

SIR WILLIAM ROMNEY'S  
SCHOOL

# YEAR 9 OPTIONS



For Academic Year 2023/2024

A Guide for  
Students, Parents  
and Carers





# PROGRAMME OF STUDY YEARS 10 & 11 2023-2025

The move from Year 9 to Year 10 in school is without doubt the most important transition made by our students. For the first time in their school careers they have the opportunity to decide which subjects they are going to study.

This is an opportunity to start to focus on areas of study which will have a bearing on future career or study choices and the information in this booklet is designed to support students in making this choice.

We are able to offer a wide and varied choice of subjects at Key Stage 4 and strongly believe that our students should have the freedom to pursue their interests and aptitudes when making their option choices. At the same time we would encourage students to have a broad and balanced diet of subjects. All students will study the core of English, English Literature, Mathematics, Science, Personal Development, Religious Education and Physical Education.

In choosing their options, students are encouraged to select a broad range of subjects, which may include at least one language and a humanity subject. This will ensure that their choices with regard to further/higher education and careers in two years from now are kept as open as possible.

We remain committed to a broad and balanced curriculum and strongly recommend students to also select subjects from other important areas of our curriculum, including Technology, Creatives, Sport and our vocational offering.

Rob Skipp  
Acting Headteacher



# GUIDANCE NOTES 2023-2025

You will be asked to choose one subject and a reserve subject in each of the four option blocks.

You should aim to choose a broad range of subjects. For example, this might include one language and one humanity.

Subjects will only run if sufficient numbers of students have opted for that class. Classes also have a maximum number so changes will need to be made if maximum numbers are exceeded in any class.

You should use all the information you have been given, including your experiences in the taster sessions you attended in recent weeks.

To help you even more, subject leads have created a series of informative videos that you can access by going to the Sir William Romney's YouTube channel:-

<https://youtube.com/playlist?list=PLldnHRmsGJWFw0I9u3FQSZ7NIFTRK-9fH>

You should also talk to:

- Your tutor
- Subject teachers
- Older students

When making your choices you should consider:

- How the subject is assessed. Some subjects have a practical element alongside an examination element which may suit your learning style
- How much you currently enjoy the subject or related subjects
- Whether your subject choices are challenging yet realistic



# YEARS 10 & 11 CURRICULUM 2023-2025

## **CORE**

English	All students study two GCSEs: English Language and English Literature
Mathematics	Full Course GCSE
Science	All students study Combined Science (2 GCSEs)
Religious Education	Non examination
Personal Development	Non examination
Physical Education	Non examination

## **OPTIONS** - all GCSE unless stated otherwise

Art, Craft & Design	Geography
Child Development (BTEC Tech Award)	History
Computer Science	Media Studies
Design & Technology - Graphic Design	Music
Design & Technology - Product Design	Physical Education
Drama	Religious Education
Food Preparation & Nutrition	Spanish
French	Triple Award Science





# THE ENGLISH BACCALAUREATE (EBACC) 2023-2025

## **What is it?**

The EBacc is a suite of GCSE subjects at grade 4 or above. It is not an additional qualification and is not certificated on completion.

To have the EBacc, students must take:-

- English language and literature
- Maths
- The Sciences
- Geography or History
- A language

The first 3 of these are covered in our core offer whilst the last 2 would be specific choices made by the student.

## **Why is it worth considering?**

### **Thinking of going to university?**

It is important to stress that not studying these subjects will not stop you being able to go to university. However, a study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education.

### **Transferrable skills**

Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths due to the fact the skills are reinforced and developed in the other subjects of the EBacc.

### **Is it for everyone?**

**No** – Students may have passions or talents in other areas. Choices should be based on the subjects that will maximise your success and your opportunities in the future.



# THE OPTION BLOCKS

Block A	Block B	Block C	Block D
Computer Science	Art	Child Development	Art
Geography	DT Product Design	DT Graphics	Computer Science
History	Food and Nutrition	French	Drama
Spanish	History	Geography	Media Studies
AP (Invite only)	Music	Media Studies	Triple Science
	Religious Studies	Sport	

Students will study **one** subject in each block.

They will be asked to indicate their first choice in each block and a reserve or 'second choice'.

They should choose a First and Second choice subject in each block.

Finally, they will be asked to indicate the one subject which they most want to do out of all their choices. We will prioritise this subject above all others if a student is unable to do their first choices in all the blocks.

## **Submitting their option preferences**

Students will be provided with an Options form to fill in that will also require a signature from a parent/carer. It is crucial that this form is handed in by the deadline. Forms will be available through their tutor.

The completed student option form should be returned to your child's tutor no later than **Monday, 6th March 2023**.

## **Subjects on Offer**

The following pages give basic information about the subjects on offer. If you wish to obtain further information on any subjects, please refer to the videos on our YouTube channel or contact the Heads of Subject.

