

Year 10 Parent Information



*What is my child
studying?*

*How can we
support our
child?*

*What are the
key dates?*

2016-2017

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Welcome!

For both parents and students, the move into Year 10 is a significant step. New skills are required to tackle the demands of GCSE; there are controlled assessments to be completed, deadlines to be met and GCSEs will provide new challenges in terms of workload, revision strategies and the process of public examinations.

Year 10 presents many new challenges for both students and parents. This year is extremely important in preparing your child for the GCSE assessments in Year 11. This year, students will complete a variety of assessments to ensure they are on track for success. We have produced this booklet to provide useful information about the courses your child is taking as well as information about key events in the year. To further support your child, please find more resources and our e-learning activities via 'Learning Resources' on the College website – www.fromecollege.org.

As we move through the year the success of the students will depend heavily upon the partnership between parents and the College and the joint support we can give. If you have any concerns please do not hesitate to contact us via your child's Tutor or Head of House.

With kind regards



Mrs V West
Assistant Principal, Inclusion and Behaviour

Diary Dates

Term 1

Thursday 1 and Friday 2 September	Inset days
Thursday 8 September	Communication and Expectation Evening
Tuesday 20 September	Success Together – Parent Forum
Wednesday 28 September	Participation Fair
Wednesday 12 October	Careers Café
Wednesday 19 October	Year 10 Rotary CV Workshop

Term 2

Monday 31 October	Inset Day
Tuesday 15 November	Success Together – Parent Forum
Wednesday 16 November	Focus Day – collapsed timetable day
Wednesday 23 November	Careers Café
Friday 16 December	Early finish at 12.20 pm

Term 3

Tuesday 3 January	Inset Day
Wednesday 4 January	Year 10 Rotary CV assessment morning
Wednesday 11 January	Careers Café
Thursday 19 January	Year 10 Parents' Evening
Wednesday 1 February	Launch of Year 10 Work Experience
Tuesday 7 February	Success Together – Parent Forum

Term 4

Friday 24 February	Year 10's CV final draft deadline
Thursday 9 March	Focus Day
Tuesday 14 March	Success Together – Parent Forum
Wednesday 15 March	Careers Café
Wednesday 15 and Thursday 16 March	Year 10 Mock interviews Day 1
Friday 31 March	Early finish at 12.20 pm

Term 5

Wednesday 26 April	Careers Café
Tuesday 16 May	Success Together – Parent Forum

Term 6

Monday 12 June	Year 10 end of year exams (all week)
Wednesday 14 June	Careers Café
Tuesday 20 June	Focus Day
Tuesday 20 June	Success Together – Parent Forum
Thursday 29 June	Year 10 Academic Mentoring and Intervention Day
Monday 3 July	Year 10 Work Experience (all week)
Friday 21 July	Early Finish at 12.20pm

Safeguarding and the use of mobile phones

From September 2016, students will have limited use of mobile phones in the College. We have decided to take this step to improve safeguarding. It will help prevent students using social media and texting which can have a detrimental effect on the wellbeing of our students.

- Students may bring a mobile phone to College; we do understand they are an important safeguarding tool for parents/carers in being able to contact their child before and after the College day
- Students are not allowed to use their mobile phones during the College day for any reason, including to contacting parents/carers. We expect all contact to go through Student Services
- If a student uses a mobile phone during the day he will have the mobile confiscated and an adult will need to come to the College to collect and sign for it.

Work experience

Every July we support Year 10 students to become part of the work force in Frome and surrounding areas to complete a week of work experience. With a greater emphasis on developing the employability skills of our students, this week provides an excellent opportunity to demonstrate the skills they have been acquiring whilst at the college and also gave students the chance to experience a full working week. Students often comment that the week gives them real insight in to the jobs or careers they are hoping to pursue. Many also feel the experience encourages them to think more strategically about their personal goals.

The Next Steps team and class tutors are available at Frome College to help support students through each stage their work experience journey.

Digital technology at Frome College

As technology has evolved we have re-evaluated our expectations and the way we use technology in the College. We have moved away from solely using iPads due to the improvements of other tablets in regards to apps and the affordability for families and are no longer offering the iPad leasing scheme for Year 9 students. Students should bring their own tablet to College which, for safeguarding, must use the College Wi-Fi to enable the child protection filters.

Many subjects in the College include opportunities to use technology to enhance teaching and learning. For more information as to the apps and sorts of activities please see the College website (www.fromecollege.org/parents/ipads-tablets). Students should bring their tablet to College every day. Please consult your own insurance provider to ensure it is well insured for use at College.

Positive behaviour for learning at Frome College

A key policy which we would encourage all parents and carers to make themselves familiar with is our Positive Behaviour for Learning Policy (see Frome College website)

This policy sets out the positive ethos we wish to establish at Frome College, with praise and encouragement as a key feature of our engagement with students. However we know that young people need boundaries and need to know the consequences for stepping over those boundaries. Our expectations for very high standards of behaviour, including high standards of uniform, and the consequences for falling short of those standards, are very clearly set out in the policy.

In summary students are awarded achievement points as rewards. These will also be included as part of the House competitions so all individual achievements support the House system. We reward a wide range of skills, qualities and achievements.

In contrast if students do not meet our expectations for conduct and behaviour we will issue a College consequence that will accrue behavioural points. The total behavioural points will be shared on your child's College progress report issued three times a year. If behavioural points go beyond a certain threshold we will meet and discuss this with you.

