

# KEY STAGE 4

# COURSE INFORMATION

## 2022 – 2023



# Introduction

Key Stage 4, the I and E Year - is a critical time in every student's life. The results they obtain at the end of this period will have a major influence on their future career opportunities.

Clearly, it is essential that we help them to put this time, which amounts to little more than five terms, to the best possible use. The support offered to students both by the college and by parents can make an enormous difference, particularly in helping them to cope with the increased workload that Key Stage 4 courses bring.

This booklet aims to give you information about what your child will be going through over the next couple of years. It outlines the demands that will be placed on them and offers some suggestions as to how parents can help. There are also details about how the college will provide information for parents to keep them informed of your child's progress and what the college will be doing to support and encourage students to do their best. GCSE courses have been modified several times in the last few years and for those of you with older children, these new courses contain significant changes.

Key Stage 4 can be a demanding and pressurised time for students, but it also offers them great stimulation and interest. They have a greater say in what subjects they study and they are able to study these areas in greater depth and detail.

We believe that by working together as a partnership, the college and parents can ensure that students both enjoy their Key Stage 4 studies and also achieve the very best results of which they are capable.

# What will students study during Key Stage 4?

- All students take:
  - English Language GCSE and Literature GCSE
  - Mathematics GCSE
  - Science GCSE (Either a Science course that delivers two GCSEs or three GCSEs)
- All students also have 3 periods of PE per fortnight (non-examined).
- All students take part in PSHCE / RE events which occur throughout the year. Those studying for two science GCSEs also have a lesson of study skills a week.
- In addition, students take courses in 4 other subjects, most of which they have chosen:

## **GCSE Courses:**

Art & Design	German
Business Studies	History
Computer Science	Latin
Food Preparation and Nutrition	Music
Resistant Materials	Photography
Drama	Religious Studies
French	
Geography	

**Vocational Courses:** Child Development, Creative iMedia, Sport Science, Sport Studies

## **What are GCSEs?**

GCSE stands for the *General Certificate in Secondary Education*.

GCSEs will be graded using the 1-9 system. A grade 9 is equivalent to the top of A\*. For assessment purposes some GCSEs are divided into tiers. In those subjects where this applies, students are entered for the tier most suitable for their ability.

## **What are vocational courses?**

These are courses which are assessed mainly through controlled assessments. Final grading is equivalent to GCSE grades 4-9.

# How will I know how my son / daughter is doing in their GCSE courses?

The college provides parents with information about their child's progress at regular intervals throughout I Year and E Year.

## I Year

➤ **3 progress reports**

Reports are issued in October, April and June.

**I Year Exams**

These take place at the end of the spring term and results are shared with parents in the April progress report.

➤ **Consultation Evening**

This takes place in January and gives parents an opportunity to see every teacher. Students are required to accompany their parents to this meeting.

## E Year

➤ **Taster Day**

The day before the October half term, students either spend the day in the 6<sup>th</sup> Form, attending lessons in subjects they may be interested in taking at A level, or students will attend a taster day at a local college. This has been North Herts College for the last few years.

➤ **Consultation Evening**

This takes place in November and gives parents an opportunity to see every teacher. Students are required to accompany their parents to this meeting.

➤ **Sixth Form Open Evening – November.**

This gives parents and students a chance to find out about courses offered by the college in the Sixth Form and what grades are required for entry. The college also works closely with Connexions who will be available to look at other alternatives.

➤ **Meeting with a senior member of staff – January/February.**

You and your son / daughter will be invited to an individual meeting with a senior member of staff to discuss options for the future and preparations for exams.

➤ **Revision Evening for parents - February**

This meeting offers parents practical advice on supporting their children through the final stages of the revision process.

➤ **3 progress reports**

Reports are issued in October, January and March.

***At any time parents are encouraged to speak to individual subject teachers or the Group Tutor and Head of House, to discuss any issues concerning their son / daughter's progress in their studies.***

## Target setting

The college uses data from the **Fischer Family Trust** to provide target grades for students in each subject.

The Fischer Family Trust uses the results from the national tests at Key Stage 2 and other factors to predict performance at Key Stage 4 based on what students with similar results have achieved in the past.

In college, these target grades are shared with students in the first term of A Year and progress reports will contain a grade based on your son /daughter's performance in their most recent half-termly assessment to show progress towards their target grade. It is important to note this is **not** a predicted grade. Predicted grades are shared with students and parents after exams in the I year.

## How do teachers prepare students for the actual exams?

Students are given plenty of practice runs. The format of each exam and the arrangements for taking exams will be familiar to your son / daughter before they sit the real thing.

Below is a list of activities undertaken by students to prepare for their exams:

- **Internal tests / activities / exam-based tests**
- **I Year mocks – at the end of the Spring Term**
- **E Year Mocks – at the end of the Autumn Term / Spring Term**

Students sit exams at the end of the E Year. Exam timetables are published well in advance and will be on the college website.

Some study leave is provided for students in E Year. This means that during the exams, students work at home and only come in for their actual exams. There is also the opportunity to study in college during this period.

## What can parents do to support their son/ daughter in Key Stage 4?

### **Interest and encouragement**

Taking an interest in their work and encouraging them to try their best will give your child confidence and good self-esteem. Keeping calm and supportive might prove difficult at times, and the temptation to nag can be hard to resist. Certainly, there may be times when you have to put your foot down, but you may find you are more successful when you find opportunities to celebrate their success and use incentives and encouragement.

### **Time management and organisation**

This is the key area where parental support can make that all-important difference. Your son / daughter will experience times of great pressure and may feel overwhelmed by the task ahead. If a systematic approach to homework has been set up, this may be minimised and it may prove easier to find solutions together. A good time for students to start work is shortly after returning home from college after a short break. This then opens up the whole evening, rather than trying to cram all their work in after 8pm or on a Sunday evening. Included are some ideas for breaking the evening and weekend down into time slots.

Equally, some students need support in organising their work. A bedroom full of piles of notes or books is not going to provide an incentive to get started on homework or a good starting point for later revision. Encourage them to file their work away into folders or drawers for separate subjects as this allows them to take a greater responsibility for their own learning.

### **Checking homework**

All homework is set via <https://fremancollege.satchelone.com/school/home> As a parent, you will have been given a login at the start of A Year to help you to keep track of what your son / daughter has to do. (Please contact the college office if you are unsure of your log-in details).

