

# KEY STAGE FOUR COURSE GUIDE 2024



**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 10 and 11.

Rossett School 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 5Rs 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 we 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  
Assistant Headteacher

**The Key Stage Four (KS4) Curriculum**

Over the course of Years 10 and 11, students will study a mixture of 'Core Subjects' and 'Option Subjects'. Whilst this booklet mainly focusses on the option choices students need to make, it gives details about the entire KS4 curriculum.

### **Core Subjects:**

All students will study the following Core Subjects:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- Combined Science\* (two GCSEs that cover the three sciences, Biology, Chemistry and Physics) or Triple Science\* (three GCSEs – one in each of the Sciences, Biology, Chemistry, Physics)
- Physical Education (PE)
- Personal Development (PD)

\*Please note that the choice as to whether a student completes 'Combined Science' or 'Triple Science' is not part of the options process. It is decided towards the end of Year 9 by the Science Department, in consultation with students and parents.

### **Option Subjects:**

All students will also study four option subjects. At least one, and in most cases two, of these options will need to be from the suite of English Baccalaureate subjects (see more details on page 6) with the remaining options chosen from a wide range of subjects on offer.

### **Option Subject – Choices – Filling in the options form**

Students will receive a sample options form on Monday 22<sup>nd</sup> January, so they know what the choices they need to make will look like. Once students have reviewed all of their options and made their decisions, they will need to complete the official return. The link to this form will be e-mailed to the students' school e-mail address on Friday 2<sup>nd</sup> February. It will need to be completed by **9am on Wednesday 7<sup>th</sup> February 2024.**

Students following the EBacc route will need to select Geography or History and French or Spanish (note – students are able to select Geography and History and French and Spanish). They will then need to choose two subjects from a wide range in the 'Free Choice Options' section. Additionally, students will be asked to select two 'reserve choices', which will only be used if necessary,

(e.g. because a subject doesn't run due to low numbers of students selecting it, or a subject is oversubscribed due to large numbers of students selecting it).

All other students will need to select one EBacc subject from Geography, History, French and Spanish (note students can select multiple EBacc subjects). They will then need to choose three subjects from a wide range in the 'Free Choice Options' section. Additionally, students will be asked to select two 'reserve choices', which will only be used if necessary, (e.g. because a subject doesn't run due to low numbers of students selecting it, or a subject is oversubscribed due to large numbers of students selecting it).

Whilst we aim to offer as broad a selection of courses as possible, the two Drama qualifications are grouped together on the options form. In this case, we are asking the students to select the subject rather than the qualification (i.e. GCSE or BTEC). If there are sufficient numbers, both qualifications will run, and students will be consulted about which course they will complete. If numbers are only sufficient for one group to run, Mrs McClurg, head of Drama, will determine which qualification will be offered.

<b>Subject – as shown on Options Form</b>	<b>GCSE Qualification</b>	<b>BTEC Style Qualification</b>
Drama	GCSE Drama	BTEC Tech Award in Performing Arts

**Support and Guidance:**

We understand choices around options can be a difficult and complicated decision for our students. We will therefore provide a range of support and guidance throughout the process to help ensure that students make sensible, well-informed choices. This support includes:

- Friday 19<sup>th</sup> January – Form Time – Assembly with Mr Saunders for Year 9s – Options Launch
- Monday 22<sup>nd</sup> January – e-mail with link to Options Booklet, website and example Options form to students.
- Monday 22<sup>nd</sup> January – e-mail to parents, which explains options process and provides the relevant links
- Monday 22<sup>nd</sup> January – Form Time – Assembly with Mr Stone for Year 9s – Options Logistics
- Monday 22<sup>nd</sup> January – Thursday 1<sup>st</sup> February – KS4 style lesson delivered in one lesson per subject at KS3
- Monday 22<sup>nd</sup> January – Thursday 1<sup>st</sup> February – Individual student meeting with member of SLT to give support and guidance around options subjects
- Thursday 1<sup>st</sup> February – Year 9 parents evening – opportunity for parents and students to discuss options with their teachers
- Friday 2<sup>nd</sup> February – Official options form e-mailed to students at 9am
- Wednesday 7<sup>th</sup> February – 9am – deadline for return of option choices from students

## Introduction

The English Baccalaureate is a suite of qualifications introduced in 2010 which is intended to keep young people's options open for further study and future careers.

The EBacc is:

- English Language and English Literature;
- Mathematics;
- The Sciences;
- Geography or History;
- A language.

## English

To count towards the English part of the EBacc, students need to take both English Literature and English Language GCSE examinations.

## Science

Students need to take one of the following options:

- GCSE Combined Science – students take two GCSEs that cover the three main sciences, Biology, Chemistry and Physics;
- Three single sciences at GCSE – Biology, Chemistry, Physics;
- Computer Science and at least one other Science.

## Languages

Taking GCSE French or Spanish (or any other ancient or modern foreign language GCSE) counts towards the languages part of the EBacc.

## EBacc and future opportunities

The EBacc is made up of the subjects which are considered essential to many degrees and open up lots of doors. A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a student will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and Maths.

### **Studying the English Baccalaureate at Rossett**

In response to government ambition and to ensure that students have the greatest opportunities in further education, all students will have the opportunity to study the full suite of EBacc subjects and the majority of students will be asked to do so. Most students will therefore need to choose Geography or History and French or Spanish, as two of their option choices, and then select two further option choices, from a wide range on offer. All other students will need to select at least one EBacc subject and then select three further option subjects.



