



Fremman

C O L L E G E



Key Stage Four Options
2026

INTRODUCTION

This is an exciting time for year 9 students as you have the opportunity to make choices about what you would like to study. You will receive plenty of information about the courses available and exactly what you need to do.

I hope that this booklet will provide useful information for you and your parents/carers and will help to guide you through the decision-making process that lies ahead.

The first stage in the process is for you to understand it! Therefore, it's very important that you and your parents/carers read this booklet carefully. If there is anything that you don't understand or anything that you would like to discuss, you will find that help is available. There are a few key dates for you to know:

On February 11th students and parents/carers are invited to our **Key Stage 4 Options Evening**. After a very short talk in the Hall there will be a chance to go to different classrooms to speak to teachers in all the option subjects who will explain more about each course.

On your **Consultation Evenings** there is the opportunity to discuss your progress with subject teachers. They will be able to feed their thoughts about you taking their subject at Key Stage 4 into the process.

You, and your parents/carers, will also receive an invitation to an **Options Meeting** with a senior member of staff to discuss and finalise your choices. You should bring this booklet with the back page filled in with your draft option choices.

As our aim is to ensure that each Freman College student reaches their potential we may identify changes that need to be made to your choice of courses; these will be discussed with you at the Options Meeting

Once you have made your final choices it will **not be possible to change your mind** because students' choices feed into our decisions about class numbers and staff recruitment.

KEY DATES	What	Where
11 th February	Key Stage 4 Options Evening	Hall – brief talk Other classrooms – meet teachers
12 th February	SchoolCloud opens for booking Consultation Evening appointments	
26 th February and 3 rd March	Consultation Evenings	Online
9 th March – 13 th March	Options Meeting to confirm your choices	HCC

M. New
Assistant Headteacher

WHAT WILL YOU STUDY?

Compulsory subjects

Some subjects are taken by everyone. The information about them in the next few pages is for you to understand more about them, rather than to help with the decision-making process.

The following subjects are compulsory:

English
English Literature
Mathematics
Science
Physical Education: non-examined
Personal, Social, Health, Citizenship and Religious Education: non-examined

It is also compulsory for all students to study at least one of Geography/History.

Optional subjects

You have a wide range of courses from which to choose. Most, but not all, lead to a GCSE qualification. (The Cambridge National qualifications are explained on page 5 and on the appropriate subject pages. They are of equivalent value to GCSEs.)

These subjects are optional:

Art	History
Business	ICT (Cambridge National)
Child Development (Cambridge National)	Latin
Computer Science	Music
Design Technology	PE (GCSE)
Drama	Photography
Food Preparation and Nutrition	Religious Studies
French	Sports Studies (Cambridge National)
Geography	

We hope to run all of these courses. However, in the unlikely event that a course is undersubscribed it may be withdrawn. Course details contained within this booklet are subject to change.

Students will end up studying **four** subjects from the list of optional subjects on page 3 but it is necessary for you to pick **six** choices. This is because whilst we will try hard to match all students with their top choices it may not always be possible.

With this in mind, it is very important that you put your choices into rank order on your Draft Option Choices Form which is on page 30. (Choice number one will be the subject that you want to study most. Choice two will be your second favourite etc.)

A few rules apply to the combinations of subjects that you can choose; note these carefully.

- You **must** choose one or more of: Geography/History, in your top four.
- You **may not** choose Art **and** Photography
- You **may not** choose Design Technology **and** Food Preparation
- You may not choose PE GCSE **and** Sport Studies
- If you are interested in Computer Science and you are not in Maths sets 1 or 2, email Mr Hamilton. See page 16.
- If you would like to choose Latin, you must have studied it in Year 9.



**DECIDING WHICH DIRECTION TO TAKE
CAN BE CONFUSING**

HOW WILL YOU DECIDE?

In general, it's best to choose subjects that you enjoy and are good at. Try to keep a balance of different types of subjects and consider any career plans that you may already have. It's worth bearing in mind, though, that most students change their career plans quite often, so making option choices based strongly on current plans could be unwise.

Avoid choosing subjects because your friends want to take them; it's *your* future after all. You may well be in a different class anyway! Also don't base choices on whether you like the teacher, as he/she may not be teaching the I Year class that you would be in.

Seek and take advice from parents/carers, other students and any other source that you wish but always remember that it's *you* that will be sitting in the classrooms for two years so make sure that *you* are happy with the final decisions.

QUALIFICATIONS OVERVIEW

GCSE

- Set by various Examinations Boards
- Assessed via exams and, in some subjects, coursework - see individual subject entries for details
- Ideal preparation for Advanced Level studies

Cambridge Nationals

- Develop practical skills relevant to the workplace
- Recognised by employers and Colleges
- Shorter written exams and continual ongoing assessment requires commitment throughout the course.
- Equivalent value to GCSEs

Cambridge Nationals

These are vocational qualifications that develop skills, knowledge and understanding relevant to the workplace. Students and parents/carers should be reassured that all of the vocational qualifications running at Freman College are on the Government's approved list of 'High Quality' courses. They are and will be highly regarded.

