

*Rye*

COLLEGE

2011  
2013

Our work  
in KS4

# Introduction to KS4 2011 - 2013

## Key Stage 4 Options 2011 - 2013

The time has come for you to embark on one of the most important processes of your educational career - Key Stage 4 Options. Throughout the process, key members of staff will be available to support you, and help you make the correct decisions. This booklet has been designed to provide you with all the information and guidance that you will need to plan your personal route through Key Stage 4. Before you get to this point, there are several events that will take place to help inform your choices of examination courses.

## Zip Theatre—'The Promise' Wednesday 16th February 2011

As part of the College's 'Aim Higher' programme, you watched a play about choices in life. Although extremely entertaining, there were many important and significant messages portrayed relating to you planning your future and making the right choices. This was a fantastic way to begin the options process.

## Key Stage 4 Options Assembly Wednesday 2nd March 2011

A presentation in the hall led by Mrs Starkey and Mr Earl explaining the options process. This provided you with an introduction to the choices that you are faced with, and answered the initial 'what?' 'when?', 'how many?' type questions that you have.

## Options fair for students - Thursday 3rd March 2011

This will be an informal event during the college day, where students will spend time in the hall in groups visiting various option subject stalls. These stalls will be manned by our present Year 10 and 11 students, who will be available to provide an honest view of each subject from a student perspective. They will also answer any questions, and show you examples of work from each subject.

## Subject presentations/taster lessons - Between now and 18th March 2011

During lessons over the next few weeks, your teachers will be providing you with information about the option courses that are available. This will include a clear explanation of course content in terms of examinations, coursework, home learning and grades available. You will be given the opportunity to ask questions, and to take part in taster lessons to see whether or not you may be interested in a particular subject.

## 'Plan-it' Individual Learning Plans and Tutor Interviews—Between now and 18th March

You have completed an online personal plan which focuses on your interests, strengths, weaknesses, aspirations etc. These plans produce a summary report that will provide the basis for Tutor interviews.

## Options evening for students and parents/carers - Thursday 3rd March 2011

This event provides the opportunity for students, parents/carers and teachers to come together regarding the options process. The evening will consist of presentations by Mrs Starkey and Mr Earl, who will also provide introductions to the key people who are available to support you. Each subject area will be represented in a more formal Options Fair, where you can speak to teachers and students about each subject, to gain any extra information that you may require. Other staff such as Learning Managers, Additional Needs Staff and our Careers Advisor will also be available during the evening to answer any questions.

## Deadline for submitting options choices - Friday 18th March

Hopefully by this time, you will have received enough quality information and guidance to enable you to submit your final options choices. The way in which you make these choices, and the organisation of the Key Stage 4 curriculum, will be explained in the next section.

## Who can help you through the Options Process?

Choosing your options is a daunting yet exciting process. The courses you choose will become a major part of your life for the next two years, so you must consider them very carefully, ensuring that above all else you enjoy the subjects. After a two week induction period to Key Stage 4 in September, there is no opportunity to change your options, so you must take advantage of any advice and guidance that is offered to you, so that you can get things right first time. The list below suggests a whole range of people that are available to offer you help and guidance:

- ◆ **Your parent(s)/Carer(s)**
- ◆ **Year 10 and 11 students who have recently completed the options process**
- ◆ **Student Leaders**
- ◆ **Your Form Tutor**
- ◆ **Your Head of House**
- ◆ **Curriculum Leaders:-**
  - English: **Miss Pearson**
  - Mathematics: **Mr Morris**
  - Science: **Mr Estall**
  - Art & Design: **Ms Townshend**
  - Drama: **Mrs Wall**
  - Dance: **Miss Daines**
  - Music: **Mr McGeever**
  - Photography: **Mr Watson**
  - Humanities: **Mr Turner**
  - ICT: **Ms Bayley**
  - Modern Foreign Languages: **Mrs Clayton**
  - Physical Education: **Miss Langham**
  - Technology: **Mr Simmonds**
  - Textiles: **Mrs Whiting**
  
- ◆ **KS3 Learning Manager: Mr Earl**
- ◆ **KS4 Learning Managers: Mrs Starkey and Mr Atkinson**
- ◆ **KS4 Learning Manager Vocational: Mr Kemm**
- ◆ **Learning Manager - Student Support and Guidance: Mrs Mounford**
- ◆ **SENCO: Mr Townsend**
- ◆ **Subject Teachers** of the courses you are taking now, or may be interested in
- ◆ **Careers Advisor: Heather White** (appointments can be made to see her)
- ◆ **Teaching Assistants**
- ◆ **Assistant Headteachers: Mr Mounford and Mr Coburn**
- ◆ **Vice Principal: Ms Coleman**
- ◆ **College Principal: Mrs Cockerham**

Please take full advantage of all the support that is on offer, but remember that the final choices **MUST** be yours!

## Options Explained

In common with all secondary schools in England and Wales, students at Rye College moving from Key Stage 3 into Key Stage 4 have to follow a curriculum composed of a mix of compulsory subjects and optional subjects.

Students have to follow a number of Core subjects, as well as being able to choose from a number of Optional subjects. These categories are explained below. Further information on the content of these subjects can be found later in the booklet.

### Core Compulsory Subjects

These subjects must be followed by **all** students.

- ◆ English Language
- ◆ English Literature
- ◆ ICT
- ◆ Mathematics
- ◆ Physical Education (non-examination)
- ◆ Religious Studies
- ◆ Science

### What considerations should I give to choosing options?

The Government is promoting the English Baccalaureate as a 'gold standard' set of qualifications.

Students wishing to follow a traditional academic route through A Level on to Higher Education are advised to consider this when making their option choices.

### What is the English Baccalaureate?

The make-up of this qualification is subject to change, but at the moment it consists of Grades C+ in English, Mathematics, Double or Triple Science, History or Geography, a Modern Language, Latin or Greek.

At Rye College we offer French and Spanish, but we do not teach Latin or Greek

## Optional Subjects

In addition to the core subjects and the mini option, students will choose up to three optional subjects and a mini-option.

Optional subjects are studied for 5 hours per fortnight, and the mini-option is studied for 3 hours per fortnight.

As we are a Specialist College for the Arts and Enterprise, we encourage students to choose an arts subject.