Achievement and behavioural point graduated scale:

Achievement Points Given as a reward			Behavioural Points Issued due to behavioural concern		
A1	Teacher Level	1 point	C1	Teacher Level	1 point
A2	Head of department or Head of House Level	5 point	C2	Head of department or Head of House Level	5 points
A3	Senior Teacher and Principal	10 points	C3	Senior Teacher and Principal	10 points

If you have any questions regarding your child's progress in individual subjects please contact the subject teacher via email. For any other questions and discussions regarding general wellbeing, or issues in a number of subjects, please email your child's Head of House.

A new way to record, track and monitor homework at Frome College



We are excited to have launched Show My Homework, an online tool to help you keep track of your child's homework. Show My Homework will allow you to see the details of the tasks your child has been set, as well as their submission status and grades.

You will be sent login details to your personal account, ready-linked to your child's homework calendar. These logins will be sent out in September, but you will still be able to view all homework without them. You can access the Show My Homework website at:

www.fromecollege.org/students/your-day or directly at

<https://frome.showmyhomework.co.uk/school/homeworks/calendar>

- 24/7 access
- View quality and quantity of homework
- Translation into over 50 languages
- Free apps available for iPhone, iPad, iPod Touch and android devices
- Receive automated notifications before homework is due

Show My Homework provides parents with a deeper insight into the homework your child receives. More importantly, it should improve your child's time-management and help them to keep on top of their workload.

If you or your child have any questions about the service, please don't hesitate to get in touch with the team at Show My Homework, who are always happy to help. Just email help@showmyhomework.co.uk or call 0207 197 9550.

If you'd like to get in touch with the College or provide feedback, please contact Mr Davies: adavies@fromecollege.org.

Reading

Reading is the foundation to all successful learning. Reading for pleasure has been proven to raise students' achievements in school as it has so many benefits ...and it is great fun!

In Year 10, students read three times a week in their lessons on a Monday, Wednesday and Friday after break. This is an opportunity to have a valuable island of time, in often busy days, to reflect on the books that we all love and practise, without pressure, one of the key skills that improves life chances.

Every student must have a reading book in their bag and it is definitely worth checking that it is a book that will develop skills and thinking rather than a comfortable or easy read.

*Aron Schneider
Deputy Assistant Principal and Head of English Faculty*

Homework timetable 2016 - 2017

		Wk 1 Mon	Wk 1Tue	Wk 1 Wed	Wk 1 Thur	Wk 1 Fri	Wk 2 Mon
Yr 9	W	Opt A English	Opt B Maths	Science Opt C	Opt D R & P	Opt C English	Opt A Science
	X	Opt A Maths	Opt B English	Opt C Science	Opt D Maths	Science	Opt A English
		Wk 1 Mon	Wk 1Tue	Wk 1 Wed	Wk 1 Thur	Wk 1 Fri	Wk 2 Mon
Yr 10	W	Opt D Maths	Opt B Science	Science English	Opt C Maths	Opt A R & P	Opt D Opt C
	X	Opt D English	Opt B Science	Science Maths	Opt C English	Opt A	Opt D Opt C
		Wk 1 Mon	Wk 1Tue	Wk 1 Wed	Wk 1 Thur	Wk 1 Fri	Wk 2 Mon
Yr 11	W	Opt A Science	Opt B English	Opt C Maths	Opt D ICT	English Maths	Opt A Science
	X	Opt A Science	Opt B English	Opt C Maths	Opt D Science	English Maths	Opt A English
		Wk 1 Mon	Wk 1Tue	Wk 1 Wed	Wk 1 Thur	Wk 1 Fri	Wk 2 Mon
Yr 12		Opt A Opt D	Opt C Opt E	Opt A Opt B	Opt B Opt D	Opt C Opt E	Opt A Opt D
		Wk 1 Mon	Wk 1Tue	Wk 1 Wed	Wk 1 Thur	Wk 1 Fri	Wk 2 Mon
Y13		Opt D Opt C	Opt A Opt E	Opt B Opt A	Opt E Opt D	Opt B Opt C	Opt D Opt C



All homework and private study in Years 12 and 13 will be set using the icon on the website

Wk 2 Tue	Wk 2 Wed	Wk 2 Thur	Wk 2 Fri	
Opt B Opt C	Maths Science	Opt D Maths	English Maths	English/maths/science may set a larger homework once a week if they decide it is more appropriate. There will be some flexibility with the setting of R&P and PSHE. Homework should take 40-50 minutes per subject
Opt C R & P	English	Opt D Science	Maths	
Wk 2 Tue	Wk 2 Wed	Wk 2 Thur	Wk 2 Fri	R&P – depends on which class you are in
Opt B English	Maths	English	Opt A	English/maths/science may set a larger homework once a week if they decide it is more appropriate. There will be some flexibility with the setting of R&P and PSHE. Homework should take 40-60 minutes per subject
Opt C Maths	Opt C English	Maths	Opt A R & P	
Wk 2 Tue	Wk 2 Wed	Wk 2 Thur	Wk 2 Fri	
Opt B Science	Opt C Science	Opt D	English Maths	English/maths/science may set a larger homework once a week if they decide it is more appropriate. Homework should take 40-60 minutes per subject
Opt B ICT	Opt C Maths	Opt D Science	English	
Wk 2 Tue	Wk 2 Wed	Wk 2 Thur	Wk 2 Fri	
Opt C Opt E	Opt A Opt B	Opt D Opt E	Opt C Opt B	Each option at Level 3 has two independent study slots a week. There may be flexibility how the homework is organised. Subject teachers will set additional tasks for the private study lesson
Wk 2 Tue	Wk 2 Wed	Wk 2 Thur	Wk 2 Fri	
Opt E Opt A	Opt B Opt A	Opt E Opt D	Opt C Opt B	Each option at Level 3 has two homework slots a week. There may be flexibility how the homework is organised. Subject teachers will set additional tasks for the private study lesson

Online information and reporting

The Learning Gateway

The Learning Gateway is an online tool where students and teachers can upload and download resources and information. It also houses the Parent Portal which allows parents to access key documents and information about their child.

