



# Guided Choices

# BOOKLET

2024



Creating Bright Futures for All



# Contents

Welcome	3
Planning for the Future	4
Our Curriculum Model	5 - 6
Meet our Team	7
Core Qualifications	
• GCSE English and English Literature	8
• GCSE Maths	9
• GCSE Combined Science	10
• GCSE Triple Science	11
• GCSE History	12
• GCSE Geography	13
Option Choices	
• GCSE Art, Craft and Design	14
• GCSE Fine Art	15
• GCSE Photographic Art	16
• Engineering Design Cambridge National	17
• GCSE French	18
• GCSE Dance	19
• GCSE Drama	20
• BTEC Music	21
• GCSE Religious Studies	22
• Sports Science Cambridge National	23
Your Preferences Form	24

# Welcome



Dear Students,

At Rye College, we are committed to providing you with a range of options to pursue your passions and find your own individual talents. The aim of our Guided Choices process is to ensure that families and students feel able to make informed choices about the qualifications they will be taking for the next two years. This booklet has been designed to provide you with an outline of the range of courses that will be available to you as you move into Year 10. It includes information about the core subjects which are compulsory for you to study and the optional subjects you may choose.

Please take the opportunities provided to discuss with colleagues the implications of choosing a subject as well as the importance of a broad and balanced curriculum.

To support our students and families in choosing the qualifications to be studied during their Year 10 and 11, we have created the following resources and events:

- Guided Choices web page – this page on our website the latest information on our options process;
- Year 9 Progress Evening on **Wednesday, 27th March** will be an opportunity for families to talk directly to their children's subject teachers. Here families can discuss the most appropriate choices based on known strengths;
- Webinar on **Wednesday, 17th April at 6pm** - hosted by Mr. D. Downes, Headteacher and Mr. P. Franks, Associate Assistant Headteacher. Here, we will provide an informal overview of the importance of the process and an opportunity for families to ask questions.

By the end of the process, students and their families should be clear about which qualification choices are best suited to their aspirations for the future.

Final preferences should be submitted via Mr. P. Franks by **Wednesday, 24th April**. Students will be provided with a form and are encouraged to discuss their choices with their families, teachers and senior staff.

We look forward to supporting you on the next stage of your educational journey!

A handwritten signature in black ink, appearing to be 'D. Downes', with a long horizontal line extending to the right.

Mr. D. Downes  
Head Teacher

# Planning for the future

In Year 9, students are faced with a big decision when choosing the subjects they wish to study in Key Stage 4. This is the first time that students get to take control of their education and start to think about their future career aspirations.



Students will receive support in making these choices:

- Life Education lessons
- Group interviews with My Future Starts Here
- Drop-in sessions at breaktimes with Mrs Starkey
- Discussions with subject staff
- Guided Choices Evening

When considering their choices, it is important that students choose subjects that they are interested in, as they will study them for two years. Students should consider their strengths, their attainment and where possible future study and career paths. They should aim for a balanced curriculum they will enjoy and one designed to suit their talents.

It is Post-16 pathways choices where subjects become more specialised. For the second time students will make decisions such as which subjects to continue with, what new subjects/ courses may be on offer, or whether they wish to follow a more vocational route of T levels or apprenticeships.

The graphic below shows the possible routes from GCSE:

Although future employers, post-16 and post-18 providers may specify certain subjects as a preference, they are particularly interested in students gaining a good set of grades (usually a minimum of 5, grade 5+ including English, Maths and Science) that demonstrate a range of transferrable skills which can be used in future study and careers. These skills are referred to as employability skills and are at the forefront of our 'Be Employable' Rye value. These skills include:

- Teamwork;
- Communication;
- Organisation;
- Self-management;
- Creativity;
- Resilience;
- Confidence;
- Leadership;
- Initiative;
- Problem solving.

Development of these skills will help young people navigate the changing 21st century labour market and maintain their employability prospects.

For further advice and tips you may wish to visit the following:

- Year 9 GCSE Options 2023 [cxk.org/blog/year-9-options-2024](https://cxk.org/blog/year-9-options-2024)
- What GCSEs should I take to become a... ? BBC Bitesize [bbc.co.uk/bitesize/articles](https://bbc.co.uk/bitesize/articles)
- The Complete Guide to Choosing GCSEs 2024 [oxbridgehomelearning.uk](https://oxbridgehomelearning.uk)



# The Rye College Curriculum

## Understanding the Choices

### 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 on to study at the most highly regarded 'Oxbridge' and 'Russell Group Universities' or not.



