



FARINGDON
COMMUNITY COLLEGE

OPTIONS INFORMATION BOOKLET

KEY STAGE 4 COURSES

YEARS 10 AND 11

SEPTEMBER 2026 – JUNE 2028

Introduction

This is an exciting and important time for students – the first opportunity they will have to make decisions about the pathway they will follow during the next stage in their education. Making these choices can be difficult and to help you and your child we are holding a 'Year 9 Options Evening' where hopefully all the questions you might have will be answered. This takes place on **Thursday 12th February from 17:30 to 19:30** with a **talk in the main hall** and subject displays in the **Wilson Building from 18:00**.

In a society which increasingly seeks citizens who are skilled and prepared for a varied career path, it is even more important that they achieve a high level of qualifications. We expect almost all our students to aim to achieve level 2 passes in English and Maths and good grades in a range of other subjects. We will advise students in their choice of subjects to give them the best chance of achieving this.

At Faringdon Community College, we are proud of the range of options available so that each student can choose from courses that best suit their interests and aptitudes. As well as helping to ensure academic success, the aim is that every young person is supported to develop as a well-rounded individual fully equipped to succeed as a global citizen within increasingly diverse communities and careers.

Please read the information in this booklet carefully to help guide your child in making the best choices for them and then complete the online options form (sent out after Options Evening) to say which courses they would prefer to do. We will then work with the students to help place them on the most suitable courses.

Key Dates

Date	Event
Thursday 29 th January	Year 9 Parents' Evening (online) A chance to find out about your child's progress in the subjects they currently study.
Thursday 12th February	Year 9 Options Evening 17:30-18:00 in the main hall 18:00-19:30 in the Wilson Building An opportunity for students and parents/carers to come into school and meet with Subject Leaders to find out more about the courses available (including compulsory courses). The online options form will be released after Options Evening
Friday 27 th February	Final deadline for submission of Year 9 option choices – online form.
Term 6	Letters sent to Year 9 parents confirming allocation of options subjects.

Contents

Page	
3-8	Important information – please read
9-17	Compulsory courses – information pages
18-69	Optional courses – information pages

Which courses can I choose from?

Although there is some choice of subjects to suit the individual interests and abilities of students in KS4, much of their timetable will continue to be based around a compulsory core of the following subjects: English, Mathematics, Physical Education, Religious Education, and Science. **Additionally, students must choose four optional subjects.**

These subjects lead to GCSEs or other formal qualifications, for which the school will pay for students to be entered provided they have a satisfactory record of attendance, effort and coursework completion.

Some subjects lead to vocational qualifications - such as the BTEC Tech Awards or Cambridge Nationals. These subjects are largely based around coursework assessment and so are well suited for those who may be less confident in examinations. A high level of organisation and commitment to completing project work is required to obtain success within vocational qualifications.

In the **Science section** you will find information about the Separate Sciences courses in Biology, Chemistry and Physics which will be suitable for many students, and about the after-school enrichment course in Astronomy.

Students with SEND

For some students supported by the SEN department, it may be appropriate to study one fewer subject and have additional extra time, focusing on other subjects, in the SEN department. Any such students/parents will be contacted individually by the SEN department. A full set of choices should still be made on the options form.

Compulsory Courses

All students study English Language and Literature, Mathematics, Science, RE (examined in Year 10) and core PE (not examined).

Optional Courses

Students have four choices from the subjects detailed in the optional subjects' section of this booklet.

SCIENCE AND RE

Everybody must study Science and RE.

You can select to take Separate Science and Full Course RE, which combine to take up one of your 4 option choices.

If you don't choose Separate Science/Full Course RE as one of your options you will do the combined Science Trilogy course (separate lessons in Biology, Chemistry and Physics with a combined double GCSE at the end) and Short-Course RE (half a GCSE). This is taught 3 lessons per fortnight in each science and 2 lessons per fortnight in RE.

If you wish to do Separate Science (3 separate GCSEs in Biology, Chemistry and Physics) and Full-Course RE, you must pick this as one of your 4 options. This is taught 4 lessons per fortnight in each science and 4 lessons per fortnight in RE.

The RE course concludes with an examination at the end of Year 10.

ALLOWABLE COMBINATIONS

Apart from the restrictions below, you can select any 4 of the available subjects. After the deadline for options choices has passed and all pupils' choices have been made, we will construct the curriculum blocks in such a way that maximises the number of pupils that get to study their preferred options. It is an unfortunate inevitability that

it will be impossible to construct blocks that completely satisfy every student's choice and that some combinations of subjects will end up not being possible. We will discuss this with any affected pupils in June and support them to choose the best alternative.

RESTRICTIONS

The following restrictions on choices should be noted:

- Students cannot study both PE GCSE and Sport BTEC
- Students choosing Separate Science/Full Course RE as one of their options will be able to study at most one DT subject. Students not choosing Separate Science/Full Course RE may be able to study two DT subjects with the restriction that they can only choose one of Hospitality & Catering and Food & Nutrition
- Only choose one of Graphic Products, Product Design and Textiles Technology

Where two subjects cannot be studied in combination as above, it is permitted and appropriate to have one of them as one of your 4 choices and the other as one of your reserve choices.

Grades Explained

There has been much talk in the media and from the government recently about the nature and quality of assessment in schools at age 16. This has led to many of the GCSE courses becoming more rigorous – and the new grading system running from a top grade of 9 down to grade 1. The table below explains the grading system, including reference to equivalent grades for vocational subjects.

As always, we will work hard with all students to enable them to achieve the highest grades possible so that they are able to successfully move on to the next stage of their education, training or employment.

Previous (A*-E) grade	New (9-1) grades	Vocational equivalent
A*	9	Level 2 Distinction *
A	8	Level 2 Distinction
	7	
B	6	Level 2 Merit
C	5- Strong pass	Level 2 Pass
	4- Pass	
D	3	Level 1 Distinction
E	2	Level 1 Merit
F	1	Level 1 Pass
G		
U	U	U

What grades do I need for future study?

Students who are intending to continue their studies in our own Sixth Form will need to achieve at least five GCSE's at grade 5 (including English and Maths), though there is sometimes a degree of flexibility depending on the needs of individual students.

For any post-16 study or employment-based learning, including studying at college, students will find that the better the grades they achieve, the wider the range of courses which they will be considered for. Some courses specify particular grades they are looking for – usually grade 3, 4 or 5 depending on the level and type of qualification.

How can I choose the best courses for me?

When choosing from the Optional Courses, think carefully.

Good reasons for choosing a course:	Poor reasons for choosing a course:
<ul style="list-style-type: none">• You're good at the subject• You think you'll enjoy the course• It fits with your career hopes and plans• It goes well with your other choices• You're interested in the knowledge and skills it will develop• It will give you lots of choices in the future	<ul style="list-style-type: none">• Your friends are doing the same course• People say it's easy• You think it's a good course for a boy or for a girl – all courses are available to boys and girls.• You like the teacher you have now• You didn't have time to research your options properly

How to choose your Optional Courses

Look at all optional courses available to you before you decide. There's information about each course within this booklet.

If you have a firm idea about the career you'd like to follow, choose subjects that you'll need to make this possible - the ones you need to go into further or higher education or into an apprenticeship or job with training.

If you don't have a firm career idea, choose subjects that will allow you to keep your options open.

Don't be afraid to ask for help and advice from your teachers, Careers Advisor Mrs Belcher and your tutor. A guide to support, advice and guidance can be found on the next page.

Involve your parents/carers – make sure you discuss it with them.

Subject teachers will talk about courses and can answer any questions.

Talk to your friends – but do not to be persuaded to take a subject they are choosing in the hope that you will be together. This may not happen. It must be your interests and skills that determine your choices, not someone else's.

Thinking about Work

Aim to be flexible and well-qualified. Research tells us that:

Most people will change jobs several times during their working lives;

Employers will need more people with qualifications at Level 3 (A-level / Level 3 vocational qualifications) or above.

People with higher level qualifications will earn more and have better employment prospects than those with lower-level qualifications or no qualifications at all.

Employers look for people with good employability skills.

Most Year 9 students have no settled idea of what they would like to do after leaving school. The best plan is to choose a personal and balanced selection from the option subjects available. This will leave you with plenty of possible careers to choose from later in life.

Put yourself first. This is your chance to take control of your learning and shape your future.

Where can I get advice and guidance?

When choosing your courses, look to these sources for advice, support and guidance:



What do we do next?

Read through the booklet carefully. Come along to the Options Evening to find out more information. Ask questions of the subject representatives there to find out if the choice you want is a good one for you. Look up information on how your choice will affect any plans you have for future courses or jobs. Ask for advice from teachers, especially:

- Your Form Tutor and Head of Year
- Subject teachers who you already know
- Subject Leaders – email addresses can be found on the subject information pages in this booklet
- Teachers of Y10/11 courses which would be new to you
- Tina Belcher, our full time Careers Advisor Tina Belcher
TIBelcher@fcc.cambrianlt.org
- Mr Nash, Assistant Headteacher Jnash@fcc.cambrianlt.org

Once you have made your decision about which subjects you would prefer to do, **you need to fill in the online form which will be sent out after options evening.**

Do NOT rush back with you option form straight away - give yourself time to think about your choices. We will not do anything with them until the deadline date of Friday 27th February. Make sure the form DOES come in by then - otherwise subjects you want to do may fill up before you get your form in.

The online options form will be editable up until that date.

Once the forms have come in, we will build a timetable to accommodate as many of the requested combinations of subjects as possible. It is important for parents and pupils to understand that once the option blocks and timetable have been constructed, **the combinations chosen by some pupils will not be possible.** We will construct the timetable in such a way that maximises the number of pupils that get to study their preferred options, but it is an inevitability that a minority of students will be allocated to reserve choices. It should also be noted that all courses are limited in the number of students they can accommodate. Similarly, **no course can run with too few students.** If either of these situations occur your reserve subjects will be used and we will try to speak to students on an individual level. Where a subject is oversubscribed, priority will be given to those students who can show why that subject is important for them, for example for their future plans. So, give thought to the reasons for your choices you put on the options form.

As described on the options form, if we are unable to allocate a place in either your first or reserve choices amongst the other options, then we will see you to discuss other possible placements.

We will confirm which options have been allocated for each student during term 6.

Compulsory Course Pages

All students will study these subjects
although there are variations for different students

ENGLISH (Language and Literature)

MATHEMATICS

SCIENCE

RE

PE (Core)

GCSE English Language

Subject Leader: Mrs J. Malik (Email: jkmalik@fcc.cambrianlt.org)

Introduction

In English Language, students will develop their reading skills to identify explicit information, infer implicit meanings, analyse the language and the writers' craft, and evaluate the effects created. In addition to this, students will skilfully learn how to plan and write fiction and non-fiction texts, for a range of audiences and purposes to show that they can develop ideas with imagination and accuracy.

Which topics or units will I study?

- Paper 1: explorations in creative reading and writing
- Paper 2: understanding writers' viewpoints and perspectives

What skills will I develop during the course?

Students will engage with a range of different texts, from different time periods and from different perspectives. They will also work to develop their analytical skills and become more creative with both fiction and non-fiction writing. In addition, students will develop both their written and spoken communication skills. Students will be challenged to develop critical thinking skills that encourage powerful thought about different topics and themes.

How will I be taught?

As throughout Key Stage Three, students will be taught in mixed ability groups. Students will typically learn through independent learning and the focus is on the development of the skills required for the GCSE exam throughout Y10. During Y10, students will study the English Language course for an hour per week, which increases up to two hours per week in Y11.

How will I be assessed?

The course is 100% exam-based and students will sit two GCSE English Language exams at the end of Year 11. These exams are not tiered.

- Paper 1: 50% of your overall grade – 1 hour and 45 minutes
- Paper 2: 50% of your overall grade – 1 hour and 45 minutes

In addition to these exams, you will also complete a Spoken Language component, which is a compulsory endorsement to the GCSE. This will be completed towards the end of Y10.

Which examination board and course is used?

AQA GCSE English Language

Other important information:

To support students' learning, they will need to ensure that they bring writing equipment to each lesson, including a highlighter. Due to the nature of the reading requirements of the course, it is highly recommended that students continue to read a range of both fiction and non-fiction texts from home throughout the two years.

Thinking Ahead

Studying English Language can support A-Level option choices of English Language and Literature, English Literature, Film Studies, Drama, History and Geography.

As future career options, students could consider Writing, Teaching, Law, Media, Human Resources, Journalism, Publishing and Editing, Advertising and Civil Service.

GCSE English Literature

Introduction

In English Literature, students use a range of skills to discuss poetry, prose and drama texts from a wide range of historical periods. Furthermore, they use these skills to analyse form, language and structure and evaluate the effects of the writers' methods and intent.

Which topics or units will I study?

The texts chosen for study complement each other through themes and wider ideas.

Paper 1: Macbeth and A Christmas Carol

Paper 2: Lord of the Flies, Power and Conflict Poetry and Unseen Poetry

What skills will I develop during the course?

The course encourages students to offer personal responses to texts, select relevant textual references to support their ideas, analyse critically and weave in, where appropriate, their contextual knowledge. In addition, students will develop alternative and critical interpretations that challenge views and ideas. Students will focus on 'big ideas' by considering how texts explore wider themes that are relevant to our lives today.

How will I be taught?

As throughout Key Stage Three, students will be taught in mixed ability groups. Students will typically learn through independent learning. Students study English Literature for three hours per week, with time dedicated towards extended writing opportunities embedded in throughout the year. The English Literature course is studied alongside the English Language course.

How will I be assessed?

The course is 100% exam-based and students will sit two GCSE English Literature exams at the end of Year 11. These exams are not tiered. The exams are 'closed book', meaning that students will only have an extract to draw quotations from and their knowledge of the rest of the text to rely on.

Paper 1: 40% of your overall grade – 1 hour and 45 minutes

Paper 2: 60% of your overall grade – 2 hours and 15 minutes

Which examination board and course is used?

AQA GCSE English Literature

Other important information:

To support the students' literature learning, we complement lessons with attendance at the Poetry Live event, where students get to see poets performing some of the poems they have studied, as well as receiving first hand advice for their poetry exams from a Lead Examiner. In addition, we aim to provide students with the opportunity to watch both A Christmas Carol and Macbeth being performed by a local theatre company.

Another crucial aspect of both courses will be the development of a broad vocabulary – for both writing purposes and for responding critically to texts. Students should have a broad and varied 'diet' of reading in their own time to help with this. To support students' learning, they will need to ensure that they bring writing equipment to each lesson, including a highlighter.

Thinking Ahead

Studying English Literature can support A-Level option choices of English Language and Literature, English Literature, Film Studies, Drama, History and Geography.