The Arts subjects that we offer are:

- ◆ Applied Performing Arts
- ◆ Art and Design
- ◆ Dance
- ◆ Drama
- ◆ ICT
- ◆ Music
- ◆ Photography
- ◆ Textiles

### Mini-Option

The subjects available in the mini-option are listed below:

- ◆ Religious Education
- ◆ BTEC Physical Education
- ◆ Triple Science
- ◆ ICT
- ◆ Statistics
- ◆ Performing Arts
- ◆ Asdan

You can use these subjects to “top up” core subjects to gain extra qualifications. Students following a vocational pathway must choose Asdan in the mini-option.

## National Qualification Structure

The table below shows the different levels of qualifications. These levels should be taken into consideration when choosing your options, and planning your 14-19 route through education.

Level	Qualification
Entry	Literacy/Numeracy Entry Level 1, 2 & 3.
1	GCSE Grades D, E, F, G. BTEC Entry. NVQ Level 1.
2	GCSE Grades A, B, C. BTEC First Diploma. Young Apprenticeships (14-16 year olds) NVQ Level 2. Literacy/Numeracy Level 2.
3	AS/A2 Levels. BTEC National Diplomas Modern Apprenticeships (18-25 year olds) NVQ Level 3. HNC/HND.
4	Foundation Degree. Advanced Modern Apprenticeships (18-25 year olds). NVQ Level 4. Bachelor Degree.
5	Masters Degree NVQ Level 5.
6	Doctorate.

## Making your choices and completing the Options Form

On the options choice form below, you should list **in each column** the courses you would like to follow next year. We shall try our very hardest to ensure that most of you are given the chance to follow the courses of your choice. However, this might not always be possible. Occasionally students are allocated a reserve choice, so please be sure, that in each option block you identify a reserve choice of subject.

Two copies of this form are provided in this booklet (one below and one on the last page of this booklet). One of these forms (below) is for you to keep with this booklet, for future reference. The other form (last page) is for you to hand in to your form tutor by **Friday 18th March at the very latest**.

Name of Student:

Name of Tutor:

Option A 5 hours	Option B 5 hours	Option C 5 hours	Option D 3 hours ( mini-option)
French	Geography	History	RE
Photography	Photography	Art	PE
Dance	Drama	Performing Arts	Triple Science
Music	Art	Food Technology	ICT
Food Technology	Resistant Materials	Graphics	Statistics
Sociology	Spanish	Resistant Materials	Performing Arts
ICT	ICT	Textiles	Asdan
	RE	Photography	
College			Asdan (College students only)

In each column choose 2 subjects **1 = preferred** **2= reserve choice**

# How this booklet is organised

## Section 1: Core Subjects

This section lists the subjects **everyone** must study. The pages in this section have **GREY** borders.

## Section 2: Options

This section lists the subjects you can choose to study. The pages in this section have **PURPLE** borders. Remember, you must choose at least one subject from the Arts and Enterprise. These are listed at the front of this section.

## Section 1: Core Subjects

These are compulsory subjects that **all** students have to study. These form the basis of the Key Stage 4 curriculum. The Core Subjects are:

- ◆ **English**
- ◆ **English Literature**
- ◆ **ICT**
- ◆ **Mathematics**
- ◆ **Physical Education (non-examination)**
- ◆ **Religious Studies**
- ◆ **Science (Double or Triple)**

# English

## Introduction / overview

You will be studying a range of texts, which will assess your reading skills. The texts will include non-fiction and media texts, fiction and poetry. You will also be assessed on your writing skills and will be expected to produce imaginative writing and writing that presents information and ideas. You will also improve your speaking and listening skills through a series of individual, group and dramatic tasks and write a response on the use of spoken language.

## Home Learning

Home learning will consist of consolidating work studied in class, spelling, written responses, themed research, reading, comprehension, note preparation for Controlled Assessment and revision tasks.

## Examination / coursework

Controlled Assessment 60% - You will complete written responses on one literary text and the use of spoken language by a public figure. You will create two imaginative pieces of writing. You will also complete at least 3 speaking and listening assessments, which will include a personal speech and a dramatic situation.

Examination 40% - You will sit one written paper that will test your reading responses to unseen non-fiction and media texts. You will also be assessed on your ability to write information and ideas.

## Possible careers

English GCSE is a basic requirement for most college courses. Journalism, working within the media, author, working in the theatre, teaching and most careers require a good level of literacy.

## More information

AQA English GCSE specification can be found at; <http://www.aqa.org.uk/resource-zone/english/english-language.php>

# English Literature

## **Introduction / overview**

You will be studying a range of literature texts, which include a Shakespeare play, 'An Inspector Calls' by J. B. Priestley, contemporary poetry and 'Of Mice and Men' by John Steinbeck.

## **Home Learning**

Home Learning will consist of consolidating work studied in class, written responses, themed research, reading, comprehension, preparation notes and completion of essays and revision tasks.

## **Examination / coursework**

Controlled Assessment 25% - You will respond to one Shakespeare play and consider a live or film performance of the same text. You will also respond to a task on one of the set poets.

Examination 75% - You will sit three written papers that will test your reading responses to modern drama, prose from different cultures, literary heritage prose and contemporary poetry.

## **Possible careers**

Journalism, working within the media, author, literary critic, working in theatre, teaching etc.

# ICT

## **Introduction / overview**

This course has been developed to recognise learners' skills, knowledge and understanding of Information and Communication Technology functions, environments and operations. Students carry out a range of tasks that have been designed to recognise their achievements in a modern, practical way that is relevant to the workplace.

## **What will I be studying?**

- ◆ Develop learners' knowledge and understanding of the Information and Communication Technology sector.
- ◆ Develop learners' skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the Information and Communication Technology sector.
- ◆ Develop learners' ability to work autonomously and effectively in an Information and Communication Technology context.
- ◆ Enable learners' to develop knowledge and understanding in specialist areas of Information and Communication Technology, and demonstrate skills needed to participate in the operation and development of ICT specific or ICT non-specific business organisations.
- ◆ Encourage progression by assisting in the development of skills, knowledge and understanding that learners' will need to access further or higher education programmes or occupational training on a full-time or part-time basis.
- ◆ Encourage progression by assisting in the developments of skills, knowledge and understanding that learners' will need to enter employment or enhance their current employment status.
- ◆ Promote interaction between employers, centres and learners by relating teaching and assessment to real organisations.

## **Examination / coursework**

All units are centre-assessed and externally moderated by OCR. There are no timetabled exams for this qualification. The course is assessed through coursework only. The full award and units from this qualification are graded as Pass, Merit or Distinction.