How to access the Learning Gateway

Navigate to the school website www.fromecollege.org. On the home page click on 'Learning Resources'. This will display a list of resources, select 'Learning Gateway'.

Login page

Full login details will be provided to parents. At our Communication & Expectation and Parents Evenings, staff from the Data Team will be available to support parents who would like additional help in accessing and becoming familiar with the site.

Home page

Once you login the Learning Gateway home page will be displayed and you will have access to the Learning Gateway.

Parent Portal

Inside the Learning Gateway is the Parent Portal. It is located on the right side of the Learning Gateway home page. To enter, click on "Portal Home".

Parent Portal will allow you to access information about:

- Student details
- Attendance records
- Account information – statistics on how often the students has accessed the Learning Gateway
- Timetable
- Achievement
- Documentation – this area houses a variety of information in PDF format including:
 - ◆ Mentoring Reports
 - ◆ Progress Checks
 - ◆ Attendance letters, etc.
- Contacts – this section contains the College's contact details for your child.

Logging out

Once you have finished reading the navigating the site please don't forget to logout. By logging out you ensure that your child's data is no longer accessible to unauthorised users.

Subject Information

3D Art

Exam board AQA

Course code 8205

The course offers student who have a keen interest in art, but don't have to show as much drawing evidence within their coursework. It is the broadest of the art options available and offers students a wide range of materials to use. The outcomes generally lead to a 3D final piece at the end of projects.

Art and design

Exam board AQA

Course code 8202

Within the art options, there is more emphasis on drawing ability with this particular GCSE. Students are expected to demonstrate a range of skills throughout this course such as printmaking, painting, drawing and digital art, and out of the courses in offer it has a wide range of techniques involved. The exam board are expecting students to personalise their ideas and create individual portfolios of work by the end of the course. There should be at least one project within the coursework that demonstrates a clear journey from conception of the idea through to producing a final outcome.

Business

Exam board Pearson Edexcel

Course code 600/4786/0

This course comprises four units of work, three of which are assessed through assignments. The other unit is assessed through an online exam. Students have completed much of the learning of Finance in year 9 in order to take the online exam in the first term of Year 10. The remaining 3 coursework units will then be completed.

Each coursework unit is made up of an assignment of tasks to research and write up. In Year 10 the students will complete assignments for Customer Service and start the unit on Recruitment, Selection and Employment.

It is essential the each piece of assessed work is fully completed the very best of their ability and is submitted by the deadline set. Late work will not be accepted for marking without extenuating circumstances. Students are responsible for preparing and gathering all resources required for assessed assignments. Students can work on their coursework in their own time and it is recommended that they do that at College after school to make the most of the IT rooms and textbooks at school.

To gain further assistance from their teachers, students can attend F16 on Thursdays from 3-4.30pm. All assignments and various resources are available through the network drives on the College website.

Should students fail to gain sufficient marks for a Level 2 Pass, it is possible that they may be able to gain a Level 1

Pass for their assessed work and online test. All students should be aiming for at least a level 2 pass so it is crucial that all students ensure that all Level 2 Pass criteria are met for their assignments and the online test.

Children's play, learning & development

Exam board Pearson Edexcel

BTEC Level 1 and 2 Award

Course code 600/6814/0

<http://qualifications.pearson.com/en/qualifications/btec-firsts/childrens-play-learning-development-2012-nqf.html>

Unit 2 Promoting Children's Development Through Play. This unit is assessed internally so students will be given an assignment they need to complete. They will be allowed to work on this both in class and at home. It is extremely important that students meet the deadlines for this piece of work as the exam board do not accept late work.

In January students will begin **Unit 1: Patterns of Child Development.** This unit gives an insight into the ways in which children develop and grow. This is an examined unit, which means that students will have an exam that is scheduled for May 2016.

Once this unit has started, please encourage students to begin to revise for this exam as it will be beneficial for them to work on any areas they need to develop now rather than in the build-up to their exams.

Computer science

Exam board WJEC Eduquas

Course code C500QS

During Year 10 students will investigate hardware, logical operations, communication, data representation and data types in greater depth. They will also learn about operating systems, the principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on the wider society. During this year they will spend a some time on practical programming, keeping their Python skills up to date, but also learning new programs, namely HTML, Greenfoot Java and assembly language in preparation for their on-screen test and Controlled Assessment in Year 11.

Students are encouraged to also continue to practice programming skills frequently outside of lessons. Like any language, these are skills easily and quickly forgotten if not practised regularly.

Homework forms a very important part of the course and it is expected that students complete all homework set to the highest possible standard.

Dance

Exam board Pearson Edexcel

Course code 600/ 4785/ 9

Core Units

Unit 1 Individual Showcase

Unit 2 Preparation, Performance and Production

Unit 4 Dance Skills

Unit 1 – Individual Showcase

(Externally assessed)

Students will produce two individual dances that showcase their ability to demonstrate posture, alignment, coordination and balance. Their ability to reproduce movement patterns, the movement quality, movement style, facial expressions and focus are all important aspects that will be assessed.

Students must also produce a written audition letter, under controlled conditions. This is to help students gain knowledge and experience in how to prepare for an audition. They will choose from a number of possible progression opportunities as the basis of their work. They must be able to analyse their own performances and highlight their strengths and potential areas for improvement.

