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Year 9

Pathways Guide



@Delta_RASA



www.theallsaints.net



Introduction

Your son/daughter is approaching another very important stage in their educational journey. With the beginning of Key Stage 4 only 2 terms away, it is now necessary for us all to spend a considerable amount of time, to support your child as they consider which qualification routes to follow.

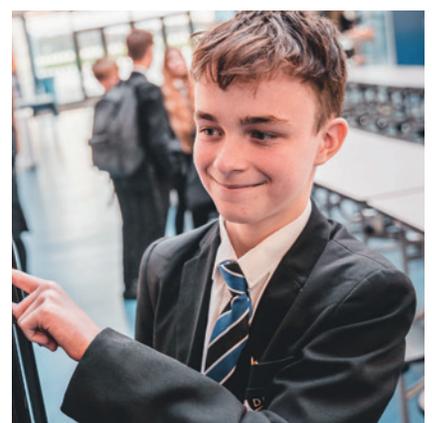
Rossington All Saints Academy provides a broad and balanced curriculum which engages and challenges our students so that they achieve the best possible range of qualifications to enable their future aspirations to be fulfilled. The curriculum is designed to offer students a diverse and coherent choice of courses and learning experiences so that they develop skills and knowledge that remain with them long after examinations. This is so our students leave school as confident and independent life-long learners, equipped with the transferable skills needed to thrive in a changing world.

Students will take a suite of compulsory core subjects at GCSE however they will also be able to choose from a wide range of optional subjects. Some of the subjects will be familiar to you, some will be new. This pack and the parents evening on 26th February are designed to give you the information to help you make the best choices.

It is important that you read through this pack and speak to your son/daughter and their teachers; and if they are thinking of a career path, talk to the careers staff at the academy. The choices have to be right for your child so they need to think about the subjects they need, enjoy or interest them. They also need to think about the ways in which they learn best.

Aim high, choose wisely and work hard.

Regards,
Mr Oldfield



Timeline of events:

26th

Options Information Assembly

This will take place in school, students will receive initial information about the options process.

26th February 2026

26th

Year 9 Options Parent Event

This will take place in school, students will receive initial information about the options process.

26th February 2026

June

Options Finalised

June 2026



Students Moving From

Students will select an option from each of the option blocks that are outlined below. It is important that students consider their options carefully and ensure they have asked any questions they may have about subjects before making their options.

EBacc pathway



Non-EBacc pathway



Y9 into Y10

- All students will be asked to pick either History or Geography, as we believe this ensures students have a broad and balanced curriculum which employers and further education establishments value highly. (see later section on the English Baccalaureate)
- Students who wish to progress on to leading Universities would need to follow the EBACC suite of qualifications which would mean that they would need to study Spanish and select either History or Geography within their options set.
- We have ensured that the options available provide as much flexibility as possible so that students are able to select the courses they wish to study. Please note however that not all courses may run if student numbers are insufficient.
- The subjects offered in our blocks include GCSEs alongside other level 1/2 qualifications which may include BTEC First Awards, BTEC Tech Awards or OCR Cambridge National Certificates.



If you have any questions please speak to any of the senior staff on the evening.

Completing the pathways form

All students will be issued with a link to an options form. Please follow the instructions on the form.



Year 9 Options

Course offers to students

We offer a 'free choice' of subjects at Rossington All Saints Academy and have done so for a number of years now with a very high success rate of students getting their wishes. We try to ensure that you obtain all your choices; however, I wish to make it very clear that in some cases it will not be possible to meet the combination of subjects chosen by some students. Whether or not we can meet your choices depends on:

- (1) the number of students that choose each option - we can only offer a limited number of places in any given subject due to staffing considerations or indeed if too few choose the subject it may be unviable.
- (2) your aptitude and record in the subject – if there is a history of lack of engagement in the subject then you may be questioned as to the reasons behind your choice
- (3) in some cases, the combination of subjects chosen by a small number of students will not work due to their final place on the timetable. In these cases, the student will be advised about the problem and given a chance to reconsider their choice. One to one meetings will be arranged to discuss any of these issues if they arise.

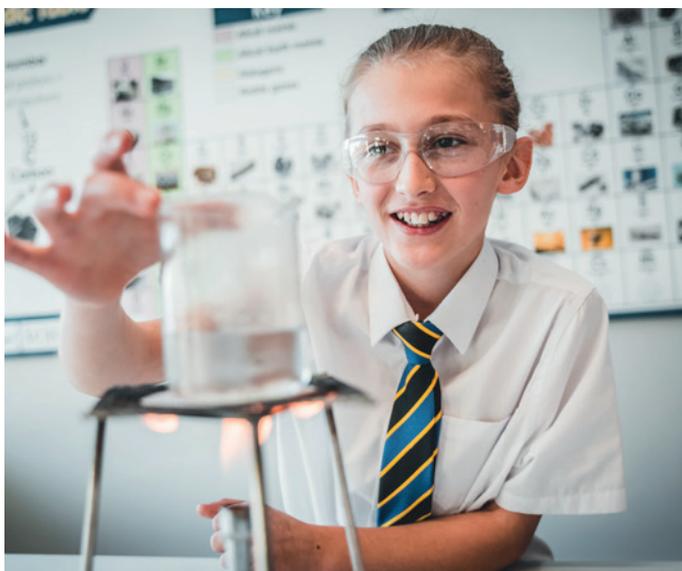
Course offers to students

GCSE's are graded on a 9-1 scale rather than the previous A*-G scale. The reformed GCSE's are more demanding and designed so that all the examinations are taken at the end of the course. Non exam assessment is mainly reduced or in some cases removed completely.

