



# OPTIONS CHOICES

2020 - 2023



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# Welcome to Frome College



We are delighted to welcome you to Frome College and look forward to working with you and your family.

We are proud to be able to offer such a wide range of GCSE and BTEC subjects, and in this booklet you will read detailed explanations for each subject in our curriculum.

We begin all our examination courses in Year 9 which means there is plenty of time over the three years of KS4 to fully prepare your child for final exams. This is a real strength of our curriculum offer and our exam results have improved year upon year. We firmly believe in ensuring every student's potential is realised here at Frome College.

Our Assistant Principal, Paul Durber, oversees the Curriculum and Options process, and will work closely with your child's future Head of House to ensure the most suitable curriculum has been chosen.

All students will study the core subjects of English, Maths, Science, PSHE and Physical Education but, in addition, new pathways open up through a wide range of subjects. Your job and ours, is to help your child make the right choices to reach their highest potential, and develop the personal skills necessary for success in 21st century society. Our curriculum offers the breadth and flexibility to ensure a suitable career pathway for each and every student, regardless of their academic potential.

The next page features a list of important dates, so please keep this booklet safe over the coming months. There are opportunities to meet with College staff at either the **Options Evening on Thursday 13<sup>th</sup> February 2020 at 5pm**, or at Parents' Evenings where there's lots of support for students and parents. We have a wealth of information on our website – [www.fromecollege.org](http://www.fromecollege.org).

We are all looking forward to working with you.

A handwritten signature in black ink, appearing to be 'ER' with a stylized flourish.

Emma Reynolds  
Principal

# Key Dates for Options Choices

<b>Thursday 13<sup>th</sup> February 2020</b>	<b>Year 8 Options Evening</b> at Frome College, 5 – 7.30pm Details on how to make your Options Choices will be distributed at this event
<b>Thursday 5<sup>th</sup> March 2020</b>	<b>Deadline for submission of online Options Choices form</b>
May 2020	Confirmation of student options following student interview with Head of House

## Year 8 Options Evening

**Thursday 13<sup>th</sup> February 2020, 5 - 7.30pm, Frome College**

Frome College staff will be available to answer questions about what their subject offers and how it is taught. Introductory talks in the Merlin Theatre at 5.30pm and 6pm. This is an opportunity for parents/carers and students to find out more about subjects that are of interest, and to narrow down their decisions on which subjects to choose.

## GCSE Reform

The Government have introduced a programme of GCSE reform, and all GCSEs offered at the College follow this new format. Maths and English were the first subjects to be reformed and will be first examined in Summer 2017. All other subjects have now moved onto the new syllabus content. Key features of the new GCSEs are:

- Graded on a scale 1-9 (9 being the highest), this replaces the current A\* - G grading
- No tiering except in maths, science and MFL. Under the previous system, foundation and higher tier papers were available in many subjects to support students of different abilities
- A fully linear structure, i.e. no modules, no coursework, no controlled assessments, except 10% in science for practical experiments
- Exams are the default method of assessment, 'except where they cannot provide valid assessment of the skills required'
- Increased extended writing with fewer bite sized questions in examinations
- Focus on a knowledge-based curriculum

# The Key Stage 4 (KS4) Curriculum

## What will I study?

EVERYONE studies the core subjects: English (two GCSEs); Maths (one GCSE); Science (up to three GCSEs); and Physical Education.

Everyone has a range of courses to choose from for their KS4 Curriculum. For most students this will mean studying four further GCSE subjects, whilst for others the right decision might mean choosing BTECs as well as GCSEs. For some students we may recommend that they choose fewer GCSE/BTEC options and instead pick up a smaller practical skills-based qualification (equivalent to half a GCSE) available in the Flexible Skills Pathway.

## How will we help you decide?

We will work with our partners in the middle schools to guide you on to a pathway that is most suitable for you. If you have any queries about this, talk to your tutor or get in touch with the College at [options@fromecollege.org](mailto:options@fromecollege.org)

**Remember, these choices will affect you not just for the next three years, but for life - so think carefully, take advice and make the right choices for YOU.**

We are determined to ensure all our learners achieve everything they can. A major part of our guidance process is to make sure all students choose subjects which will maximise their success. We encourage a broad and balanced curriculum but we know that some students might have areas of specialism and we encourage these where appropriate.

We will work with you to ensure you get the best possible curriculum for you. If you need any help, please contact us at [options@fromecollege.org](mailto:options@fromecollege.org).

There are a couple of terms that you may have heard about:

### English Baccalaureate (EBacc)

EBacc is a performance measure, not a qualification. The measure shows where pupils have secured a GCSE grade 4 or above across a core of academic subjects at KS4: English; Maths; the Sciences; History or Geography, and a language.

The EBacc is gaining increasing importance as a performance measure for schools, and the Government has made it clear of their wish for a higher percentage of students study it in the future. Nationally, and at Frome College, around 20-25% of students in Year 11 currently secure the EBacc. We recommend that students who are strong in both humanities and languages consider taking the EBacc.

**Progress 8** captures the progress a pupil makes from the end of primary school (KS2) to the end of KS4. Progress 8 is a type of value-added measure, it will show how the students have performed and the average of all students' progress will create the school's result. This result will be published by all schools in a standard format.

Our pathways to success have been designed to steer students to the most appropriate choices within the compulsory framework of Progress 8.

# Our Pathways to Success

We offer flexible pathways through our curriculum, with a mixture of academic and applied courses. With the help of our colleagues in the middle schools, we will make recommendations about which pathway is best for you. We're always here to talk, though, if you think that the recommendation isn't right for you.

## **Our curriculum offer consists of:**

**Core subjects:** English Language and Literature; Maths; combined Science OR separate Sciences (from year 10); Physical Education; and PSHE - **PLUS...**

**ONE OF:** Computer Science (if Maths scores are high); French; Geography; German; History; or Spanish - **PLUS...**

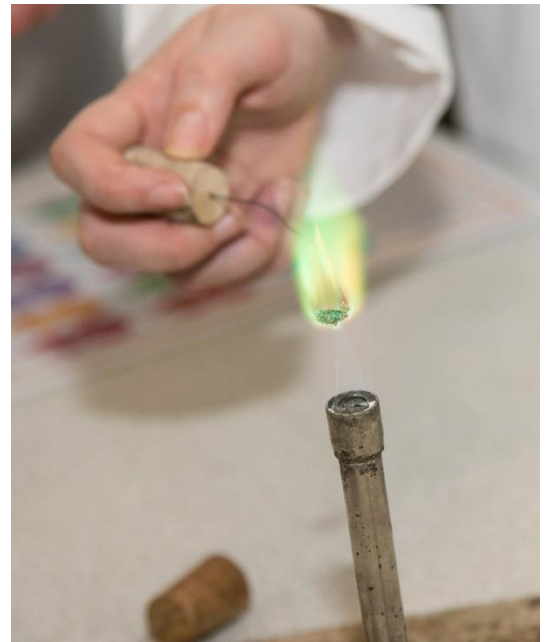
**THREE SUBJECTS FROM:** Art and Design; Business Studies; Children's Play, Learning and Development; Computer Science (if Maths scores are high); Dance; Design and Technology - Metal Based Materials / Textile Based Materials / Timber Based Materials; Drama; Economics; Food Preparation and Nutrition; French; Geography; Grow It, Cook It; Health and Social Care; History; ICT; Media Studies; Music; Photography; Physical Education; Religion and Philosophy; Sociology; Spanish; or Sport.

We will work with students to ensure they make appropriate choices for their Pathway to success. Where appropriate, this Pathway may include literacy or numeracy support, work placements, and specialist learning support package and is designed to be flexible around your needs.

**Options choices should be submitted to the College on the Choices section of our website, which will be available after the Options Evening on Thursday 13<sup>th</sup> February 2020. The deadline for submission of the form is Thursday 5<sup>th</sup> March 2020.**

*Please note that although we would anticipate that all of the options subjects listed will be running in September 2020, this is subject to staff availability and sufficient students selecting each subject and in very rare cases an option may be removed due to insufficient interest.*





## Core Subjects



# English Language and Literature

**Two GCSEs (Grades 9-1)**

## Course information

All students take both AQA English GCSE qualifications. A qualification in English is a requirement at the majority of colleges, universities and employers and Frome College English staff recognise this fact and work hard to ensure the progress of our students.

For **GCSE English Language** you will explore reading a wide range of different texts: non-fiction, literary non-fiction and literary fiction, and writing both fiction and non-fiction.

