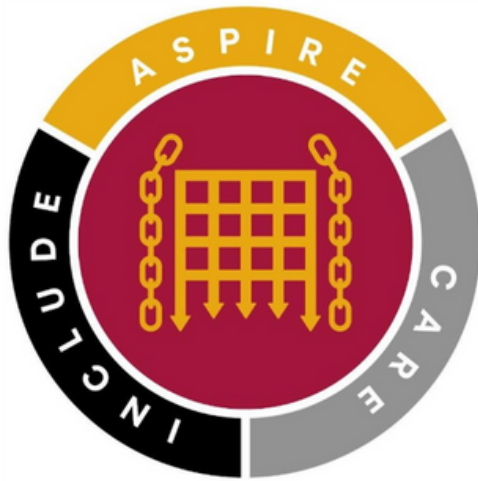




The
**Romsey
School**

**Key Stage 4
Subject Selection
Booklet
2026 – 2028**



ASPIRE CARE INCLUDE

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YEAR 9 GCSE OPTIONS GUIDE

Supporting you to make confident choices

Choosing your GCSE options is an exciting and important step in your education. This guide is designed to provide you with the information you need to make informed and confident decisions about your subject choices for Years 10 and 11. At The Romsey School, we are committed to supporting you throughout this process.

The Importance of GCSE Options

Your GCSE options can influence your future academic and career paths. They allow you to delve deeper into subjects you enjoy and excel in, while also developing essential skills and knowledge that will benefit you in further education and beyond. Choosing subjects that align with your interests and abilities can also significantly enhance your motivation and overall learning experience. These options help to provide a strong foundation for your future.

Who Can Support You?

At The Romsey School, a range of staff are available to offer guidance and support:

- **Subject Teachers:** They can provide insights into the content, workload, and assessment methods of specific GCSE subjects.
- **Form Tutors:** Your form tutor can offer general advice and support throughout the options process.
- **Head of Year:** Provides an overview of the options available and helps you think about the future.
- **Careers Adviser:** Miss. S. Hoyles (shoyles@theromseyschool.org) is available to discuss your career aspirations and how your GCSE choices can support these.
- **Parents/Carers:** Your family can offer valuable perspectives and support based on their own experiences and knowledge of your strengths and interests.

Making the Right Choices

Getting the Balance Right

It's important to choose a balanced selection of subjects that cater to your interests, strengths, and future aspirations. Consider the following:

- **Variety:** Opt for a mix of subjects that develop different skills, such as analytical, creative, and practical abilities.
- **Challenge:** Don't be afraid to challenge yourself with subjects that push you beyond your comfort zone.
- **Enjoyment:** Choose subjects that you genuinely enjoy, as this will make learning more engaging and rewarding.

YEAR 9 GCSE OPTIONS GUIDE

Supporting you to make confident choices

How to Choose Options

1. **Reflect:** Consider your strengths, weaknesses, interests, and career aspirations.
2. **Research:** Gather information about different GCSE subjects, including their content, assessment methods, and potential career pathways.
3. **Discuss:** Talk to your teachers, tutor, careers adviser, and parents/carers to get their advice and perspectives.
4. **Attend:** The Options Evening for presentations and guidance.
5. **Prioritise:** List your top choices and be prepared to make compromises if necessary.

How *Not* to Choose Options

1. **Peer Pressure:** Don't choose a subject just because your friends are taking it.
2. **Teacher Preference:** Don't choose a subject solely based on liking a particular teacher. Teachers change!
3. **Easy Option:** Avoid choosing subjects simply because they seem easy. It is important to consider your interests and future aspirations.
4. **Ignoring Advice:** Don't disregard the advice of teachers, tutors, or parents/carers without careful consideration.

Thinking About the Future

While it's not essential to have a definitive career plan at this stage, it's beneficial to consider your long-term goals. Research different career paths and identify the GCSE subjects that are most relevant to your chosen field. Remember that your options provide the foundation for further study.

The Most Important GCSE Subjects

English Language, English Literature, and Mathematics are the core GCSE subjects and are highly valued by employers and universities. A strong foundation in these subjects is essential for success in further education and future careers, and are a requirement for most post-16 education routes.

Final Thoughts

Choosing your GCSE options is a significant step towards shaping your future. Take the time to reflect on your interests, strengths, and aspirations, and seek guidance from the available resources. Remember that your choices are not set in stone, and there will be opportunities to adapt and change your path as you progress.

Miss. S. Hoyles
Careers Coordinator
The Romsey School
shoyles@theromseyschool.org

SUBJECT SELECTION PROCEDURE

1.DETAILS OF THE SUBJECT SELECTION PROCEDURE

Following consultation, students (with parental agreement) will be required to complete their Curriculum Preference (Options) Form.

The school will organise each student's curriculum and attempt to meet their choice of subjects. **It is hoped to meet the choices of all students, but it is very unlikely that this will be possible in every case.** However, students and parents will be notified if a problem arises.

2.KEY STAGE 4 CURRICULUM

It is the intention of the school to provide a broad and balanced education whilst fulfilling legal obligations. Consequently, the curriculum will consist of a CORE; English, Mathematics and Science together with courses in Physical Education and Personal, Social and Health Education (PSHE). In addition, students will study 4 further subjects.

COMPULSORY	4 subjects will be selected from the following:	
ENGLISH (Language and Literature)	French German Spanish Geography History Religious Studies	Art & Design or 3D Design Photography Music Dance Drama Music Technology
MATHEMATICS	Sociology	Media Studies Film Studies
SCIENCE (Combined)	Computer Science Business Studies Astronomy Triple Science* Food Preparation & Nutrition Catering	<i>[Students may only select one of Media or Film Studies]</i> *if this option is selected, students will be choosing to study triple science instead of combined science GCSE PE Sport Studies Health & Fitness
PHYSICAL EDUCATION (Non-Exam)	Health & Social Care	<i>[Students may only study one of GCSE PE/Sport Studies or Health & Fitness]</i>
PSHE (Non-Exam)	Hair & Beauty**	
**for this course to run, staff recruitment is required.		

SUBJECT SELECTION PROCEDURE

All subjects listed later in this booklet are those we are able to provide on the basis of our existing staffing, with the exception of Hair & Beauty, which we would need to recruit a member of staff for. However, the number which will operate in Year 10 will be determined by the number of students selecting specific subjects, since to make sensible economic use of our staff and resources, **teaching groups will have to be of a viable size.**

Subject information is given later in the booklet. Please examine all the subject statements carefully before making any final decisions. The curriculum will be constructed after students have made their choices. **Consequently, if a student decides at a later stage to change options, this may not always be possible.**

‘BEST 8’

As explained in the options information video and to students in assembly, a student's 'Best 8' will comprise of:

- The higher of their English Language or English Literature grades;
- Their Mathematics grade;
- Their 3 highest grades from EBacc subjects (Languages, history, geography, sciences)
- Their 3 highest other grades.

SCIENCE PATHWAYS AT KS4

All students will follow one of two science pathways: Triple Science or Combined Science. At The Romsey School, students are supported by the Science Department to choose the pathway that best suits their ability and aspirations.

- **Triple Science:** Students study Biology, Chemistry and Physics in full, leading to three separate GCSE grades. This pathway requires extra teaching time, so students will select three additional option subjects alongside their sciences.
- **Combined Science:** Students still study Biology, Chemistry and Physics, but in a condensed format. They will receive two GCSE grades for science and can choose four additional option subjects.

Both pathways are assessed through six exams at the end of Year 11.

3. Pathways

At The Romsey School it is possible to study several different pathways, through a student's preferences. Pathways include:

- **Academic pathway** – this would include opting for triple science, a language and a humanities subject of geography, history or religious studies.
- **Science pathway** – this would include opting for triple science, a language or humanities subject and astronomy.
- **STEM pathway** – this would include opting for triple science, a language and computer science.
- **Creative pathway** – this would include opting for a language or humanities subject and some subjects from 3D design, art, dance, drama, photography, music, music technology.
- **Physical activities pathway** - this would include opting for a language or Humanities subject and some subjects from dance, drama, physical education GCSE, sports studies or health & fitness.

SUBJECT SELECTION PROCEDURE

4. SETTING ARRANGEMENTS FOR CORE SUBJECTS

The size of a year group means that it is not possible for all students to have lessons in a single core subject at the same time. Consequently, students are grouped into bands, and then set in each subject within those bands.

Following on from the options process, students in Year 9 will be organised provisionally into three bands (T, R and S) based on their selection of Triple or Combined Science and their attainment to date in English, Maths and Science. It is important to emphasise that some adjustments may be made to these bands during the course of the remainder of Year 9, and the bands will be finalised after the Year 9 exams in the summer.

All students in Band 'T' will study Triple Science; students in Bands R and S could study Triple or Combined Science.

5. BACKGROUND TO SUBJECT CHOICE

All of the two year courses in Years 10 and 11, with the exception of core physical education and PSHE, will result in a qualification. For some subjects, the level of the examination course to be followed will be determined at the start of Year 10, but for others, it will be determined by ability and progress over the next two years.

Whilst students must ensure that their combination of subjects is as broad as possible, they must also ensure that the correct subjects are combined to meet all future requirements. Specialist advice is available from both subject and careers staff.

Students' career choices may change over the next two years; thus subject combinations must be flexible to account for any changes. Students who have a general idea of their intended career can match subjects to it.

The actual choice of subjects is a personal matter, but these general rules apply:

- the student enjoys and is good at the subject.
- the subject is needed for that student's proposed job or further education course.
- the subject has been recommended by staff as being suitable for that student.

Poor reasons for choosing a subject have in the past been found to cause problems later on.

Students should not be attracted to a subject:

- because a friend is choosing the subject
- because it seems an easy option
- because it seems new and interesting, but nothing is really known about the subject
- because the student likes the teacher at present taking the subject

SUBJECT SELECTION PROCEDURE

6. EQUAL OPPORTUNITIES

All students are free to choose ANY subject within the guidelines and advice offered by the school. It is crucial that careful consideration is given to the choice of subjects, as any change during Years 10 and 11 is always difficult, and often not possible.

7. LEARNING SUPPORT

It is recognised that some students will need additional support in order to achieve full access to the curriculum. The Learning Support Department aims to support all curriculum areas to enable them to match the needs of all students.

The emphasis of support from the Learning Support Team is on “in class” (dependent on need) or “in departmental” work. This support is available following consultation between Curriculum Leaders, Learning Support Co-ordinator, parents and the student concerned.

