



OPTIONS CHOICES

2021
2024



Contents

3	.....	Welcome to Frome College
4	.....	Key Dates for Options Choices
4	.....	GCSE Reform
5	.....	The Key Stage 4 (KS4) Curriculum
6	.....	Our Pathways to Success

Core Subjects

8	.....	English Language and Literature
9	.....	Maths
10	.....	Science
11	.....	Physical Education
12	.....	Core Entitlements

Your Option Choices

14	.....	Support with Choosing Subjects
15	.....	Business Studies
16	.....	Child Development
17	.....	Computer Science
18	.....	Creative iMedia (Game Design)
19	.....	Dance
20	.....	Design and Technology - Metal Based Materials
22	.....	Design and Technology - Textile Based Materials
24	.....	Design and Technology - Timber Based Materials
26	.....	Drama
27	.....	Economics
28	.....	Fine Art
29	.....	Food Preparation and Nutrition
30	.....	French
31	.....	Geography
32	.....	German
33	.....	Grow It, Cook It
34	.....	Health and Social Care
35	.....	History
36	.....	Media Studies
37	.....	Music
38	.....	Photography
39	.....	Physical Education
40	.....	Religion and Philosophy
41	.....	Sociology
42	.....	Spanish
43	.....	Sport

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. Our job and yours, 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 (date and information to be published after Christmas) 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

We are all looking forward to working with you.



Emma Reynolds
Principal

Key Dates for Options Choices

Monday 4th January 2021	Online Options portal opens for students and their parents to register options choices for September 2021.
Thursday 21st January 2021 (onwards)	Year 8 Options Evening (virtual, recorded).
Monday 8th February 2021	4pm deadline for submitting the online Options Choices form.
May 2021	Confirmation of student options following an interview with their new Head of House.

Year 8 Options Evening

Thursday 21st January 2021

This virtual, recorded event enables parents to find out information about the subjects we offer. There will be an opportunity to post questions to our Senior Leaders and Curriculum Leaders on the Parents' Evening site.

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

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.

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 Core Entitlements - **PLUS...**

ONE OF: Computer Science; French; Geography; History; or Spanish - **PLUS...**

THREE SUBJECTS FROM: Business Studies; Child Development; Computer Science; Creative iMedia (Game Design); Dance; Design and Technology - Metal Based Materials / Textile Based Materials / Timber Based Materials; Drama; Economics; Fine Art; Food Preparation and Nutrition; French; Geography; Grow It, Cook It; Health and Social Care; History; 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.

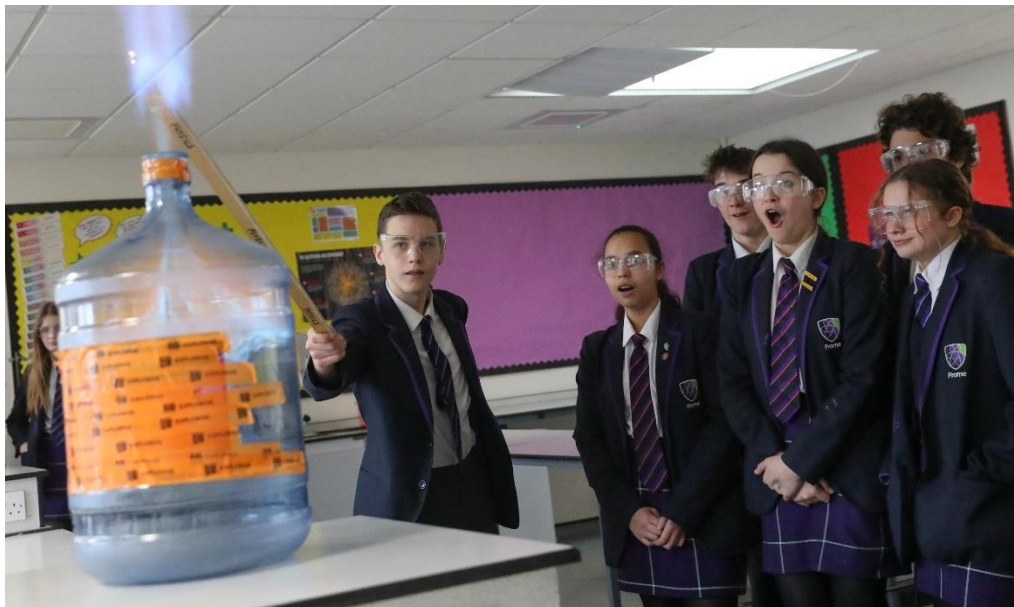
Options choices should be submitted to us via www.fromecollege.org/join-us/year-8-options-registration

The Options portal will be open from **Monday 4th January 2021** and the deadline for submitting the form is **Monday 8th February 2021**.