## **Possible careers**

Web designer, graphic designer, animator, publisher, film maker etc.

## **More information**

Topics include ICT in business, graphics, sound, video, web design, desktop publishing, animation and multimedia.

# Mathematics

## Home Learning

Home Learning in Mathematics is set at least once a week.

## What will I be studying?

To be successful I will need:

- ◆ A positive attitude to Mathematics.
- ◆ An ability to think mathematically.
- ◆ Skills to investigate mathematical ideas.

## Examination / coursework

You will be entered for the GCSE at the right time to maximise your chances of attaining the highest grades possible and at a tier to enable you to do so.

There are two tiers of examination:

Foundation Tier (G - C)

Higher Tier (D - A\*)

## More information

Why is Mathematics essential? Maths at Grade C or above is essential for numerous careers including the police force, armed forces, nursing, office work and engineering apprenticeships. Those students considering further study in Mathematics at either AS or A2 level, need to achieve the highest grades on the Higher Tier papers.

# Physical Education (Non-Examination)

## Introduction / overview

At the end of year 9, students have the opportunity to plan and influence the core PE curriculum that they will follow in years 10 and 11. Students complete a questionnaire which provides the PE team with data on the types of activities that they would like to participate in. This information is then used to plan four different routes which students can choose. Each route is designed to cater for a different type of performer.

## More information

What are the four routes?

The four routes that will be available are:

- ◆ The Competitive Route
- ◆ The Individual Route
- ◆ The Active Route
- ◆ The Leadership Route

Students are guided through a process which allows them to self-evaluate what type of performer they are and which type of route would suit them best. Following this, students will then make a choice of the route they would like to follow.

## Extension activities

In addition to the core programme and extra curricular activities there may be a possibility of selecting various other coaching courses and sporting qualifications:

- ◆ Football Association Level 1 Coaching Award
- ◆ Bronze Medallion Swimming
- ◆ Rugby

# Religious Education

## Introduction / overview

This course will enable a student to develop practical and communication skills. RE is an important part of education and the skills learnt in this course will act as a foundation for life in the community and a variety of workplaces.

In the first year of the course, students will concentrate on topics with religious and ethical themes such as vivisection and animal rights, how religions are formed and communicated and religions in other countries.

During the second year of the course, students will have the opportunity to study more moral questions in life and look at topics that will include abortion and euthanasia.

## Home Learning

Regular Home Learning tasks will be set based on issues covered in class.

## What will I be studying?

Following an R.E. course of study is a legal requirement for all students. This newly developed course is based on the East Sussex Agreed Syllabus which outlines the content of religious education for those students who are not following a G.C.S.E. course. The course is designed to enable students to study a range of religious, moral and ethical issues in relation to their own life.

## Examination / coursework

This course is not externally certificated. Students wanting an R.E. qualification should consider the G.C.S.E. course.

# Science

## Introduction / overview

Science is not one of the choices you have at GCSE level – everyone does at least one GCSE in Science, and most students study for more. We teach 21<sup>st</sup> Century Science from the OCR exam board. The idea behind this course is that everyone needs some scientific knowledge to cope with the science that shapes our lives as householders, technology users, parents, voters, patients, consumers or citizens. GCSE Science is the core of the course that everyone follows. It explores the main themes of science in a way that encourages you to appreciate the importance of science in your everyday life, how scientific information can help you to make informed decisions about issues like mobile phone safety, stem cell research or childhood vaccinations. This is science for citizens. GCSE Science is assessed by module tests (66.6%) and coursework (33.3%). For double science, the module tests are in January and June of year 10, and for single science they are in June of year 10, and January and June of year 11.

## Home Learning

Home learning will consist of completing practice exam questions, writing up coursework, exploring your ideas in science and revision for modular tests.

## What will I be studying?

For Core Science, there are 3 modules each in Biology ( You and Your Genes, Keeping Healthy and Life on Earth), Chemistry (Air Quality, Material Choices and Food Matters) and Physics (The Earth in the Universe, Radiation and Life and Radioactive Materials).

## Coursework

The course work consists of a case study, which is a report on a current issue, (like gene therapy or cloning) which is worth 20% of the overall mark, and a piece of practical work which is worth 13.3% of the mark.

## Possible careers

Core science is required for most courses at college and there are so many careers that require some scientific knowledge or skill it is almost impossible to list them all! What it is important to realise is that without at least one science GCSE you probably cut your possible career choices in half, and if you want a career in a science related industry (like medicine) it will be impossible without at least two science GCSEs.

## More information

There are currently three different routes through the Science course here at Rye College.

Route 1 – Some students will take **Triple award Science**, separate GCSEs in Biology, Chemistry and Physics

Route 2 – Some students will take **Double award Science**, the first GCSE being Core Science, described below, and the second GCSE being Additional Applied Science.

Route 3 – **BTEC in Applied Science**, offered at First Certificate and First Diploma levels. This is a science course specifically designed to look at Science applications in the workplace. The course is internally assessed throughout the two years, so although attendance is crucial, there is no exam at the end!

## Additional Applied Science

For most students following the double award science course, the second (separate) GCSE is applied science, which follows the ideas of science through three topics – agriculture and food, harnessing chemicals and materials and performance. Each module is tested and is worth 16.7% of the total mark.

## Section 2: Optional Subjects

These are the subjects that students can **choose** to study. In order to promote and encourage success as part of our College Specialist Status, students are encouraged to choose **one** subject from the **Arts and Enterprise**. The optional subjects are:

### The Arts and Enterprise

- ◆ Applied Performing Arts
- ◆ Art & Design
- ◆ Dance
- ◆ Drama
- ◆ Graphics
- ◆ ICT
- ◆ Music
- ◆ Photography
- ◆ Textiles

### Other Option Subjects

- ◆ Food Technology
- ◆ French
- ◆ Geography
- ◆ History
- ◆ ICT - Level 2 OCR Nationals
- ◆ Religious Education (full course)
- ◆ Resistant Materials
- ◆ Sociology
- ◆ Spanish
- ◆ Vocational Programme (2 options)

### Mini-Option

- ◆ Asdan
- ◆ ICT
- ◆ Performing Arts
- ◆ Physical Education (BTEC)
- ◆ Religious Education
- ◆ Statistics
- ◆ Triple Science

### What is Asdan?

If you are following a vocational pathway, you must choose 'Asdan' in the mini-option. Other students can also be considered for this course.

