

# Options Guide

Year 9 into Year 10



2025 - 2027

[www.fromecollege.org](http://www.fromecollege.org)

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**When choosing options, please note that all students must study at least one of the following: French, Spanish, German, Triple Science, History, Geography or Computer Science**

# 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, oversee the curriculum and options process, working closely with your child's Head of House to ensure suitable subject choices.

Please keep this booklet safe for important dates. You can meet College staff at our blended Options and Parents' Evenings, where support will be available. Additional information can be found on our website [www.fromecollege.org](http://www.fromecollege.org).



In Year 10, students begin Key Stage 4, choosing three additional options from our diverse menu of 28 subjects. This is in addition to the option chosen in Year 9. All students take English Language and Literature GCSEs, with pathways available in double or triple Science, and optional Further Maths. IT skills are embedded throughout the curriculum. All students must study at least one of the following for GCSE: French, Spanish, German, Triple Science, History, Geography or Computer Science.

Our strong sixth form offers 36 different options, including traditional A Levels, combined BTEC and vocational courses, and World of Work programmes with integrated work experience. We are proud that most of our students continue their education with us, achieving excellent outcomes.

Beyond academics, we provide extensive extra-curricular activities including STEM clubs, Duke of Edinburgh, sports, performing arts, and various trips. Our commitment is to deliver a comprehensive education that challenges able students, supports those with SEND, addresses disadvantage, and builds foundations for future success.

We look forward to working with you to support your child's journey at Frome College.

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

Emma Reynolds  
Principal  
Frome College

# Key Dates for Options Choices

**Thursday 6th March 2025:**

**4:00pm - 7:00pm**

Year 9 blended Options and Parents' Evening.

Surnames A - L

**Thursday 13th March 2025:**

**4:00pm - 7:00pm**

Year 9 blended Options and Parents' Evening.

Surnames M - Z

These events enable 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 teachers questions. Parents will also book in appointments with their child's teachers.

**Friday 28th March 2025:**

9am deadline for the online Options Choices form.

**June 2025:**

Confirmation of student options.

## **GCSE Reform**

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

- Grading on a scale of 1 - 9 (with 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.
- 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 Curriculum

We maintain a broad curriculum with 4 GCSE option choices - wider than most other schools in the region. Students choose their subjects in two phases:

- Year 8: Select and begin 1 GCSE option upon joining
- Year 9: Choose 3 additional GCSE options (including various arts subjects) to start in Year 10

In Year 9 all students will have selected ONE KS4 option subject from:

- Creative iMedia\*
- Dance\*
- Food Technology
- Health & Social Care BTEC\*
- German\*
- Media Studies
- Music Technology\*
- Photography
- Physical Education GCSE
- Sociology
- Sport BTEC
- 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)

**Note:** Some subjects (marked with \*) can only be started in Year 9, as they are three year courses. All other subjects will be available to choose from later, when students make their remaining 3 subject choices during Year 9 to start in Year 10.

## Year 10 and 11 Curriculum

### 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)
- Personal, Social Health Education (not examined)
- Religion, Philosophy and Ethics (not examined)

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

Students select ONE option from the EBacc block and TWO others from the Open Block.

### The EBacc Block

Students must select ONE EBacc option from:

- Computer Science
- French
- German - those students who chose this subject in Year 9 may use it to count as their EBACC option for Year 10. This is not available as a Year 10 option
- 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

### The Open Block

Students will select TWO options from:

- Business Studies
- Child Development BTEC
- Computer Science
- Design Technology
- 3D Design
- Drama
- Fine Art
- Food Technology
- French
- Geography
- History
- Media Studies
- Music
- Photography
- Physical Education
- Religion & Philosophy
- Sociology
- Spanish
- Sport BTEC
- Textiles
- Triple Science

Please note: Students can only study two of the Art based subjects (Fine Art, Photography, Textiles or 3D Design)

# Support With Choosing Subjects

Whilst many students are uncertain about their future career path, the primary consideration should be encouraging your child to select subjects they find engaging and in which they are likely to excel. It is equally vital to evaluate their performance in assessments and examinations to ensure they can effectively manage coursework requirements.

