Blue Pathway

Options Booklet 2019-20

Rossett School

Success for everyone

Rossett School

Success for everyone

Dear Parents/Carers and Students

We are pleased to introduce you to this year's Key Stage 4 curriculum booklet, which outlines details of the courses offered in Years 9, 10 and 11 and offers recommendations of subject combinations best suited for individual students on the Blue Pathway.

Rossett has a proven record of adding value to students' performance and a guided process of subject combination is offered to every student.

We have created a broad and balanced curriculum with a degree of flexibility, which will allow students the opportunity to specialise in subjects which they particularly enjoy or in which they excel. The curriculum will also encourage students to develop other skills and abilities including physical, social, moral and cultural, as well as the development of our 3Rs Culture of Learning.

Students, as you know, this is a very important time for you because you will be making choices which will affect your future studies as well as your long-term career prospects. We are aware that, for some of you, it can be hard to make your choice of subjects and advise you to read this booklet thoroughly. We suggest you also talk to as many of your teachers as possible, as well as your parents, other adults in your family and older students in school about your intended choices.

Before making your decision, please ensure you:

- think very carefully about the courses which are on offer
- understand how your choices now may affect the opportunities available to you in the Sixth Form
- consider your future goals and whether your choices are appropriate for progression to higher education or employment
- listen carefully to the advice of your teachers

Rossett is proud of its record of providing a broad range of Key Stage 4 courses which will engage and motivate students in order to allow them to achieve the highest possible success in the future and we will support all students through this process.

Yours sincerely

Mr C Stone
Deputy Headteacher: Curriculum

The Pathways

We want to give students the best opportunity of achieving good grades. It is essential, therefore, that students undertake courses which suit their learning needs and styles. To this end we have developed a Key Stage 4 pathway system where students are allocated to the Green, Blue, Red or Purple Pathway. This allocation is based on the student's performance in Key Stage 2 as well as our own testing of their all-round ability during Years 7 and 8.
The different pathways are therefore able to offer courses which are most suited to the individual student's needs and abilities.

Core Subjects

In Years 9, 10 and 11 students have an element of choice which allows them to personalise their Key Stage 4 curriculum. There are, however, a number of subjects which are compulsory for every student – these are core subjects and they make up approximately 60% of the timetable for each student. The remainder of each student's timetable is composed of four option subjects (one 'core option' and three 'guided options').

The core subjects consist of:

Subject	Summary Information
English	All students will achieve a GCSE in English Language and a GCSE in English Literature.
Maths	All students will achieve a GCSE in Maths.
Science	All students will achieve either two GCSEs by completing the Combined Science course or will achieve three GCSEs by studying the separate sciences.
PE	All students have the opportunity to take part in a range of physical activities including; football, rugby, hockey, netball, basketball, badminton, table tennis, trampolining, dance, fitness training, athletics, cricket, rounders and tennis.
PSHE	Citizenship will be taught together with Careers and Economic and Financial Wellbeing through a weekly PSHE lesson and reinforced through various off timetable days. Opportunities are given to build on enterprising and campaigning skills whilst introducing further education and the working world. Students will continue to develop the qualities and attributes needed to thrive as individuals, family members and members of society.

Core Options Choices

Each student on the Blue Pathway will study one of the following:

- French, Spanish, Geography **or** History

The chosen subject will be known as the student's core option. This 'core option' will be studied over 3 years and will therefore be examined at the end of Year 11.
It is possible to do more than one of these options. If you want to do this you will just need to select the other option(s) from the 'guided options' list.

Guided Options

Each student then needs to make three other option choices from the 'guided options' list.
The list of options available is designed to meet the individual needs and abilities of the students on the Blue Pathway. Please read 'some tips for making good choices' for advice on which subjects to choose here.

The English Baccalaureate

The English Baccalaureate is a suite of qualifications introduced in 2010. It is intended to help employers and universities to match qualification to course by packaging a selection of academic subjects which cover certain core elements.
To attain the English Baccalaureate students will need to achieve at least a grade 5 in:

- English (Language or Literature)
- Maths
- Double or Separate Sciences
- A Modern Foreign Language
- History or Geography

Students on the Blue Pathway have the opportunity to attain the "Ebacc" by selecting Geography or History as their Core Option and either French or Spanish from the guided options section.

