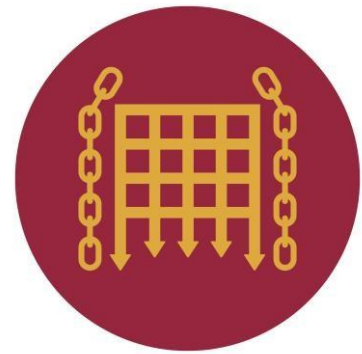


Years 10 & 11

Key Stage 4

Programme of Study
2025/2026

Parents' Guide



CARE
ASPIRE
INCLUDE

The
Romsey
School

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ART

The GCSE Art and Design Course is designed to support students to develop their own personal, original and meaningful art work. As the course progresses, students are increasingly expected to work independently applying the skills they have been taught as well as their understanding of the creative process. The GCSE Art and Design course has 2 components:

Coursework –Worth 60% of the final grade: All work made over the two years must be available for assessment.

Externally Set Assignment- Worth 40% of the final grade: The final examination project set by the exam board and completed in Year 11. This is externally set moderated.

Coursework:

This component of the course has 2 parts

1. Portfolio: A collection of art work completed by the student during the course that demonstrate the breath and quality of their artistic experience.
2. Sustained Project: Students complete a project of work in response to a selected theme. Within the sustained project, students must demonstrate the development of personal and meaningful art work through a 'creative journey'. Students must ensure provide evidence for the 4 GCSE Art Assessment Objectives.

Externally Set Assignment:

In this component students must respond to the exam paper, selecting a theme for a project of work from a list of themes provided by the exam board. For the ESA students must produce a folder/ sketchbook of preparatory work before sitting a 10 hour practical exam.

	Learn about	Activities
Year 10		
Autumn Term	<ul style="list-style-type: none"> <input type="checkbox"/> Where artists get ideas for their art work- The Creative Process <input type="checkbox"/> Yourself as an Artist- what art do you like/ enjoy? <input type="checkbox"/> The work of a broad range of artists. A broad range of media, techniques and processes <input type="checkbox"/> How GCSE Art Work is assessed and the standards of assessment <input type="checkbox"/> How to explore and respond to the work of other artists 	<ul style="list-style-type: none"> <input type="checkbox"/> Plastic Cup Exercise <input type="checkbox"/> Student Choice Project <input type="checkbox"/> Blind Marking Exercise- review the work of other GCSE art students Researching other artists work <input type="checkbox"/> Writing personal opinions about other artist's work. <input type="checkbox"/> Understanding the methods and techniques used by other artists by creating copies and pastiche.

Spring Term

- The 'Sustained' Project
- The work of other artists that link to the Sustained Project
- How to develop your initial ideas for your sustained project.
- How to select, collect, and explore imagery to develop ideas for your sustained Project

- Complete part 1 of your Sustained Project by researching and respond to the work of an artist linked to the project theme.
- Complete work for part 2 of your Sustained Project by
 - Mind Mapping
 - Collecting imagery from a range of primary sources- photography, direct observation,
 - Secondary Sources
 - Exploring the formal qualities of imagery
 - Annotation of work

Summer Term	<ul style="list-style-type: none"> □ How to develop your personal ideas for your Sustained Project □ Planning and creating a final piece for a GCSE Art Project □ Evaluating GCSE Art Work □ The 'College Exam' 	<ul style="list-style-type: none"> □ Complete work for Parts 3 and 4 of your Sustained Project by: <ul style="list-style-type: none"> ○ Designing ○ Exploring alternative compositions and colour ways. ○ Experimenting with different media, techniques and processes ○ Creating a Final piece □ Write an evaluation of your Sustained Project □ Start part 1 of your Sustained Project by researching and respond to the work of an artist linked to the project theme.
Year 11		
Autumn Term	<p style="text-align: center;">The GCSE Art Exam</p> <ul style="list-style-type: none"> ▪ What does the exam paper look like? ▪ Meeting the assessment Objectives ▪ Planning to succeed 	<ul style="list-style-type: none"> ▪ Complete the Art 'College Exam' (Mock Exam)
Spring Term	<ul style="list-style-type: none"> ▪ Preparing your GCSE Art Coursework for Assessment ▪ The Final GCSE Art Exam Project 	<ul style="list-style-type: none"> ▪ Select, organise, present and label your <ul style="list-style-type: none"> ○ Portfolio Work ○ Sustained Project ▪ Select a theme from the Final GCSE Exam Paper to respond to. ▪ Visit an Art Gallery to get inspiration for your Final GCSE Art Exam ▪ Complete a folder of preparatory work that meets the 4 assessment objectives
Summer Term	<ul style="list-style-type: none"> ▪ Completing the Final GCSE Art Exam ▪ Exhibiting your Art Work 	<ul style="list-style-type: none"> ▪ Final 10 hour Practical Art Exam Annual ▪ GCSE Art Exhibition

Assessing GCSE Art work

Students are assessed on their ability to meet the following 4 assessment objectives. The Coursework and Externally Set Assignment are marked separately using these assessment objectives. In order to be successful in GCSE Art and Design students must therefore provide evidence for all 4 objectives within each component.

Assessment Objective	Descriptor
1 (Worth 25%)	<i>Develop ideas through investigations, demonstrating critical understanding of sources.</i>
2 (Worth 25%)	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
3 (Worth 25%)	Record ideas, observations and insights relevant to intentions as work progresses
4 (Worth 25%)	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Useful websites: www.pinterest.co.uk
www.bbc.co.uk/schools/gcsebitesize/art
www.qualifications.pearson.com
www.southampton.gov.uk/art
www.pallant.org.uk
www.sculpture.org.uk
www.prm.ox.ac.uk www.tate.org.uk
www.nationalgallery.org.uk
www.saatchigallery.co.uk

BUSINESS STUDIES

Pearson Edexcel GCSE (9-1) in Business (1BSO)

The Business GCSE (9-1) qualification is a two year course taught in years ten and eleven. It has two main units or 'Themes' each of which are assessed with a one hour and forty five minutes written examination and worth 50% each. Both papers are taken at the end of year eleven and total ninety marks with sections A and B containing multiple choice and short answer questions and section C based on business contexts with longer answer questions up to twelve marks.

Theme one concentrates on the key business concepts, issues and skills involved in starting and running a business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

Theme two examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

COMPUTER SCIENCE

Year 10

At the start of the AQA GCSE Computer Science course, pupils will be alternating between theory and programming practise. This follows the course structure as recommended by AQA.

The course is assessed through two exam papers. These papers are both weighted at 50% each (100% total) and are split as follows:

Paper 1 – Computational thinking and programming skills.

Paper 2 – Computing Concepts

For the mentioned exams above, there are eight topics which are taught. These are:

- Fundamentals of algorithms – Paper 1
- Programming – Paper 1
- Fundamentals of data representation – Paper 2
- Computer systems – Paper 2
- Fundamentals of computer networks – Paper 2
- Cyber security – Paper 2
- Databases & SQL – Paper 2
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy – Paper 2

Generally, these are followed in sequence. However, there will be some deviation to allow stronger links to be established across some topic areas. We aim to complete five of the eight topics within Year 10, revisiting these in year 11 for revision purposes. After each unit is covered, there will be an end of unit test to see how much information has been understood and retained. The results of these will go towards pupil progress checks.

The programming language we use is called 'Python'. This is a free to download, at <https://www.python.org/downloads/>. We strongly recommend students download this, if possible, and spend as much time as they can practising at home. As the subject content is vast and challenging, any pupils that feel they may need to plug gaps in their knowledge or perhaps have missed lessons for whatever reason are strongly encouraged to attend our Computer Science revision classes.

Year 11

The first term is focussed on completing the three remaining topics and sitting the trial exam which gives pupils an indication on what they are doing well and which areas they need to focus on. The remaining time is spent recapping areas already covered as well as pupils developing their problem solving ability. In year 11, pupils are strongly encouraged to attend the Computer Science revision sessions.

