

Year 10 Options 2024



Below are details of the twenty courses on offer to you this year. You can choose four of these courses to complement the core compulsory courses of English, Maths and Science.

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 for us to timetable. If this happens, we will let you know, and we will help you to explore other possibilities. On the options form, it asks for one additional course choice in case of such problems.

The options form will be sent out on Satchel One and will become live on **Thursday 18th April** and will close on Friday 3rd May at midday. This is not run on a first come first served basis, so it is of no advantage to submit this form early. The form is completed and submitted electronically rather than as paper copy. **The deadline to submit is 3rd May.**

What qualifications are offered?

The majority of our courses in Years 10 and 11 are qualifications called GCSEs (General Certificate of Secondary Education). A GCSE is a qualification normally taken over two years with final exams towards the end of Year 11. Some GCSEs also have controlled assessment which is practical work carried out under examination conditions and that counts towards the final grade awarded. We also run one vocational course (non-GCSE course) which is Health and Social Care. This course is divided into units, which cover specific areas of knowledge, skills, and understanding and you will build up a portfolio of assessed work as you progress through the course. The exam for Health and Social Care is in January of Year 11. Vocational Award courses are designed with an emphasis on assessing what you can do as well as what you know.

How will the courses be graded?

In Years 10 and 11 most courses are assessed as either Level 1 or Level 2. Whether they are Level 1 or 2 often depends on the level of pass achieved:

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

GCSEs are graded by a 9 to 1 scoring system, with 9 being the highest. Health and Social Care is graded at Pass, Merit or Distinction at both Level 1 and Level 2.

New GCSE	9	8	7	6	5	4	3	2	1	U
New Vocational	Level 2 Pass, Merit or Distinction			Level 1 Pass, Merit or Distinction						

Grade 5 has been set by Government as a 'strong pass' mark and grade 4 as a 'good pass'. Passes at grades 4 and 5 are needed to progress after GCSEs to Level 3 courses at college and Sixth Form. Vocational Awards will be graded as Pass, Merit or Distinction and at either Level 1 or Level 2, depending on the number of units completed.

How will you decide which choices to make?

Consider which subjects you enjoy and which you are good at. Consider your intended career and which subjects might best support this, although a broad and balanced curriculum will help you to keep options open. Talk with your teachers, older students and your tutor. The Options Fair is a very important part of exploring which options you might enjoy and would suit you well. The combination that you pick should reflect your interests, strengths, ability and future plans.

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

There are mostly no combinations that we would not let students select. However, you can only take a maximum of two Art and Design courses. These courses are Fine Art, Design Technology, Textiles and Photography. The reason for this is because the coursework deadlines and practical exams fall at the same time and the workload is too great if you take more than two.

Subjects

Creative Subjects	Vocational Subjects	STEM Subjects	Social Sciences	Professional Subjects	Performing Arts
Textiles	Health and Social Care	Triple Science	History	Business Studies	Drama
Art	Food Science and Nutrition	Statistics	Geography	PE	Music
Photography		Computer Science	Religious Studies	French	
Media		D&T Resistant Materials	Sociology	Spanish	

These are the different fields of study. They are not option blocks – you have free choice of which subjects you choose. They are arranged like this to help you choose a broad and balanced combination of subjects. You should not choose more than two from each field as that would give you a narrow curriculum and might limit your choices of study or career in the future.

Below is information on each subject on offer.

GCSE Art and Design-Fine Art

Subject Head: Tara Parker-Woolway

Contact: tparker-w@farmors.gloucs.sch.uk

Specification: AQA Fine Art (8202)



Course outline

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

What should you expect to be doing during the course?

Fine Art at KS4 is a rigorous course which offers you an opportunity to develop and refine skills in a range of media. It provides a challenge for your intellect as well as your skill. It provides you with the opportunities to develop personal responses to ideas, observations and experiences in practical, critical and contextual forms. You will learn creative thinking skills and develop your 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 you 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 your 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 Farmor's School. You could also study other art or design-based courses including BTECS and NVQs at local colleges.