8. POST-16 EDUCATION

As a result of The Education and Skills Act 2008, from 2013 all young people must now stay in education or training until at least their 18th birthday. Raising the Participation Age (RPA) to age 18 does not mean raising the school-leaving age. Young people will not have to stay in school; they will be able to choose one of the following routes:

- Full time education e.g. school, college or home tuition
- Work-based learning e.g. an Apprenticeship ...or
- Part-time training alongside working or volunteering, for more than 20 hours per week. For this option, the training needs to be accredited and must be for a minimum of 280 hours over the course of a year – this is equivalent to around a day per week, but it can be taken flexibly.

In addition to academic studies employers and educational Institutions value evidence on application forms that students are involved in extra-curricular activities such as sport, voluntary work or part time employment. Students should consider building suitable activities into their weekly programme.

Current students have a much wider and ever-increasing choice of training routes or courses to consider at local colleges and have access to information about the different levels and styles of courses through careers events and consultation with the Careers Adviser who is based in school from Monday to Thursday each week. Students are given additional opportunities to explore their career ideas through external visits, meeting visiting college representatives, attending the Post-16 evening and gathering information during our Careers Information days. They are encouraged to go to college open evenings and taster days before making a decision on their next step after Year 11. Their choice of Post -16 courses will depend on GCSE results, their learning style and intended career path. As some career areas require the completion of advanced courses in specific academic subjects, sensible research needs to be completed to establish if these subjects are required at GCSE to ensure a smooth transition.

Certain Colleges offer specialist courses in Music, Sport, Drama, and Land-based Careers. Students are welcome to contact the Careers Adviser to discuss these options.

Core Subjects

ENGLISH

GCSE ENGLISH LANGUAGE AQA(8700) AND GCSE ENGLISH LITERATURE AQA(8702)

From 2015 onwards, we will be following the new English GCSEs from AQA. Both qualifications will be assessed by terminal examinations in Year 11. Students will have regular opportunities to practise exam questions throughout the course.

English Language	English Literature
Paper 1: Explorations in Creative Reading and Writing Section A Reading: one single text • 1 short form question • 2 longer form questions • 1 extended question Section B Writing: descriptive or narrative • 1 extended writing question	Paper 1: Shakespeare and the 19th-century novel Section A Shakespeare: students will answer one question on their play of choice*. They will be required to write in detail about an extract from the play and then to write about the play as a whole. Section B The 19th-century novel: students will answer one question on their novel of choice*. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.
Paper 2: Writers' Viewpoints and Perspectives Section A Reading: two linked texts • 1 short form question • 2 longer form questions • 1 extended question Section B: Writing: presenting a viewpoint • 1 extended writing question	Paper 2: Modern texts and poetry Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose* or drama text.* Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.* Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.
Non-examination Assessment: Spoken Language Separate endorsement (0% weighting of GCSE)	
• presenting • responding to questions and feedback • use of Standard English	<i>*from a list provided by the exam board</i>

Core Subjects

MATHEMATICS

MATHEMATICS OCR J560 Higher & Foundation Tiers

In the KS4 Programme of Study, higher tier students follow the OCR National Curriculum Syllabus. The subject content of the course covers: Number; Algebra; Ratio, Proportion and Rates of Change; Geometry and Measures; Statistics and Probability. Students' ability to reason, interpret and communicate mathematically and to solve problems, will also be assessed. The course is assessed through three written examinations at the end of the course. One exam is "non-calculator" and the other two allow the use of a scientific calculator. Each exam is 1 hour and 30 minutes long.



The assessment pattern in this syllabus is differentiated to enable candidates to demonstrate their ability in the subject. In Summer 2017 the national model for assessment in Mathematics changed from GCSE grades A*-G to GCSE grades 9-1, where 9 is the highest grade. Nationally, the same proportion of students that achieve an A/A* grade will now achieve a grade 7, 8 or 9. The same proportion of students that achieve at least grade C will now achieve at least grade 4. Grade 9 will be awarded to approximately the top 4% of all students, nationally. Students will be entered for either Higher or Foundation tiers. The level of entry is finally determined in February of Year 11.

Grades

Tier F - Foundation 5 to 1

Tier H - Higher 9 to 4

Further details of the programme of study for mathematics at Key Stage 4 are available via OCR Website.

A direct link to the exam specification can be found here:

<https://www.ocr.org.uk/Images/168982-specification-gcse-mathematics.pdf>

Revision websites that are tailored to these curricula, requiring no logins and free to access, are:

www.mathsgenie.com

<https://www.youtube.com/@TheGCSEMathsTutor>

<https://www.sparxmaths.uk/student/independentlearning>

Core Subjects

SCIENCE

SCIENCE Pearson/Edexcel

1SCO - Combined Science

1CHO - Chemistry

1B10 - Biology

1PH0 - Physics

At The Romsey School, we follow the Edexcel 9-1 Science syllabus. Students will study either the Combined Science course (which gives 2 GCSE grades up to grade 9) or all three Separate Sciences (which gives three GCSE grades up to grade 9) and will be guided towards the best choice by their teachers. The Combined Science course still covers all three sciences. There are two tiers of paper available – foundation tier that provides for grades 1-5, and higher tier that provides for grades 4–9. In both, students need to memorize a small number of equations, have sound mathematical skills, and will be required to have a good understanding of concepts that they then apply to novel situations, with the demands of the higher paper understandably being more taxing.

Separate Sciences will be available to all students as an option choice. It is a rewarding course but also a demanding one, so we advise that only students with a passion for science follow this option. Combined Science will still allow pupils to access all science A levels so long as they attain the required grade.

There are no controlled assessments in science but there are Core Practicals that are covered in class and will be examined in the final papers. Combined Science has 6 exam papers of 75 minutes each covering the core content and practical skills. Triple Science has 6 exam papers of 105 minutes (2 papers per GCSE) which again covers the key content and practical skills.



Core Subjects

PSHE – YEAR 10 (NON-EXAMINED)

All Year 10 students have one PSHE lesson per week as part of their core curriculum. These lessons are taught by their regular set teachers and build on the foundations laid in Key Stage 3. PSHE helps students develop essential life skills and knowledge through three key themes: Relationships, The World Around Me, and Health and Wellbeing.

The topics followed in Year 10 are as follows:

Autumn Term – Managing Money and Future Choices

Students learn practical financial skills such as understanding pay, budgeting, and avoiding scams. They also explore making informed decisions about spending, housing, and preparing for financial independence. (Examples: How do you budget? Is renting better than buying?)

Spring Term – Relationships and Health

This term focuses on healthy relationships and personal wellbeing. Topics include starting and ending relationships respectfully, mental health, self-esteem, and consent. Students also learn about reproductive health and fertility. (Examples: How does social media affect body image? What does consent mean?)

Summer Term – Life Choices and Current Affairs

Students consider big life decisions and their role in society. They discuss pregnancy options, parenting responsibilities, and whether marriage is still relevant. Later, they explore politics, current affairs, and the influence of media and AI. (Examples: Is marriage still important? How does the media shape our views?)

PSHE gives students the knowledge and skills to make informed choices, manage challenges, and prepare for adult life. It encourages discussion and critical thinking about real-world issues, helping students grow into confident, responsible individuals.

KS4 CORE PE PATHWAYS

As part of your child's KS4 PE curriculum, we aim to provide all students with a varied, enjoyable, and inclusive programme of study. In Years 10 and 11, students receive one hour of compulsory PE each week.

Students are placed into groups with peers who have similar interests. Each group is allocated a sporting facility for a four-week block, during which they can choose the sport or activity they wish to take part in.

From time to time, we are also able to offer sessions at the Romsey Rapids Gym. Please note that this opportunity carries an additional cost, so it may be helpful to consider in advance whether this is something your son or daughter would like to participate in.

Our aim in Key Stage 4 Core PE is to create an environment where students feel confident to try new activities, discover what they enjoy, and hopefully continue to lead active, healthy lifestyles into adulthood.

OPTIONAL SUBJECTS

The Creative and Technical Faculty offers two GCSE Art and Design courses:

AQA GCSE ART AND DESIGN

AQA GCSE Art, Craft and Design (8201)

AQA GCSE 3D Design (8205)

These vibrant and engaging courses allow students to develop their creativity in ways that suit their individual strengths and interests. They are designed to inspire confidence, encourage independence, and prepare students for further study at AS and A level, as well as future creative careers.

What Will Students Learn?

Students explore a wide range of materials, techniques and processes, developing both creative and technical skills. Throughout the course, students will:

- Engage actively in the creative process
- Develop imaginative and creative thinking
- Take risks and learn through experimentation
- Build critical, analytical and practical skills
- Develop and refine personal ideas and outcomes
- Gain technical skills using a variety of media and materials
- Learn about art and design in historical and contemporary contexts
- Understand the role of art and design in the creative industries
- Work safely and responsibly

How Is GCSE Art and Design Assessed?

Students complete two components, both of which assess the four Assessment Objectives (AOs):

AO1: Develop ideas through investigation

AO2: Explore and refine materials and techniques

AO3: Record ideas and observations

AO4: Present a personal and meaningful final outcome

Component 1: Portfolio (60%)

Students submit a portfolio of work produced during the course, including:

One sustained project showing the full creative journey from initial ideas to a final outcome

A selection of additional work, such as experiments, skills workshops, mini projects, gallery visits or independent studies

Work may be presented in sketchbooks, design sheets, models, digital work or photographs. The portfolio is marked as a whole and must clearly show all four assessment objectives.

Component 2: Externally Set Assignment (40%)

In January of Year 11, students receive an exam paper with seven theme-based starting points (such as Fragmented, Aged or Surfaces).

Students choose one theme and develop a personal project, culminating in 10 hours of supervised work to produce a final outcome.

This component allows students to demonstrate their creativity, skills and understanding from initial ideas through to a finished piece.

These courses provide an exciting and flexible pathway for students who enjoy being creative, practical and expressive.



OPTIONAL SUBJECTS

AQA ART, CRAFT AND DESIGN 8201

This title promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. Emphasis is on an increased breadth of approach commensurate in demand with the other titles.

The context of practice, rather than the breadth of activities and/or range of media employed, determines whether a student's work can be described as art-based, craft-based and/or design-based.

Knowledge, understanding and skills

Students must explore and create work associated with areas of study from at least two titles listed below.

