

KEY STAGE 4

COURSE INFORMATION

2025 – 2027



Introduction

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

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

This booklet aims to give you information about what your child will be going through over the next couple of years. It outlines the demands that will be placed on them and offers some suggestions as to how parents can help. There are also details about how the college will provide information for parents to keep them informed of your child's progress and what the college will be doing to support and encourage students to do their best.

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

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

What will students study during Key Stage 4?

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

GCSE Courses:

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

Cambridge Nationals: Child Development, Creative iMedia, Sports Studies

What are GCSEs?

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

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

What are Cambridge National courses?

These are courses which are assessed mainly through coursework. Final grading is equivalent to GCSE grades.

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

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

I Year

➤ **3 progress reports**

Reports are issued in October, April and June.

I Year Exams

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

➤ **Consultation Evening**

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

E Year

➤ **Taster Day**

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

➤ **Consultation Evening**

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

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

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

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

Parents will be invited to an individual meeting with a senior member of staff to discuss options for the future and preparations for exams.

➤ **Revision Evening for parents - February**

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

➤ **3 progress reports**

Reports are issued in October, January and March.

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

Target setting

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

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

In college, these target grades are shared with students in the first term of A Year and progress reports will contain a grade based on your son /daughter's performance in their most recent half-termly assessment to show progress towards their target grade.

It is important to note this is **not** a predicted grade. Predicted grades are shared with students and parents after exams in the I year.

How do teachers prepare students for the actual exams?

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

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

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

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

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

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

Interest and encouragement

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

Time management and organisation

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

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

Checking homework

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

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

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

Equipment

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

Environment

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

Attendance

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

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

% Attendance	= Average absence	Number of lessons missed	% achieving 5 or more 9-4 grades <small>In 2015 69% of students achieved this nationally</small>
100%		0	75
95%	½ day/fortnight	40	60
92.5%	½ day/fortnight +	65	53
90%	½ day/week	85	45
85%	1 ½ days/fortnight	115	35
80%	1 day/week	170	27

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

Managing workload

Homework is a vital part of the next two years, but it is also important for your son or daughter to pursue other interests and have plenty of free time.

Remember you can also view homework via the Satchel One app.

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

EXAMPLE –

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

FIXED POINTS IN HIS WEEK:

Football training – Tuesday 7.30 onwards

Rugby at college – Thursday until 5.30

Workload by end of Friday:

Business assessment prep – one week to do it.

Art – colour studies – no fixed deadline yet

Maths – end of unit test – next Wednesday

History – notes on Galen for Tuesday

English – essay on “An Inspector Calls”

Biology – Seneca tasks

WEEKEND PLANS

Out – Friday / Saturday evenings

Visiting a grandparent on Sunday afternoon

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

His weekend currently looks like this:

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

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

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

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

	Morning		Afternoon		Evening	
	1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
FRI	At college				Biology	Out
SAT	Business	English			Maths	Out
SUN	Art	History	Visit grandparent			

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

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

SUBJECT	4.30 –5.30	5.30 –6.30	6.30 –7.30	7.30 –8.30
Maths				Free time
History				
French			Tea 	
Art				

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

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

	Morning		Afternoon		Evening	
	1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
FRI						
SAT						
SUN						

Courses

ART

Board : Edexcel

Specification: Fine Art 1FA0

The Course

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

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

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

Assessment

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

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

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

Resources

Useful websites include:

www.tate.org.uk

www.nationalgallery.org.uk

www.saatchi-gallery.co.uk

www.royalacademy.org.uk

www.ibiblio.org/wm/paint

www.artreview.com

Head of Department

Mr C. Moody

BUSINESS

Board: Edexcel

Specification: 1BS0

The Course

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

1 year:

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

E Year:

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

Assessment

Unit	%	Style of Assessment	Timing
One	50	Calculations, multiple-choice, short answer and extended-writing questions	1 hour 45 minutes Summer of E Year
Two	50	Calculations, multiple-choice, short answer and extended-writing questions.	1 hour 45 minutes Summer of E Year

Further information and revision guide

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

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

For more details of what is covered please see the specification pages 9 –20.