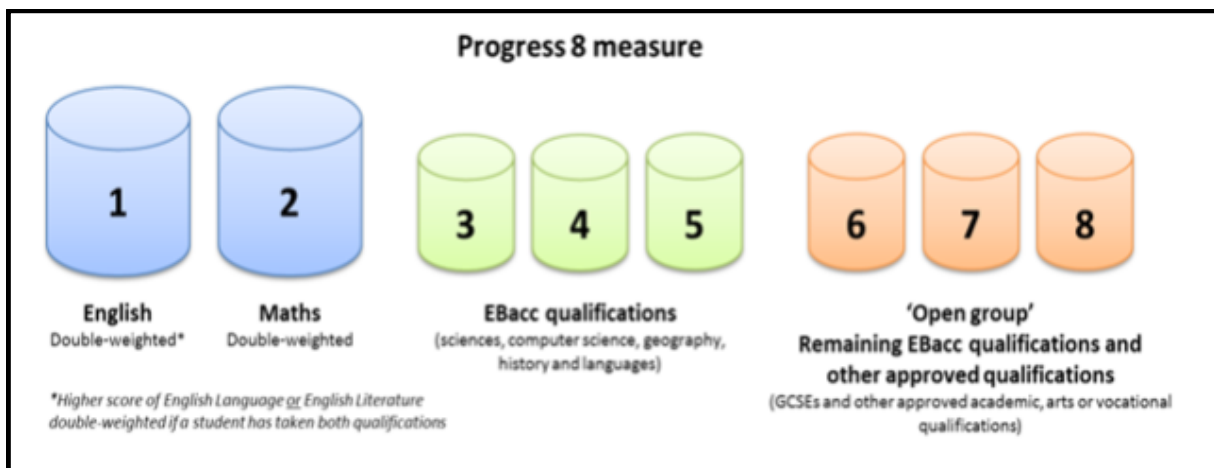
### The English Baccalaureate (EBacc)

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, where students can achieve up to 10 GCSE (or equivalent) qualifications.

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, Religious Education, Life Education 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. Both Religious Education and Life Education develop students' knowledge and understanding of the complex world we live in, and prepare them for their next steps. These subjects do not have a qualification attached.

## Your Choices Start Here....

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

### The SCIENCE Choice:

One science qualification from:

- Combined Science (2 GCSEs) or Triple Science (3 GCSEs).

### The HUMANITIES Choice:

One Humanities qualification from:

- History and/or Geography.

### The OTHER Choices:

Choose your remaining options by selecting your top five, in order of preference, from:

- Art, Craft and Design;
- Fine Art;
- Photographic Art;
- Engineering Design;
- French;
- Dance;
- Drama;
- Music;
- Religious Education;
- Sports Science.

## Once You Have Decided

Students must indicate the qualifications they would prefer to study by completing the Guided Choices Form. This form will be given to students in school.



## Please Note

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.**

**Your Choices MUST be returned by Wednesday, 24th April 2024.**

# Meet Our Team - Curriculum Areas

Subject	Representative
English Language and English Literature	Mrs. Chillingworth Head of English
Mathematics	Mrs. Harrison Head of Mathematics
Combined Science and Triple Science	Ms. Szczesnowska Head of Sciences
History	Mr. Stevens (Acting) Head of History
Geography	Mrs. Willett Head of Geography
French	Ms. Ruhla Teacher of French
Art, Craft and Design, Fine Art and Photographic Art	Mrs. Charlton-Matthews Head of Art
Dance	Mrs. Greenough Teacher of Dance
Engineering	Mr. Simmonds Head of Engineering
Drama	Ms. Grennan Teacher of Drama
Music	Mr. Maxim Teacher of Music
Sports Science	Mr. Gambrell Head of PE
Religious Studies	Rev. Phipps Head of Religious Education