- Fine art: for example drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media and land art.
- Graphic communication: for example communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design, (including web, app and game), multi-media, motion graphics, signage and exhibition graphics.
- Textile design: for example art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles.
- Three-dimensional design: for example architectural design, sculpture, ceramics, product design, jewellery and body adornment, interior design, environmental/landscape/garden design, exhibition design, three-dimensional digital design and designs for theatre, film and television.
- Photography: for example portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation, fashion photography.

Skills

Students must demonstrate the ability to:

- develop their ideas through investigations informed by selecting and critically analysing sources
- apply an understanding of relevant practices in the creative and cultural industries to their work
- refine their ideas as work progresses through experimenting with media, materials, techniques and processes
- record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
- use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:
 - media
 - materials
 - techniques
 - processes
 - technologies
- use drawing skills for different needs and purposes, appropriate to context
- realise personal intentions through sustained application of the creative process.

WHAT DO OUR STUDENTS SAY?
What I wish I'd known before studying Art:
How much coursework there is
Why I'm so glad I have chosen this subject:
Creative freedom with projects, finding new artists and discovering new media



OPTIONAL SUBJECTS

Areas of study

In Component 1 and Component 2 students are required to work in one or more area(s) of three-dimensional design, such as those listed below:

- architectural design
- sculpture
- ceramics
- product design
- jewellery and body adornment
- interior design
- environmental/landscape/garden design
- exhibition design
- 3D digital design
- designs for theatre, film and television.

They may explore overlapping areas and combinations of areas.

Knowledge and Understanding

The way sources inspire the development of ideas relevant to three-dimensional design including:
how sources relate to historical, contemporary, cultural, social, environmental and creative contexts
how ideas, feelings, forms, and purposes can generate responses that address specific needs be these personal or determined by external factors such as the requirements of an individual client's expectations, needs of an intended audience or details of a specific commission

The ways in which meanings, ideas and intentions relevant to three-dimensional design can be communicated include the use of:

figurative and non-figurative forms of representation, stylisation, simplification, exaggeration, the relationship between form and surface embellishment, constructional considerations and imaginative interpretation

visual and tactile elements such as: colour, line, form, tone, texture, space, proportion, decoration, scale, structure, shape, pattern

Skills

Within three-dimensional design, students must demonstrate the ability to:

use a range of 3D techniques and processes to suit their personal intentions, such as model making, construction, surface treatment, assembling and modelling

use media and materials appropriately, such as drawing materials, clay, wood, metal, plaster, plastic and found materials

Possible Career Pathways After GCSE 3D Design

A GCSE in 3D Design develops strong creative, technical and practical skills, leading to a wide range of future career options, including:

Product Design and Development: Product Designer, Furniture Designer, Toy Designer

Architecture and the Built Environment: Architect, Landscape Architect, Urban Planner

Digital Design and Multimedia: 3D Modeller, Digital Sculptor, Animation Specialist

Engineering and Technology: CAD Technician, Industrial Designer, Prototype Developer

Fashion and Jewellery Design: Jewellery Designer, Accessory Designer, Fashion Technologist

Art and Sculpture: Sculptor, Installation Artist, Ceramicist

Media and Entertainment: Set Designer, Prop Maker, Video Game Designer

Construction and Interior Design: Interior Designer, Exhibition Designer, Stage Designer

Technology and Innovation: 3D Printing Specialist, Robotics Designer, Technology Innovator

Transferable Skills for Other Careers

The skills developed through GCSE 3D Design are also valuable in areas such as:

Entrepreneurship: Starting a business in design or making

Marketing: Using 3D visuals for advertising and branding

Education: Teaching or lecturing in design-related subjects

With further study or apprenticeships, students can build specialist skills and explore a wide range of creative career opportunities.

AQA GCSE 3D DESIGN 8205



OPTIONAL SUBJECTS

AQA GCSE PHOTOGRAPHY 8206

GCSE Photography is a creative, coursework-based subject that allows you to explore the world through images while developing practical, creative, and analytical skills. The course is ideal for students who enjoy being creative, working independently, and

experimenting with cameras and digital editing, but it is important to note that the course is not purely practical

What you will be doing:

At the start of the course in Year 10, you will complete a teacher-led project. This introduces you to essential camera skills, composition, lighting, and photo editing. It also helps to build on any skills gained by students who studied Photography in Year 9, ensuring everyone has a strong foundation before moving on to independent work.

You will then complete a sustained personal project, based on a previous externally set assignment paper. This project is coursework-based and makes up 60% of your final GCSE grade. Alongside taking photographs and creating outcomes, you will complete written annotations, explaining your ideas, analysing the work of photographers, reviewing your own photographs, and showing how your work has developed over time. This written work is an important part of the assessment.

In January of Year 11, you will receive the official Externally Set Assignment (ESA) from the AQA exam board. This project is worth the remaining 40% of your final grade and includes a 10-hour supervised exam, where you will finalise your work and produce a completed final piece.

Marking:

Students are assessed against four assessment objectives, each worth 25%, giving a total of 96 marks. The course encourages independent learning, and there is an expectation that students will take photographs outside of school hours, with ongoing support from the teacher.

Equipment:

Students are not expected to have their own equipment. The school provides Canon DSLR cameras, and students will also have opportunities to use equipment similar to that used by professional photographers.

If you enjoy combining creativity with written reflection and independent project work, GCSE Photography could be an excellent choice for you.

Transferrable Skills GCSE Photography gives you:

Even if you don't become a photographer, it's still very useful:

Creativity & visual thinking

Attention to detail

Editing & software skills (Photoshop, Lightroom)

Time management & project planning

Communication & storytelling

These skills are valuable in almost any creative or digital career.

OPTIONAL SUBJECTS

AQA GCSE PHOTOGRAPHY 8206

Transferrable Skills GCSE Photography gives you:

- Creativity & visual thinking
- Attention to detail
- Editing & software skills (Photoshop, Lightroom)
- Time management & project planning
- Communication & storytelling
- These skills are valuable in almost any creative or digital career.

Possible Career Pathways following a GCSE in Photography

Professional Photographer:

Portrait (families, children, pets)
Wedding & event photography
Fashion photography
Sports photography
Wildlife & nature photography
Photojournalist (news, magazines, documentaries)
Commercial / Product
Photographer (brands, advertising)
Architectural / Interior
Photographer
Travel Photographer

Creative & Media Careers:

Graphic Designer
Digital Artist
Photo Editor / Retoucher
Media Producer
Content Creator (social media, YouTube, brand content)
Art Director
Creative Director

Digital & Technology based careers:

Visual Effects (VFX) Artist
Animator
Web Designer
UX/UI Designer
Game Artist
AR/VR Content Creator

Publishing, Marketing & Communication:

- Marketing Executive
- Social Media Manager
- Advertising Creative
- Public Relations Officer
- Brand Manager

Specialist & Niche Careers:

- Forensic Photographer (working with police)
- Medical Photographer
- Museum or Archive Photographer
- Art Conservator
- Research & Scientific Photographer

Education & Arts:

- Photography Teacher
- Art Teacher
- Lecturer
- Workshop Leader
- Gallery Curator

WHAT DO OUR STUDENTS SAY?

What I wish I'd known before studying Photography:

How much work it actually is

Why I'm so glad I have chosen this subject:

Its so creative and fun, the teacher is lovely.
No theory exam, you have a 2 day exam but its in your class, there is no writing and it's very relaxed.

OPTIONAL SUBJECTS

PEARSON/EDEXCEL ASTRONOMY 1ASO

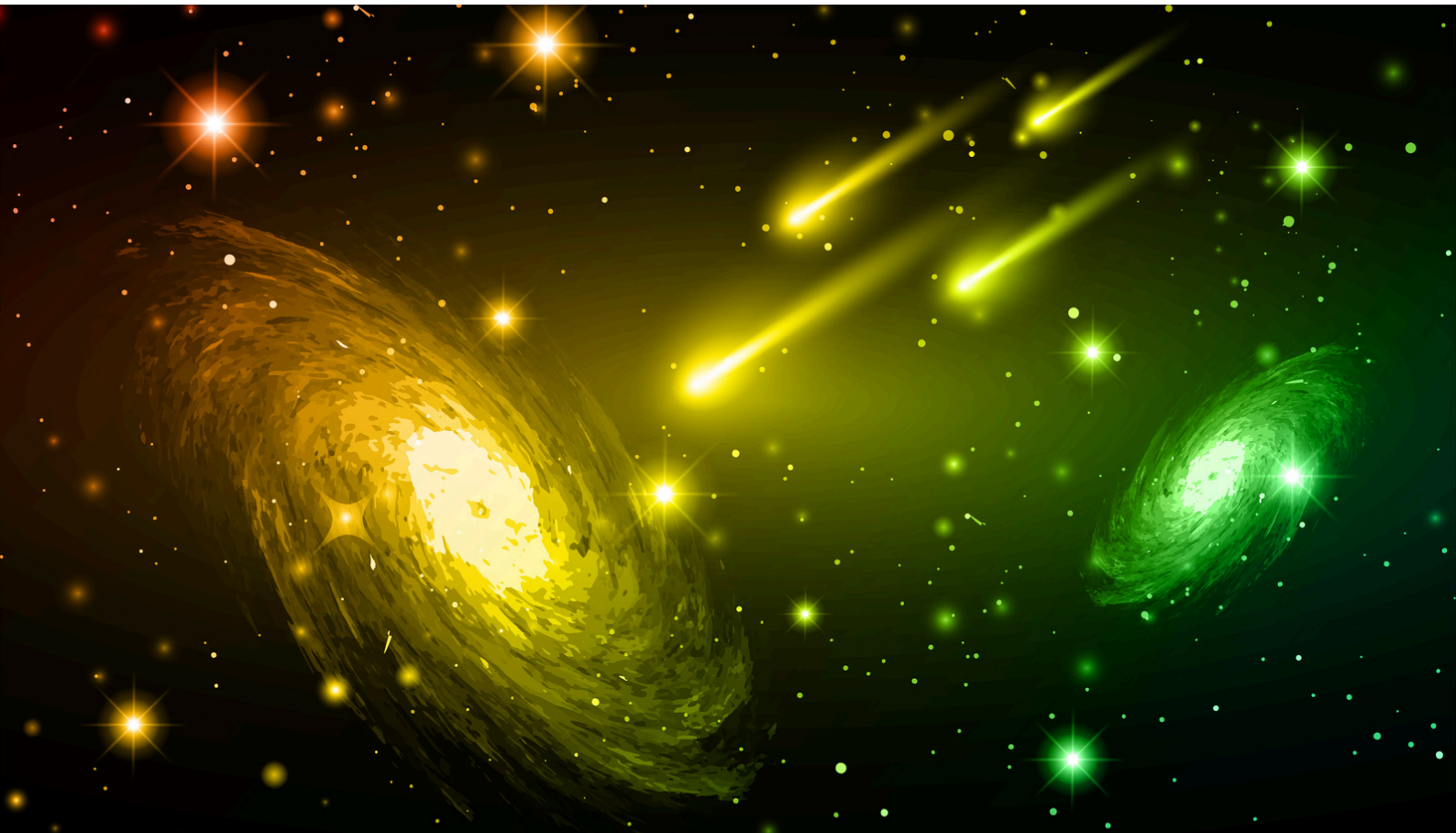
GCSE Astronomy is an exciting and inspiring course for students who enjoy science, space, and asking big questions about the Universe. Following the Edexcel 9–1 specification, students explore topics such as the Earth, Moon and Sun, the Solar System, stars and galaxies, cosmology, space exploration, and how astronomers use telescopes to study space.