Keeping track becomes doubly important in Key Stage 4 as deadlines for homework are often longer and unless students are actively checking Show My Homework, it is very easy to lose track of due dates and exact instructions. Taking an active interest in homework tasks is beneficial to you both. You can keep abreast of what your child is doing and students know you may want to see their work.

It's a fine line between criticism and positive feedback at times, but encourage your son / daughter to use you as a sounding board. Reading through their answers may alert them to errors. Getting them to explain their answers to you allows them to secure their learning. If you are concerned about the quality of a piece of work, you should discuss it with your child whilst remembering to be as positive as possible.

### **Equipment**

It is essential for students to be fully equipped for lessons and a scientific calculator is essential. The occasional check from you may remind them to tell you their highlighters have run out or that they have lost their ruler again. Each subject will have specific equipment requirements and if key books are left at home, it may seriously hamper a student's progress in a lesson.

### **Environment**

Offering a supportive environment at home for study will greatly assist your child's learning. A quiet place to work with minimum distractions is advisable. Negotiate TV, phone-calls, computer games, internet access around homework wherever possible.

## Attendance

Regular attendance is vital for students to do well in Key Stage 4 and we strongly disapprove of holidays taken during term time. Learning is cumulative at this level, and missing a lesson can lead to a gap in a student's knowledge that is difficult to pick up at a later date. Missing one day of college can have a huge knock-on impact beyond those five lessons missed.

DfE figures comparing exam achievement with attendance indicates the following chances of gaining 5 or more higher grades at GCSE:

<b>% Attendance</b>	<b>= Average absence</b>	<b>Days Missed Per Academic Year</b>	<b>% achieving 5 or more 9-4 grades</b> <small>In 2015 69% of students achieved this nationally</small>
100%			75
95%	½ day/fortnight	8	60
92.5%	½ day/fortnight +	13	53
90%	½ day/week	17	45
85%	1 ½ days/fortnight	23	35
80%	1 day/week	34	27

Obviously, students will be ill from time to time, but please encourage them to return to college as soon as possible. If you are concerned about your child's pattern of attendance please contact his or her tutor to discuss the matter.

## Managing workload

Homework is a vital part of the next two years, but it is also important for your son or daughter to pursue other interests and have plenty of free time. This is possible as long as they are organised. Your child should have filled their homework timetable in their planner. This will help you to be aware of what work they should be receiving each week. If they haven't filled in their homework timetable yet – badger them! A copy should be on display in their tutor room.

Remember you can also view homework set at:

<https://fremancollege.satchelone.com/school/home>

Below is an example of how you can help your son / daughter to organise their work around other commitments.

### **EXAMPLE –**

*Jack is in I Year. He loves sport and spending time with friends.*

### **FIXED POINTS IN HIS WEEK:**

Football training – Tuesday 7.30 onwards

Rugby at college – Thursday until 5.30

### **Workload by end of Thursday:**

Business assessment prep – one week to do it.

Art – colour studies – no fixed deadline yet

Maths – end of unit test – next Wednesday

History – notes for Tuesday

### **WEEKEND PLANS**

Out – Friday / Saturday evenings

Visiting a grandparent on Sunday afternoon



## Jack's weekend: How is he going to fit it all in?

His weekend currently looks like this:

(The shaded areas show when he's not available to do homework)

	AM	PM	EVENING
FRI	At college	At college	Out
SAT			Out
SUN		Visit grandparent	

Jack has some time on both days to work. However, it all looks a bit daunting. He's reluctant to get down to it because he doesn't think he has enough time.

As Jack's parent, there is room for negotiation and an opportunity to talk about workload if we look at a slightly different model:

	Morning		Afternoon		Evening	
	1 <sup>st</sup> half	2 <sup>nd</sup> half	1 <sup>st</sup> half	2 <sup>nd</sup> half	1 <sup>st</sup> half	2 <sup>nd</sup> half
FRI	At college			French	History	Out
SAT	Business	Business		Maths		Out
SUN	Art	Art	Visit grandparent			

Jack needs to be persuaded to see there is still time on Friday and Saturday evenings to do some work before he goes out. Together with his parents, he has taken the list from *Show My Homework* and found a way of fitting it all into the weekend, still leaving him free time. Now Jack is more willing to make an effort.

This planning sheet could also be used for evenings in the week. Simply split the evening into one hour slots:

SUBJECT	4.30 –5.30	5.30 –6.30	6.30 –7.30	7.30 –8.30	8.30 –9.30
Maths				Free time	
History					
French			Tea <span style="background-color: #cccccc;"></span>		
Art					

You might wish to photocopy these blank planners and try using them with your child.

SUBJECT	4.30 –5.30	5.30 –6.30	6.30 –7.30	7.30 –8.30	8.30 –9.30

	Morning		Afternoon		Evening	
	1 <sup>st</sup> half	2 <sup>nd</sup> half	1 <sup>st</sup> half	2 <sup>nd</sup> half	1 <sup>st</sup> half	2 <sup>nd</sup> half
FRI						
SAT						
SUN						

# Courses

# ART

**Board :** Edexcel

**Specification:** Fine Art 1FA0

## The Course

All students are taught **observational, analytical, experimental** and **investigative** skills.

Students need to demonstrate an understanding of the art world. It is useful to visit galleries, museums, churches and exhibitions. Evidence of these visits should be kept. Homework tasks are set on a regular basis. These include opportunities for research and prompts to elicit a personal response.

This is a visual subject. Students' understanding is demonstrated visually rather than through descriptive writing. As the course progresses, students develop their critical skills alongside knowledge of artists, the artwork that they have created and the context in which these creations occurred. This understanding is then reflected in the student's own work.

## Assessment

Coursework carries 60% and the exam delivers the remaining 40% of the marks.

A variety of projects of work are carried out over 4 terms with a mock exam project at the start of E Year. The final exam paper is set for January of E Year. Students produce a full project, and will then complete a final 10 hours piece under exam conditions. Students are given careful guidance throughout the course, particularly with regard to preparation for the final exam.

There are four assessment objectives based on the skills mentioned above. Students cover all these objectives during their study. Assessment is carried out continually alongside help and support from the teacher. Work is assessed out of a maximum of 72 marks. All work is kept and everything is marked.