ENGLISH LANGUAGE

Aims of the Course

This skills-based course encourages students to develop the ability to communicate clearly, accurately and effectively in both speech and writing. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation and develop a personal style and an awareness of the audience being addressed.

Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. The course places significant focus on the students' ability to sustain close reading of challenging texts. Synthesis, inference and close analysis of the choices and effects of language will be required, and students will be expected to employ appropriate terminology in their exploration of texts.

Content

Reading

Students will be assessed on their ability to read, with good understanding, a wide range of texts from the 19th, 20th and 21st centuries including literary non-fiction as well as fiction. They will evaluate texts critically, making comparisons between them and will be able to summarise and synthesise information or ideas from a range of sources.

Writing

Students will be assessed on their ability to write effectively for different purposes and audiences and to describe, narrate, explain, instruct, give and respond to information, and argue in their texts. They will select appropriate vocabulary and employ grammar, form, and structural and organisational features appropriately, to reflect audience, purpose and context.

Speaking and Listening

Students will be assessed for their ability to present ideas effectively in spoken presentations and will also respond to questions and feedback verbally using Standard English appropriately.

Assessment

100% of the qualification is assessed by two written examinations with 20% of those marks allocated to technical accuracy. Speaking and Listening will not contribute to the overall grade awarded.

Beyond the E Year

English Language is a highly valued qualification, sought by employers and educational institutions alike, as it signals a student's capacity for effective communication.

Head of Department

Mrs C Callow

ENGLISH LITERATURE

Aims of the Course

This skills-based course encourages students to develop an appreciation of literature across poetry, prose and dramatic genres. They will be presented with texts from a range of historical periods and will employ an increasing range of analytical skills to explore language, ideas and the writers' craft.

The course is taught alongside the English Language specification, and all students will be entered for both qualifications.

Content

Students will explore aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied. They will identify themes and be able to support their views by close reference to textual details. They will understand writers' social, historical and cultural contexts and will use these to inform their interpretation of the texts and they will make comparisons across texts and genres. Students will explore Literature using a wide range of literary terminology and accurate spelling, punctuation and grammar.

Students will be assessed on a text by Shakespeare and a 19th century novel as well as a more modern drama and prose work. They will study an anthology of poetry and will also develop skills in unseen poetry analysis.

Assessment

100% of the qualification is assessed by two written examinations.

Beyond the E Year

English Literature is a very challenging and rewarding qualification, which requires significant quantities of reading both within and beyond school. It is highly valued by employers and educational institutions alike, as it develops analytical skills and the ability to present information in sophisticated written formats.

Head of Department

Mrs C Callow

MATHEMATICS

Aims of the course

The course builds on and extends the skills the students have already learnt. The course provides preparation for the use of mathematics in the workplace, at home and in a variety of different subjects.

Content

The course is divided into the six strands: Number, Algebra, Ratio and Proportion, Geometry and Measures and Probability and Statistics.

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

Assessment

The course is assessed via exam only.

Beyond the E Year

Mathematics can be studied at AS and A2 levels and, for the very able students, we also offer Further Mathematics. In Freman College both these options are very popular.

Mathematics is also used in other subjects, and it is necessary to achieve a good GCSE grade to succeed in these courses.

Further Information

Students are internally assessed each half-term in the I Year and awarded a GCSE grade in the same way they have been in the A Year. These assessments are used to identify any movement that may be needed between sets, 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 between Foundation (Grades 1-5) and Higher (Grades 4-9).

Students are placed into one of 5 classes: sets 1, 2 and 3 and two equivalent mixed ability classes. Setting is by ability based on previous performance and is consistently reviewed throughout I and E year.

The top sets in E Year are also offered the opportunity to take the Additional Mathematics FSMQ (Free Standing Maths Qualification.)

Students will need a Casio fx-83GTCW Scientific calculator and will be expected to bring it to every lesson. It is imperative students have this model of calculator and not just any scientific calculator.

Head of Department

Mr A Maguire

SCIENCE

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 study the content of the Combined Science course in Year 10.

