



# Option Choices

2024 - 2027



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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.

Our Assistant Principals, John Robson and Paul Durber, along with Raising Achievement Lead, Vicky West and Transition Coordinator, Wendy Day oversee 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.

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 (Thursday 1 February 2024) or at Parents' Evenings where there will be lots of support for students and parents. We have a wealth of information on our website, [www.fromecollege.org](http://www.fromecollege.org)

We continually review our curriculum offer; prior to the pandemic we were poised to revise our year 9 curriculum however so much change and disruption inevitably meant plans were put on hold. However, we are now pleased to announce that for our September 2024 intake, students will benefit from the blend of a disciplined approach to completing key stage three as well as enjoying the freshness of choosing one option from our 'World Beyond Frome' option block.

This approach will ensure gaps in learning, caused by the pandemic and local context, will be firmly filled and students will experience all subjects taught by specialists with specialist resources and accommodation. The outcome will be mean students feel more informed about their subject choices, transition will be even smoother and our priority of driving up EBacc intake, especially for languages, can be met.

Key Stage four begins in year 10 with the start of a further three options, taken from a menu of currently 26 on offer. Some of our students will choose to follow a triple Science pathway, others a double. Some will pursue Further Maths in addition to core and everyone will take both English literature and English GCSE. Information Technology is delivered across our Key Stage four curriculum.

We are proud that the majority of our students continue onto Key Stage five at College; the transition is smooth and outcomes for our students are excellent. We currently offer a full 36 options post 16: the traditional pathway of three or four A levels, a blended timetable of BTEC, vocational and A levels and our World of Work course with embedded work experience matched with level two resits. After a review of local need, plans to deliver our first T level, in Early Years Education, are underway.

In order to give our students a chance to immerse themselves in an interest or discover a talent, we offer an extensive range of extra-curricular activities. Our offer includes trips and visits, STEM clubs, Duke of Edinburgh, sports clubs, musical events, drama, dance and many more. Please look around our website to get a flavour of what we have to offer.

We are proud to offer a complete and generous education for all- challenging our more able, supporting our SEND students, removing obstacles facing our more disadvantaged students and providing all with a firm foundation for future success.

We all look forward to working with you.

A handwritten signature in black ink, appearing to be 'ER', written in a cursive style.

Emma Reynolds  
Principal

# Key Dates for Options Choices

**Monday 8<sup>th</sup> January 2024** Online Options portal opens for students and their parents to register options choices for September 2024.

**Thursday 1 February 2024** Year 8 Options Parents Evening. Talks at 5pm, 5:30 and 6:00 pm in the Merlin. This event enables parents to find out information about the subjects we offer and how the process works. There will be an opportunity to ask our Senior Leaders and Subject Representatives questions.

**Friday 16 February 2024** 9am deadline for submitting the online Options Choices form.

**May 2024** Confirmation of student options, House and Tutor Group following an interview with their new Head of House.

## GCSE Reform

Since the Government introduced a programme of GCSE reform, all GCSEs offered at the College have followed a different format and syllabus content. Key features of GCSEs are:

- Grading on a scale 1-9 (9 being the highest)
- No tiering except in Maths, Science and MFL
- 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 Year 9 (Key Stage 3) Curriculum

## What will I study?

The Year 9 curriculum is focused on finishing off all aspects of the Key Stage 3 (KS3) curriculum while preparing and transitioning students into Key Stage 4 (KS4) and the rigor and demands of GCSE study.

Everyone will study a range of core subjects\*. These will consist of:

- English
- Mathematics
- Science
- Physical Education (PE)
- Religion and Philosophy (R&P)
- Personal, Social and Health Education (PSHE)
- Computer science
- History
- Geography
- Drama
- Music
- Technology
- Art
- Modern Foreign Languages (MFL) – students will select to study either French or Spanish.

\*it is unlikely but some options could be subject to change, dependent on staffing timetabling.

A small cohort of students will be exempted from MFL in order to receive additional literacy support.

At Frome College we recognise the strong links and importance of the arts within the community. We continue to be committed to supporting students access arts subjects through our maintenance of 4 option subject choices at GCSE. We offer one of the broadest ranges of subjects at GCSE in the region encompassing many arts-based subjects and students will select 3 of these 4 option subjects during Year 9 to begin in Year 10. Alongside this all students will select one GCSE option to begin when students join us in Year 9.