In addition, there is a speaking and listening assessment, but this acts as an endorsement rather than part of the final grade.

For **GCSE English Literature** you will study a range of texts though the GCSE exam texts, as follows:

19th Century novel	<i>A Christmas Carol</i> by Charles Dickens
A Shakespeare play	<i>The Merchant of Venice</i> by William Shakespeare
A modern text	Most students study <i>The Curious Incident of the Dog in the Night-time</i> (play version) by Simon Stephens and Mark Haddon
Poetry	<i>The AQA Poetry Anthology</i>

Students are expected to memorise parts of each text as well as elements of the social and historical context.

## How will I be assessed?

Each qualification has two exams that are taken at the end of the course.

We know that practice is the best way to improve and gain confidence, therefore we use regular, half-termly, 'mini-assessments' as well as larger scale mock exams.

## Where can it lead?

### Career

- Law - Paralegal/ Crown Prosecutor
- Advertising
- Business
- Teaching
- Media - TV or film producer. Actor. Screenwriter.
- Radio broadcast assistant
- Journalist - newspaper
- Public Relations
- Actor
- Advertising copywriter
- Arts administrator
- Commissioning editor
- Computer games developer
- Digital marketing officer
- Librarian
- Marketing executive
- Radio broadcast assistant
- Sales administrator
- Speech and language therapist
- Vlogger

## Want to know more?

Mr A Schneider  
Head of English Faculty and Assistant Principal  
aschneider@fromecollege.org



# Maths

GCSE (Grades 9-1)

**Core  
subject**

## Course information

The syllabus aims to assess positive achievement at every level of ability specified at GCSE. Topics are taught under the headings of:

- Numbers
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability and statistics

The course has an increased emphasis on problem solving and mathematical reasoning. The Mathematics Team recognise the importance of GCSE mathematics in helping to enhance life chances. A large number of Frome College students go on to study Mathematics A Level or Core Maths AS level in the Sixth Form. The study of Mathematics helps prepare students for jobs involving complex communication and expert thinking. Many post 16 course requirements include a grade 4 or above in Maths.

## How will I be assessed?

Students will sit end of unit assessments regularly throughout the year. They also sit a formal mock at the end of year 9 and 10 and two formal mocks in year 11. The mocks are comprised from real GCSE and papers and increase in difficulty with regard to both content and duration as the years progress.

## Where can it lead?

### Career

- |                            |                            |
|----------------------------|----------------------------|
| • Accountant               | • Insurance claims handler |
| • Air traffic controller   | • Naval architect          |
| • Cryptologist             | • Mechanical engineer      |
| • Dispensing optician      | • Meteorologist            |
| • Electrical engineer      | • Medical researcher       |
| • Environmental specialist | • Stockbroker              |
| • Financial analyst        | • Web developer            |
| • Forensic scientist       |                            |

## Want to know more?

Mr R Cole  
Acting Head of Maths  
RCole@fromecollege.org

Mrs J Cole  
Acting Head of Maths  
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# Science

Up to three GCSEs (Grades 9-1)

**Core  
subject**

## Course information

Science aims to stimulate student's natural curiosity about the world around them. It teaches methods of investigation and enquiry that encourage creative thought. Problem solving, debating and decision making are all key skills that science helps to develop. Scientific discovery is rapidly progressing throughout the world and creating the next generation of successful scientists is essential for our country's future.

### GCSE Combined Science: Trilogy (2 GCSEs)

Most students follow this course. The course is equally divided between Biology, Chemistry and Physics. It explores how scientists acquire data, its reliability and its limitations. Students also look at how fundamental science is to modern society and how it helps both industry and governments when making important decisions. Helping students develop a responsible attitude to our environment is a core aim of the course.

### GCSE Separate Sciences (3 GCSEs)

The most able scientists in each year group will have the opportunity to study additional content leading to individual GCSEs in Biology, Chemistry and Physics. This opportunity provides an ideal foundation for further study in Science Post 16. Separate science students will receive additional science lessons to cover the extra content and have three teachers - a subject specialist for each science. Students are invited to take the triple science course based on their test data from Key Stage 3, internal tests, recommendations from their middle school teachers and if they express an interest in the course. Places on the course are not guaranteed and are subject to the department's discretion; however, we do try to accommodate all requests unless classes are over-subscribed. Students will not be invited onto the separate sciences course until the end of year 9.

## Where can it lead?

### Career

- Aerospace engineer
- Agricultural engineer
- Anaesthetist
- Biochemist
- Biomedical scientist
- Biotechnologist
- Chiropractor
- Clinical psychologist
- Clinical scientist
- Cognitive behavioural therapist
- Cyber Intelligence Officer
- Dentist
- Dietitian
- Forensic psychologist
- Geneticist
- Geoscientist
- GP
- Health visitor
- Medical physicist
- Midwife
- Nurse
- Oceanographer

## Want to know more?

Miss R Childs  
Head of Science  
RChilds@fromecollege.org

# Physical Education

**National Curriculum (Grades 9-1)**

## Course information

Physical Education (PE) is a compulsory part of the National Curriculum and the importance of leading an active and healthy lifestyle cannot be under-estimated in combating the growing level of obesity and coronary heart disease in the UK.

GCSE PE or BTEC Sport are available to select as option subjects in addition to your normal allocation of PE lessons. Throughout Years 10 and 11 the real focus in core PE lessons is on fitness for life and developing your skills in modern and traditional sports.

We aim to provide you with the major 'community' sports that are available locally and we hope that when you leave us you will be interested in continuing.

The emphasis in Year 10 and Year 11 is on your contribution towards a competitive situation with your own age group and the pursuit of individual fitness. Some games require small unit skills and whole team skills, whilst others are singles or doubles games. There may be choices to make in Year 11 between solo/team sports or competitive/fun/self-development activities.

You are expected to provide yourself with the recognised and acceptable College sportswear. It is essential that you bring it to all timetabled lessons and get involved in activities.

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## How will I be assessed?

You will receive regular assessments, noting your progress in the following areas:

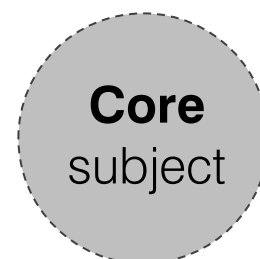
- Practical achievements – skills/understanding/rules of games/coaching/refereeing
- Personal and social skills – co-operation, discipline, provision of kit
- Individual effort and contribution to the success of lessons
- Individual safety

N.B. As well as the Physical Education National Curriculum, you will find lots of extra-curricular activities going on at lunchtimes and after College, as well as representing your House in many of the termly inter-house sporting competitions that take place. For those of you who are keen to succeed, we have a range of College teams such as football, rugby, hockey and badminton. We also encourage and support students to participate in individual sporting activities. If you are keen to pursue any sport (team or individual), please discuss it with a member of the PE Staff.

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## Want to know more?

Mr M Howlett  
Head of Sport and PE  
MHowlett@fromecollege.org



# Core Entitlements

## Course information

**Ethics and Beliefs is a non-examined, statutory subject** that requires students to think deeply on contemporary moral issues. They will be asked to reflect on their own beliefs/ opinions as well as the beliefs and opinions of others with tolerance and respect. This will include people of faith and no faith. The broad themes covered will be as follows;

- Year 9 – Identity & Prejudice
- Year 10 – Matters of Life
- Year 11 – Ethics

**PSHE is a non-examined, statutory subject** that requires students to discuss and reflect on a range of real world issues broadly covered by the following themes;

- Wellbeing – including Mental, Emotional & Physical
- Wider World – including financial literacy, careers & aspirations
- Relationship & Sex Education – including romantic, familial and peer relationships

Further information on both of these courses can be found on the college website, including detailed lesson objectives.

Both of these course are designed to develop our student's awareness and tolerance in a wide range of areas, encouraging them to become well rounded and reflective learners and citizens. Students will have one lesson of each subject per fortnight.

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## How will I be assessed?

This is a non-examined subject so there will be no formal assessments. Within lessons students will be expected to assess the skills they have developed and reflect on their own progress at the end of each topic studied.

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## Want to know more?

