Choices at 14

"Creating Bright Futures for All"

Mr D Downes, Head of College
Tuesday, 23 June 2020

Introduction

Choices at 14

The national pandemic and subsequent lockdown has had a massive impact on the World. This impact has been felt across every aspect of our lives, including the educational world. We, like everyone else, have had to adapt to these unprecedented and rapidly changing circumstances.

In April 2020, as a result of the lockdown, we decided to 'promote' the Year 9s and deliver the Key Stage 4 curriculum to them. This has allowed all our students to better understand the subjects and prepare for their 'GCSE years'.

At the same time, circumstances beyond our control have required a review of our curriculum offer. We now feel that we have an opportunity to give our Year 9 students a chance to review their preferred course choices.

Now families have increased understanding of the content and format of the available choices, we hope that this opportunity to review their preferences will ensure that their choices are fully informed choices about the qualifications they will be taking for the next two years.

Meet Our Colleagues

Curriculum Areas

The Basics

Subject	Representative
English Language and English Literature	Mrs. Chillingworth, Head of English
Mathematics	Mrs. Harrison, Head of Mathematics

English Baccalaureate (EBacc)

Subject	Representative
Combined Science and Triple Science	Mr. Franks, Head of Science
History	Mrs. Richford, Subject Leader
Geography	Mrs. Willett, Subject Leader
Modern Foreign Languages – French	Miss Ruhla, Teacher

Other Subjects

Subject	Representative
Art	Miss Mann, Teacher
Dance	Miss Daines, Teacher
Engineering	Mr. Simmonds, Curriculum Leader
Drama	Mrs. Wall , Teacher
Graphic Communication	Miss Mann, Teacher
Music	Mrs. Evenden, Teacher
Photography	Miss Halvey, Acting Head of Art
Sports Science	Mr. Channer, Teacher
Travel and Tourism	Mr. Maxim, Teacher

The Rye College Curriculum

Understanding the Choice

Making Choices

There are many factors that influence decisions around which subjects to study. Obviously, a student's future career aspirations will be the main consideration. In addition, students will be influenced by their own attitude towards a subject: whether they enjoy the lessons and whether they like the teacher and potential classmates. Although these will be contributory factors in making decisions, it is important to understand that the subjects studied can heavily determine future opportunities. For example, whether a student can go onto to study at the most highly regarded 'Oxbridge' and 'Russell Group Universities' or not.

The English Baccalaureate (EBacc)

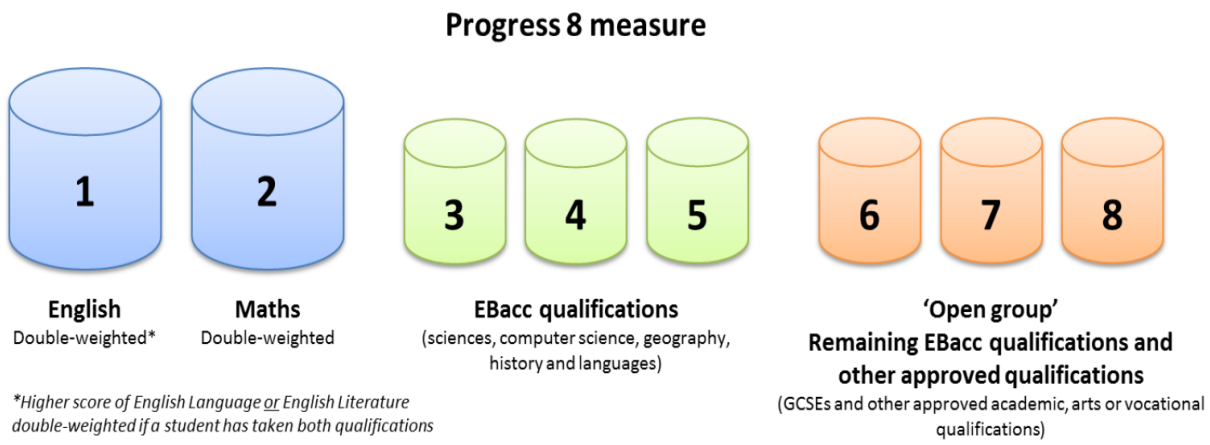
The 'EBacc' is not a qualification in itself. However, it is a range of qualifications that are considered important to prepare students for study at the top universities. The 'EBacc' is made up of English Literature, English Language, Mathematics, Science, History or Geography and a foreign language. To attain the measure, students must achieve Grade 5 (a strong pass) or above in all relevant subjects.