## 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.

- **Unifrog** - [www.unifrog.org](http://www.unifrog.org)

Unifrog is used by the whole school for a variety of activities. The website is designed to support students with the following:

- Researching Careers
- CV Writing
- Work Experience
- Researching Colleges, Universities and Apprenticeships
- National Careers Service (independent careers advice) -

[nationalcareers.service.gov.uk](http://nationalcareers.service.gov.uk)

## Careers in each subject

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 Next Steps Team arrange three large career talk events each year for all students, with 15+ speakers from different careers. There is a work experience programme for Years 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. The Next Steps Team can be contacted via email at [nextsteps@fromecollege.org.uk](mailto:nextsteps@fromecollege.org.uk)



Mrs Charlotte Gale  
Careers Lead





# Core subjects

## Key Stage 4



# English Language

# English Literature

2 GCSEs (Grades 9 - 1)

## Course information

The English KS4 curriculum aims to enable all students to achieve more than they thought possible in English. Our ultimate aim is to ensure that all students achieve the very highest grades in both GCSE English Language and Literature through effective and rigorous exam preparation.

Through our teaching of exam texts, we aim to encourage our students to engage with and develop points of views on universal themes such as human nature, politics, social responsibility, relationships and conflict. Such teaching helps students to develop a rounded and empathetic character capable of asserting a viewpoint. We believe that developing students' communication skills is vital in equipping them for later success; students are encouraged to develop and articulate their points of view and they are taught how to structure and develop a written argument. These are skills that will prepare them for their next stage of education but also skills that will encourage them to be articulate and confident in all aspects of life.

**English Language GCSE:** Students analyse language and structure in challenging literature and non-fiction texts from the 19th-21st centuries. The course includes creative writing tasks and viewpoint compositions, with equal weighting between reading and writing components.

**English Literature GCSE:** Students study classic literature across various periods and genres, analysing themes and writers' methods in both studied texts and unseen poetry. The focus is on critical thinking, textual recall, and understanding the deeper themes and context of key texts.

## How will I be assessed?

### English Language GCSE

All students complete two exam papers in the Summer of Year 11

- Paper 1 (50%) Fiction
- Paper 2 (50%) Non-Fiction

### English Literature GCSE

All students complete two exam papers in the Summer of Year 11

- Paper 1 (40%) Shakespeare and 19th Century fiction
- Paper 2 (60%) Drama and Poetry

## Where Next?

### Academic/Applied

- A Level English

### Career

- Advertising/copywriting
- Journalist
- Law - Paralegal/Crown Prosecutor
- Librarian
- Screenwriter

## Want to know more?

Ms Syrett, Curriculum Lead, English Faculty  
[HSyrett@fromecollege.org.uk](mailto:HSyrett@fromecollege.org.uk)

# Mathematics

GCSE (Grades 9 - 1)

## Course information

Students progress in onto either the Foundation or Higher level GCSE 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
- Geometric Reasoning

There is a large emphasis on problem solving and mathematical reasoning.

Mathematics at GCSE level is fundamental to students' future success. A grade 4 or above opens doors to many Post-16 courses, while strong performance enables students to pursue A Level Mathematics or Core Mathematics in Sixth Form. The skills developed through mathematical study - particularly complex communication and analytical thinking - are highly valued by employers. At Frome College, we're proud that many of our students continue their mathematical journey beyond GCSE, recognising its importance for their future careers.

## How will I be assessed?

The GCSE itself can be taken at either Foundation level (Grades 1-5) or Higher level (Grades 4 to 9). Both exams consist of three papers. Paper 1 is non-calculator; Papers 1 & 3 calculators allowed.

## Where Next?

### Academic/Applied

- A Level Maths
- A level Further Maths
- A Level Physics

### Career

- Electrical Engineer
- Environmental Specialist
- Financial Analyst
- Forensic Scientist
- Meteorologist

## Want to know more?

Mr Cole, Co-Curriculum Lead, Mathematics  
[RCole@fromecollege.org.uk](mailto:RCole@fromecollege.org.uk)

Mrs Cole, Co-Curriculum Lead, Mathematics  
[JCole@fromecollege.org.uk](mailto:JCole@fromecollege.org.uk)

# Science

GCSE (Grades 9 - 1)

## Course information

Science nurtures students' curiosity through investigation and creative thinking. Through practical exploration and debate, students develop essential problem-solving skills while preparing for a world of rapid scientific advancement.