Please note that although we would anticipate that all of the options subjects listed will be running in September 2021, 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

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. 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 write 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 OR <i>An Inspector Calls</i> by JB Priestley
Poetry	<i>The AQA Poetry Anthology - Power and Conflict</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

- Advertising/copywriting
- Arts Administrator
- Business
- Commissioning Editor
- Computer Games Developer
- Digital Marketing Officer/Marketing Executive
- Journalist - newspapers
- Teaching
- Law - Paralegal/Crown Prosecutor
- Librarian
- Media - TV or film producer, Actor, Screenwriter, Radio Broadcast Assistant
- Public Relations
- Sales Administrator
- Speech and Language Therapist
- Vlogger

Want to know more?

Mr A Schneider, Head of English 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 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, Co-Head of Maths
RCole@fromecollege.org

Mrs J Cole, Co-Head of Maths
JCole@fromecollege.org

Science

Up to three GCSEs (Grades 9-1)

**Core
subject**

Course information

Science aims to stimulate our students' 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) – begins in Year 10

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 from Year 10 onwards. This opportunity provides an ideal foundation for further study in Science at Post 16. Separate Sciences 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 Separate Sciences course based on their test data from Key Stage 3, internal tests, recommendations from their 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/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?

Mr P Jones, Co-Head of Science
PJones@fromecollege.org

Mr D Webber, Co-Head of Science
DWebber@fromecollege.org

Physical Education

National Curriculum

Course information

Physical Education (PE) is a compulsory part of the National Curriculum. 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.

How will I be assessed?

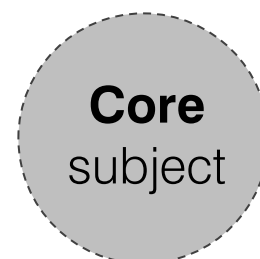
You will receive regular assessments, noting your progress in the following areas:

- 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 may 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.

Want to know more?

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



Core Entitlements

Course information

Worldviews 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 and prejudice
- Year 10 – Human rights and matters of life
- Year 11 – Thought experiments and 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 and physical
- Wider World – including financial literacy, careers and aspirations
- Relationship and 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 courses 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.

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.

Want to know more?

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

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

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



Your **Option** **Choices**



Support with Choosing Subjects

Although many students do not know what type of career they would like to pursue, primarily it is important to select subjects which your child feels they will enjoy and succeed in. This can be one consideration when selecting subjects, as each can lead in different career directions.

Ways students can access information

We recommend you utilise the below resources with your child:

Career Pilot Website – www.careerpilot.org

Has extensive careers advice and an excellent parent zone.

The Sacu Test – www.sacu-student.com

Students click on pictures which appeal to them, and a careers cloud of employment areas that may suit their interests is created. They can click into each career to find out more. There is also a subject cloud, which advises subjects they may enjoy studying longer term.

Click on:

- Students
- Free careers Quiz
- Create an account
- Verify your email
- Click Start the Spartan test

National Careers Service (independent careers advice) – nationalcareers.service.gov.uk

Frome College collaborates with the National Careers Service, so our students or parents can speak to a Careers Adviser at your convenience from home between 8am - 10pm, 7 days a week, by phoning 0800 100 900. We recommend all students use this and prepare three questions to ask, regarding careers of interest and which subjects may be useful for accessing those careers. They can also be contacted by social media via facebook.com/NationalCareersService or twitter.com/NationalCareers. For webchat/email, please see their website.

Careers each subject can lead to

Each subject in this booklet has a list of careers it can lead to, to help your child decide which options are most suitable for them.

