhere between 1 and 2 classes in number, this may also cause us to look at the viability of running 2 groups. Any issues of this nature will be shared with parents and students and discussed fully to find a suitable solution.

GCSE Art and Design-Fine Art

Subject Head: Penny Badger
Contact: pbadger@farmors.gloucs.sch.uk
Specification: AQA Fine Art (8202)



Course outline

GCSE Fine Art offers students the opportunity to further develop their skills in using different art and craft media in both 2D and 3D form. They will look at a range of artists and explore different types of art work in order to help develop their own ideas and personal styles. As students move through the course they are encouraged to find their own voice with their work and the results become increasingly personal; emphasis is placed on the development of a personal style based on each student's interests and abilities. Success requires a high degree of involvement and a willingness to work seriously

What should students expect to be doing during the course?

Fine Art at KS4 is a rigorous course which offers the individual an opportunity to develop and refine skills in a range of media. It provides a challenge for the student's intellect as well as his or her skill. It provides students with the opportunities to develop personal responses to ideas, observations and experiences in practical, critical and contextual forms. They will learn creative thinking skills and develop their knowledge of art practitioners through analysis and visits.

The course consists of two major projects which take place over the two years. Emphasis is placed on sketchbook work which should show the exploration and development of the project, culminating in a final piece at the end of the project. A visit to a Gallery, Museum or Botanical Garden will take place in both years which enables the students to study art works at first hand and draw from observation.

Assessment (graded 9- 1)

The course is assessed through two elements. The first is a piece of controlled assessment which places value on a student's sketchbook **and is worth 60% of the final grade. There is also a final exam which is worth 40% of the grade.** This exam involves 6-8 weeks of preparation and a ten-hour final exam. All work is presented in a folder for marking and moderation in May in Y11.

Progression into sixth form

We offer a successful and well established A-Level in Fine Art at Farmors School. Students could also study other art or design based courses including BTECS and NVQs at local colleges.

GCSE Business

Subject Head: Peter Imeson
Contact 1: pimeson@farmors.gloucs.sch.uk
Contact 2: kbrathwaite@farmors.gloucs.sch.uk
Specification: Edexcel GCSE Business: Developing Enterprising Minds (1BS0)



Course outline

The specification is structured into two themes, taking students from how entrepreneurs start businesses (Theme 1) through to growing and global businesses (Theme 2). Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business such as market research, competitor analysis and the business plan. Theme 2 examines how a business develops beyond the start-up phase. It covers topics such as marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

What should students expect to be doing during the course?

Learning business involves studying new concepts and applying these to real business situations. Students will be introduced to real businesses in a variety of ways including reading and watching case studies, carrying out project work which involves researching businesses and through having talks from guest speakers.

Assessment (graded 9- 1)

The course is assessed with two equally weighted exam papers both of which are sat at the end of Year 11 and will consist of calculations, multiple-choice, short-answer and extended-writing questions.

Progression into sixth form

Students who study business often go on to take A-levels in Business and/or Economics. The skills and knowledge learnt during the course will equip students to be successful in other fields such as vocational business courses or apprenticeships.

GCSE Computer Science



Subject Head: Martin Alsaigh
Contact: malsaigh@farmors.gloucs.scl
Specification: AQA GCSE Computer Science (8520)

Course outline

Students will look at the principles of computer science including the opportunity to develop analytical and problem-solving skills (*transferable skills that are highly sought after*). Students will develop an understanding of components that make up digital systems, and how they communicate with each other. There will also be an in-depth understanding of the impact of digital technology on the individual and on wider society.

What should students expect to do during the course?

This course gives students a real, in-depth understanding of how computer technology works and an insight into what goes on “behind the scenes”, including computer programming. This course is suitable for those students with a strong mathematical and scientific background and a keen interest in computing and technology.

Assessment (graded 9- 1)

Paper 1: Computational thinking and problem solving – **50%** external examination

Paper 2: Written assessment – **50%** external examination

Non-examined assessment (NEA): Computer Science Project set by AQA

Progression into Sixth Form

We offer an A-Level course in Computer Science at Farmor’s School. Students who have taken this subject, and who study the subject at a higher level, will have an advantage over their colleagues. Universities will allow students to combine Computing with other subjects: Mathematics, Engineering, Science, Medicine, Business Management, Languages and Design Technology, leading to many diverse career opportunities.

GCSE Drama

Subject Head: Thomas Newman
Contact: tnewman@farmors.gloucs.sch.uk
Specification: AQA 8261



Course outline

The GCSE course encourages and enables students to become confident performers, providing them with the skills they need for a bright and successful future. Students are given as much opportunity as possible to do what they enjoy best – participating in performance and experiencing a wide range of stimulating live theatre.