### GCSE Combined Science:

Beginning in Year 9's third term, the course balances Biology, Chemistry, and Physics. Students learn scientific methodology, data analysis, and science's role in society and decision-making, while developing environmental awareness.

### GCSE Separate Sciences:

Top-performing and enthusiastic students can study Biology, Chemistry and Physics as separate GCSEs from Year 10. Taught by subject specialists with additional lessons, this pathway is ideal for Post-16 science study. Selection is based on KS3 performance, teacher recommendations, and student interest, with applications opening during the options process in Year 9. Places are subject to availability.

## How will I be assessed?

GCSE Combined Science: 3 exam papers per subject, each marked out of 70

GCSE Separate Sciences: 3 exam papers per subject, each marked out of 100

## Where Next?

### Academic/Applied

- A Level Biology
- A level Chemistry
- A Level Physics
- A Level Geology

### Career

- Aerospace Engineer
- Biomedical Scientist
- Forensic Psychologist
- Doctor/Nurse/Dentist/Veterinary Surgeon
- Cyber Intelligence Officer

## Want to know more?

Mr Jones, Curriculum Lead, Science  
[PJones@fromecollege.org.uk](mailto:PJones@fromecollege.org.uk)

# Physical Education

## This is a non-examined statutory subject

### Course information

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

In today's world, where the UK faces increasing challenges with obesity and heart disease, our PE programme plays a crucial role in establishing healthy, active lifestyle habits.

Our core PE programme focuses on two key areas: developing sporting abilities and building sustainable fitness habits that last a lifetime.

Our diverse sports programme reflects the vibrant sporting community around us. We carefully select activities that can easily be continued after leaving school, creating a bridge between education and lifelong physical activity. Students will experience both competitive team sports and individual activities.

Beyond the National Curriculum PE Classes, students will find a diverse extra-curricular programme. Join lunchtime and after-school activities, compete in regular inter-house tournaments, or represent the College in our competitive teams. We actively support both team and individual sports - speak with any PE staff member to explore more sporting interests.

**To maintain our high standards and ensure everyone's comfort and safety, all students must wear the approved College sportswear for every PE lesson. Active participation is essential and forms a key part of students' educational journey with us.**

### How will I be assessed?

This is a non-examined subject so there will be no formal assessments, although commitment to learning scores will indicate students' understanding and engagement.

Students will receive regular assessments, noting progress in:

- 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

### Where Next?

Develop lifelong fitness habits that will enhance your wellbeing and vitality, setting the foundation for a healthier, more energetic future.

### Want to know more?

Mr Howlett, Curriculum Lead, Sports and PE  
[MHowlett@fromecollege.org.uk](mailto:MHowlett@fromecollege.org.uk)

# Religion, Philosophy and Ethics & Personal, Social and Health Education

Non-examined statutory subjects

## Course information

**Religion, Philosophy and Ethics (RPE)** 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 10 - Human rights and matters of life
- Year 11 - Life after death and the ethics of medicine and war.

**Personal, Social and Health Education (PSHE)** 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

Both courses are designed to develop our students' awareness and tolerance in a wide range of areas, encouraging them to become well rounded and reflective learners and citizens. Further information can be found on the College website, including detailed lesson objectives.

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, although commitment to learning scores will indicate students' understanding and engagement.

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.

## Where Next?

### Academic/Applied

- A Level Religious Studies -  
Philosophy and Ethics

### Career

- Teacher/Educator
- Religious Leader
- Counsellor or Therapist
- Writer/Researcher

## Want to know more?

Ms McPherson, Curriculum Lead, RPE and PSHE  
[CMcPherson@fromecollege.org.uk](mailto:CMcPherson@fromecollege.org.uk)

# Option Subjects

## Key Stage 4



# 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?

Two examination papers at the end of year 11. No coursework.