Drama

Exam board Pearson Edexcel

Course code 1DR0

Exam codes 1DR0/01, 1DR0/02, 1DR0/03

Year 10 Drama classes have completed schemes of work in Year 9 that have developed their devising, directing,

designing and performance skills and introduced them to a range of theatre practitioners and performance styles. They have covered how to complete a written portfolio and all students have had the opportunity to attend a theatre trip and complete a written evaluation of a live performance. In the autumn term students will begin by developing their skills at devising drama as part of a small creative group, using the theatre practitioner Antonin Artaud to explore how wars affect civilians. This will conclude with a short performance and students will complete an ongoing log of rehearsals as homework, to form a final written portfolio of the project by December. This will be replicated in Year 11, with a new topic, for Component 1.

In January 2017 we will introduce students to our Component 3 (written exam) set text, 'DNA' by Dennis Kelly, and use it to develop performance skills for Component 2 (performance exam). In April 2017 we will take our annual trip to see 'The Woman In Black' to prepare for part of their written exam.

The summer term will involve both practical and written lessons, teaching the students the format of their written exam in Year 11 (worth 40%) and ensuring they begin their final year of study with the knowledge and skills essential to achieve their potential. Homework is set weekly in drama at GCSE level and it is vital that every student completes it. Peer marking and re-drafting work is a regular part of our teaching and learning. It is also important that GCSE drama students see as much live theatre as possible. Please take the opportunity to visit the Merlin and other local theatres as well as going to see other free performances such as the Year 11 devised pieces in May and the A level theatre studies work.

Economics

Exam board AQA

Course code 8136

The students continue studying unit 11 in Year 10 before moving on to unit 12. The first topic area is the national and global economy which covers areas such as imports and exports, migration and the EU. Around Christmas the students will start their final unit by looking at different ways in which the UK economy is managed; this will include lots of research into current economic issues.

It continues to be imperative that students keep up to date with the news and current affairs. It will be expected that in their Year 11 exams they have a good understanding of a range of topical economic issues and developments.

Engineering

Exam board Pearson Edexcel

Course code 600/4788/4

Every country in the world is in need of good quality engineers and this exciting course offers a work-related learning experience that will provide opportunities for students to develop a range of skills and techniques in Engineering. These include working with a wide variety of materials, developing an understanding of different machining techniques as well as gaining an in depth understanding of how engineering affects the world around them. We would recommend that students have an interest in both maths and science and would not recommend combining this option with product design to ensure students enjoy a broad and balanced education.

Units include The Engineered World, Investigating an Engineering Product,

Engineering Materials, CAE, Engineering Maintenance and Health and Safety in Engineering.

Students will be assessed by the completion of each unit, along with its written assignments; marked by their teacher and moderated by the exam board. Students will sit an external on-line exam for The Engineered World unit.

Overall grade of a Pass, Merit and Distinction (Level 2).

English

Exam board AQA

Course code 8700 (Language)

Units 8700/1, 8700/2, 8700/3

Course code 8702 (Literature)

Units 8702/1, 8702/2

All students will take the new GCSEs: English Language and English Literature.

Please see the table (right) for a summary of the two courses.

We have remodelled our curriculum to take into account the change in demand on students and the higher priority that reading skills now have across both GCSEs. Students need time to soak-in the texts that they will write about in the exam and so we are developing longer teaching sequences that allow for that as well as the weaving in of unseen texts and writing skills. Poetry has designated weeks scattered throughout the year.

Terms 1 and 2

Main text – **The Curious Incident of the Dog in the Night-time (play version)**

Focus skills:

- analysing and evaluating the ways the writer uses language, structure and form to express their attitudes, ideas and purposes.

- exploring the text's relationships with its context (both internal and external).
- writing with clarity, purpose and effect.

Terms 2 and 3

Main Text – The Merchant of Venice

Focus skills:

- analysing and evaluating the ways the writer uses language, structure and form to express their attitudes, ideas and purposes.
- exploring the text's relationships with its context (both internal and external).
- writing with clarity, purpose and effect.

Terms 3 and 4

Main Text – A Christmas Carol

Focus skills:

- analysing and evaluating the ways the writer uses language, structure and form to express their attitudes, ideas and purposes.
- exploring the text's relationships with its context (both internal and external).
- writing with clarity, purpose and effect.

As part of their English curriculum, students receive one hour of 'Let's Think in English' (LTIE) every two weeks. LTIE programme that has been shown to have a significant impact on the English (and other courses) outcomes for young people who have been involved with it for two years.

	English Language	English Literature	
Assessment	<p>50% of the course is assessed on writing creatively as well as for purpose, audience and text type.</p> <p>50% assessed on reading unseen 19th Century fiction and 20th and 21st Century non-fiction (including literary non-fiction)</p>	<p>Two examinations that test understanding and skill on a variety of different texts including a Shakespeare play, 19th Century novel, modern text, play and poetry.</p>	
Texts and content	<p>All exam texts will be unseen but students will have experience with the types of texts that will feature in the exams. Shakespeare</p>	<p>Shakespeare 'The Merchant of Venice'</p>	<p>Modern prose and plays 'The Curious Incident of the Dog in the Night-Time' (play script) by Simon Stephens</p>
		<p>19th Century novels 'A Christmas Carol' by Charles Dickens</p>	
		<p>Poetry The exam board will provide an anthology from which students will study 15 poems. In addition, students will study a range of poetry in preparation for an unseen poetry exam section</p>	

Food and nutrition

Exam board AQA

Course code 8585

Students will continue to develop their food preparation skills and techniques. They will build on their practical knowledge and continue to explore the working properties of the ingredients that they are using.