DANCE

Dance AQA – Year 11 – First year of teaching September 2016

Component 1: Practical 60%

Performance 30%

Candidates will perform dance, reflecting choreographic intention through physical, technical and expressive skills. Assessment of the solo performance will focus on the student's ability to demonstrate application of their physical, technical and mental skills

Solo Performance

- Candidates will perform two solo dances each lasting approximately thirty seconds.
- The solo dances will be two of the four set phrases choreographed by the exam board in a style from within the contemporary dance genre.

Duet/Trio Performance

- Candidates will perform as part of a duet/trio dance.
- Each student must perform for a minimum of three minutes in a dance which is a maximum of five minutes in duration.
- The duet/trio dance will be choreographed by the teacher and students in collaboration.
- The duet/trio performance must have a clearly identified choreographic intent, which relates to mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s) or a combination of these.
- The action, dynamic and spatial elements of the remaining two set phrases from the choice of four set by AQA must be developed to generate dance content for the duet/trio performance and to realise the chosen choreographic intent.

Choreography 30% - Candidates must learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance.

- The dance created must be either: a solo dance of a minimum of two minutes and a maximum of two and a half minutes or a group dance of a minimum of three minutes and a maximum of three and a half minutes □ For two to five dancers.
- Candidates must choose their aural setting
- The dance can be in any style or style fusion(s) as long as it meets the assessment criteria and communicates their own chosen choreographic intention.
- The candidate is not required to perform in their choreographed dance but may do so if they wish

Component 2: Written 40%

Dance Appreciation – 80 marks

Through written communication and use of appropriate terminology, students must be able to critically analyse, interpret and evaluate their own work in performance and choreography and demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology.

- **Section A:** Relates to the knowledge and understanding of choreographic processes performing skills. Questions will relate to a given stimulus for students to write a response.
- **Section B:** Relates to the critical appreciation of own work. Questions will relate to students' own experience of performance, or choreography or both from within the course.
- **Section C:** Relates to the critical appreciation of professional works and students will answer questions relating to the GCSE Dance Anthology. Students must be able to critically analyse,

evaluate and identify similarities and differences and explain and justify their own opinions with reasoning.

The GCSE Dance Anthology - The anthology consists of six short professional dance works each between 12 and 30 minutes duration. Study of the works can inspire students to develop their own performance, creative and choreographic practice, at the same time as the knowledge, understanding and analytical skills required for critical appreciation. The anthology is used as an effective way to support the integration of theory and practice. The anthology contains the following professional set works:

Dance work	Dance company	Choreographer
Artificial Things	Stoppgap Dance Company	Lucy Bennett
A Linha Curva	Rambert Dance Company	Itzik Galili
Infra	The Royal Ballet	Wayne McGregor
Shadows	Phoenix Dance Theatre	Christopher Bruce
Within Her Eyes	James Cousins Company	James Cousins
Emancipation of Expressionism	Boy Blue Entertainment	Kenrick H2O Sandy

DESIGN AND TECHNOLOGY

Edexcel GCSE (9 - 1) Design and Technology Product Design Qualification aims and objectives

The study of design and technology seeks to prepare students to participate confidently and successfully in an increasingly technological world. It helps students to be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. The aims and objectives of this qualification are to enable students to:

Course Overview

- Demonstrate their understanding that all design and technological activity takes place in contexts that influence the outcomes of design practice.
- Develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values.
- Use imagination, experimentation and combine ideas when designing.
- Develop the skills to critique and refine their own ideas while designing and making.
- Communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing.
- Develop decision-making skills, including the planning and organisation of time and resources when managing their own project work.
- Develop a broad knowledge of materials, components and technologies and practical skills to develop high-quality, imaginative and functional prototypes.
- Be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses.
- Consider the costs, commercial viability and marketing of products

Component 1

Written examination: 1 hour and 45 minutes

50% of the qualification

100 marks

Assessment overview

The paper consists of two sections. Section A is assessed on the core content and Section B is assessed on the material category students have chosen. Calculators may be used in the examination.

Section A: Core - This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 10 marks of calculation questions in Section A.

Section B: Material categories - This section is 60 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 5 marks of calculation questions in Section B.

Component 2

Non-examined assessment

50% of the qualification 100 marks

Content overview: There are four parts to the assessment:

1 – Investigate - This includes investigation of needs and research, and a product specification

- 2 – Design** - This includes producing different design ideas, review of initial ideas, development of design ideas into a chosen design, communication of design ideas and review of the chosen design
3 – Make - This includes manufacture, and quality and accuracy
4 – Evaluate - This includes testing and evaluation.

Food Preparation and Nutrition

The new WJEC GCSE course is a qualification which enables pupils to demonstrate their practical skills within food and find their individual culinary flare.

50% Written Exam — 1 hour 45 mins 50% Coursework — 15% & 35% Non Examination Assessments

The GCSE course consists of a written exam paper worth 50% and 2 practical tasks totalling 50%. NEA 1 is worth 15% and NEA2 is worth 35%. NEA1 focuses on an investigation task which gives pupils the opportunity to carry out their own experiment following a brief. NEA2 allows pupils to showcase their practical ability by cooking a 3 course meal within a 3hr practical exam. Both pieces of coursework are completed within lessons and are timed, 8-10 hours for NEA1 and 10-12hours for NEA2.

Course Overview	Why Food Preparation and Nutrition?
<p>Core Knowledge:</p> <ul style="list-style-type: none"> · Principles of nutrition · Diet, Good Health & Factors that Effect Food Choice · The science of cooking · Food Spoilage and Food Waste · Food Provenance, Cultures and Cuisines · Technological developments within Food · Commodities and their uses <ul style="list-style-type: none"> - Cereals - Fruit & vegetables - Milk, Cheese and Yogurt - Meat Poultry, Fish & eggs - Beans, Nuts & Seeds, Soya, Tofu and Mycoprotein - Butter, Oil, Marge, Sugar and Syrup <p>Practical Skills Gained:</p> <ul style="list-style-type: none"> · Cake Making · Pastry Making · Sauce Making · Batters & Biscuits · Setting Mixtures · Complex Knife Skills · Garnishes and Presentation of Dishes · Meat & Fish Preparation · Cooking and Heat Transfer Methods 	<p>Learning how to cook and bake well is a skill for life. Pupils have already developed their practical skills and have learnt key knowledge and understanding of a range of methods from the KS3 Food Technology curriculum. The GCSE course allows pupils to showcase the practical skills that have already been gained. As well as developing a deeper understanding of the characteristics of ingredients and why there are used within a variety of mixtures.</p> <p>Pupils are able to practically test the functional properties of ingredients and can independently problem solve as they rely on their sensory properties when practically carrying out tasks. The course content in year 10 will prepare pupils for NEA 1 and NEA 2 but pupils will be able to use all of their knowledge and understanding when leaving school to continue cooking even if they choose not to progress onto further education within food.</p> <p>The theory aspect taught in year 10 and 11 will prepare pupils to sit their written exam which has two parts. Section A looks at a visual stimuli and questions to test knowledge of a certain basic mixtures and Section B tests pupils knowledge asking a range of short and extension exam questions.</p>