## Where Next?

### Academic/Applied

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

### Career

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

## Want to know more?

Ms Wiltshire, Curriculum Lead, Business Studies  
swiltshire@fromecollege.org.uk



# Child Development

BTEC Tech Award (equivalent to one GCSE)

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

## Course Information

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 students gain some of the skills needed for such a job role. It will give students the opportunity to gain a broad knowledge and understanding of how children develop and how to promote their development through play opportunities.

Students 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

- R057 Health and Wellbeing for Child Development
- R058 Creating a safe environment and understanding the nutritional needs of children from birth to five years
- R059 Understanding the development of a child from one to five years

## How will I be assessed?

R057 = 40% Examined by an external assessment at the end of Year 11

R058 = 30% This is an externally set Year 10 coursework task, which is then marked internally and moderated by the exam board.

R059 = 30% This is an externally set Year 11 coursework task, which is then marked internally and moderated by the exam board.

## Where Next?

### Academic/Applied

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

### Career

- Nursery Assistant / Manager
- Teaching
- Registered Childminder
- Nanny - opportunities abroad and in the UK
- Children's Nursing

## Want to know more?

Mrs K Hyde, Curriculum Lead, Child Development  
KHyde@fromecollege.org.uk

# Computer Science

GCSE (Grades 9-1)

## Course information

GCSE Computer Science offers students an engaging insight into the digital world, equipping them with essential skills for the modern age. This course combines theoretical knowledge with practical problem-solving to help students understand how computer systems work and how to create software solutions.

## Why Choose Computer Science?

- **Future-Ready Skills:** Develop critical thinking, creativity, and computational thinking to tackle real-world challenges.
- **Career Opportunities:** Provides a foundation for careers in programming, cybersecurity, artificial intelligence, and more.
- **Practical Learning:** Gain hands-on experience in coding and algorithm design, preparing students for further study and work.

## Course Content

The course is divided into two main components:

### 1. Computer Systems

- Systems architecture; Memory and storage; Computer networks, connections, and protocols; Network security; Systems software; Ethical, legal, cultural, and environmental impacts of digital technology

### 2. Computational Thinking, Algorithms, and Programming

- Algorithms and problem-solving; Programming fundamentals; Producing robust programs; Boolean logic; Programming languages and Integrated Development Environments (IDEs).

## How will I be assessed?

The course is assessed through two written exams:

- **Paper 1: Computer Systems (50% of the grade)** - Focuses on theoretical knowledge of computer systems.
- **Paper 2: Computational Thinking, Algorithms, and Programming (50% of the grade)** - Assesses problem-solving and programming skills.

## Where Next?

### Academic/Applied

- A Level Computer Science
- University courses in Computer Science, or related subjects

### Career

- Engineering Computer
- Technician
- Designing new technology - ie phone apps
- Game Design / Development
- Cyber Security

## Want to know more?

Mr Durber, Head of Computer Science, Business and IT  
[PDurber@fromecollege.org.uk](mailto:PDurber@fromecollege.org.uk)

# Design Technology (DT)

GCSE (Grades 9-1)

## Course information

GCSE Design & Technology will prepare students to participate confidently and successfully in an increasingly technological world. The course develops students' abilities to recognise design needs and opportunities, responding with creative and innovative solutions while considering real-world contexts. Students will gain awareness and learn from wider influences on Design Technology, including historical, social, cultural, environmental and economic factors. Through studying iconic designs and contemporary innovations, students will understand how technology and design continue to transform our daily lives.

The course offers extensive hands-on experience, allowing students to work creatively when designing and making, while applying technical and practical expertise. They will develop valuable skills in problem-solving, technical drawing, computer-aided design (CAD), and manufacturing techniques.

At GCSE, students study core technical and design principles, including a broad range of design processes, materials, techniques and equipment. This foundation ensures students understand how different materials and manufacturing processes can be used effectively in product development. They will learn to generate and develop design ideas, select appropriate materials, and use specialist tools and equipment safely and effectively. Students will also have the opportunity to study specialist technical principles in greater depth.

The key material focus throughout Year 10 will be timber-based materials, allowing students to develop expertise in wood types and their properties, manufacturing techniques, and both modern and traditional woodworking 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?