Asdan is an accredited practical course designed to develop students' study skills and the skills that will prepare them for the workplace.

# Applied Performing Arts

## Introduction / overview

A course in which you will gain an understanding of the vocational significance of the performing arts. You will study acting, dance and singing through the processes of working to put on performances. You will develop the skills required to plan, prepare and stage productions and gain an understanding of the range of jobs available throughout the industry. You will work as a member of a production team from marketing and advertising shows to costume, set design, lighting etc as well as performing.

## Examination / coursework

Internal Assessments 70%

Portfolio evidence - skills development, knowledge and understanding.

External Assessments 30%

Showcase performance - in response to briefs sent by AQA in a question paper.

# Art & Design

## Introduction / overview

The GCSE Art & Design course involves you in the selection and manipulation of art materials to create artworks using a variety of techniques. It gives you the opportunity to develop your own ideas, style and interests whilst following structured units of work. You should enjoy drawing and be prepared to experiment with it, as all units of work entail drawing of some sort.

## Home Learning

Most Home Learning involves drawing, research and experimenting with techniques and skills. You will need a basic art kit at home of pencils, watercolours, tape, glue and scissors to complete the tasks.

## What will I be studying?

Modules include Image and Identity, Surface and Texture plus long term projects on set themes that cover your own style and interests. Projects can be developed in any media. Extension classes are offered eg the Royal Academy Outreach Programme at a variety of venues to offer further opportunities and samples of career choices. At the start of the GCSE course a charge of £10 is due to cover material expenses.

## Examination / coursework

Coursework 60%

Coursework is to be completed by Christmas of year 11. It will be a portfolio that includes using paint, construction materials, ceramics, print, collage and a range of drawing approaches in the planning and research. Projects will echo our current art issues and reflect exhibition trends. There are no essays to submit or any written exam at the end of the course. The only writing will be your own opinion about your own work and that of other artists (annotation).

Examination 40%

There is an externally set assignment at the end of the course. This is a unit of work developed from a theme set by the exam board that has to be completed in a set amount of time. Eight weeks are given to work out ideas and to research the subject. This is done with advice from your teacher. Following this, two days (10 hours) are given to a timed test for you to work independently to produce some work developed from the preparation. This unit of work is worth 40% of the total marks and follows on naturally from the content of the course. There is a mock exam at the end of year 10 to help you gain experience,

## Possible careers

Artist, designer, sculptor, printmaker, graphic designer, window dresser, fashion - design or illustration, architect, TV/film work, music industry etc.

This course also leads directly to further education: AS, A2 Level and National Diploma in Art and Design. It is essential for entry to Art College.

## More information

Throughout the course you will learn more about the ways in which a range of artists from different times and cultures have worked, looking at their inspiration and influences. To support this there is an extensive programme of visits, tours and workshops both locally and nationally to art galleries and museums from Hastings Museum and Art Gallery to the Tate and Royal Academy, London. A compulsory part of the course will be keeping a sketchbook for researching ideas both in class and for regular Home Learning. All Home Learning is designed to link with the units of work being covered in class at the time.

# Dance

## Introduction / overview

This specialist Dance course offers you the opportunity to study a range of dance styles and techniques. You will focus on performance and choreography at the same time as developing your physical fitness. You will also be looking at professional dance works to develop your own skills.

## Home Learning

Different forms of home learning to suit learning:

- ◆ End of unit questions
- ◆ Evaluation sheets
- ◆ Shorts essays
- ◆ Home learning is given as necessary but kept to a minimum as students are expected to work in a practical way including attendance at some extra rehearsals.

## What will I be studying?

You will work in a mainly practical way, through technique sessions to build your technical and performance skills as well as being given many opportunities to explore your creative ideas through dance in choreography sessions. You will watch dance works within lessons and there will be theatre trips to watch live professional dance works.

## Examination / coursework

Assessment method and component percentages;

Practical 80%:

Set Study (20%)

Performance in duo/group (20%)

Choreography (40%)

Written Exam 20%:

1 hour written paper (20%)

# Drama

## Introduction / overview

In GCSE Drama lessons you will:

- ◆ Rehearse and perform plays as a whole class; in small groups and pairs.
- ◆ Devise or write your own plays and perform them.
- ◆ Learn how to write about live theatre productions.
- ◆ Learn how to write about the practical work you do.
- ◆ Study and write about plays.
- ◆ Acquire specific subject knowledge.
- ◆ Learn how to work imaginatively and by collaborating with others.
- ◆ Become a critical and reflective thinker.
- ◆ Develop a range of performance skills.

## Examination / coursework

Practical Assessments - 60% - Process, understanding and performance.

Written Exam - 40% - Writing about plays, practical work and live theatre productions.

## How can I be successful in Drama?

To be successful in this subject you should be prepared to:

- ◆ Learn lines and rehearse after College occasionally.
- ◆ Come on theatre trips, sometimes in the evenings.
- ◆ Perform in productions and community events.

# Graphics

## Introduction / overview

Graphic Products in a word - Packaging. We design and make models that look realistic but don't necessarily work. We don't get our hands dirty, our main focus is on how things look - essentially it's the good looking part of design technology.

## Home Learning

Home Learning will be set weekly, to take around 1 hour.

Students will be asked to learn theory from the Technology Student website (see more information link below) to reinforce learning in class, finish folder work & complete practice exam papers.

Students that aren't very good at drawing will be asked to practice sketching too.

## What will I be studying?

In graphics we practice skills like sketching, technical drawing (such as isometric, 2 point perspective, orthographic, etc.), computer aided design (2D - Fireworks & 3D - Sketchup / Pro Desktop), model making, research and evaluating.

We learn about printing materials & technologies, environmental impact of packaging, designing for an audience, net design, corporate identity, Point of Sale, Typography & Symbology and card mechanisms.

We do a lot of research, design on paper, make models from card & plastic, design on the computers & learn about the printing industry.

## Examination / coursework

Design & Making Practice 60% of total marks. We produce A3 folders containing drawings & print outs and make a model.

Written Paper - 40% of total marks. The written paper is usually half design questions and half theory questions.

## Possible careers

- ◆ Go on to college and study Graphics, Product Design and Art & Design.
- ◆ Architect
- ◆ Graphic Designer
- ◆ Games Designer
- ◆ Desktop Publishing - magazines & newspapers
- ◆ Display Designer
- ◆ Illustrator
- ◆ Medical Graphic Artist
- ◆ Model Maker
- ◆ Shoe Designer
- ◆ Surveyor: Archaeological
- ◆ Toymaker

## More information link

<http://www.technologystudent.com/designpro/drawdex.htm>

# Music

## Introduction / overview

The GCSE Music course is an exciting opportunity for you to explore the different styles of music.

