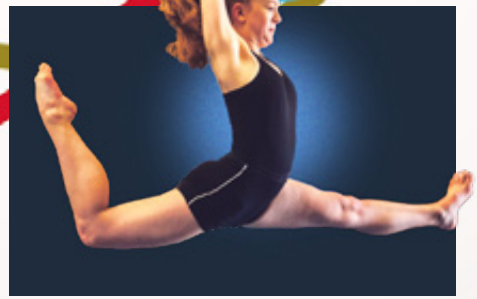
Robert Smyth Academy



Year 10 Options

Dear student

You are about to make some very important decisions about which courses to follow at GCSE Level and we want to help you to make the best choices for you.

Your GCSE Options will start at the beginning of Year 10.

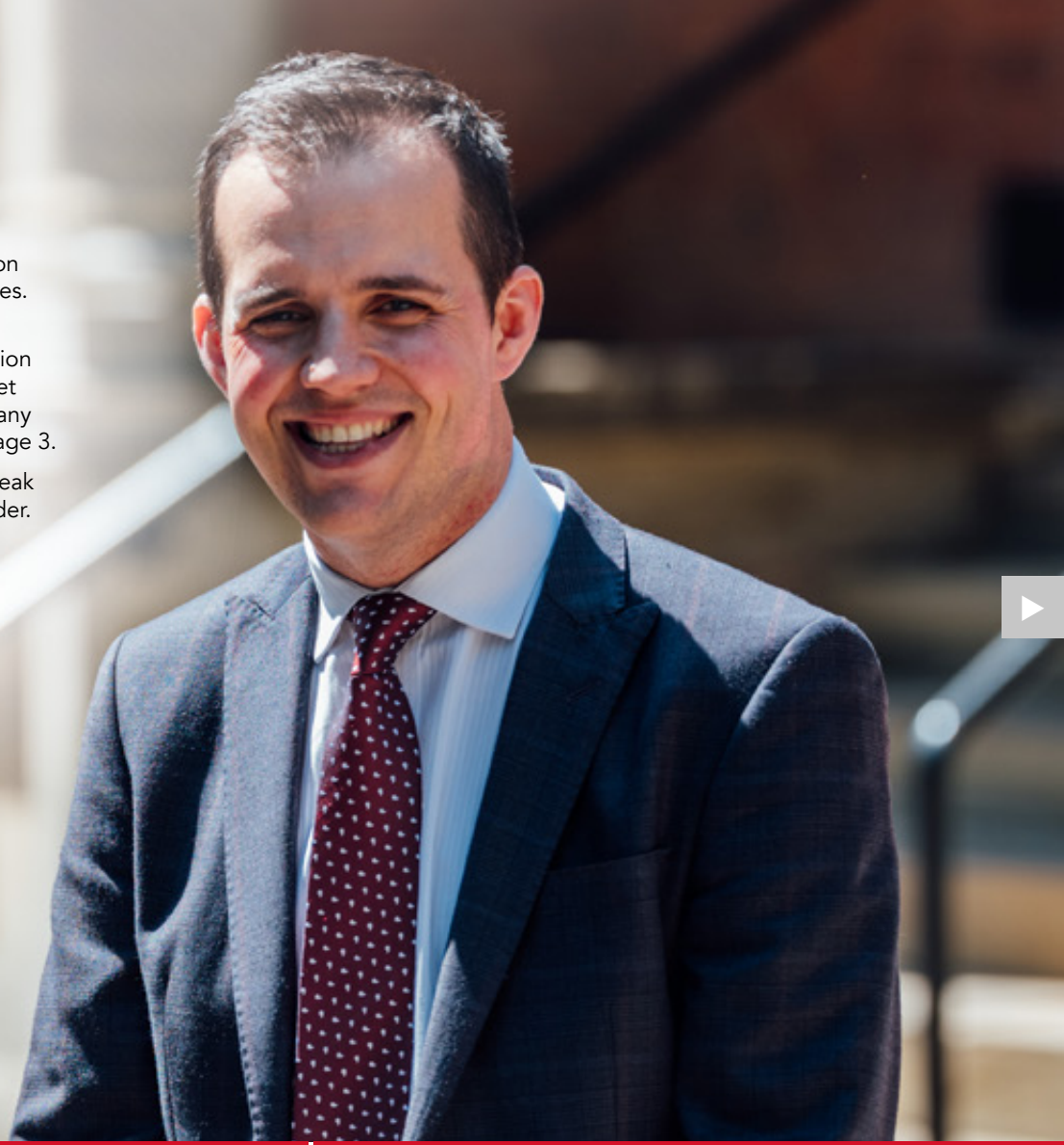
This booklet provides information about all of the courses we offer. You should talk about your options with your Form Tutor, your College Leader, Subject Teachers and your family. Think carefully about which subjects you are good at, which you enjoy and which subjects might be useful for your future aspirations.