- Students are formally assessed every term.
- The intent is that assessments will cover the areas that students are assessed on by the examination board. For GCSE this will reflect the 50% coursework and 50% exam.
- The intent is that mock exams assessments will be used repeatedly throughout KS4 to prepare students for their final exams

## Where Next?

### Academic/Applied

- A Level Maths
- A Level Product Design
- Apprenticeship in Engineering

### Career

- Plumbing
- Welding
- Car Mechanic
- Jewellery Design
- Arboriculture

## Want to know more?

Mrs Byrne, Curriculum Lead, Design and Technology  
[CByrne@fromecollege.org.uk](mailto:CByrne@fromecollege.org.uk)

# 3D Design

GCSE (Grades 9-1)

## Course information

Knowledge and understanding are delivered through a variety of learning experiences and approaches.

In Year 10 a range of various projects are undertaken to allow students to build the skills required for their two pieces of coursework. Students are encouraged to identify, select, develop, explore and communicate their own ideas in a personal way.

AQA Specification is used to create mini projects where knowledge and practical skills are built through practical work, exploring the work of others to inspire and develop a personal response. Students are encouraged to build on a range of drawing and practical skills encompassing modern technologies such as CAD/CAM alongside more traditional focussed practical tasks.

Key Assessment points:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Students are given feedback every term to allow them to identify the areas they need to further develop.

## How will I be assessed?

There are two components:

- a 'portfolio' selected from the course of study (course work)
- externally set assignment with themes set by the exam board, resulting in a 10 hour practical exam.

## Where Next?

### Academic/Applied

- A Level Maths
- A Level Product Design
- Apprenticeship in Engineering

### Career

- Plumbing
- Welding
- Car Mechanic
- Jewellery Design
- Arboriculture

## Want to know more?

Mrs Byrne, Curriculum Lead, Design and Technology  
[CByrne@fromecollege.org.uk](mailto:CByrne@fromecollege.org.uk)

# Drama

GCSE (Grades 9-1)

## Course information

Studying Drama enables students to develop essential life-long learning skills such as communicating with others, teamwork and building confidence.

This comprehensive Drama course develops students' practical performance and written skills through the exploration of scripted plays and the creation of original devised theatre. Students engage with complete dramatic works from multiple perspectives - performer, director and theatre designer - gaining a thorough understanding of theatrical production.

Through practical sessions and written assignments, students work individually, in small groups and as an ensemble to explore challenging themes and topics. The course incorporates regular theatre visits, enabling students to evaluate and analyse live productions, enhancing their critical understanding of performance.

This dynamic programme cultivates essential transferable skills such as effective communication, collaborative working and self-confidence, making it particularly suitable for students passionate about theatre arts.

Students have opportunities to:

- Develop original theatrical works
- Analyse dramatic texts from various creative perspectives
- Build practical performance techniques

## How will I be assessed?

This course includes one scripted and one devised practical performance exam, written coursework and a final written exam.

## Where Next?

### Academic/Applied

- 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)

## Want to know more?

Mrs Plomer, Subject Lead, Drama  
[KPlomer@fromecollege.org.uk](mailto:KPlomer@fromecollege.org.uk)

# 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.

## Where Next?

### Academic/Applied

- Art & Design
- A Level Graphic

### Career

- Florist
- Graphic Designer
- Illustrator
- Interior Designer
- Animator

## Want to know more?

Miss Knibbs, Subject Lead, Art  
[EKnibbs@fromecollege.org.uk](mailto:EKnibbs@fromecollege.org.uk)

# Food Preparation and Nutrition

GCSE (Grades 9-1)

## Course information

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

## 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

## Where Next?

### Academic/Applied

- 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, Curriculum Lead, Food Preparation and Nutrition  
[VWest@Fromecollege.org.uk](mailto:VWest@Fromecollege.org.uk)

# Geography

## GCSE (Grades 9-1)

### Course information

In GCSE Geography, students will learn about different places around the world without leaving their classroom. They'll study examples from:

- The UK
- Rich countries
- Countries that are becoming richer and more developed
- Poor countries

The course covers important global issues like:

- How the climate is changing
- Why some people are poor while others are wealthy
- How economic power is shifting between different countries
- How we can use Earth's resources without running out

Students will think about their own place in the world and learn to understand different people's views and beliefs.