## Home Learning

If you want to get on and be successful it is important that you complete regular Home Learning tasks.

## Examination / coursework

Coursework - 60% of the total mark;

- ◆ Two compositions - One solo and one group piece. Your instrumental lessons teacher will help you with this.

Examination - 40% of the total mark;

- ◆ A written 1hr 30mins final exam in the summer of year 11.

## Possible careers

There are many opportunities open to students with a good GCSE Music grade. You can continue studying music at college such as Hastings or Bexhill - where we have many Rye College students doing music at the moment. Many have then continued on to the Brighton Institute for Modern Music (BIMMS) where you're taught about song-writing as well as music industry skills such as music management, record companies and record production. If, on the other hand, you prefer to study music at A Level, then Lewes College is excellent, and we have many Rye College students there too.

Once you've finished at college you can then choose your own specialised career in music. You might like to be a music teacher so you will need to do a music degree for three years at a university and then a teaching qualification such as a PGCE. Or, you might want to be a performer in an orchestra and travel the world. Or, you might want to work at a record company and be the next Simon Cowell. Or, you might want to form a band and become an international superstar. Who knows? Only you do.

## More information

What does the course involve?

Composing - For this you will be expected to produce a minimum of two compositions to submit as coursework.

Performance - For this you will be expected to perform both as a solo performer and as part of a group for examination assessment.

Historical Analysis - For this you will explore four different areas of study, ranging from traditional orchestral music to contemporary music to popular/rock music to world music.

# Photography

## Introduction / overview

The GCSE Photography course involves you in the selection and manipulation of photography techniques using digital and traditional methods. It gives you the opportunity to develop your own ideas, style and interests whilst following structured units of work. You should enjoy general art and be prepared to experiment as all units of work entail a combination of media.

## Home Learning

All Home Learning is designed to link with the units of work being covered in class at the time. Most Home Learning involves taking photographs, research and experimenting with techniques and skills. Some costs will be incurred with developing films and printing papers.

## What will I be studying?

Throughout the course you will learn more about the ways in which a range of photographers from different times and cultures have worked, looking at their inspiration and influences. A compulsory part of the course will be keeping a sketchbook for researching ideas both in class and for regular Home Learning.

## Examination / coursework

Coursework 60%

Two main coursework units to be completed by Christmas of Year 11. They will include use of light, depth of field and composition. Students will also explore dark room techniques, choices of paper, printing, emulsions, tone and contrast. Projects will echo current art issues and reflect exhibition trends. There are no essays to submit or any written exam at the end of the course. The only writing required will be your opinion about your work and that of other artists (annotation).

Examination 40%

There is an externally set assignment at the end of this course.

This is a unit of work developed from a theme set by the exam board that has to be completed in a set amount of time. Eight weeks are given to work out ideas and to research the subject. This is done with advice from your teacher. Following this, two days (10 hours) are given to a timed test for you to work independently to produce some work developed from the preparation. This unit of work is worth 40% of the total marks and follows on naturally from the content of the course.

There is a mock exam at the end of Year 10 to help you gain experience.

## Possible careers

Photographer, artist, film maker, photo journalist, TV/film work, music industry etc. This course also leads directly to further education, AS and A2 Levels.

# Textiles

## Introduction / overview

The GCSE Textiles course involves the selection, manipulation and creation of textiles using a variety of techniques. It gives you opportunities to develop your own ideas and interests whilst following structured units of work. If you choose to do textiles you should enjoy drawing and be prepared to experiment with it, as all units of work entail drawing of some sort.

## Home Learning

Most Home Learning involves drawing, researching and experimenting with techniques and skills. All Home Learning is designed to link with the units of work being covered in class at the time.

## What will I be studying?

Throughout the course you will learn more about the ways in which a range of artists from different times and cultures have worked. A compulsory part of the course will be keeping a workbook for researching ideas both in class and for regular Home Learning.

## Examination / coursework

GCSE Textiles will suit you if you are prepared to put time and thought into your coursework and eventually into your exam project. This time will have to be given throughout the course; it cannot be given in one huge amount at the end. Therefore you will have to be organised. It will also be an advantage if you are prepared to show initiative and visit art exhibitions with your friends and family occasionally.

### Coursework 60%

There are 2 main coursework units, which will be completed by February of Year 11. These will include using paint, construction materials, print, collage and a range of drawing approaches in the planning and research. The practical pieces could involve embroidery, appliqué, batik, tie & dye, printing, weaving or knitted textiles. There are no essays or any written exam at the end of the course. The only writing required will be your own opinions about your own work and that of other artists (annotation).

### Examination 40%

There is an externally set assignment at the end of the course. This is a unit of work developed from a theme set by the exam board that has to be completed in a set amount of time. Eight weeks are given out to work out ideas and to research the subject. This is done with advice from your teacher. Following this, two days (10 hours) are given to a timed test for you to work independently to produce a piece of work developed from the preparation. This unit of work is worth 40% of the total marks and follows on naturally from the content of the course. There is a mock exam at the end of Year 10 to help you gain exam experience.

## Possible careers

GCSE Textiles is essential if you are considering AS or A2 level textile courses. These courses in turn are essential for higher art education courses. Careers in the arts are numerous, they include design work, window dressing, fashion and even teaching.

# Food Technology

## Introduction / overview

This GCSE enables you to demonstrate your creativity and flair and has been designed directly to enable you to move forward from Key Stage 3 and on to a greater depth of study at college should you wish to take it further.

## Home Learning

Home Learning will be set weekly, to take around 1 hour. This will be design assignments and exam questions. In year 11, this will be coursework tasks as well.

## What will I be studying?

- ◆ Be creative and innovative when developing menus and recipes.
- ◆ Develop dishes to meet the needs of clients and consumers.
- ◆ Consider environmental and sustainability issues when developing recipes and menus.
- ◆ Consider health, safety and food hygiene in all its aspects.
- ◆ Use, where appropriate, a range of graphic techniques and ICT (including digital media) to generate and develop ideas.
- ◆ Investigate and select appropriate ingredients.
- ◆ Devise and apply test procedures to evaluate your ideas.
- ◆ Learning about ingredients and their uses in recipes.
- ◆ Nutrition and nutritional analysis and the science of food.
- ◆ Understanding the process of food production and development.
- ◆ Evaluating and testing food products.
- ◆ Develop an awareness of the social, environmental and cultural impact of products.