## **Information to Examination Boards**

Please note that personal information is passed to the Examination Boards and other regulated Authorities and is subject to the regulations of the Data Protection Act.





# CORE SUBJECTS

- **ENGLISH - 10**
- **MATHEMATICS - 11**
- **SCIENCE - 12**
- **RELIGIOUS EDUCATION - 13**
- **PERSONAL DEVELOPMENT - 14**
- **PHYSICAL EDUCATION - 15**



# ENGLISH

An English GCSE is an essential qualification for the next stage in all students' lives, whether it be entry into Further and Higher education, an apprenticeship or another form of employment. It is therefore a compulsory part of the curriculum in Years 10 and 11 and is a core subject of the National Curriculum.

At KS4 students will study both English Language and English Literature, leading to two GCSEs. There will be no controlled assessments and students' overall grades will be determined entirely by examination at the end of the course.

The courses students will be following are:

**AQA GCSE English Language** - This is a stimulating language-based course which assesses the three components of English: reading, writing and speaking & listening. The course comprises of two final written examinations, each worth 50% of the overall grade. A compulsory element of the GCSE is a formal Speaking and Listening assessment, for which students will receive a Pass, Merit or Distinction certificate. However, the results from these will not contribute to the overall GCSE grade.

As part of this course, students will explore a range of writing forms and develop their own ability to adapt their use of language to a range of contexts. Spelling, punctuation and grammar forms 20% of the overall marks for this qualification.

**AQA GCSE English Literature** - This course assesses the skill of reading and engaging with texts from contemporary and heritage literature. It comprises of two final written examinations totalling 4 hours, one exam being worth 40% and the other 60%. Students will study a 19th century novel, a whole Shakespeare play, a modern text (either a play or a novel) and a selection of poetry.

There are no tiers of entry in these examinations but students will be supported closely to ensure they are able to access the materials.



# MATHEMATICS

Mathematics and its understanding is fundamental in enabling students to achieve their potential. Most employers and post-16 providers expect a good foundation in numeracy and problem solving skills and often require specific GCSE grades in mathematics. It is our expectation that all students will achieve or exceed their target grade and we will work continually to support them.

GCSE Mathematics is studied in Years 10 and 11, with the examination being sat at the end of Year 11. Students will follow the new GCSE syllabus and sit three papers; two calculator and one non-calculator. There are two tiers of entry, Higher (offering grades 4-9) and Foundation (offering grades 1 to 5). The entry tier will be discussed with individuals closer to the examination. There are three assessment points in each year which are all GCSE style papers.





# SCIENCE

GCSE Science courses are intended to give students a general scientific literacy which will provide them with the knowledge to become effective citizens in a modern technological world. This includes being able to make informed decisions in situations such as voting and making purchases, understanding scientific issues in the news and evaluating the reliability of evidence in complex issues such as climate change and genetic modification. Double Award Combined Science and Triple Award Science will also enable students to embark on further scientific studies e.g. A-levels.

## Double Award Combined Science

All students in Years 10 and 11 (except those who opt to do Triple Award Science) will study AQA Double Award Combined Science (called Trilogy by AQA). This is a two year course leading to the award of two GCSEs. It is taught in ten, 1 hour lessons per fortnight, shared between two teachers. Double Award Combined Science offers students:

- a good knowledge of science by studying a subset of content from the Triple Award specifications
- a firm foundation to go on to study A-level science subjects
- the opportunity to gain a good understanding across topics such as:
  - cell biology, bioenergetics and ecology
  - atomic structure, bonding and chemical analysis
  - forces, waves and electricity

Assessment is by six exams, two each of biology, chemistry and physics. Each exam is 1 hour, 15 minutes long. All exams can be taken at the higher or foundation tier. There is no controlled assessment, instead practical work will include 21 required practicals. Knowledge of these practicals will be assumed in the exams and questions may be asked about them. Grades will use the new numerical structure with a 17 point scale ranging from 9-9 for the highest grades down to 1-1 for the lowest (there are two numbers as this is a double award GCSE).

Some students requiring more support in their science education may be double-entered for Double Award Combined Science and Entry Level Certificate Science. If this is the case, parents will be contacted with further information later in the year. Entry Level Certificate Science is intended to prepare students for studying GCSE Science. Students would study this in addition to GCSE Science but in the same curriculum time.

Triple Award Science will be available as an option in Years 10 and 11. Details can be found in the options section of this booklet.



# RELIGIOUS EDUCATION

At Key Stage 4 students will be timetabled for an hour a fortnight in Religious Education. During these lessons we focus on developing our student's knowledge of the world. Across the two years, we study Religion across the world and students have the opportunity to research different countries and create a travel blog along the way.