COMBINED SCIENCE		
Biology:	Chemistry:	Physics:
Overarching concepts	Overarching concepts	Overarching concepts
Cells & Control	States of matter	Waves
Genetics	Methods of separating and purifying substances	Light and the electromagnetic spectrum
Natural selection and genetic modification	Acids	Radioactivity
Health disease and development of medicines	Obtaining and using metals	Energy – forces doing work
Plant structures and their functions	Electrolytic processes	Forces and their effects
Animal coordination, control and homeostasis	Reversible reactions and equilibria	Electricity and circuits
Exchange and transport in animals	Groups 1, 7 and 0	Magnetism and the motor effect
Ecosystems and material cycles	Rates of reaction	Electromagnetic induction
	Fuels	Particle Model
	Heat energy changes in chemical reactions	Forces and matter
	Earth and atmospheric science	

In Year 11, some students will study Science for two extra hours per cycle. This would lead to GCSE qualifications in three Separate Sciences: Biology, Chemistry and Physics. All three Sciences have to be studied.

Science staff will decide whether students should follow the Combined Sciences or Separate Sciences course from the end of year 10. Staff will then keep students' progress under review to ensure that all students are on the right courses; changes will be made if it would be in a student's interest.

EXTRA TOPICS COVERED FOR SEPARATE SCIENCES		
Biology:	Chemistry:	Physics:
The existing Topics are covered in more depth	Transition metals, alloys and corrosion	The existing Topics are covered in more depth plus
	Qualitative analysis	Astronomy
	Dynamic equilibria, calculations	Static electricity
	Chemical cells and fuel cells	
	Qualitative analysis: tests for ions	
	Hydrocarbons	
	Polymers	
	Alcohols and carboxylic acids	
	Bulk and surface properties of matter including nanoparticles	

Assessment

Science is assessed entirely by examinations at the end of the E Year.

All students will sit six exams: two in each of Biology, Chemistry and Physics.

For students on the Combined Science course, the exams will each be 1 hr 10 minutes long.

For students on the Separate Sciences courses, the exams will each be 1 hr 45 minutes long.

Beyond Year 11

The study of Biology, Chemistry and Physics at GCSE is considered preferable for continuing with the sciences at A level due to the extra material covered, although entry from Combined Science is possible.

The study of Combined Science is sufficient for students wishing to pursue courses in Psychology or Physical Education at A Level.

(Detailed entry requirements onto A Level courses will be given during the E Year.)

Other Details

Science staff will be available to discuss students' current attainment, their potential and further details of the GCSE courses at the Consultation Evenings.

Head of Department

Ms H Stenning

PHYSICAL EDUCATION

Non-examined

Aims of 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 national courses and higher learning A Level courses

Through PE, teachers will:

- Model a positive attitude to sports and physical activity;
- Encourage active participation and engagement in a range of physical activities;
- Seek and embrace opportunities for their own CPD;
- Plan and lead a range of regular sporting clubs or other physical activities;
- Seek and plan events where students can perform or compete;
- Celebrate students' success and personal achievements in sports and physical activity.

Competition

We aim to give all students the opportunity to experience competitive sport by planning and participating in regular school-based events in the District and within school via inter-house events. .

Head of Department

Mr A Gilligan

PSHCRE

Non-examined

Our PSHCRE programme is not delivered through separate PSHCRE lessons. We use a combination of two methods to ensure that we cover all of the necessary knowledge, skills and understanding. These are:

- special *PSHCRE Days*, like those which you have experienced in the A year.
- through tutor sessions and your other subjects – we have identified exactly which subjects will deliver which parts of the PSHCRE programme.

There is a huge range of topics that you will cover. These include:

- | | |
|--|---|
| <ul style="list-style-type: none">• careers education• work-related learning• enterprise• managing money• relationships and sex education• self esteem• politics• playing an active role in society | <ul style="list-style-type: none">• respect and understanding of others• human rights• injustice, inequalities and discrimination• ethical issue• personal wellbeing and health• mental health |
|--|---|

We hope that all students will value the PSHCRE programme. It will enable you to develop as an individual and as a member of communities, from local to global, that you will be able to shape in the future.



ART

Aims of the Course

The syllabus aims to give you opportunities to develop:

- Practical skills to enable more advanced creativity and expression;
- Independent investigation and analytical skills;
- Cultural knowledge, and understanding of art, design, media and technology;
- Self-confidence, perseverance, self-discipline and commitment.

Content

The course consists of a unit of coursework (worth 60%) and an exam unit (worth 40%). Students follow a structured approach which enables them to broaden and improve their skills and subject knowledge. A number of approaches and materials are used within the areas of painting, drawing, sculpture and printing. Work is mainly in a sketchbook and done from observation, along with the study of the work of a number of artists, movements and cultures. Projects culminate in a major 'finished piece'.

Controlled Assessment

The course ends with an externally set assignment, which begins with a 'starting point' set by the exam board, then follows the same structure as earlier coursework projects, culminating in a 10 hour long final piece under examination conditions.

Beyond the E Year

The course provides a natural path onto A level Fine Art or A level Photography, both of which continue the practices started at GCSE in terms of skills, knowledge and project structure.