As future career options, students could consider Writing, Teaching, Law, Media, Human Resources, Journalism, Publishing and Editing, Advertising and Civil Service.

GCSE Mathematics

Subject Leader: Mrs F. Di Meo-Smith (Email: fdimeosmith@fcc.cambrianlt.org)

Introduction

All Year 10 students study mathematics leading to the Key Stage 4 GCSE examination. All students follow a linear course, which is assessed at the end of Year 11. The GCSE in Mathematics is examined at two tiers, Higher and Foundation. Candidates at both tiers have access to a Grade 4 or 5, with possible grades as follows: Higher (Grades 9 -4); Foundation (Grades 5 - 1). Students will be prepared for the tier of entry most appropriate to their ability. The highest attaining candidates also have the option to study an additional qualification, which can act as a bridge between GCSE and A level. The course we currently use is the AQA Level 2 Certificate in Further Mathematics.

Which topics or units will I study?

The topics studied in GCSE Mathematics are based around 5 main subject areas and include:

Number – Structure and calculation; Fractions decimals and percentages; Measures and Accuracy.

Algebra – Notation, vocabulary and manipulation; Functions and graphs; Solving equations and inequalities; Sequences.

Ratio proportion and rates of change – Understand and use ratio; Multiplicative relationships; Solve problems involving direct and inverse proportion.

Geometry and measure – Angles and Lines; Symmetry and Transformations; Congruence and similarity; Circles; 2D and 3D shapes; Area, perimeter and Volume; Pythagoras' theorem and trigonometry; Vectors; Solving geometrical problems.

Statistics and probability – Construct and interpret tables, charts and diagrams; Statistical calculations; Interpret, analyse and compare distributions of data; Theoretical probability;

Experimental probability; Set notation and Venn diagrams.

What skills will I develop during the course?

In addition to the study of mathematical methods, students continue to develop the skills in problem solving, logic and analytical thinking, analysis and attention to detail that will be invaluable for life, work and further study.

How will I be taught?

Lessons begin with a short recall exercise before any new material is introduced, this section of the lesson is typically teacher lead. Students are then given the opportunity to consolidate and develop their understanding in a variety of ways, including the use of traditional exercises, the use of mini whiteboards and paired/groupwork activity.

How will I be assessed?

Three 90 minute assessments are taken at the end of year 11. One of these assessments is non calculator with calculators being allowed in the other two. There is no coursework element to the GCSE maths qualification

Which examination board and course is used?

AQA GCSE Mathematics

Thinking Ahead

The mathematical analysis, logic and problem-solving skills practiced and developed in GCSE Maths are useful in all areas of further study and employment. The statistical analysis skills developed are vital in the study of many subjects at A level including the humanities, and a wide range of professions. A strong understanding of the wider concepts are vital to access most qualifications and careers in the sciences and engineering.

GCSE Sciences

Subject Leader: Miss S M Dickenson: ([Email: smdickenson@fcc.cambrianlt.org](mailto:smdickenson@fcc.cambrianlt.org))

Introduction

All students will study a course in Science which covers the programme of study for Key Stage 4.

Science in Years 10 and 11 builds on the work covered in Years 7, 8 and 9, to develop students' understanding of

important scientific ideas and how these affect them and the world they live in. There are two different Science courses taught at Key Stage 4:

Combined Science – Trilogy (worth 2 GCSEs covering Biology, Chemistry and Physics)

Single Sciences (worth 3 GCSEs in Biology, Chemistry and Physics) - this takes up one of your four option choices.

All Science qualifications at GCSE are awarded by AQA.

Which topics or units will I study?

Combined and separate science cover the same units but there is more content to cover in the separate science courses meaning that they will have four lessons per fortnight in each discipline compared to three for combined science.

Biology	Chemistry	Physics
1. Cell biology	1. Atomic structure and the periodic table	1. Energy
2. Organisation	2. Bonding, structure, and the properties of matter	2. Electricity
3. Infection and response	3. Quantitative chemistry	3. Particle model of matter
4. Bioenergetics	4. Chemical changes	4. Atomic structure
5. Homeostasis and response	5. Energy changes	5. Forces
6. Inheritance, variation and evolution	6. The rate and extent of chemical change	6. Waves
7. Ecology	7. Organic chemistry	7. Magnetism and electromagnetism
	8. Chemical analysis	8. Space (Separate science only)
	9. Chemistry of the atmosphere	
	10. Using resources	

What skills will I develop during the course?

Students will not just learn the 'theory' but understand the practical side of science and how it relates to the world in which they live. Extensive use is made of practical work, and the course develops investigational and problem-solving skills.

How will I be taught?

Lessons are a mixture of theory and practical work. Each discipline has a number of Required Practical tasks that the students are required to study and that they can be examined in the written exams.

How will I be assessed?

Separate sciences

Students will sit 6 exams at the end of Year 11 (two in each subject) each one an hour and forty five minutes and will lead them being awarded a grade from 9 to 1 in each science separately.

Combined science

Students will sit 6 exams at the end of Year 11 (two in each subject) each one an hour and fifteen minutes and this will lead them to obtaining a double award GCSE.

The qualification will be graded on a 17-point scale: 1–1 to 9–9 – where 9–9 is the best grade. Students taking Foundation Tier assessments will be awarded a grade within the range of 1–1 to 5–5. A student taking Higher Tier assessments will be awarded a grade within the range of 4–4 to 9–9.

Which examination board and course is used?

AQA

Biology 8461

Chemistry 8462

Physics 8463

Combined Science Trilogy 8464

Other important information:

We intend to continue running an enrichment course in Astronomy leading to a GCSE. Lessons will take place twice per week after school throughout Y10. Students selected on the basis of their success in Y9 Science will receive letters inviting them to consider whether they want to take on this additional course

Thinking Ahead:

Studying combined sciences does not prevent a student from studying A level sciences in the future but anyone considering a career in Medicine, Dentistry, Veterinary Science or any other science-based degree level course would benefit from studying the separate sciences.

GCSE Religious Education

Subject Leader: Mrs. A. Jones (Email: abjones@fcc.cambrianlt.org)

Introduction

GCSE RE is a core subject at FCC. Students follow either the **Full Course AQA Religious Studies A (8062)** or the **Short Course AQA Religious Studies (8061)**. The Full Course will enable students to gain a full GCSE in Religious Studies, whilst the Short Course will give students half a GCSE.

This GCSE is taken at the end of Year 10.



Which topics or units will I study?

Both the Full and Short Course GCSE RE is made up of two units.

Full Course GCSE RE	Unit 1: The study of religions - beliefs, teachings and practices. <ul style="list-style-type: none">• Christianity: key beliefs and practices• Islam: key beliefs and practices Unit 2: Philosophy and Ethics thematic studies <ul style="list-style-type: none">• Relationships and Families• Religion and Life• Religion, Peace and Conflict• Religion, Crime and Punishment
Short Course GCSE RE	Unit 1: The study of religions – beliefs and teachings. <ul style="list-style-type: none">• Christianity: key beliefs• Islam: key beliefs Unit 2: Philosophy and Ethics thematic studies <ul style="list-style-type: none">• Relationships and Families• Religion, Peace and Conflict

What skills will I develop during the course?

There are approximately 4000 recognised religions in the world. Around three-quarters of the world's population practices one of the five major world religions. Even if you are one of the 16% of people worldwide that doesn't class themselves as religious, this is still an excellent GCSE to ensure your development as an **educated citizen in a democratic society**.

First and foremost, you will have the opportunity to develop your **knowledge and understanding of religion**. In particular, you will discover how religion has a significant impact on how billions of people around the world live their lives. This exploration will enhance your understanding of different cultures locally, nationally and in the wider world.



This GCSE is also about having the chance to adopt an enquiring, critical and reflective approach to the study of religion; **it allows you to engage with the subject intellectually but also be able to respond personally**.

Finally, encountering complex ethical and moral issues combined with plenty of opportunity for class discussions will enable you to develop an **informed view on many contemporary issues**. You will benefit from **listening to others' perspectives as well as developing confidence in forming your own opinion and sharing it with others**.

How will I be taught?

Whether you complete the Full or Short Course, you will be taught in mixed ability groups. Full Course has two lessons a week; Short Course has one lesson a week. Each lesson is different and will involve a mix of debate and discussion, research, quizzing, data capture, written tasks, role play and decision-making

How will I be assessed?

Both the Full and Short Course is externally assessed solely through examination at the end of Year 10. These exams are not tiered, though Full Course sits two papers and Short Course sits one paper.

Full Course: Paper 1: 50% of overall grade – 1hr 45 minutes – assesses the topics in Unit 1 (as above)

Full Course: Paper 2: 50% of overall grade – 1hr 45 minutes – assesses the topics in Unit 2 (as above)

Short Course: Paper: 100% of overall grade – 1hr 45 minutes – assesses the topics in Units 1 & 2 (as above)



Which examination board and course do we use?

Full Course AQA Religious Studies A (8062)

Short Course AQA Religious Studies (8061)

Other important information:

GCSE RE is completed at the end of Year 10. This means it is the **first formal GCSE qualification** you are likely to sit.

Care and attention is given to developing your **study skills** across the course. This is to support your learning throughout, as well as ensure you are able to revise effectively for the final examinations. These are skills that are integral to your success across the GCSE subject spectrum and will be an incredibly useful asset as you start Year 11.

Year 11 students always tell us that the **experience of preparing for and sitting a real GCSE** in Year 10 is hugely beneficial to them understanding what Year 11 will be like.

Entering Year 11 with a formal qualification already secured is also a real plus. Since it is usually the only GCSE you take in Year 10, this grade has the opportunity to demonstrate the very best of what you are able to achieve. It can be instrumental to success in interviews for 6th form, college and apprenticeships.



Thinking Ahead

GCSE RE is a well-respected subject as it creates students who are engaged in the world around them, are well-informed and can articulate their own opinions based on evidence.

GCSE RE could be the first step towards many different careers, including charity work, international aid, conservation work, social services and caring professions, politics, journalism, education, PR, and television as well as national and local government.

PE (Core)

Subject Leader: Mr A Tribbick (Email: AJTribbick@fcc.cambrianlt.org)

Introduction

All students have regular timetabled PE lessons each week (three hours per fortnight), during which they follow a curriculum designed to inspire them to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for them to become physically confident in a way which supports their health and fitness, as well as develop life skills to help them be happy and successful students and adults.

Which topics or units will I study?

In their PE lessons, students are taught to:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games
- Develop their technique and improve their performance in other competitive sports, or other physical activities
- Take part in further activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group; and
- Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best

Students are taught the skills and themes above through a range of sports including: Badminton, tennis, football, rugby, basketball, netball, rounders, athletics, fitness, volleyball and other sports.

What skills will I develop during the course?

Through these lessons we aim to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Are encouraged to lead healthy, active lives.

How will I be taught?

We guide students towards a group that suits their personality and interests. Groups can be single sex or mixed gender. We often run groups for more competitive students as well as those who prefer more relaxed social sport.

How will I be assessed?

We assess students on a regular basis for effort and development of teamwork skills.

Which examination board and course is used?

Compulsory ('core') PE is not externally examined.

Other important information:

Students are also encouraged to take part regularly in competitive sports and activities outside school through community links and sports clubs.

Optional Course Pages

Students can select FOUR of these subjects or THREE of these subjects plus Separate Science/Full-Course RE

ART (GCSE) BUSINESS (GCSE)

CHILD DEVELOPMENT (CAMBRIDGE NATIONALS LEVEL 1/2)

COMPUTER SCIENCE (GCSE)

CREATIVE iMEDIA (CAMBRIDGE NATIONALS LEVEL 1/2)

DANCE (GCSE)

DRAMA (GCSE)

DESIGN AND TECHNOLOGY:

- **PRODUCT DESIGN (GCSE)**
- **GRAPHIC PRODUCTS (GCSE)**
- **TEXTILES TECHNOLOGY (GCSE)**
- **FOOD PREPARATION AND NUTRITION (GCSE)**
- **ENGINEERING (WJEC L1/2)**
- **HOSPITALITY AND CATERING (WJEC L1/2)**

GEOGRAPHY (GCSE)

HEALTH AND SOCIAL CARE (CAMBRIDGE NATIONALS LEVEL 1/2)

HISTORY (GCSE)

MODERN FOREIGN LANGUAGES

- **FRENCH (GCSE)**
- **GERMAN (GCSE)**
- **SPANISH (GCSE)**

MUSIC (GCSE)

PHYSICAL EDUCATION (GCSE)

SPORT (BTEC LEVEL 1/2)

ADDITIONAL AFTER-SCHOOL ENRICHMENT SUBJECT: ASTRONOMY (GCSE)

GCSE Art and Design (Fine Art)

Subject Leader: Mrs Sharman (Email: aasharman@fcc.cambrianlt.org)

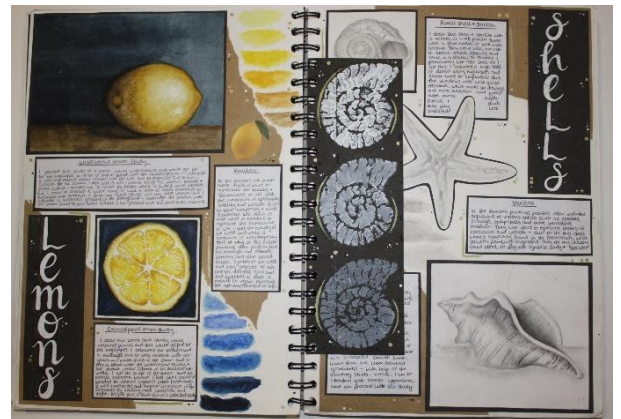
Introduction

Art and Design is a creative, practical subject that allows you to use and develop your artistic skills in an expressive way. It promotes visual awareness, encourages problem solving, risk-taking and the development of personal opinion. Studying art encourages self-expression and creativity that can build confidence as well as a sense of individual identity.



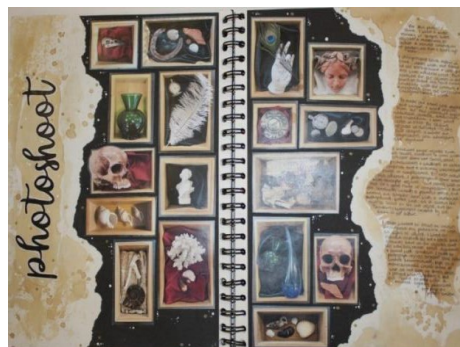
Which topics or units will I study?

You will have the chance during this two-year course to explore a variety of media, techniques and processes. We begin with a project on Monochrome and Colour Forms to build upon your technical abilities. We then complete a short portrait themed project, followed by a major project on the topic of 'Collections'. These result in highly individual final outcomes. We present work both on portfolio pages and in sketchbooks.



