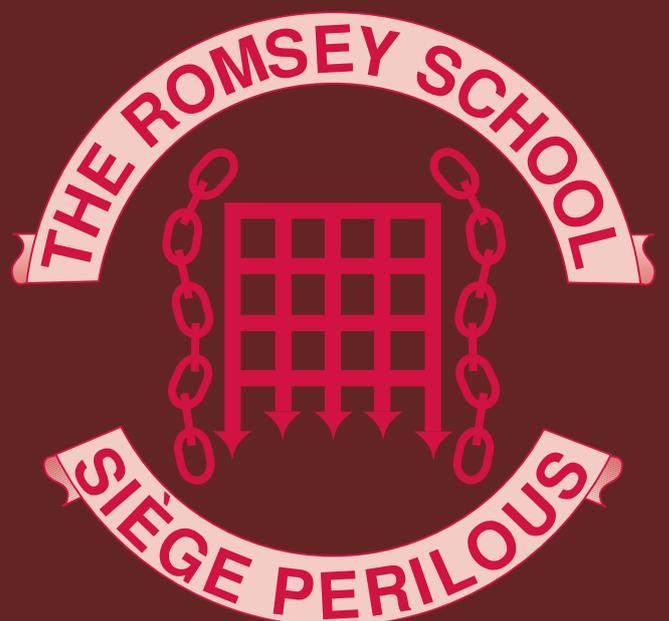


Years 10 & 11

Key Stage 4

Programme of Study
2018/2019

Parents' Guide



Introduction

This booklet provides all of the relevant information about each of the Key Stage 4 courses including the Examination Board and Course code, the programme of study and the nature of the assessments for each of the units. It is intended as a summary guide for parents of pupils in Year 10 and Year 11. The aim is to give an outline of the topics covered under each subject in order for you to have an idea of what is being studied when, throughout the two years until June 2019.

The next two years mark a transition period where some subjects are graded A* to G and others are graded 9 to 1, with 9 being the highest. For our current Year 11 students, this means English and Maths are graded 9 to 1. All other subjects are the traditional A* to G.

As always, if you have a need for further information on a subject area or the progress of your child, then please contact their subject teacher, Tutor or Progress Leader.

Many thanks



Colm McKavanagh
Headteacher

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ART

AQA GCSE ART & DESIGN – Art, craft and design (8201)

Term	Elements	Assessment
Autumn 1	<p><u>Portfolio Work (8201/C)</u> 60% total mark</p> <p>'Commissioned Portrait' - a response to all assessment objectives is required in the portfolio as a whole. Apart from selected pieces of work the portfolio must include one complete project. All work to be mounted before assessment</p>	<p>Controlled teacher Assessment</p> <p>Grade and targets set. Deadline December 20th 2018</p> <p>All coursework</p>
Spring 2	<p><u>Portfolio Work</u></p> <p>Skills Workshops- exploring a range of media in response to the theme 'Close Up</p> <p><u>Sustained Focus</u></p> <p>CLOSE UPS project- Artists Response</p>	<p>Sustained Focus- CLOSE UPS project- Artists Response</p> <p>Deadline Monday 1st April 2019</p>
Summer 3	<p><u>Portfolio Work</u></p> <p>Workshops- how to explore initial ideas by</p> <ul style="list-style-type: none"> -Mind Mapping -Observing and recording by drawing/ painting/ photography. -Exploring the formal qualities of imagery. <p><u>Sustained Focus</u></p> <p>CLOSE UPS project- Exploring your initial ideas</p> <p><u>Portfolio Work</u></p> <p>Workshops- Learn how to Experiment and Develop Personal Ideas by</p> <ul style="list-style-type: none"> • Designing • Exploring alternative compositions and colour ways. • Experimenting with different media, techniques and processes 	<p>Intervention for those students that have not achieved expectations for their artist response.</p> <p>Sustained Focus- CLOSE UPS project- Exploring initial ideas</p> <p>Deadline Monday 10th June 2019</p>
Autumn 4	<p><u>Sustained Focus</u></p> <p>CLOSE UPS project- Experiment and Develop Personal Ideas</p> <p>Making a maquette</p> <p>Create a personal response to the CLOSE up Sustain project- Trial exam</p>	<p>Intervention for those students that have not achieved expectations for their Exploration of initial ideas.</p> <p>Sustained Focus- CLOSE UPS project- Experiment and Develop Personal Ideas</p> <p>Deadline Monday 14th October 2019</p> <p>Deadline December 20th 2019</p> <p>Controlled teacher Assessment. Grades and targets set.</p>
Spring 5	<p>Final examination unit- Externally Set Unit (8201/X)</p> <p>Selection of questions supplied by AQA</p> <p>40% of the total mark</p> <p>A response to all assessment objectives is required in the examination unit. All 'Portfolio' work and Externally set task to be completed by Easter 2019</p>	<p>Work presented is marked by the centre and moderated by AQA</p> <p>Deadline: Date for Exam</p>
Summer 6	All work checked and refined and all targets met	Deadline May 2019