[Specification](#)

Joint Heads of Department

Ms L. Clarke & Mrs L. Hunter

CHILD DEVELOPMENT

Board: Cambridge National

Specification: L2 Certificate – J818

The Course

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

This course offers assessment via both external exam and coursework.

Unit One:

Health and well-being for child development

(External exam)

Unit Two:

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

(Coursework)

Unit Three:

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

(Coursework)

Assessment

Exam: **40%**

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

Coursework Units: **60%**.

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

Co-ordinator

Mrs Z. Smith

COMPUTER SCIENCE

Board: OCR

Specification: J277

Aims of the Course

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

Content

Computer systems

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

Computational thinking, algorithms and programming

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

Programming

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

Assessment

Two written exams in the Summer of Examination Year.

Other Details

This GCSE can only be chosen by students who are in Maths sets 1 or 2 unless they have discussed this with Mr Hamilton prior to making their option choices.

Head of Department

Mr W. Hamilton

DRAMA

Board: Eduqas

Specification: C690U30-1

The Course

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

1. Devising Theatre
2. Performing from a Text
3. Interpreting Theatre

Assessment

Component	What is assessed?	How is it assessed?
1. Devising Theatre (practical/written)	Process of creating devised drama. Performance of devised drama (students may contribute as performer or designer). Analysis and evaluation of own work.	Devising written portfolio (30 marks) Devised performance (15 marks) Devising written evaluation (15 marks) 60 marks in total 40% of GCSE (moderated by Eduqas)
2. Performing from a Text (practical)	Performance of two extracts from one play (students may contribute as performer or designer).	Performance of Extract 1 and Extract 2 60 marks in total 20% of GCSE (marked by Eduqas)
3. Interpreting Theatre	Knowledge and understanding of drama and theatre. Study of one set play. Analysis and evaluation of the work of live theatre makers.	Written exam: 1 hour 30 mins Open book 60 marks in total 40% of GCSE (examined by Eduqas)

Further Information

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

Head of Department

Ms K. Wallace

ENGLISH LANGUAGE

Board : AQA

Specification : 8700

The Course

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

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

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

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

Examination

Paper 1	20 th Century Fiction and Creative Prose Writing 50% (1 hour 45 mins)
Paper 2	19 th and 21 st Century Non-Fiction Reading and Transactional Writing 50% (1 hour 45 mins)
Non-endorsed unit	Spoken Language (this must be submitted to the exam board, but students receive a pass, merit or distinction that sits outside their GCSE grade).

Further Information:

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

ENGLISH LITERATURE

Board : AQA

Specification : 8702

The Course

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

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

Assessment

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

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

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

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

Further Information:

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

Head of Department

Mrs C. Callow

FOOD PREPARATION AND NUTRITION

Board: WJEC

Specification: C560P1

The Course

This GCSE syllabus offers students the opportunity to:

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

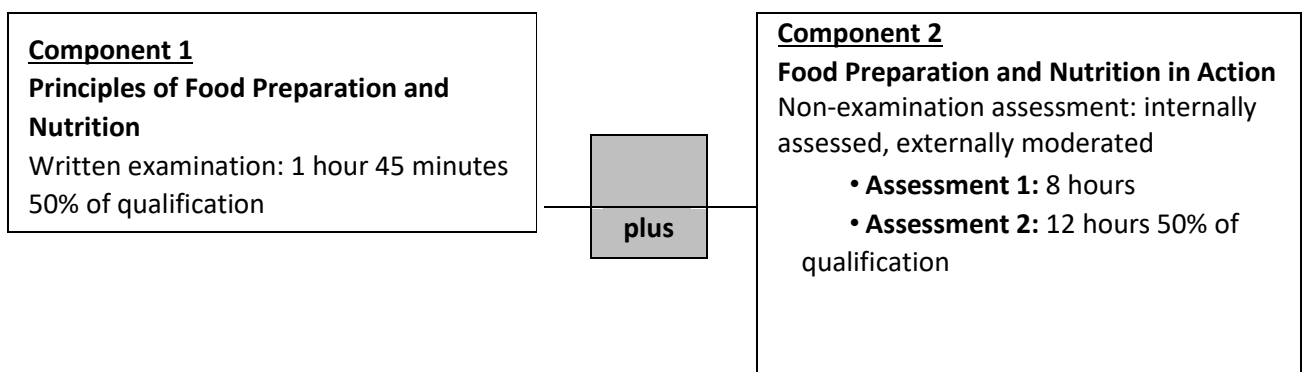
Content

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

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

Assessment

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



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

Students are expected to supply ingredients on a weekly basis. Please contact finance@freman.org.uk if you need assistance with this.