The table outlines the governments view on how the 9-1 scale looks when compared to the A*-G scale.



Previous GCSE Grade	Current GCSE Grade
A* (Top 20% of current A*)	9
A* (Bottom 80* of current A*)	8
A	7
B	6
C (Top third of current C)	5
C (Bottom 2 thirds of current C)	4
D	3
E	2
F	1
G (Top half of current G)	1
U	0



Year 9 Pathways

English Baccalaureate

The English Baccalaureate (EBacc) is a performance measure in school league tables that was introduced in 2010. The measure recognises those students who achieve a GCSE grade “standard pass” in English, Maths, two sciences (not including vocational science), a modern foreign language and either Geography or History. It is not a qualification in itself and is currently not certificated for students achieving the EBacc combination of subjects.

The purpose of the EBacc, as stated by the Government, is to encourage students to achieve a broad set of academic GCSE qualifications. At Rossington All Saints, students have always been able to study the EBacc combination of subjects and this will continue as it means students gain experience in a broad range of subjects at Key Stage 4. However, for some students a different combination of subjects may be better suited to their strengths and interests and the requirements of their post-16 route.

Making good choices

Making the right choice of courses at Key Stage 4 is very important because it may affect a student's progression after Year 11 and possibly their future career opportunities. Option choices will also determine the number, type and grade of qualifications a student will achieve as well as their enjoyment of Years 10 and 11. Therefore, the decision making involved in the options process deserves careful consideration of the information, advice and guidance provided by the school. Students should also remember the following three questions to help them choose the best combination of courses:

1. **What am I good at and what courses will I succeed in?**

Recent progress reports and scores in assessments will help students to identify their areas of strength. If students are unsure about their ability to succeed in a particular course, they should ask their subject teacher.

2. **What am I interested in and enjoy?**

Most students can quickly identify their favourite lessons but it is important to make sure students choose a course because they find the subject interesting rather than just because they like the teacher or the group of friends in their current Year 9 class.



3. **What qualifications do I need for my next step after Year 11 and beyond?**

One of the most important outcomes of Key Stage 4 is that students achieve the qualifications that they need for progression to their desired next step after Year 11 and in their long term aspirations. If students are clear about what career they wish to pursue they should seek advice about relevant courses. At this stage, many students will not know exactly what career they want to pursue so it is important to choose a broad and balanced combination of courses to keep their future options open, as explained above. However, it is important that students think ahead as much as possible and find out what qualifications they may need for their desired post-16 education. However, at this stage, students should not be overly concerned if they are unsure about what they want to do after Year 11, so long as they follow the advice of choosing a balanced curriculum to help keep their post-16 options open.