GCSE Art and Design- Textiles

Subject Head: Tara Parker-Woolway

Contact: tparker-w@farmors.gloucs.sch.uk

Specification: GCSE AQA Art and Design - Textile Design

Course outline

This course represents an exciting opportunity to learn about Art Textiles influences. This GCSE will allow you to study a wide range of contexts and the work of others. It gives opportunity to use creative traditional and digital methods for exploring a range of textile or fashion techniques and processes.

You will work on a variety of creative design and make projects, using the work of other designer's artists and crafts people to inspire, develop and explore ideas within primary and contextual sources. This course has a large practical content which gives opportunity to experiment with a range of creative media and materials. You will work towards producing a portfolio of work and 3D outcomes to contribute towards 60% of the overall GCSE grade.

An external assessment makes up 40% of the final grade and is set by the board. Time is given in advance of the set exam to work on preparation materials as part of the research and development process of an idea in advance of the exam. This then leads to a final made piece in a sustained focused exam over 10 hours, based in your usual classroom.

What should you expect to be doing during the course?

Textile or Fashion Design Students doing this course could typically develop work in any of the following areas:

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

Assessment (graded 9- 1)

60% portfolio project and 40% exam with a 10-12 week preparation period leading to a 10 hour practical exam in the classroom.

Progression into sixth form

We offer a successful and well-established A-Level in Textile Design at Farmor's School. You 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

Specification: Edexcel GCSE Business: Developing Enterprising Minds (1BS0)

Course outline

The specification is structured into two themes, taking you 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 you expect to be doing during the course?

Learning business involves studying new concepts and applying these to real business situations. You 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.

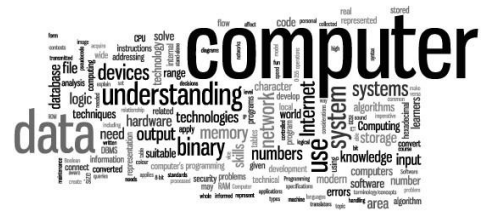
Assessment (graded 9- 1)

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 you to be successful in other fields such as vocational business courses or apprenticeships.

GCSE Computer Science



Subject Head: Helen Bristow

Contact: hbristow@farmors.gloucs.sch.uk

Specification: AQA GCSE Computer Science (8525)

Course outline

In a rapidly developing world, it has never been more important for our students to be technologically aware. At GCSE, you will look at the principles of computer science and have the opportunity to develop highly sought after transferable skills such as analytical and problem-solving skills. You will develop an understanding of the components that make up digital systems, and how they communicate with each other. You will also study to gain an in-depth understanding of the impact of digital technology on both individuals and wider society.

What should you expect to do during the course?

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

Assessment (graded 9- 1)

Paper 1: Computational Thinking and Programming Skills – 50% (Written exam: 2hrs, 90 marks)

Paper 2: Computing Concepts– 50% (Written examination: 1hr 45mins, 90 marks)

Progression into Sixth Form

We run an extremely successful and well-established A-Level course in Computer Science at Farmor’s School.

GCSE Drama

Subject Head: Thomas Newman

Contact: tnewman@farmors.gloucs.sch.uk

Specification: AQA 8261



Course outline

The GCSE course encourages and enables you to become a confident performer and designer, providing you with the skills you need for a bright and successful future. You are given as much opportunity as possible to do what you enjoy best – participating in performance, design and experiencing a wide range of stimulating live theatre. You will learn more about the practical application of acting, costume, set, puppetry, lighting and sound design.

What should you expect to do during the course?

You will devise and perform a group drama, explore a set text, analyse live theatre productions and work on a performance of two extracts from a text. As a Performer, you can be sure to gather invaluable skills, both theatrical and transferrable, to expand your horizons.

You will learn to collaborate with others, think analytically and evaluate effectively. You will gain the confidence to pursue your own ideas as well as to reflect and refine your efforts. Whatever your plans for the future, you will emerge with a toolkit of transferrable skills, applicable in further studies and in the workplace.

Please note that it is a requirement of the GCSE Drama course for all students to attend at least one theatre trip so you can analyse a piece of live theatre.