Miss Friend is the Employability Co-ordinator at Frome College. You can see the many career opportunities available for students in each year group under the Careers tab on the school website. Miss Friend arranges three large career talk events each year for all students, with 15+ speakers from different careers. There is a work experience programme for Year 10 and 12, and a mock interview event where every Year 10 student gains interview experience from business professionals. A careers bulletin comes out regularly with careers resources, apprenticeships and videos; the three most recent bulletins can be viewed on the school website under Careers Resources. The Next Steps office is located in room F5 in the Futures block and Miss Friend can be contacted directly via email at Louise.Friend@fromecollege.org by parents or students.

Business Studies

GCSE (Grades 9-1)

Course information

Students apply their knowledge and understanding to different business contexts ranging from small enterprises, large multinationals, and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour.

Students will cover a variety of topics during the course, understanding how these interdependencies underpin business decision making:

- Business activity
- Influences on business
- Business operations
- Finance
- Marketing
- Human resources

The course requires students to draw on the knowledge and understanding to: use business terminology to identify and explain business activity; apply business concepts to familiar and unfamiliar contexts; develop problem solving and decision making skills relevant to business; investigate, analyse and evaluate business opportunities and issues; make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

Students wishing to enrol on this course should be expecting to achieve a grade 4 or higher in Maths and English.

How will I be assessed?

Examination 100% - two 1hr 45 minute exams in Year 11.

Personal skills and learning styles

Learning styles Linguistic, logical and interpersonal.

Attributes Self-motivated, creative, organised, diligent. Have skills in computing, communication, investigating, problem solving, and time-management.

Interests Business, enterprise, ICT, being the next Apprentice!

Where can it lead?

Academic

- BTEC Level 3 Business Studies
- University course in Business or related subjects e.g. Marketing.

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?

Mrs N Rorke, Head of Business and Economics
NRorke@fromecollege.org

Child 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 development. 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 childcare work. Working with young children is a rewarding and extremely important job so we will help you gain some of the skills you will need for such a job role. It will give you the opportunity to gain a broad knowledge and understanding of how children develop and how to promote their development through play opportunities.

You will learn about:

- Child development such as the five different areas: physical, intellectual, language, social and emotional
- Using play to promote child development at different ages and stages, including babies
- The types of play opportunities that early years settings usually provide for young children

Units of study

- Component 1: Children's Growth and Development
- Component 2: Learning Through Play
- Component 3: Supporting Children to Play, Learn and Develop

How will I be assessed?

You will study two internally assessed coursework units during Years 9 and 10, and one externally examined unit in Year 11..

Personal skills and learning styles

Learning styles	This style of course will suit students who have a practical and 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 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, 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 D Ruggiero, Head of Computer Science, Business and IT
DRuggiero@fromecollege.org

Creative iMedia (Game Design)

OCR Cambridge Nationals Level 1/2 (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, with a focus on creative technologies and design. It will help you develop the knowledge, understanding and skills needed when entering employment, or to prepare for further study in this sector. Skills you'll learn include understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. This certificate contains four units of study:

Unit R081 – Pre-production skills

This unit will enable learners to understand pre-production skills used in the creative/digital media sector. Planning is an essential part of working in this sector. This unit will enable learners to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application.

Unit R082 – Creating Digital Graphics

Learners will be able to build on and apply the skills, knowledge and understanding gained in unit R081. Digital graphics feature in many areas of our lives and play a very important part in today's world. The digital media sector relies heavily on these visual stimulants within the products it produces, to communicate messages effectively. The aim of this unit is for learners to understand the basics of digital graphics editing for the creative/digital media sector. They will learn where and why digital graphics are used, and what techniques are involved in their creation.

Unit R087 – Creating Interactive Multimedia Products

This unit builds on units R081 and R082 and learners will be able to apply the skills, knowledge and understanding gained in those units. Interactive multimedia products are widely used in everyday life and the creative/digital media sector. They are used in computer games, mobile phone applications, presentations and many other areas. This unit will enable learners to understand the basics of interactive multimedia products. They will learn where and why interactive multimedia is used and what features are needed for a given purpose.

Unit R092 – Developing Digital Games

This unit builds on units R081 and R082 and learners will be able to apply the skills, knowledge and understanding gained in those units. This unit will enable learners to understand the basics of creating digital games and their environments for the creative/digital media sector. It will enable learners to create a playable game from an existing design or brief.

How will I be assessed?