Timescale

Students will begin their Key Stage 4 curriculum provision in the September of Year 9 and will be allocated the following hours per fortnight:

	Eng	Mat	Sci	PE	PSHE	Fre/Spa Geog/His	Opt 1	Opt 2	Opt 3
Year 9	8	8	6	4	2	5	5		
Year 10	8	8	9	3	2	5	5	5	5
Year 11	9	9	12	3	2	5		5	5

Additionally, in Year 9 students will receive:

- 7 hours of an Arts/Technology/IT carousel
- 5 additional hours of one of Geography/History/French/Spanish

Some Tips for Making Good Choices

When considering their option choices students should try to balance the following factors:

- Interest and enjoyment
- Ability and progress
- Sensible combinations (those which are likely to ensure a broad education)

Do…

- ✓ Remember that all GCSE courses are of an equal standard.
- ✓ Choose courses you are interested in and which you are likely to enjoy.
- ✓ Think about the variety within your curriculum as you select your subjects and try to arrive at a balance which matches your talents.
- ✓ Choose courses in which you are likely to achieve success.
- ✓ Choose courses that fit with your future needs; although the core is designed to ensure breadth, a solid groundwork in a subject you may want to study at Key Stage 5 will be helpful.
- ✓ Remember that the courses last for two years – you will not be able to change your mind at the end of the first year!
- ✓ Pay attention to the method of assessment and choose a subject where you know you can obtain a high level of marks.
- ✓ Find out more about careers you may be interested in. Which qualifications are needed for the different levels of entry? Sometimes this research gives students a goal during the GCSE years.
- ✓ Talk to your parents, your teachers and careers staff. Although they will not want to make the decision for you they will each have an important perspective.
- ✓ Try to be realistic in your choices; commitments out of school such as drama, music and sport are also important and should complement your academic choices and studies.

Don't….

- X Choose subjects just because your friends are choosing them.
- X Choose a subject just because you get on well with your teacher. You might well have a different teacher at Key Stage 4. On the other hand, if your current teacher has inspired you with the subject, then choose it. Motivation is vital to success in any subject.

Frequently asked Questions

Q What do I do if a subject I am really good at is not available on my pathway?

A Speak to, or email, Mr Stone who will discuss the possibility with the appropriate subject staff and confirm whether or not you may select that option.

Q Can I take two option subjects that are very similar to each other? (e.g. GCSE PE and BTEC Sport/GCSE Drama and GCSE Performing Arts)

A No. We very much encourage our students to select as broad a curriculum as possible. It is therefore important for your option choices to be varied.

Q Because I am on the Blue Pathway will I only be taught with other students that are on the Blue Pathway?

A No. You will be taught with a mixture of students from all of the pathways.

Q Is it possible for me to study both French and Spanish or Geography and History?

A Yes. You will simply need to pick one in the core options part of the form and the second in the guided options part.

Q Who do I contact if I want more information about the options process?

A If it is a question about an individual subject speak to your teacher (or if it is a new subject for KS4 speak to the Head of Subject).
If it is a question about your options ask your Form Tutor.
If it is a question that none of the above could answer speak to your SSO, Head of Year or Mr Stone.

Q Will I always get my first choice of option subjects?

A If a student has selected suitable subjects which offer a breadth of study at KS4 then the school will endeavour for that student to study their first choice of option subjects. However, in rare circumstances, the school may not be able to timetable this first choice of subject and will ask a student to re-select an option.

Rossett School
Success for everyone

Core Subjects

GCSE Mathematics

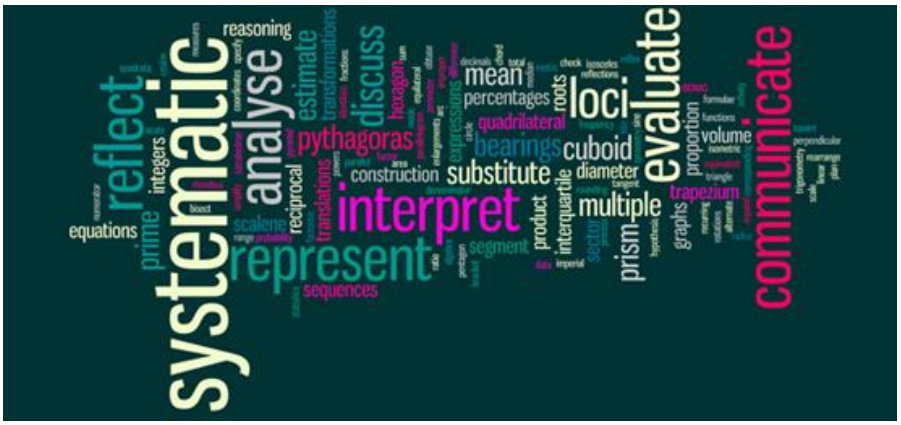
All Key Stage 4 students study Mathematics as the subject underpins all of modern science, technology, economics, finance and design. Mathematics trains students in problem solving, logical approach and research – qualities employers rate as invaluable.

Students are set according to ability based on test results at the end of Year 9, however, these sets are reviewed throughout the Key Stage.

In the Mathematics GCSE there are two tiers; Foundation tier, where grades 1 to 5 may be achieved and Higher tier, where grades 4 to 9 are attainable. The GCSE will be entirely assessed by written examinations, which means that no coursework will be expected from any student.