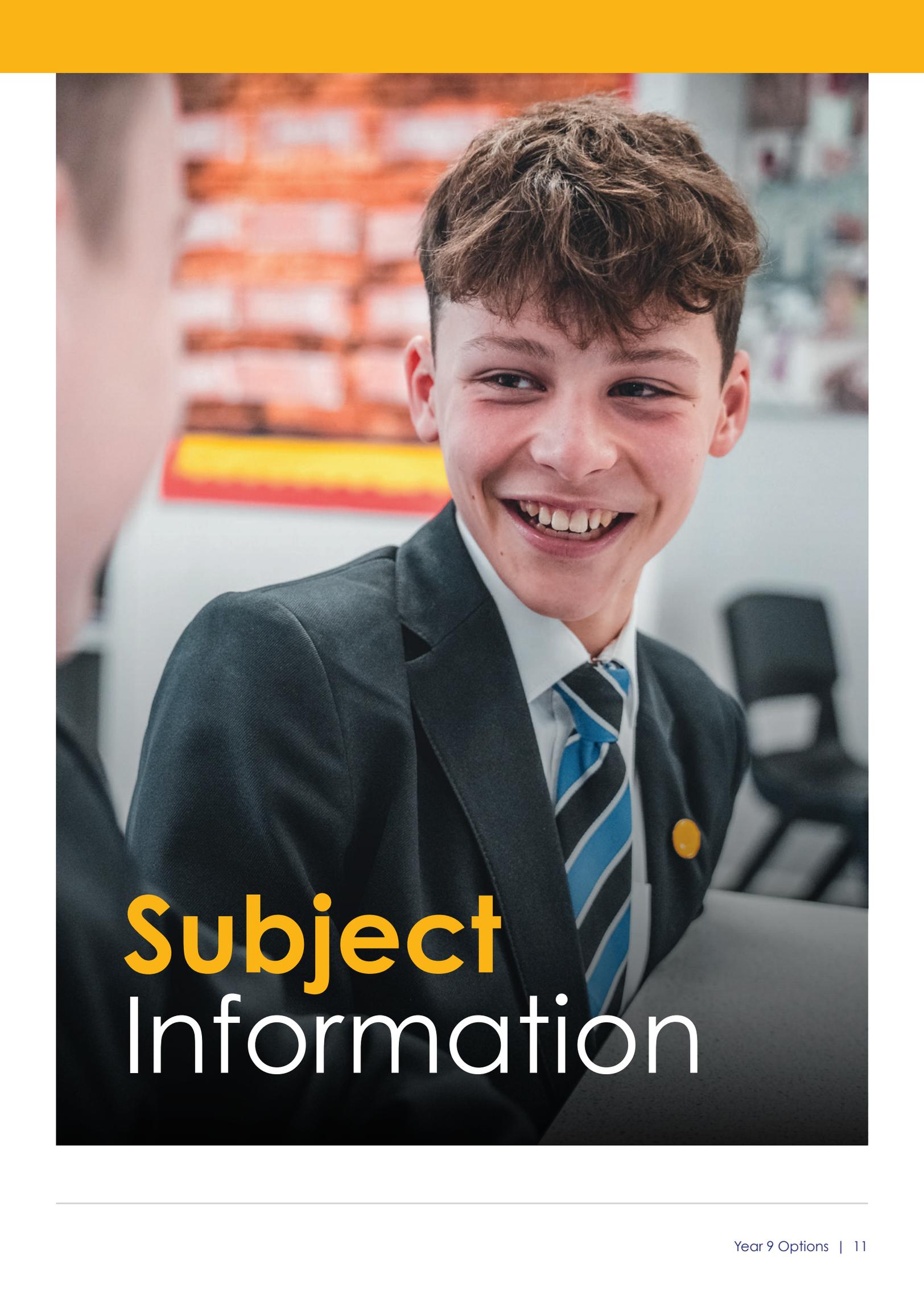
KS4 Pathways

Information, advice and guidance

The next section of this booklet provides subject specific information about the courses on offer. During Year 9 Parents and Pathways evening you will have the opportunity to have discussions with subject teachers about your child's suitability for KS4 courses, there will also be taster events planned for your child to attend during the school day. I have included a list of relevant key staff who you may also want to speak to. In the meantime, students should be proactive in discussing their option choices with their parents and seek advice and guidance as appropriate.



Staff Name	Area of expertise
Subject Teacher	<ul style="list-style-type: none"> • Subject specific information • Suitability for course • Taster sessions • Student Data
Learning Manager	<ul style="list-style-type: none"> • Booking guidance meetings
Miss Wainwright	<ul style="list-style-type: none"> • SENCO information
Careers Professional	<ul style="list-style-type: none"> • Careers advice and guidance (meetings are held in the small room next to the LRC.)
Senior Team	<ul style="list-style-type: none"> • Options process • One to One meetings • Technical Support • Curriculum model • GCSE Reforms and Grading Structure

A young boy with brown, wavy hair is smiling broadly, showing his teeth. He is wearing a dark grey school blazer over a white shirt and a blue and black striped tie. A small yellow badge is pinned to his blazer. The background is a classroom with a brick wall and a Spanish flag. The text 'Subject Information' is overlaid on the bottom left of the image.

Subject Information

English Language and English Literature

Course Summary

This course is worth two GCSEs and incorporates a wide range of skills and techniques. Studying English Language and Literature should allow students to:

- Identify and interpret information from a text.
- Explain and comment on how writers use language and structure to achieve effects.
- Compare writer's ideas and perspectives.
- Critically evaluate texts and support ideas with relevant textual support.
- Communicate clearly and effectively by selecting an adapting tone.
- Use a range of vocabulary, sentence structures, spelling and punctuation accurately.
- Plus a range of speaking and listening skills.

Students suited to the course

All students by the end of Key Stage 3 will be expected to complete GCSE English Language and Literature.

Course Structure

The course will compose of two written exams for GCSE Language which will cover creative writing, transactional writing and reading of fiction and non-fiction texts. In GCSE Literature students will be exposed to a range of literature across the 19th, 20th and 21st centuries and will include poetry, novels and drama.

Again, literature will be assessed through two external examinations.

Assessment Methods

English will be assessed by 100% terminal examination at the end of KS4.

Possible Progressions

This course will provide a foundation for a variety of progression routes. Virtually all 6th form courses and employers require a GCSE in English and this course would provide access to Level 3 courses. Also, you would need a B grade to study A level in 6th Form. Good English qualifications are also sought after when applying to university.



Contact:

Mr Hooton

Edexcel GCSE

Mathematics

Course Summary

A GCSE in Mathematics should allow students to:

- Develop knowledge, skills, and understanding of mathematical methods
- Acquire and use problem-solving strategies
- Select and apply mathematical techniques and methods to real-world situations
- Reason, make deductions, and draw logical conclusions
- Interpret and communicate mathematical information in various ways

Students suited to the course

All students by the end of Key Stage 3 will be expected to complete Edexcel GCSE Mathematics.

Course Structure

Learners will be equipped with the skills to break down complex functional problems and solve through a variety of methods and styles. The increase in content requires learners to show greater independence in their studies if

they are to get the most out of the course. Learners will achieve a Grade 1 to 9 by the end of Year 11.

Assessment Methods

There is one assessment period for the Linear exam — in June at the end of Year 11.

The assessment comprises of three exams (2 with calculator), each paper could assess any aspect of the course content.

Students will be on a higher or foundation pathway. The pathway chosen will allow the student the best opportunity to maximise their potential within the subject.

Students taking the foundation pathway will be able to achieve up to a grade 5, which is considered a good pass.

Students taking the higher pathway will be able to achieve up to a grade 9.

Students will be sitting their final examinations using the Edexcel exam board.

Possible Progressions

Students who complete the Maths GCSE at grade 6 or better are well equipped to continue their study of Maths at A-level. Good Maths qualifications are also sought after when applying to University.

Essential Equipment

Scientific Calculator—this is of paramount importance. The new GCSE specification makes it essential that students have their own calculator and they become familiar with how to use it.

The recommended calculator of choice is Casio Classwiz Scientific Calculator Black FX-83GTCW

Students are advised to make use of SPARX Maths (<https://www.sparxmaths.uk/>) this will consolidate their class work through both weekly homework and independent study.