What should students expect to do during the course?

All students devise drama, explore texts practically and work on two text-based performances. As a Performer, students can be sure to gather invaluable skills, both theatrical and transferrable, to expand their horizons.

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

Assessment (graded 9- 1)

Understanding Drama - 40% (Written exam: 1 hour and 45 minutes. Open book. 80 marks)

Devising Drama - 40% (Practical: Devising log (60 marks), devised performance, 20 marks)

Texts in practice - 20% (Practical performance of two extracts, 50 marks)

Progression into Sixth Form

Our AQA GCSE Drama course ensures continuity for students progressing to our highly successful AQA A-level Drama and Theatre course. Students will have experience of studying whole set texts for the written papers and they will have built solid foundations in reviewing live theatre productions and interpreting key extracts.

GCSE Design and Technology



Subject Head:	Claire Andrews-Alsaigh
Contact 1:	candrews-Alsaigh@farmors.gloucs.sch.uk
Contact 2:	cbass@farmors.gloucs.sch.uk
Specification:	Edexcel (1TE0) Textile Design or (1TD0) 3D Design

Course outline

This course represents an exciting opportunity to learn about product design from wider influences. This GCSE will allow all students to study a wide range of contexts and the work of others. Using designing and making skills in a range of broad design based processes, materials and techniques using an iterative approach when thinking and solving problems for new product ideas.

Design is a way of thinking creatively with new ideas for new products we could use every day or may use in the future in a critical and contextual format. Students will work on a personal investigation design project to research, develop and explore ideas within primary and contextual sources. To experiment with media, materials, techniques and processes to produce a 3D outcome. A portfolio of work would contribute to this at 60% of the overall GCSE grade.

Students can choose to specialise in either Three Dimensional Design or Textiles. An external assessment would be at 40% and set by the board. Students would need to work on research and development of an idea in advance, towards making that idea, in a sustained focused exam.

What should students expect to be doing during the course?

Textile Design Students could typically develop work in any of the following areas of study:

- Costume Design
- Dyed and printed fabrics
- Fashion Design
- Interior design

Three dimensional Design Students could typically develop work in any of the following areas of study:

- Product design
- Architectural design
- Jewellery design

Assessment (graded 9- 1) 60% portfolio project / 40% exam with an 8-10 preparation developmental period leading to a 10 hour exam.

Progression into Sixth Form

A-Levels in and Three Dimensional Design or Fashion and Textiles.

GCSE English Language

Subject Head: Sue Simmonds

Contact: ssimmonds@farmors.gloucs.sch.uk

Specification: AQA 8700



Course outline

Students will study the courses over two years and will be assessed by examinations at the end of Year 11. There is no coursework or controlled assessment; assessment is by examination only. It is anticipated that *all* students will take both GCSEs: English Language *and* English Literature.

What should students expect to do during the course?

Reading skills: you will study a range of texts including fiction and non-fiction from the C19th, C20th and C21st. You will develop the skills to analyse and compare these texts, building upon the skills you have developed at Key Stage 3.

Writing skills: you will develop your creative writing skills as well as your ability to write for specific audiences and purposes. You will also develop your written accuracy. (Spelling, punctuation and grammar are worth 20% of the marks).

Spoken Language: You will also be required to give a presentation to the class and take questions. This will not count towards your final English Language grade, but you will be given Pass, Merit or Distinction.

Assessment (graded 9- 1)

Paper 1: Explorations in Creative Reading and Writing	Paper 2: Writers' Viewpoints & Perspectives	
50%	50%	1 hour 45 minutes
1 hour 45 minutes		
Section A: Questions on an unseen C20th or C21st fiction text	Section A Questions on 2 thematically linked C19th & C20th/C21st non-fiction extracts.	
Section B: Choice of 2 writing tasks - Narrative/Descriptive (thematically linked to Section A)	Section B Choice of 2 writing tasks for specific purpose/ audience (letter/article etc.) (thematically linked to Section A)	

Progression into Sixth Form

Either English Language or English Literature at Grade 4 or above is required by most colleges and universities, regardless of which subject or vocation you choose.

GCSE English literature

Subject Head: Sue Simmonds

Contact: ssimmonds@farmors.gloucs.sch.uk

Specification: AQA 8702



Course outline

See outline above under 'English Language'.

What should students expect to do during the course?

You will study:

- A play by Shakespeare
- A British play or novel written after 1900
- A C19th British novel
- A selection of poetry written between 1789 and the present day

You will develop your skills, building on the work you have been doing at Key Stage 3. You will read, interpret, analyse, evaluate and compare texts and gain confidence in applying your skills to unseen texts.