## Resources

Useful websites include:

[www.tate.org.uk](http://www.tate.org.uk)

[www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)

[www.saatchi-gallery.co.uk](http://www.saatchi-gallery.co.uk)

[www.royalacademy.org.uk](http://www.royalacademy.org.uk)

[www.ibiblio.org/wm/paint](http://www.ibiblio.org/wm/paint)

[www.artreview.com](http://www.artreview.com)

## **Head of Department**

Mr C. Moody

# BUSINESS

Board: Edexcel

Specification: 1BS0

## The Course

Business combines academic challenge with an opportunity to develop entrepreneurial skills. It develops the quantitative, analytical and written skills valued by employers and further / higher education, and provides an excellent grounding in the business world and wider economy.

### 1 year:

**Theme One – Investigating small business** – students investigate enterprise, marketing, finance, operations, human resources & the wider economic environment, from the perspective of start-up and smaller enterprises.

### E Year:

**Theme Two – Building a business** – students investigate decision-making in marketing, finance, operations and human resources from the perspective of larger firms, and consider the issues of growing a business.

## Assessment

Unit	%	Style of Assessment	Timing
One	50	Calculations, multiple-choice, short answer and extended-writing questions	1 hour 30 minutes Summer of E Year
Two	50	Calculations, multiple-choice, short answer and extended-writing questions.	1 hour 30 minutes Summer of E Year

## Further information and revision guide

Students are encouraged to take an interest in news stories about businesses and the wider economy, for which the BBC news web site is a good resource. Business and enterprise television programmes, such as Dragon's Den, are helpful in understanding what contributes to a successful enterprise.

*GCSE Business Edexcel Revision Guide (For the Grade 9-1 course)* published by CGP ISBN: 978 1 78294 690 8

## **Joint Heads of Department**

Ms L. Clarke & Miss L. Hunter

# CHILD DEVELOPMENT

**Board:** Cambridge National

**Specification:** L2 Certificate – J818

## The Course

The Child Development Level 1/2 is a balanced course, where students will develop a thorough understanding of the roles and responsibilities of parenthood. They will gain in depth knowledge of the science behind conception, pregnancy and the elements involved in caring and supporting a child up until the age of 5.

This course offers assessment via both external exam and coursework.

## Unit One:

Health and well-being for child development

*(External exam)*

## Unit Two:

Understanding the equipment and nutritional needs of children from birth to 5 years.

*(Coursework)*

## Unit Three:

Understanding the development of a child from birth to 5 years.

*(Coursework)*

## Assessment

Exam: **50%**

This assessment is through a **written exam** based only on the content from Unit One.

Coursework Units: **50%.**

Coursework will include theory and practical assessments. Students will be required to demonstrate their ability to plan the equipment needed to support a child from birth to five years. Students will also be required to make and evidence the process of making formula milk. Students will also take part in observations of nursery children, and plan and undertake activities which demonstrate their knowledge of child development.

## **Head of Department**

Miss. N Powell

# COMPUTER SCIENCE

**Board:** OCR

**Specification:** J277

## **Aims of the Course**

It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

## **Content**

### **Computer systems**

Introduces students to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

### **Computational thinking, algorithms and programming**

Students develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation.

### **Programming**

Programming skills are becoming increasingly useful in a wide range of jobs.

### **Assessment**

Two written exams in the Summer of Examination Year.

### **Other Details**

This GCSE can only be chosen by students who are in Maths sets 1 or 2.

### **Head of Department**

Mr W Hamilton

# DRAMA

Board: AQA

Specification: 8261

## The Course

The subject content for GCSE Drama is divided into three components:

1. Understanding drama
2. Devising drama
3. Texts in practice

## Assessment

Component	What is assessed?	How is it assessed?
Understanding drama	Knowledge and understanding of drama and theatre. Study of one set play. Analysis and evaluation of the work of live theatre makers.	Written exam: 1 hour 45 mins Open book 80 marks 40% of GCSE (examined by AQA)
Devising drama (practical)	Process of creating devised drama. Performance of devised drama (students may contribute as performer or designer). Analysis and evaluation of own work.	Devising log (60 marks) Devised performance (20 marks) 80 marks in total 40% of GCSE (moderated by AQA)
Texts in practice (practical)	Performance of two extracts from one play (students may contribute as performer or designer).	Performance of Extract 1 (20 marks) <b>and</b> Extract 2 (20 marks) 40 marks in total 20% of GCSE (marked by AQA)

## **Further Information**

Due to the collaborative nature of the course students must be prepared to attend extra-curricular rehearsals with their group. Students will also be required to attend theatre trips to see live performance (usually in London or Cambridge).

## **Head of Department**

Mrs J. Todd



# ENGLISH LANGUAGE

Board : AQA

Specification : 8700

## The Course

This course allows candidates to demonstrate their ability in functional English; to investigate and analyse language; and to experiment and use language creatively. Assessment is via external examination - speaking skills will be teacher marked, and this will be reported separately, alongside the qualification grade on the certificate.

The course enables and encourages students to read a wide range of texts, using the knowledge gained to inform and improve their own writing. The texts, selected from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries, include literature and extended literary non-fiction. Students will also develop the necessary skills to write effectively and coherently using Standard English, as well as use grammar accurately. They will acquire and apply a wide vocabulary and linguistic conventions for reading, writing and spoken language.

The external examinations focus on reading and writing skills. Students will be assessed for inference and deduction; selecting and summarising information from different texts; close language analysis; and comparing writers' ideas and how these are conveyed across two or more texts. In addition, students will be required to produce written texts for different purposes and audiences: to describe, narrate, explain, persuade, instruct, and argue.

For the spoken language component, students are required to complete one formal presentation or speech.

## Examination

Component 1	20 <sup>th</sup> Century Literature Reading Study and Creative Prose Writing 50% (1 hour 45 mins)
Component 2	19 <sup>th</sup> and 21 <sup>st</sup> Century Non-Fiction Reading Study and Persuasive Writing 50% (1 hour 45 mins)
Component 3	Spoken Language Unweighted

## Further Information:

The most successful students of English Language are those who read broadly, who are able to summarise the key arguments and ideas in texts and who have regular and wide exposure to a range of text types. Encouraging students to read newspapers, biographies, travel writing, magazines, blogs and other media texts alongside more traditional literature, will support the development of the literacy skills at the centre of this course.