DRAMA

EDXCEL GCSE DRAMA (2DR01) Year 11

Unit One Assessment Criteria:	Unit Two Assessment Criteria:	Unit Three Assessment Criteria:
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<p>Understanding of the dramatic potential of the theme/topic/issue</p> <ul style="list-style-type: none"> • Response to the use of strategies, elements and medium • Collaborative involvement in all practical tasks • Communication of ideas 	<ul style="list-style-type: none"> • Understanding of the text • Use of strategies, elements and medium • Collaborative involvement in all practical tasks • Communication of ideas showing • Knowledge and understanding of plot, character, form and structure 	<ul style="list-style-type: none"> • Voice & Movement • Pitch, pace, tone, pause • Gesture, stillness, fluency & Expression • Role & Character • Commitment & imagination • Style, content and form • Communication • Performers, audience & examiner
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Term	Elements	Assessment
Autumn	Group work/team building	Unit One & Three Assessment Criteria
	Practitioner - Artaud - Practical workshop, Performance	Unit One & Three Assessment Criteria
	Madness – Devising - Practical workshop, Performance	Unit One & Three Assessment Criteria
	Too Much Punch for Judy - Practical workshop, Performance	Unit Two & Three Assessment Criteria
	Practitioner - Stanislavski - Practical workshop, Performance	Unit One & Three Assessment Criteria
	Physical Theatre - Practical workshop, Performance	Unit One & Three Assessment Criteria
	The Crucible - Practical workshop, Performance	Unit Two & Three Assessment Criteria
Spring	Practitioner – Brecht - Practical workshop, Performance	Unit One & Three Assessment Criteria
	Devising - Practical workshop, Performance	Unit One & Three Assessment Criteria
	Too Hard to Swallow - Practical workshop, Performance	Unit Two & Three Assessment Criteria
	Practitioner – Boal - Practical workshop, Performance	Unit One & Three Assessment Criteria
	Blue Remembered Hills - Practical workshop, Performance	Unit Two & Three Assessment Criteria
Summer	Practitioner – Brook - Practical workshop, Performance	Unit One & Three Assessment Criteria
	Mock Unit Three – Performance	All Internally assessed
	Script Extracts	
	Mock Unit One practical workshop	
	Mock Unit One Documentary response	
Mock Unit Two Practical Workshop		
Autumn	Mock Unit Two documentary Response	Internally assessed, Externally moderated
	Mock Unit Two Response to a Live Performance	
	Unit One Practical Workshop 20% final grade	Controlled written assessment Internally assessed Externally moderated
	Unit One Documentary response 10% final grade	
	Unit Two preparation – the study of a whole text	Internally assessed, Externally moderated
	Unit Two Practical Workshop 20% final grade	
	Unit Two documentary Response	Controlled written assessment Internally assessed, Externally moderated
	Unit Two Response to a Live Performance 10% Final Grade	
Unit three – Performance	Externally assessed by a visiting examiner	

Spring	Unit three – Performance	Externally assessed by a visiting examiner
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OCR GCSE Drama – Year 10 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.

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.

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
Key Teaching and Learning		
In order to access and thrive within the three assessed components students will need to be prepared with key knowledge and be supported through the development of key skills.		
Knowledge and Understanding of . . .		Development of skill in...
Style		Use of a range of theatrical conventions
Genre		Designing for lights/sound/costume/set
Structure		Performance analysis
Staging terms		Evaluation of performance (performers and design elements)
Performance terminology		Research and application
Light/sound/costume/set terminology		Reflection
Rehearsal or preparation strategies for building character		

ENGLISH LANGUAGE AND ENGLISH LITERATURE

At The Romsey School pupils are following the new AQA GCSE courses in English Language (8700) and English Literature (8702). The aim of the English Language course is to develop pupils' ability to express themselves effectively, appropriately and accurately in written and spoken English, in a variety of forms and through a range of activities. The reading element requires informed responses to literary, non-literary and media texts. Pupils will also need to demonstrate their presentation skills for the Spoken Language element of the course. English Literature allows pupils to study and respond to texts of different periods and genre, including novels, plays and poetry.

These new GCSEs will be assessed through four examinations at the end of the two-year course. Pupils will be awarded a number grade 1-9, 9 being the highest grade. In order to prepare pupils for these exams, a series of trial exams will take place throughout the year – some formally in the hall, others in lesson time.

KS4 English Trial Exam Schedule

	Year 10	Year 11
Autumn 1		2nd October lessons 1&2 – in the hall English Language Paper 1
Autumn 2	13th November – in class Literature Paper 1 Section B <i>Dr Jekyll and Mr Hyde</i> 8th December lessons 1&2 – in the hall English Language Paper 1	
Spring 1		8th January – in class Literature Paper 1 Section A <i>Macbeth</i>
Spring 2	4th March – in class Literature Paper 2 Section A <i>Modern Text</i>	w/b 26th February – whole school trial exams Language Paper 2

Summer 1	w/b 15th April - whole school trial exams English Language Paper 2	
Summer 2	w/b 10th June – in class English Literature Paper 2 Section B <i>Anthology Poetry</i>	

English GCSEs - Course Outlines

English Language AQA 8700		
Paper 1 Explorations in Creative Reading and Writing	Paper 2 Writers' Viewpoints and Perspectives	Non-examination Assessment: Spoken Language
What's assessed	What's assessed	What's assessed
Section A: Reading ➤ one literature fiction text Section B: Writing	Section A: Reading ➤ one non-fiction text and one literary non-fiction text Section B: Writing	<ul style="list-style-type: none"> ➤ presenting ➤ responding to questions and feedback ➤ use of Standard English

➤ descriptive or narrative writing	➤ writing to present a viewpoint	
How it's assessed	How it's assessed	How it's assessed
<ul style="list-style-type: none"> ➤ written exam: 1 hour 45 minutes ➤ 80 marks ➤ 50% of GCSE 	<ul style="list-style-type: none"> ➤ written exam: 1 hour 45 minutes ➤ 80 marks ➤ 50% of GCSE 	<ul style="list-style-type: none"> ➤ teacher set throughout course ➤ marked by teacher ➤ separate endorsement (0% weighting of GCSE)
English Literature AQA 8702		
Paper 1		Paper 2
What's assessed		What's assessed
<ul style="list-style-type: none"> ➤ Shakespeare ➤ The nineteenth-century novel 		<ul style="list-style-type: none"> ➤ Modern texts ➤ Poetry ➤ Unseen poetry
How it's assessed		How it's assessed
<ul style="list-style-type: none"> ➤ written exam: 1 hour 45 minutes ➤ 64 marks ➤ 40% of GCSE 		<ul style="list-style-type: none"> ➤ written exam: 2 hour 15 minutes ➤ 96 marks ➤ 60% of GCSE

GEOGRAPHY

AQA GCSE Geography Syllabus Code 8035

There are three exams at the end of the course in Year 11 that determine their grade:

Exam 1 – Physical Geography - 1hr 30m – 35% of grade

Exam 2 – Human Geography - 1hr 30m – 35% of grade

Exam 3 – Geographical Application & Skills (Issue Evaluation & Fieldwork) – 1hr 15m – 30% of grade

Useful revision guide: 'Oxford Revise AQA GCSE Geography complete revision and practice' by T

Bayliss and A Crampton ISBN 978-1-382-03981-9

Year 10 topics

13 Key Stage 4 Years 10& 11

1. Natural Hazards
2. Urban Issues
3. Rivers
4. Coasts
5. Living World

Year 11 topics

1. Living World
2. Issue Evaluation & Fieldwork - Pupils participate in a coastal fieldtrip as part of their preparation for

GCSE Exam 3 with an approximate contribution cost of £25 per pupil.

3. Economic World
4. Natural Resource Management

HISTORY

Assessment

Pupils will complete a trial GCSE exam in the Summer Term of Year 10 and a trial GCSE exam in the Spring term of Year 11. Feedback and targets for progression will be provided for both. Assessment of pupil 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. Pupils will undertake two exams, which are both one hour and forty five minutes long. Pupils will be examined on both their

knowledge and use of sources. There is no controlled assessment.