All students will select one KS4 option subject from:

- BTEC Dance
- Food Technology
- German\*
- Grow it Cook it (this option includes additional literacy support and students who select this option will need to be recommended by their middle school to confirm this is an appropriate choice)
- BTEC Health & Social Care\*
- i Media\*
- Media Studies
- Music Technology\*
- Photography
- Physical Education
- Sociology
- BTEC Sport

Note: all subjects marked with a \* will only be available for selection to begin in Year 9. All other subjects will also be available for selection when students make their other 3 choices during year 9 to begin in Year 10.

## What will I study in Year 10 and Year 11?

Options available for selection in Year 9 to begin in Year 10

Please note: This is for reference only to support students making their 1 option selection - students will not make their other 3 option selections until they have joined Frome College.

### Core curriculum all students will study:

- English Language and Literature (2 GCSEs)
- Mathematics
- Double Science (2 GCSEs made of equal time of Biology, Chemistry and Physics)
- Core PE (not examined)
- R&P (not examined)
- PSHE (not examined)

The Options Process – students select 1 option from the EBacc block and 2 others from the Open Block.

### The EBacc Block

Students must select one EBacc option from:

- Computer Science
- French
- Geography
- History
- Spanish
- Triple Science – the curriculum time from core science will be combined with the option subject time to enable students to study the separate science GCSEs of Biology, Chemistry and Physics. All 3 must be studied

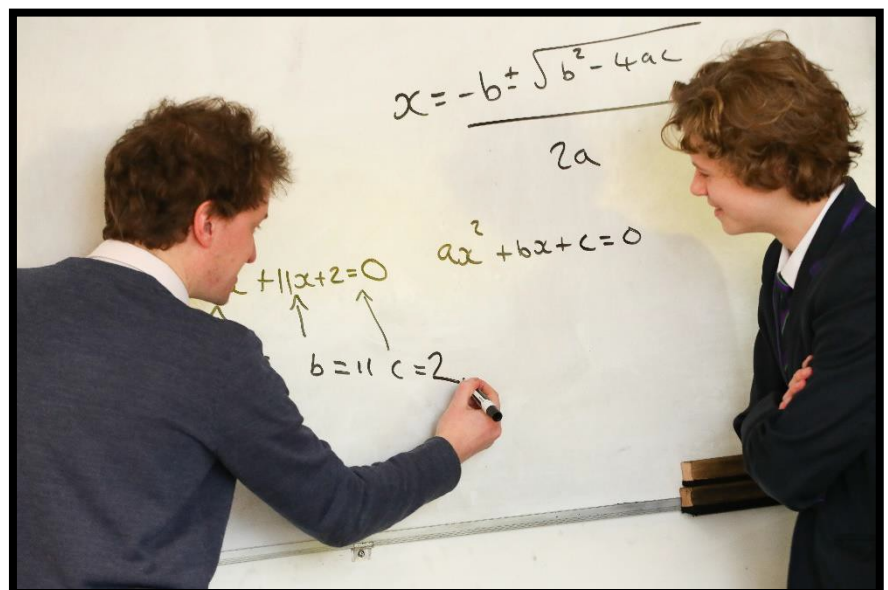
*Please note that if students select German GCSE as their early start Year 9 option, they will not be required to select a subject from the EBacc Block (but can if they wish) and can therefore select 3 subjects from the Open Block.*

The Open Block Students will select 2 options from:

- Business Studies
- BTEC Child Development
- Computer Science
- Design Technology – Product Design (metal and wood)
- Drama
- Fashion and Textiles
- Fine Art
- Food Technology
- French
- Geography
- History
- Media Studies
- Music
- Photography
- Physical Education
- Religion & Philosophy
- Spanish
- Sociology
- BTEC Sport



# Core Subjects Year 9 - Key Stage 3



# English Language and Literature

Year 9 KS3 moving into two GCSEs  
Course information

Year 9 is our 'critical' year in that we want students to learn to become 'critical' thinkers and writers. As their English career progresses, students will need to be able to develop their own critical perspectives, opinions and style. This means learning about the 'big ideas' that underpin things we read and the way we write for an audience and being able to apply them.