The course combines scientific ideas with practical observing skills and helps students build confidence in problem-solving, maths, and scientific vocabulary. There is no tiering in GCSE Astronomy, so all students sit the same exams and can achieve grades 1–9. The level of challenge is similar to Triple Science, with slightly less maths than GCSE Physics but a strong focus on understanding and applying ideas.

There are no controlled assessments, but students complete a small number of required astronomical observations. This usually involves around one observation outside of lesson time per year, supported by lesson preparation. Students may also have the opportunity to take part in visits to local observatories or enrichment events, making the subject come alive beyond the classroom.

Assessment consists of two written exam papers, each 1 hour 45 minutes long, featuring a range of question styles including multiple choice, calculations, graphs, and longer written answers

GCSE Astronomy is a challenging but highly rewarding option for curious students who enjoy Physics, space, and exploring how the Universe works. It pairs especially well with GCSE Physics and opens doors to further study in STEM subjects and beyond.



OPTIONAL SUBJECTS

PEARSON EDEXCEL GCSE BUSINESS STUDIES 1BSO

The GCSE Business (9–1) qualification is a two-year course studied in Years 10 and 11. It is designed to give students a broad understanding of how businesses operate in the real world and to develop key skills such as decision-making, problem-solving, data analysis and evaluation.

The course is divided into two main units, known as Themes. Each theme is assessed by a written examination lasting one hour and forty-five minutes. Both examinations are sat at the end of Year 11 and are equally weighted, with each paper accounting for 50% of the final GCSE grade. Each paper is worth ninety marks and is structured into three sections. Sections A and B include multiple-choice, short-answer and data response questions that test knowledge, understanding and application. Section C is based on real-life business contexts and requires longer, extended-response answers, with questions worth up to twelve marks that assess students' ability to analyse information and make justified business decisions.

Theme One: Investigating Small Business

Theme one focuses on the key concepts, issues and skills involved in starting and running a small business. Students explore entrepreneurship and the characteristics of successful business owners, as well as the initial decisions required when setting up a business. Topics include business aims and objectives, market research, marketing mix decisions, sources of finance, break-even analysis and the role of stakeholders. Throughout this theme, students apply their learning to realistic scenarios, considering how entrepreneurs respond to challenges and opportunities when launching a new business.

Theme Two: Building a Business

Theme two examines how a business develops beyond the start-up phase and begins to grow and expand. Students study how larger businesses operate and the strategic decisions they make in order to remain competitive. This theme places greater emphasis on marketing strategies, operations management, financial decision-making and human resource management. Students also consider how external factors, such as economic conditions, ethical considerations, environmental concerns and globalisation, can influence business decisions. By the end of this theme, students gain a deeper understanding of how businesses adapt and evolve in response to internal and external pressures. Overall, the GCSE Business course provides students with a strong foundation in business knowledge and skills, preparing them for further study at A Level or for a wide range of future careers where commercial awareness and analytical thinking are valuable.



OPTIONAL SUBJECTS

EDEXCEL COMPUTER SCIENCE

GCSE Computer Science course is an engaging and practical qualification that explores the principles of computational thinking, programming, and the role of technology in the modern world. It is designed to develop problem-solving skills, technical expertise, and a deep understanding of how computers work and interact.

The course is divided into two main components:

1. Paper 1: Principles of Computer Science

Covers the theory of computing, including algorithms, data representation, computer systems, networks, and the ethical impact of technology on society.

Focuses on understanding the fundamental principles that underpin modern computing.

Exam details: 1 hour 30 minutes, 75 marks, worth 50% of the overall grade.

2. Paper 2: Application of Computational Thinking

Emphasizes practical application, where students write, debug, and analyse code using programming languages like Python.

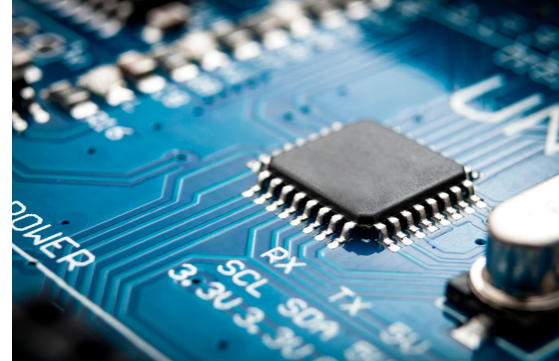
Includes solving real-world problems and developing efficient algorithms.

Exam details: 2 hours, 75 marks, worth 50% of the overall grade.

Who Would Enjoy the Course?

The GCSE Computer Science course is ideal for students who:

- **Love Problem-Solving:** Students who enjoy puzzles, logical challenges, and breaking down complex problems into manageable parts will find this course highly rewarding.
- **Are Technically Curious:** Those fascinated by how computers, software, and networks operate will thrive on the technical depth offered.
- **Enjoy Coding:** Students who like creating programs or experimenting with coding languages, such as Python, will relish the practical programming aspects.
- **Think Critically:** Learners interested in evaluating the ethical and societal impact of technology will appreciate the broader discussions about cybersecurity, data privacy, and global connectivity.



OPTIONAL SUBJECTS

Potential Careers

Studying GCSE Computer Science can lead to many exciting jobs in technology, such as:

- Software Developer – Creating apps, games, or computer programs
- Cybersecurity Analyst – Keeping computer systems safe from hackers
- AI Specialist – Building smart systems like chatbots or robots
- Web Developer – Designing and building websites
- Data Scientist – Using data to help businesses make decisions
- IT Consultant – Helping companies use technology more effectively
- Network Engineer – Managing and securing computer networks
- Technology Entrepreneur – Starting your own tech business or creating new digital ideas

Computer Science skills are in high demand and can lead to further study and many career opportunities.

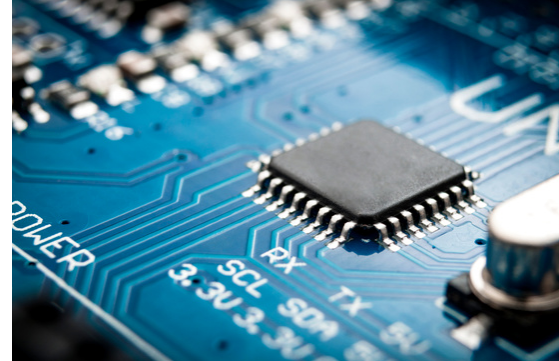
How Computer Science Supports Our Core Values

GCSE Computer Science supports The Romsey School's 8 Core Values:

- Healthy – Learning how to use technology safely and responsibly
- Literate – Improving communication through coding and technical writing
- Learners – Encouraging curiosity and independent learning
- Numerate – Developing logical thinking and problem-solving skills
- Knowledgeable & Deep Thinkers – Understanding how computer systems work and their impact on the world
- Culturally Aware – Learning how technology affects people and cultures globally
- Ethical Global Citizens – Exploring online safety, privacy, and ethical issues
- Future Leaders – Building skills like creativity, teamwork, and adaptability

Computer Science helps students gain technical skills while also becoming responsible, confident, and forward-thinking individuals.

EDEXCEL COMPUTER SCIENCE



OPTIONAL SUBJECTS

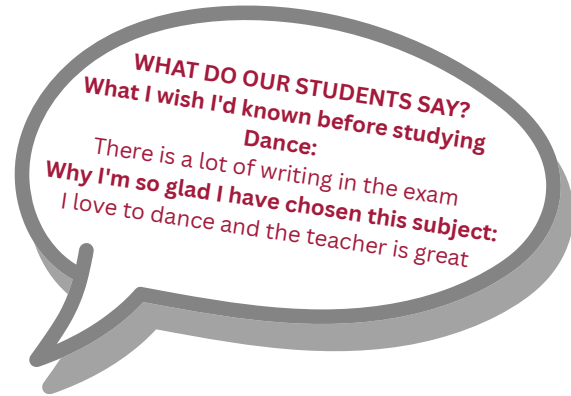
PEARSON

DANCE

BTEC LEVEL 1/2 TECH AWARD IN
PERFORMING ARTS

Why choose Dance?

If you love performing, creating, and expressing yourself through movement, this course is for you! Dance is exciting, creative, and a great way to build confidence, fitness, and teamwork skills. It's perfect for students who want to combine practical performance with learning about the wider performing arts industry.



What will you do?

Develop your performance and technical skills in a range of styles such as Contemporary, Jazz, Urban and Musical Theatre.

Learn how to choreograph and create your own dances, responding to different themes and briefs. Explore professional works and understand how performances are created, giving you insight into the world of performing arts and dance.

How is it assessed?

The course is split into three components:

Coursework - Exploring the Performing Arts – Study professional dance pieces. Learn about technical components (lighting, costume, sound), choreography and roles and responsibilities.

Performance - Developing Skills & Techniques – Improve your own performance skills and reflect on your progress. Learn dances from professional dance repertoire.

Choreography - Performing to a Brief – Work as a group to create and perform a piece in response to a set theme.