Contact:

Miss Coates

AQA GCSE

Combined Sciences Trilogy

Course Summary

This pathway offers you the chance to study Biology, Chemistry and Physics modules. At the end of the three year course you will be awarded with 2 GCSE grades in Combined Science.

Students suited to the course

Students should enjoy learning science in a classroom environment. Students will have studied Science at Key Stage 3 and have an inquisitive nature about the world they live in.

Essential Equipment

Scientific Calculator—this is of paramount importance. The new GCSE specification makes it essential that students have their own calculator and they become familiar with how to use it. The library sells calculators (£8) but they can also be purchased elsewhere. The recommended calculator is Casio Classwiz Scientific Calculator Black FX-83GTCW.

Assessment Methods

Each module (Biology, Chemistry and Physics) is split into two equally sized units that focus upon different content. Each module is assessed

through two terminal examinations (one for each unit) at the end of Year 11, hence you will be assessed through 6 examinations in total. Within these examinations you will be assessed on your subject knowledge, application of knowledge, data interpretation and practical skills. Students will be awarded grades using the new 9 – 1 numerical system.

Possible Progressions

This qualification allows you to access A-Level and equivalent courses, progressing to Degree level. This is ideal for students wishing to pursue a career in: medicine, veterinary nursing, laboratory work, physiotherapy, forensic science, environmental work, dentistry, teaching and skilled trade work.

Useful Websites

- BBC Bitesize
- AQA Science

Students are advised to make use of SPARX Science (www.sparxscience.com). This will consolidate their classwork through both weekly homework and independent study.



Contact:

Mr Moody

AQA GCSE (Biology, Chemistry & Physics)

Separate Sciences

Course Summary

This well-respected academic pathway consists of three separate GCSEs: Biology, Chemistry and Physics. At Rossington All Saints Academy you will follow the AQA specification. You will be awarded a grade for each GCSE, one in each of the sciences. This course is particularly suited to students that wish to study Science at higher and further education.

Essential Equipment

Scientific Calculator - this is of paramount importance. The new GCSE specification makes it essential that students have their own calculator and that they become familiar with how to use it. The library sells calculators (£8 each) but they can also be purchased elsewhere. The recommended calculator is Casio Classwiz Scientific Calculator Black FX-83GTCW.

Students suited to the course

Triple Science is suited to high attaining students in Science and Mathematics. Students should demonstrate a flair for science, enjoy discussing topical issues and have an enquiring mind about the world around them.

Course Structure

The course will last three years and be taught by specialist science teachers. Lessons in each subject will include scientific theory, practical applications and How Science Works. A sample of topics include evolution, genetics, atomic structure, nanotechnology, space and electronics.

Assessment Methods

Biology, Chemistry and Physics GCSEs consists of two equally sized units that focus upon different content. Each subject is assessed through two terminal examinations (one for each unit) at the end of Year 11. Within these examinations you will be assessed on your subject knowledge, application of knowledge, data interpretation and practical investigation skills. Students will be awarded grades using the new numerical 9 – 1 system.

Possible Progressions

These qualifications can lead directly to A-Level Biology, Chemistry and Physics and eventually to a wide range of university and college courses. Possible career options may include: medicine, dentistry,

veterinary science, forensics, environmental science and specialist research opportunities.

Useful Websites

Students are advised to make use of SPARX Science (www.sparxscience.com). This will consolidate their classwork through both weekly homework and independent study.



Contact:

Mr Moody

AQA GCSE

Geography

Course Summary

The new AQA GCSE accredited in 2016 offers a variety of different topics covering both human and physical Geography, as well as allowing students to experience fieldwork in different locations. It aims to give students the chance to investigate the link between the human and physical themes and examine the battles between the natural and man-made worlds. Learners will develop the skills necessary to conduct framed enquiries in the classroom and in the field in order to develop their understanding of specialised geographical concepts and current geographical issues.

Students suited to the course

- Confident in exam situations and enjoys academic subjects
- Enjoys fieldwork visits and carrying out investigations
- An interest in environmental issues and the way the world works

Possible Progressions

Apart from enjoying the course and being a lot more aware of the world around you, GCSE Geography is a solid basis for many

A level subjects. Students who have done well in Geography often study higher qualifications in subjects such as Environmental studies, Geology, Economics, and Sociology.

There are also many areas more directly related to Geography, such as Travel and Tourism, the environment, transport management, town planning, careers in airports and the armed services.

Course Structure

Living with the physical environment is split into 3 main topics:

'Natural hazards' (tectonic and weather hazards' causes and impacts on the world)

'The living world' (how ecosystems work in rainforests, deserts and polar regions)

'Physical landscapes' (the way the UK has been shaped by its coasts, rivers and past glaciers).

Challenges in the human environment is also split into 3 sections:

'Urban issues and challenges' (the impact that the world's rapidly increasing population is having on the way we live and the world around us).

'The changing economic world' (the causes and impacts of

different levels of wealth around the world and the changes that are occurring in the UK as a result of its changing wealth).

'The challenge of resource management' (how food, water and energy supplies can be managed globally and nationally to allow future generations to survive).