Students will develop a more in-depth knowledge of the new Eat well Plate structure, nutrients and Healthy Eating messages.

There will be a mock practical assessment in the summer term in addition to a written paper. This will enable students to practice the skills that they need to carry out the practical assessments in the autumn term of Year 11.

French

Exam board AQA

Course code 8658

The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

Themes covered:

1 Identity and Culture

- ◆ Me, my family and friends
- ◆ Technology in everyday life
- ◆ Free-time activities
- ◆ Customs and festivals in French-speaking countries

2. Local, national, international and global areas of interest
 - ◆ Home, town, neighbourhood and region
 - ◆ Social issues
 - ◆ Global issues
 - ◆ Travel and tourism
- 3 Current future study and employment
 - ◆ My studies
 - ◆ Life at school/college
 - ◆ Education post-16
 - ◆ Jobs, career choices and ambitions

Please visit the AQA website here <http://filestore.aqa.org.uk/resources/french/specifications/AQA-8658-SP-2016-V1-1>. PDF or use the QR code for further information.



What we teach builds upon work covered in Years 7, 8 and 9. Our schemes of learning are linked directly with the AQA exams. We have termly assessments in speaking, reading, writing and listening skills. We expect students to actively participate in our lessons so that they are vibrant and exciting places to learn. We use iPads for recording role-plays, and vocabulary work: the Faculty has paid for a specialist language app and website for all three languages:

At the end of the GCSE, students should have a good grounding in their chosen language(s) and be able to communicate in written and spoken form on most everyday topics. They will be able to understand the gist of most things as well as pick out specific information when listening and reading.

The GCSE is assessed by four exams at the end of the GCSE in listening, reading, writing and speaking. The exams are worth 25% each; there are no controlled assessments.

Students studying French have the

opportunity to travel to France in Year 10 on a visit either to Paris, the Loire Valley or Normandy. We are developing links with the schools in our twin town, Château-Gontier, which will include emailing and Skyping each other as well as visits.

Geography

Exam board AQA

Course code 8035

Paper 1 - Living with the physical environment

Paper 2 – Challenges in the human environment

Paper 3 - Geographical applications

Students follow the AQA A GCSE geography course. In Year 10 we study the topics 'Hazards', 'The Changing Economic World' and 'Physical Landscapes' in the UK'.

We continue to develop the core skills that students gained during Year 9. A part of this includes attending two fieldtrips – an urban study in Bristol and a coastal study in Swanage. Students will spend time planning and conducting follow-up work in class, which they are examined on at the end of Year 11.

We strongly recommend that all students purchase a GCSE geography revision guide. These will help students to revise effectively for end of topic assessments, mock exams and final GCSE exams.

German

Exam board AQA

Course code 8668

The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where German is spoken.

Themes covered:

- 1 Identity and Culture
 - ◆ Me, my family and friends
 - ◆ Technology in everyday life
 - ◆ Free-time activities
 - ◆ Customs and festivals in German-speaking countries
- 2 Local, national, international and global areas of interest
 - ◆ Home, town, neighbourhood and region
 - ◆ Social issues
 - ◆ Global issues
 - ◆ Travel and tourism
- 3 Current future study and employment
 - ◆ My studies
 - ◆ Life at school/college
 - ◆ Education Post-16
 - ◆ Jobs, career choices and ambitions

Please visit the AQA website here <http://filestore.aqa.org.uk/resources/german/specifications/AQA-8668-SP-2016-V1-1>. PDF or use the QR code for further information.

What we teach builds upon work covered in Years 7, 8 and 9. Our schemes of learning are linked directly with the AQA exams. We have termly assessments in speaking,



reading, writing and listening skills. We expect students to actively participate in our lessons so that they are vibrant and exciting places to learn. We use iPads for recording role-plays, and vocabulary work: the Faculty has paid for a specialist language app and website for all three languages:

At the end of the GCSE, students should have a good grounding in their chosen language(s) and be able to communicate in written and spoken form on most everyday topics. They will be able to understand the gist of most things as well as pick out specific information when listening and reading.

The GCSE is assessed by four exams at the end of the GCSE in listening, reading, writing and speaking. The exams are worth 25% each; there are no controlled assessments.

Students studying German have the opportunity to visit Germany. In the past we have visited Murrhardt (our twin town) as well as Berlin. We have links with schools in northern Germany and in our twin town and plan to develop these next year with email and Skype contact.

Health & social care

**Exam board Pearson Edexcel
BTEC Level 1 and 2 Award**

Course code 600/4782/3

<http://qualifications.pearson.com/en/qualifications/btec-firsts/health-and-social-care-2012-nqf.html>

Students are studying Unit 2: Health & Social Care Values.

This is a coursework based assignment where students will be set an assignment they need to complete in class time and

for homework. This unit is due to run in terms 1 and 2. It is extremely important that students meet the deadlines for this piece of work as the exam board do not accept late work.

In January, students will be studying **Unit 1: Human Lifespan Development**. This is an examined unit which means that students will have an exam in May 2016. Students will be given tests in class time to help them prepare for this. They will be expected to revise in the run up to the exam.

Once the exam has been taken students will be studying **Unit 3: Effective Communication in Health & Social Care**. Assessments for this will be completed in September of Year 11.

History

Exam board OCR

Course code J411

**Schools History Project
Specification B**

Year 10 historians at Frome College will complete their study of The People's Health 1250 to present started at the end of Year 9 before moving onto The History Around us and The Making of America, 1789–1900

The People's Health c.1250 to Present

This thematic study enables our students to understand changes and continuities in public health in Britain from c.1250 to the present. The study will reveal wider changes in aspects of society over the centuries, allowing our learners to understand the most significant characteristics of different ages and to make comparisons between different periods of history. Year 10s will learn to

identify and describe events, situations and developments in the history of public health in Britain. They will learn to understand the diverse views and experiences of different groups of people in Britain.