Assessment (graded 9- 1)

AQA English Literature GCSE Examinations	
Paper 1 Shakespeare & the C19th novel 40% 1 hour 45 minutes Closed Book	Paper 2 Modern Texts & Poetry 60% 2 hours 15 minutes Closed Book
<p><u>Section A: Shakespeare</u> 1 question on the studied play. The question is extract based but the extract must be linked to the play as a whole.</p> <p><u>Section B: The C19th novel</u> 1 essay question which will be extract based. The extract must be linked to the novel as a whole.</p>	<p><u>Section A: Modern Texts</u> 1 question from a choice of 2 on a modern British novel or play.</p> <p><u>Section B: Poetry since 1789</u> Q1: Comparing printed poem from their anthology and one other poem from their chosen cluster.</p> <p><u>Section C: Unseen Poetry</u> Q2: One question on an unseen contemporary poem. Q3: One question comparing the unseen poem with another unseen poem.</p>

Progression into Sixth Form

Either English Language or English Literature at Grade 4 or above is required by most colleges and universities, regardless of which subject or vocation you choose.

Hospitality and Catering – Vocational Award

Subject Lead: Tharshini Jayakanthan

Contact: tjayakanthan@farmors.gloucs.sch.uk

Specification: 601/7703/2 WJEC 1/2 Award in Hospitality and Catering



Course outline

This qualification is intended for learners aged 14-16 who are interested in food preparation in commercial catering. It is intended for learners to develop skills and knowledge that will prepare them for further study and employment within this sector. It will particularly appeal to students who would prefer a course which is weighted heavier in practical work such as:

- Practical food preparation skills and techniques
- Meal and menu planning
- Presentation techniques
- Cooking methods and recipes
- Commercial practice
- Career opportunities in the catering sector
- Food hygiene and safety.

What should students expect to do during the course?

Unit 1: The Hospitality and Catering Industry – acquiring knowledge about the Catering Industry. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills. There is an exam at the end of the two-year course.

Unit 2: Hospitality and Catering in Action - Learners safely prepare, cook and present nutritional dishes. They will create scenarios in relation to Unit 1 to further their understanding of the Catering Industry. Final assessment is carried out with one Internal Assessment.

Assessment

Graded as: L1 Pass, Level2 Pass, L2 Merit, L2 distinction, L2 Distinction*

Progression Post-16 and/or Sixth Form

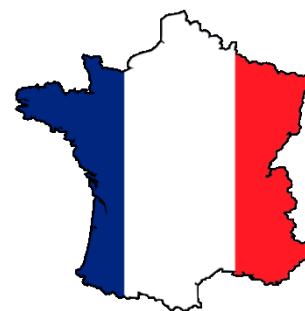
Learners can progress to Level 3 vocational qualifications such as The Diploma in Professional Cookery, Level 3 Certificate in Food Science and Nutrition (1yr); Diploma in Food Science and Nutrition (2yrs) or apprenticeships in a related area of employment.

GCSE French

Subject Head: Louisa Amoah

Contact: lamoah@farmors.gloucs.sch.uk

Specification: EDEXCEL GCSE French – 1FRO



Course outline

Students study the themes of Identity and culture, School, Local area, holiday and travel, International and global dimension and finally Future aspirations, study and work.

What should students expect to do during the course?

Students are expected to understand and provide information and opinions about the above themes relating them to their own experiences and those of other people, including people in countries/communities where French is spoken. The course aims to increase students' ability to communicate in a foreign language. They will develop their skills in listening, speaking, reading and writing and will sit formal exams to test all four skills at the end of Year 11. Students will learn about the culture and lifestyle of countries where French is spoken. Studying French will improve employment prospects and enhance foreign travel experiences.

Assessment (graded 9- 1)

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students take four question papers from the same tier.

Paper 1: LISTENING (Understanding and responding to different types of spoken language)

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 50 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE

Paper 2: SPEAKING (Communicating and interacting effectively in speech for a variety of purposes)

- Non-exam assessment covering Role-play, Photo card, General conversation
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 50 marks (for each of Foundation Tier and Higher Tier) and 25% of GCSE

Paper 3: READING (Understanding and responding to different types of written language)

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier) and 25% of GCSE

Paper 4: WRITING (Communicating effectively in writing for a variety of purposes)

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 60 marks at Foundation Tier and 60 at Higher Tier and 25% of GCSE

Progression into Sixth Form

We offer a well-established and successful A-Level in French.

GCSE Geography



Subject Head: Caroline McLarty

Contact: cmclarty@farmors.gloucs.sch.uk

Specification: AQA GCSE Geography

Course outline/ What should students expect to do during the course

We study the following subjects in addition to investigative fieldwork:

Natural and Tectonic Hazards

Earthquakes – should we worry? Do we have volcanoes in the UK? Why do people continue to live in areas at risk from earthquakes and volcanoes?