# ENGLISH LITERATURE

Board : AQA

Specification : 8702

## The Course

This course allows students to experience a wide variety of Literature. Contemporary and modern texts are studied alongside texts from the literary canon. Candidates will experience Shakespeare, drama and poetry as well as prose. Text choices will be taken from set lists published by the examination board, and are selected on the basis of the needs and character of the cohort.

There are two externally examined units for the Literature course. Each unit requires the students to respond to questions based on themes and characters explored in the texts studied. Students will also be asked to respond critically to unseen poetry. These are closed book examinations therefore students will not have the text in the exam room with them.

## Assessment

**Paper 1**                      **Shakespeare and the 19<sup>th</sup> Century Novel**                      **40% (1 hour 45 mins)**

- Section A: Shakespeare: students will answer one question on the play they have studied. They will be required to write in detail about an extract from the play and then to write about the play as a whole.
- Section B: The 19th-century novel: students will answer one question on the text they have studied. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

**Paper 2**                      **Modern Texts and Poetry**                      **60% (2 hours 15 mins)**

- Section A: Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.
- Section B: Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their anthology cluster.
- Section C: Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

## Further Information:

GCSE Literature assesses students' analytical skills and requires interpretation of writers' ideas and reflection on the influence of contextual factors on that writing. Text choices are communicated as early as possible and whilst texts are always made available by the school, it is always enormously beneficial for students to have available their own copy of the texts that they are studying. Wider reading is strongly recommended and text specific study guides are always beneficial to students when revising for their exam.

## **Head of Department**

Miss E. Boxer

# FOOD PREPARATION AND NUTRITION

Board: WJEC

Specification: C560P1

## The Course

This GCSE syllabus offers students the opportunity to:

- Demonstrate effective and safe cooking skills by planning, preparing and cooking.
- Develop and demonstrate knowledge and understanding of the functional properties, chemical characteristics, nutritional properties, sensory qualities and microbiological food safety considerations of food.
- Understand the relationship between diet, nutrition and health.
- Understand the economic, environmental, ethical and socio-cultural influences on food   
Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international).

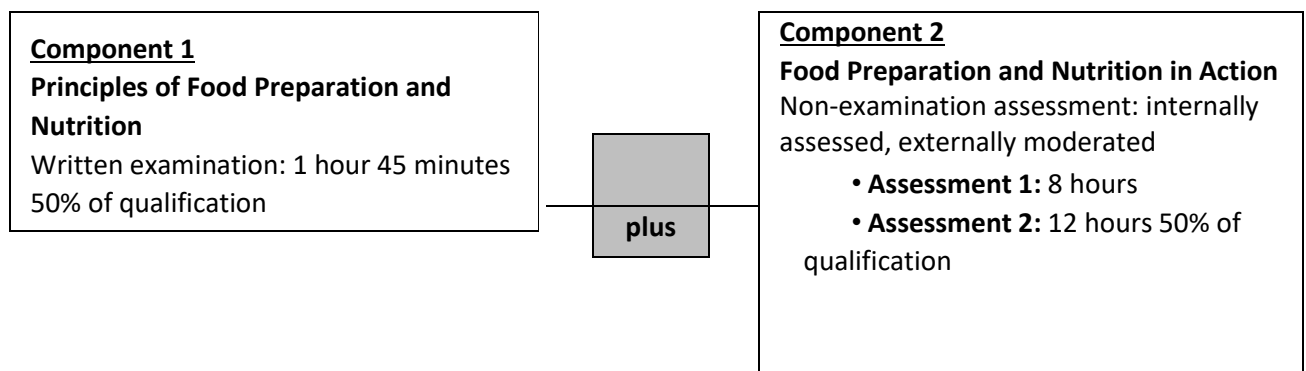
## Content

The lessons are a mixture of demonstrations, practical, experimental and investigative work which support theory on the following areas:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

## Assessment

There is a written examination and non-examination assessment covering GCSE grades 9-1:



This is a practical based subject and a large proportion of the learning is done through the making of individual dishes and meals, experimenting with food as well as taste testing.

Students are expected to supply ingredients on a weekly basis.

## **Head of Department**

Mrs S. Malone

# FRENCH

**Board:** Pearson Edexcel

**Specification:** GCSE (9-1) in French (1FR0)

## The Course

This course will help students develop their understanding, knowledge and use of French, in a range of relevant contemporary and cultural contexts, and will give them an appreciation of life in countries where French is spoken.

Students prepare for the GCSE in French, which looks at the following themes:

1. Identity and culture (who am I? daily life; cultural life)
2. Local area, holiday and travel (holidays; travel and tourist transactions; town, region and country)
3. School (school types; subjects; rules and pressures; school activities and events)
4. Future aspirations, study and work (work and ambitions; using language beyond the classroom)
5. International and global dimension (bringing the world together; environmental issues)

## Assessment

The GCSE in French consists of four externally examined papers based on the skills of: listening, speaking, reading and writing. All assessment will take place at the end of the two year GCSE course. Students will sit exams in either the Higher or Foundation tier. The following table shows the breakdown of the four skills in the GCSE:

Unit	% of total GCSE
Unit 1: listening – understand and respond to different types of spoken language	25%
Unit 2: speaking – communicate and interact effectively in speech (a role play, a picture based task, conversation on two themes)	25%
Unit 3: reading – understand and respond to different types of written language (including translation from French into English)	25%
Unit 4: writing – communicate in writing (including translation from English into French)	25%

## Useful Resources

The students follow the “Studio” coursebook. The Edexcel website give more detailed information about this course:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html>

## **Head of Department**

Mr I. Driscoll

# GEOGRAPHY

**Board:** OCR B

**Specification:** J384

## The Course

Geography is about the relationship between people and the planet we live and depend on. Geography for Enquiring Minds is a GCSE that uses enquiry questions to encourage learners to “think like geographers” and give them the skills to make sense of a rapidly changing world.

### **Our Natural World (physical geography)**

Global Hazards, Changing Climate, Distinctive Landscapes and Sustaining Ecosystems.

### **People and Society (human geography)**

Urban Futures, Dynamic Development, UK in the 21<sup>st</sup> Century, Resource Reliance.

### **Fieldwork skills**

All learners must undertake fieldwork on at least two occasions. The department will arrange one human and one physical geography fieldtrip for all students. Students will practise their enquiry skills including data collection, presentation, analysis, drawing conclusions and critical reflection of the process. Students write up their enquiries but will be assessed on their ability in the examinations.