# Your Core Qualifications

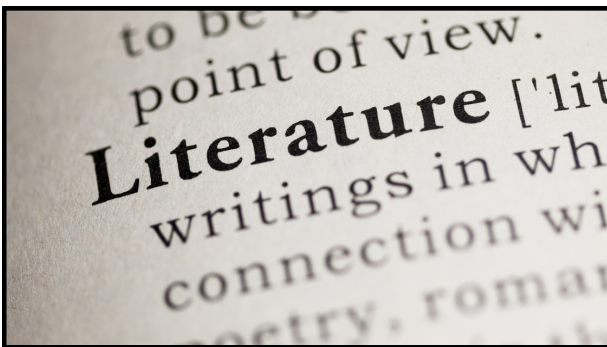
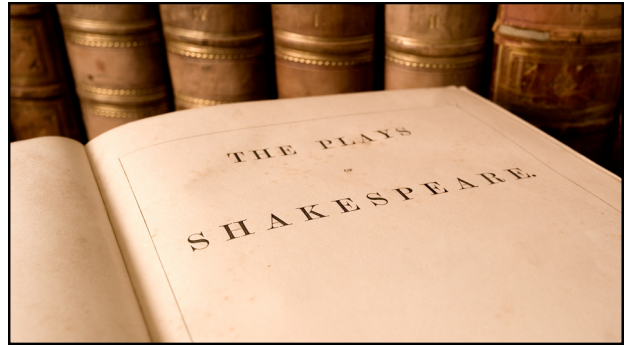
## GCSE English Language and GCSE English Literature

**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.

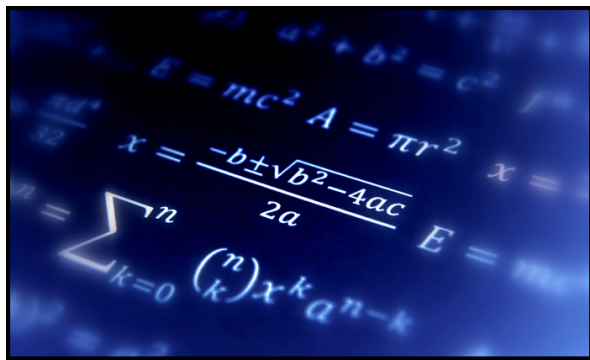


The English Literature specification allows for a wealth of literature to be covered including: 19th century novel, a Shakespearean play, poetry from 1789 and British fiction or drama from 1914. Students will also be presented with an unseen text in the examination. The texts we are planning on covering 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.



# Your Core Qualifications



## 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 Year 11 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 Core Science Choice

You need to decide whether you would like to do Combined Science or Triple Science. Triple Science counts as one option choice.

## GCSE Combined Science

**Head of Subject:** Ms. Szczesnowska

**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.



# Your Core Science Choice

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

**Head of Subject:** Ms. Szczesnowska

**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

You need to decide whether you would like to do History or Geography or both. Choosing both counts as two option choices.

## GCSE History

(Acting) Head of Subject: Mr. Stevens

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.

# Your Humanities Choice

## GCSE Geography

**Head of Subject:** 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 90 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 90 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 75 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.

# The Wider Curriculum

## GCSE Art, Craft and Design

Head of Subject: Mrs. Charlton-Matthews

Awarding Body: Edexcel



Art, Craft and Design is both a practical and theory-based course. As well as the process of learning to create, students also spend a significant amount of time learning how to analyse and interpret art. They will carry out in depth investigations of artists and/ or art movements. This area of study is extremely important for success at Art GCSE, as students are awarded marks on their ability to demonstrate their understanding of Art and to demonstrate their ability to use areas of art as inspiration in their own work.

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 using a huge array of materials. For example, students may explore painting, drawing, printmaking, textiles, ceramics, sculpture, mixed media, photography and assemblage. Art is a highly conceptual and contextual subject and students will explore a range of topics such as the natural world, portraiture and more. Students will also have the opportunity to develop their own ideas and personal outcomes, this element builds in the later stages of the course.

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; encouraging students to develop an open mind and an understanding of different people from a multitude of times, places and backgrounds.

Art, Craft and Design can be used as a stepping stone to further courses and careers in Art and Design. Career opportunities are broad, but could include: Graphic Design, Animation, Hairdressing, Make up Art, Weaving, Jewellery making, Illustration, Textile Design, Ceramics, Printmaking, Fine Art, Art History, Art Gallery Curating, Tattoo Art, Costume Design, Prop Design.