What skills will I develop during the course?

You will, of course, develop technical skills through a range of media to help you produce visual responses to themes and concepts. However, you will also learn to engage with the world around you by recording, questioning and analysing what you see and develop confidence to express your ideas and opinions. Transferable skills such as reflection, resourcefulness, analysis, organisation and presentational skills are all developed through the study of art. You will learn to be more independent in your study and organisation, as the course progresses, to produce more creative, personal and meaningful outcomes.



How will I be taught?

The first two terms of GCSE art are focused intensively on building technical skill through a wide range of media. You will make a huge amount of progress in a short space of time, benefitting from modelling, demonstrations, working in smaller groups and one to one tuition. The course is practical; however, the development of ideas and the analysis of your own, as well as the work of others, is an integral part of each project. Some written work is required in order to analyse and reflect. During the course there will be opportunities to incorporate your artistic preferences, style and personality.

How will I be assessed?

There are four main assessment objectives:

AO1 – Develop ideas through researching other artists and designers (Contextual and critical understanding)

AO2 – Refine work through exploring ideas, selecting and experimenting (using a variety of media, reflect and refine) AO3 – Record through visual outcomes and annotation, evaluation and justification of ideas (Reflective recording) AO4 – Present personal responses (Developing ideas through a visual journey into conclusions)

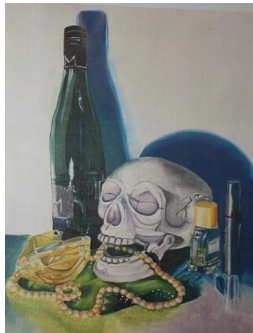
Students are given consistent verbal feedback while working, as well as written progress records and individual targets.

Which examination board and course is used?

We follow the GCSE AQA Art and Design (Fine Art) Course where 60% of your final grade is coursework, and 40% is from the externally set assignment.

Other important information:

Art students visit Oxford in Y10, to draw from observation using objects exhibited in Pitt Rivers and the Natural History Museum. We ask that students opting for art have a genuine interest in art and be capable of working independently, but above all they must be enthusiastic.



Thinking Ahead

Many students opt to study art at GCSE to keep a broad curriculum as well as for their enjoyment. Students could continue to study art at A Level, foundation and degree level. A GCSE in art can lead to careers in all aspects of the arts and media, fashion and design. Transferable skills such as reflection, resourcefulness, analysis, organisation and presentational skill, are also attractive to a wide range of employers.

Examples of careers or career areas include: animation, advertising, architecture, community arts, artist in residence, education – teaching in a range of settings, gallery/museum curating, graphic design, illustration /commercial illustration, jewellery design, make-up artist, photographer, production designer in theatre/television/film, textile designer, performing arts –costume/set design, publishing, software and gaming industry, web production and design.

GCSE Business Studies

Subject Leader: Mr N Baldwin (Email: nibaldwin@fcc.cambrianlt.org)

Introduction

In recent years, Business has become an increasingly popular subject choice at Key Stage 4.

The Business & Economics department endeavours to make the students' learning experience as real, applicable, relevant, varied and interesting as possible. Students are encouraged to learn by using local and national business, the media, Internet, their friends and family. As well as the core issues, Business helps to develop many important skills, such as numeracy, literacy, ICT, problem solving, information collecting, as well as analytical, evaluative, and social skills. Students partake in a considerable amount of group study, practical activities and project work.

The sum of Business is far greater than simply its parts. All young people are stakeholders in society and as everyone enters the world of work, continues onto further education, or even chooses to run their own business, all will take up their role in the global community. All will have the right to vote within a few years' time. Social and environmental issues already affect them, as does the government's provision of services. Thus, in dealing with these issues, Business is a hugely important, relevant, and useful course to young people.

Which topics or units will I study?

Over the duration of the course the students learn about key aspects of the world of business and consider their role within this arena. Students study such areas as the business environment, enterprise, business activity, human resource management, finance, marketing and economics (interest rates, GDP, fiscal policy, monetary policy, inflation, recessions, consumer spending and exchange rates).

What skills will I develop during the course?

Students will develop a broad understanding of the range of activities businesses undertake to compete and be successful in the global economy. Key to the course is understanding and developing the skills that an entrepreneur needs to be successful in business, with activities being undertaken to improve students' teamwork, leadership, essay and report writing, mathematics and finance, communication, presentation, thinking and risk-taking skills.

How will I be taught?

This course will encourage learners to actively engage in the study of business and economics to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. It will allow students to use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements and develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts.

How will I be assessed?

Students will face two 105-minute exams at the end of year 11. These exams follow a similar format to the previous syllabus but with the omission of the controlled conditions element and a greater focus on the student's quantitative skills.

Which examination board and course is used?

Edexcel GCSE Business Studies

Other important information:

Students need to be self-motivated, aware of their existence in a global dynamic and willing to discuss some stretching and questioning topics. Students will also need to keep abreast of current news articles – both within and outside of the obvious business context.

At the beginning of Y11, students will be offered the chance to partake in a 'marketing seminar' in the centre of Thorpe Park.

Thinking Ahead

Business Studies can lead into a wide range of careers such as marketing, HR, finance and law. Studied alongside maths it can open doors into careers related to finance or running your own business.

OCR Level 1/2 Cambridge National Certificate in Child Development

Subject Leader: Mrs J Williams (Email: jmwilliams@fcc.cambrianlt.org)

Introduction

Cambridge Nationals (*Oxford, Cambridge and RSA*) are vocational qualifications which are designed to fit into the curriculum and to offer the same size, rigour and performance points as GCSEs. They will form a key part of any student's Progress 8 and Attainment 8 approved subjects. The qualifications are recognised by Ofqual, DfE and by 16-19 providers as progression to A Level, Further Education or on to an apprenticeship or work.

The **Child Development course** will offer an interesting and stimulating programme of study. Students will have the opportunity to develop their knowledge and understanding of human needs and to work in a variety of contexts. The **skills and knowledge** acquired will be **relevant and transferable** to other settings, enhancing career opportunities and providing a satisfying course of study for students who may not progress to further study of the subject. It can also provide progression to Level 3 courses in both Child Development or Health and Social Care.

This subject is 'learning for life' and brings 'learning to life'.

Which topics or units will I study?

The qualification is made up of three mandatory units:



RO57 Health and well-being for child development

- In this unit you will learn about the importance of being healthy before and during pregnancy, contraception, development of the foetus during pregnancy, methods of delivery, and creating conditions in which a child will thrive. You will also learn how to prevent and manage childhood illnesses and creating a safe environment.

Topic Area 1 Pre-conception health and reproduction

Topic Area 2 Antenatal care and preparation for birth

Topic Area 3 Postnatal checks, care and conditions for development

Topic Area 4 Childhood illnesses and a child-safe environment

RO58 Create a safe environment and understand the nutritional needs of children from birth to 5 years

- In this unit you will learn about the importance of creating a safe environment for children in a childcare setting. This includes how to choose appropriate equipment for the setting, which is quite different to providing equipment in a home setting. You'll also learn about the nutritional needs of children from birth to five years and design a healthy menu for an early years setting.

Topic Area 1 Creating a safe environment in a childcare setting
Topic Area 2 Choosing suitable equipment for a childcare setting
Topic Area 3 Nutritional needs of children from birth to five years

RO59 Understand the development of a child from birth to five years.

- In this unit you will learn about children's physical, intellectual and social development, children's stages and types of play. You will also learn about how to carry out observations of children's development, and how to provide good play activities to promote their development.

Topic Area 1 Physical, intellectual and social development norms from one to five years

Topic Area 2 Stages and types of play and how to play benefits development

Topic Area 3 Observe the development of a child aged one to five years

Topic Area 4 Plan and evaluate activities for a child ages one to five years for a chosen area of development

What skills will I develop during the course?

This course allows you to develop a wide-ranging skill set that can be transferred to other subject areas. You will improve your analytical, critical thinking, problem solving and decision-making skills. These are highly employable skills and will prepare you well for life after school. You will also be required to undertake work experience in an early years setting such as a nursery, play group or infant school environment.

Paired and group presentations or discussions will enable you to develop your confidence in presenting ideas and become confident speakers whilst improving your ability to work with others and become part of a team.

How will I be taught?

You will be taught in mixed ability groups. There is also an expectation that you will learn through independent study and in small groups for practical assignments, through written tasks, role play, decision-making and designing solutions. There will be lots of opportunities to use and develop your literacy and ICT skills. You will also be required to partake in compulsory delivery of presentations to your group and teacher.

How will I be assessed?

RO57: The written paper. This is **externally set and assessed**. The examination is 1 hour and 15 minutes and carries **40% of the total** marks. Students will be required to answer **all the questions**, including short answers, picture stimulus, data response, structured and free-response formats. There will be two sections comprising short answer and extended response questions. Questions on the examination paper will cover all aspects of the studied specification content. Students will be expected to demonstrate their understanding through questions that require the skills of analysis and evaluation in particular contexts.

RO58: The Centre assessed task – Coursework activity. This is **internally assessed** and OCR moderated. Students will submit a piece of work, provided by OCR, and this will account for **30% of the total marks**. The task will have practical elements and is in the context of an assignment set by OCR. **This task will be completed in Year 10.**

RO59: The Centre assessed task – Child study. This is **internally assessed** and OCR moderated. Students will submit a piece of work, chosen from a list of tasks provided by OCR, and this will account for **30% of the total marks**. The task will be practical tasks in the context of an assignment, set by OCR. The **child to be studied must be aged 0-5 years and can be a relative or friend** of the family. **This task will be completed in Year 11.**

Both controlled assessment tasks **must** be from a set assignment provided by OCR. Students

may carry out research for the tasks out of school but **must collate and complete their work under supervision** in the classroom.

Which examination board and course is used?

OCR (Oxford, Cambridge and RSA)

Other important information:



Future opportunities:

By developing applied knowledge and practical skills, this course will help give you the opportunity to progress on to A Levels, a Cambridge Technical in Child Development, an apprenticeship or university.

These **transferable skills** will support further studies in many other subjects.

More details of the specification content and assessment criteria may be obtained from the website: <http://www.ocr.org.uk/Images/264237-centre-handbook.pdf>.

Thinking Ahead

Child Development could be the first step of a career as a Nursery Nurse, an Early Years Teacher, Family Support Worker, Nursery Manager, Children's Nurse, Social Worker and more.

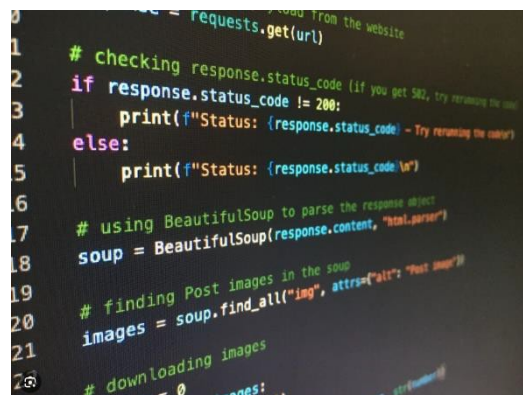
GCSE Computer Science

Subject Leader: Mr J Cooper (Email: JRCooper@fcc.cambrianlt.org)

Introduction

Digital skills are crucial in almost every role. 90% of jobs in the UK today require digital skills, and this number is only set to grow. So, it's vital to build up your digital skills to ensure you have the best head start when entering the world of work.

The Computer Science GCSE gives you a lot more than just basic digital skills; the course has been created to get you working with real-world programming and provides a good understanding of the fundamental principles of computing.



Which topics or units will I study?

You will cover a variety of computer science theory and learning practical programming skills using Python, as shown in the table below:

Paper 1 - Computational thinking and problem solving	Paper 2 – Computing concepts
Fundamentals of algorithms	Fundamentals of data representation
Programming	Computer systems
	Fundamentals of computer networks
	Fundamentals of cyber security
	Relational databases and SQL
	Ethical/legal/environmental impacts of digital technology on wider society, including issues of privacy

What skills will I develop during the course?

You will develop knowledge and understanding of the key concepts and principles of computer science. You will be able to apply knowledge and understanding of key concepts and principles of computer science. You will be able to analyse problems in computational terms: to make reasoned judgements; and to design, program, evaluate and refine solutions.

How will I be taught?

As in previous years, you will be taught in mixed ability groups. Expect to learn through independent learning and in small groups, through written tasks, problem solving and coding programming projects.

How will I be assessed?

The course will be 100% examination, and you will sit two GCSE Computer Science exams at the end of Year 11. These exams are not tiered.

Paper 1: Computational thinking and problem solving

What's assessed

Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science from subject content above.

How it's assessed

Written exam set in practically based scenarios: 2 hours (90 marks, 50% of GCSE)

Questions

A mix of multiple choice, short-answer and longer-answer questions assessing a student's practical problem solving and computational thinking skills.

Paper 2: Written assessment

What's assessed

Theoretical knowledge from subject content above.

How it's assessed

Written exam: 1 hour 45 minutes (90 marks, 50% of GCSE)

Questions

A mix of multiple choice, short-answer, longer-answer and extended response questions assessing a student's theoretical knowledge and SQL programming skills.

Which examination board and course is used?

AQA GCSE Computer Science 8525

Other important information:

This course is suitable if you are:

Interested in technology

Able to solve problems

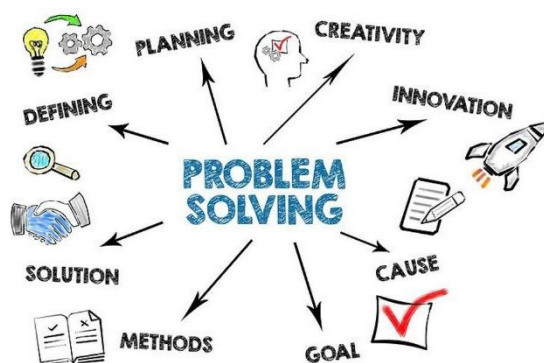
Creative

Patient and resilient

Logical

Good at maths

Learning to program requires you to work well independently and outside of formal lessons to boost your programming skills.



Thinking Ahead

The Computer Science GCSE is the first step towards many different careers, which includes: Applications developer, Business analyst, Cyber security analyst, Data analyst, Forensic computer analyst, Game designer, Games developer, IT sales professional, IT trainer, Machine learning engineer, Nanotechnologist, Network engineer, Software engineer, Systems analyst and/or Web designer, just to name a few.

It's also important to mention that this course is an excellent basis for an A Level in computer science, and it can open the door to a huge number of degrees and apprenticeships.