Key Stage 4 Years 10&11

<u>AQA</u>	
. Period study	<p><u>America 1840-1895</u></p> <p>Geography of North America Great American Desert Manifest Destiny Early settlers: First Farmers, Mormons and Miners Plains Indians way of life Permanent Indian Frontier Early policy towards and changing relationship with Plains Indians Conflict on Plains: Fort Laramie, Plains Wars, Sand Creek & Fetterman American Civil War: North/South divide, slavery, westward expansion, Missouri Compromise, John Brown, impact Mormons, Mountain Meadow Creek, aftermath Aftermath Civil War, 13th Amendment, Civil Rights Act, Reconstruction, 1866-1877, carpetbaggers, Federal and State powers Continued settlement in west: Homesteaders, problems/solutions, railroad Indian Problem Reservations Bighorn Dawes Act Wounded Knee Closing frontier and impact on native Americans</p>
. Wider World depth study	<p><u>Conflict and Tension 1918-1939</u></p> <p>The Armistice – aims of peacekeepers The Versailles Settlement Impact of the Treaty and wider settlement – reactions and strengths/weaknesses of settlement The League of Nations: formation, membership, powers, successes/failures Diplomacy outside the League: Locarno and Kellogg-Briand Collapse of the League: effects of the Depression, Manchurian and Abyssinian crises Failure of League to avoid war in 1939 Hitler's aims and Allied reaction Dollfuss Affair, the Saar, Stresa Front, Anglo-German Naval Agreement Escalation of tension: Rhineland, Mussolini, Axis, Anti-Comintern Pact, Anschluss, Appeasement, Sudeten Crisis, Munich Outbreak of war: Occupation of Czechoslovakia, role of USSR, invasion of Poland, responsibility for the outbreak of war</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">. Thematic study</p>	<p><u>Britain: Health and the people c.1000 to present day</u></p> <p>MEDIEVAL MEDICINE: natural, supernatural, Hippocratic and Galenic methods/treatments, medieval doctor, training, beliefs about cause of illness Medical progress: the contribution of Christianity, to medical progress/treatment, hospitals. Islamic medicine and surgery, surgery in Medieval times, ideas and techniques Public Health in the Middle Ages: towns and monasteries, the Black Death in Britain, beliefs about its causes, treatment and prevention</p> <p>RENAISSANCE MEDICINE: Impact of Renaissance on Britain, challenge to medical authority in anatomy, physiology and surgery, Vesalius, Pare, Harvey. Opposition to change Dealing with disease: traditional and new methods of treatments, quackery, methods of treating disease, plague, growth of hospitals, changes to training and status of surgeons and physicians Prevention of disease: inoculation, Jenner, vaccination and opposition to change</p> <p>INDUSTRIAL MEDICINE: Development of Germ Theory and its impact on the treatment of disease in Britain, importance of Pasteur, Koch, Pasteur and vaccination, Ehrlich, everyday medical treatments and remedies Revolution in surgery: anaesthetics, Simpson and Chloroform, antiseptics, Lister and Carbolic Acid, surgical procedures, aseptic surgery Improvements in public health: public health problems in Industrial Britain, Cholera, public health reformers, local and national government involvement in improvement, Public Health Acts</p> <p>MODERN MEDICINE: Modern treatment of disease, development of pharmaceutical industry, Penicillin, Fleming, new diseases and treatments, antibiotic resistance, alternative treatments Impact of war and technology on surgery: plastic surgery, blood transfusions, x-rays, transplants, modern surgical methods lasers, radiation therapy, keyhole surgery Modern public health: Booth, Rowntree, Boer War, Liberal Reforms, impact of WW1 and WW2, poverty and housing, Beveridge Report, Welfare State, NHS, costs, choices and current issues</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">. British depth study</p>	<p><u>Elizabethan England 1568-1603</u></p> <p>Elizabeth and her court Background and character of Elizabeth Court life Difficulties of being a female ruler: relations with parliament, problem of marriage and succession, Elizabeth's authority at the end of her reign, Essex's Rebellion in 1601 The Golden Age: living standards, prosperity, rise of gentry, theatre The poor: increase in poverty, reasons for poverty, government responses and severity of the problem English sailors: Hawkins and Drake, circumnavigation 1577-1580, voyages and trade, Raleigh Catholicism: Northern rebellion, Ex-communication, plots, Elizabethan Settlement Mary Queen of Scots: background, treatment by Elizabeth, her challenge to Elizabeth's power, plots and execution Conflict with Spain: reasons, events, naval warfare, tactics and technology, defeat of Spanish Armada</p> <p><u>Elizabethan England study of a historic site</u></p> <p>Study of an Elizabethan site Focus on link between site and historical events Consider: Location Function The structure People connected with the site Design How the design reflects culture, values, fashions at the time Important events/developments from depth study connected to the site</p>

LEARNING SUPPORT DEPARTMENT

Additional Support

A limited number of pupils will require support with GCSE assessment tasks. The support offered will consist of 'in-class' support and / or withdrawal from specific lessons to improve literacy **and numeracy** levels and hence improve quality and quantity of outcomes.

All pupils will follow GCSE courses appropriate to their potential. On-going support will be offered to build on literacy **and numeracy** skills learned at KS3. This will vary in its content and delivery, and will be structured around a personalised programme to enhance their achievements.

LIBRARY

The Library is available to pupils throughout the school day and after school until 4pm. It is staffed by a full-time Librarian. It has a wide range of resources to support the curriculum and for reading for pleasure. There are over 10,000 books, eight computers and a selection of magazines available. The library also subscribes to some E-resources, which are available either in school or from home on the website. Pupils may use the Library after school for homework and revision. The Romsey School is keen to encourage pupils to read widely. There is an excellent and up-to-date range of fiction titles for all ages available in the School Library, which pupils may borrow. Some of these can also help pupils gain a greater understanding of a subject, such as History or Geography.

Recommended Reads for Year 10 and 11

The Nest by Paul Jennings Last Train to Kammersdorf by Leslie Wilson Noughts & Crosses series by Malorie Blackman The Book Thief by Marcus Zusak The Lovely Bones by Alice Sebold One by Sarah Crossan The Chaos Walking trilogy by Patrick Ness	The Year the Gypsies Came by Linzi Glass Bloodsong by Melvin Burgess What I Saw and How I Lied by Judy Blundell Mortal Instruments series by Cassandra Clare Freaky Green Eyes by Joyce Carol Oates Exposure by Mal Peet The Crew by Bali Rai
Caught in the Crossfire by Alan Gibbons Looking for JJ by Anne Cassidy Torn by Cat Clarke Delirium trilogy by Lauren Oliver Babyshoes by Dawn Garisch Shylock's daughter by Mirjam Pressler The Road of the Dead by Kevin Brooks Frozen Charlotte by Alex Bell Killing Honour by Bali Rai Starcrossed/ Dreamless by Josephine Angelini Burning Mountain by L J Adlington Pastworld by Ian Beck Drive By by Jim Carrington Ferryman by Claire McFall Life, An Exploded Diagram by Mal Peet All These Things I've Done by Gabrielle Zevin Skin Deep by Laura Jarrett Beautiful Malice by Rebecca James Everybody Hurts by Joana Nadin & Anthony McGowan	This is Not Forgiveness by Celia Rees Fake by K K Beck Echo Boy by Matt Haig Margot and Me by Juno Dawson Possessing Rayne by Kate Cann The Splendour Falls by Rosemary Clement-Moore Sugarcoated by Catherine Forde How to save a Life by Sara Zarr Impossible by Nancy Werlin Sisters Red by Jackson Pearce Forgotten by Cat Patrick Running on the Cracks by Julia Donaldson Saving Daisy by Phil Earle Once Dead, Twice Shy by Kim Harrison Close Up by Sherry Ashworth Noble Conflict by Malorie Blackman Liquidator by Andy Mulligan After the Fire by Will Hill We Come Apart by Sarah Crossan & Brian Monaghan

MATHEMATICS

Edexcel GCSE (Grades 9-3) 1MA1 – Higher Tier
 OCR GCSE (Grades 5-1) J560 – Foundation Tier

All Assessments are based on work covered in the preceding weeks. In the KS4 Programme of Study, students follow the Edexcel National Curriculum Syllabus. The subject content of the course covers: Number; Algebra; Ratio, Proportion and Rates of Change; Geometry and Measures; Statistics and Probability.