Art, Craft and Design 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 set lunchtimes and afterschool for students to access our resources. Additionally, 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 a range of opportunities provided for them such as workshops run by artists, artist seminars about careers, trips to galleries and other areas to create work on location.

Students will require an A3 sketchbook, pencil, pen, watercolours and colour pencils. Other materials are optional. The above items may be purchased from the Art Department via ParentPay.

**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 (Fine) Art

**Head of Subject:** Mrs. Charlton-Matthews  
**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.



Photographic Art is both a practical and theory-based course. As well as the process of learning to create art and take photos, students also spend a significant amount of time learning how to analyse and interpret art. They will carry out in depth investigations of artists and/ or art movements. This area of study is extremely important for success at Art and Design (Photography) GCSE, as students are awarded marks on their ability to demonstrate their understanding of Art and to demonstrate their ability to use areas of art as inspiration in their own work.

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.

The Photographic Art course at Rye is broad and varied. Students will use a variety of media, as they use the idea of a photo as a starting point. For example, they may use their photo as a base for printmaking or stencil cutting. They may add different materials to their printed photograph such as embroidery and sewing, collage and paint. They may manipulate the printed photo by use of sculpting the paper, slicing and folding it.

The course also aims to prepare students for the ever-changing world of digital technology that exists within many creative careers today. Students will use photo editing software to enhance, manipulate and create digital artwork from. For example, they may create patterns, and digitally paint and draw over or into their photo.

Students build their visual recording skills through a range of projects. This is will include projects along the themes of Portraiture, Surrealism, Colour and more.

Photographic Art can be used as a stepping stone to further courses and careers in Art and Design. Career opportunities will be very similar to Art, Craft and Design GCSE, but may also include: Freelance Photography, Documentary Photography, Fine Art Photography, Computer Game Design, Forensic Photography, Fashion Photography, Advertising, Graphic Design, Web Design, Film.

Photographic Art requires a lot of extra study, homework is set every week, including photographic shoots. Students are expected to independently manage their workload. The Photography Room is open at set lunchtimes and afterschool for students to access our resources. Additionally, 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 a range of opportunities provided for them such as workshops run by artists, artist seminars about careers, trips to galleries and other areas to take photos on location.

**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.

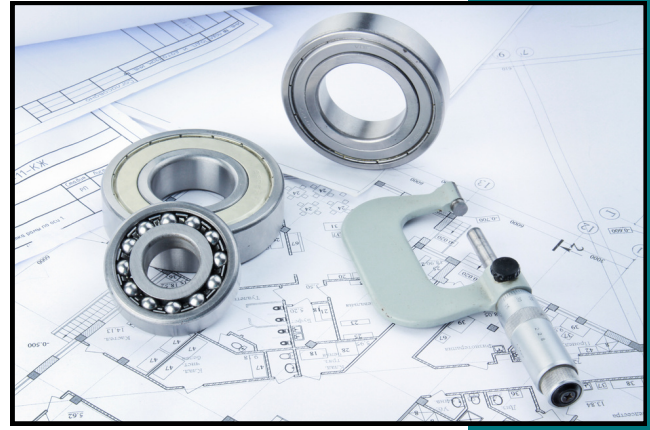


# Engineering Design Cambridge National

**Head of Subject:** Mr. Simmonds

**Awarding Body:** OCR

The OCR Cambridge National in Engineering Design qualification is aimed at learners aged 14 – 16 who are interested in and want to develop a solid understanding of 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 three units of study, each with its own assessment:

## **Unit R038: Principles of engineering design**

This is assessed by an exam, taken at the end of Year 11 in the June examination series.

In this unit, you will learn about the design process and all of the stages that are involved.



Topics include:

- Designing processes
- Designing requirements
- Communicating design outcomes
- Evaluating design ideas

## **Unit R039: Communicating designs.**

This is assessed by a set assignment, taken during Year 11.

In this unit, you will learn how to use sketching and engineering drawings to communicate your ideas.

Topics include:

- Manual production of freehand sketches
- Manual production of engineering drawings
- Use of computer aided design (CAD)

## **Unit R040: Design, evaluation and modelling.**

This is assessed by a set assignment and is completed in Year 10 for submission in the June series at the end of Year 10.

In this unit, you will learn how to create and test models of your design.