Progress 8

Similarly, 'Progress 8' is not a qualification in itself but a measure introduced by the Government to ensure students receive a broad and balanced curriculum. 'Progress 8' measures students' progress across eight key subjects. These eight subjects are -- the 'Basics' – English and Mathematics; three other 'EBacc' subjects and three 'Other Subjects'. 'Other Subjects' include any so-called 'approved qualification'. All our subject choices are 'approved qualifications'.

At Rye College, we offer a broad and balanced curriculum with an academic core through which all students study at least one arts qualification.

The image below illustrates how the 'Progress 8' measure fits into the Key Stage 4 curriculum:



Our Curriculum Model

At the Core…

All students at Rye College will study English Language, English Literature, Mathematics, Science, and Core Physical Education.

English, Mathematics and Science are core foundations to essential learning. Each of these subjects will lead to GCSE qualification.

Meanwhile, being physically active is critical to ensure students remain healthy and lead a balanced life. Core Physical Education does not have a qualification attached.

Your Choices Start Here…

In addition to the above, students are expected to study <u>at least</u> one of the following:

1. ***The HUMANITIES Choice:***
   One Humanities qualification from:
   - History and/or Geography

2. ***The OPEN Choice:***
   One Art qualification from:
   - (Fine) Art, Drama, Engineering, French, Graphic Communication, Travel and Tourism, Music and Photography
   - *(Fine) Art and Graphic Communication must not be chosen together*
     (Choose one only)

3. ***The PHYSICAL Choice[1]:***
   One Physical qualification from:
   - Dance and/or Sports Science

Students must consider the qualifications they would prefer to study. Using these preferences, the student, and families where possible, will discuss with Mr. P. Franks (Director of Curriculum) where students will be allocated to appropriate qualifications. During the interview, the College will review the preferences to ensure they are appropriate for every student's ability and needs.

Any choice is subject to a number of limitations. We are unable to guarantee all subjects offered will be delivered. ***We reserve the right to withdraw any subject, if it is not viable*** *– viability is dependent on numbers of students choosing, teacher availability and other unforeseen circumstances. However, we will make every effort to secure students' preferences.*

[1] Students choosing Triple Science (Biology, Chemistry and Physics), who do not choose a physical option, will do Core PE only. Dance and Sports Science contain core PE within them while providing a qualification at the same time.

Your Potential Qualifications

Your Core…

GCSE English Language and GCSE English Literature

Head of Subject: **Mrs. Chillingworth**
Awarding Body: **Eduqas**
Notes: **Students are expected to purchase the studied texts**

The new English Language specification allows for the study of a wide range of fiction and non-fiction texts spanning the 19th, 20th and 21st centuries. Students will be encouraged to make connections between their readings and analyse the writer's craft. Reading and writing will be equally weighted for final English Language qualifications, with speaking and listening remaining in the teaching programme. Students will develop skills to use more challenging writing skills, including narrating and persuading.

The new English Literature specification allows for a wealth of literature to be covered including: 19th century novel, a Shakespearean play, poetry from 1789 and British fiction or drama from 1914. Students will also be presented with an unseen text in the examination. The texts we are planning on covering include: 'Romeo and Juliet', 'An Inspector Calls', A Christmas Carol and a prescribed poetry anthology.

Progression Routes: The career opportunities related to English Language and Literature are endless, but some examples might be: digital copywriter, editorial assistant, English as a foreign language teacher, lexicographer, magazine journalist, newspaper journalist, publishing copy-editor/proofreader, school teacher and writer. Students can also go on to study English Literature, English Language, and English Literature and Language A-Levels.

GCSE Mathematics

Head of Subject: **Mrs. Harrison**
Awarding Body: **Edexcel**

The new Mathematics content has been divided into six main domains: Number; Algebra; Ratio, Proportion and rates of change; Geometry and measures; Probability; and, Statistics.

All six areas are assessed via three external examinations. Examinations make up 100% of the assessment. Paper 1 is a non-calculator assessment whereas a calculator is allowed for Papers 2 and 3. All papers are 90 minutes in duration and contribute equally to the overall grade. There are two tiers available: 'Foundation' tier, with Grades 1-5 available; and 'Higher' tier, with Grades 4-9 available. Students sit all three exams at the same tier. The College decides the tier of entry.