The course starts by teaching about local areas (close to home) and gradually moves on to learning about other countries. In Year 10, students do practical fieldwork that connects to what they're learning in class. At the end of Year 11, there's an assessment called the DME Component 3, which tests how well students can connect different topics they've learned.

The course follows the AQA exam board's requirements and is designed to be challenging but achievable. It prepares students not just for their exams, but also for further education (like A-levels) and life in general.

### How will I be assessed?

Three examination papers, including one paper which has pre-released materials.

### Where Next?

#### Academic/Applied

- A Level Geography
- BTEC Applied Geography
- A Level Geology

#### Career

- Environmental Consultant
- Cartographer
- Geographical Information Systems Officer
- Planning and Development Surveyor
- Landscape Architect

### Want to know more?

Mr Haines, Subject Lead, Geography  
[JHaines@fromecollege.org](mailto:JHaines@fromecollege.org)



# History

GCSE (Grades 9-1)

## Course information

Students will develop their historical skills through:

- Critical analysis of different historical sources, learning to evaluate their reliability and usefulness when supporting historical claims
- Understanding how to contrast different arguments and interpretations of the past, recognising that history involves ongoing debate
- Building compelling arguments using evidence from multiple sources
- Developing clear written communication of historical ideas

The content will focus on the transformative story of the 20th century - an era that changed our world forever. From world-shaking conflicts like the two World Wars to cultural revolutions, students will uncover how Britain, Europe, and the globe were transformed during this remarkable period, exploring:

- Key conflicts and their global impact
- Social and cultural changes
- Technological advancement and its effects
- The reshaping of national boundaries

## How will I be assessed?

Three examination papers at the end of year 11. No coursework.

## Where Next?

### Academic/Applied

- A Level History
- A Level Law
- Level 3 Business Admin & Finance

### Career

- Archeologist/Archivist
- Broadcast Journalist
- Civil Service Administrator
- Law: Solicitor/Barrister/ Paralegal
- Heritage Manager/Building Conservation

## Want to know more?

Ms Hawkey, Curriculum Lead, History  
[NHawkey@fromecollege.org.uk](mailto:NHawkey@fromecollege.org.uk)

# 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.

## Where Next?

### Academic/Applied

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

### Career

- Advertising
- Broadcasting: film / video / runner
- Event Manager
- Journalist; Broadcast or Magazine
- Market Researcher

## Want to know more?

Mr Drew, Curriculum Lead, Media Studies  
[NHawkey@fromecollege.org.uk](mailto:NHawkey@fromecollege.org.uk)

# Modern Foreign Languages

Studying languages provides students with far more than just the ability to communicate in another language. It opens doors to different cultures, enhances cognitive development and improves memory skills.

In today's interconnected world, language skills are increasingly valuable in the job market, giving students a competitive edge in their future careers.

For young people in the UK, where English is the dominant language, studying another language helps foster cultural awareness and empathy, preparing them to be more effective global citizens in an increasingly diverse society.

## French

GCSE (Grades 9-1)

### Course information

French is a global language, widely spoken in Europe, Africa, the Middle and Far East, and Canada. It provides a good foundation for studying Spanish, Italian, and Portuguese.

## Spanish

GCSE (Grades 9-1)

### Course information

Spanish is the third most widely spoken language in the world. Spanish is a common business language in Europe and Southern and Central America. The study of Spanish is also good foundation for the study of French, Italian, and Portuguese.

### How will I be assessed?

There is no external coursework. There are four exams:

- Listening (25%)
- Reading (25%)
- Speaking (25%)
- Writing (25%)

### Where Next?

#### Academic/Applied

- A Level French, Spanish or German

#### Career

- Interpreter / Translator
- Logistics or Distribution Manager
- Travel Agent/Tour Representative
- Broadcast Journalist
- Diplomatic Service

### Want to know more?

Mrs Green, Curriculum Lead, Modern Foreign Languages  
[AGreen@fromecollege.org.uk](mailto:AGreen@fromecollege.org.uk)

# Music

## GCSE (Grades 9-1)

### Course Information

GCSE Music is an exciting, challenging and creative course that will transform students into well-rounded musicians. As students progress through the course, they'll develop their skills across three essential areas: performance, composition and musical appreciation (musicology). Students will explore an inspiring range of musical styles and genres, from classical masterpieces by Bach through to iconic rock bands like Queen, and from dramatic film scores to diverse world music traditions.