Examination	25%
Coursework	75%

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

- Cambridge Technicals in IT
- A Level Computer Science
- A Level Media

Career

- Cyber Security
- Data Analyst / Scientist
- Information Systems
- IT Consultant / Sales
- IT Technical Support
- Software Engineer
- Systems Analyst
- Network Engineer
- Web Content Manager

Want to know more?

Dr D Ruggiero, Head of Computer Science and IT
DRuggiero@fromecollege.org

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.

How will I be assessed?

Examination	40%
Coursework	60%

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.

Where can it lead?

Academic <ul style="list-style-type: none">• A Level PE	Applied <ul style="list-style-type: none">• Level 3 BTEC 1 or 2 A Level equivalents• Level 3 Performing Arts	Career <ul style="list-style-type: none">• 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

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

Many products are made from metal and understanding the way each metal will function is vital. For example, if a metal is needed for strength and lightweight properties, then aluminium could be a possibility. Many sports cars are made of aluminium, as are aeroplane shells and wings.

Every country in the world needs a skilled workforce and this exciting course offers a learning experience that will provide opportunities for students to develop a range of transferable skills and techniques in Design and Metalwork. These include CAD and CAM as well as operating machinery, using specialist tools and equipment and visualising in 3D.

Students will be undertaking the new Design Technology specification. This embraces new emerging technologies in all materials and is forward thinking in its approach. Students studying Design and Technology specialise in a material area: either Metal, Timber or Textiles.

Students will learn about all of the material areas within Design Technology as well as the Core Principles. In the industry, materials are integrated, and this subject now clearly reflects this. Students will complete a series of practical and knowledge-based assessments to demonstrate their skills with handheld, fixed and portable metal working tools. Students will learn the skills associated with Technical Drawing, both manually and computer generated.

In term 6 of Year 10, students will be given their design brief by the exam board for their major project. They will develop their design and making skills linked to a context. Students will be expected to complete research and design ideas during the summer holidays. The theory of core principles and metal-based products is taught over the three years. Students will prepare for their final written exam in Year 11.

How will I be assessed?

Written exam in Year 11 - 2 hours long (100 marks, 50% of GCSE).

The written exam paper will be divided into three 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 Non-Exam (Controlled) Assessment to be completed in Year 11 (100 marks, 50% of GCSE)

This is a substantial 'Design and Make' metals-based portfolio of coursework set by the exam board, 30–35 hours approx.

Design and Technology – Metal Based Materials continues...

Personal skills and learning styles

Transferrable	Research, design, CAD, practical making, analysing data, maths, evaluating, communication.
Attributes	Resilience, problem solving, autonomy, confidence, creativity, logic.
Interests	Engineering, maths, science, design, drawing, modelling, technology, making and experimenting.

Where can it lead?

Academic

- Science
- Engineering (mechanical / electrical / civil / aerospace)
- Maths

Apprenticeships

- Plumbing
- Welding
- Blacksmithing
- Car manufacturing
- Car Mechanic
- Metalworking
- Jewellery Design
- Product Design
- Architecture

Want to know more?

Mrs E McMunn, Subject Leader Design and Technology and Food
EMcMunn@fromecollege.org

Design and Technology – Textile Based Materials

GCSE (Grades 9-1)

Course information

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

Students will be undertaking the new Design Technology specification. This embraces new emerging technologies in all materials and is forward thinking in its approach. Students studying Design and Technology specialise in a material area: either Metal, Timber or Textiles.

Within the wider context of Design and Technology, Textiles is industry-focused and embraces new emerging technologies such as Smart and Modern materials, as well as E-Textiles. Students will develop expertise in specialist tools and machinery such as the workings of the sewing machine, overlocker, laser cutter and 3D printer.

As with all materials within Design and Technology, students will develop specialist skills and expertise which equips them for onward careers in Design. This course focuses on research, design and clothing cycles, trends and forecasting, construction techniques and modelling. Students will develop knowledge of all material areas, but also specialist fabrics and fibres, decorative techniques, and CAD, CAM, laser cutting and 3D printing. We track emerging technologies and learn about new developments in the Textile and Clothing industry. It is important to realise that Textiles are often combined with other materials such as woods, metals and plastics to form a product, so learning extends to projects which aren't always clothing led. The Core principles of this GCSE encompasses all aspects of Design and Technology.