Religion across the world allows students to develop their independent and research skills whilst increasing their awe and wonder of the world around us. We discover what it would be like to travel to different countries including looking at places to visit, places to eat, the etiquette, where to stay etc. Students then get to be creative in designing and creating their travel blog.





# PERSONAL DEVELOPMENT

At Key Stage 4 students will continue to follow the Personal Development programme once a fortnight. The aim of this programme is to guide our students through preparing them for their opportunities and responsibilities during their experiences in life. The programme offers a space for students to develop and understand their own wellbeing (including mental health), self-esteem, aspirations, opportunities, place in society and spiritual, moral, social and cultural awareness.

In order to offer a programme that well-equips students and offers them a rounded education, we cover a variety of topics which are based around the statutory guidance whilst meeting the needs of our students at the time. Topics covered build on those studied at Key Stage 3 which offers a spiral curriculum where we revisit key information throughout. At Key Stage 4 students look at a range of topics some of which have been highlighted below:-

## **Year 10**

- Looking after yourself at KS4 (including wellbeing and mental health)
- Work experience (including CV writing)
- Relationships (including how to stay safe)
- Families (including different family types)
- Going into the world of work (including responsibilities in the workplace)
- Money management (including gambling)
- Drugs (including role models and the media)

## **Year 11**

- Supporting GCSEs (including managing stress and study skills)
- Plans beyond SWR (including Post-16 options and the application process)
- Relationships (including negative relationships)
- Looking after yourself (including introducing a work-life balance and self-examination)
- Looking after your community (including British Values)

We are proud to work in partnership to deliver lessons with invited speakers from Schoolbeat, St John's Ambulance, Teenage Cancer Trust and St James' Place amongst others.





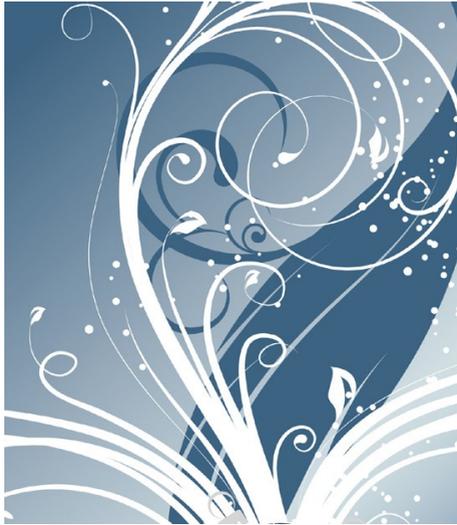
# PHYSICAL EDUCATION

Students are offered a range of different activities during PE lessons at Key Stage 4. The more traditional options such as netball, rugby, football, hockey, cricket, rounders and athletics form the core of learning. The student's curriculum and experiences are enhanced through the wider context of health & fitness (classes and fitness suite), sports leadership, cross country, tennis, badminton, softball and basketball to name a few. Students will continue to participate in both single and mixed-gender classes to further develop their experiences, as well as try out some of the more non-traditional sports such as girl's rugby, football and cricket, as well as boy's hockey for example.

During Key Stage 4 students tackle complex and demanding activities, further developing and applying their knowledge of skills, techniques and effective performance learnt at Key Stage 3. Physical activity is mainly focused on competing or performing, promoting health and well-being, or developing personal fitness, as well as being exposed to a range of new and varied opportunities to try new things. We hope students will gain the confidence to get involved in exercise and activity out of school and in later life.

For the examined element of PE, students study the AQA specification of GCSE PE.





# **OPTION SUBJECTS**

- **ART, CRAFT & DESIGN - 18-19**
  - **CHILD DEVELOPMENT - 20**
  - **COMPUTER SCIENCE - 21**
- **DESIGN & TECHNOLOGY - 22-23**
  - **DRAMA - 24-25**
- **FOOD PREPARATION & NUTRITION - 26**
  - **FRENCH & SPANISH - 27**
  - **GEOGRAPHY - 28**
  - **HISTORY - 29**
  - **MEDIA STUDIES - 30**
  - **MUSIC - 31-32**
- **PHYSICAL EDUCATION - 33-34**
- **RELIGIOUS EDUCATION - 35**
- **TRIPLE AWARD SCIENCE - 36**

# ART, CRAFT & DESIGN

At SWR students will undertake the AQA GCSE Art, Craft and Design course. This is a broad course which promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate a range of outcomes. It is the variety of this course and the increased freedom of choice that students find enjoyable.

The aims of this course are to encourage students to:-

- develop transferrable life skills such as self-confidence, resilience, self-expression, patience and problem solving
- develop creativity, using their imagination to explore and create original and personal images and artefacts. Becoming confident in taking risks and learning from their mistakes
- develop aspirational attitudes and independence
- develop critical understanding of various artwork through investigation, experimentation and reflection





# ART, CRAFT & DESIGN

The GCSE consists of two components:

## **Portfolio (coursework) 60%**

Students create two projects, each involving a sketchbook and final piece. The first will be more teacher-led so that students can learn the structure of the course and what is required. An increasing level of independence will be given to the students throughout the project. The final piece will be personalised so students will have some freedom of choice over what they want to create.