Head of Department

Mrs S. Malone

FRENCH

Board: Pearson Edexcel

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

The Course

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

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

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Assessment

The GCSE in French consists of four externally examined papers based on the skills of: listening, speaking, reading and writing. All assessment will take place at the end of the GCSE course started in Year 9. Students will sit exams in either the Higher or Foundation tier. The following table shows the breakdown of the four skills in the GCSE:

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

Useful Resources

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

[GCSE French Specification Issue 1 \(pearson.com\)](https://www.pearson.com/9780131906000)

Head of Department

Mr I. Driscoll

GEOGRAPHY

Board: OCR B

Specification: J384

The Course

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

Our Natural World (physical geography)

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

People and Society (human geography)

Urban Futures, Dynamic Development, UK in the 21st Century, Resource Reliance.

Fieldwork skills

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

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

Assessment

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

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

Further information

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

Head of Department

Ms J. Cadman

HISTORY

Board: Edexcel

Specification: (9-1) History 1H10

The Course

The History course includes the following units:

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

Assessment

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

Useful resources

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

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

- BBC GCSE Bitesize History Edexcel
- Seneca

We recommend the following textbooks for independent study and revision:

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

Further information

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

Head of Department

Mr M. Trapmore

IT – CREATIVE iMEDIA

Board: OCR (Cambridge National)

Specification: Level 1/2 Certificate in Creative iMedia (J834)

The Course

This vocational qualification will inspire and equip students with the confidence to use skills that are relevant to the digital media sector and more widely.

Students will understand 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. They'll use creative and practical skills to design, plan, create and review digital media products that would be fit for purpose, meeting both client and target audience requirements.

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

1. Creative iMedia in the media industry (exam)

Learn about the media industry, digital media products, how they are planned. Topics include:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations

2. Digital graphics (assessment)

Learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include:

- Develop visual identity
- Plan digital graphics for products
- Create visual identity and digital graphics

3. Interactive digital media products (assessment)

Learn how to plan, create and review interactive digital media products.

Types of interactive digital media include:

- Websites
- Information points
- Mobile apps
- Games

Assessment

The qualification is made up of three units – ONE timetabled written examination (40%) and TWO internally assessed (externally moderated by OCR) coursework units (25% + 35%).

Further Information

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

Head of Department

Miss T. Brown

LATIN

Board: WJEC Eduqas

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

The Course

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

The course contains the following units:

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

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

Roman Civilisation: Focuses on the study of various aspects of Roman culture such as Roman slavery or Roman religion and worship.

Assessment

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

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

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

The literature exam is an open-book assessment. This means students have a clean copy of the text and a full vocabulary during the exam.

Useful resources

Students are given the textbooks that are needed, and booklets containing the literature texts for annotation, although they are not allowed to take these into the examination hall. There are no other commercially published revision guides available. However, the textbook website [Suburani \(hands-up-education.org\)](http://Suburani(hands-up-education.org)) contains plenty of exercises and testers with which students can revise their language knowledge. Additionally, the Cambridge School Latin Project ([Eduqas GCSE Latin \(9 - 1\) | Exams \(cambridgescp.com\)](http://Eduqas GCSE Latin (9 - 1) | Exams (cambridgescp.com))) provides all the materials needed for the study and revision of literature texts and civilisation. There will be short trips organised to visit Roman sites relevant to the course (for instance to Colchester). Usually there is a biennial trip to Italy or Greece during the Easter Holiday which is open to all students studying this subject.