Creative iMedia (Cambridge National Level 1/2)

Subject Leader: Mr J Cooper (Email: JRCooper@fcc.cambrianlt.org)

Introduction

Cambridge National in Creative iMedia will inspire and equip you with the confidence to use skills that are relevant to the digital media sector and more widely. You will design, plan, create and review digital media products to meet client and target audience demands.



Which topics or units will I study?

The course comprises of 3 units:

R093: Creative iMedia in the media industry – exam

In this unit, you will learn about the sectors, products and job roles that form the media industry. You will learn the legal

and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry.

R094: Visual identity and digital graphics - coursework

In this unit, you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

R096: Animation with audio - coursework

In this unit you will learn to plan animations with soundtracks based on client briefs. You will learn to use a range of tools and techniques to create, edit and combine audio and animated content and export and review completed animation with audio products. Completing this unit will provide you with the basic skills for further study or a range of creative and technical job roles within the media industry.

What skills will I develop during the course?

You will develop your understanding and apply the fundamental principles and concepts of digital media including factors that influence product design, use of media codes and conventions, pre-production planning techniques, legal issues and creation/publishing/distribution considerations. You will develop practical skills that can be applied to real-life contexts and work situations; think creatively, innovatively, analytically, logically and critically. You will develop independence and confidence in using skills that would be relevant to the media industry and more widely design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements.

How will I be taught?

As in previous years, you will be taught in mixed ability groups. You will have theory lessons, practical lessons where you practice the skills taught and then you will have coursework lessons where you will complete the coursework tasks by applying the practical skills for a given scenario. 60% of the course is coursework, which means excellent attendance and high effort in all lessons is vital to ensure you do well.

How will I be assessed?
To complete the qualification, students must complete all 3 units of work:

Title	Assessment	Weighting	Description
R093: Creative iMedia in the media industry	Exam	40%	Complete at end of year 11
R094: Visual identity and digital graphics	Coursework	25%	Completing a set assignment during year 10
R096: Animation with audio	Coursework	35%	Completing a set assignment during year 11

Which examination board and course is used?

OCR Cambridge National Creative iMedia J834

Other important information:

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- Developing visual identities for clients
- Planning and creating original digital graphics
- Planning, creating and reviewing original digital media products.



This will help you to develop independence and confidence in using skills that would be relevant to the media industry. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- Thinking about situations and deciding what is required to be successful
- Exploring different options and choosing the best way forward to solve a problem
- Exploring and generating original ideas to find imaginative solutions to problems
- Selecting the best tools and techniques to use to solve a problem
- Appropriate use of media to convey meaning
- Use of planning techniques to complete tasks in an organised way which meet deadlines.

This qualification will complement other learning that you are completing for GCSEs or vocational qualifications at Key Stage 4 and help to prepare you for further study.

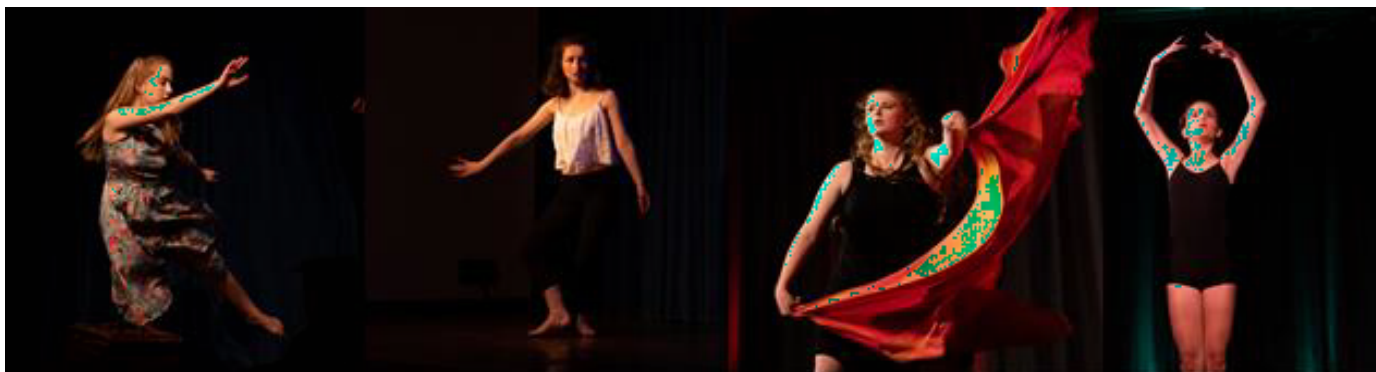
Students must be disciplined and organised with meeting deadlines and be prepared to work hard outside of lessons.

Thinking Ahead

This course will suit students who want to study Interactive Media and IT in a practical way and wish to go into careers in IT, Media, Business, Training, Administration, Apprenticeships, as well as opportunities to study Creative or Interactive Media/ IT at a higher level.

GCSE Dance

Subject Leader: Miss Tara Whenray (tawhenray@fcc.cambrianlt.org)



Introduction

Dance GCSE offers students an opportunity to gain a qualification using creative talents and explore different styles and skills within dance. Dance is studied as an art form including the understanding of the way in which each piece of dance theatre is composed.

It is recommended (but not essential) that students are confident with dance or have previous dance experience including taking dance as an option within the PE lessons during Year 8 or Year 9. This will ensure that students have a strong foundation with which to build on to ensure success on this challenging course. If you have any questions about your suitability, please speak to Miss Whenray. If you're willing to learn and work hard then that's the main thing!

If you would like to know more about the course, please watch this short video: <https://www.youtube.com/watch?v=VgJ8eWIH97o&t=40s>

You can also follow the dance department on Instagram @fcc.dance

Which topics or units will I study?

Performance

You will learn 2 set dances provided by the exam board and will be examined on your physical skills, technical skills and expressive skills. These dances will be in contemporary style. You will also perform a contemporary duet/trio to be examined on your performance ability and technique as well as your expressive skills as a performer.

Choreography

You will be required to create a piece of your own original choreography as a solo or group dance. The work will be created in response to a stimulus provided by the exam board. This is your opportunity to show your creativity and be innovative. This does not have to be in contemporary style.

Dance Appreciation

Throughout the course you will study 6 different professional dance works from leading choreographers and dance companies including James Cousins and Wayne McGregor. Along with this you will develop knowledge and understanding of choreographic processes and performing skills. Using this knowledge students will complete a written exam at the end of the course.

What skills will I develop during the course?

You will make incredible progress as a dancer and choreographer on this course. Students learn dance skills such as critical analysis of professional dance; choreography skills; contemporary technical and performance skills as well as building your physical fitness. You will also work towards building skills which would help you in the industry such as rehearsal discipline and safe dance practice.

As well as this, you will build wider skills such as confidence; creativity; problem solving; working with others; leadership and resilience. These skills not only help within dance but are valuable life skills which will help you moving forward into employment in the future.

How will I be taught?

Lessons will be split between practical and theory. 60% of our lessons will be in the studio doing practical dance, learning different skills, and working towards practical assessments. 40% of our lessons will be in a classroom learning about the professional works we study and understanding how to evaluate our own practical work.

On the Dance GCSE course group work is essential and therefore students must demonstrate during KS3 Drama that they can work with their classmates in a mature, proactive, and supportive manner. They must also demonstrate that they are confident in performing to an audience.

How will I be assessed?

- Set phrases – practical dance exam. 10% of the grade. 2 dances set by the exam board. Assessed at end of Year 10.
- Trio performance – practical dance exam. 20% of the grade. Assessed in December of Year 11.
- Choreography – practical dance exam. 30% of the grade. Assessed at Easter of Year 11.
- Dance appreciation – written exam. 40% of the grade. Assessed at the end of Year 11.

There is no written coursework in this subject.

Which examination board and course is used?

AQA GCSE Dance

Other important information:

A critical part of understanding and appreciating dance is seeing professional work live. Therefore, we ensure we offer schools trips to see live dance work at the theatre. In previous years this has included Matthew Bourne's 'The Nutcracker' and Varna International Ballet's 'Swan Lake'.

We also love to bring professional dance companies into school, especially ones that are studied on the course. We have welcomed professional dancers in for exciting workshops, a particular highlight was James Cousins Company. We will provide opportunities for you to participate in these workshops.

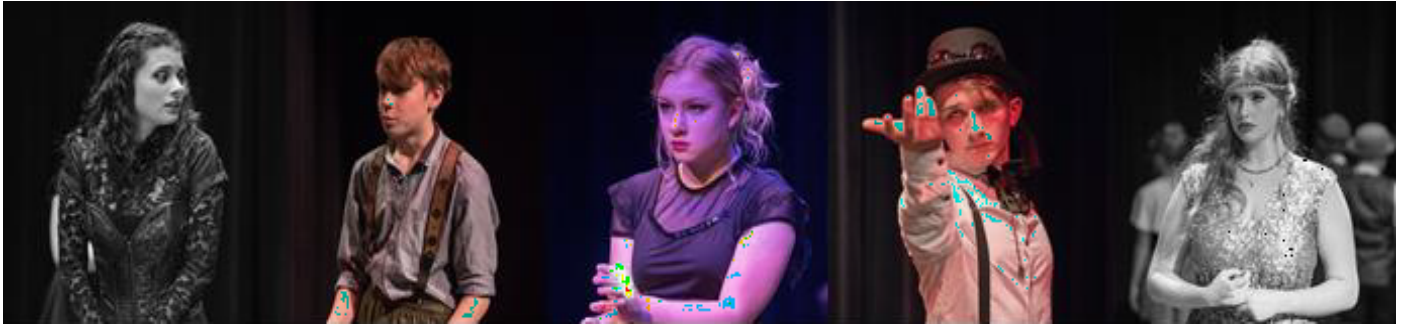
As well as completing the required elements of the exam specification students will also be expected to participate in wider dance experiences including dance shows, school concerts, and school events. You will also be given the chance to participate in local dance festivals and events across the academy.

Thinking Ahead

GCSE Dance could be the first step towards an exciting career as a performer; dance teacher; movement therapist; dance/sport scientist; physiotherapist; choreographer; community dance/arts facilitator; fitness instructor; director; PE teacher; stunt performer; yoga teacher; occupational therapist; and many more!

GCSE Drama

Subject Leader: Miss Tara Whenray (tawhenray@fcc.cambrianlt.org)



Introduction

GCSE Drama follows on from the work you have done in lower school but you will develop your acting skills to a much higher level. We will also look at how to create theatre from a directing and design perspective.

If you would like to know more about the course please watch this short video:
<https://www.youtube.com/watch?v=OfTWaPGJPs&t=342s>

GCSE Drama is a challenging course and requires you to put in time outside of lessons and after school. You must be prepared for this if you wish to take this course.

Which topics or units will I study?

Practitioners and styles

You will look at different theatre practitioners and styles to discover how they work and what techniques they use. We will look at a range from Bertolt Brecht to Physical Theatre.

Devising

You will be given a stimulus and will create an original piece of theatre from this with your group. You will study different theatre practitioners and will use this during the creation of your performance. There is also a piece of coursework to be completed based on the practical devising unit along with a written evaluation. During this unit you can choose to be examined as either an actor or in a technical design element (lighting, sound, costume and make up or set).

Scripted Performance

This unit is another practical performance unit in which you will choose a published play to perform an extract from. You will learn how to use your acting skills from page to stage. During this unit you can choose to be examined as either an actor or in a technical design element (lighting, sound, costume and make up or set).

Noughts and Crosses by Malorie Blackman

You will study the play in both practical and theory lessons. You will be asked to explore the play from the perspective of an actor, designer, or director, expanding your knowledge of how to make theatre both on and off stage. You will explore rehearsal techniques and how to build believable characters.

Frankenstein by The National Theatre

We will study this incredible production to analyse and evaluate the acting, directing, and designing choices that have been made. We will analyse, voice, movement, lighting, sound, set, costume and more.

What skills will I develop during the course?

As you can see from the topics covered, you will develop skills in a wide range of styles, skills and plays. You will hone your acting skills and focus on the use of voice and movement to create character. You will look at ways of bringing a script alive on-stage using lighting, sound, costumes, make-up and set as well as the role of a director in the theatre industry. You will also create your own original pieces of theatre to understand how theatre companies work. You will learn the intricacies of creating high standard pieces of theatre and learn new practitioners and styles to work within.

How will I be taught?

Lessons will be split between practical and theory. Most of our lessons will be in the studio doing practical drama, learning different skills, and working towards practical assessments. Some of our lessons will be in a classroom learning about Noughts and Crosses and Frankenstein in preparation for the written exam.

Group work is essential and therefore students must demonstrate during KS3 Drama that they can work with their classmates in a mature, proactive, and supportive manner. Students must also demonstrate that they are confident in performing to an audience.

How will I be assessed?

Devised performance – 40% of the grade. This includes creating an original piece of theatre and written coursework. This is completed in the second half of Year 10.

Scripted Performance – 20% of the grade. This is a performance of a published play to an external examiner. This is halfway through Year 11.

Written exam – 40% of the grade. This included questions on Noughts and Crosses and Frankenstein. This is at the end of Year 11.

Which examination board and course is used?

Eduqas GCSE Drama

Other important information:

It is expected and essential that you demonstrate a mature attitude in every lesson, particularly when approaching emotive issues. You must be an excellent team player and have built a good level of confidence when performing during KS3.

We will organise theatre trips as part of the course, and we will visit a range of live theatre. Previous trips have included the Life of Pi, Macbeth and Come from Away.

Thinking Ahead

GCSE Drama could be the first step towards an exciting career as an actor; director; stage manager; drama therapist; choreographer; costume designer; lighting technician; playwright; producer; broadcaster; casting associate; community arts worker; theatre manager; drama facilitator; youth theatre worker; drama teacher; set designer; costume designer; sound designer and much more!

GCSE Design & Technology: Product Design

Subject Leader: Mrs C.Pawson (cpawson@fcc.cambrianlt.org)

Introduction

This course has been designed to encourage students to be able to design and make products with creativity and originality, using a wide range of materials and techniques.

The core element will cover a range of topics including sustainability, environmental and social issues involved in the technological world.

Which topics or units will I study?

In this course, you will be designing and making 3D products from a variety of timber and may also incorporate other resistant materials. You will have experience of working in woods, metals and plastics, whereby you will gain knowledge, skills and understanding of these materials, their characteristics, working properties and availability. You will be using the tools, machines and processes needed to work safely with these materials. The course will include work related to industrial practices and some projects will be of a technological nature, drawing upon scientific principles and control of the environment.



What skills will I develop during the course?

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The GCSE allows students to study core knowledge which includes a broad range of design processes, materials, techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

How will I be taught?