Year 9 students have nine English and Literacy lessons over two weeks. Five of those lessons develop the study of critical English and the other four are split equally between learning how to craft brilliant sentences and reading. Each student will read at least three substantive whole texts across the year during our reading lessons.

## Content of study

Big ideas in:

Macbeth & Hamlet by William Shakespeare  
An Inspector Calls by JB Priestley  
A Christmas Carol by Charles Dickens  
A range of poetry

Writing

Viewpoint writing and Creative writing  
Writing for purpose, audience and form.  
Adapting the structure of writing  
Writing for effect

In reading lessons, students will read at least three texts:

A collection of short stories

A modern classic (possible): The Hunger Games, Noughts and Crosses, The Curious Incident of the Dog in the Night-time.

A classic novel (from a wide selection): The Lord of the Flies, The Hound of the Baskervilles and many more.

Where can English 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



Core  
subject



# Maths

Year 9 KS3 moving into GCSE

## Course information

The course covers all elements of the KS3 curriculum firstly and progresses from there to either the Foundation or Higher level KS4 syllabus. 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 covers all elements of the KS3 curriculum firstly and progresses from there to either the Foundation or Higher level KS4 syllabus. There is a large 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 papers and increase in difficulty with regard to both content and duration as the years progress. The GCSE itself can be taken at either Foundation level (Grades 1-5) or Higher level (Grades 4 to 9) according to the ability of the student.

## Where can it lead?

### *Career*

- Accountant
- Air Traffic Controller
- Cryptologist
- Dispensing Optician
- Electrical Engineer
- Environmental Specialist
- Financial Analyst
- Forensic Scientist
- Insurance Claims Handler
- Naval Architect
- Mechanical Engineer
- Meteorologist
- Medical Researcher
- Stockbroker
- Web Developer

## Want to know more?

Mr R Cole, Co-Head of Maths  
RCole@fromecollege.org

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

**Core  
subject**

# Science

Yr9 KS3

Yr10 and 11 Up to three GCSEs

(Grades 9-1)

## 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.

Yr9 KS3 Science: Working closely with the Frome middle schools we have created a bespoke KS3 curriculum which follows on from their learning in yr8. We strive to maintain our aims of increasing enthusiasm for the subject and also creating a foundation of science knowledge to help them with the transition into further learning with GCSE.

Yr9/10/11 KS4 Science

Yr9/10/11 KS4 Science

GCSE Combined Science: Trilogy (2 GCSEs) Most students follow this course starting with transition in Term 3 of Yr9. 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 enthusiastic 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, homework record, recommendations from their teachers and of course if they are enthusiastic about science and 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 given the option of applying to the Separate Sciences course until the end of Year 9.

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## 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

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## Want to know more?

Mr P Jones, Head of Science

PJones@fromecollege.org



Core  
subject

# 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.

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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 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.

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## Want to know more?

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



Core  
subject

# RPE and PSHE

## Course information

*Religion, Philosophy and Ethics 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 – God, evil and suffering and philosophers and new religious movements.
- Year 10 – Human rights and matters of life
- Year 11 – Life after death and the ethics of medicine and war.

*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.

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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?

Ms C. McPherson Head of Religion, Philosophy and Ethics and PSHE  
CMcPherson @fromecollege.org



**Core  
subject**

# Computer Science

KS3

## Course information

Over the course of this year you will focus on three main topics. Programming will be taught using Python and there will be two projects; a chat bot and a text adventure in addition to other learning tasks. Algorithms will be taught using a mix of unplugged activities to learn the main searching and sorting algorithms such as binary and linear searches and merge, insert and bubble sorts. The third topic is parts of the computer and the FDE cycle

Students wishing to enrol on this course should be expecting to achieve a grade 5 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

**Core  
subject**

# History

KS3

## Content information

In Year 9 all students will undertake historical studies designed to ensure secure knowledge of the national curriculum content and to develop the skills that underpin successful study of the subject at GCSE for those who go on to take the subject. This will include how to use different historical sources to support claims and how to contrast arguments and interpretations of the past. The content will focus on the turbulent and fascinating history of the 20<sup>th</sup> Century and the challenges for Britain, Europe and the wider world.