Miss J Love  
Subject Leader Religion and Philosophy  
JLove@fromecollege.org

Miss Duncan  
Subject Leader Religion and Philosophy  
KDuncan@fromecollege.org

For Careers – Miss Friend  
Louise.Friend@fromecollege.org



## Your **Option Choices**



# Art and Design

GCSE (Grades 9-1)

## Course information

This is the broadest option within Art. This course combines creativity, imagination and a keen interest in Art with other skills that include drawing, photography, printmaking, 3D and digital work. This course aims to provide the skillset and understanding required for a career in the arts. It is a progression route to other higher level arts courses and provides a framework for a life-long appreciation of the arts.

The course begins with an introduction to a range of practical skills, techniques and processes in response to a project title or brief provided by the teacher. The portfolio comprises one major project, during which students are encouraged to develop a personal response and some smaller, additional units.

## How will I be assessed?

Students are encouraged to research the work of others. They are provided with an opportunity to study art and artefacts first hand and from secondary resources to develop their critical skills.

**Examination** 40%

**Coursework** 60%

The exam is in the form of a four month project, culminating in producing a final outcome in Year 11. However the bulk of the marks are gained from the preparatory period in the sketchbooks during the four months.

## Personal skills and learning styles

**Learning styles** Kinaesthetic and interpersonal

**Attributes** You need to be creative and well-organised, and be capable of good time management. It is a portfolio based qualification and steady consistent working over three years gets results.

Relevant drawing skills are essential. Strong emphasis on independent work/homework.

**Interests** The arts, graphic design, visual culture.

## Where can it lead?

### Academic

- A Level Art and Design

### Applied

- A Level Graphics

### Career

- Graphic Designer
- Interior Designer
- Illustrator
- Fine Art
- Animator
- Architect
- Art Gallery Curator
- Advertising
- Photographer
- Beautician
- Media
- Fashion styling
- Florist

## Want to know more?

Miss E Knibbs  
Subject Leader Art  
EKnibbs@fromecollege.org



# Business Studies

## BTEC Tech award in Enterprise (Equivalent to one GCSE)

### Course information

The business world is made up of an enormous variety of different careers. This course aims to give you an understanding of what being in business is all about. It will help you develop the knowledge, understanding and skills needed when entering employment or to prepare for further study in this sector. The BTEC Tech Award in Enterprise contains three units of study:

#### *Component 1 – Exploring Enterprises*

Enterprises can struggle if they do not carry out market research. It is important for you to develop relevant skills in market research and to analyse and be able to interpret your findings to support your understanding of customers and competitors. You will explore why enterprises are successful, looking at the impact of factors both inside and outside the control of the enterprise, and investigate ways in which situational analysis can be used to support decision making. You will discover how success can be monitored in an SME.

#### *Component 2 – Planning for and pitching an Enterprise Activity*

You will need to take responsibility for creating and then delivering a pitch for your developed idea to an audience using your knowledge of business, and demonstrating entrepreneurial characteristics, qualities and skills. In the final part of the component you will use feedback to review your plan and pitch for the micro-enterprise activity, reflecting on your plan, your pitch and the skills you demonstrated when pitching.

#### *Component 3 – Promotion and Finance for Enterprise*

In this component, you will assess and analyse financial information in an enterprise context to monitor the performance of an enterprise and strategies to improve its performance. You will investigate cash flow forecasts and statements, exploring the effects that positive and negative cash flow can have on an enterprise, and suggesting ways to improve them. You will consider the different elements of the promotional mix in order to be able to identify target markets and put forward strategies that enterprises can use to increase their success in the future.

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### How will I be assessed?

Coursework	60%
Examination	40%

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### Personal skills and learning styles

Learning styles	Linguistic, logical and interpersonal
Attributes	Self-motivated, creative, organised, communication skills, computer skills, diligence, investigatory skills, problem solving, time-management
Interests	Business, enterprise, ICT, being the next Apprentice!

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### Where can it lead?

#### Academic

- A Level Business
- Level 3 Business Studies

#### Applied

- Business and Finance related degrees
- Apprenticeships

#### Career

- Business and office administration
  - Enterprise and entrepreneurship
  - Self-employed/own a business
  - Project Manager
  - Hospitality, Event Planner
  - Marketing, PR, Human Resources
- 

### Want to know more?

Dr. Ruggiero  
Head of Computer Science, Business and IT  
[dana.ruggiero@fromecollege.org](mailto:dana.ruggiero@fromecollege.org)

# Children's Play, Learning and Development

**BTEC Tech Award (Equivalent to one GCSE)**

## Course information

The BTEC is graded Pass, Merit, Distinction and Distinction\*

This course offers students the opportunity to gain an insight into children's play, learning and development, whilst obtaining a work-related qualification. It provides an engaging, robust and broad introduction to the early years sector. Students will gain knowledge, skills and understanding in a meaningful, early years context, allowing learners to understand how the theories of child development can be applied to child care work.

The course is currently under review so specific information has not yet been released.

## How will I be assessed?

Under review at present. There will be one externally examined unit and two internally assessed units.

## Personal skills and learning styles

<b>Learning styles</b>	This style of course will suit students who have a practical and independent approach to learning
<b>Attributes</b>	Well-organised, committed to good time management, personable
<b>Interests</b>	Have a keen interest in children's learning and development. Interested in working in the Child Care Sector

## Where can it lead?

### Academic

- A Level Biology
- A Level Sociology
- A Level Psychology

### Applied

- BTEC Level 3 in Children's Play, Learning and Development

### Career

- Nursery Assistant/ Manager
- Teaching
- Registered Childminder
- Nanny – opportunities abroad and in the UK
- Children's Nursing
- Travel Representative- children's entertainment
- Youth Worker
- Social Work

## Want to know more?

Mrs K Hyde  
Leader for Psychology and Care  
KHyde@fromecollege.org

# Computer Science

GCSE (Grades 9-1)

## Course information

The course is aimed at introducing the most important concepts in computer science today:

- Computer Systems (written exam worth 50% of grade)
- Computational thinking, algorithms and programming (written exam worth 50% of grade)
- Programming Project (non-exam assessment)

**Students wishing to enrol on this course should be expecting to achieve a B grade or higher in Maths.**

## Personal skills and learning styles

**Learning styles** Logical, mathematical, resilient and creative.

**Attributes** You like challenges and you find problem solving fun and tend to think in a very logical way. Faced with a challenge, you don't mind (too much!) if there are setbacks while trying to solve it. You persevere. You are persistent and, of course, you enjoy working with computers!

**Interests** You like problem solving and have a real curiosity about how things work. You take an interest in the more technical aspects of computer systems. You have possibly already started to do some programming at home, just for fun!

## Where can it lead?

### Academic

- A Level Computer Science
- University courses in Computer Science, or related subjects e.g. Game Design

### Applied

- BTEC Nationals in IT

### Career

- Engineering/ commercial electrical engineering
- Computer Aided Design/ Engineering
- Computer Programming
- Engineering
- IT
- Computer Technician
- Project Manager
- Designing new technology - ie phone apps
- Game Design/ Development
- Communications Services
- Cyber Security
- Software Engineer
- Web designer

## Want to know more?

Dr. Ruggiero  
Head of Computer Science, Business and IT  
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# Dance

**BTEC (equivalent to one GCSE)**

## Course information

This course enables students to work on increasing self-confidence and self-esteem. Students will be assessed in three units of work. They will learn how to apply their knowledge, both on their own and as a member of a group, to develop their skills and abilities.

### *Component 1 - Exploring the Performing Arts*

Research the processes involved in choreographing and performing within three dance styles: Jazz, Urban, and Contemporary.

### *Component 2 - Developing skills and techniques in the Performing Arts*

Develop and apply skills and techniques, and renew these for development.

### *Component 3 - Performing to a brief (externally assessed)*

Rehearsing a performance to a specific brief and then reflect upon this process.

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## How will I be assessed?

Examination	40%
Coursework	60%

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## Personal skills and learning styles

Attributes	Enthusiastic and keen, practical, organised, leadership qualities, mature, team player, good level of skill and fitness.
Interests	Dance, theatre and performing arts. Regularly participate in dance-based activities, both in and outside of school.

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## Where can it lead?

### Academic

- A Level PE

### Applied

- Level 3 BTEC 1 or 2 A Level equivalent
- Level 3 Performing Arts

### Career

- Dance Teacher- in secondary school, higher education or children's dance school
- Professional Dancer
- Acting
- Theatre
- Performing Arts
- Choreography
- Dance movement psychotherapist

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## Want to know more?