Geographical applications contains 2 sections:

'Issue evaluation' (interpreting a wide variety of sources to make an informed decision)

'Fieldwork' (complete 2 different types of fieldwork enquiry)

Assessment Methods

Unit 1: Living with the Physical Environment written exam 1h 30. —35% of the awarded grade

Unit 2: Challenges in the Human Environment written exam 1h 30—35% of the awarded grade

Unit 3: Geographical Applications written exam 1h 15 30% of the awarded grade

Contact:

Mr Greenin-Whitehead

Edexcel GCSE

History

Course Summary

Pupils will follow the 2017 Edexcel specification which explores many different periods and themes of history. Pupils develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience. They will engage in historical enquiry to develop as independent learners and as critical and reflective thinkers, whilst building on their confidence to ask and answer relevant questions about the past. Alongside this pupils will develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.

Students suited to the course

If you enjoy or are interested in studying History through the eyes of people who lived through the period, finding out about how people's lives have changed and how people in the past may have thought differently from us, debating and understanding why they are sometimes different, but equally valid points of view on the same subject then the GCSE History is the ideal subject for you. You need to enjoy applying your

knowledge, working in a classroom environment and self study and research. You should be confident in exam situations and working in a guided, structured way.

Course Structure

Paper 1) Medicine through time 1250-2000 (30% of the GCSE 1 hour and 15 minutes)

- Medieval / Renaissance / Industrial Age / Modern Era
- The Black Death – Responses to Pandemics / The Church / Improvements in surgery / The NHS
- Deep focus on the First World War – Injuries and Treatments

Paper 2) American West and Elizabeth I (40% of the GCSE 1 hour 45 minutes)

- The challenges facing Elizabeth – Was the Elizabethan Age a 'Golden Age'?
- The Spanish Armada and the successes of Elizabeth
- How did white settlers take control of America
- Who are the Native Americans / What are their beliefs?

Paper 3) Weimar Germany and the rise of the Nazi Party (30% of the GCSE 1 hour and 20 minutes)

- How and why did Germany lose the First World War?
- Who took control of Germany after the war? What were their success and failures?
- When did Hitler come to power? Who voted for Hitler?
- What did the Nazi state look like – Who did they persecute and why?

Possible Progressions

Apart from enjoying the course and being a lot more aware of the world around you, GCSE History is a solid basis for many A level subjects. Students who have done well in History often study higher qualifications in subjects such as Politics, Law, Economics, and Sociology. History also goes well with subjects such as English and languages. Many people working in law and accountancy have studied History because of the skills that can be developed in reasoning and arguing your point. There are also many areas more directly related to History, such as Travel and Tourism, museums, the media industry, libraries, government research, academic research and, of course, history teaching.

Contact:

Mr Greenin-Whitehead

Spanish

Course Summary

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish allows students to develop their ability to communicate in Spanish in both speech and writing. They will study language within a variety of thematic contexts relevant to their age and interests and will develop a greater awareness of the culture of Spanish-speaking communities and countries. Students will need to develop and use their knowledge and understanding of Spanish vocabulary and grammar progressively through their course of study.

Course Structure

The vocabulary in this qualification enables students to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs by studying the following topics:

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

Assessment Methods

Listening paper

Foundation tier: 45 minutes, including 5 minutes' reading time, 50 marks.

Higher tier: 60 minutes, including 5 minutes' reading time, 50 marks. 25% of the qualification

Reading paper

Foundation tier: 45 minutes, 50 marks

Higher tier: 60 minutes, 50 marks. 25% of the qualification

Speaking exam

Foundation tier: 7-9 minutes plus 15 minutes' preparation time; 50 marks

Higher tier: 10-12 minutes plus 15 minutes' preparation time; 50 marks. 25% of the qualification

Writing paper

Foundation tier: 1 hour 15 minutes; 50 marks.

Higher tier: 1 hour 20 minutes; 50 marks. 25% of the qualification

Students suited to the course

Students of all abilities with an interest in the Spanish culture as well as the language will be interested in this course. Students who wish to work in industries such as Business, Leisure, Travel and Hospitality sectors will find this subject a valuable asset as Spanish

is the second world language in international communication and the third as an international language of politics, economics and culture.

Students who have studied KS3 Spanish will be in a position to take this course.

Possible Progressions

Students can carry on to A level Spanish or pursue a career in one of the professions mentioned.

Useful Websites

www.linguascope.com

es.maryglasgowplus.com/students/features (Spanish news stories, updated weekly)

www.bbc.co.uk/education/subjects/z4dqxn

Contact:

Mrs Hudson

AQA GCSE

Art & Design (Photography)

Course Summary

Learners will be introduced to a variety of experiences and techniques when exploring a range of photographic disciplines. We will explore media, techniques and processes, including both traditional and new technologies. We will explore relevant genres, styles and images found within the disciplines of art and design. We will gain inspiration from others both past and present. We will draw for purpose and annotate to share our thoughts and opinions about our own work and the work of others. Responses to these examples will be shown through practical and critical activities which demonstrate the learners understanding of different styles, genres and traditions.

Students suited to the course

Students who want to gain:

- A personal interest in photography and an understanding of why art and design matters.
- Experience of the work practices of individuals, organisations and creative and cultural industries
- Understanding of art, craft and design processes, associated equipment and safe working practices

Course Structure

Area of study

Candidates should work in one or more areas of lens-based and light-based media such as those listed below. They may explore overlapping and combinations of areas:

- Portraiture
- Landscape photography (working from the built or natural environment).
- Still Life photography (working from natural or manufactured objects).
- Documentary photography, photo journalism, narrative photography, reportage.
- Fine Art photography, photographic installation
- Photography involving a moving image (television, film and animation).
- New media practice such as computer manipulated photography and photographic projections.

Possible Progressions

Students who take GCSE photography can progress to higher level courses within photography or within other visual arts.