You will be asked to complete a GCSE option form which requires you to make **four** choices.

There is a wide choice of subjects so it is important that you gather as much information as possible about them and read this booklet carefully. You will also be given a 'taster' of any subjects you have not studied during Key Stage 3.

Any further questions, do not hesitate to speak to your Form Tutor, Teacher or College Leader. We are here to help and advise.

Dan Cleary
Principal



Year 10 Options

Our Curriculum Intent for Year 10

- An opportunity to engage with subjects on a broader, advanced level
- Accelerate the acquisition of knowledge
- Expansion of subject-specific vocabulary
- Foster an excitement and enjoyment in domain specific skills
- Nurture an understanding of progression routes

Students at RSA follow an academic pathway

By pursuing an academic pathway, students keep their options open at the next level.

We are aspirational for all of our students and commited to ensuring every student has access to a broad curriculum in Year 10 and the opportunity to improve whilst beginning to specialise in subjects of their choice and preparing for a higher level of study.

All students pursue the following core subjects:

GCSE Mathematics, GCSE English Language, GCSE English Literature, at least GCSE Double Science and two lessons a week of **non-exam PE.**

Alongside the core subjects, students choose **at least one humanities subject** from **History** or **Geography**.

All students are encouraged to continue studying a modern foreign language

All students benefit from learning about other cultures and languages. Learning a foreign language can actually help students understand how to use the English language more effectively by encouraging a consideration of grammar.

If a student is currently supported with their study of English/Literacy, their study of another language will also be differentiated for their ability/need to allow them to access it appropriately and in a way that they can enjoy.

By the beginning of Year 10, we aim to get the right students on the right courses for the right reasons

Ensuring students are on the right courses at the beginning of Year 10 will put them in the best position to succeed at the end of Year 11. Whilst there is the potential to make subject changes in the first half-term of Year 10, we work on the assumption that students will consider all the information available to them now to make the right choices for them. If a change is requested in Year 10, it will only be considered before the October half term break. College Leaders will consider requests on an individual basis.

My Year 10 Curriculum

Option subjects*

You must choose four subjects from the lists below. At least one choice should be a humanities subject **(geography or history)**. You have three free choices.

Please note that we are sometimes unable to give you all the choices you have made so we ask you to make reserve choices as well.

Humanities choice:

- **Geography**
- **History**

*Whilst we are committed to maintaining as much breadth as possible within our options, the actual combination available will be subject to student numbers.

Free choices 1, 2 and 3 are from the list below:

- **Art**
- **Business**
- **Computer Science**
- **Dance**
- **Design & Technology**
- **Drama**
- **Food Preparation and Nutrition**
- **French**
- **Geography**
- **German**
- **History**
- **Media Studies**
- **Music**
- **Physical Education**
- **Spanish**
- **Textile Art and Design**
- **Triple Science**

Curriculum Index

Click the subject to go to the page  brings you back here

Art GCSE OCR

Course and assessment
The Fine Art course is intended to appeal to students who have developed an interest and ability in communication and self-expression through visual means. Some activities involved in the set portfolio project will build on skills and knowledge developed at Key Stage 3, although the intention here is to investigate more thoroughly and to greater depth so that practical work is based on a real understanding of how artists operate.

You will study traditional methods, materials and techniques together with new media such as digital imagery and computer graphics where appropriate. The first term of your course will be spent with the introduction of a range of materials, process and techniques. This foundation stage will develop your core understanding of materials whilst responding to project briefs and contextual links. The intention is to prepare you fully to make independent and informed decisions about the development of your personal project.

Processes and Techniques will include:
- Drawing
- Painting
- Printing
- Ceramics
- Wire Work
- Photography
- Collage
- Drawing

The study of art and design history and the appreciation of art movements and concepts will form an important part of each project.

GCSE assessment methods:
AQA Examination Board

Coursework	**60%**
Externally set task	**40%**

Assessment criteria:
Coursework is assessed according to your ability to:
(A01): Develop ideas through investigations, demonstrating understanding of sources.
(A02): Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
(A03): Record ideas, observations and insights relevant to intentions as work progresses.
(A04): Present a personal and meaning response that realises intentions and demonstrates understanding of visual language.