### **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.

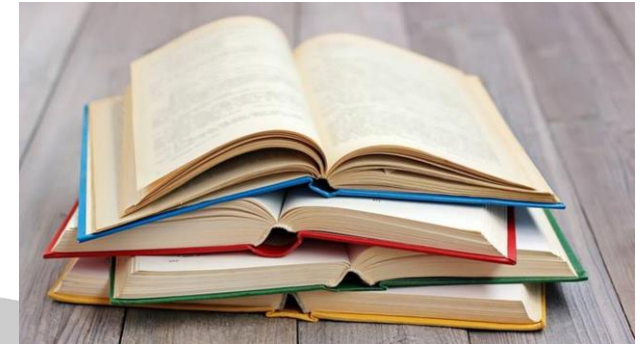


# CORE SUBJECTS



## GCSE English Language

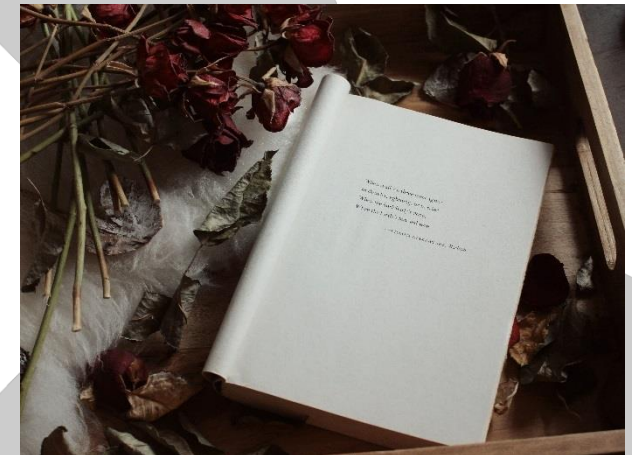
<b>Course outline</b>
Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.
<b>What will I do on the course?</b>
Lessons are varied and will include debate and analysis, reading of a wide range of texts from the 19 <sup>th</sup> , 20 <sup>th</sup> and 21 <sup>st</sup> centuries. This will include literature and literary non-fiction, as well as other writing such as reviews and journalism.
<b>How is this course assessed?</b>
<b>Paper 1: Explorations in Creative Reading and Writing</b> 50% of final grade Reading section - analysing an extract from a novel. Writing section – narrative or descriptive writing. <b>Paper 2: Writers' Viewpoints and Perspectives</b> 50% of final grade Reading section – analysing a 19 <sup>th</sup> century text and a 20 <sup>th</sup> century text thematically linked. Writing section – viewpoint writing for example, an article, letter or speech.
<b>What can I do with this course?</b>
As a core subject a qualification in English will open doors to further education, Sixth Form, college and apprenticeships. It also gives students the perfect platform to study English Language, Literature and Media Studies at A level.
<b>Where can I get further information?</b>
For further information please contact: Mrs G Brown <a href="mailto:BrownG@rs.rkt.co.uk">BrownG@rs.rkt.co.uk</a>



“ ” punctuation  
! ? adjective ;  
**ENGLISH**  
@ \ } verb  
noun } subject &

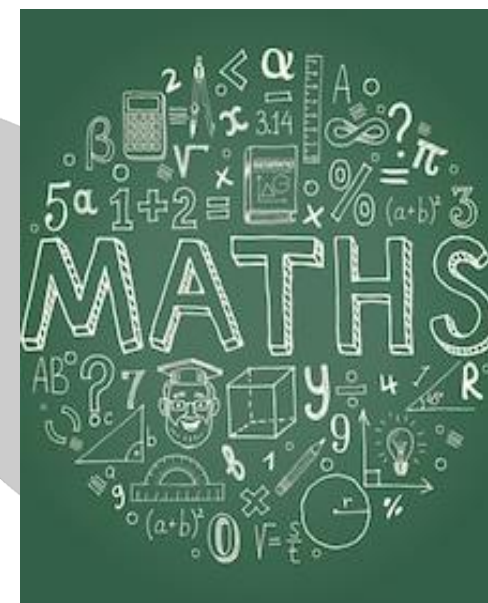
## GCSE English Literature

<b>Course outline</b>
This course will inspire, challenge and motivate every student; they will have creative and engaging lessons. The assessment strategies support students' achievement in an un-tiered, closed book context through the use of extract-based questions in the assessment of the 19 <sup>th</sup> century novel, and the Shakespeare plays.
<b>What will I do on the course?</b>
Shakespeare play – Macbeth 19 <sup>th</sup> Century novel – Jekyll and Hyde Modern drama – An Inspector Calls Poetry Anthology – Power and conflict poetry Unseen Poetry
<b>How is this course assessed?</b>
<b>Literature Paper 1</b> – 1 hour 45 minutes – 64 marks – 40% of GCSE Macbeth Jekyll and Hyde Extract based questions. <b>Literature Paper 2</b> – 2 hours 15 minutes – 96 marks – 60% of GCSE An Inspector Calls Power and Conflict poetry comparison Unseen poetry
<b>What can I do with this course?</b>
As a core subject a qualification in English will open doors to further education, Sixth Form, college and apprenticeships. It also gives students the perfect platform to study English Language, Literature and Media Studies at A level.
<b>Where can I get further information?</b>
For further information please contact: Mrs Brown <a href="mailto:BrownG@rs.klt.co.uk">BrownG@rs.klt.co.uk</a>



## GCSE Mathematics

<b>Course outline</b>
Mathematics 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.
<b>What will I do on the course?</b>
GCSE Mathematics covers six main fields: number, algebra, ratio and proportion, geometry, statistics and probability. In the Mathematics GCSE there are two tiers; Foundation tier, where grades 1 to 5 can be achieved and Higher tier, where grades 4 to 9 are attainable.
<b>How is this course assessed?</b>
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 1/3 to the final grade. Paper 1 is a non-calculator paper, whilst for paper 2 and 3 calculators are essential.
<b>What can I do with this course?</b>
Mathematics is a 'facilitating subject' useful for many careers, higher qualifications, courses and apprenticeships. Some A Levels require, or desire, at least a 'good pass' (Grade 5) in GCSE Mathematics.
<b>Where can I get further information?</b>
For further information please contact Mr Tatterton <a href="mailto:tattertons@rs.rklt.co.uk">tattertons@rs.rklt.co.uk</a>



## GCSE Combined Science

<b>Course outline</b>
Double Award Science (also known as 'Combined Science' or 'Trilogy') is where students study all three sciences (Biology, Chemistry and Physics) but end up with two GCSEs. The majority of GCSE students in England follow the Double Award course, which covers approximately two thirds of the content covered by Triple Award Science. Student will achieve <i>two</i> GCSE grades based on their overall performance across <i>all three</i> science subjects.
<b>What will I do on the course?</b>
The GCSE Combined Science course aims to cover key themes and real-world applications of Science in our society. Within this we aim to: develop scientific thinking, ensure students are proficient in experimental skills and strategies, encourage analysis and evaluation of data and evidence and to confidently use scientific vocabulary, quantities, units, symbols and nomenclature. There is no coursework, but practical work remains an integral part of the GCSE. All students will be required to carry out key practical experiments which, as well as the practical skills themselves, develop planning, analysis and evaluation skills, and accounts for 15% of the total marks in the final exams.
<b>How is this course assessed?</b>
GCSE Combined Science is assessed solely by examination (six exams of one hour and fifteen-minute duration). The exams will consist of a mix of question types including multiple choice questions, short answers and questions requiring longer, more complex answers up to six marks. The overall grade is formulated from all three subject scores combined.
<b>What can I do with this course?</b>
Whatever career students are considering, Science GCSEs set them up well for later life. The types of skills students learn studying Sciences can be helpful for numerous pathways. It teaches them to think critically and use method and inquiry to solve problems. Science qualifications are extremely well thought of by employers and further education. Students who follow this pathway are usually able to continue to do Science A Levels, however, we may suggest additional study over the summer of Year 11 to ensure they have a similar level of knowledge to students who have taken Triple Science.
<b>Where can I get further information?</b>
For further information please contact: Miss H Thorp-Greenwood <a href="mailto:Thorp-GreenwoodH@rs.rkt.co.uk">Thorp-GreenwoodH@rs.rkt.co.uk</a>