Hurricanes, Extreme Weather and Climate Change

Why does it rain so much in the UK? Is our weather becoming more extreme? Climate change- what's all the fuss about and how will it affect me? Will you be able to ski in the Alps in 20 years' time?

Ecosystems, Tropical Rainforests and Hot Deserts

What are biomes? What do producers, consumers and decomposers do in ecosystems? What has the loss of Tropical Rainforest got to do with me? Are hot deserts always hot?

Economic and Resource Issues and Challenges

Will we have any resources left for future generations? Can we continue to feed the World? What's energy got to do with it? Is 'doing nothing' a viable option? Aeroponics and hydroponics – are they new music bands?

Urban Issues and Challenges

Do you want to live in a megacity? Is living in the city good for everyone? Can you provide solutions to urban problems? Could you be a future city planner? Are cities right for the planet?

Geographical Application

There are fieldwork opportunities as we bring classroom Geography to life. Would you like to improve your knowledge and understanding of the World? Do you know how to begin a Geographical Investigation? Do you enjoy fieldwork? Is 'sampling' just to do with eating?

Assessment (graded 9- 1)

Paper 1 & 2 Written exams: 1 hour 30 minutes each

- 88 marks and weighted at 35% of the GCSE for each paper.
- Question types: multiple-choice, short answer extended prose

Paper 3 Written exam: 1 hour

- 76 marks and weighted at 30% of the GCSE.

Progression into Sixth Form

We offer a well-established and successful A-Level in Geography. **“Geography: we'd be lost without it.”**

Health and Social Care – OCR Cambridge National

Level 1/2



Subject Head: Karen Rand

Contact: krand@farmors.gloucs.sch.uk

Specification: OCR Cambridge National Level1/2

Course outline

National Cambridge in Health and Social Care is a nationally recognized qualification designed to provide you with a choice of routes into further education or employment. It is appropriate for student's considering a future career in Health and Social care or early years' provision. This qualification is modular and is split into four units. One is an externally assessed exam and the other three are internally assessed. This qualification will be awarded on the scale Pass to Distinction through Level 1 and 2.

What should students expect to do during the course?

Students will be involved in a number of different learning activities, including class discussions, presentations, internet searches, question and answer exercises, presentations from guest speakers and school visits.

Unit 1: Values of Care.

This explores how health, social care and early year's workers can support individuals' rights and provide them with equal opportunities in order to meet their needs. You will learn about discrimination and how this affects people. You will understand how personal hygiene, safety and security measures protect individuals. Examined unit. 25%.

Unit 2: Communication skills.

Students will carry out their own research into how we communicate and the different barriers that stop a person accessing health services. They will create a plan for the practical tasks of communicating with people. Internally assessed. 25%.

Unit3: Body Systems

Learning about the Cardiovascular system, Respiratory system and the Digestive system and how they function. Learning about different disorders that affect these body systems. Learning how to measure your pulse rate before and after activity, measuring peak flows and Body Mass Index. Internally assessed 25%.

Unit 4: First Aid.

Students will learn how to assess the scene of an accident and what immediate actions should be taken. You will be taught the first aid procedures for a range of injuries. Internally assessed.25%.

GCSE History

Subject Head: Jim Speake

Contact: jspeake@farmors.gloucs.sch.uk

Specification: Edexcel GCSE History



Course outline

History is a well-respected academic subject. Students will be learning from specialist teachers, a range of text books and a wealth of audio-visual material. Students will be engaged in analysing the causes and significance of historical events largely through written answers.

What should students expect to do during the course?

Study options will depend on the teacher and in some cases the quality of resources when published. The three examinations are a combination of source, factual and essay questions.

Paper 1: Thematic Study and Historic Environment

Crime and Punishment in Britain, c1000 – present and Whitechapel, c1870 –c1900: crime, policing and the inner city.

Paper 2: Period study and British depth study

Anglo-Saxon and Norman England, c1060–88 and International Relations 1943-91

Paper 3: Modern depth study

Weimar and Nazi Germany, 1918–39

Principally, students develop the ability to understand and analyse issues and events to a high level of competence. Other transferrable skills include:

- a talent for clear expression, both oral and written;
- putting forward ideas and arguments in a concise manner;
- gathering, investigating and assessing material;
- basing conclusions on research and generating ideas;
- organising material in a logical and coherent way.

Assessment (graded 9- 1)

- Paper 1: Written examination: 1 hour and 15 minutes. 30% of the qualification
- Paper 2: Written examination: 1 hour and 45 minutes 40% of the qualification
- Paper 3: Written examination: 1 hour and 20 minutes. 30% of the qualification

Progression into Sixth Form

History GCSE can lead onto History A level. Both are seen as being an excellent foundation for a career in the law, media or business.