Head of Department

Dr S. Aguilar

MATHEMATICS

Board: AQA

Specification: GCSE Mathematics 8300F/H

The Course

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

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

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

Students are taught in 5 classes in each year-half, in a combination of set and mixed-ability groups, based on previous performance. The sets are reviewed regularly to ensure all students are where they need to be for their own level of challenge and support.

Assessment

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

Every student is required to bring a scientific calculator to every lesson, it is essential students get used to using their own calculator as different models have different methods. We highly recommend this model (available in high-street shops and other online retailers):

[FX-83GT CW \(Black\) \(casio.co.uk\)](https://www.casio.co.uk)



Please contact finance@freman.org.uk if you need assistance with this.

Useful website

www.mymaths.co.uk

Sparx Maths - Home

Login: - freman password: - reflect

Login: school Microsoft login

Further Information

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

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

Higher Tier 4 to 9

Foundation Tier 1 to 5

Head of Department

Mr A. Maguire

MUSIC

Board: OCR

Specification: J536

The Course

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

1. **My Music** - Learners focus on their chosen instrument, voice, or technology to understand its capabilities and limitations. They practice and perform pieces solo or with accompaniment, and compose their own piece in any genre. This area encourages active engagement, fostering performance and compositional skills while promoting creativity.
2. **Concerto Through Time** - Learners explore the evolution of the concerto from the Baroque period to the Romantic era, studying various forms and understanding the roles of soloists and orchestras. They analyse composers' use of musical elements and grasp historical and social contexts.
3. **Rhythm of the World** - Learners explore traditional rhythms from four global regions, including India, the Eastern Mediterranean, Africa, and Central/South America. They study characteristic rhythms, cultural contexts, and musical elements of each region's traditional music. Key focuses include understanding instruments, rhythms, textures, and collaborative practices.
4. **Film Music** - Learners explore various types of music used in films, including original compositions, classical pieces, and music for video games. They study how composers create music to enhance mood, characters, and dramatic effects. Key focuses include analysing musical elements and understanding the role of music in narrative development.
5. **Conventions of Pop** - Learners delve into the evolution of popular music from the 1950s to the present day, exploring genres like Rock 'n' Roll, Rock Anthems, Pop Ballads, and Solo Artists. They study vocal and instrumental techniques, instrument and technology development, and musical characteristics of each genre.

Assessment

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

Performing	
Minimum of two pieces lasting no less than 4 minutes, at least one of which is an ensemble piece. Expected standard is grade 3 minimum.	30%
Composing	
Two compositions lasting in total no less than 3 minutes long, one of which is in a style from the areas of study – the exam board will release a brief, informing learners on what type of piece they are to compose.	30%
Appraising	
Written examination lasting 1 hour 30 minutes. Each question is based on an area of study.	40%

Performances and Compositions

- Official GCSE performances are recorded during the **E Year** (typically Year 11).
- Students will also complete **mock performances** throughout the course to build experience and confidence.
- **Performances may be repeated** if necessary, and the **best recordings** will be submitted for assessment.
- **Compositions** can be either **written or recorded**, though it is advisable that all compositions are both written **and** recorded.
- The department provides access to **computer software** (e.g. MuseScore, BandLab, Garageband) to support students in creating and notating their work.

Practical Requirements

- Students must take a **minimum of 20 minutes per week** of instrumental or vocal tuition to successfully complete the course performance requirements.
- Lessons can be in **any orchestral, band instrument, or voice**.
- These lessons are arranged through [Hertfordshire Music Service](#).
- If you are unable to meet the cost of lessons, please contact finance@freman.org.uk in confidence to discuss support options.
- If your child learns with a **private tutor outside college**, please notify the music department so we can liaise regarding progress and targets.

Reading Music

- Students must be able to **read standard music notation at approximately Grade 1 level** to fully access the course.
- This is taught during the **foundation stage of the course in Year 9**, and regularly revisited throughout the GCSE.