## GCSE Triple Science

<b>Course outline</b>
Triple Award Science (sometimes known as 'Separate Sciences' or 'Single Sciences') is where students study all three sciences and end up with three separate GCSEs in Biology, Chemistry and Physics. On this route, each science subject is taught separately by specialist teachers. The course is taught over two years, with exams taken at the end of Year 11. As a result of the extra content that needs to be covered, it is taught at a slightly faster rate. Because of this, this course is usually only accessible to students who, at the end of Year 9, are on target for a 9-7 grade in Science.
<b>What will I do on the course?</b>
In addition to covering all the topics and themes contained within the Combined Science GCSE, Triple Science has additional units to best prepare students for the work they will cover in Science A levels. There is a much greater emphasis on real-world application of Science for example, in Physics; nuclear fission and fusion, moments, levers and gears and space physics. In Biology, the additional content includes; monoclonal antibodies, food production and significantly more detail on topics such as the human nervous system, genetics and evolution. In Chemistry, the real-world development of nanotechnology and the Haber process and how chemical cells and fuel cells can be used to generate power.
<b>How is this course assessed?</b>
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). The exams will consist of a mix of question types including multiple choice questions, short answers and questions requiring longer, more complex answers.
<b>What can I do with this course?</b>
If students are already thinking about science-based degrees and jobs such as Medicine, Veterinary or Engineering then it is definitely worth them considering taking separate science GCSEs. Most top universities prefer applicants for science subjects to have taken the triple award option at GCSE and by taking sciences separately at GCSE level they will be better prepared for the content within any of the science A levels.
<b>Where can I get further information?</b>
For further information please contact: Miss H Thorp-Greenwood <a href="mailto:Thorp-GreenwoodH@rs.rkt.co.uk">Thorp-GreenwoodH@rs.rkt.co.uk</a>

**\*Please note that the choice as to whether a student completes 'Combined Science' or 'Triple Science' is not part of the options process. It is decided towards the end of Year 9 by the Science Department, in consultation with students and parents.**



## Core Physical Education

### Subject outline

Our KS4 Core PE Curriculum is very similar to the model we run at KS3 as it is very broad and diverse. We offer a wide variety of activities including traditional sports such as football, netball and badminton to more alternative activities such as dodgeball, just dance and more recently fitness. One unique feature is that the students have more autonomy and responsibility over choosing which activities they would like to take part in, to ensure full engagement, enjoyment and participation. Physical Education is an integral part of any school curriculum and, although students do not receive a qualification at the end of Year 11, there are many other important benefits to taking part in sport and physical activity at this age. Not only does PE improve practical ability and physical fitness, it is also widely documented that engagement in physical activity can improve both emotional and social health in the most crucial and academically demanding years of school life. Wendy Suzuki a Neuroscientist from New York has recently championed how aerobic exercise specifically can assist with and improve learning, memory and cognition. It is also scientifically proven to improve mood due to the release of feel good hormones such as serotonin, as well as relieving stress and anxiety. Students also have the opportunity in Year 10 to undertake a Level 2 Sports Leaders Qualification which we run alongside Core PE lessons. Students undertaking this qualification in Sports Leadership will learn and demonstrate important life skills such as effective communication and organisation, whilst learning to lead basic physical activities for younger people, their peers, older generations and within the community. Below is a quote from one of our Year 12 students who completed the course:

*"Sports' Leaders is a great course which boosted my confidence and organisational skills. It will also contribute towards my CV but most of all it was really fun!"*

### Where can I get further information?

For further information please contact: Mr O'Sullivan [OsullivanR@rs.rklt.co.uk](mailto:OsullivanR@rs.rklt.co.uk)



## Personal Development

<p><b>Course outline</b></p> <p>In Year 10 students follow a Personal Development course which supports their academic studies. Students will develop the skills that will help them to understand how to look after their own physical and emotional health, form and maintain healthy relationships and know how to support others. They will be supported to investigate potential careers and pathways open to them, so that they can prepare for their next steps after GCSEs.</p> <p>In Year 11 students will take part in drop-down days throughout the year to supplement their Personal Development. These will focus on relationships and sex education, careers and progression beyond KS4.</p>
<p><b>What will I do on the course?</b></p> <ul style="list-style-type: none"> <li>• Role models.</li> <li>• Healthy mental health.</li> <li>• Mental health support.</li> <li>• Stress management.</li> <li>• Stereotyping.</li> <li>• Peer influence.</li> <li>• Employability skills.</li> <li>• Writing a CV and cover letter.</li> <li>• Interview skills.</li> <li>• Coercive control.</li> <li>• Domestic abuse.</li> <li>• Sexual harassment.</li> <li>• FGM and honour-based violence.</li> <li>• Sexual health and contraception.</li> </ul>
<p><b>How is this course assessed?</b></p> <p>PD is a non-assessed subject although your class teacher will report a 5R score every term.</p>
<p><b>What can I do with this course?</b></p> <p>N/A</p>
<p><b>Where can I get further information?</b></p> <p>For further information please contact: Miss Taswell <a href="mailto:Taswell@rs.rkft.co.uk">Taswell@rs.rkft.co.uk</a></p>





# EBacc OPTION SUBJECTS



## GCSE French and Spanish

<b>Course outline</b>
At Rossett, French and Spanish GCSE students achieve very well when compared to other students nationally. At GCSE, students will further develop the four skills of listening, speaking, reading and writing covered in KS3 using a variety of media and working with a Foreign Language Assistant; students will even have the chance to visit France and Spain with school.
<b>What will I do on the course?</b>
Students will study three main themes through a variety of interactive and engaging approaches to teaching, as well as some more traditional methods which build their confidence in these thematic and sub-topic areas: <b>Theme 1: People and lifestyle</b> - Theme 1 covers the following three topics: <ul style="list-style-type: none"><li>• Topic 1: Identity and relationships with others</li><li>• Topic 2: Healthy living and lifestyle</li><li>• Topic 3: Education and work</li></ul> <b>Theme 2: Popular culture</b> - Theme 2 covers the following three topics: <ul style="list-style-type: none"><li>• Topic 1: Free-time activities</li><li>• Topic 2: Customs, festivals and celebrations</li><li>• Topic 3: Celebrity culture</li></ul> <b>Theme 3: Communication and the world around us</b> - Theme 3 covers the following three topics: <ul style="list-style-type: none"><li>• Topic 1: Travel and tourism, including places of interest</li><li>• Topic 2: Media and technology</li><li>• Topic 3: The environment and where people live</li></ul>
<b>How is this course assessed?</b>
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. All examinations are taken at the end of Year 11.
<b>What can I do with this course?</b>
Learning a foreign language is useful for many reasons; wider travel opportunities; wider job opportunities; greater opportunity to learn about, and experience, other parts of the world. It also means that students gain the same skills as the vast majority of other young people across the world. In terms of next steps after GCSE, a foreign language qualification allows students the opportunity to offer a wider portfolio to further education subjects, institutions and jobs.
<b>Where can I get further information?</b>
For further information about Spanish please contact <b>Mrs Bowman</b> <a href="mailto:bowmanb@rs.rkt.co.uk">bowmanb@rs.rkt.co.uk</a> For further information about French please contact <b>Mrs Hewitt</b> <a href="mailto:hewittl@rs.rkt.co.uk">hewittl@rs.rkt.co.uk</a>