Other Details

We take students to London to visit a major gallery in the E year in order to give them valuable first-hand experience of major works of art. Students should also be willing to visit galleries independently whenever possible. It is also expected that students will take responsibility for collecting resources, taking photographs, and for being highly organised in and out of lessons.

Head of Department

Mr C Moody

BUSINESS

**Do you see yourself as the next Lord Sugar?
Are you interested in starting your own business one day?**



Aims of the Course

The syllabus aims to give you:

- the ability to understand business concepts, business objectives and contemporary business issues;
- the opportunity to develop as an enterprising individual;
- knowledge of the world of both small enterprises and large

multinationals;

- skills in using and handling quantitative data;
- skills in problem-solving and decision-making;
- skills in extended written analysis and evaluation.

You do **not** need to have studied A Year Finance to choose Business as a GCSE.

Content

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

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

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

Beyond the E Year

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.

Head of Department

Ms L Clarke and Mrs L Hunter

CHILD DEVELOPMENT

OCR Level 1/2 Cambridge National Certificate

Aims of the Course

This qualification is for students who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements.

Content

All students will study three topics as follows:

1. Health and well-being for child development

Students will develop the essential knowledge and understanding in child development: reproduction, parental responsibility, ante-natal care, birth, post-natal checks, post-natal provision, conditions for development, childhood illnesses and child safety.

2. Understand the equipment and nutritional needs of children from birth to five years

Students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and will investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes.

3. Physical, intellectual and social developmental norms from one to five years

In the third topic of study students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms. Researching, planning, observing and evaluating skills are essential.

Assessment

Unit 1 is assessed via examination. It is worth 40% of the total.

Units 2 and 3 are assessed via research tasks completed during lessons and at home and will involve observation of a child 0-5 years of age.

Beyond Year 11

The course will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.

Head of Department

Mrs Z Smith

COMPUTER SCIENCE

Aims of the Course

This qualification 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.

Learners will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. However, this course will give them an insight into what goes on behind the scenes. It is a practical subject with strong links to Mathematics and Science, and therefore generally appeals to students who enjoy these subjects.

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

Throughout the course students will be developing their programming skills which are becoming increasingly useful in a wide variety of roles in industry. The ability to solve problems is key when developing programs, this is a transferable skill that can be put to good use in many areas of work and life in general.

Assessment

Two written exams in the Summer of Examination Year. Please note that students must complete a programming project however this will not contribute to the overall mark.

Further Details

This GCSE can only be chosen by students who are in Maths sets 1 or 2, Other students may, occasionally, be allowed to take the course but must email Mr Hamilton with a brief explanation of why they are interested in the course, before their consultation evening appointment with their ICT teacher.

Head of Department

Mr W Hamilton

DESIGN TECHNOLOGY

Aims of the Course

GCSE Design and Technology with material category Timbers covers a wide range of activities based on designing and making products using materials such as wood, metal and plastics. As well as learning hand skills, you will use a range of industrial processes. Over the course of two years you will develop a whole range of creative designing and making skills, technical knowledge and understanding relating to D&T and invaluable transferable skills such as problem solving and time management.

Content

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

- Project 1: Making a detailed pine storage unit incorporating fine woodworking joints; you will then test and evaluate your work.
- Project 2: Making a cabinet using more complicated joints and techniques, such as the addition of multiple sliding doors and applying a suitable finish. This could lead to an extension task of manufacturing a carriage clock, with students using the skills learnt in the last two projects to develop their own product. This is completed before the 1 year exam.
- Project 3: MP3 amplifier and housing unit. Manufacture from students' class designs.
- Project 4: Side table/coffee table involving CAD to produce working drawings and execute the student's plan.
- Project 5: Combining wood, metal and plastic, to create a personal product. Throughout the project, theory will be covered to aid your understanding.

Controlled Assessment – Two Components

Component 1 (Final Exam 1F)	Component 2
Section A: Core. Knowledge and Understanding of D&T across all materials and trends. Section B: Material Category Timbers.	Creative Design and Make Activities Students undertake a rigorous project-based challenge 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, work on the final (major) project takes place (component 2). This is submitted to the board for moderation. At the end of 3 terms the student produces a 25 page A3 folder of work, together with a resistant materials product. Students demonstrate their designing skills and communicate theoretical knowledge about materials and processes, as well as design-related issues such as consumerism and the environment. Students are given verbal and written feedback throughout the course and are guided towards raising their skills levels. Copies of the marking criteria for the coursework and written papers are given out, and fully explained to students in order to help them reach their full potential. Students are also shown the importance of being able to mark their own work and justify any marks awarded, while relating this to their target grade.

Beyond the E Year

Many students have enjoyed studying GCSE D&T so much that they go on to study A Level 3D Product Design. This can then lead to a university course based on engineering or design.