GCSE Mathematics

Subject Head: Graeme Spurr

Contact: gspurr@farmors.gloucs.sch.uk

Head of Key Stage 4 (GCSE): Graeme Spurr

Contact: gspurr@farmors.gloucs.sch.uk

Specification: Edexcel 1MA1



Course outline

The Mathematics GCSE covers a wide range of mathematical knowledge and skills with a strong focus on depth of understanding and problem solving. The knowledge and skills content is grouped into five areas:

- Number
- Algebra
- Ratio and Proportion
- Geometry
- Probability and Statistics

What should students expect to do during the course?

Students will be expected to:

- Recall and use standard mathematical skills and knowledge to solve problems.
- Be able to break down more complex problems into small steps in order to solve them.
- Be able to apply mathematical skills to analyse problems in a real life context.
- Be able to use a calculator to solve problems quickly and effectively.

Students will be given the opportunity to discuss mathematical ideas in groups and undertake investigations. The core textbooks and other resources develop learning through practical activities and traditional exercises. These books are supplemented by other appropriate materials, including computer software.

Homework is set on a regular basis to consolidate work taught in class or to revise topics previously learned. On-line homework may be set on occasions and students without internet access should speak to their teacher to get a hardcopy of the homework.

Assessment (graded 9- 1)

The assessment for the course consists of 3 papers all sat at the end of year 11. Each paper is 1½ hours long and there is one non-calculator and two calculator papers. Each paper is marked out of 80 giving a maximum total of 240 marks.

Students will be entered for either the foundation or higher tier exam papers. The higher tier examination is graded from 9 to 4 while the foundation tier is graded from 5 to 1.

Progression into Sixth Form

The GCSE prepares students to take any of the 3 maths options in the sixth form which include A level Mathematics; A level Further Mathematics and Core Mathematics. The course also supports the subjects that require some level of maths which are the sciences, psychology, business & economics and geography.

GCSE Media Studies

Subject Head: Emma Palmer

Contact: epalmer@farmors.gloucs.sch.uk

Specification: AQA GCSE Media Studies 8572



Course outline

GCSE Media Studies is a contemporary and interactive subject which is both creative and analytical; an engaging course that aims to broaden minds. Students will cover all aspects of media including language, representations, industries and audiences, offering both an overall and in-depth understanding of how media represents the world. Students are taught key concepts, new terminology and theory. Although the work produced is mainly print-based, students will also need to show that they can analyse Moving Image texts such as film extracts, music videos, TV trailers, TV advertisements, using this research to influence their own ideas.

Students must have very good ICT skills, as these are important when producing the magazine work.

What should students expect to do during the course?

We expect all students to recognise and demonstrate a good understanding of the four Key Concepts:

- 1) **Media Language:** the way in which the meaning of a media text is conveyed to an audience.
- 2) **Media Representations:** how different groups/people/places are portrayed.
- 3) **Media Industries:** the companies behind the media texts/products. You should gain knowledge and understanding of how the media industries' processes of production, distribution and circulation affect media forms and platforms.
- 4) **Media Audiences:** who the target audience is and how they are targeted.

Assessment (graded 9- 1)

Exam Paper 1 – Focus on industries, audience and representation. 35%

Exam Paper 2 – Focus on media language and contexts. 35%

Each paper is 1hour 30 mins long. Responses are a mixture of multiple choice, short answers and extended responses.

Coursework (NEA – Non-exam Assessment)

Magazine based 30%

Progression into Sixth Form

Students could continue into A Level Media and from there could build towards careers in production, editing, marketing, journalism, to name but a few.

GCSE Music

Subject Head: Louise Matley

Contact: lmatley@farmors.gloucs.sch.uk

Specification: EdExcel 2MU01



Course outline

The course has three main elements

- Performing
- Composing
- Listening to and Appraising Music

What should students expect to do during the course?

The course presents a wide range of opportunities to students. These include: -

- Solo performance;
- Ensemble performance;
- Writing and recording your own music;
- Listening to and understanding a wide range of music from different styles and cultures.

There are **four areas of study** covered, each containing two set works:

1. Instrumental Music 1700-1820
2. Vocal Music
3. Music for Stage and Screen
4. Fusions

Within each area of study you will:

- ❖ Learn about the contextual nature of the period, style, movement or culture in which the set works were composed.
- ❖ Learn biographical information on the composers of the set works
- ❖ Carry out detailed analyses of the set works
- ❖ Complete listening and appraising tasks to prepare you for the exam
- ❖ Complete performing and composing tasks to develop a full range of musical skills
- ❖ Learn new musical vocabulary related to each set work.