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## Personal skills and learning styles

|                        |   |
|------------------------|---|
| <i>Learning styles</i> | Visual, intrapersonal.  |
| <i>Attributes</i>      | Self-motivating, ability to think critically about information and being able to communicate effectively. |
| <i>Interests</i>       | A genuine interest in the events of the past and how it 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

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## Want to know more?

Ms N. Hawkey, Head of History  
NHawkey@fromecollege.org



**Core  
subject**

# Geography

KS3

## Course information

By studying Geography in Year 9, students will develop curiosity and fascination about the world and its people.

Students will 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 transferrable skills.

The course will be focussed on the study of different places around the world. Within each place study, students will focus on the skills they need to successfully progress to GCSE Geography. These skills will include-

- Mapskills- Ordnance Survey maps, atlases,
- Interpreting information- data, pictures, graphs, maps etc
- Decision making- building an argument or decision based on evidence
- IT skills such as using GIS (e.g google earth), Digimaps, research skills
- Explaining how human and physical processes are changing the planet
- Decision making- how to best manage a geographical issue *Unit 1 - Physical Geography (one-hour, thirty-minute exam)*

|  |   |
|--|---|
| <p><i>Place 1- Africa</i><br/> <i>How developed are countries in Africa?</i><br/> <i>What are the main biomes found there?</i><br/> <i>How are resources being exploited there?</i><br/> <i>How is climate change affecting the continent?</i><br/> <i>How does tourism contribute to the economy?</i></p> | <p><i>Place 3- Asia and China</i><br/> <i>What's happening to the population in China?</i><br/> <i>How have so many Asian countries developed so quickly?</i><br/> <i>What is China's relationship with the rest of the world like?</i><br/> <i>What are the main biomes found in Asia?</i><br/> <i>How did the tsunami in Japan affect people there?</i></p> |
| <p><i>Place 2- Middle East</i><br/> <i>How has it got rich so quickly?</i><br/> <i>What is the cultural background of the Middle East?</i><br/> <i>How has the football world cup affected Qatar?</i><br/> <i>What are the characteristics of the desert there?</i></p>                                    | <p><i>Place 4- Oceans</i><br/> <i>What's changed with our oceans recently?</i><br/> <i>Why is there so much plastic in our oceans?</i><br/> <i>What's going on with coral reefs?</i><br/> <i>How can we use our oceans more sustainably?</i></p>  |

## Personal skills and learning styles

Logical, visual, spatial, naturalist, kinaesthetic, linguistic.

*Attributes* Data interpretation, ICT (use of Word, Excel and Publisher).

*Learning styles*

*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*

A level Geography

BTEC Applied Geography

## Career

Commercial / Residential Surveyor

Environmental Consultant

Cartographer

Geographical Information Systems Officer

Planning and Development Surveyor

Teacher / Lecturer

Town Planner

International Aid

Landscape Architect

## Want to know more?

Mr J Haines, Subject Leader Geography

JHaines@fromecollege.org

**Core  
subject**

# Drama

KS3

## Course information

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

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

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### Career

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

## Want to know more?

Mrs K. Plomer, Subject Lead Drama

KPlomer@fromecollege.org



Core  
subject



# Music

KS3

Music is a universal language that embodies one of the highest forms of creativity. At Frome College we encourage students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. During year 9s student will receive two lessons a fortnight with a music specialist teacher. Over the course of the year students will learn to compose, perform, and analyse music through listening. We have fantastic technology resources to make use of in lessons and as such students will learn to use music creation software Logic Pro X to help them compose their own music. We have a strong ethos of performance at Frome College and regularly make use of our stage area for class performances, rehearsal, and assessments. Students can expect their lessons to be largely practical and will be learning about famous composers and musical styles through performance and composition. From listening to Beethoven to learning to play a song from Queen we will cover a broad range of styles throughout the year.

Topics include:

Elements of Music (Pachelbel's Canon)

Dance Music (EDM)

Acoustic Pop Composition (Song writing)

Film Music

Bands Project

World Music

## 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

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

**Core  
subject**

# Design Technology

KS3

## Course information

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.