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 term 6 of Year 10, students will be given their design brief by the exam board for their major project. They will develop their design and making skills linked to a context. Students will be expected to complete research and design ideas during the summer holidays. The theory of core principles and the textiles industry is taught over the three years. Students will prepare for their final written exam in Year 11.

How will I be assessed?

Written exam in Year 11 - 1 hour 45 minutes long (100 marks, 50% of GCSE)

The written exam paper will be divided into two sections:

- **Section A – Core Technical Principles (40 marks)**
A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- **Section B – Specialist Material Category: Textiles (60 marks)**
Several short answer questions) and one extended response to assess a more in-depth knowledge of technical textiles principles.

Both sections of the exam will contain Maths and Physics knowledge.

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

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

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

Design and Technology – Textile Based Materials continues...

Personal skills and learning styles

Transferrable Research, design, CAD, practical making, analysing data, maths, evaluating, communication.

Attributes Resilience, problem solving, autonomy, confidence, creativity, logic.

Interests Fashion, maths, science, design, drawing, modelling, technology, making and experimenting.

Where can it lead?

Academic

Further and higher education in:

- Fashion Design
- Fashion Promotion
- Textiles
- Costume Design
- History of Fashion
- Design Foundation
- Surface Decoration
- Product Design

Apprenticeships

- Designer
- Buyer
- Merchandiser
- Fashion Journalist
- Jeweller
- Textile Designer
- Interior Designer
- Trend Forecaster

Want to know more?

Mrs E McMunn, Subject Leader Design and Technology and Food
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Design and Technology – Timber Based Materials

GCSE (Grades 9-1)

Course information

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

Every stage of a timber's journey – from its harvesting in responsibly managed forests, to its eventual transformation into high quality bespoke products needs craftsmanship.

Trees provide us with many materials, products and other things that we cannot live without. We need to harvest wood for building materials; we need trees for the food and fuel that they provide. Modern technology has seriously improved the forestry and timber industries. Computers, GPS systems and other cutting-edge technologies have made harvesting, production and planting much more efficient.

Many different types of careers exist within this industry, from managerial, planning and strategic roles, to technical and scientific positions.

Students will be undertaking the new Design Technology specification. This embraces new emerging technologies in all materials and is forward thinking in its approach. Students studying Design and Technology specialise in a material area: either Metal, Timber or Textiles.

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 to demonstrate their skills with 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 in Year 11 - 2 hours long (100 marks, 50% of GCSE)

The written exam paper will be divided into three 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

Design and Technology – Timber Based Materials continues...

Personal skills and learning styles

Transferrable	Research, design, CAD, practical making, analysing data, maths, evaluating, communication.
Attributes	Resilience, problem solving, autonomy, confidence, creativity, logic.
Interests	Engineering, maths, science, design, drawing, modelling, technology, making, environmental issues.

Where can it lead?

Academic

Further and Higher Education in:

- Science
- Engineering
- Maths
- Architecture
- Product Design

Apprenticeships

- Forestry work
- Carpentry
- Joinery
- Tree surgeon
- Warehouse staff
- Site managers
- Arboriculture

Want to know more?

Mrs E McMunn, Subject Leader Design Technology and Food
EMcMunn@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, in addition to creating and performing original devised theatre. You will explore complete plays from the perspective of a performer, director and theatre designer, as well as research 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, teamwork and building confidence.

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, performing in and watching live theatre. An overall interest in other creative subjects, (Music, Art and English Literature) is useful.

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
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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 focus 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 focuses 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.

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 and 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

- Accountancy
- Auditor
- Banking
- Data scientist
- Financial adviser
- Insurance
- Local government officer
- Policy officer
- Quantity Surveyor
- Statistician
- Stockbroker

Want to know more?

Mrs N Rorke, Head of Business and Economics
NRorke@fromecollege.org

Fine Art

GCSE (Grades 9-1)

Course information

Fine Art is the broadest option within the Art Department. This course combines creativity, imagination and a keen interest in Art along with other skills, including 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.

Note: We ask for an annual contribution towards the cost of essential equipment when possible - such as printing ink, sketchbooks, paints, lino etc.

How will I be assessed?

Students are encouraged to research the work of other practitioners. They are provided with an opportunity to study art and artefacts first-hand and from secondary resources to develop their critical skills. All work created during the three years counts towards students' final grade.