Music is an interesting and wide-ranging subject but it is demanding. It requires academic rigour and will challenge you. Students should note that good skills on an instrument or voice are essential to follow the course successfully.

Assessment (graded 9- 1)

Coursework: Performing and Composing	60%
Examination: Listening	40%

Progression into Sixth Form

We run a successful A level course in Music.

GCSE Digital Photography

Subject Head: Joanne Dawson

Contact: jdawson@farmors.gloucs.sch.uk

Specification: GCSE Photography *AQA (8206)*



Course outline

Students will explore a range of Photographic skills and work with a variety of manual camera functions and settings throughout the two year course. There are two components to the course, divided as follows; 60% coursework and 40% practical exam.

In Component 1 and Component 2 students are required to work in **one or more** area(s) of digital photography, such as;

- Portraiture
- Studio photography
- Experimental imagery
- Installation
- Photo-journalism
- Fashion photography
- Macro

They may explore overlapping areas and combinations of areas.

What should students expect to do during the course?

Students will explore various digital camera techniques and processes including; use of lighting, viewpoint, aperture, depth of field, shutter speed and movement. Coursework will be built up as skills progress and students will work in sketchbooks as well as on PowerPoint presentations on computers. Students will learn how to edit their images both on IT packages as well as creatively. Students will also learn how to direct models, use props and all the skills needed to set up successful photo shoots.

Assessment (graded 9- 1)

The course will be graded in numerical format of 9-1. Grade 9 being equivalent to an A*, grade 5 equivalent to a C and grade 1 to a G. The course is assessed through two elements. The first is a piece of controlled assessment which places value on a student's sketchbook/PowerPoint **and is worth 60% of the final grade. There is also a final practical exam which is worth 40% of the grade.** This exam involves 6-8 weeks of preparation and a ten-hour final exam. All work is presented for marking and moderation in May in Y11.

Progression into Sixth Form

Students could continue into A Level Digital Photography and from there could build towards careers in commercial photography, journalism, sports photography, television work, teaching to name but a few.

GCSE Physical Education

Subject Head: Dawn Johnson

Contact: djohnson@farmors.gloucs.sch.uk

Specification: GCSE Physical Education AQA (8582)



Course outline

This course provides the opportunity to gain knowledge and understanding of the contemporary topics that underpin performance and involvement in physical activity and sport.

Subject Content

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

What should students expect to do during the course?

The course is interesting and wide-ranging but demanding. A common misconception students have is that PE is an easy, practical subject.

The GCSE is weighted toward the theory component which has a scientific element which challenges many students. You will receive two double lessons per week which will be allocated predominantly to theory work.

Assessment (graded 9- 1)

Theory component 60% 2 written exams (1 hr 15 mins each)

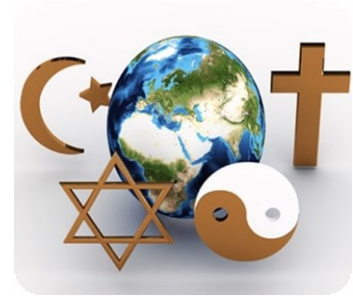
Practical component 30% practical performance, 10% analysis coursework

Your practical performance will involve an internal assessment/ external moderation in 3 activities (at least 1 in a team activity and 1 individual). You will also complete an analysis and evaluation of your performance to bring about improvement in 1 activity.

Progression into Sixth Form

A qualification in this course will provide the natural grounding for following A level PE or standalone providing a skill set that prepares students for further study post-16.

GCSE Religious Studies (Short Course)



Subject Head: Sarah Dawson

Contact: sdawson@farmors.gloucs.sch.uk

Specification: AQA Religious Studies (short course)

Course outline

Section A: **The study of religions: beliefs and teachings of two religions:**

- Christianity
- Islam

Section B: **Thematic studies: religious, philosophical and ethical studies:**

- Relationships and families
- Religion, peace and conflict

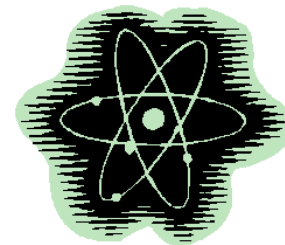
What should students expect to do during the course?

The course will provide students with the opportunity to develop their knowledge, skills and understanding of religion by exploring the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning; express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.

Assessment (graded 9- 1)

There is one 1 hour 45 minutes written paper at the end of Y10 (96 marks plus 5 marks for spelling, grammar and specialist terminology) There is no coursework.