Many products are made from mixed materials such as wood, metal and plastics. An understanding of the way each material 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.

During Year 9 design work will focus on teenage lifestyles and the work will provide opportunities for students to develop a range of transferable skills and techniques which could include CAD and CAM as well as operating machinery, using specialist tools and equipment and visualising in 3D.

## Where can it lead?

### Academic


- Science
- Engineering
- Maths
- Architecture
- Product Design

### Apprenticeships

- Plumbing
- Welding
- Blacksmithing
- Car manufacturing
- Car Mechanic
- Metalworking
- Jewellery Design
- Forestry / tree surgeon
- Carpentry
- Joinery
- Warehouse staff
- Site managers
- Arboriculture

## Want to know more?

Mrs C Byrne, Design and Technology teacher [CBurn@fromecollege.org](mailto:CBurn@fromecollege.org)



**Core  
subject**

# Art

KS3

## Course information

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

**Aims** The national curriculum for art and design aims to ensure that all pupils:

- ★ produce creative work, exploring their ideas and recording their experiences
- ★ become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ★ evaluate and analyse creative works using the language of art, craft and design
- ★ know about artists, craft makers and designers

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution.

They should develop a critical understanding of practitioners, expressing reasoned judgements that can inform their own work.

## How will I be assessed?

Pupils will be assessed on their portfolio of work across projects, marking their ability to;


- Present their observations through use of sketchbooks, journals or other media as a basis for exploring their ideas
- Their use of a range of techniques and media, including painting
- Their proficiency in the handling of different materials
- Their ability to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- Their ability to make contextual links with Artists, designers and practitioners within their work.

We aim to cover units which span a range of processes, to help students make informed judgements about progression routes into GCSE and beyond, aiming to cover content across Fine Art, Graphic Design, Textiles, Photography and 3D.

We encourage our students to get involved with the wide variety of enrichment opportunities we promote in the Art Department throughout the year. At Frome College, our encouragement of the Arts means that these subjects have a broad reach into the community as well as Nationally in many of our projects and competitions- there will always be lots to get involved with!

## Want to know more?

Miss E. Knibbs, Head of Art, Photography & Graphics  
Eknibbs@fromecollege.org



**Core  
subject**

# French

Pre-GCSE (KS3), towards GCSE (Grades 9-1)

## Course information

French is a global language, widely spoken in Europe, Africa, the Middle and Far East, and Canada. Many people have been charmed by its beauty, and it provides a good foundation for studying Spanish, Italian, and Portuguese. You will find it useful in politics, business, and travel. Luckily, the French language shares many words with English, although *baby-foot* could cause confusion (it means 'table football'!).

The aim of the Year 9 course is to build on the knowledge you have acquired in middle school, whether to prepare you for taking the language at GCSE from Year 10 or simply to develop your general comprehension and communication skills.

Please note: this course is not offered to beginners. All learners must have a prior background of learning French before joining.

## How will I be assessed?

Listening, reading, speaking, and writing will be assessed throughout Year 9, with a cumulative assessment at the end of the academic year.

## 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 personal and/or professional life.

## Where can it lead?

### Academic

- GCSE French
- 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

## Want to know more?

Ms M Kreile, Head of Modern Foreign Languages  
mkreile@fromecollege.org

# Spanish

Pre-GCSE (KS3),  
towards GCSE  
(Grades 9-1)

## Course information

Spanish is the third most widely spoken language in the world and continues to gain on English. As well as opening doors to a myriad cultural, gastronomic, and travel opportunities, Spanish is a common business language in Europe and Southern and Central America. Lots of Spanish nouns are formed by adding an '-o' to English ones, though this strategy won't always result in *éxito* (that's 'success!'). The study of Spanish is also good foundation for the study of other Romance languages, such as French, Italian, and Portuguese.

The aim of the Year 9 course is to build on the knowledge you have acquired in middle school, whether to prepare you for taking the language at GCSE from Year 10 or simply to develop your general comprehension and communication skills.

Please note: this course is not offered to beginners. All learners must have a prior background of learning Spanish before joining.