Assessment Methods

- 40% External Assessment
- 60% Portfolio

Useful Websites: Pinterest



Contact:

Mr White

Art & Design (Textile Design)

Course Summary

Learners will be introduced to a variety of techniques when exploring a range of textile disciplines. We will explore media, techniques, and processes, including both traditional and new technologies. We will explore relevant genres, styles and images found within the disciplines of fashion and textiles following the creative process within art and design. We will gain inspiration from others both past and present. We will draw for purpose and annotate to share our thoughts and opinions about our own work and the work of others. Responses to these examples will be shown through practical and critical activities which demonstrate the learners understanding of different styles, processes, genres and traditions.

Students suited to the course

Students who want to gain:

- A personal interest in Textile processes and Design and have an understanding of why art and design matters. Experience of the work practices of individuals, organisations, and creative and cultural industries
- Understanding of art, craft and design processes, associated equipment, and safe working practices.

Course Structure

Area of study

Candidates should work in one or more areas of Textile Design such as those listed below. They may explore overlapping and combinations of areas:

- Art Textiles
- Fashion Design Illustration
- Costume Design
- Constructed Textiles
- Printed and Dyed Textiles
- Surface Pattern
- Stitched and/or Embellished Textiles
- Soft furnishings and/or Textiles for Interiors

Possible Progressions

Students who take CGSE Textile Design can progress to higher level courses within Textiles and Fashion or within other visual arts disciplines.

Assessment Methods

60% Coursework (portfolio Development)
40% External Exam

Useful Websites:

Pinterest

Looking at sample mood boards showing textiles and fashion examples.



Contact:

Mr White or Miss Aveston

Creative Media

Course Summary

iMedia is both a creative and technical qualification that gives pupils the opportunity to use a range of creative software to construct digital graphics, websites, and interactive multimedia products. To accomplish these outcomes pupils will learn to proficiently use a range of creative software: photo editing, web authoring, video editing, audio editing, interactive presentation.

Students suited to the course

This course would be appropriate for pupils that are motivated and enthusiastic about the subject and who may be considering taking it further. They will need to have certain amount of autonomy and self-discipline and be willing to attend after school sessions when necessary.

Possible Progressions

This course follows the new National Curriculum for the subject of Computing. After completing the course pupils will have the skills required to study a Computer Science A level or work in a computing orientated apprenticeship. The course leads into many areas of Computing, problem solving, games development and programming.

Course Structure

The course is made up of 3 Units of work, two mandatory and two optional, chosen by the school.

R093 Creative iMedia in the Media Industry

In this unit you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact, and engage audiences.

You will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry.

R094 Visual Identity and Digital Graphics

In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

R097 Interactive Digital Media

In this unit you will learn to design and create interactive digital media products for chosen platforms. You will learn to select, edit, and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. Completing this unit will provide you with the basic skills for further study or a range of creative and technical job roles within the media industry.

Assessment Methods

R093 is assessed through an external examination and the other two units are assessed internally through controlled assessments.

Possible Progressions

This course leads on from KS3 and is ideal for those who are looking to progress to a level 3 qualification or an A level. It is also well suited to those who intend to make ICT or Media as one of their career options.

Contact:

Mr Birkinshaw
or look at the
OCR website



Dance

Course Summary

This specification focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation.

Students suited to the course

- Have an interest in dance
- Enjoy performing in front of others and have the confidence to do it
- Be able to perform a solo performance and as part of a group
- Want to develop skills in dance

Assessment Methods

Performance

Set phrases through a solo performance (approximately one minute in duration)

Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)

Choreography

Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

Possible Progressions

This course will allow students to go on to study A Level Dance.

How it's Assessed

Internally marked and externally moderated

Component 1:

Performance

30% of GCSE (40 marks)

Choreography

30% of GCSE (40 marks)

Total component 60%

Component 2:

Dance appreciation

What's assessed

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

40% of GCSE

Written exam: 1 hour 30 minutes (80 marks)

Contact:

Mr Deasy



Engineering (Manufacture)

Course Summary

The OCR Level 1/Level 2 Cambridge National in Engineering Manufacture will develop knowledge, understanding and practical skills that would be used in the engineering, manufacturing sector. You may be interested in this if you want an engaging qualification where you will use what you learn in practical, real-life situations, such as:

- The materials used in engineering manufacture
- Safely producing a one-off product
- The use of Computer Numerical Control (CNC) to produce in quantity

The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as problem solving and planning.

Students suited to the course

This course would suit pupils who are enthusiastic about Engineering and are keen to discover the theoretical aspects involved in the subject. Although this course has a practical element, there is still a lot of theory that pupils will need to understand and apply in contextual situations. The course is therefore suited to those who have

a keen interest in the subject and who have the aspiration to succeed. Pupils will also need to have the ability to work safely under their own direction and demonstrate resilience to progress their learning. An analytical mind would be beneficial and the ability to work under time pressures and to meet deadlines are essential.

Course Structure

Unit R014 : Principals of Engineering Manufacture

In this unit you will learn about the different types of manufacturing processes, and the different materials that can be used with manufacturing.

Unit R015: Manufacturing a one-off product

In this unit you will learn how to safely plan and accurately produce a one-off product by using appropriate processes, tools and equipment.

Unit R016: Manufacturing in Quantity

In this unit you will learn how to manufacture using jigs and templates to support manufacturing in volume using computer aided design software and computer numerical control equipment

Assessment Methods

The course is comprised of three areas, one external exam and two non-examined assessments (NEA).