Miss K Fowler  
Dance Teacher  
KFowler@fromecollege.org

# Design and Technology – Metal Based Materials

GCSE (Grades 9-1)

## Course information

Every country in the world is in need of good quality engineers and this exciting course offers a learning experience that will provide opportunities for students to develop a range of skills and techniques in Metalwork. These include working with a wide variety of materials, developing an understanding of different machining techniques as well as gaining an in depth understanding of how Technology and Engineering affects the world around them.

Students will be undertaking the new Design Technology specification. The course is now 50% exam and 50% non-exam assessment (coursework). Other changes include the amalgamation of all areas of Design Technology into one core subject area.

Students will learn about all the material areas that Design Technology covers as well as the general core values of Design Technology. They will also complete a series of practical and knowledge based assessments showing their skills in handheld, fixed and portable metal working tools. This includes a pipe bender, toy car and other similar metal based projects. Students will learn the skills associated with Technical Drawing both manually and computer generated. In the beginning of June 2019, students will be given their design brief for their major project. This will involve developing their design and making skills. Students will be expected to complete research and design work during the summer holidays. They will then specialise in the theory of metal based products in the second half of Year 11. Students will also need to prepare for their final written exam in Year 11. We would recommend that students have an interest in both Maths and Science.

## How will I be assessed?

### Written exam: 2 hours in Year 11 (100 marks, 50% of GCSE)

The written exam paper will be divided into 3 sections:

- **Section A – Core Technical Principles (20 marks)**  
A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- **Section B – Specialist Technical Principles: Metal based materials (30 marks)**  
Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical metal working principles.
- **Section C – Designing and Making Principles (50 marks)**  
A mixture of short answer and extended response questions including a 12 mark design question.

### GCSE Controlled Assignment to be completed in Year 11 (100 marks, 50% of GCSE)

Coursework: A substantial 'Design and Make' Metals based project set by the exam board: 30–35 hours approx.

Assessment criteria: investigating, designing, making, analysing and evaluating

## Personal skills and learning styles

<b>Learning styles</b>	Kinaesthetic, visual, interpersonal and logical learners
<b>Attributes</b>	Resilient if things go wrong, ability to try to work out problems independently, willing to have a go!
<b>Interests</b>	In Engineering, Maths, Science and Technology

## Where can it lead?

### Academic

- Science
- Physics
- Maths
- Product Design

### Applied

- BTEC Level 2 Certificate in Engineering
- BTEC Level 3 Certificate in Engineering

### Career

- Plumbing
- Engineering (mechanical, electrical, civil, aerospace)
- Vehicle Mechanic

## Want to know more?

Mrs H Smart  
Subject Leader Design & Technology and Food  
HSmart@fromecollege.org

# Design and Technology – Textile Based Materials

**GCSE (Grades 9-1)**

## Course information

Students will be undertaking the new Design Technology specification. The course is now 50% exam and 50% non-exam assessment (coursework). Other changes include the amalgamation of all areas of Design Technology into one core subject area. Students will learn about all the material areas that Design Technology covers as well as the general core values of Design Technology. They will also complete a series of practical and knowledge based assessments showing their skills in handheld, fixed and portable textile tools.

In Year 9 students will create some textile based artefacts. In Year 10 students will undertake a Textiles based project through-out the year but will also undertake a series of focused practical tasks based on the core theory knowledge. This includes work on smart textiles, woven textiles, synthetic and non-synthetic fabrics. Students will also learn about the social and ethical use of Design and Technology and how their design decisions can affect the future of both humanity and the planet. In the beginning of June 2019 students will be given their design brief for their major project. This will involve developing their design and making skills. Students will be expected to complete research and design work during the summer holidays. They will then specialise in the theory of Textile products in the second half of Year 11. Students will also need to prepare for their final written exam in Year 11.

## How will I be assessed?

### Written exam: 2 hours in Year 11 (100 marks, 50% of GCSE)

The written exam paper will be divided into 3 sections:

- **Section A – Core Technical Principles (20 marks)**  
A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- **Section B – Specialist Technical Principles: Textiles (30 marks)**  
Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical textiles principles.
- **Section C – Designing and Making Principles (50 marks)**  
A mixture of short answer and extended response questions including a 12 mark design question.

### GCSE Controlled Assignment to be completed in Year 11 (100 marks, 50% of GCSE)

Coursework: A substantial 'Design and Make' Textiles based project set by the exam board: 30–35 hours approx.

Assessment criteria: investigating, designing, making, analysing and evaluating.

## Personal skills and learning styles

<b>Learning styles</b>	Kinaesthetic, visual, interpersonal. You are a logical learner
<b>Attributes</b>	Resilient if things go wrong, ability to try to work out problems independently, willing to have a go!
<b>Interests</b>	You are interested in Fashion, Textiles, Theatre

## Where can it lead?

### Academic

- Product Design
- 3D Design
- Art
- Textiles

### Applied

- BTEC Level 3 Fashion and Textiles
- BTEC Level 3 Textiles
- Apprenticeship in Textiles Design
- Apprenticeship Fashion

### Career

- Fashion
- Textiles
- Theatre/film (set and costume)

## Want to know more?

Mrs H Smart

Subject Leader Design & Technology and Food

HSmart@fromecollege.org



# Design and Technology – Timber Based Materials

GCSE (Grades 9-1)

## Course information

This course is designed for students who enjoy creating their own imaginative designs and would like to specialise in making usable products in timber based materials. Students will be undertaking the new Design Technology specification. The course is now 50% exam and 50% non-exam assessment (coursework). Other changes include the amalgamation of all areas of Design Technology into one core subject area. Students will learn about all the material areas that Design Technology covers as well as the general core values of Design Technology. They will also complete a series of practical and knowledge based assessments showing their skills in handheld, fixed and portable timber working tools.

The units of work will include:

- Projects that develop your hand and computer aided manufacture skills.
- Analysing and making contemporary products, for example a docking station, storage units and packaging products.
- Completing a 'Design and Make' assignment i.e. a lighting project.

## How will I be assessed?

### Written exam: 2 hours in Year 11 (100 marks, 50% of GCSE)

The written exam paper will be divided into 3 sections:

- **Section A – Core Technical Principles : Timber based materials (20 marks)**  
A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- **Section B – Specialist Technical Principles (30 marks)**  
Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.
- **Section C – Designing and Making Principles (50 marks)**  
A mixture of short answer and extended response questions including a 12 mark design question.

### GCSE Controlled Assignment to be completed in Year 11 (100 marks, 50% of GCSE)

Coursework: A substantial 'Design and Make' project set by the exam board: 30–35 hours approx. Assessment criteria: investigating, designing, making, analysing and evaluating

## Personal skills and learning styles

**Learning styles** Kinaesthetic, creative, intrapersonal and visual

**Attributes** Organisational skills, good management and creative ability with attention to precision and accuracy

**Interests** A career in design or engineering. Drawing ideas and making things

## Where can it lead?

### Academic

- A Level Product Design

### Applied

- Level 3 BTEC courses

### Career

- Architect - designing buildings
- Carpenter - making items out of wood ie furniture
- Joiner - wood work in houses ie roof, doors skirting boards
- Engineering

## Want to know more?

Mr B Newton  
Product Design Teacher  
BNewton@fromecollege.org

# Drama

## GCSE (Grades 9-1)

### Course information

GCSE Drama is an exciting, practical course. If you would like to explore your creative side, enjoy working in groups and studying plays, this is the course for you! You will develop your practical performance and written skills through exploring a range of scripted plays and creating and performing original devised theatre. You will explore complete plays from the perspective of a performer, director and theatre designer, as well as researching stimulating and challenging topics and themes to develop into devised work. You will regularly go to the theatre and evaluate and analyse the live productions.

Drama is explored practically as a whole group; in small groups and as an individual, through work done in class and regular written assignments. This course includes one scripted and one devised practical performance exam, written coursework and a final written exam.

This is an excellent and varied course that is highly suitable for students who are passionate about all aspects of Drama. Studying Drama enables students to develop essential life-long learning skills such as communicating with others, team work and building confidence.

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### Personal skills and learning styles

**Learning styles** Kinaesthetic, interpersonal, creative

**Attributes** The most important attributes are good social and communication skills, good attendance and the ability to work creatively in a group

**Interests** All aspects of creating theatre, performing in and watching live theatre. An overall interest in other creative subjects, (Music, Art and English Literature) is useful

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### Where can it lead?