In Year 10 lessons will be taught through a mixture of theory and practical sessions which will prepare students for the exam and develop making skills to enable students to make a quality product for their coursework. In Year 11 students will work more independently on coursework to produce a design folder and a finished product. Once coursework has been submitted in March of Year 11 students will embark on a programme of revision in preparation for the exam.

How will I be assessed?

Non-Examined Assessment (NEA) Designing and Making Unit = 50% Written External Examination = 50%

The NEA contexts will be set by the exam board. The new contexts are broader giving the students more opportunity to be creative. Examples are; ***“Climate Change”, “Educational game or toy” and “Securing or storing personal possessions”***



Which examination board and course is used?

We study the AQA GCSE Design and Technology (8552) course.

<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

Other important information:

We have an excellent relationship with Williams Formula 1 in Grove and our Engineering students are often invited to tour the Williams Formula 1 Experience Centre.

THIS QUALIFICATION CANNOT BE CHOSEN WITH D&T GRAPHICS OR D&T TEXTILES.

Thinking Ahead

A Product Design qualification can lead to a range of career opportunities within the manufacturing industry, such as Product Designer, Production Manager, Exhibition Designer, Set Designer, Materials Engineer and Procurement Manager to name a few. It will also train pupils in a variety of life skills such as: decision making, problem solving, working under pressure, using your imagination, following instructions and meeting deadlines. This course also provides a solid foundation for any student thinking of taking Product Design A-Level in the Sixth Form.

GCSE Design & Technology: Graphic Design

Subject Leader: Mrs C.Pawson (cpawson@fcc.cambrianlt.org)

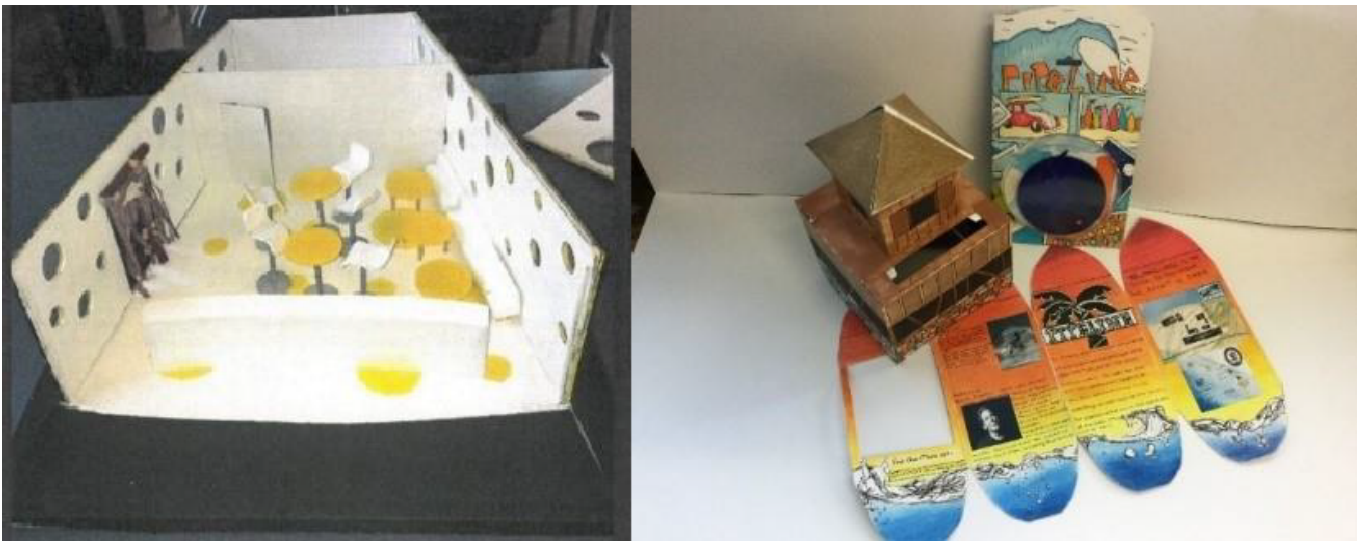
Introduction

This course is concerned with the visual communication of ideas. Your course may be set in any or all the following contexts: Environmental, Interior, Architectural, 3D modelling, Information and Industrial.

Which topics or units will I study?

The core element of the course will cover a range of topics including sustainability, environmental and social issues involved in the technological world. You will be taught a wide range of skills and techniques from technical drawing through to CAD (Computer Aided Design) and CAM (Computer Aided Manufacture). You will learn and use a wide range of drawing techniques such as 3D presentations which will include Isometric drawings, 1-and 2-point perspective drawings.

You will also be involved in 3-Dimensional Modelling using both card and CAD Software. Typical projects would include, 'design and make a charity money box using card', 'design and make an architectural model' and 'design and make a variety of promotional material in 2D and 3D for a sporting event.



What skills will I develop during the course?

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The GCSE allows students to study core knowledge which includes a broad range of design processes, materials, techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

How will I be taught?

In Year 10 lessons will be taught through a mixture of theory and practical sessions which will prepare students for the exam and develop making skills to enable students to make a quality product for their coursework. In Year 11 students will work more independently on coursework to produce a design folder and a finished product. Once coursework has been

submitted in March of Year 11 students will embark on a programme of revision in preparation for the exam.

How will I be assessed?

Non-Examined Assessment (NEA) Designing and Making Unit = 50% Written External Examination = 50%

The NEA contexts will be set by the exam board. The new contexts are broader giving the students more opportunity to be creative. Examples are; ***“Climate Change”, “Educational game or toy” and “Securing or storing personal possessions”***

Which examination board and course are used?

Students study the AQA GCSE Design and Technology (8552) course.

<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

Other important information:

THIS QUALIFICATION CANNOT BE CHOSEN WITH D&T PRODUCT DESIGN OR D&T TEXTILES.

Thinking Ahead

A Graphic Design qualification can lead to a range of career opportunities such as Graphic Designers, Production Managers, Packaging Designers, Set Designers and Architects. It will also train pupils in a variety of life skills such as: decision making, problem solving, working under pressure, using your imagination, following instructions and meeting deadlines. This course also provides a solid foundation for any student thinking of taking Product Design A-Level in the Sixth Form.

GCSE Design & Technology: Textiles

Subject Leader: Mrs C.Pawson (clpawson@fcc.cambrianlt.org)

Introduction



Textiles is part of 'Design and Technology' (D&T) alongside Product Design, Graphics, Electronics and Engineering. Although often perceived as a 'soft' subject where you 'make' things, it has great academic rigour that surprises many with a breadth of knowledge that would challenge many science, business and ICT students.

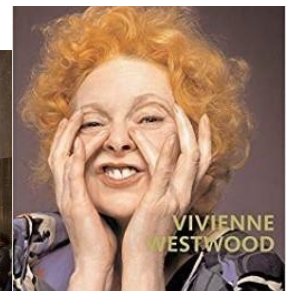
Which topics of units will I study?



The Design and Technology GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study Textiles technical principles in greater depth.

They work as designers and manufacturers researching, experimenting, problem solving and decision making helping them understand the world, and the impact of their choices; something that is crucial for the future.

Students will also have the opportunity to look at the work of others including; CoCo Chanel, Vivienne Westwood, Zara and Primark.



What skills will I develop during the course?

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The GCSE allows students to study core knowledge which includes a broad range of design processes, materials, techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

How will I be taught?

In Year 10 lessons will be taught through a mixture of theory and practical sessions which will prepare students for the exam and develop making skills to enable students to make a quality product for their coursework. In Year 11 students will work more independently on coursework to produce a design folder and a finished product. Once coursework has been submitted in March of Year 11 students will embark on a programme of revision in preparation for the exam.

How will I be assessed?

Non-Examined Assessment (NEA) Designing and Making Unit = 50% Written External Examination = 50%

The NEA contexts will be set by the exam board. The new contexts are broader giving the students more opportunity to be creative. Examples are; ***“Climate Change”, “Educational game or toy” and “Securing or storing personal possessions”***



Which examination board and course is used?

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Which examination board and course are used?

Students study the AQA GCSE Design and Technology (8552) course.

<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

Other important information:

THIS QUALIFICATION CANNOT BE CHOSEN WITH D&T GRAPHICS OR D&T PRODUCT DESIGN.

Thinking Ahead

A Textiles qualification can lead to a range of career opportunities within the fashion and textiles industry, such as retail and marketing, as well as fashion design. It will also train pupils in a variety of life skills such as: decision making, problem solving, working under pressure, using your imagination, following instructions and meeting deadlines. This course also provides a solid foundation for any student thinking of taking Textiles A-Level in the Sixth Form.

GCSE Food Preparation and Nutrition

Subject Leader: Mrs C.Pawson (cpawson@fcc.cambrianlt.org)

Introduction



Studying Eduqas GCSE in Food Preparation and Nutrition will equip you with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It will encourage you to cook and will enable you to make informed decisions about food and nutrition and will allow you to acquire knowledge and understanding required in order to be able to feed yourselves and others affordably and nutritiously, now and later in life. During this course you will study a variety of food commodities such as meat, fish, fruit and vegetables, dairy foods and cereals. You will consider their nutritional content, how they could be incorporated into a particular diet, the science of food, the provenance of foods, the cooking, storage and spoilage of food.

Which topics or units will I study?

This course contains a significant practical element. Therefore, to successfully participate students and their families need to be highly motivated and organised to provide ingredients on a frequent basis throughout the two-year course.

What skills will I develop during the course?

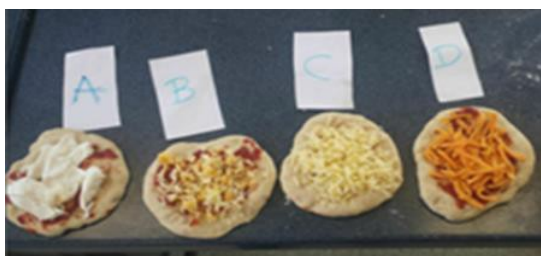
You will develop skills in; time management, resilience, organisation, a wide range of cooking skills, such as pasta making, bread making, food presentation and portion control.

How will I be taught?

In Year 10 lessons will be taught through a mixture of theory and practical sessions which will prepare you for the exam and build your making skills to enable you to make quality dishes for your coursework. In Year 11 you will work more independently on your coursework to research your project briefs and produce a selection of dishes to fulfil the briefs. Once your coursework has been submitted in March of Year 11 you will embark on a programme of revision in preparation for the exam.

How will I be assessed?

50% of this course is awarded for course work, 50% is awarded for written exam.



Two assessments will be set by the exam board at stages during Year 11 you have to complete both. Assignment 1 is a food investigation - You will have 8 hours classroom time to complete this and it is worth 15% of the qualification.

Assignment 2 should take 12 hours of class time and it is worth 35% of the qualification.



Assignment 2 is food preparation – you need to research, plan and prepare 3 dishes. You will have 12 hours in total to complete this with 3 hours for the practical.

Possible examples would be -:

- Prepare 3 dishes which could be served on a themed menu for a particular country.
- Prepare 3 dishes which would be appropriate for encouraging young children to eat a healthy diet.

One section of the course requires the students to study food of two international countries outside the U.K. This includes the characteristics and eating patterns of different cuisines, distinctive ingredients, specific preparation and presentation. This can be achieved in two ways, within a classroom environment or by personal experience.

Which examination board and course is used?

We study GCSE Food Preparation and Nutrition which is run by the EDUQAS examination board. https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse/#tab_keydocuments

Other important information:

Food and Nutrition students will have the opportunity to visit the BBC Good Food Show in the Birmingham NEC. They will also have the opportunity to enter the Rotary Club Young Chef Competition and the Springboard Future Chef Competition.

THIS QUALIFICATION CANNOT BE CHOSEN WITH LEVEL 1/2 HOSPITALITY AND CATERING

Thinking Ahead

A Food and Nutrition qualification can lead to a range of career opportunities such as a nutritionist, a sports nutritionist, food scientist, food development technician, and dietician. It will also train pupils in a variety of life skills such as: decision making, problem solving, working under pressure, using your imagination, following instructions and meeting deadlines. This course also provides a solid foundation for any student thinking of taking in the Sixth Form.

DT - Level 1/2 Award in Engineering

Subject Leader: Mrs C.Pawson (clpawson@fcc.cambrianlt.org)

Introduction

Do you ever look around your home and think of handy products that could improve people's lives or get inspired by the amazing feats of engineering all around you? Are you creative, and want to start building the skills you need for a successful career in the industry? Students with particular skill and interest in aspects of Design and Technology concerned with designing, making and problem solving should consider this course, particularly if they have aspirations to follow a career in the engineering industry and are interested in how engineering products are designed and made. Engineering is one of the most important job sectors in the UK offering a wide variety of careers. Engineering is about bringing good ideas into reality using a range of problem solving and creative skills.

Which topics or units will I study?

This qualification is made up of 3 units:

Unit 1: Manufacturing engineering products

You will have the opportunity to interpret different types of engineering information in order to plan how to manufacture engineering products. Develop knowledge, understanding and skills in using a range of engineering tools and equipment in order to manufacture and test a final product.

Unit 2: Designing engineering products

You will explore how an engineered product is adapted and improved over time. It offers the opportunity to apply your knowledge and understanding to adapt an existing component, element or part of the product that you will have manufactured for Unit 1.

Unit 3: Solving engineering problems.

You will be introduced to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general.

What skills will I develop during the course?

You will develop a range of skills which are attractive to employers, colleges and universities including: Communication, Critical thinking, learning independently, Research, Taking on responsibility and Time management.



How will I be taught?

In Year 10 lessons will be taught through a mixture of theory and practical sessions which will prepare you for the exam and build your making skills to enable you to make a quality product for your coursework. In Year 11 you will work more independently on your coursework to produce a high-quality engineering product. Once your coursework has been submitted in March of Year 11, you will embark on a programme of revision in preparation for the exam.



How will I be assessed?

The assessment is largely based on coursework although one unit will be assessed by an external exam. You will learn in both the classroom and workshop and have the opportunity to use computers to design, test and make products. You will carry out a range of activities including investigations into the different aspects of the engineering industries. Unit 1 will involve producing a manufacturing product which is worth 40% of the qualification. Unit 2 is a problem-solving project which is worth 20% of the qualification and Unit 3 is a written Exam which is worth 40% of the qualification.

Which examination board and course is used?

We study the Level 1/2 Engineering Course which is run by the WJEC examination board. https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-engineering/#tab_keydocuments

Other important information:

We have an excellent relationship with Williams Formula 1 in Grove and our Engineering students are often invited to tour the Williams Formula 1 Experience Centre.