Business GCSE

Why take GCSE Business?
Business is any activity which provides the goods and services that satisfy our wants and needs. Microsoft, Google, video games producers, clothes shops, hospitals and even schools are all businesses and this subject is about how they work.

Young people need to understand business because in everyday life they will need to work with business as a consumer, an employee and as a global citizen. We also look at entrepreneurship as more and more people work for themselves at some point. We will explore these areas throughout the two years.

What does the course involve?

Year 10
This is a year of exploring business. Young people need to understand business because in everyday life they will need to work with business as a consumer, an employee and as a global citizen. We also look at entrepreneurship as more and more people work for themselves at some point. We will explore these areas throughout the three years, but we will be exploring these aspects of this new subject thoroughly in Year 10 as a foundation for later learning.

The main themes in Year 10 are:

The purpose of business
What is business and why is it important to our world?

Planning a business
If we wanted to run a business what would we need to think about?

Types of business
What are the types of business and why are there different types?

Stakeholders in business
Who is affected by the activities of business? What can be the costs of business behaviour in our world. How can these be reduced?

Recruitment and employment
How do businesses recruit the people they need? How do you go about getting a job?

How are businesses organised and how do people in business in the modern world communicate with each other and with their stakeholders (people with an interest in the business such as customers.)

Production and procurement
How are things made? What choices do firms have to make about the way to produce and how to organise their resources.

Customer service
How important is this to a business trying to compete in the local or national economy?

Technology and the wider economy
How important is it for a business to have the very latest equipment and ways of working. Is the extra cost always worthwhile?

Continued next page

Year 11

The aim in year 11 is to complete the GCSE course as experts in the concepts and also the skills of assessment, so that students can turn their learning into the grade they deserve.

Global issues

Business is increasingly working in a global market and needs to consider the opportunities as well as the challenges that presents. Being an ethical global citizen is a part of every young persons' priorities and they realise that businesses need to play their part in the sustainable way of life we need to aim for.

Marketing is all the work and decisions a business needs to make to get the 4 Ps right! The right product, for the right price, with the most effective promotion and available in the right place. If a business gets those right they may well succeed!

We complete the marketing work, with a focus on e-commerce and the use of modern methods to market effectively.

The main topic is then finance.

Where do businesses get their finance from, how is that determined? From using your own savings through Crowd funding to selling shares to the general public; the key is to understand that the situation and the business type will determine the best way to raise money.

Cash flow and break-even are revisited and students learn how to analyse the performance of a business, as well as being able to suggest solutions where businesses might struggle for survival in our uncertain world; business, of course, is always a risk. As we become masters of the subject rather than explorers I hope we are more able to both respect the role of business in our world and also to have a more keen ambition to join in at whatever level and make our own contribution.

The course (AQA GCSE Business) is assessed with two exams each of 1 hour 45 minutes.

Paper 1 is mainly the year 10 topics, Paper 2 is mainly the year 11 topics

By taking GCSE business you can gain a clear understanding of the way in which business decisions are made. Business GCSE is also a valuable qualification. Whatever career path you choose to take, a GCSE in business is beneficial. Many students find this useful when looking for jobs and others choose to develop their interest further by taking one of our Sixth Form courses. We believe business is an interesting and exciting subject.

During your studies you will be encouraged to learn in a variety of active ways including group work, role play, presentations and business games.

Computer Science GCSE

Course and assessment

Computer science is aimed at those students who would like to look more deeply at programming and how computers and networks function. Computer science is an excellent subject to study alongside maths, science and design.

It will help you to develop creative and logical approaches to solving problems and will expand your technical understanding allowing you to see the role of computers in a vast range of everyday electronic devices, not just PCs, laptops, phones and games consoles.

Computer science is the study of how computers work and how we get them to do jobs for us. To learn this, you will learn how to write your own computer programs and you will learn what the different parts inside a computer actually do. You will also learn how to carry out effective research, expanding and demonstrating your understanding and knowledge of a specific technology or programming language.

Computer science will help you to develop critical thinking, analytical and problem solving skills. It is a fun and interesting way to develop these skills, skills that can be transferred to other subjects and even applied in day-to-day life.