The Mathematics GCSE is a linear course. This means that all the examinations are taken at the end of the course and any part of the specification can be tested on any paper. There are three written papers of 1 hour 30 minutes and each contributes $33^1/_3$% to the final grade. Paper 1 is a non-calculator paper, whilst for paper 2 and 3 calculators are essential.

Assessment: Three written exams $33^1/_3$% each. Exam Board – Edexcel



Further information can be obtained from **Mr Binns** (Director of Studies) or see the web link below.

Mathematics: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html

Rossett School
Success for everyone

GCSE English Language and English Literature

All students will study two English GCSEs; English Language and English Literature. The course involves two exams for each course, with four completed overall. The exams form 100% of the final qualification, there is no longer a coursework element.

Students will explore non-fiction, literary non-fiction and literature, and will be expected to demonstrate an understanding of these texts. In terms of writing, students will complete sustained writing tasks to demonstrate their crafting. Tasks will require students to write in a descriptive or narrative style and write to present viewpoints. Literature will allow students to experience Shakespeare and 19th Century novels, selected modern prose/drama and poetry.

Spoken Language is assessed internally by completing one extended presentation and is separately certificated by the exam board.

Further information can be obtained from **Mrs G Brown**

Rossett School
Success for everyone

Science

The Science Department offers two potential routes of study for students through Key Stage 4.

GCSE Triple Science

The Triple Science option consists of three GCSEs for Biology, Chemistry and Physics. On this route, each individual science is taught separately by specialist teachers. Each subject also has its examinations at the end of Year 11.

The course is taught over two years with the assessment being linked to exams taken at the end of Year 11 (there is no course work element to the qualification). This course is allocated the same teaching time as Combined Science (see over) and as a result of the extra content that needs to be covered, it is taught at a slightly faster rate. Because of this only students who are on target for a 9-7 grade at the end of Year 9 will be accepted on the course unless there are extenuating circumstances.

Assessment:

GCSE Biology is assessed solely by examination (two exams of one hour forty five minute duration)

GCSE Chemistry is assessed solely by examination (two exams of one hour forty five minute duration)

GCSE Physics is assessed solely by examination (two exams of one hour forty five minute duration)

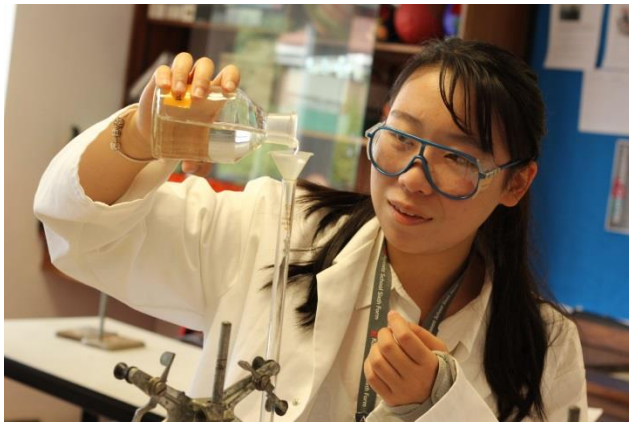
Further information can be obtained from **Mr. R Sykes**

Rossett School
Success for everyone

Combined Science

The GCSE in Combined Science counts as two GCSEs and the course provides a good general understanding and background in Science. On this course the students study Biology, Chemistry and Physics as separate subjects, taught by specialist teachers and assessed by separate exams at the end of Year 11.

Grading is formulated from all three subject scores. The depth of study is sufficient to pursue Science at A Level and beyond. Students who follow this pathway will need to complete some additional study over the summer at the end of Year 11 to ensure that they have a similar level of knowledge as those students doing Triple Science (see previous page).



Assessment:

Combined Science is assessed solely by examination (six exams of one hour fifteen minutes duration)

Further information can be obtained from **Mr. R Sykes**

Core Options

French and Spanish

(French or Spanish can also be chosen in 'Guided Options' if you would like to study both courses and be a 'Dual Linguist'. You will take your first language GCSE examination studied since Y7 at the end of Y10, with your new language examination to be taken in Y11)

A foreign language qualification allows students the opportunity to offer a wider portfolio to higher education institutions and employers. At GCSE, students will further develop the four skills of listening, speaking, reading and writing using a variety of media and working with a Foreign Language Assistant.

Topics covered:

Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points:

Topic 1: Me, my family and friends
- Relationships with family and friends
- Marriage/partnership

Topic 2: Technology in everyday life
- Social media
- Mobile technology

Topic 3: Free-time activities
- Music
- Cinema and TV
- Food and eating out
- Sport

Topic 4: Customs and festivals in French/Spanish-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues
- Charity/voluntary work
- Healthy/unhealthy living

Topic 3: Global issues
- The environment
- Poverty/homelessness

Topic 4: Travel and tourism

Theme 3: Current and future study and employment:

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Assessment:
French and Spanish follow the same format at GCSE. The assessment will cover four skill areas, which are equally weighted at 25% each: listening, reading, speaking and writing.