To succeed in the course, students will need to be at approximately Grade 4 standard on their chosen instrument or voice by Year 11. Ideally, students should be around Grade 2-3 standard when starting the course, though committed beginners can also achieve excellent results by starting instrumental or vocal lessons immediately. While students don't need to take formal grade examinations, they must be able to perform to the equivalent standard.

Throughout the course, students will have opportunities to explore their creativity through composition, using both traditional methods and modern music technology. They will learn to use industry-standard software such as Sibelius, GarageBand and Logic, alongside developing their compositional skills on their chosen instrument or voice. This blend of traditional musicianship and contemporary technology will give students a thorough grounding in modern music-making.

### How will I be assessed?

- Component 1 - Performing 30%

One solo and one ensemble

- Component 2 - Composing 30%

Create two pieces of music

- Component 3 - Appraising 40%

Examination paper with questions on set pieces, music theory and listening

### Where Next?

#### Academic/Applied

- A Level Music
- A Level Music Technology

#### Career

- Arts Administrator
- Broadcast Engineer
- Community Arts Worker
- Event Manager
- Theatre Stage Manager

### Want to know more?

Mr Hampson, Curriculum Lead Music  
[JHampson@fromecollege.org.uk](mailto:JHampson@fromecollege.org.uk)

# 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 GCSE exam is in the form of a project that must be completed between January and the end of April in Year 11.

## Where Next?

### Academic/Applied

- A Level Photography

### Career

- Digital Marketer
- Composer
- Graphic Designer
- Film Director / Editor
- Photojournalist

## Want to know more?

Ms Knibbs, Curriculum, Art  
[EKnibbs@fromecollege.org.uk](mailto:EKnibbs@fromecollege.org.uk)

# 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:

1. (30%) Theoretical: The Human body and Movement in Physical Activity and Sport
  - Applied anatomy and physiology
  - Movement Analysis
  - Physical training
  - Use of data - Health, fitness and well-being
2. (40%) Practical: Performance in Physical Education
  - Practical activity assessment
  - Analysis and Evaluation of performance to bring about improvement in one activity
3. (30%) Theoretical: Socio-cultural influences and wellbeing in Physical Activity and Sport
  - Socio-cultural influences
  - Sports psychology
  - Health, fitness and wellbeing
  - Use of Data

## How will I be assessed?

Practical assessment & Exam

The practical component will involve performing in a wide range of activities, where students select their top three best scores to count. Choose from one team sport, one individual sport, and one team or individual sport.

## Where Next?

### Academic/Applied

- Level 3 OCR Technical in Sport

### Career

- Sports Coach
- Travel and Tourism
- Sports Centre Manager / Assistant
- Personal Trainer
- Outdoor sports instructor

## Want to know more?

Mr Howlett, Curriculum Lead, Sports and PE  
[MHowlett@fromecollege.org.uk](mailto:MHowlett@fromecollege.org.uk)

# 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?

Two examination papers at the end of year 11. No coursework.

## Where Next?

### Academic/Applied

- A Level Philosophy and Ethics

Partners well with:

- Media
- English
- History
- Law
- Politics

### Career

- Law: Barrister / Solicitor / Paralegal
- Civil Service / Local Government Officer
- Health Service / Medicine
- Marketing Executive
- Newspaper Journalist/ Media

## Want to know more?

Mr McCarthy, Subject Lead, Religion and Philosophy  
[JMcCarthy@fromecollege.org.uk](mailto:JMcCarthy@fromecollege.org.uk)

# 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. Students 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. 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? 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 things out)

## How will I be assessed?

Three examination papers at the end of year 11. No coursework.

## Where Next?

### Academic/Applied

- A Level Sociology

Partners well with:

- Media
- English
- History
- Law
- Politics

### Career

- Journalism
- Law
- Political researcher
- Police
- Social work

## Want to know more?

Mr Randall, Subject Lead, Sociology  
[JRandall@fromecollege.org.uk](mailto:JRandall@fromecollege.org.uk)



# Sport

BTEC Tech Award (equivalent to one GCSE)

## Course information

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.