GCSE Mathematics is an important qualification for many courses and careers. Almost all jobs and careers require GCSE Mathematics, but the following are some that use Mathematics extensively: Economics, Medicine, Architecture, Engineering, Accountancy, Teaching, Psychology, Computing, Banking, Insurance, Marketing, Pharmacy, Science, Environmental Studies and Business Management.

The Maths Team run a revision club every week to help improve students' progress.

Progression Routes: from a GCSE Mathematics, students can progress on to study Mathematics at A-Level. The career opportunities related to Mathematics are actuary, accountant, computer programmer, doctor, engineer, teaching, physicist, and construction. In fact, many careers are underpinned by Mathematics so this list would be extensive.

Your Sciences…

GCSE Combined Science

Head of Subject: **Mr. Franks**
Awarding Body: **AQA**

The combined sciences provide the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students should learn essential aspects of the knowledge, methods, processes and uses of science. They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application.

GCSE Combined Science, a double award GCSE course, provides students the opportunity to investigate and understand these key ideas, incorporating learning from across each of the three sciences (Biology, Chemistry and Physics). Students will get hands-on with a range of practical investigations, which are integrated into the course content, to create an interactive learning experience.

Progression routes: GCSE Combined Science is designed to provide students with a strong grounding in scientific knowledge and methodology. This foundation forms the basis of modern understanding and will allow students to move onto more complex learning across the whole curriculum. In particular, science forms the foundations for a range of social and human sciences such as Sociology and Psychology at A-Level, and Sports Science and Management.

GCSE Triple Science – GCSE Biology, GCSE Chemistry, and GCSE Physics

Subject Teachers: **Mr. Franks, Mrs. Fountain, Mrs. Moore, Mr. Rickard**
Awarding Body: **AQA**

Students studying Triple Science will work towards three GCSE qualifications: one for each Science. This option is for students who are seriously considering the future study of science at A-level and university with a view to associated careers. Therefore, this course will only be offered to students who have consistently high level outcomes during their Year 9 studies, across the three sciences and have a proven track record.

Learning takes place in the laboratory with theoretical work being illustrated by practical activities. There are eight investigations for each subject area: students keep a practical log of their work and are assessed on their findings in the examinations.

The three subjects are studied separately and assessed through examinations.

GCSE Biology

Students have the chance to gain a good understanding of human biology, organisms, evolution and the environment. The course will help put Biology in the context of students' everyday lives with topics ranging from 'keeping healthy' to 'humans and their environment'. The course is designed to help them understand how science can be used to explain the world in which they live and the impact of humans. Teachers are encouraged to develop students' practical skills with hands-on work which helps to engage and enthuse them. Students can see how science is used to solve problems ranging from cures for infectious diseases to creating bio fuels. **Progression routes:** GCSE Biology can open the doors to future careers in medicine and the life sciences.

GCSE Chemistry

Chemistry gives students the opportunity to gain a good understanding of: the nature of substances and how they react together; how Chemistry is used in business and industry and how our use of raw materials in fuels and manufacturing can affect the global and local environment. The course is designed to help students understand how to formulate a scientific approach to understanding and explaining the world and solving problems. Many of the materials considered are substances that students will come across in their daily lives like drinking water, vegetable oils and metals. This helps engage students by putting their learning in context. Students are encouraged to develop practical skills with hands-on work which helps make the subject come alive in the classroom. **Progression routes:** GCSE Chemistry can open doors to future careers in medicine and chemical industries.

GCSE Physics

Physics offers students the chance to gain a good understanding of: the use and transfer of energy waves; radiation and space; the application of Physics. Physics is designed to give students the tools and concepts they need to be able to construct a scientific approach to solving problems. Students will learn to ask and answer questions about the fundamental laws that govern natural phenomena. Students are likely to be engaged by the aspects of the specification that they can relate to their everyday life, such as the efficiency of electrical appliances and braking distances, as well as larger concepts like nuclear fission and fusion and evidence of the Big Bang. **Progression routes:** GCSE Physics can open doors to future careers in engineering and construction.

Your Humanities Choice…

GCSE History

Subject Leader: **Mrs. Richford**
Awarding Body: **AQA**

During this course, students will expand their knowledge considerably of the wider world and of Britain. Students will develop the skills of explanation and interpretation and will develop how to make judgments that are rooted in evidence. Students will look at a range of key historical themes, contexts, focusing on different views of history and different representations of the past.

GCSE History is made up of four topics. There are two exams with two topics in each exam. The topics are equally weighted: meaning they are all worth 25% of the course.