The History Around Us

We have chosen to study the history of Bath for our local topic. This will focus, in particular, on Bath from its settlement until modern day, looking at Roman Bath, Georgian Bath and Bath during the Blitz. Students are strongly advised to read upon subjects using the internet and the library.

The Making of America, 1789 –1900

This period study follows the unfolding narrative of the making of America from the inauguration of the first president in 1789 to the end of the nineteenth century when the USA was set to become the world's dominant power. Our students will learn to understand how and why American territory expanded during these years and the relationship between this expansion and the cultures of indigenous Americans, African Americans and white Americans.

Information and communication technology

Cambridge iGCSE

Course code 0417

ICT Option Students

The majority of students have completed the ECDL qualification during Year 9 and are now progressing onto the Cambridge iGCSE in Information and Communication Technology.

The aim of the course is to balance knowledge, understanding and skills to enable students to become effective learners and to provide a solid foundation for their continuing educational journey. Students will be using ICT to solve problems, as well as analysing, implementing, testing and evaluating systems ensuring that they are fit for purpose.

The course consists of three sections:

- Paper 1 – Theory exam (externally assessed) – 40% of the final grade.
- Paper 2 – Document production, data manipulation and presentations (practical task) – 30% of the final grade (working with word processing, databases and slideshows)
- Paper 3 – Data analysis and website authoring (practical task) – 30% of the final grade (working with spreadsheets and website software)

Students will need to practise their skills to be confident users of a variety of software for both practical exams

Mathematics

Exam board Pearson Edexcel

Course code IMAI

QN code 601/4700/3

Year 10 Students have commenced a linear GCSE mathematics course and there are regular half term assessments on topics covered. Information, including past examination papers and solutions, are available on the mathematics team area of the College website.

Parents and Carers can help their child achieve the best grade possible in GCSE mathematics by encouraging their sons and daughters to:

- Come fully prepared to maths lessons with all mathematical equipment, including ruler, protractor, compasses and a scientific calculator (available from the maths team at £6).
- Attend Slot 6 booster sessions - please see the maths team for further information.
- Ensuring homework is completed each week and corrections are made as necessary.
- Encouraging students to produce their own revision materials with key words and concepts to explain topics in their own terms.
- Encouraging students to get help/ extension material from the maths team when necessary.

Media

Exam board WJEC

Course codes 4391/01 (exam), 4392/01 (coursework), 4390/LA (subject award)

Year 10 students taking GCSE Media

Students have completed a unit introducing them to the key concepts of media. On the back of this introduction they completed their first assessed piece of work, a critical analysis of how media languages are used in film trailers to create meaning for an intended audience. They have also gained experience in creating media artefacts across a range of media in preparation for their production work.

Students will be expected to complete all of their coursework this year which includes; two textual analysis essays and a production portfolio with a completed film or magazine excerpt by the end of this year. They will also be introduced to exam topics and begin preparatory work for their final exam.

Music

Exam board Pearson Edexcel

Course code 1MU0

Students take part in performing, composing and analysing music throughout the course. During this year we expose students to as broad a range of musical styles as possible and always seek to challenge their prejudices! Students have access to practice rooms and instruments, as well as the fantastic music technology resources consisting of a mac-mini computer suite (running Garage Band, Logic X and Sibelius) and the recording studio. In Year 10, students will be refining their performance skills as the final performances in Year 11 are worth 30% of the final grade. They will also work to produce the first major piece of coursework: a composition in any chosen style. This is worth 15% of the course and a final draft of this will be handed in during the summer term.

Students will also be studying set works

learning and exploring key musical concepts, getting to grips with notation and theory, and expanding their own subject-specific vocabulary. The pieces include an exciting range of music from the baroque (Purcell Music for a While) to music for theatre (Schwartz Defying Gravity) and rock music (Queen Killer Queen).

There are plenty of musical groups to join such as Chamber Choir, Jazz Band, Fiddlestix String Group, Ukulele Band, Brass Explosion, Woodwind ensembles and students are also encouraged to form/join their own bands and ensembles.

Photography

Exam board AQA

Course code 8206

In Year 10, students are given themed projects and there is more emphasis on presenting the work as part of their GCSE coursework as well as producing more personalised work. They have to demonstrate that they have a growing knowledge of photography techniques as well as Adobe Photoshop.

PE

Exam board OCR

Course code J587

Component 1: Physical factors affecting performance

Component 2: Socio-cultural issues and sports psychology

Component 3: Performance in physical education (NEA)

Students will complete the content of Socio-cultural issues and

sports psychology. This includes commercialisation of physical activity and sport, engagement patterns of different social groups, ethics, drugs and violence in sport. The students will need to learn about the various aspects linked to sports psychology and health, fitness and well-being.

They will undertake regular assessments to review their progress.

The students will also be completing a variety of practical activities and are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

Learners must perform in three practical activities, one from the 'individual' list, one from the 'team' list, and one other from either list. Learners may not enter marks for the same sport twice.

Product design

Exam board AQA

Course code 4555

Exam code 4557

Terms 1 and 2

Students work on a range of focussed practical tasks to develop their practical and computer aided design skills. They started to design and make a product based on 'Lighting using wood and plastics'.