Thinking Ahead

An Engineering qualification can lead to a range of career opportunities such as Aerospace engineer, Biomedical engineer, Civil/Structural engineer, Computer engineer, Electrical engineer, Environmental engineer, Marine engineer, Mechanical engineer and Product engineer. It will also train pupils in a variety of life skills such as: decision making, problem solving, working under pressure, using your imagination, following instructions and meeting deadlines. This course also provides a solid foundation for any student thinking of studying Engineering at a higher level.

DT - Level 1/2 Award in Hospitality and Catering

Subject Leader: Mrs C.Pawson (clpawson@fcc.cambrianlt.org)

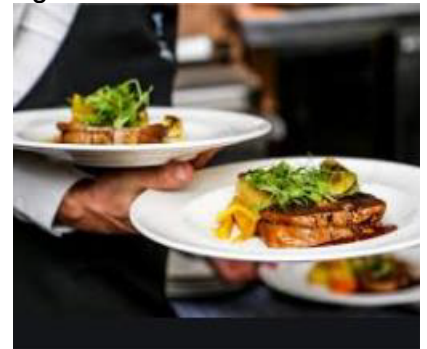
Introduction

Ever wondered what it takes to work in a top hotel or restaurant? Does food and discovering new flavours in the kitchen inspire you? Maybe you're interested in developing the skills you need to work front of house.

Unit 1: Hospitality and Catering Industry

Learners will gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety, as well as learning and improving practical skills, cooking techniques and understanding of the ingredients.

Written exam (1 hour 20 minutes) – 40% of qualification.



Unit 2: Hospitality and Catering in action

Unit 2 enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively meals.

Controlled assessment: approximately 12 hours - 60% of qualification



What skills will I develop during the course?

You will develop skills in; communication confidence, learning independently, organisation, problem solving, research, self-discipline, stamina, taking on responsibility and time management. You will also practice a wide range of cooking skills, such as pasta making, bread making, food presentation and portion control.

How will I be taught?

In Year 10 lessons will be taught through a mixture of theory and practical sessions which will prepare you for the exam and build your making skills to enable you to make quality

dishes for your coursework. In Year 11 you will work more independently on your coursework to research your project briefs and produce a selection of dishes to fulfil the briefs. Once your coursework has been submitted in the March of Year 11 you will embark on a programme of revision in preparation for the exam.

How will I be assessed?

You will be assessed through a written examination and an assignment. Unit 1 will be assessed through an exam, which is worth 40% of your qualification. In Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours. Examples of briefs for Unit 2 are; Cooking for a Leisure Centre Cafe or Cooking in a Bistro.

Which examination board and course is used?

We study the Level 1/2 Hospitality and Catering Course which is run by the WJEC examination board.

https://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering/#tab_keydocuments

Other important information:

Hospitality and Catering students will have the opportunity to visit the BBC Good Food Show in the Birmingham NEC. They will also have the opportunity to enter the Rotary Club Young Chef Competition and the Springboard Future Chef Competition. As well as this the Royal Navy will visit FCC to run a Ready Steady Cook session with the Hospitality and Catering students.

THIS QUALIFICATION CANNOT BE CHOSEN WITH FOOD PREPARATION AND NUTRITION

Thinking Ahead

A Catering and Hospitality qualification can lead to a range of career opportunities such as Chef, Sous Chef, Front of house manager, receptionist, head waiter, and housekeeper. It will also train pupils in a variety of life skills such as: decision making, problem solving, working under pressure, using your imagination, following instructions and meeting deadlines. This course also provides a solid foundation for any student thinking of going on to college to study a vocational course in the catering industry.

GCSE Geography

Subject Leader: Mr Marc Titcombe (MATitcombe@fcc.faringdonlearningtrust.org)

Introduction

Geography is the subject about the world. It helps us make sense of the world. Geography gives you powerful knowledge of the world. Geography is the study of our complex interactions with the environment and nature around us. Geography helps us understand some of the other subjects that you are studying too such as science and business.



Which topics or units will I study?

You will study a variety of physical, human, environmental geography topics shown in the table below together with applying geographical skills.

Physical geography	Natural hazards (volcanoes, earthquakes, tropical storms, extreme weather and climate change), ecosystems (tropical rainforests and cold environments), physical landscapes in the UK (with the river and coast options).
Human geography	Urban challenges (urbanisation, Rio de Janeiro and Bristol), economic world (development, Nigeria and the UK), resource management (with food as the option).
Geographical applications	The geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study. The issue evaluation contributes a critical thinking and problem-solving element to the assessment. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at issues. A pre-release booklet, which you will see before the exam is issued in March of Year 11. Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise.
Issue evaluation	
Fieldwork	

What skills will I develop during the course?

GCSE geographers develop a wide-ranging skill set that can be transferred to other subject areas. You will improve your analytical, critical thinking and decision-making skills alongside literacy and numeracy – these are highly employable skills and will prepare you well for life after school. You will be required to evaluate complex data and create lines of arguments in extended answer questions which will include marks for spelling, punctuation and grammar.

Paired and group presentations or discussions will enable you to develop your confidence in presenting ideas and become confident speakers whilst improving your ability to work with others and become part of a team.



How will I be taught?

As in previous years, you will be taught in mixed ability groups by four specialist qualified geography teachers: Mrs. Linn, Mr. Titcombe, Ms. Timpson and Mrs. Sutton. Expect to learn through traditional teaching in the classroom, pair work, independent learning and in small groups, through written tasks, role play and decision-making. There will be many opportunities to use and develop your literacy and numeracy skills. You will also be required to take part in two fieldwork trips either to the Dorset/Hampshire coast or a river in Wiltshire and a study of regeneration in Bristol city centre including a boat trip around the harbour. All four classrooms have a good stock of geographical resources.

How will I be assessed?

The course will be 100% examination, and you will sit three GCSE Geography exams at the end of Year 11. These exams are not tiered.

- Paper 1: 35% of overall grade, 1hr 30 minutes:
 - physical geography
- Paper 2: 35% of overall grade, 1hr 30 minutes:
 - human geography
- Paper 3: 30% of overall grade, 1hr 30 minutes:
 - geographical applications.



Which examination board and course do we use?

AQA GCSE Geography

Other important information:

Fieldwork is an important and enjoyable part of the GCSE Geography course. It is mandatory for you to be involved in at least two fieldwork visits during the course and you will then be examined on the skills that you used to do that fieldwork. To be a successful geographer, you will also be expected to have a good understanding of mathematics and sound literacy skills.

You will need to be open-minded to the opinions of other people, fully accepting that not everyone thinks the same thing, or in the same way. You will be expected to formulate your own opinions on important matters within the subject based on the geographical evidence at hand.

You will need the correct equipment every lesson, which will include a calculator, protractor and compass as well as writing equipment.

Thinking Ahead

GCSE Geography is a well-respected subject at university as it creates global citizens, able to think critically and form their own opinions based on evidence.

GCSE Geography could be the first step towards many different careers, including within conservation, science, travel and tourism, town-planning, development, disaster risk management, market research, cartography and mapping, landscape and architecture, data analysis, or teaching and outdoor education.

OCR Level 1/2 Cambridge National Certificate in Health and Social Care

Subject Leader: Ms J Williams (Email: jmwilliams@fcc.cambrianlt.org)

Introduction

The Cambridge National (*Oxford, Cambridge and RSA*) are vocational qualifications which are designed to fit into the curriculum and to offer the same size, rigour and performance points as GCSEs. The Health and Social Care course introduces students to the specialist knowledge and skills needed to work in various care settings.

Underpinning the qualification is a focus on core values and communicating with individuals so as to maintain their dignity and sense of being valued. This qualification is recognised by Ofqual, DfE and by 16-19 providers as progression to A Level, Further Education or on to an apprenticeship or work.



The **Health and Social Care Course** will offer an interesting and stimulating programme of study. Students will have the opportunity to develop their knowledge and understanding of human needs and to work in a variety of contexts. The **skills and knowledge** acquired will be **relevant and transferable** to other settings, enhancing career opportunities and providing a satisfying course of study for students who may not progress to further study of the subject. It can also provide progression to Level 3 courses in both Child Development or Health and Social Care. This subject is '**learning for life**' and brings '**learning to life**'.

Which topics or units will I study?

The qualification is made up of three mandatory units:

R032 Principles of care in Health and Social Care settings (Exam Unit sat in yr11)

Students learn about the rights of individuals and the values of care required when working in a health, social care setting. Through role play and case studies they gain understanding of how to apply these values so that individuals' dignity is maintained. Communicating and working with individuals in health and social care settings.

Students explore different types of communication. They learn about the importance of effective communication to connect with individuals using care services, and they develop their understanding of how the way they communicate impacts on an individual's care.

Topic Area 1 The rights of service users in health and social care settings

Topic Area 2 Person centered values

Topic Area 3 Effective communication in health and social care settings

Topic Area 4 Protecting service users and service providers in health and social care settings

R033 Supporting individuals through life events (Coursework Unit completed in yr10)

Using real life situations or personalities in the media students will look at growth and development through a life stage. Investigate the impacts of life events using Physical Intellectual Emotional and Social factors (**PIES**). Devise a support plan for a chosen individual after conducting a Role Play interview.

Topic Area 1 Life stages

Topic Area 2 Impact of life events

Topic Area 3 Sources of support

R035 Health promotions Campaigns (Coursework Unit completed in yr11)

Students will be researching current health challenges to develop solutions. Approaches used to encourage health and wellbeing and their importance to society. Student will learn how to plan and verbally deliver their own small scale health promotion campaign to another year group then evaluate their own performance and feedback given.

Topic Area 1 Current public health issues and the impact on

Topic Area 2 Factors influencing health and wellbeing

Topic Area 3 Plan and create a health promotion campaign

Topic Area 4 Deliver and evaluate a health promotion campaign

What skills will I develop during the course?

This course allows you to develop a wide-ranging skill set that can be transferred to other subject areas. You will improve your analytical, a wide range of communication methods, critical thinking, problem solving and decision-making skills. These are highly employable skills and will prepare you well for life after school.

Paired and group presentations and discussions will enable you to develop your confidence in presenting ideas and become confident speakers whilst improving your ability to work with others and become part of a team.

How will I be taught?

You will be taught in mixed ability groups. There is also an expectation that you will learn through independent study and in small groups for practical assignments, through written tasks, role play, decision-making and designing solutions. There will be lots of opportunities to use and develop your literacy and ICT skills. You will also be required to take part in compulsory delivery of presentations to other year groups and your teacher.

How will I be assessed?

RO32: The written paper. (Exam) This is **externally set and assessed at the end of yr11**. The examination is 1 hour and 15 mins and carries **40% of the total** marks. Students will be required to answer **all the questions**, including short answers, picture stimulus, data response, structured and free-response formats. There will be two sections comprising short answer and extended response questions. Questions on the examination paper will cover all aspects of the specification content. Students will be expected to demonstrate their understanding through questions that require the skills of analysis and evaluation in particular contexts.

RO33: The Centre assessed task – Coursework activity. This is **internally assessed** and OCR moderated. Students will submit a piece of work, set by OCR, and this will account for **30% of the total** marks. The task will have some practical elements in the context of an assignment. **This task will be completed in Year 10.**

RO35: The Centre assessed task – Coursework activity. This is **internally assessed** and OCR moderated. Students will submit a piece of work, set by OCR, and this will account for **30% of the total** marks. The task will have some practical elements in the context of an assignment. **This task will be completed in Year 11.**

Both controlled assessment tasks **must** be from a set assignment provided by OCR. Students may carry out research for the tasks out of school but **must collate and complete their work under supervision** in the classroom.

Which examination board and course is used?

OCR (*Oxford, Cambridge and RSA*)

Other important information:

Future opportunities:

By developing applied knowledge and practical skills, this course will help give you the opportunity to progress on to A Levels, Cambridge Technical in Health and Social Care, an apprenticeship or university.

These **transferable skills** will support further studies in many other subjects.

More details of the specification content and assessment criteria may be obtained from the website: <http://www.ocr.org.uk/Images/264237-centre-handbook.pdf>.

Thinking Ahead

Health and Social Care could be the first step of a career as a Social Worker, Family Support Worker, Youth Worker, Care worker/advisor and more.

GCSE History

Subject Leader: Mrs B Guy (beguy@fcc.cambrianlt.org)

Introduction

History is a highly relevant and increasingly important subject for students as they prepare for the future. History allows students to understand the world and events around them, as well as allowing them to develop core key skills for adulthood.

Paper 1	Unit 10 - Crime and punishment in Britain, c1000–present Site study: Whitechapel, c1870-c1900: crime, policing and the inner city.
Paper 2	Unit P4 – Superpower relations and the Cold War 1941-1991
Paper 2	Unit B4 – Early Elizabethan England, 1558-1588
Paper 3	Unit 33 -The USA, 1954–75: conflict at home and abroad – the Civil Rights Movement and the Vietnam War.

Which topics or units will I study?

GCSE History is composed of 4 units. You will study the following.

What skills will I develop during the course?

GCSE Historians develop a wide-ranging skill set that can be transferred to other subject areas. You will improve your analytical skills, your ability to think critically about information and ideas, and develop strong study skills alongside literacy and numeracy – these are highly employable skills and will prepare you well for life after school. You will be required to evaluate complex data and create lines of arguments in extended answer questions which will include marks for spelling, punctuation and grammar.

Throughout the course students will be introduced to a wide variety of historical sources and will acquire skills of analysis and interpretation. Students will find their study of History will allow them to respond intelligently and with insight towards many aspects of current European and world affairs, as well as deepen their understanding of the last century and the world today.

How will I be taught?

As in previous years, you will be taught in mixed ability groups. Expect to learn through independent learning and in small groups, through written tasks, source work and critical thinking activities. There will be lots of opportunities to use and develop your literacy, numeracy and oracy skills. You will also develop your exam skills over the course with regular practice to develop your key skills and maximise your performance in GCSE History.

How will I be assessed?

The course will be 100% examination, and you will sit three GCSE History exams at the end of Year 11. These exams are not tiered.

Paper 1: 30% of overall grade – 1hr 20 minutes – Thematic Study and Historical Environment - Option 10 (see table above)

Paper 2: 40% of overall grade – 1hr 50 minutes – British Depth study and International Period study (see table above)

Paper 3: 30% of overall grade – 1hr 30 minutes – Modern Depth Study – Option 33 (see table above.)

Which examination board and course is used?

Edexcel GCSE History

Other important information:

Students studying GCSE History will have the opportunity to visit the city of Berlin for three nights and four days. The aim of the trip is to allow students to see the impact of the Cold War in this unique city, which saw the events of the Cold War played out. Students will visit key locations such as the Brandenburg Gate, Checkpoint Charlie, the Reichstag parliament building, the TV Tower and Stasi Prison, to name but a few. This is a fantastic opportunity to bring History to life and for students to see up close everything they have learnt about in lessons.