#### Academic

- A Level Drama and Theatre
- Degree in Drama and Theatre
- Diploma in Acting and Performance

#### Career

- Theatre Production and Design
- Acting (TV, Film, Stage and Radio)
- Directing and Producing
- Theatre / Arts Management
- Technical (Lighting / Sound)
- Stage Management
- Media Production
- Teaching

---

### Want to know more?

Mrs K Tarrant  
Subject Leader Drama  
KTarrant@fromecollege.org

# Economics

GCSE (Grades 9-1)

## Course information

When students understand how markets and economies work, they will develop an economic awareness to benefit them personally and professionally for years to come. Lessons will centre on applying key economic concepts and ideas to current economic issues, events and news stories. There are two units of work:

### *How the Markets Work*

Students will look at what is meant by economic activity, the factors of production and the importance of making choices. There will be an investigation of how prices are determined, introducing key economic concepts of supply and demand and price elasticity. Students will also explore the economic concepts around production and resource allocation. This leads to analysis of some of the moral and ethical considerations of economic activity.

### *How the Economy Works*

Students are introduced to the wider economy from the perspective of the main economic groups: consumers, producers and government. This unit focusses on some of the wider economic concepts and policies such as interest rates, inflation, fiscal and monetary policies and Government economic objectives.

Students also examine why countries trade, and the significance of the global economy, including free trade agreements. Finally, students will explore the role of money and the significance of the financial markets in modern economies. Students will be encouraged to explore the moral, ethical and sustainability issues that underpin all aspects of managing an economy.

### *Student Investor Challenge*

All economic students will also be entered for the national Student Investor Challenge, where they will have the opportunity to win an all-expenses paid trip to New York by investing £10,000,000 of virtual money in the stock market.

## How will I be assessed?

100% examination. Two papers at the end of Year 11. Combination of multiple-choice, data response, calculations, short and extended response questions. Exam board AQA.

## Personal skills and learning styles

Learning styles	Linguistic, logical and numerical
Attributes	Analytical, mathematical, critical thinking, investigatory and research skills and problem solving
Interests	Current affairs, money, business, ethical and environmental issues

## Where can it lead?

### Academic

- A Level Economics

### Applied

- Apprenticeships / Internships

### Career

- Banking, insurance, auditor.
- Financial adviser, stockbroker
- Local government officer
- Statistician
- Accountancy
- Data scientist
- Policy officer
- Quantity surveyor

## Want to know more?

Mr W Owsley  
Head of International and Enterprise  
William.Owsley@fromecollege.org

# Food Preparation and Nutrition

GCSE (Grades 9-1)

## Course information

### Focus on

- Practical cooking skills
- Understanding nutrition
- Food provenance
- The working characteristics of food

### Food preparation skills

- General practical skills
- Knife skills
- Preparing fruit and vegetables
- Use of catering/cooking equipment

### Cooking methods

- Prepare, combine and shape
- Sauces
- Dough
- Raising agents
- Setting mixtures
- Tenderise and marinate

## How will I be assessed?

50% written exam

50% non-exam assessment:

- **Food investigation (15%)**  
Write a report on your understandings of the scientific principles underpinning the preparation and cooking of food
- **Food preparation assessment (35%)**  
Plan, prepare, cook and present a three-course menu within three hours
- **Portfolio**
  - Demonstrate your application of technical skills and your practical outcomes
  - Explain how you planned and carried out the preparation. Cooking and preservation of your three final dishes
  - Evaluate the costs, the sensory properties and nutritional characteristics of each dish

## Personal skills and learning styles

**Learning styles** Kinaesthetic, interpersonal, creative and visual

**Attributes** Organisational skills, independent learning, research skills, good time management and creative ability with attention to precision and accuracy in production

**Interests** A career in food development or hospitality. Creating new dishes, using new ingredients, investigating and adapting recipes to improve nutritional content, healthy eating concepts

## Where can it lead?

### Academic

- A Level Food

### Applied

- Level 3 BTEC Hospitality

### Career

- Food/drink including bakery, dairy, butchery
- Food Technologist
- Hospitality Catering, e.g. chef, sous chef, pastry chef
- Hospitality Management, e.g. restaurant
- Food Manufacturing and Processing
- Travel & Tourism
- Aeroplane meal development/ production
- Nutritional Therapist
- Product/Process Development Scientist
- Quality Manager

## Want to know more?

Mrs H Smart  
Subject Leader of Design & Technology and Food  
HSmart@fromecollege.org

# French

## GCSE (Grades 9-1)

### Course information

French is a global language and is widely spoken in Africa, the Middle and Far East, and in Canada. French is a beautiful language, which provides a good foundation for studying Spanish, Italian, and Portuguese. You will find it useful in politics, business and travel. The French language shares many words with English, although 'baby-foot' could cause confusion, it means table football!

The aim of the course is to teach you the language you need for basic communication. We run an annual visit to Paris.

There are three topic areas:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

The course allows you to make some choices about the topics you do so that you can talk and write about your own personal interests.

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### How will I be assessed?

Listening, reading, speaking and writing will be assessed equally.

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### Personal skills and learning styles

<b>Learning styles</b>	Linguistic, interpersonal and logical.
<b>Attributes</b>	You enjoy working with a partner in speaking tasks in class, are organised in your learning and work well at memorising words and phrases.
<b>Interests</b>	You recognise the importance of being able to communicate in another language, perhaps on holidays and visits to other countries. You feel a language may be useful in the future for your private and/or working life.

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### Where can it lead?

#### Academic

- A Level French

#### Applied

- The study of any language builds skills that can be applied in many contexts

#### Career

**[www.languageswork.org.uk](http://www.languageswork.org.uk)**

Here you'll find stories about how people have used languages. It will tell you what difference languages make to your employment chances. Plus there is a list of celebrity linguists – you'll be surprised!

- Interpreter / Translator
- Logistics or distribution manager
- Travel Agent - Tour Representative
- Working abroad in any industry
- Broadcast Journalist
- Diplomatic Service
- Teacher/Lecturer
- International Aid

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### Want to know more?

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Head of International and Enterprise  
[William.Owsley@fromecollege.org](mailto:William.Owsley@fromecollege.org)

# Geography

## GCSE (Grades 9-1)

### Course information

The study of GCSE Geography will help students to gain knowledge of the world and an understanding of current events, appreciate different cultures around the world, become aware of how human and physical processes interact to shape the globe and to develop a wide range of useful skills. Students will be learning through a variety of methods including ICT presentations, role plays, problem-solving tasks, interactive animations, decision making activities and research investigations.

#### *Unit 1 - Physical Geography (one-hour, thirty-minute exam)*

- The Challenge of Natural Hazards
- Physical Landscapes in the UK
- The Living World

#### *Unit 2 - Human Geography (one-hour, thirty-minute exam)*

- Urban Issues and Challenges
- The Changing Economic World
- The Challenge of Resource Management

Students will have the opportunity to participate in a minimum of two days' fieldwork, based on an exciting geographical issue. Students will collect data then present and interpret this, to formulate their own conclusions. Students' fieldwork skills are examined in unit 3 (a one-hour exam) at the end of the course.

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### Personal skills and learning styles

<b>Learning styles</b>	Logical, visual, spatial, naturalist, kinaesthetic, linguistic
<b>Attributes</b>	Data interpretation, ICT (use of Word, Excel and Publisher)
<b>Interests</b>	Interest in your environment, interest in places, enjoy looking at maps/photography, use of ICT, satellite images, practical fieldwork, current affairs and development

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### Where can it lead?

#### Academic

- A Level Geography

#### Applied

- BTEC Travel and Tourism

#### Career

- Cartographer
- Commercial/Residential Surveyor
- Environmental Consultant
- Geographical Information Systems Officer
- Planning and Development Surveyor
- Teacher/ Lecturer
- Town Planner
- International Aid
- Landscape Architect
- Logistics and Distribution
- Market Researcher
- Nature Conservation
- Sustainability Consultant
- Tourism Officer
- Transport Planner

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### Want to know more?

Mr J Haines  
Subject Leader Geography  
JHaines@fromecollege.org



# German

## GCSE (Grades 9-1)

### Course information

German is widely spoken in Europe and is a key business language in India. German is spoken not just in Germany but also Switzerland, Austria and is widely understood in neighbouring countries such as Poland. If you are already thinking of future careers, then Britain does more business with Germany than any other European country. For leisure and holidays, all three German speaking countries offer amazing opportunities for holidays and travel. Everyone knows Autobahn means motorway, but some may be surprised to see the sign Ausfahrt. Don't worry, it's just a motorway exit. We have run successful exchanges with Murrhardt, as well as visits to Berlin.