Other Details

With a solid framework of Computer Aided Design introduced to students, manufacture on Computer Numerically Controlled machines and 3D Printers is a true reflection of industry.

Head of Department

Mr S P Malone

DRAMA

Aims of the Course

GCSE Drama encourages learners to:

- develop as creative, collaborative and reflective individuals, who can make informed choices during both rehearsals and performance
- consider and explore the impact of social, historical and cultural influences on drama texts and activities
- reflect on and evaluate their own work and the work of others.
- develop and demonstrate competence in a range of practical, creative and performance skills

Content and Assessment

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

Component	What is assessed?	How is it assessed?
1. Devising Theatre (practical/written)	<p>You will create your own piece of devised drama in response to a stimulus (picture, song, quote) in the style of a theatre practitioner (Brecht).</p> <p>You may contribute as either a performer or designer (sound or costume).</p> <p>You will analyse and evaluate your own work through written coursework.</p>	<p>Non-exam assessment:</p> <ul style="list-style-type: none"> • Devised performance (15 marks) • Written portfolio (30 marks - coursework) <p>Post-performance evaluation (15 marks – controlled assessment) (Assessed internally, moderated by Eduqas)</p> <p>40% of GCSE.</p>
2. Performing from a Text (practical)	<p>You will study and perform two extracts from one play.</p> <p>You can be assessed on either acting or design (sound or costume).</p>	<p>Non-exam assessment:</p> <ul style="list-style-type: none"> • Scripted performance (20 marks) <p>(Assessed by a visiting examiner from Eduqas)</p> <p>20% of GCSE.</p>
3. Interpreting Theatre (written)	<p>You will be assessed on your understanding of how drama and theatre is developed.</p> <p>You will study and practically explore one set text as an actor, designer and director. You will also explore the play's context and original staging.</p> <p>You will analyse and evaluate live theatre from theatre trips throughout your GCSE course.</p>	<p>1 hour, 30-minute written exam</p> <p>Section A: A series of questions on the set text you have studied.</p> <p>Section B: Analysis and evaluation of a live theatre performance seen during your GCSE course.</p> <p>40% of GCSE.</p>

Beyond the E Year

GCSE Drama prepares students excellently for a wide variety of careers. The course not only provides students with performance skills, but also develops a range of skills required for multiple jobs such as: teamwork, communication, collaboration, directing, devising and working to deadlines. Whilst many students do go on to take A Level Drama or further performing arts qualifications, all students value the sheer range of skills that GCSE Drama provides when they reach post-16 education, the workplace and beyond.

Other Details

Due to the collaborative nature of the course students must be prepared to attend extra-curricular rehearsals and to work as part of a group. Students must have an excellent college attendance record and will be required to attend compulsory theatre trips (usually in London or Cambridge).

Head of Department

Ms K Wallace

FOOD PREPARATION AND NUTRITION

Aims of Course

By studying Food Preparation and Nutrition students will:

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

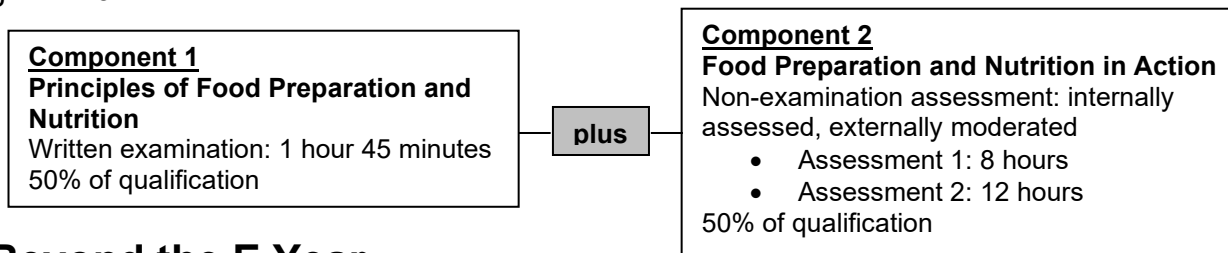
Content

The lessons are a mixture of practical and investigative work which support theory in the following areas:

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

Controlled Assessment

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



Beyond the E Year

Students who have enjoyed this course would suit a career in Food, Food Science, Nutrition or Catering. There are opportunities for college courses in Catering and also Science based A levels to go on to do Food Science or Nutrition at university.

Other Details

This course will involve a large proportion of the learning done through practical-based tasks and making individual dishes. Students are expected to provide ingredients and suitable dishes. As well as this there is also a large focus on theory and the written exam so students should expect to have to research and complete written reports to support their practical work.