## Examination / coursework

Written paper 40%

Design and making 60%

## Possible careers

Catering industry, food industry, teaching etc.

# French

## Introduction / overview

Parlez-vous français? Languages are the skill that adults most regret having dropped at school.

Languages are usually the most popular subject offered in adult evening classes, and companies pay a lot of money to train business people in language skills. You can get a head start on them, and free!

If you have done well at FCSE in Year 9, you know you can do well at GCSE in Years 10 and 11.

## Home Learning

Every week you will learn new vocabulary and grammar, write short letters or stories in French and complete reading tasks. You need to work at learning a language, memorising words and phrases and testing yourself regularly.

## What will I be studying?

This GCSE course will build on French you learned in Key Stage 3. You will be provided with the communication skills and understanding to travel in French-speaking countries, to work in an international environment or to continue studying French at a higher level.

Many students find that learning French helps them to learn Spanish, Italian or other languages later in life.

The topics we study are based on 4 areas: Leisure, Lifestyle, Work and Education, Home and Environment.

## Examination / coursework

Listening Exam - 20% and Reading Exam - 20% - these exams are in Y11, instructions are in English, to find out how much you understand.

Speaking Controlled Assessment - 30% - you show what you can say about different topics, and send off the best 2 recordings.

Writing Controlled Assessment - 30% - you show what you can write on different topics and send off the best 2 pieces of writing.

Like at FCSE, the more interesting the language you use (past, present, future, opinions with reasons) the better the grades.

## Possible careers

Language skills are useful in many careers, including travel and tourism, finance, business and banking, hospitality, catering and leisure.

Big multinational companies really value people with language skills, just think of all the famous French brands you know and use (Chanel, L'Oreal, Peugeot, Renault, Garnier, YSL, Christian Dior, EDF.... all over the world!)

## More information

A language GCSE is essential for the new "English Baccalaureat".

Some universities now require a GCSE pass in a language, no matter what you plan to study, and a language A Level is considered a "facilitating" subject for entry to Russell Group Universities (the top 20 including Oxford and Cambridge), if you are aiming high, you need a language GCSE.

# Geography

## Introduction / overview

We have recently updated our GCSE Geography course to provide a modern engaging approach covering issues relevant to the 21st century.

## Home Learning

Home Learning tasks will be set on a regular basis and will include research tasks and completion of past GCSE questions.

## What will I be studying?

Unit 1: Physical Geography

The Restless Earth - Investigates the threat posed by volcanoes, earthquakes and tsunamis.

Water on the Land - Covers river processes, floods and how they can be managed and how the UK manages its water supply.

The Coastal Zone - Incorporates how the coast is shaped, rising sea level and how this can be managed, and how coastal environments and habitats can be conserved.

Unit 2: Human Geography:

Globalisation - Shows how companies and industries are spreading their influence around the world; how the demand for energy and other resources affects the world's population and how we can develop in a sustainable way.

Changing Rural Environments - Covers how the rural environment is changing and the conflicts that can arise out of developing the countryside.

Tourism - How tourism has grown and its impact in the UK and around the world, and how this growth can be managed in a sustainable way.

## Examination / coursework

This course is examined by two written papers, each 1hrs 30mins. Each exam contributes 37.5% of the total mark. There is also a local fieldwork investigation which forms the Controlled Assessment which contributes 25% of the total mark. Grades available: Foundation Tier leads to grades D-A\* and the Higher Tier leads to grades D-A\*

## Possible careers

There has never been a better or more important time to study geography. It is one of the most relevant courses you could choose to study. Geographers are always highly employable because it provides you with knowledge and important transferable skills. Career opportunities could include: employment in travel and tourism, urban planning, environmental management, reserve warden, weather presenter, alternative technologies, overseas development projects, map maker ....This course also leads directly into further education, AS and A2 Levels and higher education.

# History

## Introduction / overview

History at Rye College is based on 20th century history at home and abroad.

## Home Learning

Essential and set regularly. Tasks include practising 'previous years' exam questions; re-search using the internet; preparing PowerPoint presentations as well as being asked to watch history programmes on the TV.

## What will I be studying?

GCSE History is made up of two units:

Paper 1:

The Cold War. We begin in 1945, the Second World War is over and the USA and the USSR are the dominate powers. We will focus on;

- ◆ How the USSR gained control of Eastern Europe and how the USA reacted to communism expansion.
- ◆ How the events surrounding Cuba nearly led to a nuclear war.
- ◆ Why the USA increasingly became involved in Vietnam.
- ◆ The tactics of the US soldiers and Vietcong.

The second part of the course will focus on Germany:1918 - 1945

- ◆ How Germany emerged from the First World War.
- ◆ How Hitler was able to dominate Germany by 1933.
- ◆ How the Nazis controlled Germany and what it was like to live in Nazi Germany.

Paper 2

This is a sourced based paper; you will use your skills to interpret sources on how British society changed between 1906 - 1918. You will focus on the Liberal Reforms, the Suffragette movement and how life changed for the people of Britain during and after the war.

The Controlled Assessment focuses on the Civil Rights Movement in the U.S.A.

## Examination / coursework

Examinations make up 75% of the total marks

Paper 1 = International History (2hrs)

Paper 2 = British History (1hr 30mins)

Controlled Assessment makes up 25% of total marks

## Possible careers

During the course you will develop skills such as interpretation and judging significance, these skills are highly valued by colleges, universities and employers. Employment opportunities might include: law, journalism, politics, tourism, the armed services, teaching, advertising and medicine. This course also leads directly into further education, AS and A2 Levels and higher education.

# Level 2 OCR Nationals in ICT

## Introduction / overview

ICT is a media based option which is assessed via coursework only.

Students will learn a range of techniques through a variety of projects. They develop skills in analysis and evaluation, planning, and testing a completed project.