BUSINESS STUDIES

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

The new 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 thirty 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.

COMPUTING

AQA GCSE Computer Science 8520

Year 10

The pupils begin their AQA GCSE course in Year 10 alternating between theory and practical based lessons, this reflects the main structure of the course. The theory element of the course is weighted at 100% of the overall mark. This is assessed at the end of Year 11 in the form of two examination papers. Pupils will have to undertake a programming project, which will take place at the start of Year 11. However, this will not count towards their final grade. The theory aspect of the course is subdivided into 8 sub-sections:

- Fundamentals of algorithms
- Programming
- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Fundamentals of cyber security
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy
- Aspects of software development

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 5 of the 8 topics within Year 10, revisiting these only for revision purposes within Year 11.

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 project is a challenging non examined assessment (NEA) set by the exam board to really test the design, programming, testing and evaluation skills of students. It is up to individuals how they go about solving the tasks and, whilst teachers will guide where possible, ultimately the student is in control of how they complete this. This is why it is imperative that pupils are confident with their programming skills by the end of Year 10, to allow them to fully succeed at the start of Year 11.

The programming language we use is called 'Python'. The software application used is called Spyder.

This is a free to download, at <https://www.continuum.io/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 Computing

Catch up Club. This is held in M5 every Tuesday after school. This ensures that all pupils can keep on top of their work, enjoy the course, and give them the best possible chance of achieving highly within their GCSE.

Year 11

The year begins by readying the pupils in the first couple of weeks to start their NEA. We aim to get the NEA completed by Christmas, which will allow for some minor alterations before it is submitted for final moderation.

The last 5 months is predominantly focused on the theory topics. Covering the 3 topics still yet to be covered, and also developing their problem solving ability. As previously mentioned they will sit 2 exam papers. One covers a majority of the theory topics and the other tests their ability to problem solve and use their logical reasoning. Both of these papers are weighted at 50% each.

The Tuesday catch up sessions will still be running and everyone is welcome. As this is such a critical time, it may be deemed necessary to tailor sessions towards specific pupils on different dates, to help them fill any gaps in their knowledge.

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 - Resistant Materials (1DT0) 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.

1DT0/1A – Metals

1DT0/1F – Timbers

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.

GCSE Textiles Edexcel Exam Board - 5TT01

The new Edexcel GCSE course is a qualification with creative design and making at the forefront. Throughout the course, you will be encouraged to take design risks and to innovate through inspiring contextual challenges, helping you to develop the practical skills you need to succeed in your chosen pathway.

50% Exam (1 hour 45 mins) - 100 marks

50% Coursework (non-examined assessment) - 100 marks

The GCSE course consists of two separate assessments: an externally examined paper and a non-examined assessment component. Your exam paper will consist of two sections: **Section A (20%) covers the core content and Section B (80%) covers the material category you have chosen (Textiles).**

In Section A you need to know:	In Section B you need to know:
<ul style="list-style-type: none">- The impact of new and emerging technologies- How the critical evaluation of new and emerging technologies informs design decisions- How energy is generated and stored in order to choose and use appropriate sources to make products and power systems- Developments in modern and smart materials, composite materials and technical textiles- Mechanical devices that produce movement and change forces- How electronic systems provide functionality to products and processes- Programmable components and flowcharts- Contexts in which design and technological practice takes place	<ul style="list-style-type: none">- Design contexts- Properties of fibres and social implications - Selecting natural, synthetic, blended and mixed-fibre textiles- The impact of forces and stresses on textiles and the process of reinforcing or stiffening- Typical stock forms, types and sizes used for textiles- Processes used to manufacture typical products to different scales of production- Specialist techniques used for high quality textile prototypes- Surface treatments and finishes for functional and aesthetic purposes
	Studying Design and Technology Textiles enables you to expand your skills and prepares you better for the workplace in later life. Employers are looking for people who have studied these subjects and have the skills to problem solve in employment.