Terms 3 and 4

Students will continue their Design and Make assignment on Lighting, looking at the history of design and its influences on modern design. Students also continue their theory in Product Design. There will be an opportunity for students to be entered into "The Young Designers

Competition” organised by the Rotary Club of Frome.

Terms 5 and 6

Students will start their research and design section for their controlled assignment, choosing a design brief provided by the exam board.

Psychology

Exam board Pearson Edexcel

Course code 2PS01

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/psychology-2009.html>

Students will be taught by Mrs Bish and Mrs Hyde. In the first term they will be completing the topic How do we see the world. This topic was started in year 9 and will continue into year 10. This topic is about how our eyes work and how we perceive the world around us. They will then move on to study Are dreams meaningful? this will involve looking at theories of dreaming and what happens when we are asleep. the final topic for this academic year will be Does television and video games affect young people’s behaviour? this will involve looking at the nature-nurture debate to try to decide if violence on the television influences our everyday behaviour.

Religion & philosophy

Core Provision

Exam board AQA

Course code 4055 (Religious Studies B: Full and Short Courses)

www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-b-4055

Core students will be sitting their short course G.C.S.E. paper at the end of Year 10. They will be asked to answer 4 sets of questions, (from a choice of 6 topics) in a written exam that is 1 hour 30 mins in length. This will be the sole assessment for the short course G.C.S.E.

The topics covered in the exam paper are; Life Issues, War & Peace Prejudice, Animal Rights & the Planet Earth. Students will be expected to be familiar with the ethical issues surrounding these areas, their own responses and opinions on them as well as the technical detail & languages. Students will also be required to know and evaluate Muslim and Christian beliefs, teachings and practises surrounding them.

There will be regular ‘exam style’ assessments and emphasis on supporting reasoned opinions as well as knowledge in order to prepare students to sit a Short Course GCSE at the end of the year. Lots of support in terms of revision skills and resilience will be offered by the team to support this early entry. The key to success here is consistent engagement in lessons. It is vital students recognise the early nature of the first exam. A bespoke revision guide, written by the team will be provided for the units studied.

Option Philosophy

Exam board AQA

Course code 8062 (Religious Studies B: Full and Short Courses)

www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/specification-at-a-glance

Option students follow an AQA syllabus that is made up of two components and is examined at the end of Year 11. Section A is comprised of the study of the beliefs and teachings of Christianity and Islam and Section B religious, ethical and philosophical responses to issues including Human Rights & Social Justice, Relationships and Families, Peace & Conflict, Crime & Punishment, Life issues.

There will be 2 written exams for 1 hour 45 mins each sat at the end of year 11 that will be the sole assessment for the full course G.C.S.E. Each of these exams will be worth 50% of the final grade.

Students will be expected to develop their own opinions/ beliefs with an open and questioning mind. They will then be required to look at and evaluate critically alternative viewpoints, including those of both Christians and Muslims. There will be regular 'exam style' assessments and emphasis on supporting reasoned opinions as well as knowledge in order to prepare students to sit their exams at the end of year 11

Lots of support in terms of revision skills and resilience will be built into the programme of study over the next two years. The key to success here is consistent engagement in lessons and homework. Our students will be supported to develop excellent habits of learning as well as curiosity in preparation for exams next year.

Science

Exam board AQA

Course codes

Combined science

Trilogy 8464

Triple science

Biology 8461

Chemistry 8462

Physics 8463

New AQA trilogy science and separate sciences

Trilogy science – a double GCSE: two grades given at GCSE

- Six papers: two biology, two chemistry and two physics. Each will assess different topics.
- Duration: all the papers are one hour and fifteen minutes.
- Tiers: foundation and higher.
- Weighting: the papers are equally weighted. Each is worth 16.7% of the grade and has 70 marks.
- Question types: multiple choice, structured, closed, short answer and open response.

The separate sciences - three GCSEs (biology, chemistry and physics)

- Two papers: each paper will assess knowledge and understanding from different topics. The questions will use clearer and simpler language, to assess students only on their scientific ability.
- Duration: both papers are one hour and forty-five minutes.
- Tier: foundation and higher.
- Weighting: the papers are equally weighted. Each is worth 50% of the grade and has 100 marks available.

- Question types: multiple choice, structured, closed short answer and open response.

What's the difference between trilogy science and separate sciences? Both the routes have six exams – two biology, two chemistry and two physics. The difference is that the triple science has more content within each of the modules and not in a separate exam which is the current model.

Website for new GCSE trilogy science and separate sciences:

www.aqa.org.uk/subjects/science/new-science-gcse-specifications

Changes to the science GCSE

- An increase in the mathematical demand
- An increase in the assessed practical work: students will do eight practical activities for each of biology, chemistry and physics, and 16 for combined science. The required practicals are clearly outlined in our specifications. Students will be assessed on their practical skills in their exams with at least 15% of the marks coming from questions relating to practicals.
- An increase in the level of demand.

Sociology

Exam board WJEC

Course code 4512/01

Exam code UL

Year 10 GCSE Sociology is about embedding the skills learnt and practiced from Year 9. We develop the notions of class, gender, age and ethnicity from Year 9 and explore how these factors are linked to patterns of crime and deviance – in terms of both who

commits crime and who are victims of crime. We consider whether treatment by the criminal justice system is another perpetrator of inequality in society. This year, you will also learn how sociologists do their research and work towards creating your own, independent sociological research mini-project.

Spanish

Exam board AQA

Course code 8698

The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken.