Paper 1 – Understanding the Modern World

1. *Germany – Democracy to Dictatorship 1890 – 1945:* This will cover what Germany was like before WWI, through to the rise of Hitler and the Nazi Party.
2. *Conflict and Tension – The First World War:* The First World War was seen as the "War to End All Wars". This course focuses on the causes of this international conflict in detail, as well as the events that happened on land and sea, across multiple fronts; before studying how the ending to the war directly contributed to the rise of Nazism in Germany.

Paper 2 – Shaping the Nation

1. Britain – *Health and the People* – this takes students from Medieval Britain through to present day thus giving students an insight into life in Britain during The Medieval Period, The Renaissance, Early Modern Times, The Industrial Revolution and into the 20th and 21st centuries.
2. *Norman England* – this topic looks at the significant events of 1066 and the extent of the changes that the Norman Conquest had on Anglo-Saxon England. A deep insight into medieval life will be gained through this unit.

Progression routes: History as a subject is valued in many careers. It allows students to demonstrate research and report writing skills as well as examination of evidence, and the weighing up of choices and opinions. As such, it is valued in careers from forensic investigation through to librarian work, from journalism to building surveillance. It is a versatile subject that attracts people from all skill sets.

Geography GCSE

Subject Leader: **Mrs. Willett**
Awarding Body: **AQA**

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is fun. The GCSE course is a good mix of topics such as urban issues, world development, extreme environments, rivers and hazards – to name but a few. The course will give you the chance to get to grips with some of the big questions that affect our world, and understand the social, economic and physical forces and processes which shape and change our world.

The GCSE is examined over 3 papers:

Paper 1 – Living with the Physical Environment
This exam is 1hour 30 minutes long and examines you on your knowledge and understanding of 3 areas:

- The Challenge of Natural Hazards (Earthquakes, Tropical Storms, Climate change and extreme weather events)
- The Living world (Ecosystems, Tropical Rainforests and extreme cold environments)
- Physical Landscapes in the UK (Coastal and River processes and landforms)

The exam consists of a mixture of short answer, multiple choice and some extended writing.

Paper 2 – Challenges in the Human Environment
This exam is 1 hour 30 minutes long and examines you on your knowledge and understanding of 3 areas:

- Urban Issues and Challenges (Mega cities, Population growth in poor and Rich Cities, Sustainable cities)
- The Changing Economic World (Development in Nigeria and the UK)
- The Challenge of Resource Management. (The challenge of providing food, water and energy for an ever increasing population)

The exam consists of a mixture of short answer, multiple choice and some extended writing.

Paper 3 – Geographical Applications
This exam is 1 hour and 15 minutes long and examines you on your evaluation and fieldwork skills.

- Issue Evaluation (You will have to make a decision on a topical issue near to the exam, e.g. should roads be built through the Amazon Rainforest?)
- Fieldwork (You will answer generic fieldwork questions and specific questions about fieldwork that you have carried out as part of your studies.

There has never been a better time to study Geography. It is a subject which is both directly relevant to your everyday life, whether in relation to travel, sustainability or lifestyle and to further study at college or university.

Progression routes: Geography is a subject that is highly respected by employers. Geography graduates have one of the highest rates of graduate employment, pursuing a wide range of career paths. It is often said that there is no such thing as a geography job; rather there are multiple jobs that geographers do.

Some examples of potential careers are working with Non-Governmental Organisations, town planning, geospatial analysts, technology consultants, education, hydrologist, flood risk management, coastal risk management, Wildlife trust, climate change consultant, environment consultant and many, many more.

Your OPEN Choice…

GCSE (Fine) Art

Head of subject: **Miss Mann**
Awarding Body: **Edexcel**

Fine Art is a highly practical course which allows students to develop and explore their own ideas and personal themes. We are exceptionally proud about the resources and facilities that we offer at Rye College which allow students to experiment with and refine their skills is a huge array of materials. Students will explore painting, drawing, printmaking, textiles, ceramics, sculpture, mixed media, found objects, spray painting and more! Art is a highly conceptual and contextual subject and students will explore a range of topics including 'Image and Identity' and 'Who Are You?', as well as personal themes set by the student in response to given broad titles such as 'Fragments' and 'Beginning and/or End'.