Topics include:

- Product evaluation
- Modelling design ideas

**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 Technical 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:** Ms. 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.



Foreign modern languages are one of the compulsory subjects that form the EBACC, studies show that students who complete it are more likely to have success in higher education. The transferable skills from learning French are invaluable for life.



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 thematic contexts:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

The course covers a range of vocabulary and grammar that can be reused fluidly across the different thematic contexts. The topics will be examined at regular intervals across all four modern foreign language skills over the two years. This will include specific revision sessions in Year 11.

**Progression routes:** students from a GCSE French qualification 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. Furthermore, some universities or studies will require applicants to have a language GCSE including universities abroad which famously have much lower fees.

## GCSE Dance

**Subject Teacher:** Mrs. Greenough

**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.

## GCSE Drama

**Subject Teacher:** Ms. Grennan

**Awarding Body:** Eduqas

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 study of drama develops confidence, creativity, collaborative and communication skills. Students of drama 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.

### Course Outline:

#### Unit 1: Devising Theatre - coursework

- Learners participate in the creation, development and performance of a piece of devised theatre based on either the work of a theatre practitioner or a genre in response to a stimulus set by Eduqas
- Learners complete a portfolio based on the rehearsal process
- Learners complete a written evaluation of the devised performance under formal supervision
- Learners will be assessed on either acting or design
- Learners work in groups of between two and five performers
- Up to four additional learners, each working on a different design skill, may work with each performing group

#### Unit 2: Performing Theatre - coursework

- Learners will be assessed on either acting or design and participate in a performance based on two 10 - minute extracts from a performance text of their own choice
- Learners work in groups of between two and four performers
- Up to two additional learners, each working on a different design skill, may work with each performing group

#### Unit 3: Interpreting Theatre - examination

Section A: Set Text for assessment from 2024 onwards

A series of questions on one set text explored as an actor, designer and director from a choice of seven:

- A Midsummer Night's Dream by William Shakespeare
- The Glass Menagerie by Tennessee Williams
- Blue Remembered Hills by Dennis Potter
- Face by Benjamin Zephaniah
- Lionboy Zizou Corder adapted by Marcelo Dos Santos
- Resting Restless by Bethan Marlow
- Tuesday by Alison Carr

Section B: Live Theatre Review

One question, requiring analysis and evaluation of one live theatre production seen during the course.

**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.

# BTEC Music

**Subject Teacher:** Mr. Maxim

**Awarding Body:** Edexcel

BTEC Music is an absorbing, interesting, highly challenging and stimulating 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 Mr. Maxim before making their choices. Students interested in music technology and software are encouraged to enrol, 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:

### Component 1: Exploring Music Products and Styles

In this component, you will develop your understanding of different types of music products and the techniques used to create them.

You will explore how musical elements, technology and other resources are used in the creation, production and performance of music. You will also practically explore the key features of different styles of music and music theory and apply your knowledge and understanding to developing your own creative work. This component will help you to progress to Level 2 or 3 vocational or academic qualifications where a knowledge of musical styles and a grounding in the areas of performance, creation and music production is essential.

### Component 2: Making a Music Product

In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout your development, you will review your progress and consider how to make improvements. You will learn how musicians share their work and collaborate with others, and will develop your skills as a musician in how to use blogs, YouTube™, Soundcloud™ and other platforms to share your work and skills development with others.

### Component 3: Responding to a Music Brief

This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music sector that excites and appeals to you and respond to a music brief as a composer, performer or producer. You will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques you will then develop and refine musical material before presenting your final response. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project. You will also consider how your skills and interests make you suitable for the specific music sector opportunity

**Progression Routes:** BTEC 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 transferrable skills such as self-management, communication and presentation.