Examination	40%
Coursework	60%

The exam is in the form of a four month long 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, 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	Applied	Career
<ul style="list-style-type: none">A Level Art and Design	<ul style="list-style-type: none">A Level Graphics	<ul style="list-style-type: none">AdvertisingAnimatorArchitectArt Gallery CuratorBeauticianFashion stylingFine Artist
		<ul style="list-style-type: none">FloristGraphic DesignerIllustratorInterior DesignerMediaPhotographer

Want to know more?

Miss E Knibbs, Subject Leader Art
EKnibbs@fromecollege.org

Food Preparation and Nutrition

GCSE (Grades 9-1)

Course information

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

The course is based on 75% Theory and 25% Practical work, although much of the science-based theory and nutritional aspects are learnt through practical investigations.

At its heart, this qualification focuses on nutrition and health whilst nurturing students' practical cookery skills to give them a strong understanding of how ingredients work and why. This qualification is skills based and an interest in Science would be an advantage. Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Upon completion of this course, students will be qualified to go on to further study or embark on an apprenticeship or full-time career in the catering or food industries. There are opportunities to progress onto Level 3 Diploma course in Food Science and Nutrition in Sixth Form at Frome College.

How will I be assessed?

50% written exam

50% non-exam assessment:

- *Food investigation (15%)*
A report based on investigating 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

Transferrable	Analysing data, evaluating, presentation skills, maths and science.
Attributes	Resilience, communication skills, autonomy, creativity, listening skills, logical thinking, research skills, time management, accuracy.
Interests	Nutrition and health, sport and fitness, experimenting with recipes, food presentation, healthy eating.

Where can it lead?

Academic

- A Level Food Science and Nutrition
- Hospitality and Catering
- Sport and Nutrition

Career

- Baker, dairy industry, butchery
- Hospitality Catering, e.g. chef, sous chef, pastry chef
- Hospitality e.g. restaurant
- Food Manufacturing and processing
- Quality Manager
- Nutrition coach (e.g. in Sports)

Want to know more?

Mrs E McMunn, Subject Leader of Design and Technology and Food
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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 aim to 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.

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 during 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 French

Applied

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

Career

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
William.Owsley@fromecollege.org

Geography

GCSE (Grades 9-1)

Course information

The study of GCSE Geography will help students gain knowledge of the world, understand current events, appreciate different cultures, become aware of how human and physical processes interact to shape the globe, and 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.

Personal skills and learning styles

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

Where can it lead?

Academic	Applied	Career
<ul style="list-style-type: none">• A Level Geography	<ul style="list-style-type: none">• BTEC Travel and Tourism	<ul style="list-style-type: none">• 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

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

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
William.Owsley@fromecollege.org

Grow It, Cook It

BTEC Qualifications & Practical skills

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 by working in gardens at school and the wider community. 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 Years 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

- World of Work course in Post 16.

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 that learners need, in order to work successfully in the care industry. This course provides:

- Knowledge and skills for working with a range of service users from babies and toddlers, through to adults with specific needs and older people
- An understanding of how to support individuals when they use health and social care services
- A chance to develop self-management and independent learning skills by investigating opportunities to promote personal health and well-being

Units of study:

Component 1 - Human Lifespan Development

Component 2 - Health and Social Care Services and Values

Component 3 - Health and Wellbeing

How will I be assessed?

You will study two internally assessed coursework units during Year 9 and 10 and one externally examined unit in Year 11.

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 and 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 Administrator 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 with a tour of the castle conducted by a local expert guide who will also re-enact battle scenes and put on a weapons display.

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 examine the causes and consequences of the Civil War with a strong focus on the experiences of African Americans. 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 social, political and economic factors that helped us progress, but also the factors held progress 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.

Personal skills and learning styles

Learning styles	Visual, intrapersonal.
Attributes	Self-motivating, ability to think critically about information and being able to communicate effectively.
Interests	A genuine interest in the events of the past and how it has affected the world we live in today.

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
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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, as well as an appreciation and critical understanding of the media and its 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

Learning styles Kinaesthetic, creative and visual.

Attributes Organisational and time management skills, a creative and analytical mind, and an ability to meet deadlines.

Interests 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 Literature and Language
- A Level Photography

Applied

- Applied Art

Career

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

Want to know more?

Mr A Schneider, Head of English and Assistant Principal
ASchneider@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 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 1 hour 45 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. You also need 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

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

Want to know more?