Further information can be obtained from **Mr Halliwell** (French) and **Mrs Bowman** (Spanish)

Rossett School
Success for everyone

History

(History and Geography can also be chosen in 'Guided Options' if you would like to study both courses)

The aim of the course is the development of informed citizens with an awareness and understanding of the modern world through the analysis of the past.

Learning about the events and the people that have influenced history will enable understanding of the modern world and recognition of past and present trends.
Apart from studying a wide range of exciting historic periods, students will learn a range of valuable and transferable skills that will help with A-levels, university and the workplace. These include:

- excellent communication and writing skills;
- how to construct an argument;
- research skills;
- investigation and problem-solving skills;
- analytical and interpretation skills.

The following areas will be studied:

Paper 1 - consists of the thematic study and historic environment exam.

Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.

Paper 2 - consists of a Period study and British depth study.

Anglo-Saxon and Norman England, c1060–88

The American West, c1835–c1895

Paper 3 - consists of the modern depth study.

The USA, 1954–75: conflict at home and abroad.

Assessment: 100% Examination

Paper 1	-	Written examination: 1 hour and 15 minutes 30%* of the qualification
Paper 2	-	Written examination: 1 hour and 45 minutes 40%* of the qualification
Paper 3	-	Written examination: 1 hour and 20 minutes 30%* of the qualification

Further information can be obtained from **Mrs McFarlane**

Rossett School
Success for everyone

Geography

(History and Geography can also be chosen in 'Guided Options' if you would like to study both courses)

Geography aims to stimulate awareness of the relationships between people and their environment and to understand the nature of the earth's surface.

Students will develop data presentation, analytical and decision making skills. Topics that will be covered include living with the physical environment, challenges in the human environment and geographical applications which involves an issue evaluation, fieldwork and geographical skills. The fieldwork element of the course will require first hand field investigation in contrasting environments to show both physical and human Geography.

Assessment:

Three written examinations (100%).

Paper 1: Living with the physical environment - The Challenge of Natural Hazards, The Living World and Physical Landscapes in the UK. (1 hour 30 minutes - 35% of GCSE)
Paper 2: Challenges in the human environment - Urban Issues and Challenges, The Changing Economic World and Resource Management. (1 hour 30 minutes - 35% of GCSE)
Paper 3: Geographical Applications – issue evaluation, fieldwork and geographical skills. (1 hour 15 minute - 30 % of GCSE)

Further information can be obtained from **Mrs Martin**

Guided Options

Arts Faculty

GCSE Art and Design – Fine Art

Students following the Fine Art course will create work which explores an idea, conveys an experience or responds to personal themes or issues. Fine Art is about looking, learning, thinking and communicating. It offers the chance for students to use their creativity to express themselves and create personal and imaginative work.

Areas of study include drawing, painting, mixed media, photography, printmaking and sculpture.

Component 1 – Portfolio (60%)

- **A sustained project** showing the creative journey from an initial starting point, through development of ideas, and then a personal response. Students will look at suitable artists, illustrators or designers and will include drawing and notes.
- **A supporting project -** A short sculpture project in response to the Yorkshire Sculpture Park trip based on Barbara Hepworth and Henry Moore.
- **A selection of further work,** for example: personal sketchbooks, photoshoots, mini projects, responses to museum and gallery visits, skills-based workshops.

The course covers lots of exciting techniques and skills, and allows students to look at the work of a wide range of interesting artists.

Component 2 – Externally set assignment (40%)

Students will produce a practical outcome with a set preparatory time:

- Starting points for the externally set task are set by the AQA exam board – students choose their theme from the paper. They can work to their strengths and interests, using the experience of their portfolio to help them choose the techniques, styles and ideas that they are most confident with.
- **Assessment:** Coursework (60%) Controlled exam (40%)
  - During the course, students will also have the opportunity to visit a contemporary art gallery to help as a source of inspiration for their work.

  Further information can be obtained from **Mrs Davison**

Rossett School
Success for everyone

GCSE Art and Design – Digital Art and Sculpture

Component 1 – Portfolio (60%)
Students will produce at least two project outcomes:

Project 1: Digital Art will include photography and Photoshop manipulation looking at contemporary design approaches. Students will choose their own designers to work from and their own promotional themes.

Project 2: A short sculpture project in response to the Yorkshire Sculpture Park trip based on Barbara Hepworth and Henry Moore.

- **A selection of further work** for example personal sketchbooks, photoshoots, mini projects, responses to museum and gallery visits, skills-based workshops.