OCR J277

Students will undertake two exams: Computer systems (01) and Computational thinking, algorithms and programming (02)

Component 01 - Computer systems:

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02 - Computational thinking, algorithms and programming:

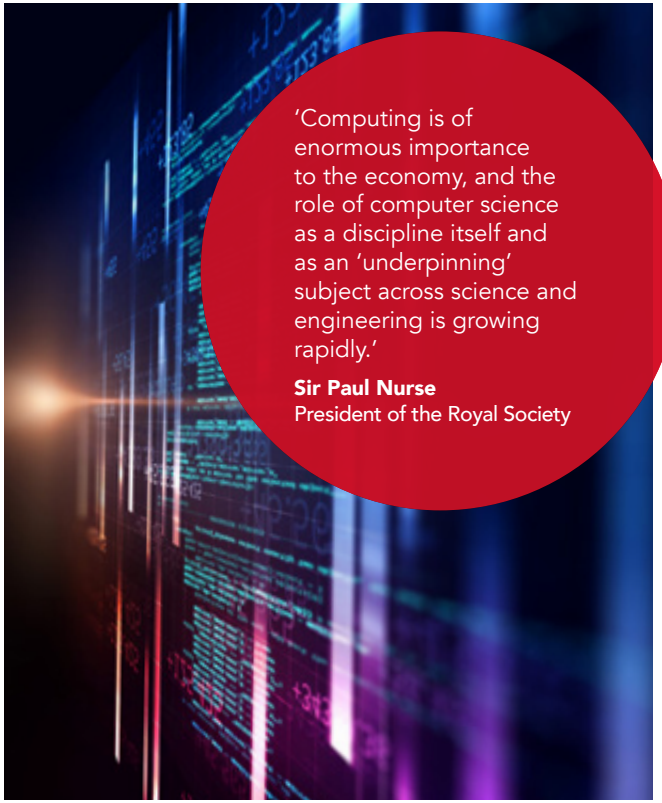
Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Practical programming

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language (Python). Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

You will learn:

- Programming techniques
- Design
- Development
- Testing and evaluation



Dance GCSE

Course and assessment

Dance is a powerful and expressive subject that encourages students to develop their creative, physical, emotional and intellectual capacity. This is an exciting course, learning new skills in performance, choreography and the appreciation of dance. There will be the opportunity to share performance skills with the class, in assemblies, performing in the annual dance show and by becoming a member of the RSA Dance Company.

Students taking dance will be dedicated and passionate about their subject, eager to learn about professional work and confident performers of their own work. You should choose this course if you have a genuine interest in dance, creating your own dance pieces and appreciating the work of professional practitioners. The work studied in Year 10-11 makes for an easier transition to A Level dance as it introduces the skills needed for further study.

Course aims

The course seeks to develop your:

- Understanding and appreciation of several dance styles
- Knowledge, skills and understanding needed to perform, choreograph and appreciate dance
- Improving your own technique and performance skills
- Life skills and attributes including decision making, critical and creative thinking and the ability to co-operate with others in group work.

Assessment objectives

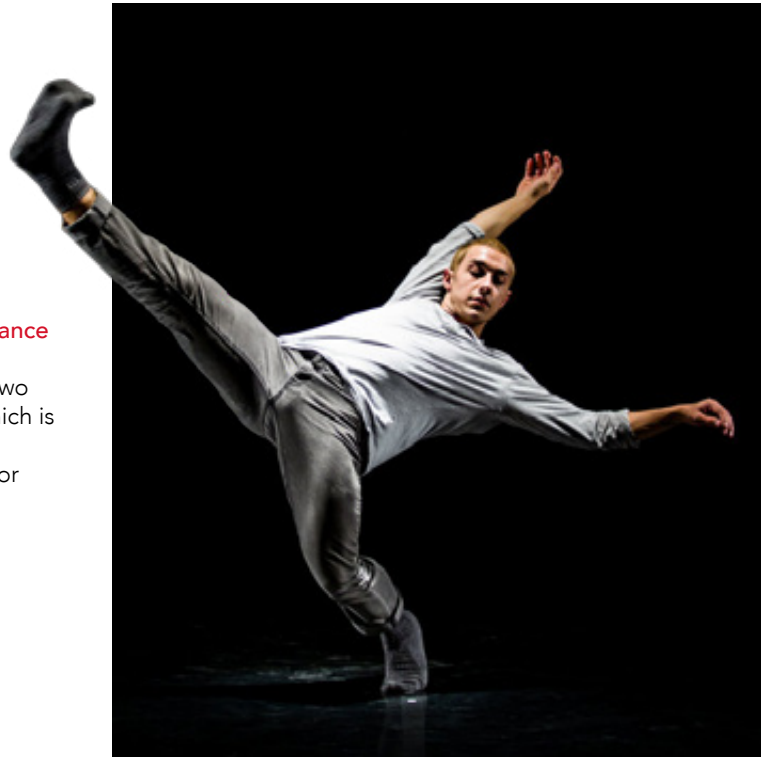
You will need to demonstrate knowledge and understanding of:

- Dance appreciation
- Technical, physical, expressive and mental skills
- Performance skills
- Choreography
- Evaluating and improving performance
- Evaluating and improving choreography.