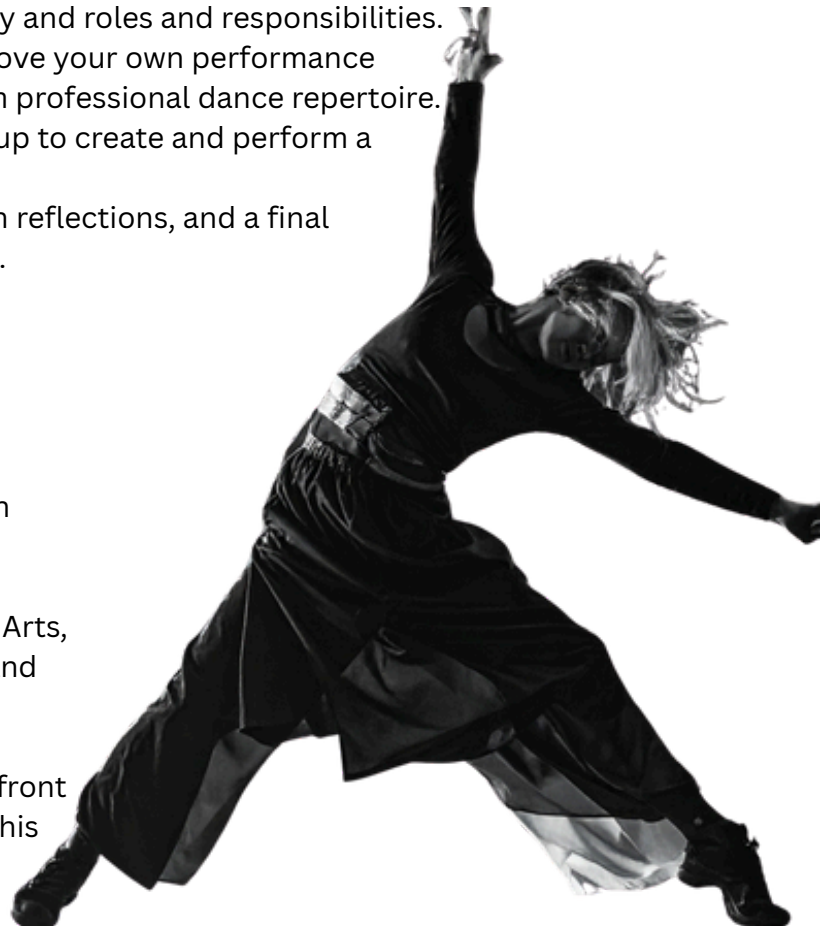
Assessment is a mix of practical performance, written reflections, and a final externally assessed project. There is no written exam.

Why pick this subject?

It's active, creative, and fun!
You'll gain confidence, resilience, and communication skills that are valuable in any career.

It opens doors to further study in Dance, Performing Arts, or careers in performance, choreography, teaching, and the creative industries.

If you enjoy working as part of a team, performing in front of others, and expressing ideas through movement, this course will be a fantastic choice for you



OPTIONAL SUBJECTS

OCR GCSE DRAMA J316



GCSE (9-1) in Drama provides a curriculum to ignite and engage students' creativity, passion and interests. It also provides freedom for them to experiment and take risks with their work.

Why choose OCR GCSE (9-1) Drama?

- Encourages mental versatility – It provides opportunities to examine drama and the work of others, and to explore it as a practical art form.
- Keeps the subject meaningful – It allows students to study drama in an academic setting, interrogating this art form and applying their knowledge and understanding to the process of creating and developing drama and to their own performance work.
- A practical approach to assessment – There's a high percentage of practical assessment in the non-examined assessment and a single portfolio assessment for students.
- Skills to help students stand out – The specification aims to create independent thinkers with skills in research, working with others, analysis, communication, time management, ICT, problem solving, planning and organising.
- Self-Confidence – Taking risks in class and performing for an audience teach students to trust their ideas and abilities. The confidence gained in drama applies to school, career and life.
- Imagination – Making creative choices, thinking of new ideas, interpreting familiar material in new ways are essential to drama.
- Empathy – Acting roles from different situations and time periods and cultures promotes compassion and tolerance for others' feelings and viewpoints.
- Cooperation/Collaboration – Theatre combines the creative ideas and abilities of its participants. This cooperative process includes discussing, negotiating, rehearsing and performing.
- Concentration – Playing, practising and performing develop a sustained focus of mind, body and voice which also helps in other school subjects and life.
- Communication skills – Drama enhances verbal and non-verbal expression of ideas. It improves voice projection, articulation of words, fluency with language and persuasive speech. Listening and observation skills develop by playing drama games, being an audience, rehearsing and performing.
- Problem Solving – Students learn to communicate the who, what, where and why to the audience. Improvisation fosters quick thinking solutions, which leads to greater adaptability in life.
- Fun – Drama brings play, humour and laughter to learning; this improves motivation and reduces stress.
- Emotional outlet – Pretend play and drama games allow students to express a range of emotions.
- Relaxation – Many drama activities reduce stress by releasing mental, physical and emotional tension.
- Self-Discipline – The process of moving from ideas to actions to performances teaches the value of practice and perseverance. Drama games and creative movement improve self-control.
- Trust – The social interaction and risk taking in drama develop trust in self, others and the process.
- Physical fitness: Movement in Drama improves flexibility, coordination, balance and control.

OPTIONAL SUBJECTS

OCR GCSE DRAMA J316



GCSE Drama: Assessment Structure

The qualification is made up of three components, combining practical performance and written assessment.

Content Overview	Assessment Overview	
Learners will research and explore a stimulus, work collaboratively and create their own devised Drama.	Devising drama 60 marks Non-exam assessment	30% of total GCSE
Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.	Presenting and performing texts 60 marks Non-exam assessment (visiting examination)	30% of total GCSE
Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama. Learners will analyse and evaluate a live theatre performance	Drama Performance and Response 80 marks Exam assessment 1 hour and 30 minutes (written paper)	40% of total GCSE

Recommended Reading - Set Texts

Blood Brothers – Willy Russell
Death of a Salesman – Arthur Miller
Find Me – Olwen Wymark
Gizmo – Alan Ayckbourn
Kindertransport – Diane Samuels
Missing Dan Nolan – Mark Wheeler
Misterman – Enda Walsh

WHAT DO OUR STUDENTS SAY?
What I wish I'd known before studying Drama:
The devising portfolio is your homework and it takes hours if it is done well.
Why I'm so glad I have chosen this subject:
It's a vibe and a great subject. Good group of people.

OPTIONAL SUBJECTS

EDUQAS FILM STUDIES

Please note students can choose to study Media Studies or Film Studies. Both subjects cannot be studied together.

Qualification:

Component One; Developments in US Film, Written Examination: 1 hour 30 minutes.

35% of qualification

Component Two; Global Film: Narrative, Representation and Film Style, Written Examination: 1 hour 30 minutes.

35 % of qualification

Component Three; Production, Non Exam Assessment, 30% of qualification.

Set Product Examples (these maybe subject to change):

Three US films must be chosen for component one: one pair of mainstream films for comparison and one independently produced film:

Dracula (Browning, USA, 1930) U and The Lost Boys (Schumacher, USA, 1987) 15

Singin' in the Rain (Donen & Kelly, USA, 1952), U and Grease (Kleiser, USA, 1978), PG

Pillow Talk (Gordon, USA, 1959) U and When Harry Met Sally (Reiner, USA, 1989) 15

Rebel without a Cause (Ray, USA, 1955), PG and Ferris Bueller's Day Off (Hughes, USA, 1986), 12A

Invasion of the Body Snatchers (Siegel, USA, 1956), PG and E.T. the Extra-Terrestrial (Spielberg, USA, 1982), U

The Hate U Give (Tillman Jr. USA, 2018), 12

Juno (Reitman, USA, 2007), 12

The Hurt Locker (Bigelow, USA, 2008), 15

Whiplash (Chazelle, USA, 2014), 15

Ladybird (Gerwig, USA, 2017), 15

A study of one of the following global English language films:

Jojo Rabbit (Waititi, NZ, 2020)15

Slumdog Millionaire (Boyle, UK, 2008), 15

District 9 (Blomkamp, South Africa, 2009), 15

The Babadook (Kent, AUS, 2014) 15

The Breadwinner (Twomey Eire, 2017) 12

A study of one of the following global non-English language films:

Girlhood (Sciamma, France, 2014), 15

Tsotsi (Hood, South Africa, 2005), 15

The Farewell (Lulu Wang, China/US, 2019), PG

The Wave (Gansel, Germany, 2008), 15

Wadjda (Al-Mansour, Saudi Arabia, 2012), PG

A study of one of the following contemporary UK films (produced since 2010):

Submarine (Ayoade, UK, 2010), 15

Attack the Block (Cornish, UK, 2011), 15

Rocks (Gavron, UK, 2019) 12A

Skyfall (Mendes, UK, 2012), 12

Blinded by the Light (Chadha, UK, 2019) 12

OPTIONAL SUBJECTS

EDUQAS FILM STUDIES

GCSE Film Studies: Explore, Analyze, Create



Film is an important part of many people's lives. Those who choose to study it characteristically bring with them a huge enthusiasm and excitement for film which constantly motivates them in their studies. They experience a powerful medium which inspires a range of responses from the emotional to the reflective as they are drawn into characters, their narratives and the issues films raise. The root of that power is the immersive audio-visual experience film offers – one which can exploit striking cinematography, composition and locations as well as powerful music and sound. It is not surprising that many consider film to be the major art form of the last hundred years and that many feel it important to study a medium which has such a significant influence on the way people think and feel.

The WJEC Eduqas specification in GCSE Film Studies is designed to draw on learners' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology. Learners will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film as well as films from Europe, including the UK, South Africa and Australia.

Production is an important part of this specification and is integral to learners' study of film. Studying a diverse range of films from several different contexts is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed to their own filmmaking and screenwriting. This is intended to support learners in producing creative films and screenplays as well as enable their production work to provide an informed filmmaker's perspective on their own study of film.

The academic study of film is now well established and the frameworks for its study are broadly similar whether at GCSE, AS, A level or at higher education institutions. The WJEC Eduqas specification in GCSE Film Studies aims to develop knowledge and understanding of:

- the ways in which meanings and responses are generated through film
- a contrasting, culturally diverse range of films from different national contexts
- film as an aesthetic medium
- how films reflect the social, cultural and political contexts in which they are made
- the relationship between film and film technology over time.

In addition, the specification aims to enable learners to apply their knowledge and understanding of film to filmmaking or screenwriting.

OPTIONAL SUBJECTS

WJEC/EDUQAS DESIGN & TECHNOLOGY GCSE FOOD PREPARATION & NUTRITION C560 P1

GCSE Food Preparation and Nutrition

The WJEC Eduqas GCSE in Food Preparation and Nutrition gives learners the knowledge, skills, and confidence to cook and understand food. It teaches the principles of food science, nutrition, and healthy eating, helping learners make informed decisions about what they eat and how they cook, now and in the future.