Other geographical skills are fundamental to everything we do, so are integrated into all aspects of the subject. Students develop the cartographic (map), graphical, numerical, statistical and enquiry skills that will allow them to describe features, patterns and relationships and to suggest explanations for them. They will also develop the skills required to make decisions, solve geographical problems.

## Assessment

All candidates will sit three written examinations at the end of the E Year:

<b>Our Natural World</b> (Examines the physical geography topics, including fieldwork and other geographical skills)	1 hour 15 minutes	35%
<b>People and Society</b> (Examines the human geography topics, including fieldwork and other geographical skills)	1 hour 15 minutes	35%
<b>Geographical Exploration</b> (This is a skills exam which encourages students to make links across all aspects of the course. The emphasis is on application of knowledge and critical thinking as well as a decision making exercise)	1 hour 30 minutes	30%

## Further information

This Geography course tackles big issues, including environmental responsibility, global interdependence, climate change, cultural understanding and tolerance. It is an ideal springboard for students wishing to continue their study of geography into the Sixth Form and beyond.

## **Head of Department**

Ms J. Cadman

# GERMAN

**Board:** Pearson Edexcel

**Specification:** GCSE (9-1) in German (1GN0)

## The Course

This course will help students develop their understanding, knowledge and use of German, in a range of relevant contemporary and cultural contexts, and will give them an appreciation of life in countries where German is spoken.

Students prepare for the GCSE in German, which looks at the following themes:

1. Identity and culture (who am I?; daily life; cultural life)
2. Local area, holiday and travel (holidays; travel and tourist transactions; town, region and country)
3. School (school types; subjects; rules and pressures; school activities and events)
4. Future aspirations, study and work (work and ambitions; using language beyond the classroom)
5. International and global dimension (bringing the world together; environmental issues)

## Assessment

The GCSE in German consists of four externally examined papers based on the skills of: listening, speaking, reading and writing. All assessment will take place at the end of the two year GCSE course. Students will sit exams in either the Higher or Foundation tier. The following table shows the breakdown of the four skills in the GCSE:

Unit	% of total GCSE
Unit 1: listening – understand and respond to different types of spoken language	25%
Unit 2: speaking – communicate and interact effectively in speech (a role play, a picture based task, conversation on two themes)	25%
Unit 3: reading – understand and respond to different types of written language (including translation from German into English)	25%
Unit 4: writing – communicate in writing (including translation from English into German)	25%

## Useful Resources

The course-book we follow is “Stimmt!” (Foundation and Higher Tier) and the dictionary we recommend is the Collins Easy Learning German dictionary. Students can access the textbook and the “active learn” site online. There are revision guides and workbooks available which are also an excellent investment to support learning. There are many useful web-sites, offering a wide variety of practice materials and activities. Students receive frequent updates referring them to the most appropriate of these.

The Edexcel website give more detailed information about this course:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2016.html>

College trips to Germany give students the opportunity to enjoy, see and hear the language being used in real life and to enjoy the sights. The trips are usually over-subscribed but priority is given to anyone who is studying German.

## **Head of Department**

Mrs C. Ringhofer

# HISTORY

**Board:** Edexcel

**Specification: (9-1) History 1H10**

## The Course

The History course includes the following units:

- a study in depth, focusing on Germany between 1919 and 1939 □ The development of medicine from 1250 to the present day.
- The Western Front 1914-1918: injuries, treatment and the trenches. □ Early Elizabethan England, 1558-88 □ The American West, c1835-c1895.

## Assessment

At the end of the course students will complete three exams. Students are able to access the full range of grades because there is no upper or lower paper and our classes are all mixed ability. There is no coursework. Advice and comments are given throughout the course and a revision clinic provides further support in the run up to the exams.

## Useful resources

We use a range of textbooks and visual material. Students are issued with the appropriate books during the course and 4 revision guides which cover all 5 units of the course.

Excellent web sites that we recommend to all GCSE students are:

- BBC GCSE Bitesize History
- You Tube has a number of very good revision films on these topics

We recommend the following textbooks for independent study and revision:

<i>Weimar and Nazi Germany 1918 –1939</i>	ISBN 978-147-186-1918
<i>Early Elizabethan England, 1558-88</i>	ISBN 978-147-186-1819
<i>Medicine through time, c.1250-present</i>	ISBN 978-147-186-1376
<i>The American West, c.1835-95</i>	ISBN 978-147-186-1857

## Further information

We hope to organise a 3-day trip to the First World War Battlefields in June. This will give students the opportunity to visit sites that we have learnt about in class and is also excellent preparation for Paper 1 of their GCSE course. If possible, some students will also be able to visit the battle sites where their ancestors fought. This is often a very moving experience.

## **Head of Department**

Mr M. Trapmore

# IT – CREATIVE iMEDIA

**Board:** OCR (Cambridge National)

**Specification:** Level 1/2 Certificate in Creative iMedia (J817)

## The Course

This vocational qualification develops knowledge and practical skills in the creation of digital media products. Digital Media is a key part of everyday lives and vital to the UK economy and this qualification will develop specific IT media skills and transferable skills such as research, planning, and review, working with others and communicating creative concepts.

Each assessed unit follows the stages of the IT project life cycle – initiate/research, plan, create, review and develops an understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.

The qualification is equivalent to one GCSE and consists of FOUR units:

- **Pre-production skills** (exam)  
Understand the purpose, content and uses of a range of pre-production documents, such as mood boards, mind maps, visualisation diagrams, storyboards and scripts and be able to create them. Understand the importance of planning, what to produce and consider for a creative media project. Planning is an essential part of creating digital media products and the knowledge and skills developed in this unit are applied to all other units.
- **Create digital graphics** (assessment)  
Understand the purpose and properties of digital graphics for the creative and digital media sector, including why digital graphics are used, use appropriate techniques to plan the product, use a range of editing techniques to create the product and then review the product.
- **Create a multipage website** (assessment)  
Understand the different properties, purposes and features of multipage websites, plan and create to a client brief, demonstrating creativity by combining components to create a functional, intuitive and aesthetically pleasing website and then review the final website against the brief.
- **Create an interactive multimedia product** (assessment)  
Understand the basics of interactive multimedia products and learn where and why interactive multimedia is used and the features needed for a given purpose. The interactive multimedia product could be a game, app or animation.