GCSE Assessment Years 10 and 11

The course consists of 60% practical units in performance and choreography and 40% written exam.

- **Performance** - Students are required to perform in two solo set phrases- 15% a duet or trio performance which is worth 20% of their final grade.
- **Choreography** - Students must choreograph a solo or group dance - 25%.
- **Dance appreciation** - 40% theory. Students critically appreciate their own work as well as six professional pieces. Knowledge and understanding of the choreographic processes and performing skills will be assessed.



Design & Technology GCSE Eduqas

Course and assessment

If you enjoy producing innovative solutions to improve the world we live in, and modelling ideas in 3 dimensions and if you enjoy the designing and making of practical 3D products using a range of wood, metal and polymer techniques, you will find this course interesting and rewarding.

To begin with you will embark on a practice project that takes you through all that is needed to succeed. These will allow you to develop the skills needed for your controlled assessment. The process of acquiring a working knowledge of materials and processes is, wherever possible, linked to practical activities in the classroom.

The course also gives opportunities to investigate existing products and to examine how they are made, how they were designed and their impact on the environment.

We have an excellent range of equipment for use on this course, such as:

- 2D and 3D CAD (Computer Aided Design) software to enable you to design on screen, to edit your own ideas and to create high quality, realistic product images. This software is available on the academy network, including the Design Faculty computer suite. We also have comprehensive electronic design and simulation software, to allow you to design your own circuit boards where appropriate.
- CAM (Computer Aided Manufacturing) machinery, including a CNC router, a laser cutter and a 3D printer. These machines can be used to make parts designed using our CAD software.
- Plastics processing equipment, such as line bending and vacuum forming machines.
- Wood and metal working facilities to allow a range of opportunities for making parts and products.
- Metal working facilities to allow forming of stock material and thermos-bonding by brazing and welding.

In Year 11 you will work on a non-exam assessment (coursework), for which a design folder and a quality product will be produced. The folder will be largely self-governed and required an approach that protoypes and refines design solutions based on your own design briefs. This assessment will form 50% of the final GCSE grade, with a written examination making up the other 50%.

Assessment

This course follows the Eduqas Design and Technology specification and will encourage you to design and make products iteratively, using a range of materials and components, including:

- Card and associated materials
- Polymers, foam, etc.
- Woods and timber based materials
- Metals
- Electronic circuits and components

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Continued next page

Exam Paper: What is assessed?
Students will be tested on their theoretical knowledge of core technical principles and specialist technical principles along with designing and making principles. The exam is titled 'Design and Technology in the 21st Century'.

How it is assessed
- Written exam: 2 hours
- 100 marks
- 50% of GCSE

Questions
- **Section A:** Core knowledge and understanding (75 marks). A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- **Section B:** In-depth knowledge and understanding (25 marks) Several short and extended answers based on an existing product that is made from the material specialism chosen (e.g. natural and manufactured timbers, ferrous and non-ferrous metals etc)

Non-Exam Assessment: What is assessed?
Students will be tested on their practical knowledge of core technical principles and specialist technical principles, designing and making principles and in-depth knowledge of their specialist material.

How it is assessed
- Students will complete a substantial design and make task. 3 themed problems will be supplied by exam board on 1st June in the year prior to submission. Students will have to identify a range of different ways of addressing the problem leading to a written design brief of the students own making. This encourages students to avoid stereotypical solutions to problems and opens the door for creativity and innovation.
- Non-exam assessment (NEA): 30-35 hours approx. Working prototype and portfolio of evidence.
- 100 marks
- 50% 0f GCSE

To begin with you will work on smaller projects and practical investigations. These will allow you to develop the skills needed for your GCSE controlled assessment. The process of acquiring a working knowledge of materials and processes is, wherever possible, linked to practical activities in the classroom.