Thinking Ahead:

History is a valuable academic qualification and is valued by employers and universities. History opens doors to many careers including broadcasting, journalism, police force, medicine and nursing, archaeology, advertising, law, teaching, tourism, social work, industrial relations, politics the list goes on. In fact the transferable skills that History gives you means that you can use it in any job!

Success with History GCSE has meant many of our students have stayed to continue their study of the subject in the sixth form and then again at university. Many students from Faringdon Community College go on to a University of their first choice to study History!

GCSE French

Subject Leader: Mrs J Aitken (Email: JUAitken@fcc.cambrianlt.org)

Introduction

In an increasingly competitive and global world, knowledge of modern foreign languages makes a difference. The use of English as an international means of communication is undisputed, but often gives a false sense of security. To compete successfully in the global market place, the UK needs linguists. Global organisations and educational institutions now offer superb opportunities to study or work abroad, but they usually require a basic language qualification, and GCSE is generally the starting point. We have fallen behind other nations who recognised the need for language skills in their workforce years ago. Language skills are increasingly valued in our bid to bridge that gap and are now differentiators in the job market.

Which topics or units will I study?

The content for the course is divided into three distinct themes, each covering three topics. These themes apply to all four question papers. Passages in the Listening and Reading assessments will be set in the context of the target language countries and communities. In the Speaking and Writing assessments, students will be able to respond according to their own interests and experiences. The texts and tasks set for all the assessments will be based on the prescribed vocabulary list and grammar laid out in the specification. Students will be expected to use the prescribed vocabulary and grammar across the range of contexts and assessment tasks.

Theme 1 People and lifestyle:

Topic 1: Identity and relationships with others

Topic 2: Healthy living and lifestyle

Topic 3: Education and work

Theme 2 Popular Culture:

Topic 1: Free-time activities

Topic 2: Customs, festivals and celebrations

Topic 3: Celebrity culture

Theme 3 Communication and the world around us:

Topic 1: Travel and tourism, including places of interest

Topic 2: Media and technology

Topic 3: The environment and where people live

What skills will I develop during the course?

There are many transferable skills that are naturally developed in the study of languages. These are invaluable for on-going study and for the workplace and include the following:

Communication skills; adaptability; attention to detail; problem solving & analytical skills; public speaking; tolerance; resilience and perseverance; memorisation skills; empathy and diversity awareness.

How will I be taught?

Lessons in Key Stage 4 will continue to develop students' knowledge of French phonics, vocabulary and grammar. They will focus on the four language skills of listening, reading, writing and speaking. Students will have the opportunity to enhance their French language skills to their full potential, equipping them with knowledge and confidence that they can use both in and outside the classroom. In their new specification, AQA state that attracting students of all abilities to languages was a high priority in their course design and it covers engaging and relevant content to inspire students. The culture of the wider French-speaking world is one of the aspects of language learning which interests

students, bringing the subject alive and is clearly represented in the course content. This will help build students' cultural knowledge alongside their language skills. We are fortunate to have a native speaker volunteer providing additional support in the classroom in the form of one to one or small group work as directed by the language teacher. When possible, the Modern Languages department arranges an educational visit to France for GCSE students. This typically occurs every other year.

How will I be assessed?

Below is a summary of the assessment programme taken from the AQA specification:

There are four papers of equal weighting. Students will sit either the foundation or the higher tier but must enter at the same tier for all four skills. Papers 1,3 and 4 will be assessed as part of the main summer exams in Year 11. Paper 2 will be assessed earlier than the other papers and during the examination window fixed by the exam board every year. This paper is typically assessed in the last week in April/first week in May of Year 11.

Paper 1: Listening

A written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier) 40 marks (Foundation tier), 50 marks (Higher tier)
25% of GCSE.

What is assessed:

Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier, dictation of short, spoken extracts.

Paper 2: Speaking

Non-exam assessment (NEA)

7-9 minutes (Foundation tier) + 15 minutes of supervised preparation time. 10-12 minutes (Higher tier) + 15 minutes of supervised preparation time. 50 marks (Both tiers)
25% of GCSE.

What is assessed:

Speaking using clear and comprehensible language to undertake a Role-play, carry out a Reading aloud task, talk about visual stimuli.

Paper 3: Reading

Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier) 50 marks (Both tiers)
25% of GCSE

What is assessed:

Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier, inferring plausible meanings of single words when they are embedded in written sentences, translating from French into English.

Paper 4: Writing

Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier) 50 marks (Both tiers)
25% of GCSE

What is assessed:

Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli. Translating from English into French.

Which examination board and course is used?

AQA GCSE French 8652. The full specification for this course can be accessed at the following link: <https://www.aqa.org.uk/subjects/languages/gcse/french-8652/specification-at-a-glance>

Other important information:

The following Grammar and Translation Workbook is recommended to students who decide to take this course. It is widely available and an invaluable resource for independent practice of the grammar and topic-based translation required for the examination.

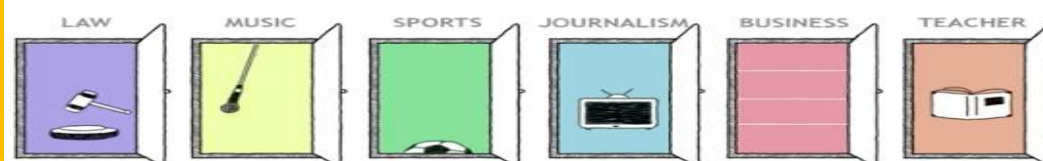
Studio AQA GCSE French Grammar and Translation Workbook by Stuart Glover. Publisher - Pearson Education

ISBN-10 : 1292132884

ISBN-13 : 978-1292132884

Thinking Ahead

LANGUAGES OPEN DOORS TO LOTS OF DIFFERENT CAREERS



Occupations involving languages

Computer programmer	Banking
Credit controller	Civil service
Customer support adviser	Travel and tourism
Executive search consultant	Secretary/PA
Cultural briefing consultant	Marketing
Interpreter	Public relations
Teacher	Pharmaceutical work
Language trainer	Journalism and media
Translator	Transport and distribution
Engineering	Website localiser

Webinars at the following links have been produced for schools in order to provide examples of how languages can be useful in a variety of careers.

YouTube link: <https://youtu.be/QIVKdYqgkLA>

YouTube link: <https://youtu.be/9cgrvzJqeVQ>

GCSE German

Subject Leader: Mrs J Aitken (Email: JUAitken@fcc.cambrianlt.org)

Introduction

In an increasingly competitive and global world, knowledge of modern foreign languages makes a difference. The use of English as an international means of communication is undisputed, but often gives a false sense of security. To compete successfully in the global market place, the UK needs linguists. Global organisations and educational institutions now offer superb opportunities to study or work abroad, but they usually require a basic language qualification, and GCSE is generally the starting point. We have fallen behind other nations who recognised the need for language skills in their workforce years ago. Language skills are increasingly valued in our bid to bridge that gap and are now differentiators in the job market.

Which topics or units will I study?

The content for the course is divided into three distinct themes, each covering three topics. These themes apply to all four question papers. Passages in the Listening and Reading assessments will be set in the context of the target language countries and communities. In the Speaking and Writing assessments, students will be able to respond according to their own interests and experiences. The texts and tasks set for all the assessments will be based on the prescribed vocabulary list and grammar laid out in the specification. Students will be expected to use the prescribed vocabulary and grammar across the range of contexts and assessment tasks.

Theme 1 People and lifestyle:

Topic 1: Identity and relationships with others

Topic 2: Healthy living and lifestyle

Topic 3: Education and work

Theme 2 Popular Culture:

Topic 1: Free-time activities

Topic 2: Customs, festivals and celebrations

Topic 3: Celebrity culture

Theme 3 Communication and the world around us:

Topic 1: Travel and tourism, including places of interest

Topic 2: Media and technology

Topic 3: The environment and where people live

What skills will I develop during the course?

There are many transferable skills that are naturally developed in the study of languages. These are invaluable for on-going study and for the workplace and include the following:

Communication skills; adaptability; attention to detail; problem solving & analytical skills; public speaking; tolerance; resilience and perseverance; memorisation skills; empathy and diversity awareness.

How will I be taught?

Lessons in Key Stage 4 will continue to develop students' knowledge of German phonics, vocabulary and grammar. They will focus on the four language skills of listening, reading, writing and speaking. Students will have the opportunity to enhance their German language skills to their full potential, equipping them with knowledge and confidence that they can use both in and outside the classroom. In their new specification, AQA state that attracting students of all abilities to languages was a high priority in their course design and it covers engaging and relevant content to inspire students. The culture of the wider German-speaking world is one of the aspects of language learning which interests

students, bringing the subject alive and is clearly represented in the course content. This will help build students' cultural knowledge alongside their language skills. We are fortunate in having a language support specialist in some lessons, to provide one to one or small group work as directed by the main language teacher. When possible, the Modern Languages department arranges an educational visit to Germany for GCSE students. This typically occurs every other year.

How will I be assessed?

Below is a summary of the assessment programme taken from the AQA specification:

There are four papers of equal weighting. Students will sit either the foundation or the higher tier but must enter at the same tier for all four skills. Papers 1,3 and 4 will be assessed as part of the main summer exams in Year 11. Paper 2 will be assessed earlier than the other papers and during the examination window fixed by the exam board every year. This paper is typically assessed in the last week in April/first week in May of Year 11.

Paper 1: Listening

A written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier) 40 marks (Foundation tier), 50 marks (Higher tier)
25% of GCSE.

What is assessed:

Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier, dictation of short, spoken extracts.

Paper 2: Speaking

Non-exam assessment (NEA)

7-9 minutes (Foundation tier) + 15 minutes of supervised preparation time. 10-12 minutes (Higher tier) + 15 minutes of supervised preparation time. 50 marks (Both tiers)
25% of GCSE.

What is assessed:

Speaking using clear and comprehensible language to undertake a Role-play, carry out a Reading aloud task, talk about visual stimuli.

Paper 3: Reading

Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier) 50 marks (Both tiers)
25% of GCSE

What is assessed:

Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier, inferring plausible meanings of single words when they are embedded in written sentences, translating from German into English.

Paper 4: Writing

Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier) 50 marks (Both tiers)
25% of GCSE

What is assessed:

Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli. Translating from English into German.

Which examination board and course is used?

AQA GCSE German 8662. The full specification for this course can be accessed at the following link: <https://www.aqa.org.uk/subjects/languages/gcse/german-8662/specification-at-a-glance>

Other important information:

The following Grammar and Translation Workbook is recommended to students who decide to take this course. It is widely available and an invaluable resource for independent practice of the grammar and topic-based translation required for the examination.

Stimmt! AQA GCSE German Grammar and Translation Workbook – Jon Meier Publisher: Pearson Education; 1st edition (2 Nov. 2016)

ISBN-10: 1292132612

ISBN-13: 978-1292132617

Thinking Ahead



Occupations involving languages

Computer programmer
Credit controller
Customer support adviser
Executive search consultant
Cultural briefing consultant
Interpreter
Teacher
Language trainer
Translator
Engineering

Banking
Civil service
Travel and tourism
Secretary/PA
Marketing
Public relations
Pharmaceutical work
Journalism and media
Transport and distribution
Website localiser

Webinars at the following links have been produced for schools in order to provide examples of how languages can be useful in a variety of careers.

YouTube link: <https://youtu.be/QIVKdYqgkLA>

YouTube link: <https://youtu.be/9cgrvzJqeVQ>

GCSE Spanish

Subject Leader: Mrs J Aitken (Email: JUAitken@fcc.cambrianlt.org)

Introduction

In an increasingly competitive and global world, knowledge of modern foreign languages makes a difference. The use of English as an international means of communication is undisputed, but often gives a false sense of security. To compete successfully in the global market place, the UK needs linguists. Global organisations and educational institutions now offer superb opportunities to study or work abroad, but they usually require a basic language qualification, and GCSE is generally the starting point. We have fallen behind other nations who recognised the need for language skills in their workforce years ago. Language skills are increasingly valued in our bid to bridge that gap and are now differentiators in the job market.

Which topics or units will I study?

The content for the course is divided into three distinct themes, each covering three topics. These themes apply to all four question papers. Passages in the Listening and Reading assessments will be set in the context of the target language countries and communities. In the Speaking and Writing assessments, students will be able to respond according to their own interests and experiences. The texts and tasks set for all the assessments will be based on the prescribed vocabulary list and grammar laid out in the specification. Students will be expected to use the prescribed vocabulary and grammar across the range of contexts and assessment tasks.

Theme 1 People and lifestyle:

Topic 1: Identity and relationships with others

Topic 2: Healthy living and lifestyle

Topic 3: Education and work

Theme 2 Popular Culture:

Topic 1: Free-time activities

Topic 2: Customs, festivals and celebrations

Topic 3: Celebrity culture

Theme 3 Communication and the world around us:

Topic 1: Travel and tourism, including places of interest

Topic 2: Media and technology

Topic 3: The environment and where people live

What skills will I develop during the course?

There are many transferable skills that are naturally developed in the study of languages. These are invaluable for on-going study and for the workplace and include the following:

Communication skills; adaptability; attention to detail; problem solving & analytical skills; public speaking; tolerance; resilience and perseverance; memorisation skills; empathy and diversity awareness.

How will I be taught?

Lessons in Key Stage 4 will continue to develop students' knowledge of Spanish phonics, vocabulary and grammar. They will focus on the four language skills of listening, reading, writing and speaking. Students will have the opportunity to enhance their Spanish language skills to their full potential, equipping them with knowledge and confidence that they can use both in and outside the classroom. In their new specification, AQA state that attracting students of all abilities to languages was a high priority in their course design and it covers engaging and relevant content to inspire students. The culture of the wider Spanish-speaking world is one of the aspects of language learning which interests

students, bringing the subject alive, and is clearly represented in the course content. This will help build students' cultural knowledge alongside their language skills. When possible, the Modern Languages department arranges an educational visit to Spain for GCSE students. This typically occurs every other year.

How will I be assessed?

Below is a summary of the assessment programme taken from the AQA specification:

There are four papers of equal weighting. Students will sit either the foundation or the higher tier but must enter at the same tier for all four skills. Papers 1,3 and 4 will be assessed as part of the main summer exams in Year 11. Paper 2 will be assessed earlier than the other papers and during the examination window fixed by the exam board every year. This paper is typically assessed in the last week in April/first week in May of Year 11.

Paper 1: Listening

A written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier) 40 marks (Foundation tier), 50 marks (Higher tier)
25% of GCSE.