## GCSE Geography

<b>Course outline</b>
Geography aims to stimulate awareness of the relationships between people and their environment and to understand the amazing nature of the earth's surface.
<b>What will I do on the course?</b>
Students will gain a greater understanding of the world around them and the human and physical processes which shape our land. They will develop the geographical knowledge and vocabulary they need to understand contemporary challenges facing our planet and to live their lives as knowledgeable citizens – aware of their own local communities in a global setting. They will develop data presentation, analytical and decision-making skills. Topics that will be covered include natural hazards (earthquakes/volcanoes, weather and climate change), Rainforests and Deserts, Urbanisation and Resource Management (food, water and energy issues). Students will gain useful knowledge on the causes and solutions to climate change, look at why some countries are poor whilst others are rich (and how we can solve the issue of poverty), explain why migration occurs and how volcanoes, rivers and earthquakes impact on human life. The fieldwork element of the course will require first-hand field investigation in two contrasting environments to show both physical and human Geography. We are also hoping to run an optional fieldtrip to Sorrento, Italy to allow students to see tectonic and coastal processes for themselves (restrictions permitting).
<b>How is this course assessed?</b>
Assessment is three written examinations (100%). <b>Paper 1:</b> 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) <b>Paper 2:</b> Challenges in the human environment - urban issues and challenges, the changing economic world and resource management. (1 hour 30 minutes - 35% of GCSE) <b>Paper 3:</b> Geographical applications – issue evaluation, fieldwork (based on two local fieldtrips which students attend) and geographical skills. (1 hour 15 minute - 30 % of GCSE)
<b>What can I do with this course?</b>
Geography opens many doors and closes none. It is a broad subject with links to many other disciplines and career paths. Employers and higher education institutions value the subject highly as geographers possess a wide range of transferable skills and can make sense of the world around them. Specific geography related careers include environmental consultants, surveyors and roles in emergency management and climate change mitigation. In recent years, GCSE Geography students at Rossett have performed well - these students are well equipped to thrive in a changing world.
<b>Where can I get further information?</b>
For further information please contact Mr Wilson: <a href="mailto:Wilsonc@rs.rkft.co.uk">Wilsonc@rs.rkft.co.uk</a>



## GCSE History

<b>Course outline</b>
Students will study four different areas of history including British History, World History and US History. They will look at crime and punishment in Britain since 1000ad to find out how our society was organised to maintain law and order, what specific crimes were committed and how criminals were punished – crucially they will study change and continuity and why it occurred. Students will also study the civil rights movement in the USA, including a look at significant individuals such as Rosa Parks, Martin Luther King Jr and Malcolm X. Students will then study the Cold War, including how and why it began, the reasons for the ending of the Cold War and the collapse of the Soviet Union and they will look at case studies of Cold War crises during the period from 1941-1991. Students will have the opportunity to study the catastrophic history of US involvement in the Vietnam War. Finally, students will study early medieval England from 1060-1088 and will look at the reasons for the successful Norman conquest of England in addition to how much the conquest changed British society.
<b>What will I do on the course?</b>
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.
<b>How is this course assessed?</b>
Students will sit three exams: Paper 1 – Crime and Punishment in Britain 1000-Present and Whitechapel 1870-1900: crime, policing and the inner city. Paper 2 – Superpower Relations and The Cold War 1941-1991 and Anglo-Saxon and Norman England 1060-88. Paper 3 – The USA 1954-75; conflict at home and abroad.
<b>What can I do with this course?</b>
Studying history can lead to some exciting career options and it is a universally respected qualification. There is a huge variety of potential careers that history qualifications can open up to including: Journalism, Law, Business, Politics, Archaeology, Marketing and Teaching.
<b>Where can I get further information?</b>
For further information please contact Mr Otway: <a href="mailto:OtwayA@rs.rkit.co.uk">OtwayA@rs.rkit.co.uk</a>





# OTHER OPTIONS



**Rossett School**  
Success for everyone

## GCSE Business

<b>Course outline</b>
GCSE Business covers a wide range of topics: <b>Year 10 Investigating small business</b> <ul style="list-style-type: none"><li>• Topic 1.1 Enterprise and entrepreneurship</li><li>• Topic 1.2 Spotting a business opportunity</li><li>• Topic 1.3 Putting a business idea into practice</li><li>• Topic 1.4 Making the business effective</li><li>• Topic 1.5 Understanding external influences on business</li></ul> <b>Year 11 Building a business</b> <ul style="list-style-type: none"><li>• Topic 2.1 Growing the business</li><li>• Topic 2.2 Making marketing decisions</li><li>• Topic 2.3 Making operational decisions</li><li>• Topic 2.4 Making financial decisions</li><li>• Topic 2.5 Making human resource decisions</li></ul>
<b>What will I do on the course?</b>
Students cover a wide range of topics throughout the two years of the course, within the areas of: business activity, marketing, people, operations, finance, influences on business and the interdependent nature of business. Students will apply this knowledge to a wide range of local, national and international businesses through case studies, guest speakers, current affairs and students on independent research. Students have the opportunity to complete business projects, such as creating a business plan, producing a marketing campaign and taking part in a mock recruitment process.
<b>How is this course assessed?</b>
At the end of Year 11, students take the following GCSE Business Studies exams: Paper 1: Written examination: 1 hour and 45 minutes 50% of the qualification 90 marks Paper 2: Written examination: 1 hour and 45 minutes 50% of the qualification 90 marks
<b>What can I do with this course?</b>
A large number of students continue on to Sixth Form to study A Level Business and/or Economics as one of their subject choices. Students can study A Level Business with the aim of completing a Business-related degree at University, or A Level Business Studies also complements a wide range of other subjects and career paths at Sixth Form and beyond. Students can also use these Business skills to go on to studying at college, apprenticeships, or employment. Business leads to a vast range of different careers, including Accounting and Finance, Hospitality, Marketing, Management or Retail. Some students may even be the next successful entrepreneurs!
<b>Where can I get further information?</b>
For further information contact Mr McMahon: <a href="mailto:McMahonJ@rs.rktf.co.uk">McMahonJ@rs.rktf.co.uk</a>

