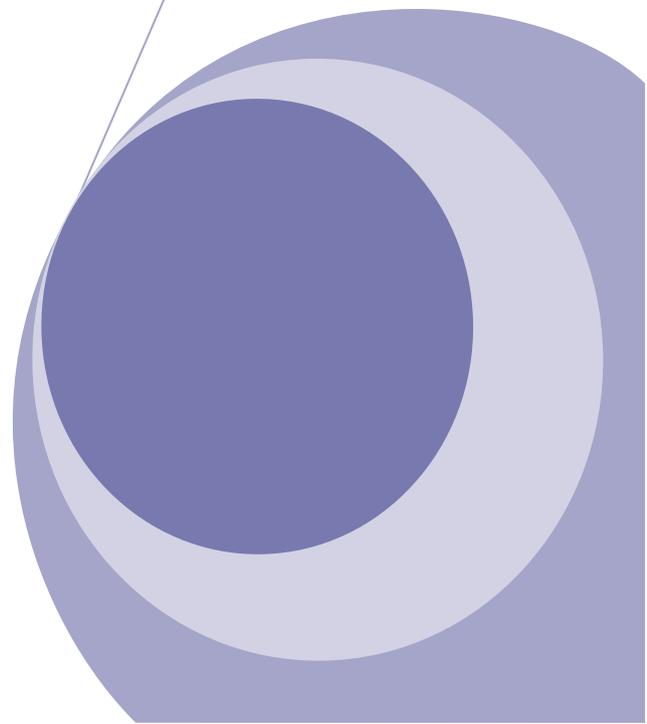


Choices at 14

"Creating Bright Futures for All"

Mr D Downes, Deputy Headteacher: Learning
Thursday, 22nd February 2018



Event Programme

- Our evening runs from 4pm and finishes at 6pm.
- Arrive at reception and collect a hard-copy of the 'Choices Form'.
- Enter the Milligan Theatre for the 'Subject Marketplace'.

Discuss your subject choices with teachers and faculty leaders.

Access advice from our SENDCo, Mr. Townsend, when appropriate.
- Listen to the Headteacher and Deputy Headteacher in the Studio School Dalo:
 - The first talk on 'Your Choices' will take place from 4:40pm to 5pm;
 - The second talk on 'Your Choices' will take place from 5:20pm to 5:40pm.
- Go home, discuss your thoughts and make your qualification choices.
- Return your 'Choices Forms' to Mr. Downes by **Friday, 2nd March 2018.**

Introduction

Choices at 14

The aim of our 'Choices at 14' evening is to ensure students and their families feel able to make informed choices about the qualifications they will be taking for the next two years. Our event will provide information on the Key Stage 4 Curriculum and the individual qualifications.

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

Regrettably, this event is not an opportunity to discuss individual student's progress with their teachers but you should use what you learned at our recent Parents' Evening on Thursday, 8th February to make the most appropriate choices based on known strengths.

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

Meet Our Colleagues

Curriculum Areas

The Basics

Subject	Representative
English Language and English Literature	Mrs. Chillingworth, Faculty Leader
Mathematics	Mrs. Harrison, Faculty Leader

English Baccalaureate (EBacc)

Subject	Representative
Combined Science and Triple Science	Mr. Franks, Faculty Leader
History	Mrs. Murphy, Faculty Leader
Geography	Mrs. Willett, Teacher
Modern Foreign Languages – French	Mrs. Ball, Teacher

Other Subjects

Subject	Representative
Art	Miss Loveless, Faculty Leader
Dance	Mrs. Greenough, Teacher
Engineering	Mr. Simmonds, Teacher
Drama	Mrs. Wall, Teacher
Food and Cookery (VCert)	Mrs. Bate, Teacher
Graphic Design	Miss Loveless, Faculty Leader
Music	Mr. Lewis, Teacher
Photography	Mr. Gilpin, Teacher
GCSE Physical Education	Mr. Mann, Teacher
VCert. Health and Fitness	
Textiles	Miss Loveless, Faculty Leader

The Rye College Curriculum

Understanding the Choice

Making Choices

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

The English Baccalaureate (EBacc)