The second project is decided by the student after discussion with the teacher. This enables students to explore an area within Art which they are passionate about. This could be Street Art, Tattoo Art, Portraiture, Landscapes, Still Life, Animals in Art etc.

The majority of the coursework is created in lesson time.

## **Externally Set Assignment (exam project) 40%**

Students will be given a stimulus involving seven starting points for potential Art projects. Students will choose one of these which suits their skills and which inspires them. They will then build this starting point into a sketchbook project. Students will create the final piece in their final exam.





# CHILD DEVELOPMENT

## (BTEC TECH AWARD - LEVEL 2)

This new qualification allows you to develop knowledge and understanding of child development and growth up to the age of five. This includes how children learn through play, how to support children with additional needs by adapting activities to promote their development, how to evaluate activities to ensure they best support all children to develop and how to promote inclusion.

The qualification is the same size and level as a GCSE and is aimed at anyone who wants to learn more about child development. It will also give you the opportunity to develop skills and techniques that enable you to explore the importance of play in children's learning and to support children's development holistically.

### **How will I be assessed?**

You will carry out tasks throughout the course. Your teacher will mark these and you will receive regular feedback as to how you are getting on. Towards the end of the course you will complete an exam in supporting child development and play and learning. This exam will be completed using the knowledge, skills and techniques you have learned by demonstrating ways of supporting child development in the early years and by adapting activities to support all children to develop. This exam is sent away to be marked.

### **Assessments**

Components 1 and 2 - Two assignments completed in two sessions in exam conditions and marked by the teacher.

Component 3 - Final course exam and marked externally.





# COMPUTER SCIENCE

Colleges and universities highly regard GCSE Computer Science as it is often referred to as “The Fourth Science”. The course provides you with a wide range of cross-curriculum skills, such as logical thinking, problem-solving and analytical skills. Most computer science students are not looking for careers within the technological/computing field, but choose it for its academic rigour and status.

## **What would I study?**

At GCSE we build on the theory and skills you developed during Year 9. We cover binary, computer hardware, logic, cyber security, computer networking and programming topics. You won't find lessons that are different to current computing lessons. You will be assessed for this GCSE by completing two exam papers in Year 11. We use the AQA exam board.

## **Who should take it?**

Anyone interested in computing or wanting to go to university should consider taking computer science. It is one of the most popular subjects at GCSE. Please talk to your computing teacher if you require any further advice on whether they feel you should consider it as a GCSE.

## **What about College and University?**

As previously mentioned Computer Science is highly regarded by colleges and universities. Therefore, students who wish to go to college or university to study A-levels or degrees such as engineering, technology, computing, law, the sciences, robotics, teaching, mathematics, veterinary, medicine, psychology, business and other academic subjects should truly consider taking Computer Science.

## **Will I get a good grade?**

Unfortunately, I can't make that promise! However, we have previously had many results above the national average and students have made excellent progress. The lessons are well structured, resources are provided (free revision guide) and you get regular updates on your progress.

## **Who can I talk to?**

Chat with your computing teacher or talk to any current Year 10 students and get their honest feedback!



# DESIGN & TECHNOLOGY

GCSE D&T will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on D&T including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making, and apply technical and practical expertise.

This GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. Students will also have the opportunity to study specialist technical principles in greater depth. The key skills that you will develop in this course are your creative designing ability and a range of practical and technical skills. Further to this you will need an enquiring mind and a willingness to develop your investigating, analysing and evaluating skills. **You will learn the core technical principles of all material areas in D&T (Woods, Metals, Plastics, Electronics, Graphics and Textiles) and then develop a specialist technical knowledge in one of these.**

This course will go well with virtually any other GCSE qualification. In fact, to be good at D&T you will need to have a broad range of skills found in other subjects you will be studying. A significant proportion of the exam will involve maths questions therefore mathematical skills are important. The coursework will also involve some extended writing tasks, therefore literacy, ICT and communication skills are vital. An appreciation of environmental issues is also important therefore there are obvious links to Geography and the Sciences. Furthermore, the creative skills promoted in D&T will be complimented particularly well by GCSE Art.