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

GCSE Design and Technology

Subject Head: Mindy Smith

Contact: msmith@farmors.gloucs.sch.uk

Specification: Edexce1DTO



Course outline

This course comprises of a range of challenging problem-solving projects that will introduce you into the theoretical and practical learning of this subject in order to prepare you for your exam and coursework (NEA). The course is designed to test you on your capabilities of contextual investigating, designing, making, and evaluating of your prototype which follows an iterative design process. It is an exciting opportunity to learn skills within the workshop as well as the theory behind the design process with in-depth knowledge of wider technologies and materials.

Component 1: Exam: Specialising in timbers as the main core content, this course provides you with an in-depth and diverse opportunity in this subject area.

Component 2: NEA: You will undertake an investigation as part of your assessment.

What should you expect to be doing during the course?

There will be a range of theory and practical lessons within this course and you will be expected to study a range of topics within this subject related to modern technologies; there is also a high element of mathematics and scientific knowledge incorporated into this course.

Assessment (graded 9- 1)

Component 1: Written examination 50% of final GCSE grade (100 marks)

Component 2: Non examined assessment (NEA) portfolio 50% of final GCSE grade (100 marks)

Progression into Sixth Form

We run a successful and popular A-Level in Product Design at Farmor's School.

GCSE Food Preparation and Nutrition



Subject Head: Angie Cadwallader

Contact: acadwallader@farmors.gloucs.sch.uk

Specification: OCR GCSE Food Preparation and Nutrition J309

Course outline

A GCSE in Food Preparation and Nutrition equips you with the knowledge, understanding and skills to be able to feed yourself and others better. You will develop practical cookery skills and techniques as you explore the underlying principles of food science, nutrition, food traditions and food safety. In addition to this, you will understand the huge challenges that we face globally to supply the world with nutritious and safe food.

What should you expect to do during the course?

The OCR GCSE (9–1) in Food Preparation and Nutrition will encourage you to:

- demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes and diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify recipes.

Assessment (Graded 9-1)

NEA 1: This task is worth **15%** of the qualification and assesses the scientific principles underlying the preparation and cooking of food. You will undertake a food science investigation on a subject set by OCR and released on 1st September. This assessment will be carried out during lesson time and will be completed in the first term of year 11.

NEA 2: This task is worth **35%** of the qualification and assesses the planning, preparation, cooking and presentation of food. A brief will be released by OCR on 1st November and you will start working on it soon after. The assessment involves a 3-hour practical exam which will be carried out off-timetable around the beginning of March.

Exam: The remaining **50%** of the final mark is assessed in an exam.

Progression into Sixth Form

You can progress to Level 3 Diploma in Food Science and Nutrition (2yrs, and equivalent to one A Level) or the shorter Level 3 Certificate in Food Science and Nutrition (1yr).

GCSE French

Subject Head: Simon Pike

Contact: spike@farmors.gloucs.sch.uk

Specification: AQA GCSE French – 1FRO



Course outline

You will study the themes of [identity and culture](#), school, [local area, holiday and travel](#), [international and global](#) dimension and finally [future aspirations, study and work](#).

[Why Study A Language?](#)

What should you expect to do during the course?

You will be taught to understand and provide information and opinions about the above themes relating them to your own experiences and those of other people, including people in countries/communities where French is spoken. The course aims to increase your ability to communicate in a foreign language. You 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. You will learn about the culture and lifestyle of countries where French is spoken. Studying French will improve your 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). You will 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: Tom Wood

Contact: twood@farmors.gloucs.sch.uk

Specification: AQA GCSE Geography



Course outline/ What should you 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? 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 have producers, consumers and decomposers got to do with 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.
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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: Angie Cadwallader

Contact: acadwallader@farmors.gloucs.sch.uk

Specification: OCR Cambridge National Level1/2 J835

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 you if you are considering a future career in Health and Social care or early years' provision. This qualification is modular and is split into three units. One is an externally assessed exam and the other two are internally assessed. This qualification will be awarded on the scale Pass to Distinction through Level 1 and 2.

What should you expect to do during the course?