The aim of the course is to teach you the language you need for the first time you have contact with someone in Germany. That could be a visit to the country or simply email contact. There are three topic areas:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment.

The course allows you to make some choices about the topics you do so that you can talk and write about your own personal interests.

### How will I be assessed?

Listening, reading, speaking and writing will be assessed equally.

### Personal skills and learning styles

**Learning styles** Linguistic, interpersonal and logical.

**Attributes** You enjoy working with a partner in speaking tasks in class, are organised in your learning and work well at memorising words and phrases.

**Interests** You recognise the importance of being able to communicate in another language, perhaps on holidays and visits to other countries. You feel a language may be useful in the future for your private and/or working life.

### Where can it lead?

#### Academic

- A Level German

#### Applied

- The study of any language builds skills that can be applied in many contexts

#### Career

**[www.languageswork.org.uk](http://www.languageswork.org.uk)**

Here you'll find stories about how people have used languages. It will tell you what difference languages make to your employment chances. Plus there is a list of celebrity linguists – you'll be surprised!

- Interpreter / Translator
- Logistics or distribution manager
- Travel Agent - Tour Representative
- Working abroad in any industry
- Broadcast Journalist
- Diplomatic Service
- Teacher/Lecturer
- International Aid

### Want to know more?

Mr W Owsley  
Head of International and Enterprise  
[William.Owsley@fromecollege.org](mailto:William.Owsley@fromecollege.org)

# Grow It, Cook It

## 2 BTEC Qualifications

### Course information

Students are very welcome to apply to study this course but places will be allocated by invitation, following discussions with Middle Schools.

This is a double option so will take up two subject choices out of the possible four that are available. Students will gain practical horticultural skills working in our gardens at school. They will also undertake the BTEC Level 1 Diploma in Home Cooking Skills in the first year of the qualification. Some students will be able to progress to level 2 BTEC qualifications in year 10 and 11, which is likely to be a BTEC Tech Award in Travel & Tourism or a GCSE in Hospitality & catering. Decisions will be made on the suitability of the course to meet the needs of the students. Students will also be given additional support with their GCSE Maths, English and homework.

### How will I be assessed?

Coursework.

### Personal skills and learning styles

Learning styles	Kinaesthetic, logical, naturalist
Attributes	Organisational skills, research skills, practical
Interests	Food, gardening

### Where can it lead?

#### Academic

- Technical certificates

#### Applied

- BTEC

#### Career

- Catering Chef – sous chef, pastry chef
- Horticulturist
- Gardener
- Landscape Architect
- Grounds Worker / Forestry
- Nature Conservation

### Want to know more?

Mrs K Hyde  
Leader for Psychology and Care  
KHyde@fromecollege.org

# Health and Social Care

**BTEC Tech Award (Equivalent to one GCSE)**

## Course information

This course offers students the opportunity to gain a broad insight into the health and social care sector. It provides students with a practical, real-world approach to their learning and supports them to develop specific knowledge and skills learners need to work successfully in the care industry. It provides:

- Knowledge and skills for working with a range of service users from babies, toddlers, through to adults with specific needs and the elderly
- Initiative and positive communication skills to support people with a diverse range of needs
- A chance to develop project/self-management and independent learning skills by investigating opportunities for employment in the industry, as well as exploring provision of services in the sector

Units of study include:

- Unit 1 - Human lifespan development
- Unit 2 - Health and social care Services and values
- Unit 3 - Health and wellbeing

## How will I be assessed?

**Examination** 40%

**Coursework** 60%

## Personal skills and learning styles

**Learning styles** This style of course will suit students who have an independent approach to learning

**Attributes** Well-organised, committed to good time management, personable

**Interests** Have a keen interest in children's learning and development. Interested in working in the Health & Social Care Sector

## Where can it lead?

### Academic

- A Level Biology
- A Level Sociology
- A Level Psychology

### Applied

- Level 3 BTEC National in Health and Social Care

### Career

- Health Service
- Medical Sales Representative
- Adult Nurse
- NHS worker administrative or working with patients
- Counsellor
- Dental Hygienist
- Occupational Therapist
- Personal Trainer
- Social Worker
- Care Worker

## Want to know more?

Mrs K Hyde  
Leader for Psychology and Care  
KHyde@fromecollege.org

# History

## GCSE (Grades 9-1)

### Course information

This course offers students an opportunity to study the new OCR GCSE History course which includes a variety of exciting and fascinating topics. Students will develop their skills in the interpretation and evaluation of evidence and learn how to present a clear and logical argument. The units covered are:

#### *Unit 1 - Britain in Peace and War, 1900-1918*

This module will look at the important issues affecting Britain at the time of the First World War. It was a time of desperate poverty for some and fabulous wealth for others. We examine how the poor lived and look at the colonial might of the British Empire. We also follow the progress of the Suffragettes as they battled for the vote.

#### *Unit 2 - The History Around Us*

This is a study of the history of Chepstow Castle. This course will give an important insight into this significant historic site looking at both its Norman and Medieval past. This will also involve a trip to Chepstow Castle to experience what we are studying first hand.

#### *Unit 3 - The Making of America, 1789-1900*

This is a topic covering the horrific issues surrounding slavery and the American Civil War. We will also explore the lives of the Plains Indians and find out how they survived and flourished on the hazardous Great Plains before the white settlers destroyed their way of life.

#### *Unit 4 - The People's Health, 1250-Present*

Starting in the grim medieval period this is an analysis of the way public health changed over time from the Black Death in the Middle Ages, to Cholera in industrial Britain, to AIDs in the modern age. We look at the factors driving progress but also the things which held them back.

#### *Unit 5 - The Spaniards and Aztecs, 1519-35*

This topic sheds light on the world of the Aztecs in the 16th Century as it explores the wealth and power of Moctezuma's empire. We find out how Aztecs lived by looking at their society and we examine how their world changed with the arrival of the Spanish Conquistadors who changed their lives forever.

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### Personal skills and learning styles

<b>Learning styles</b>	Visual, intrapersonal
<b>Attributes</b>	Self-motivating, ability to think critically about information
<b>Interests</b>	A genuine interest in the events of the past and how the past has affected the world we live in today

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### Where can it lead?

#### Academic

- A Level History
- A Level Law
- A Level Psychology

#### Applied

- Level 3 Business, Administration and Finance Diploma

#### Career

- Heritage Manager, Historic buildings/conservation inspector
  - Museum or Gallery Curator
  - Teacher/Lecturer
  - Archaeologist/Archivist
  - Broadcast Journalist
  - Civil Service Administrator
  - Law: Solicitor/ Barrister/ Paralegal
- 

### Want to know more?

Mr K King  
Subject Leader History  
KKing@fromecollege.org

# ICT

## BTEC Tech Award in Digital Applications (Equivalent to one GCSE)

### Course information

The digital world is made up of an enormous variety of different careers. This course aims to give you an understanding of what digital applications of information technology are all about. It will help you develop the knowledge, understanding and skills needed when entering employment or to prepare for further study in this sector. The BTEC Tech Award in Digital Applications contains three units of study:

#### *Component 1 – Exploring user interface design principles and project planning techniques*

User interfaces allow individuals and individuals in organisations to interact with digital technologies. The design of the user interface is crucial in ensuring that users are able to interact positively with their hardware devices. In this component, you will learn the different design principles that can be used to design effective user interfaces and apply appropriate project planning techniques to create a user interface that meets user requirements.

#### *Component 2 – Collecting, Presenting and Interpreting Data*

Even when data has been converted into information, it will not provide any conclusions on its own. It is up to the data user to be able to look at the information and draw conclusions, so how the information is presented is key to ensuring that effective and accurate decisions are made. In this component, you will learn the different presentation features that can be used to ensure that information is understood clearly in an objective way so that it is not misinterpreted.

#### *Component 3 – Effective digital working practices*

This component will give you an opportunity to explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before. The component is designed to allow you to explore the digital systems available to organisations and how their features have an impact on the way organisations operate. You will explore how developments in technology have led to more inclusive and flexible working environments, and how regulation and ethical and security concerns influence the way in which organisations operate.