Although there is only 1 GCSE qualification for D&T, we will give you the opportunity to choose a route that can be focussed on your preferred material area. This will allow you to work primarily in this material area during your coursework. We offer the following options in Design and Technology:-

- Design and Technology (Product Design Route)
- Design and Technology (Graphic Design Route)

## **Product Design Route**

This qualification is designed for 14-16 year olds who want to study all D&T materials in a practical way, and in particular understand the working properties of woods, metals and plastics. Learners will have the opportunity to use traditional skills and also modern technologies. This route will help learners develop their knowledge, skills and experience and could potentially open the door to a career in related industries such as engineering and architecture. This course is for you if you:-

- Are creative in making and modelling
- Enjoy practical lessons and learning new skills and techniques
- Have an interest in how things are made
- Like working in a team and collaborating
- Want access to a wide range of academic and vocational qualifications



# DESIGN & TECHNOLOGY

## **Graphic Design Route**

This qualification is designed for 14-16 year olds who want to study all D&T materials in a practical way, and in particular understand the working properties of paper, cards and boards as well as CAD/CAM. This route will suit learners who want to study graphics in a hands on, sophisticated way that helps them develop the knowledge, skills and experience that could open the door to a career in related industries such as Graphic Design, Media and Advertising. This course is for you if you:-

- Enjoy exploring skills and techniques around presentation and promotion
- Want to create artistic, relevant and informative products, primarily using CAD and ICT
- Like creating branded products as well as writing
- Are considering career opportunities in Advertising or Graphic Design
- Are keen to learn new skills, methods and techniques not done so far

## **The GCSE in DT is broken down into the following units:**

**50% Written Exam:** A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of: technical principles, designing and making principles along with their ability to: analyse and evaluate design decisions and wider issues in design and technology. **Please note that all students (no matter which route they take) will be entered for the same D&T exam and will therefore need to have a core understanding of all material areas (Woods, Metals, Plastics, Electronics, Graphics and Textiles).**

**50% Non-Exam Assessment (Extended Design and Make Project):** A sustained design and make task, based on a contextual challenge set by the exam board (EDUQAS), assessing candidates' ability to: identify, investigate and outline design possibilities, design and make prototypes, analyse and evaluate design decisions and wider issues in Design and Technology. **Please note that the material area that you will focus on for this coursework project will be based on the route that you chose on your options form (Product Design or Graphic Design).**



# DRAMA

## **What is GCSE Drama all about?**

GCSE Drama gives you the opportunity to develop your creative, performance and analytical skills. You will have the opportunity to create and perform your own drama as well as studying and presenting text. In addition, you will have the chance to view and critique live theatre. The course is demanding, diverse and exciting.

## **The course is split into three areas:**

- Devising drama (30%)
- Presenting and performing texts (30%)
- Drama: 'performance and response' (40%)

## **Will I enjoy the course?**

You will enjoy the course if:

- you are practical, organised, creative and analytical
- you have been involved in a production either as a performer or as part of the production team
- you like working as part of a team

The course is designed to give you a breadth of experience. Along with developing your creativity and confidence, it provides you with a glimpse into a variety of career options and gives you an alternative to traditional learning.

## **How is GCSE Drama assessed?**

Drama GCSE consists of one component that is internally assessed, then externally moderated, and two components that are externally assessed.

- 'Devising drama' is internally assessed. This component provides an opportunity for you to devise, direct, design and perform your own drama. You will film your final performance and produce a portfolio identifying your theatrical journey and intentions, along with an analysis of your performance. You can take on the role of performer or designer (lighting, sound, set or costume) in this component. It is worth 30% of the qualification.



# DRAMA

- 'Presenting and performing texts' is externally assessed. This component provides you with the opportunity to study a text, selecting two extracts to perform to a visiting examiner. As part of this unit you will submit a 'concept proforma' outlining your intentions for the audience. You can take on the role of performer or designer (lighting, sound, set or costume) in this component. This must be assessed during the visiting examiner window in the year of certification. It is worth 30% of the qualification.
- Drama: 'performance and response' is externally assessed. This component is a formal written exam worth 40% of your GCSE. You will sit a closed book exam, which contains two sections. Section A will be a written response to a text you study practically. You will be required to respond analytically and creatively to the text considering your choices as an actor, director and designer. Section B will be an analytical and evaluative written response of a live performance. This section will show off your ability to identify, and critique, the dramatic choices made by a director.

## **Which Examination Board facilitates the GCSE Drama course?**

We study the OCR Drama GCSE (9-1) course. The course code is J316. If you would like a more detailed account of the course and its requirements, please speak to Mrs Blake. Alternatively, you can download the Drama GCSE Specification directly from the OCR Drama GCSE website.





# FOOD PREPARATION & NUTRITION

This is a creative course which focuses on practical cooking skills to ensure you develop a thorough understanding of nutrition, food provenance and the characteristics of different types of food. At its heart, this qualification focuses on nurturing practical cookery skills to provide a strong understanding of nutrition. You will be involved in a mixture of theory and practical work, including culinary skills and food science investigations. Although there is a strong practical element to this course, there is also a theoretical component, as you learn about the effects of food on the body, as well as how food is grown and the industries it supports. Your lessons will take place in our dedicated Food & Nutrition department, as well as in one of our ICT suites.