You 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: Supporting individuals through life events

You will learn about the growth and development that takes place across the life stages, from childhood to older adulthood. We look at the key milestones people should meet and the factors that can affect that happening. You will learn about the impacts of expected and unexpected life events and the support that is available to help individuals cope with these events, including the role of practitioners in this support. Internally assessed unit worth 30%.

Unit 2: Health promotion campaigns

Health campaigns empower service users by giving them information that helps them make life-changing choices which could improve their health and wellbeing. In this unit you will learn about the public health challenges faced by the UK, the approaches used to encourage health and wellbeing, and their importance to society. You will study the way that campaigns can be designed to target different groups of people and use this information to design your own health promotion campaign. Internally assessed unit worth 30%.

Unit 3: Principles of Care in Health & Social Care.

you will explore how health, social care and early years workers can support individuals' rights and provide them with equal opportunities in order to meet their needs through person-centred values. You will learn about how we communicate and the different barriers that stop a person accessing health services. You will understand how personal hygiene, safety and security measures protect individuals. Examinated unit worth 40%.

Progression into Sixth Form You can progress to Level 3 Extended Certificate in Health & Social Care (2yrs, and equivalent to one A Level) or the shorter Level 3 Certificate in Health & Social Care (1yr).

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. You will be learning from specialist teachers, a range of text books and a wealth of audio-visual material. You will be engaged in analysing the causes and significance of historical events largely through written answers.

What should you 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, you will 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 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. You 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. You are taught key concepts, new terminology and theory. Although the work produced is mainly print-based, you will also need to show that you can analyse Moving Image texts such as film extracts, music videos, TV trailers, TV advertisements, using this research to influence their own ideas.

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

What should you expect to do during the course?

We expect you 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)	
Print based	30%

Progression into Sixth Form

You can 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: Jon Driver

Contact: jdriver@farmors.gloucs.sch.uk

Specification: Eduquas C660Q



Course outline

The course has three main elements:

- Performing, Composing, Listening and Appraising Music

What should you 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:

1. Musical Forms and Devices (including the set work Badinerie by J.S. Bach)
2. Music for Ensemble
3. Film Music
4. Popular Music (including the set work 'Africa' by Toto)

In this course you will:

- Perform both in groups and on your own in any style on your chosen instrument/voice.
- Explore how great pieces were put together and use techniques to write your own music.
- Listen to a variety of music learning how to identify what you hear.
- Learn key music theory to help support studying set works and exam material as well.

Music is an interesting and wide-ranging subject, but it is demanding. It requires academic rigor and will challenge you. You should note that good skills of at least Grade 2 standard on an instrument or voice are essential to follow the course successfully as you will need to perform on an instrument at least Grade 3 standard in Year 11. You do not have to have lessons in an instrument or have passed any exams. The ability to read standard music notation is an advantage but not essential.

Assessment (graded 9- 1)

Coursework: Performing 30% and Composing 30%

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

You 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 you are required to work in **one or more** area(s) of digital photography, such as:

- Portraiture
- Studio photography
- Experimental imagery
- Long exposure
- Photojournalism
- Macro

You may explore overlapping areas and combinations of areas.

What should you expect to do during the course?

You 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 you will work in booklets as well as on PowerPoint presentations on computers. You will learn how to edit your images both on IT packages as well as creatively. You will also learn how to direct models, use props and all the skills needed to set up successful photo shoots. **Please note: this course ideally requires the use of your own DSLR camera to work with, in and outside of the classroom.**

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 your work booklets/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 8-10 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

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

GCSE Physical Education

Subject Head: Paul Hockey

Contact: phockey@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 you expect to do during the course?

The course is interesting and wide-ranging but demanding. A common misconception you may 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 five lessons per fortnight 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 you for further study post-16.