### How will I be assessed?

Examination	40%
Coursework	60%

### Personal skills and learning styles

Learning styles	Kinaesthetic, logical and creative
Attributes	Well-organised, good time management and ability to meet deadlines.
Interests	General computer use, media, design

### Where can it lead?

#### Academic

- BTEC Nationals in IT

#### Career

- |                               |                         |
|-------------------------------|-------------------------|
| • Cyber Security              | • IT Technical Support  |
| • Data Analyst                | • Software Engineer     |
| • Data Scientist              | • Systems Analyst       |
| • Database Administrator      | • Network Engineer      |
| • Information Systems Manager | • IT Sales Professional |
| • IT Consultant               | • Web Content Manager   |

### Want to know more?

Dr. Ruggiero  
Head of Computer Science, Business and IT  
[dana.ruggiero@fromecollege.org](mailto:dana.ruggiero@fromecollege.org)

# Media Studies

GCSE (Grades 9-1)

## Course information

This course is geared towards students with a keen interest in the Media. It will allow students to develop skills of enquiry, critical thinking and analysis, and an appreciation and critical understanding of the media and their role in society, culture and politics (both historically and currently). Students will study areas such as media languages and how they are used to create meaning; the representation of gender, ethnicity and current affairs. They will also explore how the media industry is structured and regulated and begin to explore the relationship between the media and its audiences.

## How will I be assessed?

The course is split into two examinations on these topics and one piece of practical coursework in either print or video format.

### *Component 1 - Exploring the Media (40%)*

This unit includes the analysis of Media Language and Representations as well as exploration of Audience and Industry. A range of media forms are studied, including: print advertising, magazines, newspapers, film marketing, radio and video games.

### *Component 2 - Understanding Media Forms and Products (30%)*

The focus for this unit is on TV (crime drama) and music videos.

### *Component 3 - Creating Media products (30%)*

An individual media production created for an intended audience. A set of briefs is provided by the exam board but can range from creating TV sequences, music videos, print based marketing and online marketing materials.

## Personal skills and learning styles

<b>Learning styles</b>	Kinaesthetic, creative and visual
<b>Attributes</b>	Organisational and time management skills, a creative and analytical mind, and an ability to meet deadlines
<b>Interests</b>	An interest in the media, filmmaking, news, graphics or music

## Where can it lead?

### Academic

- A Level Media Studies
- A Level English Literature
- A Level English Language and Literature
- A Level Photography

### Applied

- Applied Art

### Career

- Multimedia Specialist
- Public Relations Officer
- Broadcasting: film/video/runner
- Social Media Manager
- Television/Film Director, Writer
- Programme Researcher
- Web Content Manager
- Advertising
- Journalist; Broadcast or Magazine/Editorial assistant
- Event Manager
- Market Researcher

## Want to know more?

Mr R Jones  
Teacher of Media  
RJones@fromecollege.org

# Music

## GCSE (Grades 9-1)

### Course information

GCSE music is an exciting, challenging and creative course. You will explore and develop skills as a performer, composer and musicologist. Therefore, you will need to be open to studying a range of music, from Bach to Queen and from film music to world music. By Year 11 you will need to be able to perform at grade 4 standard so students should ideally be about grade 2 or 3 standard when starting the course. It is possible to do well even as a beginner as long as students commit to learning an instrument or singing right now! NOTE: You do **not** need to take grades at any point - you just need to be at that standard.

You will be encouraged to experiment with various types of composition and given the opportunity to use computer software (Sibelius, Garage Band, Logic) and your chosen instrument/voice.

**Component 1** - Performing – one solo and one ensemble (30%)

**Component 2** - Composing – create two pieces of music (30%)

**Component 3** - Appraising – a one-hour forty-five minute exam with questions on set pieces, music theory and listening (40%)

### Personal skills and learning styles

**Learning styles** Creative, interpersonal, logical.

**Attributes** The ability to play an instrument or sing is essential. The ability to work in groups and independently.

**Interests** An interest in widening musical repertoire of listening and performing music. An interest in ICT and its practical application in composition and notation. An enjoyment of practical work and achieving completion of creative tasks.

### Where can it lead?

#### Academic

- A Level Music and/or
- A Level Music Technology

#### Career

- Music Therapist
- Musician
- Secondary School Teacher/  
Private music teacher
- Sound Technician;  
broadcasting/film/video
- Arts Administrator
- Broadcast Engineer
- Community Arts Worker
- Event Manager
- Marketing Executive
- Radio; producer/ broadcast  
assistant
- Theatre Stage Manager

### Want to know more?

Mr J Hampson  
Subject Lead of Music  
Joshua.hampson@fromecollege.org

# Photography

GCSE (Grades 9-1)

## Course information

This course aims to provide the skill set and understanding of mainly digital photographic media and processes, although aspects of traditional analogue photography will be taught. It is a progression route to other higher level courses and provides a framework for a life-long appreciation of our visual culture.

The course begins with an introduction to a range of practical skills, techniques and processes in response to a project title or brief provided by the teacher. The portfolio comprises one major project during which students are encouraged to develop a personal response, and some smaller, additional units.

Students are encouraged to research the work of others and are provided with an opportunity to study photography at first hand and from secondary resources to develop their critical skills.

**Please note: it is a requirement of this course that students must have access to a digital camera. Please let us know if this presents a difficulty.**

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## How will I be assessed?

Examination	40%
Coursework	60%

The exam is in the form of a project that must be completed between January and the end of April in Year 11. However the bulk of the marks are gained from the preparatory period in the sketchbooks during the four months.

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## Personal skills and learning styles

Learning styles	Kinaesthetic and interpersonal
Attributes	You need to be creative, well-organised and be capable of good time management. It is a portfolio based qualification and steady consistent working over two years gets results
Interests	The arts, visual culture, photography, digital media

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## Where can it lead?

### Applied

- AS Level Photography

### Career

- Graphic Designer
- Magazine Features Editor
- Medical Illustrator
- Photographer
- Press photographer/ photojournalist
- Printer
- Television Camera Operator
- Advertising
- Digital Marketer
- Film- Director/ editor
- Media Planner
- Multimedia Specialist
- Stylist
- Visual Merchandiser
- Web Content Manager
- Web Designer

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## Want to know more?

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# Physical Education

## GCSE (Grades 9-1)

### Course information

Please note: this course is examination-based Physical Education (PE). All students take the practical 'core' PE – games, sport and exercise. The GCSE will be split into three units of work:

#### *Theoretical: Physical Factors Affecting Performance*

One-hour examination (30%)

- Applied anatomy and physiology
- Physical training

#### *Practical: Performance in Physical Education*

Non-exam assessment (40%)

- Practical activity assessment
- Evaluating and analysing performance

#### *Theoretical: Socio-cultural Issues and Sports*

##### *Psychology*

One-hour examination (30%)

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

#### *Practical Component of Study*

The practical component will involve performing in a wide range of activities, where you select your top three best scores to count. Choose from one team sport, one individual sport, and one team or individual sport. This could include netball, hockey, swimming, football, skiing, horse riding, aerobics, athletics and many more!

Success will depend on fitness, participation in all practical lessons, maintaining a thorough folder of class notes and sustained hard work. If you participate in a sport outside of school, you must provide video footage of this in order for it to be assessed.

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### Personal skills and learning styles

<b>Learning styles</b>	Visual/spatial, kinaesthetic, inter- and intra-personal
<b>Attributes</b>	Enthusiastic and keen, practical, organised, leadership qualities, mature, team player, good level of skill and fitness
<b>Interests</b>	Playing, spectating, coaching and officiating. Regularly play or participate in at least two sports or physical activities, outside of school

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### Where can it lead?

#### **Academic**

- A Level PE

#### **Applied**

- Level 3 BTEC 1 or 2 A Level equivalent

#### **Career**

- PE Teacher
- Sports Coach
- Travel & Tourism
- Sports centre manager/assistant
- Personal Trainer
- Outdoor sports instructor
- Army/Navy
- Sports Massage/Physiotherapist

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### Want to know more?

Mr M Howlett  
Head of Sports and PE  
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# Religion and Philosophy

GCSE (Grades 9-1)

## Course information

Religion and Philosophy is a challenging and rigorous subject that requires you to think deeply and question what you think you know about religion (in our case Islam and Christianity), as well as your opinions on topics such as:

- Human rights and social justice
- Crime and punishment
- Peace and conflict
- Relationships and families
- Islamic beliefs and teachings
- Christian beliefs and teachings

An interest in current affairs, sociology, culture and history would be useful. Students will be required to not just understand the issues explored but also to look at how the beliefs, teachings and practises of those with faith are expressed and the impact their approach to those issues in the 21st century.