Extra-Curricular Involvement

- All GCSE Music students are **expected to participate in at least one extra-curricular music ensemble** (e.g. College Choir, Big Band, Male A Cappella).
- Data shows that students who are regularly involved in musical activities **achieve significantly higher grades**, regardless of any graded music exams taken externally.
- Ensembles provide valuable experience in **ensemble performance, rehearsal discipline**, and musical development.

Recommended Resources

Online:

- GCSE Music – OCR – BBC Bitesize
- GCSE Music Revision – musicgcse.co.uk
-

Books:

- *OCR GCSE Music Study Guide* – Rhinegold Education
- *OCR GCSE Music Listening Tests* - Rhinegold Education
- *GCSE Music Complete Revision & Practice* – CGP

Head of Department

Mr L Barclay

GCSE PHYSICAL EDUCATION

Board: AQA

Specification: PE 8582

The Course

The theory part of the course looks at factors that affect performance and participation in physical activity. The sections covered are:

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

Practical content includes students performing in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).

Assessment

Theory: 60% - 2 exams taken at end of E Year.

Practical: 40% - Practical performance in three different physical activities and analysis and evaluation of performance to bring about improvement in one activity.

Further information

To further develop their understanding of this course:

- Interactive software and revision materials are available on the college network
- Useful websites include:

www.bbc.co.uk/bitesize

www.samlearning.com

www.getrevising.com

www.peresourcesbank.co.uk

- Revision guides-
- My Revision notes. AQA GCSE (9-1) PE Second Edition. Kirk Bizley. ISBN: 978151040523 2
- Revision guides produced by the PE Department will also be provided

It is a requirement that students participate fully in extra-curricular activities to enable them to reinforce and improve their skills, knowledge and understanding to aid in their practical grade. Involvement in clubs outside college is essential and can be used as part of the student's practical assessment.

Head of Department

Mr A Gilligan

PHOTOGRAPHY

Board : Edexcel

Specification: Photography 1PY0

The Course

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

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

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

Assessment

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

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

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

Resources

Useful websites include:

www.tate.org.uk

www.saatchi-gallery.co.uk

www.npg.org.uk

www.thephotographersgallery.org.uk

www.artreview.com

Head of Department

Mr C. Moody

PHYSICAL EDUCATION CORE (non-examined)

The Course

Our PE curriculum aims to foster a love of physical activity and create independent operators that can comfortably transition to multiple disciplines within Physical Education. We do this by developing students' fundamental skills and competence, to excel in a wide range of physical activities providing a broad and balanced curriculum with opportunities for all to be enjoyed.

A high-quality PE curriculum will develop physical literacy and will allow pupils to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect. It also contributes to the development of a range of important cognitive skills such as decision-making and analysis, and social skills such as teamwork and communication.

Through PE, students will:

- Participate in a wide range of sports and physical activities;
- Develop and apply teamwork skills;
- Develop resilience, determination and drive to achieve their best;
- Compete in a range of competitive events;
- Organise and lead their own warmups and cool downs, where appropriate;
- Develop and model the skills of 'good sportsmanship', including respect for rules and the ability to win or lose gracefully.
 - Develop a passion for a healthy lifestyle.
 - Access GCSE PE, National courses and higher learning A Level courses.

Assessment

Assessments are ongoing throughout the year based on practical ability in each discipline. Our assessments reference the GCSE AQA syllabus. These assessments are for monitoring purposes and will not impact on any grades.

Further information

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

Head of Department

Mr A. Gilligan

RELIGIOUS STUDIES

Board: AQA

Specification: Religious Studies A (8062)

The Course

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

Component 1: The study of religions

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

Component 2: Philosophical and ethical Themes

Theme B: Religion and life

Theme C: The existence of God and revelation

Theme D: Religion, peace and conflict

Theme E: Religion, crime and punishment

Assessment

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

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

Useful Resources

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

- www.bbc.co.uk/religion
- <http://www.bbc.co.uk/schools/gcsebitesize/rs/>

Revision guides:

[AQA GCSE Religious Studies A \(9-1\): Christianity & Hinduism Revision Guide: Get Revision with Results: Amazon.co.uk:](https://www.amazon.co.uk/dp/B000APR004)
[Lucas, Ann, Fleming, Marianne, Smith, Peter: 9781382015004: Books](https://www.amazon.co.uk/dp/9781382015004)

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

Head of Department

Mr N. Loynes

DESIGN & TECHNOLOGY: RESISTANT MATERIALS

Board: Edexcel

Specification: 1DT0

The Course

This course covers a wide range of activities based on designing and making products using materials such as wood, metal and plastics. As well as learning practical skills, you will be introduced to a range of industrial processes. You will also develop invaluable transferable skills such as problem solving and time management.