Head of Department

Mrs S Malone

FRENCH

Aims of the Course

This course will help you develop your understanding and use of French, in a range of contexts, and will give you a better appreciation of life in countries where French is spoken.

Content

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

Exams

You will be examined in Reading (including translation into English), Listening (including dictation) and Writing (including translation into French). The oral exam includes conversation, reading aloud, role play and a picture-based task.

Trip

Together with the History department, we offer a First World War Battlefields trip to our Year 10s. Those doing French and History will have priority.

Why study a language?

Learning languages allows you to:

- Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, be confident about speaking in public, use problem solving strategies and write coherently
- Add an international dimension to your choice of GCSE subjects, which is something many employers and higher education providers want
- Being a linguist makes you stand out and feel you have a talent
- Have greater opportunities to work and/or study abroad, or work for companies in the UK with international links
- (Graduate jobs: Best languages to study; Telegraph). According to this survey, French was consistently ranked in the top two languages to study to get a job.

Head of Department

Mr I Driscoll

GEOGRAPHY

Aims of the Course

Geography is a subject, which promotes a lifelong interest in how the world works. In GCSE Geography, students study physical and human processes and places, the connections between people and their environments, as well as developing their map, fieldwork and geographical skills (including cartographic, numerical and statistical skills). We follow the OCR B GCSE Specification. Geography 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. Topics include:

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.

Assessment

Our Natural World (Examines the physical geography topics, including fieldwork and other geographical skills)	1 hour 30 minutes	35%
People and Society (Examines the human geography topics, including fieldwork and other geographical skills)	1 hour 30minutes	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%

Useful resources

We will use a range of textbooks and resources throughout the course. Students will be provided with the appropriate textbooks during the course and a revision guide will be available. An excellent web site that we recommend to all GCSE students is:

<http://www.bbc.co.uk/schools/gcsebitesize/geography/>

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 or other social and physical sciences into the Sixth Form and beyond.

Head of Department

Ms J Cadman

HISTORY

Aims of the Course

The specification aims to give you opportunities to:

- gain knowledge and understanding of selected periods and/or aspects of history, exploring the significance of historical events, people, changes and issues;
- use historical sources critically in their context, recording significant information and reaching conclusions;
- develop an understanding of how the past has been represented and interpreted;
- organise and communicate your knowledge and understanding of history.

Content

You will study and investigate the following topics:

- Medicine in Britain, c1250-present
- Weimar and Nazi Germany, 1918-39
- The American West, c1835-c1895
- The British sector of the Western Front, 1914-18. Injuries, treatment and the trenches
- Elizabethan England, 1558-1588

Beyond the E Year

GCSE History is excellent preparation for A level History courses. History is a highly regarded exam qualification and supports a variety of occupations. It enables students to think logically and to sift and analyse information. It also encourages students to use a range of evidence to support or challenge a historical view.

Other Details

We recommend visits to the Imperial War Museum, the Science Museum and the Old Operating Theatre at London Bridge. You will be assessed at the end of the course and will be given a comprehensive revision guide and a set of past papers. History is a challenging but enjoyable subject.

Head of Department

Mr M Trapmore

ICT – CREATIVE iMEDIA

OCR Level 1/2 Cambridge National Certificate

Aims of the Course

This vocational qualification develops knowledge and practical skills in the creation of digital media products. Digital Media is a key part of everyday lives and vital to the UK economy and this qualification will develop and practice ICT media skills needed to design, plan, create and review digital media products which are fit for purpose and audience requirements.

Students will understand and apply the fundamental principles and concepts of digital media including factors that influence product design, develop learning and practical skills that can be applied to real-life contexts and work situations, think creatively and critically, develop independence and confidence in using skills relevant to the digital industry and more widely.

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

1. Creative iMedia in the media industry (exam 40%)

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 25%)

Learn to 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 35%)

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 computers and software within college, it is advised they have access to additional internet sources outside the college. This will enable students to access their Fremantle college e-mail account and Office365, where they can access resources, carry out additional independent research and communicate with the teacher.

Head of Department

Miss T Brown

Aims of the Course

The course aims to continue the approach taken in the A Year. You will:

- develop language skills, so you can read longer passages of Latin and respond personally to original Latin literature;
- Investigate a wide range of Roman civilisation topics, developing your analytical skills and your response to primary evidence.

Content

The language work will continue to follow the adventures of Sabina and her friends from The Subura, allowing you to develop your understanding and knowledge of Latin grammar and vocabulary.