## How will I be assessed?

Listening, reading, speaking, and writing will be assessed throughout Year 9, with a cumulative assessment at the end of the academic year.

## 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

- GCSE Spanish
- 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?

Ms M Kreile, Head of Modern Foreign Languages  
mkreile@fromecollege.org

Core  
subject



# Option subjects

## Key Stage 4

### early option



# 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](http://www.careerpilot.org)

Has extensive careers advice and an excellent parent zone.

- The Sacu Test – [www.sacu-student.com](http://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](http://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](https://www.facebook.com/NationalCareersService) or [twitter.com/NationalCareers](https://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.

You can see the many career opportunities available for students in each year group under the Careers tab on the school website. Our Employability Co-ordinator 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. The Next Steps office is located in room N7 in Northcote block and our Employability Co-ordinator can be contacted via email at [nextsteps@fromecollege.org](mailto:nextsteps@fromecollege.org) by parents or students.

# Dance

The Dance Curriculum aims to encourage young people to be inquisitive, disciplined and determined choreographers and performers whilst enabling them to become more rounded and confident human beings.

Throughout Key Stage Three, creativity is at the core of the curriculum, where students will choreograph their own dance pieces based on various types of stimuli and dance styles and techniques whilst critically appreciating the work of professional dance practitioners and their own work. Students will learn the four ingredients of Dance: Action, Space, Dynamics and Relationships. These core ingredients are interwoven when exploring our three key ideas of creating, performing, and appreciating.

The Dance Curriculum has been designed with a linear structure, where key concepts and skills are fed into each scheme of work. These skills intentionally become more complex to hone and develop performance talent to prepare students for further study at Key Stage Four.

At Key Stage Four, students undertake a range of modules and activities to aid the development of choreography, performing and appreciation. They also explore how the Performing Arts industry operates and gain an analytical appreciation of professional works.

Frome College hosts a wide range of extra-curricular dance activities and holds a number of opportunities and events where students can perform their dance work.

Duration: 1 Year

Structure of the course:

|        | Term 1  | Term 2  | Term 3  |
|--------|---|---|---|
| Year 9 | Introduction to Dance<br>Actions and dynamics<br>Students will be introduced to how to create a dance piece exploring the use of actions and dynamics.                        | Dance choreography<br>Space and relationships<br>Students will learn how to use space and other dancers effectively in a dance routine. | Choreography to a stimulus<br>Students will use a range of pictures, text and props as a stimulus from which they can create a dance. |
|        | Term 4  | Term 5  | Term 6  |
| Year 9 | Dance style and genre<br>Students will experience a range of dance styles and study a range of professional choreographers to develop their technique and performance skills. | Learning a professional set work<br>Students will analyse and learn a set professional work and reflect on their progress.              | Learning a professional set work<br>Students will analyse and learn a set professional work and reflect on their progress.            |

How will you be assessed?

You will be assessed by your teacher and evidence is created throughout the workshop lessons and the associated written work testing your subject knowledge of key dance terminology. You will produce a variety of evidence such as video recordings of practical work and performances, reflection sheets, milestone logs, presentations, logbooks and evaluations.

Want to know more?

Ms S. Harper, Dance Teacher\$Harper@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
- Quality Manager
- Nutrition coach (e.g. in Sports)

## Want to know more?

Mrs West, Subject Leader Food Technology  
VWest@fromecollege.org

# German

GCSE (Grades 9-1)

## Course information

German is offered as a GCSE from Year 9. It is widely spoken in Europe and is a key business language in India. It is an official language not just in Germany, but also Switzerland and 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 with 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 themes which are assessed:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

## 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?

Ms M Kreile, Head of Modern Foreign Languages  
mkreile@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 work towards an ASDAN gardening short course. They will also undertake the ASDAN FoodWise short course in the first year of the qualification. They will then progress to Level 1/2 WJEC qualifications in Years 10 and 11, 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, practical and exam

## 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, Psychology and Care Leader  
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*

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## 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.

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## 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

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## Want to know more?