The course covers digital art and design approaches to specific skills including Typography, logo design, for print and digital work. There is a greater emphasis on photography and digital manipulation using **Photoshop** than the traditional art craft and design approach. Whilst drawing and print making is an important part of the course we ensure all students can produce their creative outcomes using a variety of digital techniques. There is often opportunity for students to experiment and freedom to determine their own creative and imaginative artwork.

Component 2 – Externally Set Assignment (40%)

Students will produce a practical outcome with a set preparatory time:

- Starting points for the externally set task will be sent from the AQA exam board – students can choose their theme from the paper. Students will choose the Digital Art or Sculpture technique that they are most confident with to produce the final outcome.
- **Assessment:** Coursework (60%) Controlled exam (40%)
- During the course, students will also have the opportunity to visit a contemporary art gallery to help as a source of inspiration for their work.

Further information can be obtained from **Mrs Davison**

Rossett School
Success for everyone

Drama

GCSE Drama (AQA) – 2 Year Course

Component 1: Understanding Drama

This component is a written exam in which students are assessed on their knowledge and understanding of how drama and theatre is developed and performed, including in connection to a set play and on their ability to analyse and evaluate the live theatre work of others.

The paper constitutes 40 % of the GCSE.

Students have 1 hour and 45 minutes to answer the paper. The paper is divided into three compulsory sections:

- Section A: Theatre roles and terminology
- Section B: Study of set text
- Section C: Live theatre production.

Component 2: Devising Drama

This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance, apply theatrical skills to realise artistic intentions in live performance and analyse and evaluate their own work.

Component 2 constitutes 40 % of the GCSE.

For this component students are required to complete the following two assessment tasks:

- Produce an individual devising log documenting the devising process;
- Contribute to a final devised duologue or group performance.

Component 3: Texts in Practice

This component is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance.

Component 3 constitutes 20 % of the GCSE.

For this component students must complete two assessment tasks:

- Study and present a key extract (monologue, duologue or group performance);
- Study and present a second key extract (monologue, duologue or group performance) from the same play.

Rossett School
Success for everyone

BTEC Tech Award in Performing Arts (Acting) – 2 Year Course

Component 1: Exploring the Performing Arts
Aim: get a taste of what it's like to be a professional actor/ performer.
Assessment: internally assessed assignment.
Weighting: 30% of total course
During Component 1, students will:
• explore performance styles, creative intentions and purpose, investigate how practitioners create and influence what's performed;
• discover performance roles, skills, techniques and processes.

Component 2: Developing Skills and Techniques in the Performing Arts

Aim: develop skills and techniques in acting or musical theatre.
Assessment: internally assessed assignment.
Weighting: 30% of total course.
During Component 2, students will:
• take part in workshops, classes and rehearsals;
• gain physical, interpretative, vocal and rehearsal skills;
• apply these skills in performance;
• reflect on your progress, your performance and how you could improve.

Component 3: Performing to a Brief
Aim: consider how practitioners adapt skills for different contexts, and put this into practice in a performance.
Assessment: externally assessed task, where students work in groups of between three and seven members to create a performance based on a set brief.
Weighting: 40% of total course
To achieve this aim, students will:
• use the brief and previous learnings to come up with ideas;
• build on their skills in classes, workshops and rehearsals;
• review the process using an ideas and skills log;
• perform a piece to a chosen audience;
• reflect on your performance in an evaluation report.

BTEC Tech Award is assessed with performance based tasks and continuous assessment and assignments, rather than written exams.

For both BTEC and GCSE qualification:
There are so many exciting 'added-extras' to the performance courses. Students will be watching a variety of performances at a range of professional theatres and have the fantastic opportunity of attending backstage tours. We are also very lucky to have a number of professionals, who work in the industry, come in to lead workshops and work with our KS4 students.

Why choose a performance course?

The transferable skills students gained while studying a performance course are valued by all types of employers, such as:

- good communication and listening skills;
- confidence, self-awareness and self-esteem;
- self-presentation;
- teamwork and collaboration;
- time management and organisational skills;
- self-discipline and stamina;
- resilience and determination.

Further information can be obtained from **Mrs McLurg**

Rossett School
Success for everyone

GCSE Music

(Students should only consider GCSE Music if they can sing or play an instrument)

The course has three units:

Component 1: Understanding Music (40%)

This section of the course will be covered in a taught lesson each week. Students will learn new keywords and practice their listening skills on questions. This unit also involves learning about some specific pieces of music set by the exam board and answering questions about their content and context. You will be expected to use staff notation and develop an understanding of music theory.

Component 2: Performing Music (30%)

Students will be required to perform one solo and one ensemble piece of music on an instrument or voice.

