



## Year 10 Options 2023-25

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

# Introduction

During the coming weeks you will be choosing the courses that you will be following in Years 10 and 11. There is a 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 options that interest you the most and with which you will have the most success. The options process is set out to help you to make positive informed decisions.

At Farmor's School our aims are for you to:

- **study courses that suit your interests and aspirations**
- **follow a curriculum that is both broad and balanced**
- **be given the opportunity to focus on your strengths and to explore new areas.**

There have already been assemblies and assessments to help you reflect on the different subjects you currently study. The next important step will be **the Options Evening on Thursday 20<sup>th</sup> April from 4.30-7.00pm**. At this evening you can make appointments with your English, Maths and Science teachers, like a normal parents' evening. They will be based in the hall and maths corridor. The rest of the school will be open with teachers and current KS4 students giving information about the different GCSE courses. You will be given a map when you arrive so you can find the courses you are interested in. This booklet outlines the courses so you can think about your choices in advance and therefore can make the most of that evening.

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 on 20<sup>th</sup> April. The options form will become live on Thursday 20<sup>th</sup> April and will close on Friday 5<sup>th</sup> 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 5<sup>th</sup> May.

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



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## What is the timeline for making choices?

We have started the timeline later in Y9 than usual so students have had more experience of their subjects and can make more informed choices. We have also moved the Y9 assessments, so students can use this evidence as well when making subject choices. The timeline is deliberately set to help students to make informed and positive decisions.

1. 3-8<sup>th</sup> March assessments take place
2. 24<sup>th</sup> March: reports sent home
3. 27<sup>th</sup> March: options booklet sent home
4. 27<sup>th</sup> March: options assembly for students
5. 20<sup>th</sup> April: Options Evening
6. 20<sup>th</sup> April Options form goes live
7. 5<sup>th</sup> May: Options form closes
8. May/ June: checks and clashes and options confirmed to parents and students.

## 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 three vocational courses (non-GCSE courses) which are Health and Social Care, Food and Catering and The Unit Award Scheme. These 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 assessed 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. The Government refers to all courses through a common framework, and in Years 10 and 11 most courses are referred to as either Level 1 or Level 2, often dependent on the level of pass achieved as follows:

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)

## How will the courses be graded?

The traditional grading from A\*- G has now been replaced by a 9 to 1 scoring system, with 9 being the highest. Whilst direct comparisons are not completely possible, a simple view would be as follows:

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				
Traditional GCSE	A*	A		B	C		D	E	F	G	U

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.

## 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 60-minute lessons scheduled per fortnight. The first 5 blocks represent the core, or compulsory, offer and the last four blocks are reserved for option choices. English and Science are both double award GCSEs so have more time allocated than a single option.

10	English	Maths	Science	PE	PSHCE	Option A	Option B	Option C	Option D
	9	7	9	3	1	5	5	5	5

11	English	Maths	Science	PE	PSHCE	Option A	Option B	Option C	Option D
	9	7	9	3	1	5	5	5	5

The diagram below shows how the time is allocated across a two-week cycle, with optional subjects making up 41% of the time available and compulsory subjects the other 59%.

PSHCE						PSHCE				
Maths	Maths	English	English	Science	Science	Option	Option	Option	Option	
Maths	Maths	English	English	Science	PE	Option	Option	Option	Option	
Maths	Maths	English	Science	Science	PE	Option	Option	Option	Option	
	English	English	Science	Science		Option	Option	Option	Option	
Maths						PE				
	English	English	Science	Science			Option	Option	Option	Option

## Which subjects are compulsory and which are options?

### Core Offer (compulsory)

GCSE English Language  
GCSE English Literature  
GCSE Mathematics  
GCSE Science Trilogy (2 GCSE's)

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

**Core Offer = 5 GCSE qualifications**

### Options Offer (GCSE)

Art and Design (Fine Art)	Media Studies
Art and Design (Textiles)	Music
Business Studies	Photography
Computer Science	Physical Education (PE)
Drama	Religious Studies
Design Technology (RM)	Separate Sciences*
Food Prep & Nutrition	
French	Sociology
Geography	Spanish
History	

### Options Offer (Vocational)

Health and Social Care	(Vocational award)
Unit Award Scheme	(Stand-alone 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.

- **Note 1:** All students will take a Combined Sciences GCSE and can opt to add Separate Science to this. They still will study all three sciences whichever course they choose. Taking Separate Sciences means they will study science for a further 5 lessons per fortnight which means they will study science for c.30% of their lesson time.