Content

A range of projects are available for design and manufacture with the emphasis on the design process.

- Project 1: Making a detailed pine storage unit incorporating fine woodworking joints
- Project 2: Making a cabinet using more complicated joints and techniques, such as the addition of multiple sliding doors and applying a suitable finish. This is completed before the 1 year exam.
- Project 3: CAD Design tutorials for aim of manufacturing a table.
- Project 4: USB LED lights- using designs for manufacture
- Project 5: Competitive team-based activities, using design and manufacturing skills, involving a 'soccer robot' and 'marble run'.

Assessment – Two Components

Component 1 (Final Written Exam)	Component 2 Practical project
Section A: Core. Knowledge and Understanding of D&T across all materials and trends. Section B: Material Category Timbers.	Students undertake a rigorous project based on a brief released by the exam board.
Examination. Including 15 marks for maths questions in applied content.	Coursework
50% of your GCSE	50% of your GCSE

In E Year, students demonstrate their designing skills and communicate theoretical knowledge about materials and processes, as well as design-related issues such as consumerism and the environment. Students are given verbal and written feedback throughout their practical project course and are guided towards raising their skills levels. Copies of the marking criteria for the coursework and written papers are given out, and fully explained to students in order to help them reach their full potential.

Resources:

With a solid framework of Computer Aided Design introduced to students, manufacture on Computer Numerically Machines and 3D Printers, the course offers a true reflection of industry. Therefore, students are expected to take notes and make use of the ICT resources provided and that are available for download on home computers. Each student is expected to use CAD Software at home consisting of Sketch-Up or Pro-Desk Top, which helps for class and controlled assessment. Pro-Desk Top is available from Mr Malone free of charge.

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

Head of Department

Mr S. Malone

COMBINED SCIENCE AND SEPARATE SCIENCES

Board: Edexcel

Aims of the Course

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

Content

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

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

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

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

Assessment and groupings

Science is assessed entirely by examinations at the end of the E Year. All students will sit six papers: two in each of Biology, Chemistry and Physics, which can each be taken at Higher or Foundation level. Students sitting Combined Science will sit papers in every science at the same tier, Higher or Foundation.

Students may find they move from Separate Science to Combined Science **at any point during the course**. This will be after careful consideration based on students' progress to ensure they are on the right course to attain the best two GCSE grades.

Beyond Year 11

It is recommended that students take separate Biology, Chemistry and Physics at GCSE to continue with the sciences at A level due to the extra material covered. However, high grades in Combined Science would also be considered. The study of Combined Science is also sufficient for students wishing to pursue courses in Psychology or Physical Education at A level.

Head of Department

Mrs H Stenning

SPORT STUDIES

Board: Cambridge National

Specification: J813

The Course

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

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

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

Content - Students will study 3 Units in total:

Mandatory units:

Contemporary Issues in Sport	<i>(external exam)</i>
Performance and Leadership in Sport	<i>(coursework)</i>

Optional Units:

Sports and the media	
or	
Increasing awareness of outdoor and adventurous activities	<i>(coursework)</i>

Assessment

Students will be assessed through the completion of the coursework assignments within each unit. The coursework may take a variety of methods including practical performances, evaluation of performances, and session plans, as well as written PowerPoints, documents and reports.

Each coursework unit has on average 5 tasks for students complete.

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

Other Details

The overall grade is based on an accumulation of results from all 3 units. The Cambridge National course is graded from Distinction* to Pass grade and is an equivalent to the 9-1 GCSE system.

Useful websites include:

www.bbc.co.uk/bitesize

Head of Department

Mr A Gilligan