Pupils' ability to reason, interpret and communicate mathematically and to solve problems, will also be assessed. For our current key stage 4 pupils 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 is changing from GCSE grades A*-G to GCSE grades 9-1, where 9 is the highest grade. Nationally, the same proportion of pupils that achieve an A grade will now achieve a grade 7. The same proportion of pupils that achieve at least grade C will now achieve at least grade 4. Grade 9 will be awarded to approximately the top 3% of all pupils, nationally.

Pupils 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

To challenge the most able pupils within mathematics pupils are prepared to compete at a national level in the UKMT challenges in which a vast number of students receive either the gold, silver or bronze award in the intermediate challenge, which is aimed at years 9, 10 and 11. We regularly see students' progress into the next phase of the competition. These students receive additional awards for their merit. In year 10, pupils also have the opportunity to take part in the mathematics challenges set by ABP Southampton and the 'Mathematics Feast' set by the FMSP. Each year, our students are some of the best performing within the local area and we regularly come within the top performing schools within these competitions.

Alongside preparing pupils for their GCSE, the financial capability of our students is a key area of mathematics which is taught throughout the school, with special emphasis in years 9 and 10. The department has become a PFEG Centre of Excellence in Financial Education. We have actively taken part in studies to improve financial education with partners from Young Enterprise and the University of Nottingham. Guest speakers from financial sectors including local banks and MyBnk.org present to our students each year about topical finance advice. These skills are then put into practice during the year 10 world of work week during the summer term of year 10.

Further details of the programmes of study for mathematics at Key Stage 3 are on the maths section on the school website

Year 10 Scheme of Work

Week	Higher	Crossover	Foundation
1&2	Algebra	Equations, Formulae, Identities and Substitution	Simplifying Algebra
3			
4	Factors, Multiples and Primes	Properties of Shapes, Parallel Lines and Angle Facts	Integers and Place Value
5	Pythagoras' Theorem and Trigonometry		Statistics, Sampling and Averages
6			
7	Standard Form	Continue Statistics, Sampling and Averages	Pie Charts
8	Revision and Year 10 Key Assessment 1		
October Half Term			
1	Cumulative Frequency, Box Plots, Averages and Spread	Pythagoras' Theorem	Decimals
2	Angle Reasoning and Circle Properties	Fractions, Decimals, Percentages	Indices, Powers and Roots
3			Tables, Charts and Graphs

4	Surds, Rational and Irrational Number	Cumulative Frequency and Box Plots	Algebraic Expressions and Substitution into Formulae
5			
6	Sequences	Sequences	
7	Revision and Year 10 Key Assessment 2		
Christmas Holiday			
1	Fractions, Decimals, Percentages and Ratio	Ratio and Proportion	Equations
2			
3	Linear Graphs and Coordinate Geometry	Real-Life Graphs	Factors, Multiples and Primes
4		Speed, Distance and Time	Properties of Shapes, Parallel Lines and Angle Facts
5	Real-Life Graphs	Straight-Line Graphs	
6	Quadratic, Cubic and Other Graphs		Scatter Graphs
February Half Term			
1	Solving Linear and Quadratic Equations	Probability	Sequences
2		Probability Tree and Venn Diagrams	Real-Life Graphs
3	Solving Simultaneous Equations Algebraically and Graphically	Circles	
4		Transformations	Perimeter and Area
5	Solving Equations involving Inequalities		
6	Revision for Year 10 Mock Exam		
Easter Holiday			
1	Year 10 Mock Exam Week		
2	Feedback from Mock Exam		
3	Probability and Venn Diagrams	Factors, Multiples, Primes, Indices and Roots	Probability
4			
5	Financial Mathematics	Financial Mathematics	Financial Mathematics
May Half Term			
1	Sine and Cosine Rules	Vectors	Ratio & Proportion
2			
3	Histograms	Fractions and Reciprocals	Statistics, Sampling and the Averages
4	Enterprise Project		
5	Transformations	Area and Volume	Straight-Line Graphs
6	Multiplicative Reasoning		Transformations

7	Constructions, Loci and Bearings	Constructions, Loci and Bearings	
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Year 11 Scheme of Work

Week	Higher	Crossover	Foundation
1&2	Similarity, Ratio and Congruence in 2D and 3D	Algebra: Simplifying, Substituting, Solving and Forming Equations	Percentages
3	Trigonometric Graphs	Indices and Standard Form	Angles
4			
5	Vectors and Geometric Proof	Pythagoras Recap and Trigonometry	Ratio and Proportion
6			
7	Circle Geometry	Fractions, Decimals and Percentages	Plans and Elevations
8	Collecting Data	Fractions, Decimals and Percentages	Straight-Line Graphs
October Half Term			
1	Accuracy and Bounds	Algebra: Expansion, Factorisation and Indices	Probability and Venn Diagrams
2	Quadratics, sketching graphs, graphs of circles and cubes		
3		Direct and Inverse Proportion	Ratio and Proportion
4			
5			
6	Area and Volume of Complex Shapes	Polygons, Angles, Parallel Lines and Circle Theorems	Constructions, Loci and Bearings
7		Multiplicative Reasoning	
Christmas Holiday			
1	Revision for Trial Exam		
2	Year 11 Trial Exam Week		
3	Feedback from Trial Exams		
4	Changing the Subject of Formulae, Algebraic Fractions, Composite Functions and Proof	Perimeter, Area and Circles	Quadratic Equations: Expanding and Drawing Graphs
5		Similarity and Congruence in 2D	
6		Quadratic, Cubic and Other Graphs	Area & Perimeter
February Half Term			
1	Reciprocal and Exponential Graphs; Gradient and Area Under Graphs	Inequalities	Circles
2		Simultaneous Equations	Volume of Prisms
3	BIG10 Revision and Past Papers		
4	Revision and Trial Exam 3		
5	Feedback from Trial Exam 3		
6	BIG10 Revision and Past Papers		
Easter Holiday			

1	BIG10 Revision and Past Papers
2	
3	
4	
5	GCSE Paper 1 Edexcel Higher Tier - Non-Calculator OCR Foundation Tier - Calculator Tuesday 19th May - 9AM
May Half Term	
1	GCSE Paper 2 Edexcel Higher Tier - Calculator OCR Foundation Tier – Non-Calculator Thursday 4th June - 9AM
2	GCSE Paper 3 Edexcel Higher Tier - Calculator OCR Foundation Tier - Calculator Monday 8th June - 9AM

MEDIA STUDIES

Exam Board: Eduqas

This is the new GCSE specification which adopts the 1-9 grading system. The curriculum encourages pupils to engage with the role that the media plays in people's everyday lives. It is broken down into four theoretical frameworks:

- Media Language
- Audiences
- Media Industries
- Representations

Assessment:

Component One: Exploring the Media

Written examination: 1 hour 30 minutes
40% of qualification

Section A: Exploring Media Language and Representation

This section assesses media language and representation in relation to two of the following print media forms; magazines, marketing (film posters), newspapers, or print advertisements. There are two questions in this section:

- One question assessing media language in relation to one set product.
- One two-part question assessing representation in relation to one set product and one unseen resource in the same media form.

Section B: Exploring Media Industries and Audiences

This section assesses two of the following media forms: film, newspapers, radio, video games. It includes:

- One stepped question on media industries ➤
- One stepped question on audiences.

Component Two: Understanding Media Forms and Products

Written examination: 1 hour 30 minutes
30% of qualification

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music:

Section A: Television

- One question on either media language or representation, which will be based on an extract from one of the set television programme episodes to be viewed in the examination.
- One question on media industries, audiences or media contexts. **Section B: Music (music videos or online media)**

- One question on either media language or representation
- One question on media industries, audiences or media contexts.

Component Three: Creating Media Products

Non-exam Assessment

30% of qualification

An individual media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.