Mr J Hampson, Subject Lead of Music
JHampson@fromecollege.org

Photography

GCSE (Grades 9-1)

Course information

This course aims to provide the skillset 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, as well as some smaller, additional units.

Students are encouraged to research the work of others and are provided with an opportunity to study photography 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. We ask for a contribution towards the cost of essential equipment when possible, such as printing ink, sketchbooks etc.

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.

Personal skills and learning styles

Learning styles Kinaesthetic and interpersonal.

Attributes You need to be creative, independent, well-organised and capable of good time management. It is a portfolio-based qualification, so steady, consistent working over three years gets results. Lessons are largely IT based. Photoshoots are taken weekly for homework.

Interests The arts, visual culture, photography, digital media

Where can it lead?

Applied

- AS Level Photography

Career

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

Want to know more?

Miss E Knibbs, Subject Leader Art
EKnibbs@fromecollege.org

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

1 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

1 hour examination (30%)

- Socio-cultural influences
- Sports psychology
- Health, fitness and wellbeing

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, 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.

Personal skills and learning styles

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

Where can it lead?

Academic

- A Level PE

Applied

- Level 3 BTEC 1 or 2
A Level equivalent

Career

- PE Teacher
- Sports Coach
- Travel and Tourism
- Sports Centre Manager / Assistant
- Personal Trainer
- Outdoor sports instructor
- Army/Navy
- Sports Massage / Physiotherapist

Want to know more?

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

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 this case, Islam and Christianity), as well as your opinions on topics such as:

- Human rights and social justice
- Crime and punishment
- Peace and conflict
- Matters of life
- 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 1 hour 45 minutes.

Personal skills and learning styles

Learning styles	The course is accessible to all students and you will develop your interpersonal, linguistic, intrapersonal and critical learning skills.
Attributes	Thinking for yourself and not just learning the facts. Enjoy debating and challenging your own ideas.
Interests	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
- 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?

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

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

Sociology

GCSE (Grades 9-1)

Course information

Sociology is the study of society: how peoples' lives are influenced as a result of the different social groups they belong to. We all belong to social groups because we all have social class, an age group, gender and ethnicity. You will learn just how powerful these can be in shaping all of our lives - including how well we do at school, the type of job we might end up having, the opportunities that come our way, our very identity and even how likely it is that we could become criminals. Why do some people have so much power and wealth while others have none? Is the traditional idea of family a thing of the past? Why do children at school learn the things they do? What type of person is most likely to commit crime and why do they do it? These are just a few examples of the kind of questions Sociology asks. It is about your life and the lives of everyone in society around you.

Topics include:

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

Personal skills and learning styles

Sociology is a social science. It is not about opinion, but about understanding how it actually is, looking at different theories (ideas) that seek to answer why it is that way, then being able to analyse and weigh-up whether those ideas make sense. Of course, you get the chance to discuss these ideas and express your views. Sociology is an academic subject, and you'll learn plenty of new technical language that will enable you to develop a sociological world-view. It can be studied at A Level at Frome College and at degree level at top universities, including Oxford and Cambridge.

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

- Media industry
- Journalism
- Law
- Political research
- Police
- Social work
- Aid and charity work
- Marketing
- Teacher / Lecturer

Want to know more?

Mr J Randall, Subject Leader Sociology
JRandall@fromecollege.org

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 in Europe and Southern/Central America. While the pronunciation can take a bit of getting used to, this is part of the fun of learning another language. 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 an 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

Learning styles	Linguistic, interpersonal and logical.
Attributes	You enjoy working with a partner during 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 Spanish

Applied

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

Career

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
William.Owsley@fromecollege.org

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 program 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 onto 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 from the sports you participated in. 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 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 program, 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 program, maintaining a training diary. Finally, for learning aim D you will review your program, 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 learning 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).

How will I be assessed?

External examined unit 25%

**Internal written coursework
and synoptic tasks** 75%

Personal skills and learning styles

Attributes Enthusiastic and keen, practical, organised, leadership qualities, mature, team player, good level of skill and fitness.

Interests Playing, spectating, coaching and officiating. Regularly play or participate in sports or physical activities, both within and outside of school.

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

Want to know more?

Mr M Howlett, Head of Sports and PE
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**Principal
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