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

EDEXCEL GCSE DRAMA (2DR01) Year 11

Unit One Assessment Criteria:	Unit Two Assessment Criteria:	Unit Three Assessment Criteria:
<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

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	
Mock Unit Two documentary Response		
Autumn	Mock Unit Two Response to a Live Performance	
	Unit One Practical Workshop 20% final grade	Internally assessed , Externally moderated
	Unit One Documentary response 10% final grade	
	Unit Two preparation – the study of a whole text	Controlled written assessment Internally assessed Externally moderated
	Unit Two Practical Workshop 20% final grade	
	Unit Two documentary Response	Internally assessed, Externally moderated
	Unit Two Response to a Live Performance 10% Final Grade	
	Unit three – Performance	Controlled written assessment Internally assessed, Externally moderated
Spring		Externally assessed by a visiting examiner
	Unit three – Performance	Externally assessed by a visiting examiner

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		3rd October lessons 1&2 – in the hall English Language Paper 2
Autumn 2	8th November (T&R) or 9th Nov (S) – in class Literature Paper 1 Section B only <i>B: Dr Jekyll and Mr Hyde</i> 7th December lessons 1&2 – in the hall English Language Paper 1	29th November - in class Literature Paper 1 Section A only <i>A: Macbeth</i>
Spring 1	4th February lessons 1&2 – in the hall English Language Paper 2	14th – 22nd January - whole school trial exams English Language Paper 1
Spring 2		28th March lessons 1&2 – in the hall English Literature Paper 1 <i>A: Macbeth</i> <i>B: Dr Jekyll and Mr Hyde</i>
Summer 1	23rd April – 3rd May - whole school trial exams English Literature Paper 2 Sections B&C <i>B: Anthology Poetry</i> <i>C: Unseen Poetry</i>	
Summer 2	8th July (T&R) or 9th July (S) – in class English Literature Paper 2 Section A <i>A: Modern text</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 ➤ descriptive or narrative writing	Section A: Reading ➤ one non-fiction text and one literary non-fiction text Section B: Writing ➤ writing to present a viewpoint	<ul style="list-style-type: none"> ➤ presenting ➤ responding to questions and feedback ➤ use of Standard English
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

Year 10: AQA GCSE Geography Syllabus Code 8035

The grade is determined by three exams worth 100%.

Year 10

Autumn Term: Pupils study UK physical landscapes with a focus on coasts and rivers.

Spring Term: Pupils study UK urban issues and challenges in preparation for their trial exam based on the Autumn and Spring Term units.

Summer Term: Pupils study the living world with a focus on rainforests and cold environments. Then pupils participate in a coastal fieldtrip as part of their preparation for GCSE Exam 3 with an approximate contribution cost of £25 per pupil.

Useful revision guide: 'GCSE 9-1 Geography AQA Revision Guide' by OUP authors Bob Digby et al ISBN 978-0-19-842346-1

Year 11: AQA GCSE Geography Syllabus Code 8035

The grade is determined by three exams worth 100%.

Autumn Term - Pupils investigate a variety of natural hazards including volcanoes and earthquakes, tropical storms and climate change. The final unit of the term is the beginning of Economic World.

Spring Term – Pupils finish off their Economic World unit, investigate a fieldwork enquiry with a focus on the local environment before completing the final unit which looks at natural resource management.

Summer Term - Pupils complete a revision programme of the course in preparation for their exams which includes lessons based on the pre-release resource booklet for the decision-making exam.

Useful revision guide: 'GCSE 9-1 Geography AQA Revision Guide' by OUP authors Bob Digby et al ISBN 978-0-19-842346-1

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.

<u>AQA</u>	
1. Period study	<p><u>America 1840-1895</u> 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>
2. Wider World depth study	<p><u>Conflict and Tension 1918-1939</u> 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>
3. Thematic study	<p><u>Britain: Health and the people c.1000 to present day</u> 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 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 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 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>

Elizabethan England 1568-1603

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

Elizabethan England study of a historic site

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

ICT**TLM Certificate in ICT User Skills**

Pupils must complete 5 projects to prove competence in the areas of:

- Presentation
- Digital Modelling (Spreadsheets)
- Improving Productivity Using ICT
- IT Security for Users
- Word Processing

Once all projects have been completed and approved by the exam board, pupils will then sit an online examination covering a range of topics related to the safe, effective and efficient use of ICT.