GCSE Religious Studies

Subject Head: Sarah Dawson

Contact: sdawson@farmors.gloucs.sch.uk

Specification: AQA Religious Studies



Course outline

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

- **Christianity**
Key beliefs – the nature of God, different beliefs about creation and the afterlife, Jesus and salvation
Practices – worship and festivals, the role of the Church in the local and worldwide community
- **Islam**
Key Beliefs - The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, Tawhid, the nature of God, predestination and angels
Authority – Prophethood, the Qur'an and the Imamate
Practices – worship, duties and festivals

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

- **Relationships and families** – sex, marriage, divorce, contraception, families and gender equality
- **Religion, peace and conflict** – violence, terrorism, war, forgiveness and conflict in the 21st century
- **Religion and life** – abortion, euthanasia, animal experimentation, origin and value of the universe and human life
- **Religion, crime and punishment**- causes of crime, types of punishment, death penalty and corporal punishment

What should you expect to do during the course?

The course will provide you with the opportunity to develop your 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 are two 1 hour 45 minutes written papers (96 marks plus 5 marks for spelling, grammar and specialist terminology). There is no coursework.

GCSE Separate Sciences

Head of Science: Sylvia Bettington

Second in Science: Andrew Rowan

Contacts: sbettington@farmors.gloucs.sch.uk
arowan@farmors.gloucs.sch.uk

Specification: AQA course codes are Biology-8461, Chemistry-8462 and Physics-8463

Course outline

The Separate Sciences course goes into more detail in some topics and has some extra topics too compared to the compulsory Combined Science Course. This separate Sciences course counts for 3 GCSEs.

If you opt for the Separate Sciences course will have 3 teachers for a total of 14 one-hour lessons per fortnight. 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 you (and/or your parents) speak to your Science teacher to discuss your suitability for the Separate Sciences course before a decision is taken.

What should you expect to cover within the courses?

Alongside the theory for each topic, you will engage in a variety of required “compulsory practical tasks” to support your understanding. To test your 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)

The course has terminal exams in Year 11. As there are no coursework elements, the grades awarded are solely based on the final exams.

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

This course is excellent preparation if you wish to continue on to study A levels in Biology, Chemistry or Physics.

GCSE Spanish

Subject Head: Simon Pike

Contact: spike@farmors.gloucs.sch.uk

Specification: AQA GCSE Spanish – 1SPO



Course outline

You will 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](#).

[Why Study a Language?](#)

What should you expect to do during the course?

You 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 your ability to communicate in a foreign language. You will develop your skills in listening, speaking, reading and writing and will sit formal exams to test all four skills at the end of Year 11. You will learn about the culture and lifestyle of countries where Spanish is spoken. Studying Spanish will improve your 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.

GCSE Statistics

Subject Head: Alison Lines

Contact: alines@farmors.gloucs.sch.uk

Head of Key Stage 4 (GCSE): Louise Talkowski

Contact: ltalkowski@farmors.gloucs.sch.uk

Specification: Edexcel GCSE (9-1) Statistics 1ST0



Course outline

Statistics are everywhere, from predicting the weather, deciding on how much traffic there will be on a motorway, to monitoring workflow in the office. It is a huge part of everyday life, careers, and further study. This qualification will enable you to acquire transferable skills to support you in progressing beyond GCSE in a range of subjects. An understanding of data in the real world and how it can be used (or misused) can empower you to make more informed decisions and is relevant to everyone.

What should you expect to do during the course?

GCSE Statistics will complement the GCSE Maths course as many topics are covered on both courses. These include: Probability, Collecting and interpreting data, Representing data.

In addition, you will study a range of other statistical techniques and learn how to justify your own views, and critique those of others. You will be expected to:

- Learn and apply key statistical techniques
- Develop non routine problem-solving skills
- Develop their communication and critical thinking skills
- Engage in collaborative problem solving

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 is set regularly and if you are without internet access, you should speak to your teacher to agree access to the homework.

Assessment (graded 9- 1)

The assessment for the course consists of 2 papers, sat at the end of year 11. Each paper is 1½ hours long and both require the use of a calculator. Each paper is marked out of 80 giving a maximum total of 160 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

Statistics GCSE prepares you to take various options in the sixth form including A-level Mathematics and Core Mathematics. The course also supports other subjects that require some level of statistics. This includes geography, psychology, sociology, law, business studies, economics, biology and chemistry.