What is assessed:

Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier, dictation of short, spoken extracts.

Paper 2: Speaking

Non-exam assessment (NEA)

7-9 minutes (Foundation tier) + 15 minutes of supervised preparation time. 10-12 minutes (Higher tier) + 15 minutes of supervised preparation time. 50 marks (Both tiers)
25% of GCSE.

What is assessed:

Speaking using clear and comprehensible language to undertake a Role-play, carry out a Reading aloud task, talk about visual stimuli.

Paper 3: Reading

Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier) 50 marks (Both tiers)
25% of GCSE

What is assessed:

Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier, inferring plausible meanings of single words when they are embedded in written sentences, translating from Spanish into English.

Paper 4: Writing

Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier) 50 marks (Both tiers)
25% of GCSE

What is assessed:

Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli. Translating from English into Spanish.

Which examination board and course is used?

AQA GCSE Spanish 8692. The full specification for this course can be accessed at the following link: <https://www.aqa.org.uk/subjects/languages/gcse/spanish-8692/specification-at-a-glance>

Other important information:

The following Grammar and Translation Workbook is recommended to students who decide to take this course. It is widely available and an invaluable resource for independent practice of the grammar and topic-based translation required for the examination.

¡Viva! AQA GCSE Spanish Grammar and Translation Workbook – Tracy Traynor Publisher: Pearson Education

ISBN-10: 1292133198

ISBN-13: 978-1292133195

Thinking Ahead



Occupations involving languages

Computer programmer	Banking
Credit controller	Civil service
Customer support adviser	Travel and tourism
Executive search consultant	Secretary/PA
Cultural briefing consultant	Marketing
Interpreter	Public relations
Teacher	Pharmaceutical work
Language trainer	Journalism and media
Translator	Transport and distribution
Engineering	Website localiser

Webinars at the following links have been produced for schools in order to provide examples of how languages can be useful in a variety of careers.

YouTube link: <https://youtu.be/QIVKdYqgkLA>

YouTube link: <https://youtu.be/9cgrvzJqeVQ>

GCSE Music

Subject Leader: Miss F.Woolnough (Email: flwoolnough@fcc.cambrianlt.org)

Introduction

Music GCSE is a highly academic subject which gives students the opportunity to acquire skills that colleges, universities and employers highly regard, especially their analytical and leadership skills as well as their creativity.

Which topics or units will I study?

Students will cover music appraising, performance and composition throughout the course (details in

How will I be assessed?

There are four areas of study:

AoS1: Western Classical Music (Baroque, Classical and Romantic)

AoS2: Musical Theatre, Jazz, Blues and Chamber Music

AoS3: Film Music

AoS4: Rock, Pop, Bhangra and Fusion.

There will be two pieces of music that we study in detail and analyse throughout the course. These are known as 'set works'.



What skills will I develop during the course?

Throughout the course students will learn about compositional techniques in more depth and improve their ability to discuss and analyse music from a wide range of genres. Students will be encouraged to develop their own musical interests; however, they will also be introduced to new styles of music. It is expected and essential that students have a genuine passion for music, an open ear to accept a wide range of repertoire and a willingness to explore music from different historical periods and cultures.

How will I be taught?

Students usually have five music lessons per fortnight. Composition and music theory/appraising are covered at least once a week. There are some practical lessons but students are expected to complete most preparation in rehearsal times outside of school and in instrumental lessons.

How will I be assessed?

There are three components to the assessment:

Performing: 30% - Students are assessed on one solo and one ensemble performance, with a combined time of at least 4 minutes – each piece counting towards 15% of the total marks. It is important that pieces are at the correct standard for the individual student so that they can fully demonstrate their potential.

Composing: 30% - Students will compose two compositions. One composition will be in a style of their choice and the other will be written to a brief set by the exam board. Both compositions must have a combined time of 3-6 minutes.

Listening and appraising: 40% - Written paper at the end of Y11. Students will develop their analytical skills, learning to apply their knowledge of the musical elements to a range of listening tasks to prepare them for an exam at the end of year 11.

Which examination board and course is used?

Our examination board is Eduqas.

Course Requirements

Students need to be able to perform to Grade 3 standard or above by Year 11 on an instrument or voice. They should be confident performers that are willing to take up performance opportunities in school and in the wider community.

Students are expected to regularly revise music theory and rehearse on their instrument at home or with their voice.

It is highly recommended that all musicians and vocalists taking this course have regular 1-1 lessons with a specialist teacher in this area. Most instrumental lessons are offered at FCC. Please get in touch for more details.

Other important information:

Students are expected to play a key role in the music department. There are regular trips that are offered to GCSE Music students, particularly throughout Y10, Trips in the academic year 2023-2024 have included attending a concert performed by the London Philharmonic Orchestra and a behind the scenes tour of The Royal Albert Hall.

GCSE students should put themselves forward for performance opportunities in school and in the wider community such as FCC teatime concerts, performing at the local primary schools and taking part in Folly Fest.



Thinking Ahead

By studying GCSE music students will have the opportunity to pursue their musicality further, giving them access to the A Level Music course post 16 and then University.

If you would like a career in a music technology-based role, please see the Music BTEC course description.

Music is highly regarded as an academic subject and so could complement your other studies in leading to a professional career.

GCSE Physical Education

Subject Leader: Mr A Tribbick (Email: ajtribbick@fcc.cambrianlt.org)

Introduction

GCSE Physical Education is a popular course covering a wide range of engaging topics. This course is aimed at students who have a keen interest in a range of sports and physical activities, those that perform at club level in at least one sport and enjoy learning about the wider context of sport.

Which topics or units will I study?

Year 10

Physical Training
Applied anatomy and physiology
Movement analysis

Year 11

Sports psychology
Socio-cultural influences
Health, fitness and well-being

What skills will I develop during the course?

You will develop knowledge on all of the topics listed above, be able to understand how it applies to sports performance and improve your ability to analyse sports performance and how it can be supported by the knowledge learned in this course.

You will develop your understanding of the topics as well as the ability to apply them to sporting contexts and your ability to critically analyse how these topics overlap.

How will I be taught?

The majority of lessons will be theory, classroom based, lessons. There will be at least one practical lesson per fortnight where you will be supported in developing your practical skills in preparation for the practical assessment element of the course.

How will I be assessed?

This course comprises of 60% theory, 30% practical and 10% written coursework. Students must be aware that it is an academically rigorous course due to the significant theory aspect and is not a “practical” course.

Examinations – Each marked out of 78

Paper 1 – 75 minutes - Physical Training, Anatomy and Physiology, Movement Analysis

Paper 2 – 75 minutes – Health and Wellbeing, Sport Psychology, Socio Cultural Influences

Non Examination Assessment – Marked out of 100

Sport 1 – Team Sport (25 marks)

Sport 2 – Individual Sport (25 marks)

Sport 3 – Team/Individual Sport (25 marks)

Coursework – Written analysis of own sports performance, fitness programme, psychological skills programme (25 marks)

The 60% theory element is assessed through sitting two written exam papers at the end of year 11.

The practical assessment and written coursework will be completed internally and moderated externally. Students are assessed in 3 sports and will be required to attend extra-curricular sports clubs to practice their skills to prepare for this component.

The written coursework involves analysing and evaluating your own performance. It is largely completed independently by students in their own time, therefore, requiring self-discipline and the ability to meet homework deadlines.

Which examination board and course is used?

AQA – please find more information by following the link below

<https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification-at-a-glance>

YOU CAN NOT STUDY BOTH GCSE PE AND BTEC SPORT.

If you are unsure as to which of the two courses you are best suited to please discuss with your PE teacher.

Thinking Ahead

You could use GCSE PE or BTEC Sport to go on to study A Level PE or Level 3 BTEC Sport in Further Education.

Either of these will allow you access to Higher Education and for you to pursue a number of jobs in the Sports industry.

BTEC Technical Award in Sport Level 1/2

Subject Leader: Mr A Tribbick (Email: ajtribbick@fcc.cambrianlt.org)

Introduction

This course is relevant for students who have a *keen interest* in Sport and Physical activity. This course is similar in content to the GCSE Physical Education; however, it is assessed in a way that suits different types of learners with the majority of the final grade achieved through the completion of written assignments.

What does the course look like?

Year 10

Two components will be taught in Year 10. The teaching will support the students with their completion of the written assignment. Each assignment is worth 33% of a students' final grade.

Some assessment criteria within these components are evidenced through the filming of a practical demonstration.

Component 1 – Preparing Participants to take part in Sport and Physical Activity – written assignment and practical demonstration.

Assignment 1a - Physical activities & characteristics of the type of provision

Assignment 1b - Potential barriers to participation & methods to overcome

Assignment 2 - PowerPoint on technology in a selected sport

Assignment 3a - Warmup plan to prepare an individual for participation in a chosen sport

Assignment 3b - Practical delivery of the warmup plan (video evidence)

Component 2 – Taking part in and improving other participants' sporting performance – written assignment and practical demonstration

Assignment 1: Components of fitness – How each component of fitness can be used during a sport

Assignment 2: Participating in sport (video evidence)

Assignment 3: PowerPoint on officiating in sport

Assignment 4a: Coaching plan of drills and conditioned practices to improve participants' sporting skill in a selected sport

Assignment 4b: Delivery of coaching plan to improving participants' sporting skill (video evidence)

Year 11

One component will be taught in Year 11. The teaching will support students with their preparation for the written examination which will be completed in the summer exam season. This exam is worth 34% of a students' final grade.

Component 3 - Developing fitness to improve other participants' performance in Sport and Physical Activity – written examination.

Exam Topics

Exploring the importance of fitness for sports performance

Investigating fitness testing to determine fitness levels

Investigating the different training methods

Investigating fitness training programming to improve fitness and sports performance

What skills will I develop during the course?

This course is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts. The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.

How will I be taught?

Over the course of the two years students will complete a number of assignments to show their learning of the topics. The assignments will be a mixture of practical and written assignments.

Lessons will be a mixture of classroom, practical and computer based lessons.

What is the BTEC worth?

A BTEC is the equivalent of a GCSE.

Level 1 Distinction is roughly equivalent to a Grade 3.

Level 2 Pass is roughly equivalent to a Grade 5.

Level 2 Merit is roughly equivalent to a Grade 6.

Level 2 Distinction is roughly equivalent to Grade 7.

Notes

It is important that students have a keen interest in Sport and Physical Activity to make the most of this course and need to be prepared to take part in sport within the lessons.

Some of the assignments will involve being filmed completing practical tasks. This will be done in a GDPR safe manner and we will support learners to complete this in a way that allows them to achieve the best possible grade.

Thinking Ahead

This course is particularly good for students wishing to pursue job roles within the fitness and leisure industries.

You can also use this to access Sports courses in Further Education,

GCSE Astronomy – Additional enrichment club

Subject Leader: Mr W. Hale (wahale@fcc.cambrianlt.org)



1. Lunar craters imaged by FCC Astro students using a research-grade remote telescope.

Introduction

GCSE Astronomy is an excellent stepping stone for students who love space and also want to improve their maths and physics to prepare themselves for A-level Science study. The course is available to students who are mathematically strong enough to cope with a challenging GCSE taught over one academic year at a very fast pace. Candidates must pass a maths entrance test to gain a place. Details on the content and timing of the entrance test will be communicated by Mr. Hale in Term 6 of the 2026-2027 year to potential applicants for the 2026-2027 academic year. As such, this course does not feature as an option on the online form.

Which topics or units will I study?

In addition to developing your practical astronomical skills, you will also study the below topics:

Paper 1 Naked-eye Astronomy	Topic 1 – Planet Earth, topic 2 – The lunar disc topic 3 – The Earth-Moon-Sun system, topic 4 – Time and the Earth-Moon-Sun cycles, topic 5 – Solar System observation, Topic 6 – Celestial observation, Topic 7 – Early models of the Solar System Topic 8 – Planetary motion and gravity.
Paper 2: Telescopic Astronomy	Topic 9 – Exploring the Moon, topic 10 – Solar astronomy, topic 11 - Exploring the Solar System, topic 12 – Formation of planetary systems, topic 13 – Exploring starlight, topic 14 – Stellar evolution, topic 15 – Our place in the Galaxy, topic 16 – Cosmology



2A solarogram showing the path of the sun each day for a year taken from FCC by GCSE Astro students.

What skills will I develop during the course?

You will learn how astronomical observation are designed, recorded and evaluated. You will complete one aided astronomical task and one unaided astronomical task as part of the programme. In addition, you will develop your error analysis and get a chance to learn and practice some A-level physics-style data processing. Your maths skills will be developed as well as your knowledge of the scientific process.

How will I be taught?

Mr. Hale and Ms. James-Menard teach the course on Mondays and Wednesdays from 15:10-16:10. Students will need to complete at least one evening observation using the school telescopes. In addition, there may be extra sessions scheduled in half term holidays and during the Easter break.

How will I be assessed?

The course will be 100% examination and you will sit two GCSE exams at the end of Year 10. These exams are not tiered.

Paper 1: 50% of overall grade – 1hr 45 minutes

Naked-eye Astronomy

Paper 2: 50% of overall grade – 1hr 45 minutes

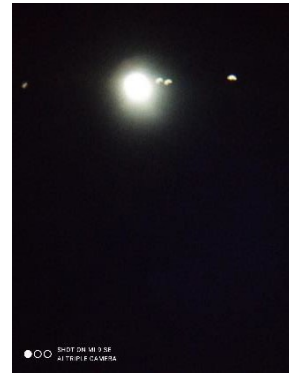
Telescopic Astronomy

Which examination board and course do we use?

Edexcel GCSE Astronomy

Other important information:

As part of the course, students have the opportunity to go on a three-night residential to the North Pennine Observatory in Allenheads in Northumbria. This is a very sparsely populated area with very dark skies, making it a prime site for Astronomy. Students will have the opportunity to practice using telescopes to find targets in the night sky (weather permitting) and to take a trip down a safe lead mine. We have also visited Hadrian's wall on two of our three previous visits. Moreover, we have had talks and guidance by professional astronomer Roy Alexander on space rocks, using binoculars for astronomy and building a clinometer. Finally, the classroom at the observatory allows us to cover parts of the curriculum while we are at the observatory and the grounds allow us to complete our unaided practical task of estimating our longitude using a shadow stick (weather permitting). The trip cost £350 and it takes place in January each year.



3Jupiter and the Jovian Moons shot at Allenheads.



4'We're off down the mines' - Visiting the safe Lead mines at Nenthead.

Thinking Ahead

GCSE Astronomy is a challenging and rewarding course suitable for those who wish to continue to A-level Physics and Maths study.