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 RLP. 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

<p>The Nest by Paul Jennings Last Train to Kummersdorf 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 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</p>	<p>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 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</p>
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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 completion. 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 PFE 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 RLP and the maths section on the school website: <https://sites.google.com/romsey.hants.sch.uk/romsey-school-maths>

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	Revision and Year 10 Key Assessment 1		
October Half Term			
1	Standard Form	Continue Statistics, Sampling and Averages	Pie Charts
2	Cumulative Frequency, Box Plots, Averages and Spread	Pythagoras' Theorem	Decimals
3	Angle Reasoning and Circle Properties	Fractions, Decimals, Percentages	Indices, Powers and Roots
4			Tables, Charts and Graphs
5	Surds, Rational and Irrational Number	Cumulative Frequency and Box Plots	
6			
7	Sequences	Sequences	
8	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	
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	

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
October Half Term			
1	Accuracy and Bounds	Fractions, Decimals and Percentages	Probability and Venn Diagrams
2	Quadratics, sketching graphs, graphs of circles and cubes	Algebra: Expansion, Factorisation and Indices	
3			Ratio and Proportion
4	Straight-Line Graphs		
5		Direct and Inverse Proportion	

6	Area and Volume of Complex Shapes	Polygons, Angles, Parallel Lines and Circle Theorems	Multiplicative Reasoning
7		Collecting Data	Multiplicative Reasoning
8	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 <i>Thursday 23rd May - 9AM</i>		
May Half Term			
1	GCSE Paper 2 Edexcel Higher Tier - Calculator OCR Foundation Tier – Non-Calculator <i>Thursday 6th June - 9AM</i>		
2	GCSE Paper 3 Edexcel Higher Tier - Calculator OCR Foundation Tier - Calculator <i>Tuesday 11th June - 9AM</i>		

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 • 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	<p>All pupils follow the AQA Religion and Citizenship short course GCSE. Pupils take their GCSE examination in this subject in year 10. As part of this course, pupils study one unit on Relationships, covering contraception, marriage (and alternatives to marriage), families, relationship breakdown, LGBT relationships and exploitation. Pupils also study a unit on Peace and Conflict, in which they explore reasons for war, views on peace, justice and forgiveness, the possession of weapons of mass destruction (with a particular focus on nuclear weapons) and the roles of NATO and the UN.</p> <p>Budgeting and economic enterprise is incorporated through the Enterprise Project and the Mathematics syllabus.</p> <p>Pupils can attend post 16 Options Evening and have the opportunity to practise interview skills.</p> <p>In Year 10 all pupils are involved in our World of Work Week where the focus is on recognising, developing and applying the skills needed in employment with close links made to our “Habits of Mind”. This includes two days when pupils are guided through the process of writing a Personal Statement, How to choose Post-16 options and take part in a session on Interview Skills. On the second day they are able to attend 4 of 40 presentations from Colleges, Apprenticeship Providers and different occupational areas and in addition some pupils will take part in an A-level taster-lesson. This phase concludes with the annual Post-16 Careers Event. Three days of World of Work Week are spent on The Enterprise Project where pupils will access planned activities which use the context of employment to develop decision making and career management skills. Through working together in a team to develop a business idea, backed up by sound financial planning, advertising and marketing strategies; pupils engage in problem solving and gain insights into their own attributes and potential in a working environment. The two winning teams go on to put their ideas into action and are allowed to share the proceeds of a live public contest where their ideas are put to the test!</p> <p>PSHE is also covered through assemblies and the tutor programme.</p> <p>As a Beacon School for Holocaust Education, we also mark Holocaust Memorial Day through an assembly and tutor time activities.</p>
Year 11	<p>In Year 11 pupils focus on their individual future plans and are given additional help to gain the skills and knowledge to make appropriate choices through input in tutor time, assemblies, college open events and taster days, support to complete application forms and personal statements and group sessions on specific destinations such as applying for modern apprenticeships. Pupils are supported individually according to need, are invited for individual careers interviews, and have access to a range of external services including transition support as required.</p>

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 5 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, squash, 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
 - Movement analysis
 - Physical training
 - Use of data
2. Paper 2: Socio-cultural influences and well-being in physical activity and sport. What's assessed:
 - Sports psychology
 - Socio-cultural influences
 - Health, fitness and well-being
 - 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

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.