## Assessment

Each of the four units contribute 25% to the overall qualification. Three of the units (75%) are internally assessed and externally moderated by OCR. The fourth (25%) is a written timetabled examination.

## Further Information

Although students have access to a range of computers and software within the college, in order to complete their work it is advised they have access to additional internet sources outside the college. This will enable students to access their college e-mail account and Office365 set up by Freman, where they can access resources and communicate with the teacher or carry out additional independent research.

Useful book - My Revision Notes: OCR Nationals in Creative iMedia L 1 / 2: Pre-production skills and Creating digital graphics ISBN-13: 978-1471886683.

## **Head of Department**

Miss T. Brown



# LATIN

**Board:** WJEC Eduqas

**Specification:** GCSE (9-1) in Latin C990PA/B

## The Course

The course aims to develop an understanding of the Latin language and literature of the 1<sup>st</sup> Century AD. It aims to develop students' knowledge and understanding of the Classical world, and enable them to develop an appreciation of the civilisation and culture of Roman society.

### **The course contains the following units:**

**Latin Language:** Studies the Language to the level reached by Suburani, book 2 (Chapter 26).

**Latin Literature:** Students will have to study one compulsory set and one optional set of around 100 lines of Latin Prose and Verse literature, and show their understanding and appreciation of the passages.

**Roman Civilisation:** Focuses on the study of various aspects of Roman culture such as Daily Life in a Roman Town or Roman Britain.

## Assessment

Component 1, Latin Language. Will be tested in a written exam: 50% of the qualification.

Component 2, Latin Literature and Sources (Themes). Will be tested in a written exam: 30% of the qualification.

Component 3A, Latin Literature (Narratives). Will be tested in a written exam: 20% of the qualification.

### **OR**

Component 3B, Roman Civilisation. Will be tested in a written exam: 20% of the qualification.

Both the literature exams are open-book assessments. This means students have a clean copy of the text and a full vocabulary during the exam.

## Useful resources

Students are given the text books that are needed, and booklets containing the literature texts for annotation, although they are not allowed to take these into the examination hall. There are no other commercially published revision guides available. However the textbook website [Suburani \(hands-up-education.org\)](http://Suburani(hands-up-education.org)) contains plenty of exercises with which students can revise their language knowledge. Additionally, the Cambridge School Latin Project ([Eduqas GCSE Latin \(9 - 1\) | Exams \(cambridgescp.com\)](http://EduqasGCSELatin(9-1)|Exams(cambridgescp.com))) provides all the materials needed for the study and revision of literature texts and civilisation. In December of I Year there is usually a trip to Bath. Usually there is an annual trip to Italy or Greece during the Easter Holiday which is open to all students studying this subject. The department aims to re-start these trips once it is possible to do so.

## **Head of Department**

Dr S. Aguilar

# MATHEMATICS

**Board:** AQA

**Specification:** GCSE Mathematics 8300F/H

## The Course

The course is divided into five strands: “Number”, “Algebra”, “Ratio, Proportion and Rates of Change”, “Geometry and Measures” and “Probability and Statistics”.

The students will continue to study these strands over the five terms of I and E year, building on and consolidating the knowledge and skills they have already developed in their A year work.

The students will also spend time on tasks that involve combining these strands to solve problems and to research hypotheses, developing skills required both for study beyond GCSE and those required in the workplace and everyday life.

Students are taught in 5 classes in each year-half, in a combination of set and mixed-ability groups, based on previous performance. The majority of students will continue to work on the Higher-tier course but students will have the opportunity to switch to the Foundation tier if appropriate in E Year following their December mock exams.

## Assessment

100% examined in three papers at the end of the E Year.

Equipment

Every student is required to bring a scientific calculator to every lesson. These are readily available from high-street shops or online. We recommend this model:

<https://www.amazon.co.uk/Casio-FX-83GTPLUS-S-UH-FX-83GTPLUS-Scientific-Calculator/dp/B001O3IF9U/>

## Useful website

[www.mymaths.co.uk](http://www.mymaths.co.uk)

Login: - freman

password: - reflect

## Further Information

Students are internally assessed each half-term in the I Year and awarded a GCSE grade. These are used to identify any movement that may be needed between groups, as well as to give students feedback on their progress and to set targets for the following half-term.

The mock exam in the E Year provides the evidence to determine the final tier of entry.

Higher Tier                    4 to 9

Foundation Tier            1 to 5

## **Head of Department**

Mrs R. Bowles

# MUSIC

Board: WJEC EDUQAS

Specification: C660QS

## The Course

In this course students have the opportunity to listen, to compose and perform music in a wide range of styles and from different eras and places. The course is divided into four Areas of Study.

- **Musical Forms and Devices** This area of study covers the **Baroque, Classical and Romantic eras** in the Western Classical Tradition, with focus on **binary, ternary, minuet and trio, rondo, variation and strophic forms**. It includes the set work *Badinerie from Orchestral Suite No. 2* by Bach
- **Music for Ensemble** This area of study focuses on three styles of music, **chamber music, musical theatre and jazz and blues**.
- **Film Music** As well as focusing on specific elements of music, this area of study allows learners to consider various musical contexts, specifically, how composers respond to commissions and the affect of the audience, time and place.
- **Popular Music** This area of study focuses on **rock, pop, soul, hip-hop, reggae, ballads and bhangra**. It also includes the set work: *Africa* by **Toto**.

## Assessment

The final GCSE grade is determined by assessments in three areas: Performing, Composing and Appraising (listening).

<b>Performing</b>	
Minimum of two pieces lasting no less than 4 minutes, at least one of which is an ensemble piece. One piece performed must be linked to an area of study. Expected standard is grade 3 minimum.	30%
<b>Composing</b>	
Two compositions lasting in total no less than 3 minutes long, one of which is in a style from the areas of study.	30%
<b>Appraising</b>	
Written examination lasting 1 hour 15 minutes, eight questions, two on each of the four areas of study. Two of the questions are based on set works.	40%

Performances are recorded during the E Year. These can be repeated if necessary and the best marks submitted towards the final grade. Compositions can be either recorded or written; it is advisable that pieces are both written and recorded and computer software is available in the department to support students were necessary.