By studying this course, learners will:

- Plan, prepare, and cook a variety of foods safely using different techniques and equipment.
- Learn how the properties of ingredients work and understand the nutritional content of food and drinks.
- Understand the link between diet, nutrition, and health, including the effects of poor nutrition.
- Explore the economic, environmental, ethical, and cultural factors that influence food choices and availability.
- Apply knowledge of nutrition, food safety, and sensory qualities when preparing, storing, cooking, and serving food.
- Discover ingredients and cooking methods from different culinary traditions to inspire new ideas or improve recipes.

Assessment

Component 1: Principles of Food Preparation and Nutrition – 50%

- Written exam, 1 hour 45 minutes (Year 11 summer term)

Component 2: Food Preparation in Action – 50%

- Two practical tasks (NEAs), completed in Year 11:

1. Food Investigation (15%) – 8+ hours

- Investigate the properties of ingredients through practical experiments
- Plan, carry out, and evaluate a food investigation
- Produce a 1,500–2,000 word report with photos

2. Food Preparation Assessment (35%) – 12+ hours

- Plan, prepare, cook, and present a menu of three dishes
- Produce a folio of evidence, including planning, evaluation, and photos (max 15 pages)

Each assessment is based on tasks set annually by WJEC Eduqas.



OPTIONAL SUBJECTS

WJEC/EDUQAS DESIGN & TECHNOLOGY HOSPITALITY AND CATERING (TECHNICAL AWARD) LEVEL 1/2

Hospitality and Catering (Technical Award) – WJEC/Eduqas Level 1/2

This exciting course lets students develop practical cookery skills while learning about the hospitality industry. It's ideal for hands-on learners who are interested in careers in catering, hospitality, or food service

The course has two units:

Unit 1 – The Hospitality and Catering Industry

Learners will explore:

-
- How front of house and back of house operate
- Meeting specific requirements in hospitality and catering
- Health and safety in hospitality
- Food safety and how to prevent food-related illnesses

Unit 2 – Hospitality and Catering in Action

Learners will learn:

-
- The importance of nutrition and planning nutritious menus
- Skills and techniques to prepare, cook, and present dishes
- How to review and improve their work

Assessment:

Unit 1: Written exam, 1 hour 20 minutes – 40% of final grade (Year 11 Summer Term)

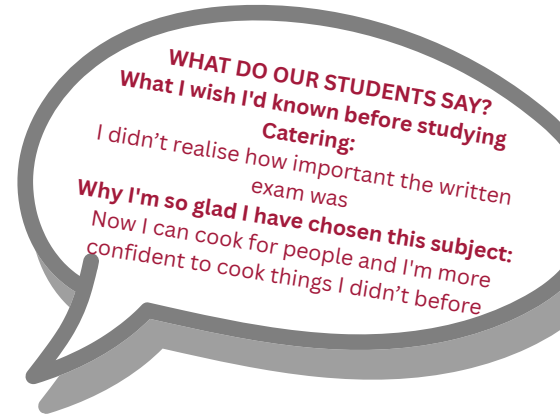
Unit 2: Practical assessment over 12 hours – 60% of final grade (Year 11 Spring Term)

Students complete tasks based on a scenario set by WJEC

Work is internally assessed and externally moderated

Entry Note:

Students choose “Food” in their options block. If successful, teachers will recommend which course (Food Preparation & Nutrition or Hospitality & Catering) suits them best.



OPTIONAL SUBJECTS

AQA GEOGRAPHY 8035

Geography has traditionally been seen as a subject that complements both Sciences and Arts based subjects. At GCSE students who study Geography will be able to write descriptively and analytically, select and evaluate information from many sources and present ideas in a variety of forms.

The Syllabus

At GCSE we will follow the AQA syllabus that covers three geographical themes which are:

1. Living with the Physical Environment
2. Challenges in the Human Environment
3. Geographical Applications

Examinations

The students will sit three exams one per theme:

Exam 1 - Living with the Physical Environment - 1 hour and 30 minutes, 35% of the qualification

Exam 2 - Challenges in the Human Environment - 1 hour and 30 minutes, 35% of the qualification

Exam 3 - Geographical Applications: Fieldwork and decision making - 1 hour and 30 minutes, 30% of the qualification

The GCSE Geography qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade.

Fieldwork

Students will be provided with a core fieldwork opportunity where a parental contribution towards the cost of the trip(s) is requested. Currently our trip is a day trip to Swanage and covers physical and human fieldwork which is important as pupils are assessed on this in Exam 3 and the trip costs approximately £25. Where possible we offer optional and amazing fieldwork experiences as well such as a residential Iceland trip that costs approximately £1000 which reinforces and enhances learning from our GCSE including tectonic hazards.

Home Learning

Home Learning opportunities include actively revising from the revision guide we recommend that students purchase 'Oxford Revise: AQA GCSE Geography Complete Revision and Practice' by Tim Bayliss. We also use 'Flipped Learning activities' where students interact with a range of activities that provide understanding of key ideas in future lessons so that deeper learning can be achieved when these ideas are studied in class as well as linking home learning to prior knowledge to strengthen connections between topics.



OPTIONAL SUBJECTS

OCR CAMBRIDGE NATIONAL HEALTH AND SOCIAL CARE LEVEL 1/2 – J835

The Level 1/2 Cambridge National in Health and Social Care is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that would be used in the health and social care sector.

You may be interested in this course if you enjoy using what you learn in practical, real-life situations, such as:

- Recommending support for individuals
- Planning and delivering a creative activity
- Creating and delivering a health promotion campaign

This course helps you develop independence and confidence, using skills that are valuable in the health and social care sector. It also develops skills useful in many other areas of life and work, including:

- Communicating effectively with individuals and groups
- Researching topics, recording sources, and presenting findings
- Planning activities or campaigns, including managing time, setting aims, and selecting resources
- Creating and delivering information to individuals or groups

This qualification complements other GCSEs and vocational courses at Key Stage 4 and helps prepare you for further study.

The Syllabus

The course includes two mandatory units:

- Principles of care in health and social care settings
- Supporting individuals through life events

Students also complete one optional unit from the following:

- Creative and therapeutic activities
- Health promotion campaigns
-

Assessment

Students complete:

- One written exam (1 hour 15 minutes) on Principles of Care
- Two Non-Examined Assessments (NEAs)
 - Supporting individuals through life events
 - One optional NEA (creative and therapeutic activities or health promotion campaigns), chosen during the course

Skills and Progression

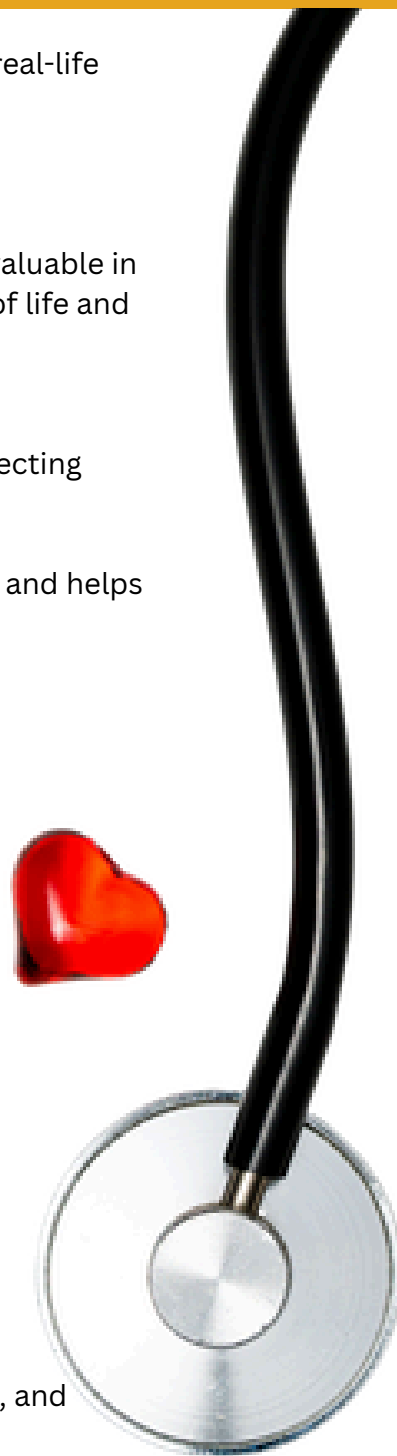
This qualification helps students understand individual rights, person-centred care, and effective communication, which are essential in health and social care settings.

Students also learn how to maintain safe and hygienic environments.

These skills support progression to further study, including:

- Level 3 vocational courses (e.g. Cambridge Technical in Health and Social Care)
- A levels in psychology, biology, or sociology
- Apprenticeships such as Adult Care Worker, Healthcare Assistant, or Allied Health Support

The qualification may also support progression to T Levels in Health and Healthcare Science, when available.



OPTIONAL SUBJECTS

*CITY & GUILDS HAIR & BEAUTY STUDIES LEVEL 2 TECHNICAL AWARD

Overview:

Designed for learners aged 14–16, this vocational qualification introduces students to the dynamic world of hair and beauty, including its evolving trends, scientific principles, and commercial applications

Course Content – Three Core Units:

Exploring the World of Hair & Beauty: Industry roles, services, business contexts, and historical trends.

Science of Hair & Beauty: Hair, skin, and nail biology; cosmetic chemistry; product formulation; ethics; and safety.

Design in Hair & Beauty: Visual design principles, promotion techniques, and creating effective marketing images.

Assessment Format:

A single external written exam in Year 11 covering all three units

A synoptic practical assignment, such as creating a historical look and related promotional materials

Skills Developed:

Technical skills in hair styling, makeup, and manicure

Research, communication, presentation, independent learning, teamwork, and ICT

Why Choose This Course?

Ideal for students who enjoy science (product chemistry), history (evolving styles), and design

Builds transferable life and workplace skills beneficial across many fields

Next Steps & Opportunities:

After completing this qualification, students can progress to:

City & Guilds Level 2 Diplomas (e.g., Beauty Therapy, Hairdressing)

City & Guilds Level 3 Diplomas (e.g., Media Makeup, Advanced Hairdressing)

Hair & Beauty apprenticeships

Complementary Subjects:

Pairs well with GCSEs such as Art and Business, offering a rounded foundation for creative or vocational futures

(*for this course to run, staff recruitment is required)



OPTIONAL SUBJECTS

AQA HISTORY

Assessment

This is a two-year course. Students will complete a trial GCSE exam in the Summer Term of Year 10 and a two trial GCSE exams; one in the Autumn term and one in the Spring term of Year 11. Feedback and targets for progression will be provided for both. Assessment of student progress will take place throughout the course, with the use of practice material from past papers, on a weekly or fortnightly basis. The GCSE exam board is AQA. Students will undertake two exams, which are both two hours long. Students will be examined on both their knowledge and use of sources. There is no controlled assessment.