Studying Art allows students to explore who they are and different ways in which they can express their identity. Taking GCSE Art encourages students to develop their creativity, independence, confidence and self-belief. Students develop skills in team work, problem solving, resilience, resourcefulness, communication and critical thinking. We expose students to a huge array of artists and cultures; encourage students to develop an open mind and an understanding of different people from a multitude of times, places and backgrounds. Art helps students to develop as people as well as practitioners, and our range of study includes mental health, religion, social media, gender, sex, politics, current affairs, history, philosophy, race, anatomy and more!

Fine Art requires a lot of extra study, homework is set every week and students are expected to independently manage their workload. The Art Room is open at lunchtimes and afterschool for students to access our resources and they can book in extra sessions with the Art Team when they require additional support with techniques, written work or idea development.

The course structure is as follows:

- Component 1 - Personal Portfolio 60%
- Component 2 - Externally Set Assignment 40%

During the course, students will have many extra-curricular opportunities such as trips to London galleries to gather primary research, life drawing classes, carnival makes, teaching primary school children and working with the local community.

Progression routes: an Art and Design qualification is an ideal starting point for a student aiming to pursue a career in the creative industries. Students can progress on to a range of Arts courses, including Arts A-Levels and BTEC Diplomas. Many of our students then progress on to Foundation Art and University courses. We currently have past students studying at Goldsmiths, Central St Martins, Camberwell, UAL and the London College of Fashion. Creative thinking and problem solving are highly valued in the current economic climate and Art provides many transferable skills which help students to access other courses.

GCSE Drama

Subject Teacher: **Mrs. Wall**
Awarding Body: **AQA**

Drama offers students the opportunity to combine practical application of skills with the written examination of knowledge and understanding. The course involves the study of a set play which is assessed by a written examination. To prepare for this and gain knowledge and understanding of the play, lessons will consist of practical exploration, as well as written analysis. Students also learn about the work of live theatre makers.

The second component of the course involves students working in groups to devise and present their own original performance. This is filmed and sent to the exam board along with a reflective coursework essay which is an analysis and evaluation of the process. The final aspect of the course involves a performance of a script to a visiting examiner through which a candidate's acting skills are assessed. All lessons are preparation for these assessments and, therefore, involve a combination of creating, performing and writing.

The study of drama develops confidence, creativity, collaborative and communication skills. Drama students gain the skills of problem solving, flexibility, empathy and risk-taking, all of which are recognised as vital in the workplace and throughout adult life.

Progression routes: students who complete a GCSE Drama qualification have developed skills as a performer, designer and creator. Students can progress to study A-Level Drama through an academic route or seek a more vocational further educational route through acting schools. Specific career pathways include: acting, writing, presentation, design and production.

Engineering Design Cambridge National

Subject Leader: **Mr. Simmonds**
Awarding Body: **OCR**

The OCR Cambridge Nationals in Engineering Design qualification is aimed at learners aged 14 – 16 who are interested in, and want a good introduction into, the world of engineering design – whether it be as a springboard into an apprenticeship or a route to further study in the many and diverse engineering fields: Product Design, Mechanical, Civil and Aeronautical. There are four units of study, each with its own assessment:

Unit R105 – Understanding Design
In this unit, students will investigate the critical factors when designing products – what clients require and how these products could be manufactured in industry.

Unit R106 – Product Analysis and Research
In this unit, students will:

- Disassemble engineered products;
- Examine how they work, investigating, where necessary, any relevant scientific principles (for example, a pump functions because it is engineered to create a pressure difference).

Unit R107 – Developing and Presenting Engineering Designs
In this unit, students will learn the design skills needed to effectively present, and understand, a broad range of communication skills:

- Computer Aided Design (SketchUp, 2D Design, TinkerCAD);
- Technical Drawing (TD) and Sketching;
- Representing test results and data graphically for presentations;
- Storyboarding techniques for presentations.

Unit R108 – Design Realisation (Making Engineered Products)
Interpret technical drawings (for example, an orthographic or oblique projection) and make a series of models, based on both these and students' own designs, using an appropriate selection from a variety of materials:

- Engineer's modelling foam and foamboard;
- Wood;
- Metal (ferrous and non-ferrous);
- Plastic.

Progression routes: OCR Cambridge National qualification provides clear pathways in further education or employment. Students can continue to study A-Levels in Design and Technology or move over to Cambridge Technicals in Engineering. Alternatively, students who complete this qualification can seek an Apprenticeship. Students will develop skills that prepare students for work in the manufacturing and trade industries.