## What will I be studying?

- ◆ Develop learners' knowledge and understanding of the Information and Communication Technology sector.
- ◆ Develop learners' skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the Information and Communication Technology sector.
- ◆ Develop learners' ability to work autonomously and effectively in an Information and Communication Technology context.
- ◆ Enable learners' to develop knowledge and understanding in specialist areas of Information and Communication Technology, and demonstrate skills needed to participate in the operation and development of ICT specific or ICT non-specific business organisations.
- ◆ Encourage progression by assisting in the development of skills, knowledge and understanding that learners' will need to access further or higher education programmes or occupational training on a full-time or part-time basis.
- ◆ Encourage progression by assisting in the developments of skills, knowledge and understanding that learners' will need to enter employment or enhance their current employment status.
- ◆ Promote interaction between employers, centres and learners by relating teaching and assessment to real organisations.

## Examination / coursework

All units are centre-assessed and externally moderated by OCR. There are no timetabled exams for this qualification. The course is assessed through coursework only. The full award and units from this qualification are graded as Pass, Merit or Distinction.

## Possible careers

Web designer, graphic designer, animator, publisher, film maker etc.

## More information

Why is this different to the core ICT?

Choosing ICT as an option will give you more time therefore studying all modules. The qualification will be worth up to a maximum of 4 GCSEs in total.

Topics studied;

ICT in business, graphics, sound, video, web design, desktop publishing, animation and multimedia.

# Physical Education: BTEC First Certificate of Sport

## Introduction / overview

The BTEC course is designed for students who want to follow a more vocational route in sport. This will help any students who may wish to follow jobs in the sports industry. The First Certificate course is a shorter course designed to give students a taste of vocational sport (180 hour in total).

## What will I be studying?

During this course students will complete three units from the following areas:

Core Unit - at least one unit must be taken

- ◆ The Body in Sport
- ◆ Health, Safety and Injury in Sport

Specialist Unit - Enough units must be taken to make three units overall

- ◆ Preparation for Sport
- ◆ Planning and Leading Sports Activities
- ◆ Practical Sport

How will I learn?

Lessons will be both practical and theoretical. Some lessons will also be ICT based, with some sessions in the computer room to enable students to complete a number of assignments for each of the three units.

## Examination / coursework

Pass 2 grades C's

Merit 2 grade B's

Distinction 2 grade A's

# Religious Education (Full Course)

## Introduction / overview

This course is designed to enable a student who wishes to follow any career that is working with people to gain a deeper insight into why people think and act as they do. Although academic, it helps to develop practical skills that the student will be able to use in everyday communication in a wide variety of situations.

## Home Learning

Home Learning will be set on a regular basis and will include the completion of research tasks and past GCSE papers.

## What will I be studying?

In the first year of the course students will study 4 topics from a Christian and Hindu viewpoint. The units you will study will be:

Unit 1: God, Life and Death.

This unit includes topics such as: Is there a God? Euthanasia, abortion and what happens to us after we die.

Unit 2: Relationships.

This unit looks at a variety of relationships leading to and including marriage, children and the issues of divorce.

Unit 3: Our World.

In this unit we look at issues such as what makes us human, why are we here? and how we should look after our world.

Unit 4: Is It Fair?

This unit examines the causes and effects of discrimination and what we can do as a community to overcome these prejudices.

During the second year of the course, students will have the opportunity to study the following units:

Unit 1: Religions and Conflict

What is the link between religion and war?

Unit 2: Religion and Medicine

Medical ethics and the sanctity of life

Unit 3: Religious Expression

Issues of expressing one's faith

Unit 4: Authority – Religion and State

Law and order in religion and society

## Examination / coursework

Examinations 100% examination.

Consisting of 2 separate papers each 1hr.

Percentage of coursework There will be no coursework for either course.

# Resistant Materials

## Introduction / overview

This course is similar in style and content to Product Design, though, in this course, you are restricted to the use of wood, metal and/or plastic. You can present your ideas in a range of styles - sketchbooks, folders, ICT-based e.g. PowerPoint etc. Whilst your product can be in the form of a working or non-working prototype, depending on its style and function - anything is possible.

## Home Learning

Home Learning will be set weekly, to take around 1 hour.

## What will I be studying?

- ◆ Be creative and innovative when designing new and stylish products.
- ◆ Develop products to meet the needs of clients and consumers.
- ◆ Consider environmental and sustainability issues when developing an idea.
- ◆ Investigate materials and processes.
- ◆ Devise and apply test procedures to evaluate your ideas and products.
- ◆ Have an awareness to the social, environmental and cultural impact of products.

## Examination / coursework

Written Paper - 40% of total marks

Design & Making Practice - 60% of total marks

## Possible careers

The specification provides an excellent route in GCE Product Design and the Diplomas in Manufacturing and Product Design, Creative and Media or Engineering at level 3, as well as the Modern Apprenticeships that are now available (AMA).

# Sociology

## Introduction / overview

Sociology is interesting and relevant to any student who is considering a career working with people. It encourages students to develop an understanding of how society works. Students acquire knowledge and skills that will enable them to take an active role within the community.

## Home Learning

Home Learning will be set on a regular basis and will include the completion of research tasks and past GCSE papers.

## What will I be studying?

The Sociology course is broken down into two units:

Unit 1:

Studying Society - Introduces students to ways in which sociologists carry out research. Students will carry out research projects during the course.

Education - Students investigate the education system and its development in the UK. They consider the purposes of education and the cause of inequalities in achievement when comparing genders, social classes and ethnic groups.

Families - Students will investigate how the structure and roles of the family have changed over the last 100 years. They will study contemporary family related issues such as the relationship between teenagers and adults, care of the disabled and elderly and arranged marriage.

Unit 2:

Crime & Deviance - Students assess the usefulness of official crime statistics and other ways in which we collect data on crime. Students examine a range of explanations of crime and the impact of racism and teenage crime.

Mass Media - Involves a study of the impact of the media on our lives and how this can benefit its owners. Students will assess the media's role in encouraging stereotypes and deviance. Issues such as the media and violence will be covered.

Power - Students develop an understanding of the role of citizens in the political process. We will examine the participation of various groups in the political process and how governments have attempted to deal with social problems such as discrimination, unemployment and poverty.

Social Inequality - Is concerned with the unequal distribution of wealth, income, status and power in the UK and how this affects the lives of people.

## Examination / coursework

Examinations The course will be examined by two written papers each 1hr and 30mins. Each exam contributes 50% of the final grade. There will be no coursework.

## Possible careers

Studying sociology is important for students who want to work with others because it gives an insight into how and why people behave as they do. Typical jobs might include: teaching, working with children or the elderly, the police, social services, local government, charities... This course also leads directly into further education, AS and A2 Levels and higher education.