## How will you decide which choices to make?

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. The Options Fair is a very important part of exploring which options you might enjoy and would suit you well.

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

There are mostly no combinations that we would not let students select. We would recommend that you think carefully before taking more than one Art and Design option. These 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 Fine Art, Design Technology, Textiles and Photography. The combination that you pick should reflect your interests, strengths, ability and future plans.

## 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 Ms Hubbard-Miles.

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

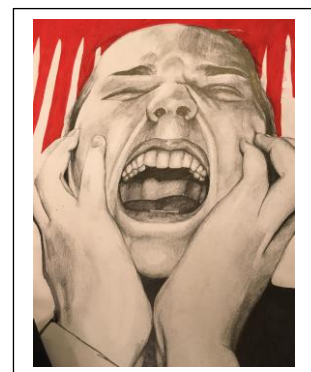
Only Languages and Music (in most cases) will require you to have taken a GCSE in that subject as a pre-requisite to taking that subject at A- Level.

## 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:** Tara Parker-Woolway  
**Contact:** tparker-w@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 artwork 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 Farmor's School. Students could also study other art or design-based courses including BTECS and NVQs at local colleges.

# GCSE Art and Design- Textiles

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<b>Specification</b>	GCSE Eduqas Art and Design - Textile Design

## Course outline

This course represents an exciting opportunity to learn about Art Textiles influences. This GCSE will allow all students 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.

Students 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. Students work towards producing a portfolio of work and 3D outcomes to contribute towards 60% of the overall GCSE grade.

An external assessment would be at 40% 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 the student's usual classroom.

## What should students 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. Students could also study other art or design-based courses including BTECS and NVQs at local colleges.

# GCSE Business



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<b>Specification:</b>	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.

## Course outline

### What should students expect to do during the course?

### Assessment (graded 9- 1)

## Progression into Sixth Form

11

# 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 and designers, 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, design and experiencing a wide range of stimulating live theatre. All students will learn more about the practical application of acting, costume, set, puppetry, lighting and sound design.

## What should students expect to do during the course?

All students 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, 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.

**Please note that it is a requirement of the GCSE Drama course for all students to attend at least one theatre trip so they 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 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:** Mindy Smith  
**Contact 1:** msmith@farmors.gloucs.sch.uk  
**Specification:** Edexcel1DT0

## Course outline

This course will comprise of a range of challenging problem-solving projects that will introduce students into the theoretical and practical learning of this subject in order to prepare students for their exam and NEA. The course is designed to test students on their capabilities of contextual investigating, designing, making, and evaluating of their 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 students with an in-depth and diverse opportunity into this subject area.

**Component 2:** NEA: Students will undertake an investigation as part of their assessment.

## What should students expect to be doing during the course?

There will be a range of theory and practical lessons within this course and students will be expected to study a range of topics within this subject related to modern technologies, there is also a high element of mathematics, scientific knowledge also 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 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, C20<sup>th</sup> 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 50% 1 hour 45 minutes	Paper 2: Writers' Viewpoints & Perspectives 50% 1 hour 45 minutes
<b>Section A:</b> Questions on an unseen C20th or C21st fiction text <b>Section B:</b> Choice of 2 writing tasks - Narrative/Descriptive (thematically linked to Section A)	<b>Section A</b> Questions on 2 thematically linked C19th & C20th/C21st non-fiction extracts. <b>Section B</b> Choice of 2 writing tasks for specific purpose/ audience (letter/article etc.) (thematically linked to Section A)

## Progression into Sixth Form

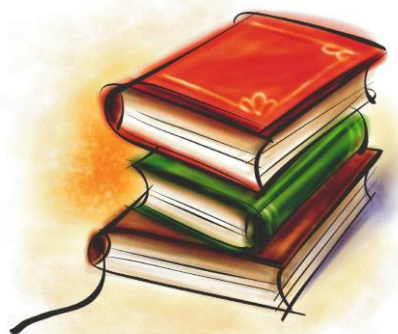
Either English Language or English Literature at Grade 4 or above is required by most colleges and universities, regardless of which subject or vocation you choose. We also offer A Level English Language and Literature in Farmor's Sixth Form.

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

## 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. We also offer A Level English Literature in Farmor's Sixth Form.

# 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 students with the knowledge, understanding and skills to be able to feed themselves and others better. Students develop practical cookery skills and techniques as they explore the underlying principles of food science, nutrition, food traditions and food safety. In addition to this, learners will understand the huge challenges that we face globally to supply the world with nutritious and safe food.