GCSE French

Subject Teacher: **Miss Ruhla**
Awarding Body: **Edexcel**

Study languages and have a passport to the world! The study of languages develops confidence, curiosity, communicative skills as well as a wealth of cultural capital. All specific language skills are developed through a range of interesting and stimulating themes.
The transferable skills from learning French are invaluable.

The Edexcel GCSE in French consists of four papers. Listening, speaking, reading and writing are all equally weighted at 25% for each skill area.

During the two year course students will complete the following components:

Year 10 :

-Identity and Culture (myself, daily and cultural life).
-Local area, holiday and travel (holiday preferences, travel and tourist transactions, town, region and country).
-School (what school is like, school activities/ trips).

Year 11:

-Future aspirations, study and work, (languages beyond the classroom, ambitions, work and careers).
-International global dimension (bringing the world together through sports, music, campaigns, good causes, environmental issues).

All of the above topics have extensive sub-topics and will be examined at regular intervals across all four modern foreign language skills over the two years including specific revision sessions at the end of Year 11.

Progression routes: students from a GCSE French qualification, students can progress to take A-Level French. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual's employability profile.

GCSE Graphic Communication

Subject Teacher: **Miss Mann**
Awarding Body: **Edexcel**

Graphics is a practical based course, which enables students to explore a range of artistic practices within the discipline of visual communication. The course is ideal for creative students who are looking to develop their skills in design. Students will develop integrated knowledge, skills and understanding of the following: advertising, illustration, branding and information design.

Through contextual studies work, students develop their understanding of the work of artists and designers and use this information to develop their own project ideas. They have the opportunity to further engage in the work of artists through trips to London galleries in Years 10 and 11. Students develop projects based around themes set by their class teacher.

Progression routes: from a GCSE Graphics course, students can progress on to an art and design based A-level or Btec. An Art and Design qualification is an ideal starting point for a student aiming to pursue a career in the creative industries.

OCR Cambridge Nationals in Creative iMedia

Subject Teacher: **Mr. Kemm**
Awarding Body: **OCR**

The new creative ICT content is divided into four units of study:

- **Pre-Production skills:** Terminal exam, externally assessed (25%)
- **Creating Digital Graphics:** Coursework, internally assessed (25%)
- **Creating a multi-page website**: Coursework, internally assessed (25%)
- **Creating a digital animation:** Coursework, internally assessed (25%)

Pre-production skills
Essential pre-production techniques used in the creative and digital media:

- Time frames
- Story boards
- Work plans and deadlines
- Preparation techniques

Students learn the skills and knowledge embedded in the other units.
We will use mind mapping software, graphic software including Paint, Fireworks and Photoshop to create mood boards, mind maps, visualisation diagrams, storyboards and scripts. We will also interpret client briefs / specifications to produce products that appeal to the target audience.

Creating digital graphics
Digital graphics feature in many areas of our lives and play an important part in today's world. The digital media sector relies heavily on these visual stimulants to communicate messages effectively. Learners will understand the basics of digital editing. They will learn where and why digital graphics are used and the techniques involved in their creation.

They will learn to both modify and combine existing graphics, along with design and creation from scratch.

Software used will include: Paint; Fireworks; Photoshop; and, Freeware (for example GIMP).

Creating a multipage website
Multipage websites are the basis of internet content, whether accessed by mobile phones, tablets or laptops. They are websites with more than one page, and therefore require the design of intuitive navigation.

We will explore the basics of multipage website function, and will combine components to create a fully working, intuitive and aesthetically pleasing website.
Students will use the popular software Dreamweaver to create their sites, and incorporate the graphic software and skills used in the previous unit.

Creating a digital animation
Digital animation is used in a widely range in the creative media sector: it enhances apps by engaging and informing the viewer.
In this unit we will cover the basics of creating digital animations, and how to store, export and review a final product.

Examples of products are:
- Adverts found in web pages
- Intros / outros for videos

Examples of animation techniques are:
- Stop frame
- 'tweening

Software used:
- Flash (Adobe)
- Animate (Adobe)

Progression routes: students looking to take college courses in graphic design, games and app design, animation and computer science. Students studying this course will also develop skills, confidence and knowledge in computing allowing them to adapt to a lot of creative design roles. Creative iMedia is an important qualification which can lead to higher level courses and careers. Almost all jobs and careers require skills in ICT in some form. Specific careers that will use Creative iMedia include: digital marketing, social media marketing, social media content producer, creative copywriter, graphic design and website design and maintenance.