The Roman civilisation topics for study are:

- Roman slavery: how did people become slaves, what kind of lives did they live, how could they become free, and what kind of lives would they have then.
- The City of Rome (its most famous buildings, including the Circus Maximus, aqueducts, temples, houses... all you need to know about the biggest ancient city)
- Leisure and entertainment (gladiators, animal fights, the theatre, chariot racing)
- The Roman empire and its army
- Roman Britain

The study of Roman literature will enable you to respond to, and discuss, a wide range of topics such as:

- Roman heroes and Roman villains
- Dining Roman style
- Mythological Stories
- The life and death of Emperor Nero
- Political hatred and plots

Beyond the E Year

The course will provide you with a very broad range of skills (linguistic, literary and historical) which are highly regarded by universities and employers alike.

Head of Department

Dr S Aguilar

MUSIC

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 three components:

1. **Performing (30%)** – students will record 2 performances, a solo piece and an ensemble piece, together totalling no less than 4 minutes long.
2. **Composing (30%)** – 2 compositions, one set to a brief and one of the student's choice, together they must total no less than 3 minutes.
3. **Appraising (40%)** – 4 Areas of Study, tested in an examination.

Areas of Study

Area of Study	Topics
The Concerto	Baroque, Classical and Romantic Eras
Rhythms of the World	Samba, African drumming, Bhangra, Indian classical music, Israel and Palestinian folk music, Greek Folk music
Film Music	Film music by a range of composers and in different styles
Popular Music	Rock 'n' Roll, Rock and Pop ballads, Music Technology

Work during the course

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

Listening Examination

In the exam, students will be asked questions about several short extracts of music. The questions will feature the pieces listed above and also some related unprepared pieces. The ability to read and understand music notation will be vital to this course, and students wanting to take music need to be aware of this.

Useful Resources

- Teoria (Website), Rhinegold Step Up to GCSE.

Further information

Practical skills are vital to the success of the course and students should have, or be prepared to acquire, instrumental or vocal skills to at least Grade 2 ABRSM before choosing this course. To support students in their GCSE music performances we strongly recommend they organise a 20-minute individual weekly instrumental lesson. There are many instruments, including voice, taught by peripatetic music teachers at Freman College during the college day – please email if interested. If your son/daughter would like to study music to GCSE but the cost may be prohibitive, please contact finance@freman.org.uk in confidence. Good quality individual and group lessons are also available outside of College from a variety of providers – please email if interested.

There are also numerous associated extra-curricular ensembles run in the department that are expected to be supported by the GCSE classes; past experience shows that students that get involved in extra-curricular music tend to get significantly better results for GCSE Music than those that don't, irrespective of whether they have or have had music lessons or not.

Head of Department

Mr L Barclay

GCSE PE

Aims of the Course

In addition to core Physical Education, students may wish to study PE at Key Stage 4 as an option subject. This option would be ideal for students that have a keen interest in sports, fitness and the science behind the athlete. The ideal candidate should be involved in competitive sport either in school or outside of school. You should be interested in current affairs around the sporting world and have an interest in sciences, in particular Biology and Physics.

Content

The content of the course is varied and breaks down into 7 units;

- | | |
|-----------------------------------|------------------------------|
| 1. Applied anatomy and physiology | 2. Movement analysis |
| 3. Physical training | 4. Use of data |
| 5. Sports psychology | 6. Socio-cultural influences |
| 7. Health, fitness and wellbeing | |

Assessment

Paper 1: The human body and movement in physical activity and sport

How it's assessed • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE Questions •

Paper 2: Socio-cultural influences and well-being in physical activity and sport

How it's assessed • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE Questions •

Non-exam assessment: Practical performance in physical activity and sport

What's assessed • Practical performance 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). • Analysis and evaluation of performance to bring about improvement in one activity.

How it's assessed • Assessed by teachers • Moderated by AQA • 100 marks • 40% of GCSE Questions

Beyond the E Year

GCSE PE is the perfect option if you are looking at taking A Level PE or Cambridge Technical Sport at key stage 5. Career pathways include various coaching, physiotherapy roles, nutritionist, journalism, official, health promoter, events manager alongside the common routes into Personal Training, teaching and diagnostics work.

Other Details

Recommended reading • Running Like a Girl- Alexandra Hemmings • Dare to Tri- Louise Minchin • Unstoppable- Maria Sharapova • Faster Than Lightning- Usain Bolt • Leap- Geva Mentor

Head of Department

Mr A Gilligan

PHOTOGRAPHY

Aims of the Course

The syllabus aims to give you opportunities to develop:

- Practical skills to enable more advanced creativity and expression;
- Independent investigation and analytical skills;
- Cultural knowledge, and understanding of photography, design, media and technology;
- Self-confidence, perseverance, self-discipline and commitment.

Content

There are many skills, techniques, materials, processes and concepts that are essential to all areas of study in Photography. These include:

- the use of formal elements to communicate a variety of approaches
- the camera and its functions, including depth of field, shutter speed, focal points and viewpoints
- the application of observational skills to record from sources and communicate ideas
- the effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media
- the use of digital and/or non-digital applications.