## **Useful Resources**

The following books are specific to the Eduqas GCSE course, and are especially useful:

- WJEC/Eduqas GCSE Music by Jan Richards (Published by Illuminate Publishing)
- WJEC/Eduqas GCSE Music Revision Guide (Published by Rhinegold)

## **Further information**

Practical skills are important to the success of the course, and in order for students to be able to undertake their GCSE music performances they must take, as a minimum, a 20-minute weekly instrumental lesson. This can be in any orchestral or band instrument, or voice. In college this costs £147 per term for an individual lesson. If you are unable to meet the cost of these lessons, please write, in confidence, to the Business Manager, Ms Hebditch. If your son / daughter has lessons out of college, please let their Music teacher know the details of the private tutor so that they can liaise about progress.

There are numerous associated extra-curricular ensembles run in the department that are expected to be supported by the GCSE classes; past experience shows that students that get involved in extra-curricular music tend to get significantly better results for GCSE Music than those that don't.

Students need to be able to read music notation to access many aspects of this course. For help and advice on how to improve notation skills please speak to your class teacher and be prepared to undertake some independent work.

## **Head of Department**

Miss J. Stott

# PHOTOGRAPHY

**Board :** Edexcel

**Specification:** Photography 1PY0

## The Course

All students are taught **observational, analytical, experimental** and **investigative** skills.

Students need to demonstrate an understanding of photography's place in the art world. It is useful to visit photography exhibitions and galleries in general. Evidence of these visits should be kept. Homework tasks are set on a regular basis. These include opportunities for research and prompts, to elicit a personal response.

This is a visual subject. Students' understanding is demonstrated visually, and supplemented with appropriate annotation. As the course progresses, students develop their critical skills alongside knowledge of photographers, the work that they have created and the context in which these creations occurred. This understanding is then reflected in the student's own work.

## Assessment

Coursework carries 60% and the exam delivers the remaining 40% of the marks.

A variety of projects are carried out over 4 terms with a mock exam project at the start of E Year. The final exam paper is set for January of E Year. Students produce a full project, and will then create their final images in 10 hours under exam conditions. Students are given careful guidance throughout the course, particularly with regard to preparation for the final exam.

There are four assessment objectives based on the skills mentioned above. Students cover all these objectives during their study. Assessment is carried out continually alongside help and support from the teacher. Work is assessed out of a maximum of 72 marks. All work is kept and everything is marked.

## Resources

Useful websites include:

[www.tate.org.uk](http://www.tate.org.uk)

[www.bjp-online.com](http://www.bjp-online.com)

[www.saatchi-gallery.co.uk](http://www.saatchi-gallery.co.uk)

[www.npg.org.uk](http://www.npg.org.uk)

[www.thephotographersgallery.org.uk](http://www.thephotographersgallery.org.uk)

[www.artreview.com](http://www.artreview.com)

## **Head of Department**

Mr C. Moody

# **PHYSICAL EDUCATION CORE (non examined)**

## **The Course**

Students follow a core programme in the first term, including active leisure activities as well as competitive games. In the second and third terms they then choose a combination of activities from a range of individual and team games and as well as a sports leadership course. Students work to improve their own abilities and to gain the knowledge and techniques required to take on roles such as coach, organiser and official. Students are given opportunities to gain an understanding of the principles used to prepare and monitor an exercise programme for a healthy lifestyle.

## **Assessment**

Assessment takes place during I and E Year in core PE for GCSE and OCR students only. However, for those undertaking the Level One Sports Leadership Award practical assessments of their leadership skills will occur at regular intervals throughout the course.

## **Further information**

The PE department organises a number of extra-curricular teams and clubs. Sessions are run at lunch times and after college catering for college teams and students who wish to participate at a recreational level. Midweek fixtures are held against local schools. Teams are also entered in district, county and national competitions. Trips are organised to national sporting events. A ski trip is organised every year during the spring half term and the Duke of Edinburgh Award scheme runs from the A Year.

## **Head of Department**

Ms A. Roach

# RELIGIOUS STUDIES

**Board:** AQA

**Religious Studies A (8062)**

## **The Course**

The GCSE will consist of the study of the beliefs, teachings and practices of both Christianity and Hinduism, and the detailed exploration of important philosophical and ethical issues. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues; furthermore, they will gain an appreciation of how religion, philosophy and ethics form the basis of our culture and are still relevant today. The course will help students to develop analytical and critical thinking skills, research skills and the ability to work with abstract ideas.

## **Component 1: The study of religions**

The study of the beliefs, teachings and practices of Christianity and Hinduism

## **Component 2: Philosophical and ethical Themes**

Theme B: Religion and life

Theme C: The existence of God and revelation

Theme D: Religion, peace and conflict

Theme E: Religion, crime and punishment

## **Assessment**

Each component is worth 50% and is assessed in two terminal examinations lasting 1 hour and 45 minutes each. There is no coursework in this subject.

Throughout the course students' achievement is assessed through key tasks such as essays and past paper exam questions. These key tasks are graded and advice for improvement given. Grades and advice are recorded in students' files.

## **Useful Resources**

Students should try to be aware of current affairs and use news media, as many of the issues we study are very topical and regularly feature. The following websites are helpful for research and to extend knowledge and understanding of the topics covered:

- [www.bbc.co.uk/religion](http://www.bbc.co.uk/religion)
- <http://www.bbc.co.uk/schools/gcsebitesize/rs/>

Revision guides specifically created for each module will be available on the College Portal.

## **Head of Department**

Mr N. Loynes

# DESIGN & TECHNOLOGY: RESISTANT MATERIALS

Board Edexcel

Specification 1DT0

## The Course

This course covers a wide range of activities based on designing and making products using materials such as wood, metal and plastics. As well as learning hand skills, you will use a range of industrial processes. You will develop a whole range of creative designing and making skills, technical knowledge and understanding relating to D&T and invaluable transferable skills such as problem solving and time management.

## Content

A range of projects are available for design and manufacture with the emphasis on making decisions which directly affect the outcome.

- Project 1: Making a detailed pine storage unit incorporating fine woodworking joints; you will then test and evaluate your work.
- Project 2: Making a cabinet using more complicated joints and techniques, such as the addition of multiple sliding doors and applying a suitable finish. This could lead to an extension task of manufacturing a carriage clock, with students using the skills learnt in the last two projects to develop their own product. This is completed before the 1 year exam.
- Project 3: MP3 amplifier and housing unit. Manufacture from students' class designs.
- Project 4: LED lights- using designs for manufacture
- Project 5: Competitive team-based activities, using design and manufacturing skills, involving a 'soccer robot' and 'marble run'.