BTEC Music

Subject Teacher: **Mrs. Evenden**
Awarding Body: **Edexcel**

BTEC Music is an absorbing, interesting, highly challenging and fun course. It is essential that students reach a reasonable standard on their chosen instrument, or be confident singers, before starting the course. If students are unsure if they meet the requirements of this BTEC, they should discuss with the Music department before making their choices. Students interested in music technology and software are encouraged to study music, as they can use computer software as a form of performance. Instrumental lessons are highly encouraged and are available in school, if requested.

Course Outline:

Unit 1: The Music Industry:

In this unit, students will learn the basics of the music industry and why it is important. Students will learn how the different parts within it work and how this can prepare learners for a possible career in music. This unit is worth 25% of the final assessment grade and is assessed in a written examination.

Unit 2: Making a Music Product

Group work preparing to make a CD or concert. Students' practical work will be represented here and they will have a chance to make links with the music industry from a real life perspective. This unit is assessed through a coursework portfolio that will include recordings and is worth 25%.

Two other units:

Two additional units are required: Introducing Live Sound, Introducing Music, Introducing Music Performance, Introducing Music Recording, Introducing Music Sequencing, Introducing Choral Studies, Introducing Music Theory. These options will be agreed with your teacher depending on your skills. These units are assessed through a coursework portfolio that will include recordings are worth 25% combined.

Progression Routes: GCSE Music could lead onto higher education music related courses that along with further training, could result in employment in the music industry such as a film composer, professional musician, and sound technician. It is a highly regarded qualification for entry to a wide range of courses at Universities and Colleges of Higher Education. The course will also provide students with the skills, understanding and knowledge to access employment in many other industries.

GCSE Photography

Subject Teacher: **Miss Halvey**
Awarding Body: **Edexcel**

Photography is a subject that focuses on lens based image making. Photography may be defined as the creative journey through the process of lens- and light-based media. This could include work created using film, video, digital imaging or light sensitive materials. With the developments of new affordable lens-based technologies, students should attempt to use the photographic mediums to explore and create a body of work, which develops and refines both the process and the concept. Students will also understand that Photography practitioners may work to client commissions within a commercial photography studio, or work as freelance photographers. They will need photo manipulation and graphic design skills, and good communication skills in order to liaise with clients and to promote themselves as photographers.

Students build their visual recording skills through a range of projects, which focus on a variety of photographic disciplines including both digital and film photography and also experimental darkroom techniques.

Students complete projects based around themes set by their class teacher, these currently include a surrealist project, cubist project then a darkroom project.

Progression routes: from a GCSE Photography course, students can progress onto an 'A' Level in Photography or a Level 3 Diploma in Photography. A GCSE in photography prepares students to think visually and work independently, and can lead to a career in photography, media or film.

Travel and Tourism BTEC

Subject Teacher: **Mr. Maxim**
Awarding Body: **Edexcel**

The Level 2 Tech Award in Travel and Tourism supports students in acquiring knowledge and technical skills through vocational contexts by exploring the aims of different travel and tourism organisations, the features of tourist destinations, how organisations meet customer requirements, and the influences on global tourism. This qualification serves to broaden learners' experience and understanding of the varied avenues of career progression available to them across this sector. The course consists of three assessment components:

Component One – Travel and Tourism Organisations and Destinations
Students will investigate travel and tourism organisations, their aims and how they work together. They will explore types of travel and tourism and the features that make destinations appealing to visitors. There are two Learning Aims in this component:

- Investigate the aims of UK travel and tourism organisations.
- Explore travel and tourism and tourist destinations.

This component is internally assessed, the evidence for which may comprise of research materials, presentations and assignment essay writing.

Component Two - Influences on Global Travel and Tourism
Students will apply their knowledge and understanding of the factors influencing tourism, the impact of tourism on destinations and destination management to travel and tourism contexts.

This component is externally assessed. The assessment takes the form of a set task/external assessment, taken under supervised conditions, which is then marked and graded externally. Students will be given two hours to complete the assessment, which will consist of short and long-answer questions that will assess students' understanding of the factors influencing tourism in global destinations.

There are four assessment objectives:

- AO1 - Demonstrate knowledge of the factors influencing travel and tourism organisations, destinations, visitors and the potential impacts of tourism on destinations.
- AO2 - Demonstrate understanding of the factors influencing travel and tourism organisations, destinations, visitors, the potential impacts of tourism on destinations and sustainable tourism.
- AO3 - Make connections between influencing factors on global travel and tourism.
- AO4 - Analyse information to make recommendations on how to manage tourism in global destinations.