R014 Principals of Engineering Manufacture: An external exam counts for 40% of the qualification

R015 Manufacturing a one-off product: NEA counts for 30% of the qualification

R016 Manufacturing in Quantity: NEA counts for 30% of the qualification

Possible Progressions

This course can lead to a range of possible areas that pupils can aspire to that include level 3 courses, apprenticeships, and careers within the engineering sector. Pupils can go on to further education by extending their studies to A Levels or level 3 vocational courses, like the new government Technical levels. These can in turn lead onto higher education in HND/HNCs or degree level qualifications.

Contact:

Mr Birkinshaw

BTEC Technical Award in Enterprise

Course Summary

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and understanding through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- knowledge that underpins an effective use of skills, such as the activities, skills and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the success of an enterprise; in addition, the process of developing a business plan and using and applying marketing and finance knowledge.
- development of key skills that prove aptitude in planning an enterprise idea, including market research, planning, carrying out financial transactions, communication and problem solving.
- attitudes and ways of working that are considered most important for enterprise, including monitoring, and reflecting on the performance of an enterprise idea and own use of skills.

Students suited to the course

This course would be appropriate for pupils that are motivated and enthusiastic about the subject and who may be considering taking it further. They will need to have certain amount of autonomy and self-discipline and be willing to attend after school sessions when necessary.

Course Structure

Exploring Enterprises

Learners will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Learners will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises.

Planning and Presenting a Micro Enterprise Idea

Learners will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. They will individually present their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements.

Marketing and Finance for Enterprise

Learners will explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market. Learners will complete financial documents and statements and explore how to use them to monitor and improve the performance of an enterprise to make decisions and recommend strategies for success.

Assessment Methods

Unit 1 and 2 are internally assessed. Unit 3 is externally assessed.

Possible Progressions

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Contact:

Mr. D Birkinshaw
or look at the
BTEC website



Cambridge Nationals

Health and Social Care

Course Summary

This course has been developed to recognise learners skills, knowledge and understanding of the health and social care sector and the settings, job roles, principles and values involved. The learners carry out a range of tasks that have been designed to recognise their achievements in a modern, practical way that is relevant to the workplace. Whilst not involving work experience directly they are work-related qualifications which will support progression to an NVQ once a candidate is in the workplace.

Students suited to the course

Cambridge Nationals are vocationally related qualifications that take an engaging, practical and inspiring approach to learning and assessment. They're industry relevant, geared to key sector requirements and very popular with schools and colleges because they suit such a broad range of learning styles and abilities.

Course Structure

To achieve this qualification candidates must complete a total of three units consisting of two mandatory units and one optional unit. The coursework units will be

completed during year one and the exam in year two.

Assessment Methods

Mandatory: Principles in Health and Social Care settings (Exam- 40%)

Mandatory: Supporting Individuals through Life Events (Coursework-40%)

Optional: Creative and Therapeutic Activities OR Health Promotion Campaigns (Coursework- 20%)

Possible Progressions

- Health, Social Care & Early Years Level 3
- NVQ (Level 3) in the work place
- CACHE Level 3 Diploma in Childcare



Contact:

Mr Deasy

WJEC Level 1 / 2 Technical Award

Hospitality and Catering

Course Summary

The course is worth 1 GCSE and incorporates a wide range of skills and techniques. The course is modular and so allows for students to move through units at different times, completing a number of assignments. The course requires students to develop and then demonstrate their theoretical knowledge, practical performance and leadership skills, as well as evaluating and improving their own and others performances.

Students suited to the course

Students who:

- Have an interest in food and the food industry
- Are able to work collaboratively with others and enjoy practical tasks
- Who have an interest in customer care and also in more practical (cooking elements)
- Are willing to prepare and cook foods for an audience other than themselves and are prepared to be adventurous
- Have an interest in hygiene and safety, including legislation and consequences of a business having poor understanding in this area

Course Structure

The course will be organised to enable students to build the skills required to prepare them for external assessment (exams) and the controlled assessments (coursework). Level 1/2 Hospitality and Catering requires learners to demonstrate knowledge and understanding of:

- The industry: accommodation; food and beverage; front of house
- The types of products and services provided
- The range of customer groups
- Job roles, career opportunities and relevant training
- Appropriate forms of communication within the industry
- The importance of record keeping
- The range of equipment used in the hospitality and catering industry
- Nutrition and cooking methods
- Functions of ingredients
- Types of food poisoning, where they are found and consequences
- The Hospitality industry

Possible Progressions

Continue to study at A Level with options available including Food, Nutrition or Business. Other opportunities include worked based apprenticeships and employment in the hospitality, catering and tourism industry.

Assessment Methods

Unit 1 The Hospitality and Catering Industry: 40% exam

Unit 2 Hospitality and Catering in Action: 60% Controlled Assessment.

Contact:

Mr Birkinshaw

BTEC Level 1/Level 2 Tech Award in Music Practice

Course Summary

A BTEC level 1 is equivalent to a GCSE grade 3 to 1 (D to G), a BTEC level 2 is equivalent to a GCSE grade 9 to 4 (A* to C).

Through completing this BTEC students will gain an overview of the performing arts industry and learn how to create a performance. Students will have opportunities to explore performance skills, and be given support to develop their skills as an actor.

Students suited to the course

Students who:

- Have an interest in MUSIC
- Enjoy PERFORMING in front of others want to develop skills in PLAYING AN INSTRUMENT OR SINGING
- Are committed and independent outside of lessons when developing their work and skills.
- Are willing to develop a critical understanding of music

Assessment Methods

This BTEC is made up of a combination of coursework and controlled assessment.