Cambridge Nationals in Sport offer students the solid foundation required for further study or progression into industry. Students will develop a wide range of highly desirable, transferable skills such as communication, problem solving, team working and performing under pressure. As you might expect, both the bulk of learning and assessment is through practical means.

The Sports Studies qualification will enable students to develop their own performance and how to effectively lead others as well as gain knowledge about the national sports context – excellent preparation for roles such as sport development or sport leadership.

The qualification is made up of two mandatory units and a choice of optional units. The externally assessed unit contributes 25% of the marks for the Certificate size qualification and is assessed in a formal written exam lasting for 1 hour that is completed in the gymnasium.

The Cambridge National in Sport Studies has a sector-based focus, whilst also encompassing some core sport/physical education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

Mandatory units

Unit R051: Contemporary issues in sport - This unit sets the context of sport within the wider environment and how it reflects society and its values. Students will explore a range of topical and contemporary issues in sport, as well as the promotion of values and ethical behaviour through sport. Students will also learn about the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment. This unit is externally assessed through an OCR set and marked 1 hour exam.

Unit R052: Developing sports skills - Students will develop their skills, techniques and use of tactics/strategies/compositional ideas in both an individual and a team sporting activity. Students will also improve their understanding of the rules to allow them to act in a number of officiating roles within an activity. As well developing sporting skills, students will also develop their transferable skills such as communication, performing under pressure, using initiative to solve problems and making decisions by considering rapidly changing conditions around them.

The optional units that we have chosen for our pupils to follow are:

R053: Sports leadership – Whether voluntary or professional, the role of the sport leader is imperative in any sport. Adopting the role of coach, manager, teacher or team captain, sport leaders can shape the development of sport by influencing and inspiring those around them to participate and perform in sporting activities. In this unit, students learn more about different leadership roles and styles. They will then go on to plan and deliver effective and safe sessions and evaluate their own performance. This unit is assessed through an OCR-set task to allow practical demonstration of students' planning and leadership skills.

R056: Developing knowledge and skills in outdoor activities - Organisations increasingly use outdoor and adventurous activities as the basis for team away-days and teambuilding exercises, requiring individuals to work collaboratively and develop their problem-solving and communication skills as a group. Students will develop their knowledge about different outdoor activities, how to plan an outdoor activity and be able to participate in one. They will develop their communication, decision making and leadership skills in challenging scenarios and environments. This unit is assessed through an OCR-set task where students demonstrate their planning skills and participate in an outdoor activity.

RE

YEAR 10 SHORT COURSE RE

Pupils build on their learning from year 9 and complete their preparation for the GCSE by studying the two religions chosen for the examination: Christianity and Islam. In the exam there will be four sections: Peace and Conflict, Relationships, Christian beliefs and Muslim beliefs. Those pupils who have opted for RE attend these lessons as well as the fully course lessons – they will take both papers at the end of year 11. Pupils who attend short course lessons only take this GCSE in May of year 10. Pupils will all sit a mock examination in January 2018.

Autumn: Christian beliefs (incarnation, crucifixion, resurrection, ascension, sin, salvation, grace, the problem of evil and suffering and the nature of God)

Spring: Muslim beliefs (the six articles of faith the five roots of Usul ad-Din, tawhid, the nature of God, angels, prophethood, predestination and human freedom, holy books and life after death).

Summer: Revision and examination. Compassion in Action

RELIGIOUS STUDIES – TWO YEAR COURSE

Year 10 Full Course RE

During full course lessons pupils cover the two additional themes to those covered in short course lessons, as well as the Christian and Muslim practices required for the exam. Pupils take both papers in year 11. One paper covers the themes: relationships, peace and conflict, religion and life and religion, crime and punishment. The second paper covers the two studied religions: Christianity (beliefs and practices) and Islam (beliefs and practices).

Autumn: Religion and life. This topic looks at the origins and value of the universe, abuse of the environment and debates around stewardship, dominion and animal experimentation. Pupils also explore and discuss: the value of human life, abortion, euthanasia and beliefs about life after death.

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-ul-Adha 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. There is usually one accelerated Separate Sciences class and one options class.

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 papers.

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.