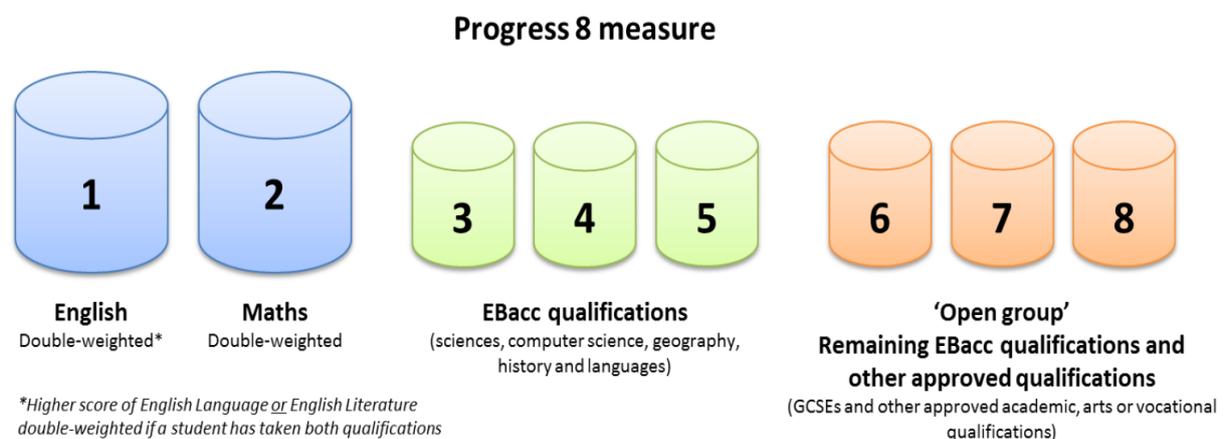
The ‘EBacc’ is not a qualification in itself. However, it is a range of qualifications that are considered important to prepare students for study at the top universities. The ‘EBacc’ is made up of English Literature, English Language, Mathematics, Science, History or Geography and a foreign language.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

Progress 8

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

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

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



Our Curriculum Model

At the Core...

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

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

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

Your Choices Start Here...

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

1. *The HUMANITIES Choice:*

One Humanities qualification from:

- History and/or Geography

2. *The ARTS Choice:*

One Art qualification from:

- (Fine) Art, Drama, Engineering, Food and Cookery, French, Graphic Communication, Music, Photography, Textile Design

*(Fine) Art, Textile Design and Graphic Communication should not be chosen together
(Choose one only)*

3. *The PHYSICAL Choice:*

One Physical qualification from:

- Dance, GCSE Physical Education or VCert. Health and Fitness¹

At the end of this booklet, students must indicate the qualifications they would prefer to study. Based on these choices, we will allocate students to appropriate qualifications. Students and families will be consulted where there are any alternatives to requested preferences. The College will review the choices to ensure they are appropriate for every student's ability and needs.

Once You Have Decided...

Your Choices MUST be returned to Mr. Downes by Friday, 2nd March 2018.

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

¹ Students choosing Triple Science (Biology, Chemistry and Physics) will study core PE only

Your Potential Qualifications

Your Core...

GCSE English Language and GCSE English Literature

Faculty Leader: Mrs. Chillingworth

Awarding Body: Eduqas

Notes: Students are expected to purchase the studied texts

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

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

GCSE Mathematics

Faculty Leader: Mrs. Harrison

Awarding Body: Edexcel

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

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

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

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

Your Sciences...

GCSE Combined Science

Faculty Leader: Mr. Franks
Awarding Body: AQA

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

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

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

Subject Teachers: Mr. Franks, Mrs. Fountain, Mrs. Ballard, Mrs. Moore, Ms. Prust
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. It 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.

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.

Your Humanities Choice...

GCSE History

Faculty Leader: Mrs. Murphy
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 in Asia 1950 – 1975: The Cold War dominated international relations in the second half of the 20th century and in this unit students will study two significant conflicts during this time. This will cover the Korean and Vietnam conflicts and the reasons for American involvement in them.

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.

Geography GCSE

Subject Teacher: Mrs. J Willett
Awarding Body: AQA

During this course, students will expand their knowledge considerably in both physical and human geography and the wonders of our world. Students will take part in both coastal and urban fieldwork. Topics that are included are natural hazards, tropical rainforests, rivers and coasts. We also study population change, development and resource management.