## **Assessment – Two Components**

<b>Component 1 (Final Exam 1F)</b>	<b>Component 2</b>
Section A: Core. Knowledge and Understanding of D&T across all materials and trends. Section B: Material Category Timbers.	Creative Design and Make Activities <b>Students undertake a rigorous project based challenge released by the exam board.</b>
Examination. <b>Including 15 marks for maths questions in applied content.</b>	Coursework
50% of your GCSE	50% of your GCSE

In E Year, work on the assessed project takes place and this is submitted to the board for moderation. Students demonstrate their designing skills and communicate theoretical knowledge about materials and processes, as well as design-related issues such as consumerism and the environment. Students are given verbal and written feedback throughout the course and are guided towards raising their skills levels. Copies of the marking criteria for the coursework and written papers are given out, and fully explained to students in order to help them reach their full potential. Students are also shown the importance of being able to mark their own work and justify any marks awarded, while relating this to their target grade.

**Resources:** With a solid framework of Computer Aided Design introduced to students, manufacture on Computer Numerically Machines and 3D Printers, the course offers a true reflection of industry. Therefore students are expected to take notes and make use of the ICT resources provided and that are available for download on home computers. Each student is expected to have a copy of Pro-Desk Top working at **home** and is available from Mr Malone free of charge.

Recommended revision guides are available through the college to assist students in both coursework and theory. Students need to be aware of current design trends and materials and those that are shaping their future.

## **Head of Department**

Mr S. Malone



# COMBINED SCIENCE AND SEPARATE SCIENCES

Board Edexcel

## Aims of the Course

GCSE study in the sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students will learn essential aspects of the knowledge, methods, processes and uses of science.

## Content

All students must study the content of the Combined Science course, which is worth two GCSEs and is studied for ten hours per cycle.

<b>COMBINED SCIENCE</b>		
<b>Biology:</b>	<b>Chemistry:</b>	<b>Physics:</b>
Key concepts	Key concepts	Key concepts
Cells & Control	States of matter and mixtures	Motion and forces
Genetics	Chemical changes	Conservation of energy
Natural selection and genetic modification	Extracting metals and equilibria	Waves
Health disease and development of medicines	Groups in the periodic table	Light and the electromagnetic spectrum
Plant structures and their functions	Rates of reaction and energy changes	Radioactivity
Animal coordination, control and homeostasis	Fuels and Earth Science	Energy – Forces doing work
Exchange and transport in animals		Forces and their effects
Ecosystems and material cycles		Electricity and circuits
		Magnetism and the motor effect
		Electromagnetic induction
		Particle model
		Forces and matter

Students studying the **Separate Science** course also cover the following topics:

<b>Biology:</b>	<b>Chemistry:</b>	<b>Physics:</b>
The existing Topics are covered in more depth	Separate Chemistry 1	The existing Topics are covered in more depth plus
	Separate Chemistry 2	Astronomy
		Static electricity

### **Assessment and groupings**

Science is assessed entirely by examinations at the end of the E Year. All students will sit six exams: two in each of Biology, Chemistry and Physics. All exams will be sat at the same tier, Higher or Foundation. Students may find they move from Separate Science to Combined Science **at any point during the course**. This will be after careful consideration based on students' progress to ensure they are on the right course to attain the best two GCSE grades.

### **Beyond Year 11**

The study of Biology, Chemistry and Physics at GCSE is considered essential for continuing with the sciences at A level due to the extra material covered. The study of Combined Science is sufficient for students wishing to pursue courses in Psychology or Physical Education at A Level.

### **Head of Department**

Mr P. Blow

# SPORT SCIENCE

**Board:** Cambridge National

**Specification:** J812

## The Course

The Cambridge National qualifications have been created as an alternative to GCSE PE. Students will develop their knowledge, skills and understanding of the sports industry through theory and practical lessons.

Sports Science offers a more theory based curriculum with practical opportunities throughout the course. Due to the nature of the topics, students should have a keen interest and enthusiasm for sport.

**Content** - Students will study 3 of the following Units:

### Mandatory units

- *Reducing the risk of sports injuries and dealing with common medical conditions (External Exam)*
- *Applying the principles of training: fitness and how it affects skill performance*

### Optional Units

- *The body's response to physical activity and how technology informs this*
- *Nutrition and sports performance*

### Assessment

Students will be assessed through the completion of various coursework assignments within each unit. These could be based on practical activities and written based assignments. Coursework fulfils 60% of the overall grade.

The final 40% of the grade requires students to complete an external assessment. The externally assessed unit of work will be assessed through a **written exam** in Year 11.

### Other Details

This course is graded differently from GCSEs but students will achieve an equivalent grade to the 9-1. The Cambridge National is graded from Distinction\* to Pass grade.

Useful websites include:

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)  
[www.senecalearning.com](http://www.senecalearning.com)

### **Head of Department**

Mr R Dee

# SPORT STUDIES

**Board:** Cambridge National

**Specification:** J813

## The Course

The Cambridge National qualifications have been created as an alternative to GCSE PE. Students will develop their knowledge, skills and understanding of different aspects of the sports industry through theory and practical lessons.

Sports Studies offers a more practical based curriculum. Due to the nature of the topics, students should have a keen interest and enthusiasm for sport.

By completing this course, students will develop their skills in researching, analysing, planning, leadership and sports performance.

**Content** - Students will study 3 Units: \_\_

Contemporary issues in sport

*(external exam)*

Performance and leadership in sport

*(coursework)*

Sports and the media

Or

Increasing awareness of outdoor and adventurous activities

*(coursework)*

## Assessment

Students will be assessed through the completion of the coursework assignments within each unit.

However, the coursework may take a variety of methods including practical performances evaluation of performances, and session plans, as well as written PowerPoints and reports.

Each coursework unit has between 3 -5 tasks for students complete.

The external exam is 1 Hour and 15 minutes long and will be sat in the summer of the E Year. This exam is marked by external examiners.

## Other Details

The overall grade is based on an accumulation of results from all 4 units. The Cambridge National course is graded from Distinction\* to Pass grade and is an equivalent to the 9-1 GCSE system.

Useful websites include:

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

[www.senecalearning.com](http://www.senecalearning.com)

## **Head of Department**

Mr R Dee