Students will need to demonstrate theoretical and practical understanding of the above and of the work of professional photographers.

Assessment

The course consists of a unit of coursework (worth 60%) and an exam unit (worth 40%).

Students must complete a Personal Portfolio of work based on theme(s) e.g. Documentary photography; Studio photography.

The course ends with an externally set assignment, which begins with a 'starting point' set by the exam board, then follows the same structure as earlier coursework projects, culminating in a 10 hour long final piece under examination conditions.

Beyond Year 11

The course provides a natural path onto A level Photography, which continues the practices started at GCSE in terms of skills, knowledge and project structure.

Head of Department

Mr C Moody

RELIGIOUS STUDIES

Aims of the course

The syllabus aims to give you opportunities to:

- study religious responses to fundamental questions of life;
- develop an interest in religion and its relation to the wider world;
- express personal responses to current ethical issues;
- understand the spiritual aspects of human life.

Content

The examination consists of two external papers:

- The study of religion.
In this paper we will examine the key beliefs, teachings and practices of Christianity and Hinduism.
- Thematic studies in religion.
In this paper we will study philosophical and ethical arguments and their impact and influence in the modern world.

Beyond the E Year

Religious studies is a useful preparation for the subject at A level as well as for other Humanities subjects. It is a highly respected exam qualification, which is valued in various occupations and areas of life.

Head of Department

Mr N Loynes

SPORTS STUDIES

OCR Level 1/2 Cambridge National Certificate

Aims of the Course

The Cambridge National qualifications is a course that will develop students' knowledge, skills and understanding of different aspects of the sports industry through theory and practical lessons.

Sports Studies contains a mix of theory and practical element to the curriculum. Due to the nature of the topics, students should have a keen interest and enthusiasm for sport. The weighting of this course is in favour of coursework, which means there will need to be a lot of independent work done out of the classroom to ensure you meet the deadlines

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

Content - Students will study 3 Units:

1. Contemporary issues in Sport

Includes topics on participation, values, national governing bodies, major events and technology in sport.

How is it assessed: external written exam 40% of the course

2. Performance and Leadership in Sport

Includes assessment of practical ability in two sports and as sports leader. It requires weekly participation of two sports for at least a full term.

How is it assessed: coursework 40% of the course

3. Increasing awareness of Outdoor and Adventurous Activities

Includes assessment of skills in an outdoor activity

How is it assessed: coursework 20% of the course

Assessment

Students will be assessed through the completion of the coursework assignments within each unit. However, the coursework may take a variety of methods including practical performances evaluation of performances, and session plans, as well as written PowerPoints and reports. One third of the assessment is performance in two sporting activities therefore students should be willing and able to participate in a high level of practical lessons as well as extra-curricular clubs.

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

Beyond the E Year

Sports studies is the perfect option if you are looking at taking A Level PE or Cambridge Technical Sport at key stage 5. Career pathways include various coaching, physiotherapy roles, nutritionist, journalism, official, health promoter, events manager alongside the common routeways into Personal Training, teaching and diagnostics work.

Head of Department

Mr A Gilligan

WHAT YOU NEED TO DO

This page of the booklet is a reminder of what you need to do:

Use all of the information that is available (from this booklet, the options evening, consultation evenings and elsewhere) to make **six** choices of subjects that you would like to study.

Work out your priority order i.e. the subject that you want most is choice 1 etc

Remember that you will only end up studying four of these choices. Hopefully this will be your top four but if not, we hope that all students will be able to study four of their top six choices.

N.B. It is impossible to predict which subjects will be particularly popular; this varies each year so make sure that your priority order really matches which subjects you would like to study.

Remember the six rules:

1. You **must** choose one or more of: Geography/History, in your top four.
2. You **may not** choose Art **and** Photography
3. You **may not** choose Design Technology **and** Food Preparation
4. You may not choose PE GCSE **and** Sport Studies
5. If you are interested in Computer Science and you are not in Maths sets 1 or 2, email Mr Hamilton. See page 16.
6. If you would like to choose Latin, you must have studied it in Year 9.

The deadline for handing in you final Option Form is:

4.00 p.m. on Friday 13th March

IMPORTANT

1. Forms returned late may be at a disadvantage when compared with those returned on time.
2. Once you have made your final choices it will **not be possible to change your mind** because students' choices feed into our decisions about class numbers and staff recruitment.

DRAFT OPTIONS CHOICES

Fill in this table with your draft Option Choices and take this booklet to your Options Meeting.

You will be able to change your mind in your Options Meeting before filling in a final choices form.

DRAFT SUBJECT CHOICES	
Remember to put your favourite as choice 1, second favourite as choice 2 etc.	
CHOICE NUMBER	SUBJECT
1	
2	
3	
4	
5	
6	