The subject content is divided into four units, which include:

- Living with the physical environment;
- Challenges in the human environment;
- Geographical applications and skills.

Your Arts Choice...

GCSE (Fine) Art

Faculty Leader: Miss Loveless

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 with 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.

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

GCSE Drama

Subject Teacher: Mrs. Wall
Awarding Body: AQA

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

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

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

Engineering Design Cambridge National

Subject Teacher: Mr. Simmonds

Awarding Body: OCR

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

Unit R105 – Understanding Design

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

Unit R106 – Product Analysis and Research

In this unit, students will:

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

Unit R107 – Developing and Presenting Engineering Designs

In this unit, students will learn the design skills needed to effectively present, and understand, a broad range of communication skills:

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

Unit R108 – Design Realisation (Making Engineered Products)

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

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

VCert Food and Cookery

Subject Teacher: Mrs. Bate
Awarding Body: NCFE

This qualification is intended for learners aged 14-16, who are interested in food preparation in a commercial catering environment and wish to develop skills and knowledge that will prepare them for further study and employment within this sector. It will particularly appeal to learners who are looking for a course that is practical in nature. The course will give learners the opportunity to develop an understanding of:

- practical food preparation skills and techniques;
- meal and menu planning;
- cooking methods and recipes;
- commercial practice;
- career opportunities in the catering sector;
- food hygiene and safety.

Learners will complete three mandatory units (one externally assessed and two internally assessed):

Unit 1: Practical skills in Food and Catering (internally assessed)

Learners will create a number of small practical outcomes to demonstrate their competency in twelve core skills outlined in the specification. This will include the transferable skill of teamwork.

Unit 2: Extended making project (internally assessed)

Learners will undertake an extended making project that showcases the skills and knowledge they have developed in Unit 1 and the knowledge they have acquired in Unit 3. The project will be in response to a brief. Learners will develop skills in planning and development, making, testing, evaluation and communication.

Unit 3: Fundamentals of Food and Catering (externally assessed)

Learners will study the essential information relating to food and catering including:

- ingredients and commodities;
- meal and menu planning;
- commercial practice;
- possible careers within the catering industry.

GCSE French

Subject Teacher: Mrs. Ball
Awarding Body: Edexcel

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

The transferable skills from learning French are invaluable.

French is assessed through four units of equal weighting: speaking, listening, reading and writing.

GCSE Graphic Communication

Subject Teacher: Miss McCarthy

Awarding Body: Edexcel

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

Through contextual studies work, students develop their understanding of the work of artists and designers and use this information to develop their own project ideas. They have the opportunity to further engage in the work of artists through trips to London galleries in Years 10 and 11. Students develop projects based around themes set by their class teacher. From a GCSE Graphics course, students can progress on to an art and design based A-level or BTEC. An Art and Design qualification is an ideal starting point for a student aiming to pursue a career in the creative industries.

GCSE Music

Curriculum Leader: Mr. Lewis

Awarding Body: AQA

GCSE Music combines practical music making (performing and composing) with music theory, listening and analysis. Students are expected to perform throughout the course and take part in any music ensembles that are available either in or out of school. All students produce a portfolio of their own compositions and are assessed on their ability to perform as an ensemble and individual. There is also a listening & analysis examination based on musical excerpts from different musical genres and styles, as well as set works studied throughout the course which includes in depth study of music by *The Beatles*.

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

Assessment is divided between three components:

- Component 1: Understanding Music = listening and analysis exam (40%)
- Component 2: Performing Music = solo performance and ensemble performance (30%)
- Component 3: Composing Music = composition to a brief and free composition (30%)

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

GCSE Photography

Subject Teacher: Mr. Gilpin

Awarding Body: Edexcel

Photography is a subject that focuses on lens based image making. The course is ideal for creative students who may enjoy art but are not confident in their drawing or painting ability. Students build their visual recording skills through a range of projects, which focus on a variety of photographic disciplines including both digital and film photography and also experimental darkroom techniques.