The BTEC will be split into three units of work:

### 1. Preparing Participants to take part in Sport and Physical activity

Students 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.

### 2. Taking part and improving other participants sporting performance

Students 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

### 3. Developing Fitness to improve other participants performance in sport/physical activity.

Students 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

## How will I be assessed?

External examined unit 33%

Internal written coursework and synoptic tasks, externally moderated 67%

## Where Next?

### Academic/Applied

- Level 3 OCR Technical in Sport

### Career

- Sports Coach
- Travel and Tourism
- Physiotherapist
- Sports Media
- Outdoor sports instructor

## Want to know more?

Mr Howlett, Curriculum Lead, Sports and PE

[MHowlett@fromecollege.org.uk](mailto:MHowlett@fromecollege.org.uk)

# Textiles (Art and Design)

GCSE (Grades 9-1)

## Course information

GCSE Textiles is a practical course that explores a wide range of textile techniques in an artistic and creative way. The course allows opportunities to research, experiment, and present creative responses to project themes through 2D and 3D outcomes. Students will develop skills in sewing, printing, fabric manipulation and garment construction along with using photography and drawing skills.

The course starts with a set of mini projects that gives the students an opportunity to explore a wide range of techniques which include felting, batik, printing and applique. The mini projects are designed to build confidence and key knowledge. These skills will then be built upon later in the course when producing a portfolio of work relating to the design briefs.

**Note:** We ask an annual contribution towards the cost of essential equipment when possible, such as printing ink, sketch books, fabric dyes and threads.

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

## How will I be assessed?

|             |     |
|-------------|-----|
| 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 sketch books during the four months.

## Where Next?

### Academic/Applied

- Fashion design
- Fashion promotion
- Textile design
- Costume design
- History of fashion

### Career

- Merchandiser
- Fashion journalist
- Interior designer
- Trend forecaster
- Make up artist

## Want to know more?

Mrs Gale, Subject Lead, Fashion and Textiles  
[CGale@fromecollege.org.uk](mailto:CGale@fromecollege.org.uk)

# Triple Science

GCSE (Grades 9-1)

## Course information

Top-performing and enthusiastic students can study Biology, Chemistry and Physics as separate GCSEs from Year 10. Taught by subject specialists with additional lessons, this pathway is ideal for Post-16 science study. Selection is based on KS3 performance, teacher recommendations, and student interest, with applications opening during the options process in Year 9. Places are subject to availability.

## Biology

Explore the fascinating world of living organisms, from microscopic cells to complex ecosystems. Students will learn about human biology, including organs and hormones, discover how plants and animals adapt to their environments, and understand inheritance and evolution. The course also covers current issues like disease prevention and environmental conservation.

## Chemistry

Study matter and its transformations through atomic structure, chemical reactions, and bonding. Investigate the periodic table, rates of reaction, and the properties of different substances. The course includes practical work with acids and bases, organic chemistry, and the chemistry of our atmosphere and Earth's resources.

## Physics

Uncover the fundamental laws that govern our universe, from forces and motion to energy and waves. Study electricity and magnetism, explore radioactivity and nuclear physics, and learn about space physics. The course emphasises both theoretical understanding and practical applications in everyday life, including work with circuits and mechanics.

## How will I be assessed?

GCSE Separate Sciences: 3 exam papers per subject, each marked out of 100

## Where Next?

### Academic/Applied

- A level Geology
- A level Biology
- A level Chemistry
- A level Biology

### Career

- Animal Sciences (Behaviourist/Vet/Vet Nurse/Trainer)
- Engineering
- Paramedic
- Geology and petroleum technology.
- Physiotherapy

## Want to know more?

Mr Jones, Subject Lead, Sciences  
[PJones@fromecollege.org.uk](mailto:PJones@fromecollege.org.uk)

## Ways to stay in touch



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every Monday parents & carers receive the Principal's letter via email. (It's also posted on our website under Parents/Letters Home)



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Office [@fromecollege.org.uk](https://www.fromecollege.org.uk)  
01373 465353  
Frome College, Bath Road,  
Frome. BA11 2HQ

140225  
V4