This subject is for you if you enjoy hands-on practical work, food and science. You will have an aptitude for culinary moments in the kitchen at home, as well as being well-organised. You will enjoy testing out new ingredients, as well as understanding why ingredients behave in the way they do.

## **Assessment**

50% coursework (two pieces) including a practical assessment

50% exam

Exam Board: Eduqas





# FRENCH & SPANISH

“One language sets you in a corridor for life. Two languages open every door along the way” - Frank Smith

## **The key topics covered in GCSE Languages are:**

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

The four skills of Listening, Speaking, Reading and Writing are assessed in final exams at the end of Year 11 and are worth 25% each. Students can opt to do one or two languages. Our exam board is AQA: <http://www.aqa.org.uk/subjects/languages/gcse/french-8658/specification-at-a-glance> or <http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/specification-at-a-glance>.

Need more inspiration:

<https://www.youtube.com/playlist?list=PLOqPQrVTdt6VXQkynhPCHU-CFAC4x9Mfg>

## **The aims of the courses include:**

- Insights and understanding of the culture of French and Spanish speaking countries and communities. We study films, music and festivals.
- Practical communication for travel and work.
- Using the language imaginatively and creatively, including literary translation.
- An awareness of the nature of language learning, which complements learning English and other foreign languages.

## **KS4 Languages**

At GCSE we continue to follow the Conti methodology used at KS3. There will be lots of familiar, similar and new games and activities. The focus continues to be on building knowledge in a logical and enjoyable way, as well as revisiting and unpicking in greater depth some of the structures learnt in KS3. There are lots more opportunities for speaking practice, group work and learning about the target culture. We also use the Kerboodle textbook and past papers to ensure that all students are thoroughly prepared for the final exams.

## **Independent Learning**

We expect students to be enthusiastic and independent in their learning. We use the Memrise app to build vocabulary and there are termly rewards for students who regularly top their class leaderboard. Memrise will make up the majority of home learning time, but your teacher will also set you other tasks designed to develop your confidence, exam skills, and more!





# GEOGRAPHY

The Department offers the dynamic and exciting AQA Syllabus in Geography. It builds upon the knowledge, skills and understanding from KS3 whilst incorporating contemporary developments in our ever changing world such as climate change, threats to some of our most valued natural habitats such as the rainforest and our evolving world economy. Geography can be taken alongside other humanities subjects or on its own, linking well to both the arts and sciences, providing a bridge between the two. As a result it is a highly valued GCSE by further educational establishments. The specification has three elements:-

## **Unit 1**

Physical geography (35%).

This unit focuses on physical processes and the interaction between people and the environment. Students will study the following:-

- Natural Hazards (Plate Tectonics, Climate Change, Extreme Weather & Tropical Storms)
- Ecosystems
- Tropical Rainforests
- Cold Environments
- Rivers
- Coasts

## **Unit 2**

Human geography (35%).

This unit focuses on changes in economic development and population. Students study the following:-

- Urban Challenges
- Changing Economic World
- Resource Management
- Water Management

## **Unit 3**

This is a skills and application section making up 30% of the final grade. Students will need to utilise their critical thinking and problem solving skills on a given topic. This section will also comprise of two fieldwork enquiries that will take place in two contrasting environments. The students' understanding of these enquiries will be assessed during the exam. There will be a field trip that all students will be expected to participate in.

Geography helps us to make sense of our world. It is hands on, it is relevant and it is fun. The GCSE is a good mix of topics as highlighted above. The course will give students the chance to get to grips with some of the big questions which affect our world and understand the social, economic and physical forces and processes which shape and change our world.



# HISTORY

OCR's GCSE History B (Schools History Project) consists of five elements and assessment is totally by external examination (3 papers) at the end of the course. This course allows a broader range of topics to be studied by students, giving them a greater sense of not just British history, but history across the entire world.

1. **British History Thematic Study - 'The People's Health c.1250 to the present'.** This thematic study should enable learners to understand changes and continuities in public health in Britain from c.1250 to the present. They will study not only the change in how people lived, but also the deadly epidemics that affected Britain and how authorities responded to this.
2. **British History Depth Study - 'The Elizabethans 1580 to 1603'.** This depth study should enable learners to understand late-Elizabethan society and the interplay of political, religious and social forces within it.
3. **History around Us - 'A Study of the Historic Environment'.** This study enables learners to understand how a Medieval Castle has changed and developed over time, and the stories behind this. Students will also get the chance to visit and study the features of the castle.
4. **World History Period Study - 'The Making of America 1789 to 1900'.** This period study follows the expansion of America from the inauguration of the first president in 1789 to the end of the nineteenth century, understanding the challenges faced by Native and African Americans.
5. **World History Depth Study - 'Living under Nazi Rule 1933 to 1945'.** This depth study should enable learners to understand the impact of the Nazi dictatorship on people's lives both within Germany and across occupied Europe.