## How will I be assessed?

The assessment process is 100% exam at the end of Year 11. Students will be required to sit two papers of one hour and forty five minutes.

## Personal skills and learning styles

<b>Learning styles</b>	The course is accessible to all students and you will develop your interpersonal, linguistic, intrapersonal and critical learning skills
<b>Attributes</b>	Thinking for yourself and not just learning the facts. Enjoy debating and challenging your own ideas
<b>Interests</b>	An interest in current affairs, sociology, culture and history would be useful

## Where can it lead?

### Academic

- A Level Philosophy and Ethics

### Applied

- Extended Project (enrichment aspect of Diploma)

### Career

- Teacher
- Law: Barrister / Solicitor/ Paralegal
- Chaplain/ Vicar
- Civil Service / Local Government Officer
- Health Service/ Medicine
- Marketing Executive
- Newspaper Journalist/ Media
- Police
- Policy officer
- Politician
- Psychotherapist/ Counsellor
- Recruitment Consultant
- Social/ Youth Work
- Customer Services
- Tourism
- Communications

## Want to know more?

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# Sociology

**GCSE (Grades 9-1)**

## Course information

Sociology studies how society works. It will help you to understand how individuals fit into a wider social network and encourage you to question beliefs about society which you may have previously taken for granted. Sociologists are interested in why society works in the way that it does and the extent to which our behaviour and opportunities can be shaped by our social class, age, gender and race.

Sociology is about your life and the world around you. It is a subject that you will have experience of and one that will help you understand many aspects of your future. You can bring your own life events and ideas into the classroom in a way you might not be able to with other subjects. It helps you understand that the society we are presented with is not always the true picture and it will help you understand who is trying to manipulate your ideas and why they are trying to do so. If you know this, you can make more informed choices about your lives and your future.

- Culture and identity
- Education
- Families
- Crime and deviance
- Social inequality
- Research methods (how sociologists find stuff out)

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## Personal skills and learning styles

Key attributes for success: You need to be open minded. Some things that you 'know' are not always accurate. You will need to be able to analyse the information given to you and make decisions about its accuracy and representativeness. You will need to be able to view society from many different perspectives – and accept that different people see the same concept in different ways. You will also be able to listen to and accept the views of others – even if you do not agree with them.

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## Where can it lead?

### Applied

A-level Sociology and an Honours Degree in Sociology at university.

Partners well with:

- Media
- English
- History
- Law
- Politics

### Career

- The media
- Journalism
- Law
- Political research
- Police
- Social work
- Aid and charity work
- Marketing
- Teaching/lecturing

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## Want to know more?

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Subject Leader Sociology  
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# Spanish

## GCSE (Grades 9-1)

### Course information

Spanish is the third most widely spoken language in the world, and it is still gaining on English. As well as being useful for holidays, Spanish is a common and useful business language, both in Europe and Southern and Central America. While the pronunciation can take a bit of getting used to, Spanish is a straightforward language to learn and learners of all abilities do well. The study of Spanish is a good foundation for the study of other European languages such as French, Italian, and Portuguese.

The aim of the course is to teach you the language you need for the first time you have contact with someone in Spain. That could be a visit to the country or simply email contact. There are three topic areas:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

The course allows you to make some choices about the topics you do so that you can talk and write about your own personal interests.

### How will I be assessed?

Listening, reading, speaking and writing are assessed equally.

### Personal skills and learning styles

<b>Learning styles</b>	Linguistic, interpersonal and logical
<b>Attributes</b>	You enjoy working with a partner in speaking tasks in class, are organised in your learning and work well at memorising words and phrases
<b>Interests</b>	You recognise the importance of being able to communicate in another language, perhaps on holidays and visits to other countries. You feel a language may be useful in the future for your private and/or working life

### Where can it lead?

#### Academic

- A Level Spanish

#### Applied

- The study of any language builds skills that can be applied in many contexts

#### Career

**[www.languageswork.org.uk](http://www.languageswork.org.uk)**

Here you'll find stories about how people have used languages. It will tell you what difference languages make to your employment chances. Plus there is a list of celebrity linguists – you'll be surprised!

- Interpreter / Translator
- Logistics or distribution manager
- Travel Agent - Tour Representative
- Working abroad in any industry
- Broadcast Journalist
- Diplomatic Service
- Teacher/Lecturer
- International Aid

### Want to know more?

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# Sport

**BTEC (Equivalent to one GCSE)**

## Course information

Students will be assessed in four units of work. They will learn how to apply their knowledge, both on their own and as a member of a team, to develop their skills and abilities.

### *Unit 1 - Fitness for Sport and Exercise*

Fitness for sport and exercise is core to the programme of study. This unit underpins, the other units for sport. In learning aim A you will cover the components of physical and skill-related fitness and the principles of training.

Learning aim B explores different fitness training methods for developing components of fitness, and for learning aim C you will gain knowledge and skills in undertaking and administering fitness tests.

This unit is particularly relevant if you would like to progress into qualifications in sports coaching, elite sport or personal training. It is any externally set examined unit.

### *Unit 2 - Practical Performance in Sport*

This unit introduces you to a variety of different sports and, through participating in different sports, it is expected that you will develop knowledge of the associated rules, regulations, scoring systems, skills, techniques and tactics.

In learning aim A, you will investigate the rules and regulations of a sport and apply the knowledge gained through observing officials in action. You might also decide to take part in national governing body coaching and leadership awards to reinforce and extend your knowledge and qualifications in this area.

For learning aim B, you will take part in a variety of sports. These may be sports in which you excel or have a particular interest. You are required to demonstrate the skills, techniques and tactics within each of the sports selected for assessment.

For learning aim C, you will review your performance in the sports in which you participated. This review will look at the strengths and areas for development within your own performance. You will also be encouraged to consider plans to develop your performance within the selected sports.

### *Unit 3 - Applying the Principles of Personal Training*

This unit is synoptic and designed so that you think about all of your learning from across the qualification, and use it to respond to the assessment. Therefore it should be taken at the end of the course of study. Learning aim A takes you through the stages of designing a personal fitness training programme, where you can select a component of fitness and an appropriate method of training to improve or maintain your fitness levels safely for your chosen activity/sport. For learning aim B, you will gain awareness of the musculoskeletal and cardiorespiratory body systems and how they respond during the exercise. In learning aim C, you will implement your personal fitness training programme, maintaining a training diary. Finally, for learning aim D you will review your programme, looking at strengths, areas for improvement and suggesting recommendations for future training and performance.

The ability to improve personal fitness is essential for sports performers. However, the same knowledge, understanding and skills are required to improve other people's fitness, and are essential for a number of progression opportunities in the sector, such as qualifications for sports coaches and personal trainers.

### *Unit 6: Leading Sports Activities*

This unit introduces you to sports leadership, enabling you to start on the ladder of leadership and coaching, through delivering components of sports sessions and whole activity sessions. You will be introduced to the basics of sports leadership and then will be required to plan, deliver and evaluate your ability to lead a sports activity session or component of a session.

*Sport BTEC continues...*

For learning aim A, you will be introduced to the attributes required to be a successful sports leader, giving you knowledge of the skills, qualities and responsibilities associated with success in sports leadership. Learning aim B enables you to consider the planning and leadership requirements for delivering sports activities. You will be given the opportunity to develop your ability and knowledge of sports leadership through developing knowledge of the requirements of planning and target setting for sports performers.

For learning aim C, you will evaluate your own effectiveness as a sports leader within the session you planned and delivered. You will need to consider your strengths within the process of sports leadership and plans for further developing your ability as a sports leader. There are many roles working in sport that require effective and successful sports leadership, including personal training and coaching. This unit provides you with what could be your first step into sports leadership, as it could be linked to the completion of a sports leader award, for example the Junior Sports Leader Award (JSLA).

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### How will I be assessed?

<b>External examined unit</b>	25%
<b>Internal written coursework and synoptic tasks</b>	75%

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### Personal skills and learning styles

<b>Attributes</b>	Enthusiastic and keen, practical, organised, leadership qualities, mature, team player, good level of skill and fitness.
<b>Interests</b>	Playing, spectating, coaching and officiating. Regularly play or participate in sports or physical activities, both within and outside of school.

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### Where can it lead?

#### Academic

- A Level PE

#### Applied

- Level 3 BTEC 1 or 2 A Level equivalent

#### Career

- Teacher/Coach
- Physiotherapist
- Sports Development
- Media/Advertising
- Science



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### Want to know more?

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**Principal  
Emma Reynolds**

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