## Cambridge Nationals iMedia

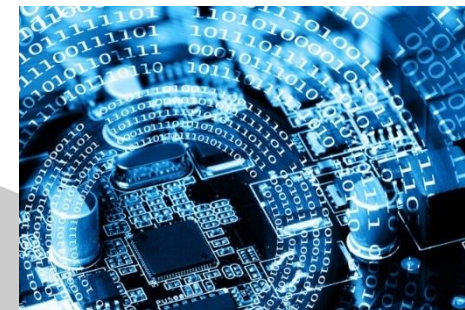
<b>Course outline</b>
This course is for students who wish to unleash their creativity using computers or for those wishing to find out how computers can be used in film, television, web development, gaming and animation. The completed course is made up of three units. Students must complete three units: <ul style="list-style-type: none"><li>• one externally assessed unit (exam)</li><li>• two centre-assessed units (NEA)</li></ul>
<b>What will I do on the course?</b>
<b>Compulsory Units: Creative iMedia in the media industry this unit is an externally assessed terminal exam.</b> In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. <b>Visual identity and digital graphics</b> This is assessed by completing a set assignment. In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. <b>Optional units</b> Students will also complete one of the following units: <ul style="list-style-type: none"><li>• Characters and comics. This is assessed by completing a set assignment. In this unit you will learn how to plan, create and review comics which contain original characters.</li><li>• Animation with audio. This is assessed by completing a set assignment. In this unit you will learn how to plan, create and review animation with an audio soundtrack.</li><li>• Interactive digital media. This is assessed by completing a set assignment. In this unit you will learn how to plan, create and review portfolios of visual imagery</li></ul>
<b>How is this course assessed?</b>
Exam (40%) Controlled assessment (60%). Please note that the controlled assessment requires the production of a great deal of written content.
<b>What can I do with this course?</b>
Students studying this course can go on to complete the Level 3 Creative iMedia qualification at Post-16 and then on to further education degrees in subjects such as FdA Design for the Creative Industries.
<b>Where can I get further information?</b>



For further information please contact Mr Surtees: [surtees@rs.rklt.co.uk](mailto:surtees@rs.rklt.co.uk)

## GCSE Computer Science

<b>Course outline</b>
Computer Science GCSE is for any student who has an interest in computers and those who want an understanding of how to get a computer to do what they want it to do. The subject is highly creative and allows students to develop key transferrable life skills like problem solving, resilience and independence, through studying programming in a fun and interesting way. The course is a mixture of theory and practical program development.
<b>What will I do on the course?</b>
Computer Science is a practical and theory-based subject. Students will develop their problem-solving skills and learn how to write solutions in programming language for the computer to execute. Computer Science will encourage students 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 de-bugging 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.
<b>How is this course assessed?</b>
<b>Paper 1: Computer Systems – 80 Marks – 50% of GCSE</b> Systems Architecture; memory; storage; wired and wireless networks; network topologies, protocols and layers; system security; system software; ethical, legal, cultural and environmental concerns. <b>Paper 2: Computational Thinking, Algorithms and Programming – 80 Marks - 50% of GCSE</b> Algorithms; programming techniques; producing robust programs; computational logic; translators and facilities of languages; data representation. <b>Programming Project: 20 hours timetabled lessons – Mandatory Practical Project</b> The programming project develops a student's ability to use the knowledge and skills gained through the course to solve a problem. Students will be expected to follow a systematic approach to problem solving, consistent with the skills.
<b>What can I do with this course?</b>
Technology is in every aspect of society; every industry uses computers and an understanding of Computer Science not only trains students to think logically, but prepares them for the future. Studying Computer Science will give students a competitive advantage across a wide range of careers.
<b>Where can I get further information?</b>
For further information please contact: Mr Saunders <a href="mailto:saundersp@rs.rklt.co.uk">saundersp@rs.rklt.co.uk</a>





## GCSE Design Technology

<b>Course outline</b>
The 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.
<b>What will I do on the course?</b>
During the first year of the course students begin with varied projects to build skills and develop knowledge of the design and making process. This includes learning about 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 wide 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 design, 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.
<b>How is this course assessed?</b>
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.
<b>What can I do with this course?</b>
Design Technology is a very important subject. Logical, creative and practical, it is the only opportunity students have to apply what they learn in Maths and Science - directly preparing them for careers in the worlds of engineering, architecture, design and manufacture.
<b>Where can I get further information?</b>
For further information please contact: Mrs Phelps: <a href="mailto:phelpsa@rs.rktf.co.uk">phelpsa@rs.rktf.co.uk</a>



## GCSE Drama

<b>Course outline</b>
GCSE Drama is an AQA qualification and is graded on the 1-9 system. There are three components which cover understanding and devising drama along with exploring studying texts in practice.
<b>What will I do on the course?</b>
<b>Component 1: Understanding Drama</b> 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.
<b>Component 2: Devising Drama</b> 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.
<b>Component 3: Texts in Practice</b> 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.
<b>How is this course assessed?</b>
Component 1: externally marked by examiner written exam worth 40%. Component 2: internally marked and externally moderated worth 40%. Component 3: externally marked by a visiting examiner worth 20%.
<b>What can I do with this course?</b>
This course is a good foundation for going on to study drama, theatre and performing arts at further and higher education level. We believe that this subject is important to develop transferable skills for the modern world and skills which employers in all fields would find favourable such as: good communication and listening skills; confidence; self-presentation; teamwork and collaboration; resilience and determination.
<b>Where can I get further information?</b>
For further information please contact: Mrs McLurg <a href="mailto:Mclurga@rs.klt.co.uk">Mclurga@rs.klt.co.uk</a>



## GCSE Economics

### Course outline

GCSE Economics covers the main areas of how markets work and how the economy works. Students study a broad range of topics when looking at how markets work, including the fundamentals of economic activity, how prices are determined in a market, why do consumers demand certain goods, how do organisations operate profitably and how markets can fail.

When learning how the economy works, students cover areas including interest rates, government spending, unemployment, the distribution of income, international trade and the global economy. The GCSE Economics course gives students an opportunity to study the fast-moving real world economic issues that impact us all.