Components 1 and 2 are internally assessed and externally moderated. In component 3 students will respond to a brief which is externally set by Edexcel and externally assessed.

Course Structure

Component 1 - Exploring Music Products and Styles (30%):

Explore the techniques used in the creation of different musical products and investigate the key features of musical styles.

Component 2 - Music Skills Development (30%):

Develop two musical disciplines from Music Performance, Creating Original Music and Music Production through practical tasks while documenting progress.

Component 3 (40%):

Responding to a music brief. Put skills into practice by responding to a brief as a composer, performer or producer. Choose an area of the industry to focus on and come up with responses to the brief using the resources available to you, then present your final response either solo or in a group.

Possible Progressions

This course would allow students to explore job opportunities within the industry such as video game music,

music journalism, music producer, performing musician, recording artist, composer.



Contact:

Mr Trotter

BTEC Tech Award in

Performing Arts (Drama)

Course Summary

A BTEC Level 1 is equivalent to a GCSE grade 3 to 1, a BTEC Level 2 is equivalent to a GCSE grade 9 to 4. Through completing this BTEC students will gain an overview of the performing arts industry and learn how to create a performance. Students will have opportunities to explore performance skills and be given support to develop their skills as an actor.

Students suited to the course

- Have an interest in DRAMA.
- Enjoy PERFORMING in front of others and have the confidence to do it.
- Want to develop skills in VOICE AND MOVEMENT in drama.
- Are COMMITTED and independent outside of lessons when developing their work and skills.
- Can both lead a group and work well in a team.

Assessment Methods

This BTEC is made up of a combination of coursework and controlled assessment. Components 1 and 2 are internally

assessed and externally moderated. Component 3 is a set.

Course Structure

Component 1: Exploring the Performing Arts

Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.

Component 2: Developing Skills and Techniques in the Performing Arts

Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.

Component 3: Responding to a Brief

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.

Possible Progressions

This course would allow students to explore job opportunities within the industry such as: choreographer, writer, director, theatre technician, lighting/sound technician, actor, stage crew, stage manager.



Contact:

Mr Trotter

Religion and Ethics

Course Summary

GCSE Religion and Ethics allows students to open up their mind when considering the world and the people around them. It allows students to debate and explore the rights and wrongs. GCSE Religion and Ethics will also give students the chance to explore divergent beliefs and teachings from around the world and from throughout history when considering ultimate questions such as what happens when we die? What's our purpose? Why do we suffer?

Students suited to the course

Students with a passion for debating and exploring ethical dilemmas are highly suitable for this course. Students with an interest in and enthusiasm for religion, philosophy, ethics and independent enquiry who are not necessarily religious themselves but have an interest in how the world works; how people within it share the same or different understanding of different topical, historical and life issues.

Possible Progressions

Students will have the option to go on the sixth form and study A level Philosophy and Ethics leading to a

Level 3 qualification. Employment opportunities in many areas where skills such as empathy, understanding, respect, tolerance and good communication are welcomed. Philosophy and Ethics is a highly regarded subject by top university's due to the skills it develops. Many Religion and Ethics students have progressed onto careers in law, politics, primary/secondary teaching and the forces.

Course Structure

Students will undertake three main units during this topic with the exam board Eduqas.

Paper one

The study of Christianity (1 hour 25% of qualification)

Example topic questions:

- What happens after we die? Do people really have near death experiences?
- How did we come into existence? What was the big bang?
- Is there such a thing as doomsday? Will the world ever end?

Paper two

The study of Islam (1 hour 25% of qualification)

Paper three

Ethics (2 hours 50% of qualification)

Example topic questions:

- Should we allow the death penalty?
- Should we all have the right to euthanasia?
- When does life start? Should we allow abortion?

Assessment Methods

All students will complete three exams (two x one hour and one x two hour)



Contact:

Mr Tweedale

Cambridge Nationals

Sport Studies - Level 2

Course Summary

The course is worth 1 GCSE and incorporates a wide range of skills and techniques. The course is modular and so allows for students to move through units at different times, completing a number of assignments. The course requires students to develop and then demonstrate their theoretical knowledge, practical performance and leadership skills, as well as evaluating and improving their own and others performances.

Students suited to the course

This course would suit students who are enthusiastic about Physical Education and Sport and are keen to learn more about the theoretical aspects behind it. The course will suit students who have good practical ability, leadership skills and have knowledge of rules and regulations in different sports. Furthermore, the course will require students who are determined to work hard and complete a high number of assignments to achieve the best grade possible.

Course Structure

If you are entered for this qualification you will complete a range of practical and written assessments alongside an exam unit. The practical elements will

focus on your performance and the performance of others within the class. The written assignments will support your preparation for the practical elements. You will be able to take part in a number of practical activities and leadership opportunities throughout this process to refine your skills and knowledge. There are three units over the two year course.

Possible Progressions

This course would provide a solid foundation for students who wanted to progress to study BTEC Sport level 3 at 6th form level. Additionally, the course has strong links with English, where students will be required to formulate coherent assignments.

Furthermore, some aspects of the course link with Practical sport and leadership, with particular focus on the role that Sport plays within society.

Assessment Methods

Mandatory:

R184: Contemporary issues in sport

R185: Performance and leadership in sports activities

Optional:

R186: Sport and the media

or

R187: Increasing awareness of outdoor and adventurous activities



Contact:

Mr Deasy



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