Student's instrumental lessons will help them to prepare for this and the music staff will work closely with a student's individual music tutor to choose the best pieces for students to gain the highest marks. This part of the course can be steadily improved throughout the course until students are ready. The highest marks are given to music that is grade 5 standard.

Component 3: Composing Music (30%)

Students will work on two compositions using Cubase or Sibelius software and will then produce a written commentary and programme notes about both pieces.

Students will use Office 365 to log progress, to peer assess the work of others and to obtain fresh ideas for their own work.

One of the two compositions will be in response to a brief set by the exam board.

Further information can be obtained from **Mr Durbin**

Rossett School
Success for everyone

Design and Technology Faculty

GCSE Food

Food Preparation and Nutrition GCSE focuses on the study and manipulation of food products as a material. Students learn how different ingredients react and function during the preparation and cooking of different food products. During the first year students will produce a variety of products to build skills and knowledge of the functions and properties of food.

In the second year the students will work on two assessed tasks:

Task 1: Food investigation to show the students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this task.

Task 2: Food preparation assessment to show the students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

Assessment:

Exam (50%) Two practical tasks including a three hour practical examination (50%)

Further information can be obtained from **Miss Parker**

Rossett School
Success for everyone

Level 2: Food

This qualification is intended for students who are interested in food preparation who wish to develop skills and knowledge that will prepare them for further study or employment within this sector. It will particularly appeal to learners who are looking for a course that is practical in nature.

The vocational qualification in Food 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.

Students will gain a broad understanding of commercial food production and an awareness of related career paths. They will be expected to make a range of food products and will develop skills related to commercial food preparation including food hygiene, food presentation and considering production in quantity. Learners will be expected to apply technical and practical expertise to ensure that food meets customer needs and preferences and is appropriate for a given occasion. They will also have acquired skills that will be valuable no matter what career path they choose including team working, problem-solving and communication.

During the first year students begin to build skills and knowledge in food preparation. Students then progress onto their chosen major project. In addition to this, students study the theory of food to prepare them for the examination.

Assessment:

Exam (40%)
Practical tasks and portfolio including a three hour practical examination (60%)

Further information can be obtained from **Miss Parker**

Rossett School
Success for everyone

GCSE Design Technology

Design Technology GCSE focuses on the study and manipulation of materials into commercial products. Students learn how to shape and join materials to make high quality, imaginative and functional prototypes using knowledge of materials, components and technologies.

During the first year students begin with varied projects to build skills and develop knowledge of the design and making process. This includes learning a broad knowledge of materials, components and technologies. Students then progress onto their chosen major project.

Technologists learn to think creatively around a design brief and build on many design and presentation skills learnt in Key Stage 3. The GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth using key design and technology terminology including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production. In addition to this, students study the theory of design technology to prepare them for the written paper.

Assessment:

Exam (50%) Core technical principles – Specialist technical principles – Designing and making principles.

Controlled Assessment (50%) including a folder of design work and a manufactured product.

Further information can be obtained from **Mrs Phelps**

Rossett School
Success for everyone

Level 2: Materials Technology

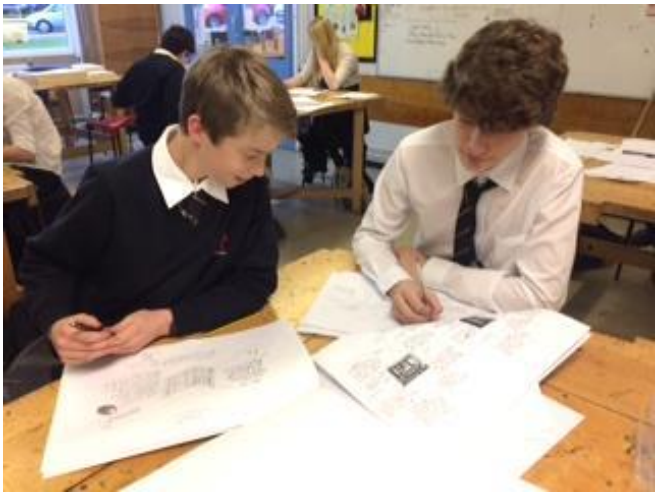
Materials technology allows the opportunity to develop skills in making high quality products using woods, metal and polymers (plastics). Students are expected to make a range of products, prototypes and samples, applying technical and practical expertise to ensure that the product is fit for purpose. Students will have the opportunity to use traditional skills and modern technologies which focuses on the study and manipulation of wood, metal and plastics. Students learn how to shape and join materials to make full scale products such as; coffee tables, storage units, lights and educational toys.

During the first year students begin to build skills and knowledge of the design and making process. Students then progress onto their chosen major project. In addition to this, students study the theory of Design Technology materials to enhance their knowledge.

Assessment:

Students undertake a number of mini projects that will allow them to be assessed against their practical skills.