### What will I do on the course?

In GCSE Economics, students have the opportunity to develop an in-depth economic understanding and apply this to national and global economic situations. Real world economics is dynamic and fast moving, which makes learning about it so interesting. Students will also develop a range of quantitative skills and an ability to analyse and interpret economic data and figures. Students also study the wider economic issues, such as the uneven allocation of resources globally and the state of developing economics around the world.

### How is this course assessed?

At the end of Year 11, students will sit two GCSE Economics exams:

Paper 1: How markets work. 1 hour 45 minutes exam. 80 marks. 50% of total GCSE grade.

Paper 2: How the economy works. 1 hour 45 minutes exam. 80 marks. 50% of total GCSE grade.

### What can I do with this course?

GCSE Economics can lead to taking A Level Economics and / or Business in the Sixth Form as one of your subject choices. A number of students progress to university Post-18 to study Economics related degree courses. Economics careers include banking and accountancy, consultancy, actuary, or working in the public sector.

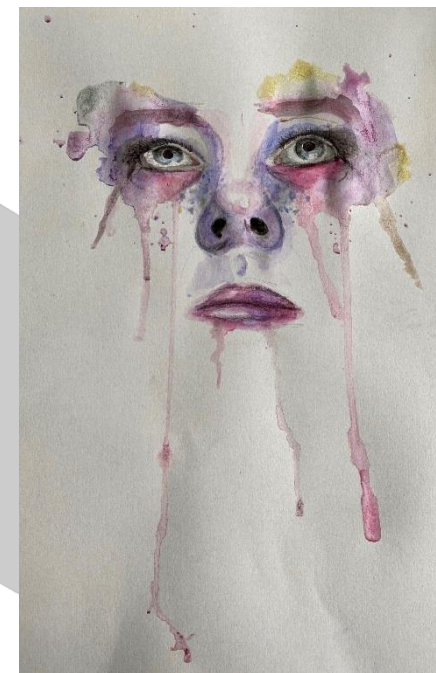
### Where can I get further information?

For further information contact Mr McMahon: [McMahonJ@rs.rkft.co.uk](mailto:McMahonJ@rs.rkft.co.uk)



## GCSE Fine Art

<b>Course outline</b>
GCSE Fine Art has a focus particularly on traditional art skills including drawing and painting. There is also scope for Students to explore other Arts forms such as Printmaking, Illustration, 3D Art, photography and many more. Students will create a portfolio of supporting work and a sustained project. They will also complete an externally set assignment at the end of the second year.
<b>What will I do on the course?</b>
In GCSE Fine Art students respond to the work of other artists, photographers and sculptors and develop skills in drawing, painting, printing, collage and 3D making. Themes such as natural forms, Still life and portraiture provide a starting point for students to create expressive and personal work.
<b>How is this course assessed?</b>
GCSE Fine Art is assessed by portfolio, which is the sustained project and supporting work, and the externally set assignment. The portfolio (Unit 1) counts towards 60% of the final grade, and the externally set assignment (Unit 2) is worth 40% of the final grade. The externally set assignment takes the form of another project, with a theme chosen from those set by the exam board. Students produce preparatory work and then complete their project during 10 hours, working in exam conditions in the art room. The exam is practical and there is no theory-based written paper. Assessment Objectives are the same for Units 1 and 2 and are equally weighted.
<b>What can I do with this course?</b>
GCSE Fine Art offers transferable skills of creative thinking, research and presentation. This course is ideal if students wish to pursue a creative course or career in the future, for example architecture, graphic design, or illustration.
<b>Where can I get further information?</b>
For further information please contact Mrs McLurg: <a href="mailto:Mclurga@rs.rktf.co.uk">Mclurga@rs.rktf.co.uk</a>



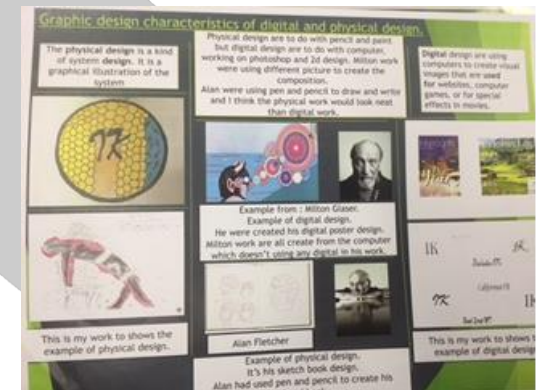
## GCSE Food Preparation and Nutrition

<p><b>Course outline</b></p> <p>The 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. This subject links to the study of food preparation with an understanding of the scientific principles underlying the cooking of foods. Students will have the opportunity to explore and learn more complex practical skills linking these to specific situations and target groups.</p>
<p><b>What will I do on the course?</b></p> <p>During the first year, students will produce a variety of products to build skills and knowledge of the functions and properties of food.</p> <p>In the second year the students will work on two assessed tasks:</p> <p>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.</p> <p>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 period of no more than three hours, planning in advance how this will be achieved.</p>
<p><b>How is this course assessed?</b></p> <p>External Examination (50%)</p> <p>NEA1 – Science based assessment</p> <p>NEA2 – Practical based assessment including a three-hour practical examination</p> <p>NEA1 and NEA2 (50%)</p>
<p><b>What can I do with this course?</b></p> <p>This course links well to the Level 3 Diploma in Food Science and Nutrition offered in the Sixth Form. This subject links to careers including Food Science, Sports Nutrition, Dietetics, roles within the hospitality and catering industry, food marketing and food photography.</p>
<p><b>Where can I get further information?</b></p> <p>For further information please contact Miss Parker: <a href="mailto:parkerm@rs.rklt.co.uk">parkerm@rs.rklt.co.uk</a></p>



## NCFE Graphic Design (Technical Award)

<b>Course outline</b>
The graphics course is a form of visual communication combining images, words and ideas to convey information to an audience. It involves designing print or electronic forms of visual information for advertisement, publication, or a website. This qualification focuses on an applied study of the graphic design sector where students create a portfolio of graphics work and gain a broad understanding and knowledge of graphic design.
<b>What will I do on the course?</b>
Over the two-year course students will identify and experiment with graphic design components, learn about graphic designers, their work and working within the industry. As future Graphic Designers, students will learn to think creatively around a design brief and build on many design and presentation skills learnt in Key Stage 3, helping them to refine and select ideas. Part of the course requires students to produce a graphic design portfolio where they will confidently demonstrate their effective use of available resources and techniques. The qualification introduces students to realistic graphic design briefs, where they will explore the requirements and develop some possible ideas to meet this brief. Throughout, students will be guided through the development process and will be given the appropriate materials to present their final graphic design. Students will also be required to analyse their work and review how they have met the brief.
<b>How is this course assessed?</b>
Internally assessed portfolio of evidence and an externally set task-based NEA assessment 60%
<b>Written Examination 1hr 30 mins 40%</b>
<b>What can I do with this course?</b>
This course is aimed at students who are interested in any aspect of graphic design, including sourcing ideas and design. This can prepare students for professions in creative industries such as animation, game design, logo design and illustration.
<b>Where can I get further information?</b>
For further information please contact Mrs Phelps: <a href="mailto:phelpsa@rs.rkt.co.uk">phelpsa@rs.rkt.co.uk</a>



## Cambridge National in Health and Social Care



### Course outline

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. The completed course is made up of three units:

- one externally assessed unit (exam)
- two centre-assessed units (NEA)

### What will I do on the course?

#### Compulsory Units:

#### Principles of care in health and social care settings

In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care, such as the rights of service users, person-centred values and effective communication.