Area of study AQA

1. Period study America 1840–1895

Study the creation of the USA over a century of expansion, conflict, and change, including settlement, wars, and the treatment of Native Americans.

Geography & Expansion – Great American Desert, Manifest Destiny, early settlers (farmers, Mormons, miners).

Plains Indians – Way of life, permanent Indian Frontier, changing government policy, and conflicts (Fort Laramie, Plains Wars, Sand Creek, Fetterman).

Civil War – North/South divide, slavery, westward expansion, Missouri Compromise, John Brown, and the war's impact.

After the Civil War – 13th Amendment, Civil Rights Act, Reconstruction (1866–1877), carpetbaggers, and Federal vs. State powers.

Westward Settlement & Native Americans – Homesteaders, railroads, Indian reservations, Bighorn, Dawes Act, Wounded Knee, and the closing frontier.

2. Wider World depth study Conflict and Tension 1918–1939

Study the path to World War Two, exploring how the world went from seeking peace in 1918 to war in 1939.

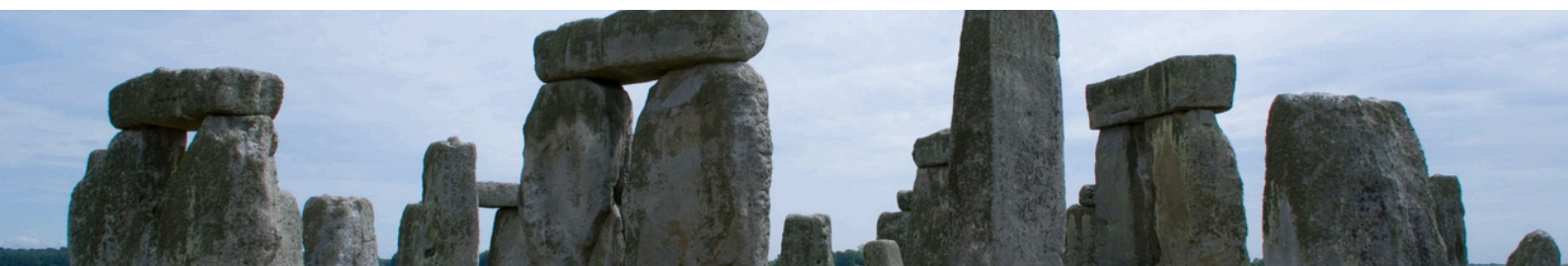
Peace After WWI – Armistice, Versailles Treaty, reactions, strengths and weaknesses of the settlement.

League of Nations – Formation, membership, powers, successes, failures, and diplomacy outside the League (Locarno, Kellogg-Briand).

Rising Tensions – Effects of the Depression, Manchurian and Abyssinian crises, Dollfuss Affair, Saar, Stresa Front, and Anglo-German Naval Agreement.

Hitler and Expansion – Rhineland, Anschluss, Axis, Anti-Comintern Pact, Sudeten Crisis, Munich, and Appeasement.

Outbreak of War – Occupation of Czechoslovakia, role of the USSR, invasion of Poland, and causes of World War Two.



OPTIONAL SUBJECTS

AQA HISTORY

Area of study **AQA**

WHAT DO OUR STUDENTS SAY?
What I wish I'd known before studying History?
Dates and times are not that difficult to remember. In an exam, maybe remember a maximum of 8 dates
Why I'm so glad I have chosen this subject:
Very interesting and you won't get bored studying it

3. Thematic study **Britain: Health and the People c.1000–Present Day**

Explore the journey to modern medicine, from medieval ideas to today's treatments and vaccines. Learn about key discoveries, mistakes, and innovations that shaped healthcare.
Medieval Medicine – Natural and supernatural treatments, Hippocratic and Galenic ideas, medieval doctors, the Black Death, and public health in towns and monasteries.

Renaissance Medicine – Challenge to traditional ideas, anatomy and surgery, key figures (Vesalius, Pare, Harvey), hospitals, treatments, and early vaccination.

Industrial Medicine – Germ theory, Pasteur and Koch, anaesthetics, antiseptics, aseptic surgery, public health reforms, and hospitals.

Modern Medicine – Penicillin, antibiotics, alternative treatments, modern surgery (transplants, keyhole surgery, lasers), the NHS, social reforms, and current health issues.

4. British depth study **Elizabethan England 1568–1603**

Study one of history's most successful female rulers. Learn how Elizabeth, once disinherited and underestimated, became a powerful and influential queen.

Elizabeth and her Court – Her background and character, court life, challenges as a female ruler, relations with Parliament, marriage and succession issues, and Essex's Rebellion (1601).

The Golden Age – Prosperity, rise of the gentry, theatre, and living standards.

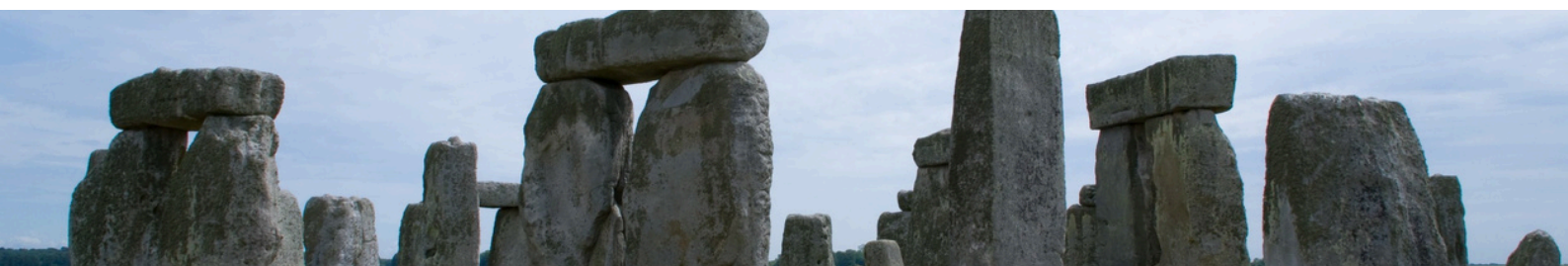
The Poor – Causes of poverty, government responses, and its severity.

English Sailors – Hawkins, Drake, Raleigh, voyages, trade, and circumnavigation (1577–1580).

Religion and Plots – Catholic challenges, Northern Rebellion, ex-communication, Elizabethan Settlement, Mary Queen of Scots, and her execution.

Conflict with Spain – Causes, key events, naval warfare, technology, and the defeat of the Spanish Armada.

Elizabethan Sites – Study a historic site, its location, function, design, people connected, and links to historical events and culture.



OPTIONAL SUBJECTS

WJEC/EDUQAS MEDIA STUDIES C680QS

Syllabus

Media Studies is an exciting and popular choice that has fantastic future study and career prospects. GCSE Media Studies builds on many transferable skills such as critical thinking, vocabulary, written analysis and research. Learners will be able to explore contemporary issues through different media formats, in creative and practical ways.

Learning will focus on these theoretical frameworks:

- Media Language
- Media Representations
- Media Industries
- Media Audiences
- Contexts

Students will study a wide range of media formats, including newspapers, film marketing, TV crime drama, the music industry, advertising, and video games.

Assessment

Component One: Exploring the Media – Written Exam, 1hr 30mins, 40% of GCSE

- Section A: Media Language & Representation – Focus on two print media forms (magazines, newspapers, film posters, or print ads).
- One question on media language for a set product
- One two-part question on representation (one set product + one unseen resource), including contexts and a comparison
- Section B: Media Industries & Audiences – Focus on two media forms (film, newspapers, radio, video games)
- One question on media industries
- One question on audiences

Component Two: Understanding Media Forms & Products – Written Exam, 1hr 30mins, 30% of GCSE

- Covers all frameworks in relation to television and music
- Section A: Television – Questions on media language/representation and industries, audiences, or contexts
- Section B: Music (music videos and online media) – Questions on media language/representation and industries, audiences, or contexts

Component Three: Non-Exam Assessment (NEA) – Project-based, 12 weeks, 30% of GCSE

- Create a media product for an intended audience based on a brief from the exam board
- Includes statement of intent, planning, research, and production
- Topics relate to a theme set annually by the exam board

OPTIONAL SUBJECTS

AQA MODERN FOREIGN LANGUAGE COURSES

**AQA French 8652 AQA German 8662
AQA Spanish 8692**

The breaking down of international barriers for trade and tourism, a process which will move much further and much faster in the course of this new century, has placed a premium on our ability to talk to our neighbours in the global village. Post-Brexit an ability to communicate in a foreign language will be a great advantage in a highly competitive job market. Great emphasis is placed on an ability to communicate in languages other than English and people who are able to do so, at whatever level, have an advantage in the commercial world. Opportunities for business and leisure are increasing dramatically and there is an ever-increasing demand for people with good linguistic and communication skills. In addition, statistics show that students who study a Foreign Language at GCSE level perform better in their other subjects compared to students who do not study a language.

The MFL courses at GCSE encourage communication, appreciation of cultural differences and the academic study of how language is formed, including an ability to reflect on how English relates to other languages. Studying a language has been recognised as an important part of a child's education as we strive to produce generations of students who are not afraid to go out into the world ready and willing to communicate on a global scale. The academic requirements of the course also send out a message about the ability and willingness of a person to apply themselves to a challenging but rewarding subject. Many 'A' level and University courses require a language at GCSE level as a prerequisite for entry onto the course. As a faculty, we are very pleased to offer French, Spanish and German. Spanish and German are taught at an accelerated pace and almost from scratch, as it is only really recommended for students who chose to study the language as a mini option in Year 9, thus requiring additional self-discipline and commitment from the students.

WHAT DO OUR STUDENTS SAY?

What I wish I'd known before studying Spanish?