MODERN FOREIGN LANGUAGES

Year 10 French/German/Spanish

Pupils in Year 10 in all of the languages will be studying the new-style AQA GCSE course. There is no coursework for this course with all four papers being sat as terminal exams in the Summer term of Year 11. There are four exams; Reading, Listening, Speaking and Writing. Each paper accounts for 25% of the final grade. Pupils sit all four papers at either Higher or Foundation tier. In Year 10 pupils will be studying the topics listed below. They will be building up knowledge of grammar and practising the skills necessary for success in the new-style exam. These skills include having a sound knowledge of vocabulary and key phrases that allow pupils to create written and spoken pieces under exam conditions. They will also be building up a bank of answers to potential questions for 1 part of the speaking exam.

Topics covered in Year 10;

Theme 1 – Identity and culture

Topic 1: Me, my family and friends – relationships with family and friends, marriage/partnership.

Topic 2: Technology in everyday life – social media/mobile technology.

Topic 3: Free-time activities – music, cinema and TV, food and eating out, sport.

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

Topic 1: Home, town, neighbourhood and region.

Topic 2: Social issues – charity/voluntary work, healthy/unhealthy living.

Topic 3: Global issues – the environment, poverty/homelessness.

Year 11 French

Pupil in Year 11 continue their studies of topic 3

Topic 3: Global issues – the environment, poverty/homelessness

They then move on to the following:

Topic 4: Holidays and travel, regions of France.

Theme 3 - Current and future study and employment.

Topic 1: My studies and life at school.

Topic 2: Education post-16 jobs, career choices and ambitions.

Pupils in Year 11 sit a mock oral exam in December and the other three papers in the January of their Year 11.

MUSIC GCSE EDEXCEL

EDEXCEL GCSE MUSIC

Year 10 Term 1	<ul style="list-style-type: none"> • Set Work: Instrumental Music: 3rd Movement from Brandenburg Concerto no. 5 in D major by J.S.Bach <ul style="list-style-type: none"> ○ History of Western Music – case study ○ How to compose music ○ Understanding and reading music notation part 1 • Set Work: Cuban Jazz: Samba em Preludio by Baden Powell, performed by Esperanza Spalding <ul style="list-style-type: none"> ○ How to perform in a group
Term 2	<ul style="list-style-type: none"> • Set Work: Instrumental Music: L. van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor ‘Pathétique’ <ul style="list-style-type: none"> ○ Understanding and reading music notation part 2 ○ Solo performance • Set Work: Music for Stage and Screen: ‘Main title/rebel blockade runner’ (from the soundtrack to Star Wars Episode IV: A New Hope) by John Williams <ul style="list-style-type: none"> ○ Composing a piece of music for film
Term 3	<ul style="list-style-type: none"> • Set Work: Vocal Music: Queen: ‘Killer Queen’ <ul style="list-style-type: none"> ○ Ensemble performance • Set Work: Music for Stage and Screen: S. Schwartz: ‘Defying Gravity’ (from the album of the cast recording of Wicked) <ul style="list-style-type: none"> ○ Solo performance OR Ensemble performance □ Free composition
EDEXCEL GCSE MUSIC	
Year 11 Term 1	<ul style="list-style-type: none"> • Set Work: Vocal Music: H. Purcell: ‘Music for a While’ • Set Work: World Fusion: Afro Celt Sound System: ‘Release’ • Completion of both compositions – one free composition one set brief
Term 2	<ul style="list-style-type: none"> • Year 11 trial listening exam • Final recording of Solo and Ensemble pieces <ul style="list-style-type: none"> □ Emphasis on essay question writing success. • Revision of Anthology pieces. • Revision of key theoretical terms.
Term 3	<ul style="list-style-type: none"> □ Final Revision classes in preparation for the Listening Exam in June □ Completion of past papers to understand exam questioning better.
PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)	

Year 10

Personal, Social, Health and Economic education (PSHE) is taught twice per fortnight in Year 10 and includes students’ statutory RE requirement. PSHE is taught by a small team of experienced staff, using an enquiry based approach that challenges pupils to think independently and critically about personal and social issues in order to reach their own conclusions.

In PSHE, we aim to:

- Enable students to develop the knowledge and skills that they need to be happy, healthy, safe and prepared for life in modern Britain
- Give students the confidence to ask questions about the world around them
- Develop oracy skills and encourage students to become confident speakers
- Support students social, cultural, spiritual and moral development and promote fundamental British Values

Students’ learning in PSHE follows the same three themes every year. Each year, students will progress in their knowledge of key concepts linked to these themes. The curriculum outline for Year 10 is below.

Health and Wellbeing	<ul style="list-style-type: none"> <input type="checkbox"/> Personal finance and wellbeing <input type="checkbox"/> Financial scams, money mules and fraud <input type="checkbox"/> Managing a household budget <input type="checkbox"/> How do we get value for money when shopping <input type="checkbox"/> Ways to pay – different payment methods and their pros & cons <input type="checkbox"/> Good debt/bad debt: what's the difference? <input type="checkbox"/> Payslips and salary deductions <input type="checkbox"/> What is the economy and how does it affect us?
My Relationships	<ul style="list-style-type: none"> <input type="checkbox"/> Gangs and prisons project (including drugs re-cap and radicalisation) <input type="checkbox"/> Healthy relationships <input type="checkbox"/> Harmful behaviour in relationships (including consent, revenge porn, explicit messaging, harassment, up-skirting, sexual pressure, sexual bullying/name-calling) <input type="checkbox"/> Personal safety and assessing risk <input type="checkbox"/> Marriage or not – legal issues and rights in relationships <input type="checkbox"/> Managing conflict in relationships <input type="checkbox"/> Self-examination and NHS screening (including checks for breast cancer, testicular cancer and cervical screening) <input type="checkbox"/> Fertility and reproductive health <input type="checkbox"/> Pregnancy and pregnancy choices <input type="checkbox"/> Why is abortion such a controversial issue? <input type="checkbox"/> Role of parents in raising healthy children
The World Around Me	<ul style="list-style-type: none"> <input type="checkbox"/> Emergency first aid refresher <input type="checkbox"/> MPs and parliament – what do they do? <input type="checkbox"/> UK's role in world affairs and the United Nations <input type="checkbox"/> Career and future planning <input type="checkbox"/> Social media health and how it can affect your future <input type="checkbox"/> Preparing for interviews <input type="checkbox"/> Interview skills and first impressions <input type="checkbox"/> What makes a 'good' employee? <input type="checkbox"/> Equality and rights in the workplace

PE

KS4 CORE P.E Options

As part of your child's KS4 PE curriculum, we aim to offer all students a varied and enjoyable programme of study. In year 10 and 11, pupils will have the opportunity to select up to 9 sports through the year. The options offer a wide variety of new sports as well as opportunity to continue with the traditional activities. Some examples of activities include; golf, weights course, Zumba, climbing, FLAG American Football, pilates/yoga, Para-fit and many more. In Key Stage 4 core PE we hope to create an atmosphere where pupils feel confident to explore these new opportunities and find a sport they enjoy and wish to continue with into adult life.

GCSE PE (AQA - 4892)

The GCSE course includes an in depth knowledge of sport related theory topics. At the end of the two years pupils will sit two 1hour 15mins papers to test this knowledge.

1. Paper 1: The human body and movement in physical activity and sport. What's assessed:

- Applied anatomy and physiology □ Physical training
- Movement analysis □ Use of data

2. Paper 2: Socio-cultural influences and well-being in physical activity and sport. What's assessed:

- Sports psychology □ Health, fitness and well-being
- Socio-cultural influences □ Use of data

3. Non-exam assessment: Practical performance in physical activity and sport. What's assessed:

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either team or individual).
- Analysis and evaluation of performance to bring about improvement in one activity.

Cambridge National Sport Studies – Level 2 J829

Cambridge Nationals in Sport are targeted at 14-16 year olds in a school environment. They are designed to fit into the curriculum and to offer the same size, rigour and performance points as GCSEs. They can form a key part of any student's Progress 8 and Attainment 8 approved subjects under the Technical Award category. The qualifications are recognised by Ofqual, DfE and by 16-19 providers as progression to A Level, further education or on to an apprenticeship or work.