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

BTEC 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 entirely based on coursework assessment. 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
- Painting the art screens making ready for the School Art Exhibition.
- Improving Team working and communication skills
- Continual practical skills and general assessment takes place, making ready to start to build their BTEC portfolios

First BTEC Unit

Unit 12 - Developing Construction Drawing Skills

The design of a building has to be produced by the skills of a designer using drawing techniques. 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 work responsibly with others
- To ask and respond to guidance when working as part of a team

Certificate in Construction (Year 2)

Year 11 Autumn Term

Unit 10 - Health and Safety & Welfare in Construction

Health and Safety & Welfare on a construction site is very important and must involve everyone. Construction work can be very dangerous if it is not properly controlled by all involved. In the UK there are many laws that concern Health & Safety that are used to protect all workers.

In this unit you will learn:

- About the causes of accidents in Construction
- About the hazards and safety signs on a construction site
- How to minimise the risk of hazards
- The different types of fire extinguishers and when to use them
- About HASAWA and COSHH

Year 11 Spring Term

Unit 16 – Developing Construction Painting Skills

Every home in the UK has been painted at some time during its life. New homes have 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

Working as part of a team to build the stage set for the annual School Musical Production

Unit 17 – Developing Construction Decorating Skill

Decorating involves the application of wall coverings. These are wallpapers that provide an alternative to emulsion paint covering plastered walls and ceilings.

In this unit you will learn:

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

Year 11 Summer Term

Subject to time limitations, the learners will have the opportunity to take part in Plumbing & Electrical installation Workshops here in school and link with the local Colleges to take part in different taster days.

What is 'Learning to Learn' at the Romsey School?

At Romsey School, we believe that in order to be well prepared for life beyond school, pupils need to master a whole range of skills which transcend the individual subject disciplines. Therefore we advocate the method(s) of metacognition. This means that we teach pupils 'how' to learn as well as teaching the subject content. Therefore, whenever appropriate, our curricula and teaching methodologies promote, encourage, and facilitate hands on learning experiences which address our pupils' deeper subject knowledge whilst overtly teaching pupils **how** to enhance their 'Habits of Mind' (see below).

We are absolutely sure that this focus will reap dividends with regard to our pupils' achievements and engagement, along with enhancing their happiness in their future lives. This focus on 'metacognition' is founded in sound research. For example, the Sutton Report 2016 found that, if used well, metacognition can enhance students' achievement by resulting in gains of eight months. In fact, metacognition was one of the top two interventions for schools.

The Romsey School 'Habits of Mind'

The whole school community has been through extensive consultation and reached an agreement to delineate what we believe to be effective Learning skills at The Romsey School we call these skills our 'Habits of Mind'. We started the process of establishing our 'Habits of Mind' by looking research from 'Hannam's 9 Dimensions', 'Claxton's Four Rs', and the Government's 'Personal Learning and Thinking Skills'. We then considered what was right for our school through extensive consultation with staff and pupils. Our final agreed 'Habits of Mind' are now written into our own bespoke 'Language for Learning'. This language involves seven capacities: *resilience, empathy, reflection, self-management, collaboration, curiosity and creativity*. The key for our Habits of Mind is that all of these skills are learnable, and that all staff have a duty to teach all of our children how to maximise each of their Habits of Mind.

Our common understanding of the Habits of Mind are detailed further below.

Curiosity	Taking an interest, asking questions, inspiring & enquiring, listening and explaining
Resilience	Bouncing back when things are challenging. Learning from mistakes, editing & redrafting and trying again.
Reflection	Thinking deeply, reviewing and improving through the setting of targets, evaluating & analysing our learning, and challenging ourselves whilst inviting praise and criticism.
Self-Management	Planning & prioritising, being organised, taking responsibility and developing confidence
Creativity	Thinking of new ideas that have value. Using our initiative, experimenting, taking risks, innovating, making links and problem solving
Collaboration	Working effectively as a team through sharing, agreeing & arguing, talking & listening, contributing & team work
Empathy	Understanding others through being compassionate, not judging but supporting all

Having established this whole school agreement through extensive consultation from January 2014 onwards, we have then actively used this 'Language for Learning' with our pupils within three main areas of school life:

a) Pastoral

Where appropriate, our tutors spend **tutor times** reflecting on pupils' Habits of Mind through 1:1 work and also through the medium of current issues and British Values with their tutees. The 'themes of the week' for this year are detailed overleaf.