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

GCSE Textile Design

Faculty Leader: Miss Loveless
Awarding Body: Edexcel

Textile Design 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 with a huge array of materials. Students will explore printmaking, batik, sewing, knitting, weaving, applique, embroidery, dyeing, shibori, emulsion transfer, pattern making and more! Textiles is a highly contextual subject and students can approach it from a practical angle as well as a conceptual angle. They will explore topics such as 'Cultural Identity' as well as personal themes set by the student in response to given broad titles such as 'Fragments' and 'Beginning and/or End'.

Studying Textiles allows students to explore who they are and different ways in which they can express themselves. They will also be able to explore the idea of social identity and how fashion can help us to express our personalities, beliefs and ideas. Taking a Textiles GCSE 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, designers and cultures and encourage students to develop an open mind and an understanding of different people from a multitude of times, places and backgrounds. Textiles 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!

Textiles 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, trips to Fashion shows, carnival costume makes, teaching primary school children and working with the local community.

A Textiles 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 Textiles provides many transferable skills which help students to access other courses.

Your Physical Choice...

GCSE Dance

Subject Teachers: Mrs. Greenough, Miss Daines

Awarding Body: AQA

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

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

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

GCSE Physical Education *or* VCert. Health and Fitness

Subject Teacher: Mr. Mann

Awarding Body: AQA/NCFE

Notes: **Students will be advised which choice is appropriate by their teacher. Recommendations will be based on prior academic and practical ability.**

GCSE Physical Education: This course provides a solid foundation for students planning to further study Physical Education or pursue careers in the sporting and fitness industry. The course has large theory content and practical assessments are robust. Consequently, those students who are academically able are not guaranteed high outcomes. Students will develop their knowledge and practical skills in a range of physical activities by examining the effects of exercise and training on performance. Students will develop an understanding of the importance of healthy lifestyles and participation. The course is assessed through two terminal examinations on human body and influences in sport. In addition, there are three practical assessments with a coursework element.

VCert. Health and Fitness: This course provides a solid understanding of how physical activity and healthy choices impact on students' physical, social and mental well-being. The course is assessed via an internal project and one external examination. Practical activities are provided through the core physical education provision but are not assessed.

Your Choices Form

Student Name:			
Your Core...			
GCSE English Language and GCSE Literature		GCSE Maths	
1	Your Science...		
	Please indicate whether you wish to study Combined Science or Triple Science. Triple Scientists do not have a Physical Choice so do core PE only.		
	Combined Science (2GCSEs)		Triple Science (3GCSEs)
	If you have chosen Combined Science follow the 'Green Route' below, if you have chosen Triple Science follow the 'Blue Route' below.		
2	Your Humanities Choice...		Your Humanities Choice...
	Please choose one. If you wish to do both, please indicate. Choosing both will reduce your choices below and should be only taken by students who wish to pursue a more academic curriculum.		
	History		History
	Geography		Geography
	Both History and Geography		Both History and Geography
3	Your Arts Choice...		Your Arts Choice...
	Please choose at least 4 subjects. Please indicate order of choice, where 1 is your most favourite subject. You can only choose one from the following: (Fine) Art, Textile Design and Graphic Communication.		
	Fine Art		Fine Art
	Textile Design		Textile Design
	Graphic Communication		Graphic Communication
	Photography		Photography
	Drama		Drama
	Music		Music
	French		Engineering
	Food and cookery		French
	Engineering		
4	Your Physical Choice...		Your Physical Choice...
	Please choose one from the following.		Triple Scientists do Core PE only
	Physical Education GCSE		Core Physical Education
	Health and fitness VCert.		
	Dance		
Music			
Please fill in and return to Mr. Downes by Friday, 2nd March 2018.			

Help with filling in the choices form:

1. Fill in your name.
2. Choose whether to do 'Combined Science' or 'Triple Science':
 - If choosing Combined Science – follow the green route;
 - If choosing Triple Science – follow the blue route.
3. Choose one 'Humanities Choice' between History or Geography:
 - If choosing both, there will be a less choices available elsewhere.
4. Choose at least four other courses – rank them in order of preference;

DO NOT choose these qualifications together:
 - (Fine) Art, Textile Design, Graphic Communication.
5. Choose one Physical Choice – Core Physical Education is for Triple Scientists.