Students must complete three units:

- One mandatory externally assessed unit (exam)
- One mandatory centre-assessed unit (NEA)
- One optional centre-assessed unit (NEA) from a choice of two.

Mandatory units

Unit R184: Contemporary issues in sport.

By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport. Topics include:

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role National Governing Bodies (NGBs) play in the development of their sport □ The use of technology in sport.

Unit R185: Performance and leadership in sports activities

This is assessed by a set assignment. In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under

pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations

Topics include:

- Key components of performance
- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity session
- Leading a sports activity session
- Reviewing your own performance in planning and leading a sports activity session.

The optional unit that we have chosen for our pupils to follow is:

R187: Increasing awareness of outdoor and adventurous activities

This is assessed by a set assignment in this unit you will understand how to find out information about what opportunities there are in your local area as well as nationally in the UK for all different types of outdoor/adventurous activities.

You will learn how to enjoy the activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe.

Topics include:

- Provision for different types of outdoor and adventurous activities in the UK
- Equipment, clothing and safety aspects of participating in outdoor and adventurous activities
 - Plan for and be able to participate in an outdoor and adventurous activity
 - Evaluate participation in an outdoor and adventurous activity.

RE

RELIGIOUS STUDIES – TWO YEAR COURSE

Year 10:

Autumn - Muslim Beliefs and Practices

GCSE students will start year 10 by learning about Islam in depth, understanding the key beliefs that underlie the religion and how they influence Muslim practices. Students will cover topics such as; angels, pilgrimage, prophets, holy texts e.t.c.

Spring - Christian Beliefs and Practices

Students will then move onto an in-depth study of Christianity, understanding the key beliefs that underlie the religion and how they influence Christian practices. Students will cover topics such as; creation, incarnation, salvation, resurrection, crucifixion e.t.c. **Summer - Religion, Life and Death**

In summer, students will look at the GCSE theme 'Religion, life and death', where they'll debate controversial topics such as abortion and euthanasia.

Year 11:

Autumn - Peace and Conflict + Relationships and Families

In the autumn term of Year 11, students will revisit the topics of Peace and Conflict + Relationships and Families (covered in Year 9) and apply their improved knowledge of Islam and Christianity (from year 10) to improve their exam skills.

Spring - Crime and Punishment + Revision

In spring students will revisit Crime and Punishment, stretching their knowledge and understanding further, before focusing on revision of all topics, prior to their final GCSE exam.

Pupil progress will be assessed each lesson in a variety of ways, and there will be assessments throughout the academic year. Students will routinely complete exam practice questions to help them prepare for their final GCSE at the end of year 11. In the lead up for each assessment, students will be given the tools and knowledge they need to prepare for the assessment, and afterwards will be given in-depth feedback and the opportunity to improve their work.

Spring: Christianity: worship and festivals. Pupils explore different forms of worship in Christianity and their significance as well as the significance of prayer, including some specific examples. Pupils learn about sacraments and how different Christians interpret these, before moving on to study the role and significance of pilgrimage, looking specifically at Lourdes and Iona and the celebrations of Christmas and Easter.

Summer: Christianity: the role of the Church

Pupils will sit a mock examination in January which will cover: Christian and Muslim beliefs, Relationships and Peace and Conflict. They will also sit a mock after Easter, which will cover Religion and Life and Christian Practices. Pupils practice exam questions regularly in class and work on their exam technique.

Year 11 RE:

During year 11 pupils complete the learning for the GCSE (as detailed in the year 10 information) before moving on to revision and exam technique.

Autumn: Religion, crime and punishment. During this topic pupils will study: corporal punishment, the death penalty and forgiveness and look at this from Christian, Muslim and atheist viewpoints. In addition to this, the theme covers good and evil intentions, reasons for crime, the aims of punishment and the treatment of criminals.

Spring: Islam: worship, duties and festivals (Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam, shahadah, salah, sawm, zakah, hajj, jihad and Muslims festivals – specifically Id-ulAdha and Id-ul-Fitr and Ashura).

Summer: revision and examination

SCIENCE

Edexcel 9-1 Combined Science and Separate Sciences GCSE

In year 10 we begin the Edexcel 9-1 Combined Science course and also Separate Sciences. Suitability for these courses will be decided during year 9 and will be an important part of the option choice process. Following Separate Sciences does not impact on other option choices, and has a healthy uptake. It is a great choice of study for those pupils with the right aptitude and attitude.

Pupils are prepared over two years to sit 6 exam papers – two for biology, two for chemistry and two for physics each 70 minutes in duration (or 105 for separate sciences). These exams are the sole source of assessment for pupils now that coursework has been taken out of the examination system, though over the course there are a range of required practicals that all pupils have to perform and record which will be referred to on the examination papers.

Mathematical skill requirements have increased significantly with the new changes, and pupils are now required to memorise all the equations that are relevant to the exams. These have been printed in their planners. Separate scientists will receive a grade in each of the three sciences whilst combined scientists will receive two grades that contain an amalgamation of their performance across the three sciences.

Double Science: Pupils gain two GCSE grades but still have to study a mixture of all three sciences. Over the two year course they study two biology, two chemistry and two physics units (including sections common to multiple papers) as well as carrying out required practicals, which have taken the

place of coursework. These will be referred to and examined on the year 11 exam. There are 6 one hour papers, two for each science.

Separate Sciences: Pupils gain three GCSE grades, one for each of the three sciences. Over the two year course they study two biology, two chemistry and two physics units (including sections common to multiple papers) as well as carrying out required practicals, which have taken the place of coursework. These will be referred to and examined on the year 11 exam papers. Triple scientists sit the same number of papers as double scientists but they are longer in duration at 100 minutes each.

YEAR 10 SOCIOLOGY

In year 10, pupils start by studying the key sociological theories in sociology: Marxism, functionalism and feminism. We then move on to social research methods, where pupils learn the theory of research before putting what they have learnt into practice. In the spring term the sociology of the family is studied before the sociology of education in the summer term.

In year 11, we start paper two and study crime and deviance before social stratification. The spring and summer term is focused on exam technique and revision before the exam is taken in May.

CONSTRUCTION

B I.C.M. Level 1 - Certificate In Construction (Year 1)

This qualification has been designed, to give the learners an insight into the Construction Industry and to start to build the skills that are required to progress on into further education, level 2/3 qualifications or any of the various apprentice programmes. Learners will gain the skills, knowledge and understanding through a wide range of practical activities and will develop their employability skills through being able to work within team structure, meeting deadlines and communicating appropriately with each other. This qualification includes embedded Functional Skills, whilst learning in an 'applied style'

This course is portfolio based coursework and practical assessment, there is no final exam. Each unit will involve the pupil undertaking a series of tasks, both practical and paper based.

Year 10 Autumn Term

- Health and Safety in the Workshop, expectations of learners
- Basics of P.P.E. (Personal Protective Equipment), C.O.S.H.H. (Control of Substances Hazardous to Health), Manual Handling and working at height etc.
- Painting and Decorating Tool recognition, Area Preparation
- Learning and developing good practical skills of applying both Emulsion and Solvent based Paints to learners own practical work areas.
- Methods of preparation, the use of appropriate fillers.
- Colour study, looking at the colour wheel
- Team working and communication skills

Year 10 Spring Term

- Hanging wall paper both plain and with a pattern repeat
- Safe removal and area preparation ready for next task
- Paint effects, stencilling and image projection
- Working as a team to build the stage set for the Annual School Musical Production

Year 10 Summer Term

- Electrical Safety & understanding P.A.T
- Safety signs
- Improving Team working and communication skills
- Continual practical skills and general assessment takes place, making ready to start to build The I.C.M Construction Portfolios

The I.C.M course consists of four different units to give the learner the skills to progress onto further study and are studied in the order that suits the learners and school environment.

In each unit the pupils will develop; ·

Good communication skills.