GCSE Sciences



Head of Science: Sylvia Bettington

Second in Science: Andrew Rowan

Contacts: sbettington@farmors.gloucs.sch.uk

arowan@farmors.gloucs.sch.uk

Specification: AQA Trilogy. The Combined Award GCSE AQA course code is 8464.

The Separate Sciences AQA course codes are Biology-8461, Chemistry-8462 and Physics-8463

Course outline

Science can be taken as either a Combined Science or as Separate Sciences courses. The Combined Science course is the default position for all students. Students have to consciously decide to opt into the Separate Sciences course. This would count as one of their option choices. Both courses cover Biology, Chemistry and Physics. The Separate Sciences course goes into more detail in some topics and has some extra topics too. The Combined Science course counts for 2 GCSEs and the Separate Sciences courses count for 3 GCSEs.

Students who study the Combined Science course will have 2 teachers who they will see for a total of 4 double lessons per week. Those who opt for the Separate Sciences course will have 3 teachers for a total of 6 double lessons per week. As the same topics are covered on both courses, but to a greater level of detail on the Separate Sciences course, it is recommended that students (and/or parents) speak to their Science teacher to discuss their suitability for the Separate Sciences course before a decision is taken.

What should students expect to cover within the courses?

Alongside the theory for each topic, students will engage in a variety of required “compulsory practical tasks” to support their understanding. To test their understanding of practical work, coursework has been replaced on these new courses with questions in the final exams that focus on the practical aspects of the topics taught.

Assessment (graded 9- 1)

Both courses have terminal exams in Year 11. As there are no coursework elements, the grades awarded are solely based on the final exams.

Combined Science = 6 exams (2xBio 2xChem 2xPhys) each worth 70 marks. Time – 1 hour 15 min each. This leads to the awarding of 2 x GCSEs in Science on the 9 to 1 scale. Two grades are awarded e.g. 9-9, 9-8, 8-8, 8-7, 7-7 etc.

Separate Sciences = 2 papers each in each subject worth 100 marks. Time – 1 hour 45 min each. This leads to separate GCSEs in Biology, Chemistry and Physics each awarded a single grade on the 9 to 1 scale.

Progression into Sixth Form

Both of these courses are suitable if a student wishes to continue on to study A levels in Biology, Chemistry or Physics.

GCSE Spanish

Subject Head: Louisa Amoah

Contact: lamoah@farmors.gloucs.sch.uk

Specification: EDEXCEL GCSE Spanish – 1SPO



Course outline

Students study each of the 5 themes- Identity and culture, School, Local area, holiday and travel, International and global dimension and finally Future aspirations, study and work.

What should students expect to do during the course?

Students are expected to understand and provide information and opinions about the above themes relating them to their own experiences and those of other people, including people in countries/communities where Spanish is spoken. The course aims to increase students' ability to communicate in a foreign language. They will develop their skills in listening, speaking, reading and writing and will sit formal exams to test all four skills at the end of Year 11. Students will learn about the culture and lifestyle of countries where Spanish is spoken. Studying Spanish will improve employment prospects and enhance foreign travel experiences.

Assessment (graded 9- 1)

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9) and will be assessed on the following four question papers in the same tier:

Paper 1: LISTENING - Understanding and responding to different types of spoken language

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 50 marks (Foundation Tier), 50 marks (Higher Tier)- 25% of GCSE

Paper 2: SPEAKING -Communicating and interacting effectively in speech for a variety of purposes

- Non-exam assessment covering Role-play, Photo card, General conversation
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 70 marks (for each of Foundation Tier and Higher Tier)- 25% of GCSE

Paper 3: READING -Understanding and responding to different types of written language

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 50 marks (for each of Foundation Tier and Higher Tier)- 25% of GCSE

Paper 4: WRITING -Communicating effectively in writing for a variety of purposes

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 60 marks at Foundation Tier and 60 at Higher Tier- 25% of GCSE

Progression into Sixth Form

We offer a well-established and successful A-Level in Spanish.

Unit Award Scheme (invitation Only)

Subject Head: Mrs Sturla

Contact: nsturla@farmors.sch.uk

Specification: Units are available to view on the AQA website under “Programmes” and then the Unit Award Scheme

Course outline

The Unit Award Scheme has been offered by the AQA exam board as a way of recording student achievement in completing units of study tailored to their individual learning needs. It has proved successful in enabling students to move on to:

- further study
- training
- employment
- independent living

The UAS has proved to motivate, encourage, engage, support and raise self-esteem and can reward achievement which might otherwise go unrecognised.

What should students expect to do during the course?

Students will study a range of units chosen in discussion with a trained Co-ordinator who runs and is responsible for UAS. Each UAS unit clearly sets out what the student has to do to achieve and the evidence needed.