Students will undertake an extended making project, producing a made outcome in addition to a portfolio to evidence the planning and development and testing and evaluation stages.



Further information can be obtained from **Mrs Phelps**

Rossett School
Success for everyone

Fashion and Textiles

Fashion and Textiles focuses on the study and manipulation of fibres and fabrics. Students learn how to shape and join materials to make full scale commercial products. During the first year students carry out a number of bite-sized projects to demonstrate their competence in textiles. Students will produce a series of small made outcomes and record their work in a portfolio, this builds on the skills and knowledge of the design and making process. In the second year students complete an extended making project that showcases the skills and knowledge they have developed. Students will develop skills in planning and development, making, testing and evaluation and communication.

This course allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth using key terminology including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production. In addition to this, students study the theory of design technology to prepare them for the external assessment.

Assessment:

Core technical principles – Specialist technical principles – Designing and making principles.

Controlled Assessment including a folder of design work and a manufactured product

Further information can be obtained from **Mrs Shepherd**

Rossett School
Success for everyone

IT Faculty

Computer Science

This course studies the hardware and software that run the computers we use every day and will give students the knowledge and understanding of how they work.

Students will also develop their problem-solving skills and learn how to write solutions in programming language for the computer to execute. During the course students will be given the opportunity to experience a variety of different programming languages such as Python, Java, HTML/JavaScript, SQL and TKinter.

Computer Science will encourage learners to:
• Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation;
•Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs;
• Think creatively, innovatively, analytically, logically and critically;
• Understand the impacts of digital technology to the individual and to wider society;
• Apply mathematical skills relevant to Computer Science.

Assessment Overview:

Paper 1: Computer Systems – 80 Marks – 50% of GCSE
• Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • System software • Ethical, legal, cultural and environmental concerns.

Paper 2: Computational Thinking, Algorithms and Programming – 80 Marks - 50% of GCSE
Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation.

Programming Project: 20 hours timetabled lessons – Mandatory Practical Project
Programming techniques • Analysis • Design • Development • Testing and evaluation and conclusions.

Further information can be obtained from **Miss Warburton**

Rossett School
Success for everyone

Cambridge Nationals Certificate in Creative iMedia

This course is for students who wish to unleash their creativity using computers or for those wishing to find out how computers can be used in film, television, web development, gaming and animation. This course gives the opportunity to study a range of topics using computers as a tool to create exciting media products. The completed course is made up of four units, two compulsory and two optional units.

Compulsory Units

Pre-production skills
Students learn pre-production skills used in the creative and digital media sector. Students will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

Creating Digital Graphics
This unit covers the basics of digital graphics editing for the creative and digital media sector. Students will learn where and why digital graphics are used and what techniques are involved in their creation. Students will plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.

Optional units
Students will choose two units from the following:

- Storytelling with a comic strip;
- Creating a multipage website;
- Creating a digital animation;
- Creating interactive multimedia products;
- Creating a digital sound sequence;
- Creating a digital video sequence;
- Digital photography.

Assessment:
Exam (25%)
Controlled Assessment(75%)

Further information can be obtained from **Mr Surtees**

BTEC Information Technology

The BTEC Information Technology course is designed for students who have an interest in the study of IT within business. Students will learn about current and emerging digital technology and its impact on our lives, working with a range of tools and techniques and exploring interactive digital products such as websites, computer games and databases. Students broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. They learn to reflect critically on their own and others' use of ICT and to adopt safe, secure and responsible practice.

Further information can be obtained from **Miss Warburton**

Rossett School
Success for everyone

Social Science Faculty

GCSE Business Studies

Business Studies develops theory knowledge and understanding of the business world applied to real business scenarios. Emphasis is placed on the application of knowledge to a variety of business activities. Topics include; the external environment of business, ownership and control, management of people, finance, production and marketing. Where appropriate, guest speakers working in a range of business functions carry out workshops and give presentations about their specialist area.

Assessment:

Exam 1: Business Activity, Marketing & People (50%)

Exam 2: Operations, Finances & Influences on Business (50%)

Further information can be obtained from **Miss Birkett**

Rossett School
Success for everyone

Philosophy & Ethics

Course overview:
Students who choose to study Philosophy and Ethics at GCSE will follow the new AQA A Religious Studies Course with units on: Philosophy and Ethics with a focus Christianity and Buddhism.

Units of Study:
The ethical unit of the course includes topics such as equality and social injustice in our world. We promote and use current affairs to ensure students are up to date with how their studies link closely to real problems facing our world. They will also discuss different views on matters of life and death such as abortion and euthanasia.

The philosophical unit will debate the existence of God and the possibility of an afterlife. We will question and discuss how the problem of evil and suffering can affect belief in God. As well as evaluating the different views towards the origins of life and our universe.