## What should students expect to do during the course?

The OCR GCSE (9–1) in Food Preparation and Nutrition will encourage learners 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. Pupils will undertake a food science investigation on a subject set by OCR and released on 1<sup>st</sup> 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 1<sup>st</sup> November and pupils 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

Learners 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

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:** Esme Batchelor

**Contact:** ebatchelor@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 has 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.

## 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](mailto: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 students 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 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: 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.**

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 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. Examined unit worth 40%.

### Progression into Sixth Form

Learners 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. 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:** Alison Lines

**Contact:** [alines@farmors.gloucs.sch.uk](mailto:alines@farmors.gloucs.sch.uk)

**Head of Key Stage 4 (GCSE):** Louise Talkowski

**Contact:** [ltalkowski@farmors.gloucs.sch.uk](mailto:ltalkowski@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.

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 students without internet access should speak to their teacher to agree access 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 are 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 print 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)

Print 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:** 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 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:

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. Students 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

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
- Long exposure
- Photojournalism
- 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 work booklets 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. **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 a student's 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

Students could 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 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 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 students 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 21<sup>st</sup> 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

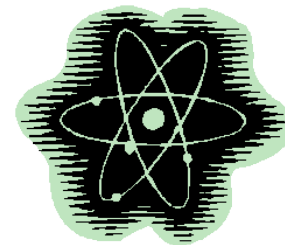
### What should students expect to do during the course?

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 are two 1 hour 45 minutes written papers (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

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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 3 teachers who they will see for a total of 9 one hour lessons per fortnight. Those who 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 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. 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 Sociology

**Subject Head:** Kenny Robins

**Contact:** [krobins@farmors.gloucs.sch.uk](mailto:krobins@farmors.gloucs.sch.uk)

**Specification:** AQA GCSE Sociology 8192

## Course outline

By choosing GCSE Sociology, you will be actively involved in exploring and asking questions about the society in which you live. Studying Sociology at GCSE offers you opportunities to gain a greater understanding of society and to begin to make sense of your own experiences within it. You can gain knowledge and understanding of key social structures and processes and issues through the study of families, education, crime and deviance and social stratification. When studying Sociology, you will develop transferable skills including how to investigate facts and make deductions, develop opinions and new ideas on social issues, and analyse and better understand the social world.

### What should students expect to do during the course?

During the course you will be able to develop your skills and ability to analyse, assimilate and communicate ideas by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions. Learning will involve a range of different activities including class discussions, essay writing, note-taking, question and answer exercises, and carrying out mini research projects and surveys. You will learn to use a diverse range of materials and resources. Assessments will involve class tests, homework and end of topic assessments to monitor your progress and achievements.

### Assessment (graded 9- 1)

GCSE Sociology will be graded 9 to 1. The official terminal assessment of this course will be in the summer of Y11. It consists of two written examinations:

<b>Paper 1: The Sociology of Families and Education</b>	<b>Paper 2: The Sociology of Crime and Deviance and Social Stratification</b>
<b>What's assessed</b> <ul style="list-style-type: none"> <li>• The sociology of families</li> <li>• The sociology of education</li> <li>• Relevant areas of social theory and methodology</li> </ul>	<b>What's assessed</b> <ul style="list-style-type: none"> <li>• The sociology of crime and deviance</li> <li>• The sociology of social stratification</li> <li>• Relevant areas of social theory and methodology</li> </ul>
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 45 minutes (50% of the GCSE)</li> </ul>	<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 45 minutes (50% of the GCSE)</li> </ul>

## Progression into Sixth Form

We offer a well-established and successful A- Level in Sociology There will be the opportunity to further develop your GCSE knowledge and understanding in some areas, but you will also learn to apply Sociology to a number of new topics areas not studied at GCSE and at greater depth.



# GCSE Spanish

**Subject Head:** Simon Pike

**Contact:** spike@farmors.gloucs.sch.uk

**Specification:** AQA 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

**Subject Head:** Angie Cadwallader

**Contact:** [acadwallader@farmors.sch.uk](mailto:acadwallader@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 the unit and the evidence needed.

## Assessment

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.

### Duke of Edinburgh Silver Award

- ◆ Students have the opportunity in Y10 to undertake the Silver Award in the Duke of Edinburgh Scheme. This involves volunteering, developing skills, an expedition and a physical section. It is a considerable commitment, but very worthwhile. Mr Jackson leads this programme. [ajackson@farmors.gloucs.sch.uk](mailto:ajackson@farmors.gloucs.sch.uk).