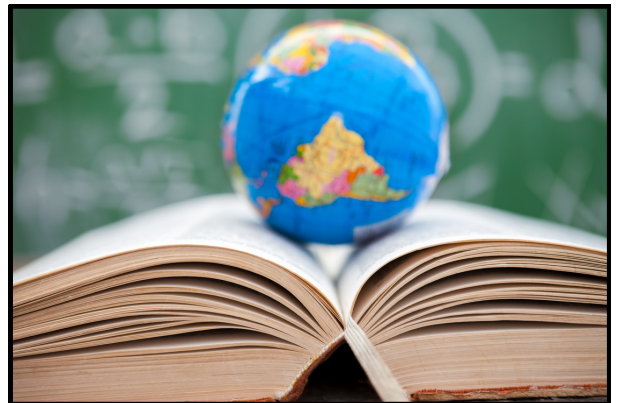


## GCSE Religious Studies

**Head of Subject:** Rev. Phipps

**Awarding Body:** AQA

Religious Studies (RS) is about understanding what makes people “tick”. RS draws on lots of different skills from different disciplines and enables you to form your own opinions based on a thorough understanding of different beliefs. It gives opportunities for self-reflection and confidence in constructing reasoned argument. The course involves engagement with texts and key religious beliefs and consideration of current affairs and the ideas of influential leaders and thinkers in issues such as climate change. Key skills developed in RS include communication, critical thinking and empathy.



A love of reading is important to succeed in RS. Understanding texts and viewpoints is a key part of the course. An openness to new ideas and respectful discussion is key to getting the most out of this subject.

This subject is assessed through two exams each 1 hour and 45 minutes long.

### **Paper 1 The study of religious beliefs, teachings and practices**

Students will study the beliefs, teachings and practices of two focal religions – Judaism and Christianity - and the influence of these on individuals, communities and societies. Sources of wisdom and authority are considered including tradition, community wisdom, and sacred texts. Examples of topics covered within this component are Jewish mourning rituals, festivals and food laws.

### **Paper 2 Four Religious, philosophical and ethical themes.**

Possible themes include “Relationships and families” “Peace and Conflict” “Human rights and social justice”. In this paper students need to show awareness of different religious and non-religious perspectives on issues studied. They must be able to show how people’s beliefs and practices (including their own) have influence in the modern world.

Examples of “topics” covered within the bigger Themes include: Human sexuality, Abortion, Euthanasia, Human Rights, Wealth and Poverty.

**Progression routes:** RS is good preparation for careers involving social care, teaching, law and politics and economics, coaching, community and charity work, environmental care, arts and performance and many others.

Employers are often looking for good self-awareness which RS is building as a key skill. And the ability to understand and relate well to others with different backgrounds and experiences is invaluable in any workplace.

# Sports Science: OCR Cambridge National

**Head of Subject:** Mr. Gambrell

**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.



**Course Outline. 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.

# Your Preferences Form

This year students will indicate their preferences using a paper form.

**There are 3 sections to the preferences form.**

**The form must be completed by Wednesday, 24th April 2024.**

## Section 1: Your Science Choice

Students need to choose between Combined Science (worth 2 GCSEs) or Triple Science (worth 3 GCSEs). Triple Science will count as one 'other choice'. Students can choose Combined Science as their preferred choice here and place Triple Science as a potential back-up choice in the Open Choice section.

Your Science Choice: indicate here your preferred Science course...	Tick one:
Combined Science (2 GCSEs)	
Triple Science (3 GCSEs – counts as one option choice)	

## Section 2: Your Humanities Choice

Students must choose one humanities subject: Geography or History. Students can choose to do both subjects: they can do this in the next section and make their choice a high preference.

Your Humanities Choice: indicate here your preferred humanities subject...	Tick one:
<i>Students, who wish to study both, can choose 'History or Geography' below and make it a high preference. This should be taken by students who wish to pursue a more academic curriculum.</i>	
History	
Geography	

## Section 3: Your Other Choices

Students need to choose five preferences from the list of subjects provided. Students should identify their 1st, 2nd, 3rd, 4th and 5th preferences. Students will be allocated three choices. We are not always able to allocate the first three preferences chosen by students so we ask for five to provide alternatives.

Your Other Choices:	Please choose 5:
<i>Please indicate your order of preference by circling the number, where: 1 is your first choice and 5 is your fifth choice.</i>	
History	1 2 3 4 5
Geography	1 2 3 4 5
Art, Craft and Design	1 2 3 4 5
Fine Art	1 2 3 4 5
Photography	1 2 3 4 5
Drama	1 2 3 4 5
Music	1 2 3 4 5
French	1 2 3 4 5
Engineering	1 2 3 4 5
Sports Science	1 2 3 4 5
Religious Studies	1 2 3 4 5
Dance	1 2 3 4 5

**The form MUST be signed by a parent/carer to indicate agreement.**