- Be able to work as part of a team
- Work responsibly in the workshop
- Maintain a clean and tidy work environment

HSCE01 Health and Safety in a Construction Environment

Health and Safety very important and does involve everyone in the working world. Construction work can be very dangerous if not properly controlled by all involved. In the UK, there are many laws that concern Health & Safety that are enforced to protect the workforce and the wider public.

In this unit, you will learn:

- About the causes of accidents and consequences in the Construction Environment
- About the hazards and safety signs on a Construction Environment
- How to minimise the risk of hazards
- The different types of fire extinguishers and fire prevention
- Current safety legislation; HASAWA, COSHH and CDM

Year 11 Autumn Term

DCDRS01 - Developing Construction Drawing Skills

The design of a buildings or infrastructure projects are developed by collaboration between by the skills Developer, the Client and the Designer. Using drawing techniques as a form of accurate communication. The Designer takes an idea and develops it into a 2D or 3D drawing that everyone can understand. Basic drawings are produced using drawing equipment, a board, paper and pencil. The learner will produce basic set of drawings using various pieces of drawing equipment.

In this unit you will learn;

- About the basic drawing equipment used to produce construction drawings
- To prepare a sheet of drawing paper
- To produce a basic construction drawing to scale

Year 11 spring and summer Terms

DCPS01 - Developing Construction Painting Skills

Every home in the UK has been painted at some time during its life. New homes need to be decorated so that they look smart and attractive to potential buyers.



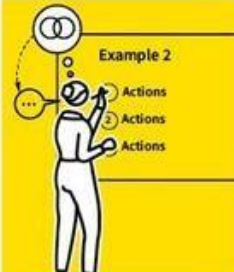




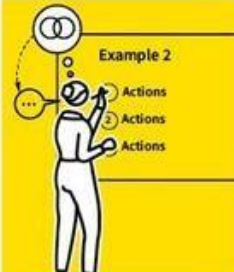




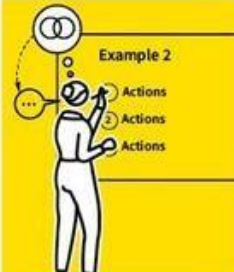


In this unit, you will learn:

- About the hand tools and equipment used in basic painting tasks
- About the materials used in basic painting tasks
- About the PPE used in basic painting tasks
- To apply safe working practices to paint a flat wall area
- To work responsibly with others
- To ask and respond to guidance when working as part of a team

The Romsey School Curriculum Intentions

Our lived experience of 'Compassionate Excellence' means that we aspire, care and include. These values result in young people who are inspired, confident and fulfilled. Students leave our school ready to rise to the challenges of their future.

Compassionate Excellence		
Core Values	Aspire To inspire confidence, ambition and a desire to go further than others might think is possible.	Care To be able and willing to help, nurture and support both ourselves and each other.
		Include To recognise our similarities and seek to appreciate our differences, leading to a feeling of belonging.

Core Knowledge, Skills & Experiences so that our students	<p>Healthy</p> <p>Learn how we can respect and care for our physical and mental health, raise awareness of risk and build confidence and agency to ensure healthy and safe decisions.</p>	<p>Literate</p> <p>Include a specific focus on vocabulary development, reading (for meaning and enjoyment), speaking and writing.</p>	<p>Learners</p> <p>Enhance our students' ability to learn through: Collaboration, Self-Management, Creativity, Curiosity, Resilience, Empathy & Reflection.</p>	<p>Numerate</p> <p>Include a specific focus on transferable skills including basic arithmetic, graphical skills, estimations, sense of proportion and problem solving. Ensure our students understand financial competence.</p>										
	<p>Knowledgeable & Deep Thinkers</p> <p>Provide opportunities for students to engage in deep and critical thinking, developing a mastery of knowledge & philosophical outlook for each subject.</p>	<p>Culturally Aware</p> <p>Include opportunities for all students to develop their spiritual, moral, social and cultural literacy. Include all in trips, concerts, galleries, plays, sports events & outdoor adventures.</p>	<p>Ethical Global Citizens</p> <p>Create a healthier and more peaceful world by engendering a respect for our planet's precarious future and a deep appreciation of the rich diversity people living on it, their rights & responsibilities.</p>	<p>Future Leaders</p> <p>Develop informed decision making by engaging in relevant & meaningful learning, and analysing some of the most complex issues of our times. As a result, influencing others positively.</p>										
Core Teaching through:	<table border="1"> <tr> <td data-bbox="204 831 448 1182">  <p>BEHAVIOUR & RELATIONSHIPS</p> </td> <td data-bbox="464 831 708 1182">  <p>CURRICULUM PLANNING</p> </td> <td data-bbox="724 831 968 1182">  <p>EXPLAINING & MODELLING</p> </td> <td data-bbox="984 831 1228 1182">  <p>QUESTIONING & FEEDBACK</p> </td> <td data-bbox="1244 831 1489 1182">  <p>PRACTICE & RETRIEVAL</p> </td> </tr> <tr> <td data-bbox="204 1193 448 1355"> <p>Establish classroom conditions essential for effective learning</p> </td> <td data-bbox="464 1193 708 1355"> <p>Create a coherent, well-sequenced knowledge-rich curriculum</p> </td> <td data-bbox="724 1193 968 1355"> <p>Make sense of complex ideas to support students in building secure schema</p> </td> <td data-bbox="984 1193 1228 1355"> <p>Use responsive teaching methods to check students' understanding and move them forward</p> </td> <td data-bbox="1244 1193 1489 1355"> <p>Build secure long-term memory and fluency</p> </td> </tr> </table>				 <p>BEHAVIOUR & RELATIONSHIPS</p>	 <p>CURRICULUM PLANNING</p>	 <p>EXPLAINING & MODELLING</p>	 <p>QUESTIONING & FEEDBACK</p>	 <p>PRACTICE & RETRIEVAL</p>	<p>Establish classroom conditions essential for effective learning</p>	<p>Create a coherent, well-sequenced knowledge-rich curriculum</p>	<p>Make sense of complex ideas to support students in building secure schema</p>	<p>Use responsive teaching methods to check students' understanding and move them forward</p>	<p>Build secure long-term memory and fluency</p>
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Through the aims outlined above in the core values, knowledge, skills and experiences, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education or training and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another, inside and outside the classroom. □ Developing personal moral values, respect for religious values and tolerance of others' beliefs and ways of life.

2022-2023 Tutor Time Activities

Votes for schools:

Votes for Schools exists to help children and young people make informed decisions, develop a powerful voice and engage them in understanding the importance of democratic practice in everyday life. Pupils will have the chance to discuss and vote on a range of issues in the news with a new key question each week.

Tutors facilitate this by using a 15 minute PowerPoint presentation provided each week to discuss the topic with their tutor group and then by carrying out a hands-up vote on the key question and recording their votes online.

Five Steps To Well-Being At The Romsey School:

Evidence suggests there are five steps we can all take to improve our mental wellbeing:

- 1) **Be active** – you don't have to go to the gym. Take a walk, go cycling or play a game of football. Walk or cycle to school. Find an activity that you enjoy and make it a part of your life. (Autumn 1)
- 2) **Give to others** – even the smallest act can count, whether it's a smile, a thank you or a kind word. Larger acts, such as volunteering at your local community centre, can improve your mental wellbeing and help you build new social networks. (Autumn 2)
- 3) **Keep learning** – learning new skills can give you a sense of achievement and a new confidence. So why not sign up for that cooking course, start learning to play a musical instrument or figure out how to fix your bike? (Spring 1)
- 4) **Be mindful** – be more aware of the present moment, including your thoughts and feelings, your body and the world around you. Some people call this awareness "mindfulness". It can positively change the way you feel about life and how you approach challenges. (Spring 2)
- 5) **Connect** – connect with the people around you fact to fact; your family, friends, colleagues and neighbours. Spend time developing these relationships. (Summer 1)

We will be looking at each of these during tutor time and during assemblies over this academic year.