Our **rewards system** has also been overhauled to include the Habits of Mind. When a **credit** is issued, staff refer to a Habit of Mind and give feedback as to which 'Habit' the student was using particularly well in order to 'earn' that credit. Similarly, students can now achieve **Star Learner Awards** during termly Achievement Assemblies. These are the most outstanding pupils who have really 'shone' and demonstrated excellence in their learning using any of our 'Habits of Mind' (*collaboration, self-management, creativity, curiosity, resilience, reflection and empathy*). They are given a 'Star Learner' award, having been nominated by their teachers.

The 'Language of Learning' is used frequently by all staff who lead **assemblies** and students have had individual assemblies on the Habits of Mind, explaining what they are and why they are important. For example, there was one assembly on the importance of making mistakes and learning from them using role models such as Michael Jordan to 'tell the story'.

b) Subject/Curriculum

Where appropriate, all our staff use the same Language for Learning with the pupils in their teaching, when giving feedback, during 1:1 mentoring/coaching conversations and when liaising with parents. The teaching side of this includes use of 'split screen objectives' so that the teacher explains not only the subject content that will be gained that lesson, but also the Habit(s) which will be developed. Teachers plan lessons to enhance specific capacities in the pupils and individual subjects have devised numerous systems to overtly refer to these habits during lessons (see examples below).

- Geography - KS3 homework portfolios link to the 'Habits of Mind' and student are given specific feedback on each
- Food Technology- Students are encouraged to work in teams during their practical lessons and after each one, year 7, 8 and 9 reflect on their practical process
- Textiles- Pupils are set creative homework tasks throughout each SOW. The SOW for all year groups builds on the creativity of each pupil when tackling a design brief
- Maths & Music– Teachers use the split screen objectives at the start of their lessons

Staff have been encouraged to use these techniques in their teaching, there have been several INSET days and departmental meetings dedicated to how to encourage the development of these capacities. Numerous support materials have been developed for (and by) staff on our 'Virtual Learning Network'.

c) Environment

Our Habits of Mind are visible all over our school environment; from the front page of the planners, to the banners which greet students on their way into school. Every classroom displays the Habits of Mind in subject specific and sometimes very creative ways. The majority of handouts and resources given to pupils include the 'Habits of Mind' graphics in some way or other. There is a frieze running down the main corridor which was designed by pupils to reflect our seven habits of mind. These visuals are all designed to underline the importance of the Habits and show that we are all aiming for the same skills set, regardless of subject.

There is a lot that parents can do to enhance their children's Habits of Mind, and we hope to work with you to seek practical strategies which will help with this. There is some extra information on our website which is written to help parents to enhance your child's Habits of Mind at home. Go to 'Parents/Staff' from our homepage, then click on 'Learning to Learn' and then click on the 'Parental tips for Habits of Mind' link.

2018-19 Tutor Themes for Reflection of the Week:

3 rd September	New Beginnings
10 th September	Roald Dahl Day
17 th September	International Day of Democracy
24 th September	International Day for the Total Elimination of Nuclear Weapons
1 st October	Get Thinking!
8 th October	World Mental Health Day
15 th October	Diwali
29 th October	United Nations Day
5 th November	Remembrance Day
12 th November	World Philosophy Day
19 th November	World Toilet Day
26 th November	St Andrew's Day
3 rd December	Hanukkah
10 th December	Human Rights Day
17 th December	Christmas
7 th January	Get Thinking!
14 th January	Courage
21 st January	Holocaust Memorial Day*
28 th January	National Storytelling Week
4 th February	Safer Internet Day
11 th February	Valentine's Day
25 th February	Fair Trade Fortnight
4 th March	International Women's Day
11 th March	Holi
18 th March	International Day of Happiness
25 th March	International Day for the Elimination of Racial Discrimination
1 st April	World Autism Awareness Day
22 nd April	World Book Day
29 th April	St George's Day
6 th May	World Press Freedom Day
13 th May	International Day of Families
20 th May	Ramadan
3 rd June	World Environment Day/World Oceans Day
10 th June	Oxfam Water Week
17 th June	World Refugee Day
24 th June	Summer Solstice
1 st July	Get Thinking!
8 th July	International Day of Friendship
15 th July	Summer Challenge!

*As a Beacon School for Holocaust Education, in this week, there will be three sessions worth of activities for each year group based around a particular theme linked to Holocaust and Genocide education.