#### Supporting individuals through life events

In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.

#### Optional Units:

Students will complete one of the following units:

- **Creative and therapeutic activities** - In this unit you will research therapies and learn about how they can benefit people. You will also learn about the benefits of creative activities, and you will plan and deliver a creative activity to a group or individual.
- **Health promotion campaigns** - In this unit you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign.

### How is this course assessed?

External exam – 1 unit (40%). Controlled NEA coursework and practical assessments – 2 units (30% each)

### What can I do with this course?

This course supports students to progress to study Level 3 qualifications in a range of A Levels or other vocational qualifications in Health and Social Care. This prepares students to enter employment or apprenticeships, or to move on to higher education by studying aspects of health or social care.

### Where can I get further information?

For further information please contact Mrs Daly: [Dalys@rs.rklt.co.uk](mailto:Dalys@rs.rklt.co.uk)



## Level 2 Hospitality and Catering

<b>Course outline</b>
<p>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 students who are looking for a course that is practical in nature. The vocational qualification in food will give students the opportunity to develop an understanding of:</p> <ul style="list-style-type: none"><li>• practical food preparation skills and techniques.</li><li>• meal and menu planning.</li><li>• cooking methods and recipes.</li><li>• commercial practice.</li><li>• career opportunities in the catering sector.</li><li>• food hygiene and safety.</li></ul>
<b>What will I do on the course?</b>
<p>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. Students 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.</p> <p>During the first year, students begin to build skills and knowledge in food preparation. Students then progress on to their chosen major project. In addition to this, students study the theory of the hospitality and catering industry, health and safety and nutrition to prepare them for the examination.</p>
<b>How is this course assessed?</b>
<p>External Examination (40%). NEA – Practical based assessment including a three-hour practical examination 60%.</p>
<b>What can I do with this course?</b>
<p>This course links well to the Level 3 Diploma in Food Science and Nutrition offered in the Sixth Form. This subject links to careers including Food Science, Sports Nutrition, Dietetics, roles within the hospitality and catering Industry, food marketing and food photography.</p>
<b>Where can I get further information?</b>
<p>For further information please contact Miss Parker: <a href="mailto:parkerm@rs.rklt.co.uk">parkerm@rs.rklt.co.uk</a></p>





## GCSE Music

<b>Course outline</b>
The GCSE qualification graded 9-1 follows the AQA specification and focuses on the three main strands of performing, composing and understanding music.
<b>What will I do on the course?</b>
The GCSE course has three components <b>Component 1: Understanding Music (40%)</b> Students will learn new keywords and practise their listening skills. This unit involves learning about some specific pieces of music set by the exam board and answering questions about their content and context. Although students will be expected to use staff notation and develop an understanding of music theory, this component focuses more on being able to identify, describe and explain the use of musical elements in music that students hear. <b>Component 2: Performing Music (30%)</b> Students will be required to perform one solo and one ensemble piece of music on an instrument or voice. Students 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 them 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, although performing to around grade 3 is perfectly acceptable. <b>Component 3: Composing Music (30%)</b> Students will work on two compositions using Cubase or Sibelius software and will then produce a written commentary and programme notes about both pieces. These compositions are worked on in lessons over an extended period of weeks.
<b>How is this course assessed?</b>
Performance and composition work are internally assessed by teachers and externally moderated. Understanding Music is assessed through a final written examination taken at the end of the course.
<b>What can I do with this course?</b>
We offer both A Level Music and/or Music Technology in the Sixth Form. Studying music can lead to a wide range of degree courses and careers in the music industry ranging from performing, producing, composing, technical crew, teaching and countless other roles within the music industry.
<b>Where can I get further information?</b>
For further information please contact Mr Durbin: <a href="mailto:DurbinR@rs.rkt.co.uk">DurbinR@rs.rkt.co.uk</a>



## BTEC Tech Award in Performing Arts

<b>Course outline</b>
This is a Pearson qualification and has a vocational context where students can gain a qualification grade of pass, merit or distinction*.
<b>What will I do on the course?</b>
<p><b>Component 1: Exploring the Performing Arts</b></p> <ul style="list-style-type: none"> <li>• explore performance styles, creative intentions and purpose, investigate how practitioners create and influence what is performed;</li> <li>• discover performance roles, skills, techniques and processes.</li> </ul> <p><b>Component 2: Developing Skills and Techniques in the Performing Arts</b></p> <ul style="list-style-type: none"> <li>• take part in workshops, classes and rehearsals;</li> <li>• gain physical, interpretative, vocal and rehearsal skills;</li> <li>• apply these skills in performance;</li> <li>• reflect on progress, performance and how to improve.</li> </ul> <p><b>Component 3: Performing to a Brief</b></p> <ul style="list-style-type: none"> <li>• use the brief and previous learning to come up with ideas;</li> <li>• build on their skills in classes, workshops and rehearsals;</li> <li>• review the process using an ideas and skills log;</li> <li>• perform a piece to a chosen audience;</li> <li>• reflect on their performance in an evaluation report.</li> </ul> <p>BTEC Tech Award is assessed with performance-based tasks and continuous assessment and assignments, rather than written exams.</p>
<b>How is this course assessed?</b>
Component 1: internally assessed and externally verified worth 30%
Component 2: internally marked and externally verified worth 30%
Component 3: externally set brief from exam board which is externally marked worth 40%
<b>What can I do with this course?</b>
This course is a good foundation for going on to study drama, theatre and performing arts at further and higher education level, and this subject is also important for developing transferable skills for the modern world and skills which employers in all fields would look for.
<b>Where can I get further information?</b>
For further information please contact: Mrs McLurg: <a href="mailto:Mclurga@rs.rklt.co.uk">Mclurga@rs.rklt.co.uk</a>