Assessment (graded 9- 1)

Each time a unit is achieved, a Unit Award Certificate is issued. This lists all the outcomes, ie all the knowledge, skills and/or experiences completed as detailed on the unit. Certificates are usually issued promptly within 10 working days. They don't show a level - UAS is not a qualification - but instead show the detail of what the student has achieved in completing the unit. They provide a great talking point for the learner about what they've done, eg during an interview for a college place or employment.

Wider Skills

In Key Stage 4, all students have an entitlement or a statutory obligation to learn about certain wider issues relating to their personal development and well-being. Some of these will be addressed in timetabled lessons; some will be addressed through whole-day events when students will be taken off timetable. These include the following:

Work Related Learning

- ◆ Students will all have the opportunity to undertake a week's work experience in the summer term of Y10. This will be followed by time in PSHCE to write a report about their experience and to analyse and evaluate key aspects of the work place.
- ◆ Students will be offered interviews with a careers advisor as and when appropriate to help them to make decisions about what they would like to do after Year 11.

Personal, Social, Health Education and Citizenship (PSHCE)

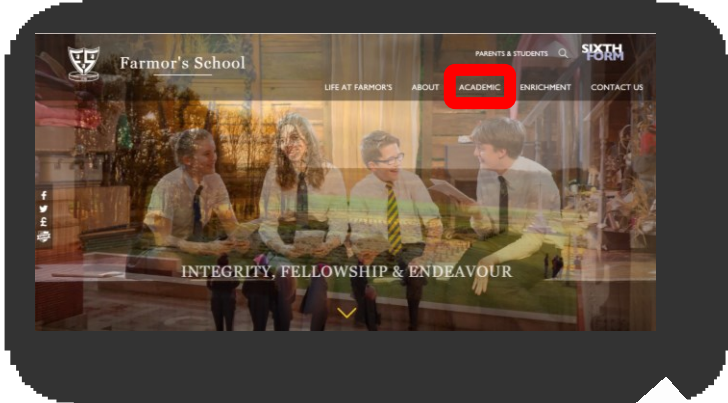
- ◆ Students will cover a programme of dedicated lessons that cover aspects of personal wellbeing, financial wellbeing and citizenship.
- ◆ Some topics may also be addressed in half or whole day sessions.
- ◆ Many aspects of wellbeing and citizenship are also addressed across the curriculum and through the variety of extra-curricular activities on offer to students in Key Stage 4.

Farmor's Student Skills

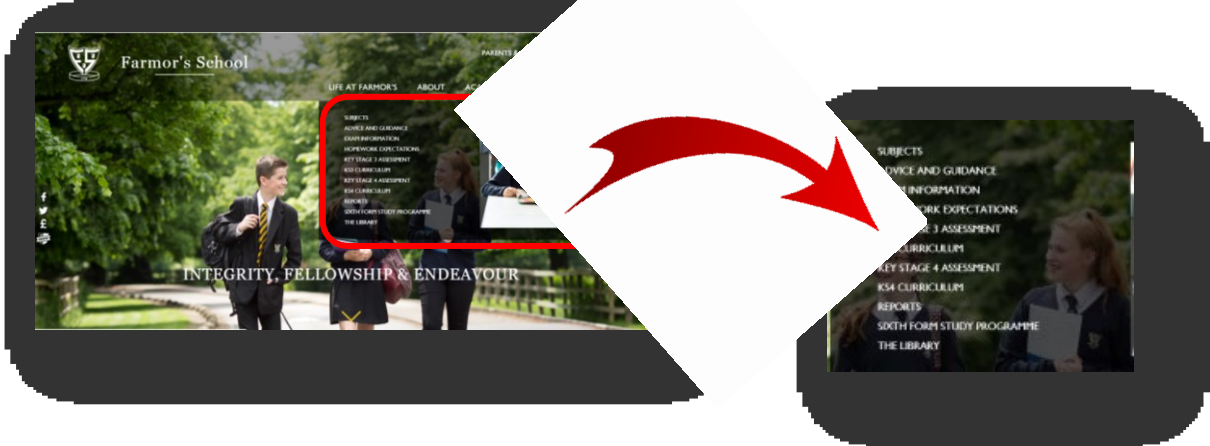
- ◆ Students will engage in a number of activities across the curriculum that practice and develop personal, learning and thinking skills. These are designed to provide students with the skills they need to succeed in school, in the world of work and in life.
- ◆ Students are expected to reflect regularly on the skills they are using in lessons and think about how they can improve them.

Appendix 1- Option Form location

Navigate to the main school website www.farmors.gloucs.sch.uk



Navigate to **ACADEMIC** tab to reveal a drop down (red box above)



Select **KS4 CURRICULUM** from the list (red box below)



Select **OPTIONS FORM** from the list (red box below)