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

# Creative iMedia – 3 year option only

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 R093– Creative iMedia Theory*

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 R094– Creating a Visual Identity*

Learners will be able to build on and apply the skills, knowledge and understanding gained in unit R093. 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 R099 – Game Design and Development*

This unit builds on units R093 and R094 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?

|                    |     |
|--------------------|-----|
| <i>Examination</i> | 35% |
| <i>Coursework</i>  | 65% |

## Personal skills and learning styles

|                        |   |
|------------------------|---|
| <i>Learning styles</i> | Kinaesthetic, logical and creative.                                 |
| <i>Attributes</i>      | Well-organised, good time management and ability to meet deadlines. |
| <i>Interests</i>       | 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

# 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 S, Drew Subject Leader  
SDrew@Fromecollege.org

# Music Technology (Level 2)

GCSE (Grades 9-1)

## Course information

Our Level 2 Technical Award in Music Technology gives pupils an exciting taste of what it's like to work in the music industry. Covering a range of topics, from setting up and using a digital audio workstation to planning and undertaking a studio recording session, our Music Technology V Cert provides pupils with the practical skills and knowledge to succeed in the technical and composition side of the music industry. During this course you will learn; how to compose using music technology, sound creation, studio recording skills, how to use industry specific software (Logic Pro X) and how music industry operates. This is an exciting new course offered by Frome College and is part of the year 9 GCSE options block. The course runs over three years with the first year comprising of preparatory work to develop skills needed to complete coursework in years 10 and 11.

Please note: there is no requirement to play or have played a musical instrument to succeed in this course. We are looking for students who have a love of music and are interested in studying commercial music (Electronic music, EDM, Dubstep, DnB, Reggae, Rock, Pop, Jazz etc).

## Course Content:

- 1: Introduction to music technology and the music business
- 2: The digital audio workstation (DAW)
- 3: Musical elements, musical style and music technology
- 4: Sound creation
- 5: Multitrack recording

## Assessment

|                          |                     |   |
|--------------------------|---------------------|---|
| Non-exam assessment      | (Weighting<br>(60%) | Externally-set, internally marked and externally moderated: <ul style="list-style-type: none"><li>• synoptic project (Coursework)</li></ul> |
| Examined assessment (EA) | Weighting<br>(40%)  | Externally-set and externally marked: <ul style="list-style-type: none"><li>• written exam (year 11)</li></ul>                              |

*Career Progression: A Level Music Technology, Music Industry Apprenticeship, Sound Engineer, Mixing Engineer, Composer, Producer, Music Management, Live Events Rigger*

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## 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.

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## 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.

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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 and 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  
MHowlett@fromecollege.org

# Sport

BTEC Level 1 / 2 Tech Award (equivalent to one GCSE)

## Course information

Students will be assessed in three units of work:

Component 1 – Preparing Participants to take part in Sport and Physical activity

Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity.

|   |  |  |
|---|--|--|
| Learning aim A explores types and provision of sport and physical activity for different types of participant | Learning aim B examine equipment and technology required for participants to use when taking part in sport and physical activity | Learning aim C be able to prepare participants to take part in sport and physical activity |
|---|--|--|

Component 2 – Taking part and improving other participants Sporting performance

Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants sporting performance

|   |   |   |
|---|---|---|
| Learning aim A Understand how different components of fitness are used in different physical activities | Learning aim B Be able to participate in sport and understand the roles and responsibilities of officials | Learning aim C Demonstrate ways to improve participants sporting techniques |
|---|---|---|

Component 3 – Developing Fitness to improve other participants performance in sport/physical activity

Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

|   |   |
|---|---|
| AO1 Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/ processes/ principles in relation to improving fitness in sport and exercise  | AO2 Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/ processes/ principles in relation to improving fitness in sport and exercise |
| AO3 Apply an understanding of facts, components of fitness, fitness tests, training methods/ processes/ principles in relation to improving fitness in sport and exercise | AO4 Make connections with concepts, facts, components of fitness, fitness tests, training methods/ processes/ principles in relation to improving fitness in sport and exercise |

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.

## How will I be assessed?

External examined unit 33%

Internal written coursework  
and synoptic tasks, externally moderated 67%

## Attributes

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

## Career pathways

Teacher / Coach / Personal trainer; Physiotherapist; Sport development; Sports media

## Want to know more?

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