Component Three - Customer Needs in Travel and Tourism
This is a synoptic component, building on the knowledge, understanding and skills acquired and developed in Components one and two, and includes a synoptic assessment. Students will apply their knowledge and understanding from Components 1 and 2, including types and purpose of travel and tourism organisations, visitor types, features of destinations, factors influencing tourism and sustainability. There are two learning aims:

- Investigate how organisations identify travel and tourism trends.

- Explore how to meet the needs and preferences of travel and tourism customers.

There has never been a better time to study Geography. It is a subject which is both directly relevant to your everyday life, whether in relation to travel, sustainability or lifestyle and to further study at college or university.

This component is internally assessed, the evidence for which may comprise of research materials, presentations and assignment essay writing.

Progression routes: Learners who generally achieve at Level 2 might consider a similar Post 16 course designed to lead to work, to progression to employment, to apprenticeships in the sector, or to further study at Level 3. Students might consider a Level 3 National in Travel in Tourism, for example, which prepares students to enter employment or apprenticeships, or to move on to higher education by studying a degree in the tourism sector.

Your Physical Choice…

GCSE Dance

Subject Teachers: **Miss Daines**
Awarding Body: **AQA**

Our school strongly supports and believes in the arts for the multitude of lifelong creative and expressive skills it provides for our students. So many of our students have been inspired by dance and this has led a great development in their confidence, problem solving and creative thinking.

GCSE Dance at Rye College continues to support the bright futures of many hard working young dancers. Dance students will strengthen their physical and expressive skills through three areas of assessment that include performance, choreography and critical appreciation of dance. During the two year course, students will develop skills in a range of dance styles, with a strong focus on contemporary dance. Students will develop their skills in choreography and will have the opportunity to showcase their work in a number of performances.

Students will be studying six professional dance works, allowing students to develop their critical appreciation of dance as an art and an academic subject. We do all that we can in order to provide the most exciting, creative and educational opportunities for our dancers. This includes workshops with outside companies, community performances and visits to see live professional works. Studying Dance at GCSE, opens up a vast range of pathways for pursuing the performing arts.

Progression routes: from a GCSE Dance qualification, students can pursue further education and beyond. Students can progress into Level 3 dance course and career choices such as: professional dancer, dance teacher, choreographer, dance administrator, yoga/Pilates instructor, dance photographer or videographer, and physical/dance therapist.

Sports Science: OCR Cambridge National

Subject Teachers: **Mr. Channer, Miss Carpenter**
Awarding Body: **OCR Cambridge National in Sports Science**

The Cambridge National in Sports Science offers learners the opportunity to study key areas of sports science including anatomy and physiology linked to fitness, health, injury and performance. Students will develop their understanding of the science of training, and application of training principles and psychology in sport and performance. The qualification helps students appreciate how sport science underpins all sports at all levels. The course offers a strong route into level 3 qualifications and employment in the leisure, personal training and sport industries.

The course is made up of 4 units:

Unit 1: Reducing the risk of injuries (assessed via a 60minute examination – 25%)

By completing this unit, learners will gain a strong foundation of knowledge in formal first aid training by understanding how to: prepare participants to take part in physical activity in a way that minimises the risk of injuries occurring; react to common injury that can occur during sport; and, recognise the symptoms of some common medical conditions.

Unit 2: Applying principles of training (Coursework module – 25%)

By completing this unit, learners will develop knowledge and understanding of the principles and methods of training. They will then apply these in designing training programmes along with practical skills in fitness testing.

Unit 3: The body's response to physical activity (Coursework module – 25%)

By completing this unit, learners will understand key aspects of the structure and function of the musculoskeletal and cardio respiratory system. They will investigate some of the changes which occur to them in response to short and long term physical activity.

Unit 4: Sports Science unit – Technology in sport (Coursework module – 25%)

In this unit, learners will consider the variety of ways in which technology is being used in sport to enhance both performance and the experience of sport for performers and for spectators. They will also develop an appreciation of some of the contentious issues surrounding the increasing use of technology in sport/s.

Progression routes: from a Sports Science OCR Cambridge National qualification, students can progress onto Level 3 courses such as Cambridge Technicals in Sports and Physical activity. Career pathways include: sports coach, personal trainer, fitness centre manager, sports administrator, sports development officer, secondary school teacher, sports therapist, and exercise physiologist.