Assessment: by examination

**Component 1 - British History.** One exam paper worth 40%, Duration: 1 hour and 45 minutes. Section A - 'The People's Health c.1250 to the present'. Section B - 'The Elizabethans 1580-1603'.

**Component 2 - History around Us.** One exam paper worth 20%. Duration: 1 hour.

**Component 3 - World History.** One exam paper worth 40%. Duration: 1 hour and 45 minutes. Section A - 'The Making of America 1789 to 1900'. Section B - 'Living under Nazi Rule 1933 to 1945'.





# MEDIA STUDIES

This is an exciting course that offers students the opportunity to engage with a range of media forms and texts. Students embarking on GCSE Media Studies will use both analytical and creative skills to explore how media texts are designed to impact their audiences and the different ways the media shapes our perception and understanding of the world around us today.

Across the two years, students will study a range of set media texts, such as print-based adverts, television shows, music videos and newspapers, including making comparisons across different time periods and contexts. Their knowledge and study of these texts will be assessed in the two examinations at the end of the course, making up 70% of their final GCSE grade.

The remaining 30% will be assessed through coursework, in the form of a Media Production. This will be a project-based creation that every student will plan, research, design and make with support from their teacher. They will have 12 weeks to work on their productions and will have some choice over the media form and genre they would like to work on.





# MUSIC

## **OCR GCSE Music**

Music is an academic GCSE subject recognised by the top universities.

### **Portfolio 1 - 30%**

A solo performance on your instrument.  
A composition of your choice.

### **Portfolio 2 - 30%**

A group performance.  
A composition to a brief set by OCR.

### **Listening and Appraising - 40%**

A written paper where you will be asked questions about music that you have not heard before that follow four areas of study:

AoS2: The Concerto through time

AoS3: Rhythms of the World

AoS4: Music for film, TV and video games

AoS5: Conventions of popular music

### **Why take Music at SWR?**

#### **A chance to be creative**

Music at KS4 involves:-

- Performing
- Listening to all kinds of music
- Creatively composing or arranging music
- The opportunity to create and play music with others e.g. in a rock group, jazz band, orchestra or vocal group
- The opportunity to use music technology

### **Prepare for later life**

Studying music equips you with the skills to succeed in other subjects and, indeed, areas of life. Students are equipped with the resilience and independence to practice a piece of music until it is perfect, attention to detail and commitment to rehearsals and the confidence to perform to an audience. Visits to concerts and musicals give students aspiration and a wealth of performance opportunities offer them the opportunity to collaborate with others.

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# MUSIC

## **Frequently asked questions**

### **Do I need to play an instrument to take music?**

Musicians who can already play an instrument are at an advantage due to the skills they have and the extra tuition they receive out of lessons. However, it is not essential for the course. You will need to be enthusiastic and eager to learn some instrumental skills. This could be on the keyboard in class or there is always the opportunity to take up an instrument with one of our visiting instrumental teachers.

### **Does singing count?**

Yes it most definitely does. The voice is an instrument and we have had many singers who have enjoyed very high exam success.

### **Do I need to be able to read music?**

We learn various aspects of music theory on the course as required. As with the first question, it is not essential but it is an advantage.

### **What do we compose our music on?**

You will have access to Garage Band, Logic and Sibelius programmes on the music computers to compose on. If you prefer to compose on your instrument and notate on manuscript that is acceptable. Both are there for you to work to your strengths. You can compose anything from a string quartet to a pop song or music technology piece.

### **What do our current GCSE musicians say?**

"It's fun!"

"We have the freedom to write and play what we want on what instruments we want"

"We learn to master our instruments at a high level"

"I've listened to so many different types of music; some I'd never even heard of. I have new favourite pieces and styles"

"Trips are exciting"





# PHYSICAL EDUCATION

At SWR students undertake the AQA GCSE Physical Education course. This is a comprehensive course covering both theoretical and practical elements of sporting performance. The course provides students with the knowledge and understanding of how to live a healthy and active lifestyle, enabling them to make informed choices about their own physical development. Students will also learn how to analyse and evaluate performance and suggest effective plans for improvement. The aims of the course are to encourage students to:-

- Understand the theory that underpins physical performance and contributes towards elite performance. This will include training principles and components of fitness, anatomy and physiology, movement analysis, socio-cultural influences, health, fitness and wellbeing, psychological factors and use of data.
- Develop their own physical performance in a number of activities. However, in order to be successful, students need to be proficient and perform regularly in at least three different sports, both individual and team-based in format.
- Develop an understanding of the various roles and opportunities in the world of sport and physical education, and how they can pursue a career in this field.

The qualification is linear, meaning that students will sit all their exams and submit all their non-exam assessments at the end of the course. There are three key areas of assessment which make up the qualification.