I didn't know what we had to do for the speaking exams

Why I'm so glad I have chosen this subject:

It's a great skill to speak another language

Throughout the two-year course students develop an awareness of languages, an understanding of grammar and an insight into the culture and civilisation of the respective countries. In addition, the MFL Faculty runs a series of visits for those studying an MFL in KS4. Students will follow the AQA Linear Course. They are assessed in four skill areas – Listening, Speaking, Reading and Writing. Two tiers of examination, Foundation and Higher are available and a student will sit all four papers in either level. Foundation tier covers grades 1-5 and Higher tier covers grades 4-9.

Each of the four papers accounts for 25% of the final grade and the exams are all in the summer of Year 11. Students will need to have a good memory of their language and an ability to be creative within the confines of what they know. Students will have regular vocabulary tests, and they are expected to show self-discipline in learning vocabulary away from the classroom even if it has not been set as a test.

If you would like to know more about the exam course, please log on to www.aqa.org.uk and type French/Spanish/German into the search bar.



OPTIONAL SUBJECTS

EDUQAS GCSE MUSIC (C660QS)

Who should choose music?

GCSE Music is a dynamic, creative and enjoyable subject that develops a range of practical and analytical music-making skills. If you are a budding vocalist, instrumentalist or composer, then this is the course for you!

What does the course give me?

The course is challenging but incredibly rewarding. You'll develop as a musician and composer while working with others towards shared goals. One of the strengths of the course is the balance between collaborative and independent work. You will study a wide range of music and compose original pieces to set briefs, just like in a professional environment. If you're more of a performer, don't worry—there are plenty of opportunities to grow as a soloist or ensemble member.

Will I be taught how to read music?

It's an advantage to know how to read traditional staff notation or guitar tab, but it's not essential. Studying two set works will help you develop a greater understanding of musical notation. There are also lunchtime sessions for extra support if you need it.

Do I have to play a musical instrument?

Since 30% of the course is based on performance, it's recommended that you have vocal or instrumental lessons during the two-year course. By the end of Year 11, you should aim to reach around Grade 3 standard on either voice or one instrument. If you have only interacted with our piano curriculum at year 7, 8 and 9 then you also have the necessary skills needed to practice further complete a performance at GCSE level.

What will I actually be doing?

There are **three main components** in GCSE Music:

1. Performing (30%)

You will give regular performances throughout the course. Two performances—one solo and one ensemble—will be assessed towards your final grade.

2. Composing (30%)

You will create two compositions: one to a brief set by Eduqas and one free composition of your choice.

3. Appraising (40%)

You will study a range of music across four areas of study:

Musical Forms and Devices

Music for Ensemble

Film Music

Popular Music

At the end of Year 11, you will sit a **1 hour 15 minute listening and appraising exam**, answering questions on extracts and the set works.

How can I find out more?

Come and see us in the Music Department—we can show you examples of students' work and answer any questions you might have.

OPTIONAL SUBJECTS

EDUQAS GCSE MUSIC (C660QS)



NCFE Technical Award in Music Technology

Why choose Music Technology?

If you love creating beats, experimenting with sounds, and want to explore the world behind the music you hear every day, this course is for you! The NCFE Technical Award in Music Technology is an exciting, hands-on course designed for budding music producers and sound engineers. From Music for Games to Electronic Dance Music, you'll dive into the creative and technical side of the music industry.

What will you learn?

This course is practical from day one. You'll learn how to:

- Set up and use a Digital Audio Workstation (DAW)
- Create computer-based musical projects using audio and MIDI editing tools
- Experiment with musical elements in different popular music styles
- Plan and undertake a studio recording session
- Mix and master a multi-track recording
- Design and model unique sounds
- You'll also explore how music technology shapes the industry today—perfect for anyone interested in production, sound design, or gaming audio.

How is the course assessed?

You'll complete practical projects that showcase your creativity and technical skills.

- Coursework Project (60%) – In Year 11, you'll produce a major project to a set brief, demonstrating your ability to record, edit, mix, and create music using professional techniques.
- External Exam (40%) – A 1.5-hour computer-based exam where you'll apply your knowledge of music technology in a practical context.
- Unlike traditional exams, this qualification focuses on real-world skills—you'll be assessed on what you can create, not just what you can write!

Where can it lead?

Students who achieve this qualification often progress to Level 3 courses and A Levels such as:

- NCFE Level 3 Applied General Certificate in Music Technology
- A Level Music
- A Level Music Technology
- Industry Apprenticeships
- This course is a fantastic stepping stone into careers in music production, sound engineering, game audio, and beyond.

OPTIONAL SUBJECTS

PHYSICAL EDUCATION



At Key Stage 4 we offer three different Sport and Health qualifications:

- **AQA GCSE PE (8582)**
- **Cambridge National Level 1/2 in Sports Studies (J813)**
- **NCFE Level 1/2 Technical Award in Health and Fitness**

Each course offers a different balance of theory, practical work and assessment style, allowing students to choose the pathway that best suits their strengths and interests.

GCSE PE (AQA 8582)

GCSE PE (AQA 8582)

GCSE PE is a linear qualification, meaning all exams and non-exam assessments are completed at the end of Year 11.

Course Content

Students study:

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and well-being

Assessment

- 60% written exams Two papers, each 1 hour 15 minutes
- 30% practical performance Students are assessed in three sports (one team, one individual, plus one other). To achieve well, students should be competing regularly in at least two sports, either in school teams or to an equivalent standard outside school.
- 10% written analysis and evaluation (AEP)

GCSE PE provides an excellent foundation for A Level PE and other Level 3 sport qualifications.

WHAT DO OUR STUDENTS SAY?

What I wish I'd known before studying GCSE PE?

The amount of coursework there is, how long it takes to film and get the skills for the chosen sport.

Why I'm so glad I have chosen this subject:

I like the extra practical lessons we have each week

OPTIONAL SUBJECTS

PHYSICAL EDUCATION



Cambridge National Level 1/2 in Sports Studies (J813)

This qualification is equivalent to one GCSE and is assessed through a mixture of coursework and one written exam. It is designed for students who enjoy practical learning in a vocational context.

Compulsory Units

- **R184: Contemporary Issues in Sport (Exam)** Covers participation levels, barriers to sport, values and ethics, high-profile events, national governing bodies and the use of technology.
- **R185: Performance and Leadership in Sports Activities (Coursework)** Students develop skills as performers in two sports and learn how to plan and lead sports sessions.

Optional Unit Chosen by the School

R187: Increasing Awareness of Outdoor Adventurous Activities (Coursework) Students explore local and national OAA opportunities, safety considerations, equipment, facilities and planning.

Learning Approach

Students take part in active, practical lessons, supported by written coursework, diaries, videos and witness statements. Romsey School PE kit is required for around 40% of lessons.

NCFE Level 1/2 Technical Award in Health and Fitness

This vocational qualification is also equivalent to one GCSE and focuses on understanding and improving health, fitness and lifestyle.

Assessment

- **40% written exam** (1 hour 30 minutes, taken in Spring of Year 11)
- **60% coursework project** Students design a Health and Fitness plan for a client, applying the knowledge learned across the course.

Course Content Includes

- | | |
|--------------------------------|---|
| · Components of fitness | · Goal setting |
| · Principles of training | · Planning and participating in a fitness programme |
| · Lifestyle factors | · Health and safety |
| · Fitness testing and analysis | · Diet and nutrition |

This course suits students interested in careers such as personal training, fitness instruction or health-related roles.

OPTIONAL SUBJECTS

AQA RELIGIOUS STUDIES

Awarding Body: AQA
Full course: 8062

Course Description:

Religious Studies is a great option for students who enjoy asking big questions about life, morality, and different cultures. If you're curious about the world and can see things from more than one point of view, this subject will really suit you.

Taking GCSE Religious Studies helps you develop the ability to express your opinions clearly and take part in debates on important and sometimes controversial topics. It's a fantastic way to explore your curiosity and strengthen your critical thinking skills.

Following the AQA syllabus, we cover the following modules:

- Crime and Punishment – Is prison effective? Should we bring back capital punishment?
- Religion and Life – How did the universe begin? Should we eat meat?
- Relationships and Families – What makes a family? Should same-sex marriage be allowed?
- Peace and Conflict – Is war ever justified? How can peace be achieved?
- Christian Beliefs – What do Christians believe about God and life after death?
- Christian Practices – Why do Christians pray? What happens in worship?
- Muslim Beliefs – What do Muslims believe about Allah and the afterlife?
- Muslim Practices – Why is Ramadan important? What is the significance of pilgrimage?

Exams

Paper 1 exam - Beliefs and Practices – 1h 45m - 50%

Paper 2 exam - Themes – 1h 45m - 50%

Beyond the classroom, GCSE Religious Studies is highly valuable because it helps you understand the world around you. It works well alongside any subject, but especially Social Sciences and Humanities like English, History, Geography, Government and Politics, and Philosophy.

Students who study Religious Studies go on to a wide range of careers, including Law, Politics, Teaching, Journalism, Media, Business, International Relations, Social Work, and academia. In today's global world, the ability to appreciate and navigate different perspectives is useful in every profession.



OPTIONAL SUBJECTS

AQA SOCIOLOGY 8192

Level: GCSE Awarding Body: AQA 8192

GCSE Sociology aims to broaden students' minds, helping them to see their world from different perspectives and in new and thought-provoking ways. Sociology is a fascinating subject which offers students the opportunity to choose a new and exciting subject, which is directly relevant to their everyday lives and allows them to better understand human behaviour, political, social and philosophical issues, and to ask challenging questions about the world they live in. In addition, the GCSE provides in depth knowledge and academic rigour, requiring students to interact with difficult sociological concepts and write essay style answers. The GCSE Sociology course is entirely exam-based, with students sitting two exams each worth 50% of their total grade.

Students begin with an overview of sociological theory, including: Marxism, functionalism and feminism, before moving on to learning about social research methods. This is then applied throughout the course to the various topics.

The **Unit 1** examination is on the sociology of education and families.

The **Unit 2** examination is on crime and deviance and social stratification.

Students who have studied GCSE Sociology could then go on to study the subject at A-Level. It is also closely linked to other Social Science and Humanities subjects such as Psychology, History, Geography, Government and Politics and Philosophy, as well as developing the communication skills required for subjects such as English. Students of Sociology have pursued a huge range of careers, but common paths include Law, Politics, Teaching, Journalism, the Media, Business, International Relations, Social Work and academia. The skills acquired in relation to social research methods can be applied to all further education.

WHAT DO OUR STUDENTS SAY?
What I wish I'd known before studying Sociology?

You have to do a lot of writing

Why I'm so glad I have chosen this subject:
It's very interesting