# Spanish

## Introduction / overview

Language skills are useful in many careers, including travel and tourism, finance, business and banking, hospitality, catering and leisure. Spain is a popular tourist destination, and South America is an emerging market for British business, Spanish is growing in popularity as a foreign language for these reasons, and also because it is relatively straightforward to learn. Your French FCSE will have given you good experience of learning a language and an idea of the sort of tests you take in GCSE Spanish.

## Home Learning

Every week you will have to learn new Spanish vocabulary and grammar, write short letters or stories in Spanish and complete reading tasks. There will be a lot to cover since we will go from zero to GCSE over Years 10 and 11. You will be expected to practise speaking as much as possible, and to work independently to improve your skills.

## What will I be studying?

This GCSE course will provide you with the communication skills and understanding to travel in Spanish speaking countries, to work in an international environment or to continue studying Spanish at a higher level.

## Examination / coursework

AQA GCSE Spanish is made up of four language skills:

Unit 1: Listening Examination - 20% taken at the end of Y11

Unit 2: Reading Examination - 20% taken at the end of Y11

Unit 3: Speaking Controlled Assessment - 30% you will record speaking assessments throughout the course and send off the best two.

Unit 4: Writing Controlled Assessment - 30% you will write essays, letters and presentations throughout the course and send off the best two.

## Possible careers

Many careers are enhanced by having good language skills, many companies are now internationally owned and Spanish is truly a World Language. For example the high-street bank Santander is based in Spain.

Spanish GCSE counts for the English Baccalaureat, and a language GCSE is now essential for entrance to some universities. You could go on to take Spanish in the International Baccalaureat or at A Level.

A language A Level is considered a "facilitating" subject for entrance to Russell Group Universities (the top 20, including Oxford and Cambridge).

# Statistics

## Introduction / overview

The aim of the GCSE course is to encourage you to develop:

Data Collection Skills:

A good ability to collect reliable data by several different means

Processing Skills:

A good statistician needs to be able to process and present data in several different ways

Analytical skills:

An ability to analyse data and draw conclusions whilst questioning reliability

There is a significant amount of the course that overlaps with the Data Handling covered in mathematics therefore one subject supports the other.

## Examination / coursework

All pupils taking Statistics will be entered for a full GCSE. This will comprise of one controlled assessment and a final written exam

Controlled Assessment;

The assessment done will develop and reinforce the skills you have learned. This accounts for 25% of your total mark

Written Exam;

A single two hour paper at Higher level accounting for 75% of your total mark. All students will have access to all grades

## Possible careers

Statistics is used throughout the business world. It is a useful qualification for those intending to work in such areas as Public Relations, Journalism, Advertising Banking and Finance etc as well as giving those students who wish to study Maths further than GCSE a head start

## Science: Triple Award

If you are thinking of following a science based course at college or have an interest in studying science, you will need to take this option for triple award science. If you take this option you will study Biology, Chemistry & Physics as three separate subjects to GCSE level. This course is open to students who are regularly achieving level 6 & 7 in their Key Stage 3 assessments, and if you are eligible you should have already discussed this course with your science teacher.

### Biology

Topic	Assessment	Value
You and Your genes	Exam - Jan. Year 10	16.7%
Keeping Healthy		
Life on Earth		
Homeostasis	Exam - June Year 10	16.7%
Growth & Development		
Brain and Mind		
Biology Across the Ecosystem	Exam - June Year 11	33.3%
Coursework - Data Analysis and a Case Study	Term 1 Year 11	33.3%

### Chemistry

Topic	Assessment	Value
Air Quality	Exam - Jan. Year 10	16.7%
Material Choices		
Food Matters		
Chemical Patterns	Exam - June Year 10	16.7%
Chemicals in Nature		
Chemical Synthesis		
Chemistry for a Sustainable World	Exam - June Year 11	33.3%
Coursework - Data Analysis and a Case Study	Term 1 Year 11	33.3%

### Physics

Topic	Assessment	Value
Earth in the Universe	Exam - Jan. Year 10	16.7%
Radiation and Life		
Radioactive Materials		
Explaining Motion	Exam - June Year 10	16.7%
Electric circuits		
Waves		
Observing the Universe	Exam - June Year 11	33.3%
Coursework - Data Analysis and a Case Study	Term 1 Year 11	33.3%

## Applied/Vocational Learning

For those not wishing to pursue a traditional full academic timetable, the courses outlined below are available for students to choose from.

### Sussex Coast College

Subject	Qualification	Level	GCSE
<b>Construction</b>	City & Guilds Construction Multi Skills	60% of Level 1	3 x D-G
<b>Engineering</b>	Certificate in Motor Vehicle Studies	60% of Level 1	3 x D-G
<b>Childcare</b>	Entry Level Certificate in Preparation for Childcare & CACHE	Pre-Level 1	No
<b>Catering</b>	Certificate in Creative Craft – Cookery, Seasonal & International Cookery	40% of Level 1	2 x D-G
<b>Hair</b>	NVQ Level1 Certificate Hairdressing	100 % of Level 1	6 x D-G
<b>Beauty</b>	NVQ Level 1 Certificate Beauty	100% of Level 1	6 x D-G

### Plumpton College

Subject	Qualification	Level	Length	GCSE
Mixed School Release Programme	Working with Farm livestock	Entry Level	1 year	No
Agriculture	NVQ Level 1 Agriculture	Level 1	2 years	2 x D-G
Land & Environment	Diploma in Environment and Land Based Studies	Level 1	2 years	5 x D-G
Land & Environment	Diploma in Environment and Land Based Studies	Level 2	2 years	5 x A-C
Land and Environment	BTEC Introductory Certificate in Land & Environment	Level 1	1 year	No

**Other courses may be available at these and other institutions.  
Please see Mr Kemm for further information**

# Options Form 2011-2013

Name of Student:

In each column choose 2 subjects **1 = preferred** **2= reserve choice**

Option A 5 hours		Option B 5 hours		Option C 5 hours		Option D 3 hours ( mini-option)	
French		Geography		History		RE	
Photography		Photography		Art		PE	
Dance		Drama		Performing Arts		Triple Science	
Music		Art		Food Technology		ICT	
Food Technology		Resistant Materials		Graphics		Statistics	
Sociology		Spanish		Resistant Materials		Performing Arts	
ICT		ICT		Textiles		Asdan	
		RE		Photography			
College						Asdan (College students only)	

Date:

Signature of Parent:

Please return to Form Tutor by Friday 18th March at the very latest