## **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

### **How it's assessed**

Written examination 1 hour 15 minutes  
78 marks  
30% of GCSE

### **Questions**

Answer all questions.

A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

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# PHYSICAL EDUCATION

## **Paper 2 - Socio-cultural influences and wellbeing in physical activity in sport**

### **What's assessed?**

Sports psychology  
Socio-cultural influences  
Health, fitness and wellbeing  
Use of data

### **How it's assessed?**

Written exam 1 hour 15 minutes  
78 marks  
30% of GCSE

### **Questions**

Answer all questions.  
A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

## **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 a team or in an individual activity).  
Analysis and evaluation of performance to bring about improvement in one activity.

### **How it's assessed**

Assessed by teachers  
Moderated by AQA  
100 marks  
40% of GCSE

### **Questions**

For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).  
Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity through a written piece of coursework.



# RELIGIOUS EDUCATION

This year students have an exciting new opportunity to study Religious Education as a GCSE subject. We will be studying religion through two themes: Religion, Peace and Conflict through Islam, and Religion and Ethics through Christianity; alongside studying non-religious views.

In completing your GCSE in RE you will have the opportunity to develop your knowledge, skills and understanding of philosophical and ethical questions. We will examine questions such as: Is there a God? How was the world created? What happens when we die? Should abortion be allowed? Should we punish criminals? Through examining these issues, you will be investigating religious and non-religious viewpoints as well as grappling with your own ideas.

## **Paper 1 - Religion and Ethics through Christianity**

The content of this paper allows you to explore Christian beliefs, living the Christian life, marriage and family life and matters of life and death. You will be given the resources to analyse how the Bible, both the Old and New Testament, influence a Christian's life and understanding of these four themes. Crossovers will be made here with Islam and non-religious worldviews.

## **Paper 2 - Religion, Peace and Conflict through Islam**

This paper gives you the opportunity to study Islamic beliefs, living the Muslim life, crime and punishment and peace and conflict. You will be given the resources to examine how the Qur'an informs a Muslim's life and understanding of these four areas of study. You will also be comparing and contrasting Christian and non-religious views.

## **How will you be assessed?**

**Both** exam papers are completed following the structure below:

- 1 hour and 45 minute exam
- Total 102 marks
- In the exam you must choose the religion that you have studied
- You must answer all of the questions
- There will be a mixture of short open, open responses and extended writing questions
- The paper will assess SPaG and use of specialist terminology which will contribute to a minimum of 5% of marks towards the overall paper

## **Exam Technique (you will answer 4 questions 4 times in each paper)**

Part A = Outline - Provide 3 facts or short ideas (3 marks)

Part B = Explain - Provide 2 facts or short ideas with a development of these (4 marks)

Part C = Explain - Provide 2 facts or short ideas with development and 1 source of authority or wisdom (5 marks)

Part D = Evaluate - Refer to teachings alongside different viewpoints (both religious and non-religious) whilst coming to a justified conclusion (12 marks)



# TRIPLE AWARD SCIENCE

Triple Award Science is studied instead of Double Award Combined Science throughout Years 10 and 11. It is taught in fifteen lessons per fortnight. It will result in three GCSEs in Biology, Chemistry and Physics.

- AQA Biology, Chemistry, Physics
- Leads to the awarding of three GCSEs, each with their own grade using the new numerical system from 9 for the highest grade down to 1 for the lowest
- A firm foundation to go on to study A-level sciences
- Two exams per subject, each of 1 hour 45 minutes
- No controlled assessment. Instead practical work will include 8 required practicals in Chemistry and 10 in each of Biology and Physics. Knowledge of these practicals will be assumed in the exams and questions may be asked about them
- Suitable for students who are predicted to achieve grade 5 or higher at GCSE. Students predicted to achieve a grade 4 should talk to their Science teachers
- The opportunity to gain a good understanding across a broad range of rich and relevant topics in Biology, Chemistry and Physics

Units cover:

- Biology: cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance, variation and evolution; ecology
- Chemistry: atomic structure and the periodic table; bonding, structure and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; using resources
- Physics: forces; energy; waves; electricity; magnetism and electromagnetism; particle model of matter; atomic structure; space physics



# HEADS OF SUBJECTS

Art, Craft & Design - Mr C Davies

Child Development - Miss V Lewis

Computer Science - Mr M Duke

DT - Mrs K Cropley & Miss R Lewis

Drama - Mrs L Blake

English - Ms J Powell

Geography - Mrs R Wagner

History - Mr J Fairclough

Mathematics - Mr F Blackwood

Media Studies - Ms J Powell

Modern Foreign Languages - Miss S Nicholls

Music - Mr P Dillon

Personal Development - Miss L Duran

Physical Education - Mr D Mills

Religious Education - Miss C Wilson

Science - Mr D Barker





# NOTES





# NOTES



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