Key skills will include developing the ability to question and analyse, as well as being able to construct a strong argument and communicate it effectively in a written or verbal debate.

Students will be expected to demonstrate an understanding of the key beliefs of two different world religions and how the beliefs and teachings of those faiths may impact on actions, ethical issues and culture.

Assessment:

This GCSE is assessed through two exam papers worth 50% of the overall GCSE, which take place at the end of the two year course. Each of the two units involves answering a 1 hour 45 minutes written exam paper.

Further information can be obtained from **Mrs Farr or Miss Vietch**

Rossett School
Success for everyone

BTEC Health and Social Care

This course is for students who are interested in a career working with people in a health or social care setting. For example, this may be useful for students who are interested in nursing as a career or working with children or older people.

Students will study the following coursework based units:

- **Human Lifespan Development**

Students will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.

- **Health and Social Care Services and Values**

In this component, students will study and practically explore health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

The third component is examined and completed under supervised controlled assessment conditions.

- **Health and Wellbeing**

In this component, students will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators and how to design a health and wellbeing improvement plan.

Further information can be obtained from **Mrs Daly**

Rossett School
Success for everyone

Sports Studies

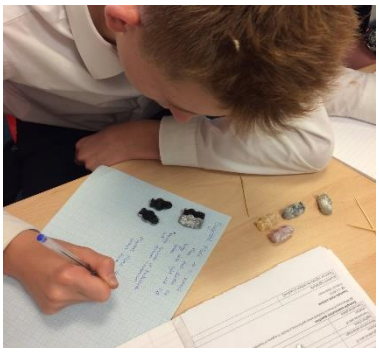
GCSE PE

Students considering this course will need a high level of academic ability as well as an all-round sporting ability. They must have a keen interest in understanding the factors that underpin physical activity and sport, focusing on both the physiological and psychological principles.

Students will get the opportunity to develop skills and techniques in both individual and team sports. Students will learn the contribution that physical activity and sport make to health, fitness and well-being as well as discover the key socio-cultural influences that can affect people's involvement in physical activity and sport.

Assessment:

Component 1 (Paper 1) 30%: Applied Anatomy and Physiology/Physical training
- Topic 1: Applied anatomy and physiology;
- Topic 2: Movement analysis;
- Topic 3: Physical training;
- Topic 4: Use of data.



Component 2 (Paper 2) 30%: Socio-cultural influences/Sports Psychology/Health, fitness and well-being
- Topic 1: Health, fitness and well-being;
- Topic 2: Sport psychology;
- Topic 3: Socio-cultural influences;
- Topic 4: Use of data.

Component 3 30%: Practical Performance (choice of 46 activities)
The assessment consists of students completing three physical activities from a set list. One must be a ***team*** activity, one must be an ***individual*** activity and the final activity can be a ***free choice***.

Component 4 10%: Analysing and Evaluating Performance (AEP)
Content overview
- Analyse aspects of personal performance in a practical activity;
- Evaluate strengths and weaknesses of the performance;
- Produce an action plan which aims to improve the quality and effectiveness of practical performance.

Some of the 46 practical sports that students can be assessed in	
Individual	Team
Amateur Boxing Cycling Badminton Diving Equestrian Dance Golf Skiing Squash Swimming Tennis	Netball Football Rugby Hockey Basketball Dance Cricket Handball Volleyball Tennis (doubles) Badminton (doubles)

Further information can be obtained from **Mrs Temple**

Rossett School
Success for everyone

BTEC Sport, Activity and Fitness

The BTEC Tech Award in Sport, Activity and Fitness course is designed for students who have an interest in the lifelong development of health and fitness as well as an interest in the body systems, psychology, nutrition, technology and leadership. The Tech Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment and students will be assessed both internally and externally.

Component 1: Understand the Body and the Supporting Technology for Sport and Activity

A: Investigate the impact of sport and activity on the body systems.

B: Explore common injuries in sport and activity and methods of rehabilitation.

C: Understand the use of technology for sport and activity.

Learners will explore body systems, common sports injuries and technological advances that impact on sport and activity.

Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity

A: Training to improve fitness for sport and activity.

B: Nutrition for sport and activity.

C: The psychological influence that motivation, self-confidence and anxiety have on participation in sport and activity.

Learners will explore how training, nutrition and psychological factors contribute to engagement in sport and activity.

Component 3: Applying the Principles of Sport and Activity

A: Understand the fundamentals of sport and activity leadership.

B: Planning sessions for target groups.

C: Delivering and reviewing sessions for target groups.

Learners will study the attributes of a successful sports leader and the physical and psychological benefits for the people taking part in their sessions. Leaners will then plan and lead an engaging activity session.

Throughout the course students will have the ability to apply key theoretical knowledge in a practical setting through a wide variety of sports and activities.

Further information can be obtained from **Mrs Temple**