Themes covered:

- 1 Identity and Culture
 - ♦ Me, my family and friends
 - ♦ Technology in everyday life
 - ♦ Free-time activities
 - ♦ Customs and festivals in Spanish-speaking countries
- 2 Local, national, international and global areas of interest
 - ♦ Home, town, neighbourhood and region
 - ♦ Social issues
 - ♦ Global issues
 - ♦ Travel and tourism
- 3 Current future study and employment
 - ♦ My studies
 - ♦ Life at school/college
 - ♦ Education Post-16
 - ♦ Jobs, career choices and ambitions

Please visit the AQA website here <http://www.aqa.org.uk>

filestore.aqa.org.uk/resources/spanish/specifications/AQA-8698-SP-2016-V1-0. PDF or use the QR code reader for further information.

What we teach builds upon work covered in Years 7, 8 and 9. Our schemes of learning are linked directly with the AQA exams. We have termly assessments in speaking, reading, writing and listening skills. We expect students to actively participate in our lessons so that they are vibrant and exciting places to learn. We use iPads for recording role-plays, and vocabulary work: the Faculty has paid for a specialist language app and website for all three languages:



At the end of the GCSE, students should have a good grounding in their chosen language(s) and be able to communicate in written and spoken form on most everyday topics. They will be able to understand the gist of most things as well as pick out specific information when listening and reading.

The GCSE is assessed by four exams at the end of the GCSE in listening, reading, writing and speaking. The exams are worth 25% each; there are no controlled assessments.

Those studying Spanish for the first time follow an advanced route, which prepares them for GCSEs. We hope to run our first visit to Spain in 2017 and envisage this running again, dependent on interest. Our main teacher for Spanish is currently looking at developing links with a school in Malaga, with the expectation of sharing emails at first with a possible exchange in the next two years.

Sport

Exam board Pearson Edexcel

Course code 600/4779/3

Core Units

1 Fitness for Sport and Exercise

2 Practical Sports Performance

Optional specialist units

5 Training for Personal Fitness

6 Leading Sports Activities

Unit 6 - Leading Sports Activities

Internally assessed, externally verified

Students will be introduced to the attributes required to be a successful sports leader, giving them knowledge of the skills, qualities and responsibilities associated with success in sports leadership.

Students need to consider the planning and leadership requirements for delivering sports activities. They will be given the opportunity to develop your ability and knowledge of sports leadership through developing knowledge of the requirements of planning and target setting for sports performers.

The students will evaluate their own effectiveness as a sports leader within the session they planned and delivered. They will need to consider their strengths within the process of sports leadership and plans for further developing their ability as a sports leader.

Unit 5 – Training for Personal Fitness
Internally assessed, externally verified

The students will focus on personal training on an individual level. They need to design a personal training programme and look at the factors that affect

adherence to a fitness programme.

The students must then implement their training programme and maintain a training diary and finally review their training programme assessing its strengths and weaknesses.

Textiles

Exam board AQA

Course code 4570

Exam code 4572

Textiles Technology is an exciting course which helps students develop their creativity. This two-unit course requires students to develop their ability to design and make textile products. There is a balance focus between textiles products and fashion.

In Year 10 students will learn how to follow patterns and make a skirt or similar garment to a high quality finish. Students will be expected to develop their designing skills further this year.

After Easter Year 10 students will start their major coursework which is worth 60% of their final GCSE.

Next Steps in Year 10: Careers, Enterprise and Employability

In Year 10 the students have a big focus on careers and employability and all take part in the CV project, mock interviews and work experience.

The students spend a number of tutor lessons planning for their CVs and possible future careers with a particular emphasis on identifying and developing transferable, employability skills and attributes. They submit a draft copy of their CV for feedback at College, before a final copy is submitted for the mock interviews. Local business people kindly give up their time to interview each student as if they were applying for a job; they then give them feedback on both their CV and their interview technique.

Between 4th and 8th of July, Year 10 students complete a week's work experience placement. The arrangements for this are supported at College but we do encourage all students to be independent and proactive in seeking their own placements and communicating with the businesses themselves.

Throughout Year 10 we continue to encourage all students to be taking part in at least one enrichment activity outside of their lessons. This could be making most of the range of opportunities available at College, such as lunch or after-school clubs (see extracurricular booklet for details) or through local clubs run outside of school. This is important for skills development and to add experience to their CVs.

Alongside our range of enrichment activities there are also a number of enterprise activities that take place throughout the year. These include the weekly school shop and school bank which is run by the students, for the students. There are a number of voluntary roles available to gain valuable experience and skills.

To help students start to think about the range of career options available we also run a termly Careers Café during a Wednesday extended tutor period, each with a specific industry focus. All students choose to visit at least one Careers Café throughout the year. In each one there are a number of guests from related professions that discuss their career history, and what it is like working in that career. Students then have the opportunity to ask any questions. This is for all year groups and forms part of their ongoing career planning and education. These will also help students when planning possible work experience placements.

For more information about the Next Steps Hub, careers, enterprise and employability please visit our website: www.fromeCollege.somerset.sch.uk/curriculum/next-steps-hub, or follow the Next Steps team on Twitter @FromeNextSteps.

If you see or
hear something that
doesn't feel right...

**tell
someone!**

Friendship problems?

Worried about a friend?

Are you being, or have you seen someone being bullied?

Has something happened to you or a friend
involving an adult in or out of College?

Have you or a friend been
emotionally, sexually or physically abused?

Has someone asked you to send them
explicit pictures of yourself?

Tell someone!

Tell any member of staff!

**Tell someone online at
www.fromecollege.org/students/tellsomeone**



Want to talk to someone right now? If you need to talk to someone about
anything you're worried about, you can call Childline on **0800 11 11**,
or visit the CEOP website (www.ceop.police.uk)

If you are in immediate danger please call **999**



Remembrance Garden