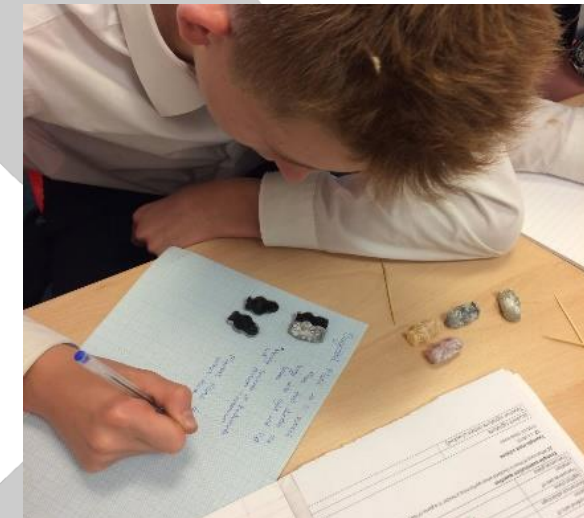
## GCSE Philosophy and Ethics

<b>Course outline</b>
Students who choose to study GCSE Philosophy and Ethics will follow the AQA Religious Studies Course with units on: Philosophy and Ethics with a focus on Christianity and Buddhism.
<b>What will I do on the course?</b>
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 such as on the death penalty and nuclear weapons. Students 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. We will also look at the key beliefs of both Christianity and Buddhism to understand their philosophical perspectives further.
Students will develop 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.
<b>How is this course assessed?</b>
This GCSE is assessed through two exam papers worth 50% each of the overall GCSE, which take place at the end of the two-year course. Each of the two units involve answering a 1 hour 45 minutes written exam paper.
<b>What can I do with this course?</b>
The analytic and debate skills students develop on the course are important for careers in law, politics, business and journalism. Also, as the course looks at current affairs and real-world issues, it can be useful for those interested in medical professions (doctors and nurses), social work and police.
<b>Where can I get further information?</b>
For further information contact: Mrs Bulmer <a href="mailto:Bulmern@rs.rklt.co.uk">Bulmern@rs.rklt.co.uk</a>



## GCSE Physical Education

<b>Course outline</b>
This course is a mixture of both theory and practical. Students will have the opportunity to develop skills and techniques in both individual and team sports. Students will learn the makeup of our anatomy and physiology and how they contribute to physical activity and sport to improve our 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.
<b>What will I do on the course?</b>
Students will study many theoretical aspects that surround the world of physical activity and sport. These include: <ul style="list-style-type: none"><li>● Applied anatomy and physiology;</li><li>● Health, fitness and well-being;</li><li>● Sport psychology;</li><li>● Socio-cultural influences.</li></ul>
As well as developing their practical performance in a range of practical activities. Students must select three activities to be assessed in, one team sport/one individual and one from either of the two. They will also carry out an AEP (Analysis and Evaluate Performance) which requires students to select an area to develop in their own practical performance and design an action plan to improve this aspect of performance.
<b>How is this course assessed?</b>
<b>Two theory exams at the end of Year 11 worth 60%</b> <ul style="list-style-type: none"><li>- Component 1 (Paper 1) 30%: Applied anatomy and physiology/physical training</li><li>- Component 2 (Paper 2) 30%: Socio-cultural influences/sports psychology/health, fitness and well-being</li></ul>
<b>Practical Performance and Coursework element worth 40%</b> <ul style="list-style-type: none"><li>- Component 3 30%: Practical performance (choice of 46 activities)</li><li>- Component 4 10%: Analysing and Evaluating Performance</li></ul>
<b>What can I do with this course?</b>
This course is a fantastic opportunity for those students who have a passion for physical activity and sport. And those that would want to pursue a career in the sports industry. It is also useful for those students that have a keen interest in other subjects such as Biology, Sociology and Psychology.
<b>Where can I get further information?</b>
For further information please contact Mr O'Sullivan <a href="mailto:OsullivanR@rs.rklt.co.uk">OsullivanR@rs.rklt.co.uk</a>



## BTEC Tech Award in Sport, Activity and Fitness

<b>Course outline</b>
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 students the opportunity to develop sector-specific knowledge and skills in a practical learning environment and students will be assessed both internally and externally.
<b>What will I do on the course?</b>
<b>Component 1: Understand the Body and the Supporting Technology for Sport and Activity</b> Students will explore body systems, common sports injuries and technological advances that impact on sport and activity.
<b>Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity (exam unit)</b> Students will explore how training, nutrition and psychological factors contribute to engagement in sport and activity.
<b>Component 3: Applying the Principles of Sport and Activity</b> Students will study the attributes of a successful sports leader and the physical and psychological benefits for the people taking part in their sessions. Students will then plan and lead an engaging activity session.
<b>How is this course assessed?</b>
There are three components in total. Two are assessed through coursework throughout Year 10 and Year 11. One component is examined in the form of a one and a half-hour exam at the end of Year 11.
<b>What can I do with this course?</b>
This course is a fantastic opportunity for those students that have a passion for physical activity and sport and want to take BTEC Sport at KS5. Also, for those that would want to pursue a career in the sports industry.
<b>Where can I get further information?</b>
For further information please contact Mr O'Sullivan <a href="mailto:OsullivanR@rs.rklt.co.uk">OsullivanR@rs.rklt.co.uk</a>



## Enrichment and Employability Programme

<b>Course outline</b>
This programme provides an opportunity for students to experience new activities, boost their confidence and gain skills that will help with their progression to Post 16 study or Apprenticeships.
<b>What will I do on the course?</b>
This is a practically based programme made up of a series of units that cover a broad range of topics. Students will experience practical lessons that will support skill development alongside written projects that will help to document the knowledge acquired during the programme. Units will include: <ul style="list-style-type: none"><li>• Personal and Social Development – Small group work aimed at improving social and communication skills.</li><li>• Life Skills – Practical and project-based activities that cover Money Management, Staying Safe and Basic Cooking.</li><li>• Health and Wellbeing – An opportunity to create and carry out personal fitness and lifestyle programmes.</li><li>• Active Citizenship – Working as part of a team to complete a community project aimed at making a positive impact on the local community.</li><li>• Business and Enterprise – A great chance to put the entrepreneurial skills of our students to the test with a Dragon's Den style challenge.</li></ul>
<b>How is this course assessed?</b>
This programme is all coursework with no examinations. Some of the units covered are accredited by external bodies, but certification is not at the same level as GCSE courses.
<b>What can I do with this course?</b>
This programme will provide excellent evidence and experience that can be used in applications to Post 16 study or apprenticeships. The skills developed will strengthen any personal statement and will be invaluable in an interview situation.
<b>Where can I get further information?</b>
For further information contact Mr Royles: <a href="mailto:RoylesD@rs.rklt.co.uk">RoylesD@rs.rklt.co.uk</a>