The course also gives opportunities to investigate existing products and to examine how they are made, how they were designed and their impact on the environment. Completion of this course with a successful grade will allow you access to post-16 courses such as A Level Design and Technology

Many careers in design and manufacturing will allow you to use the range of designing, modelling and making skills involved in this course, but specific examples could include:
- Design and technology
- Automotive design
- Architecture and architectural modelling
- Engineering
- Printing and packaging design
- Video games design

Drama GCSE EDUQAS

Course and assessment
Do you love watching and performing drama? Drama is a predominantly practical course where everyone will be expected to work with a wide range of styles and take part in a variety of activities. You will study play texts as well as learning how to create drama from a given stimulus, be it a theme, photograph, song, text, poem or issue.

Course aims
The course seeks to develop your:
- knowledge and understanding of drama and theatre forms, processes, and practitioners.
- ability to think creatively and independently and take responsibility for your own work.
- competence in the skills and techniques of drama.
- ability to operate in a social art taking account of individual, group, and subject needs.
- ability to conduct a dramatic exploration and from this communicate your ideas to an audience.
- ability to constructively evaluate your own work and that of others.
- team working skills, time management and confidence.

Assessment objectives
You will be assessed on your ability to:
- Create and develop ideas to communicate meaning for theatrical performance.
- Apply theatrical skills to realise artistic intentions in live performance.
- Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
- Analyse and evaluate your own work and the work of others.

You will need to demonstrate knowledge and understanding of:
- drama, genres, styles, and conventions; your ability to select, interpret and employ them in the range of scripts and stimuli studied through your own work.
- how the language, signs and symbols of theatre are used to communicate dramatic meaning and atmosphere and show these in your own work.
- how to reflect on and analyse your own and others' work, taking action where appropriate to improve it.

The course emphasises the application of knowledge and skills. The course is intellectually, emotionally and physically demanding and is definitely not suitable for those students looking for an easy option. However, if you are serious about your ambitions and have the commitment we require, then please join us!

GCSE Years 10-11
You will learn skills that will allow you to tackle the two practical coursework units (worth 60%), performed in front of a peer audience and a visiting examiner respectively, and the final, externally assessed written exam (worth 40%).

Continued next page

During the two coursework units you will explore drama from a variety of creative perspectives developing your ability to devise, perform, work from a script, direct, write about and evaluate drama.

Component 1: Understanding drama
What is assessed?
- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers

How it is assessed
- Written exam: 1 hour and 45 minutes
- Closed book
- 80 marks
- 40% of GCSE
- Section A: 8 questions based on the set play chosen (48 marks)
- Section B: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)

Component 2: Devising drama (practical)
What is assessed?
Performances will be between 5 and 15 minutes, depending on the size of the group. All performances will be supported by a portfolio which is evidence of the students' devising process and can be a made up of a combination of writing, images, observation notes and artefacts.
- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

How it is assessed
- Devising log (40 marks)
- Devised performance (20 marks)
- 60 marks in total
- 30% of GCSE This component is marked by teachers and moderated by EDUCAS

Component 3: Texts in practice (practical)
What is assessed?
Students will study a text. You will take a part in two performances of two extracts from the text. You can work as a performer or designer in this component. Performance lengths will vary according to the size of the group.

In this unit students can work individually, or in a group of up to 6. The time range is between 2 and 30 minutes, depending on the size of the group.

How it is assessed
- Performance of Extract 1 (20 marks) and Extract 2 (20 marks)
- 10 marks based on answering 4 questions about the extracts of the play chosen
- 60 marks in total
- 30% of GCSE This component is marked by EDUQAS

English (Core) Language & Literature GCSE

Course and assessment
Our aims are to help you express your ideas accurately and clearly in writing and in speech and to encourage an appreciation of various kinds of literature. In this way we enable you to improve your communication skills and develop your imagination.

In Year 10 you will build these skills to prepare you for your GCSE courses in Years 10-11.

GCSE English Language **PLUS** GCSE English Literature
= 2 GCSEs

GCSE English language allows you to demonstrate your ability to use English in real-life contexts and uses an investigative and analytical approach to language topics, both fiction and non-fiction, drawing on personal experience.

GCSE English literature requires you to explore texts from a personal perspective and offers an experience of:

- Literature today
- Literature globally
- The literary heritage

English Language
The English language aspect of the course involves reading both non-fiction and literature texts, writing and oral work. You will have the chance to express your ideas in imaginative writing as well as developing more formal skills in the use of language.

Assessment is linear and through external exams which consist of two single-tier papers. The grades obtainable are 9 to 1.

Speaking and listening skills are separately endorsed and this element of the course is a non-examined assessment.

English Literature
GCSE English literature consists of a wide variety of reading including Shakespeare, the 19th century novel, modern prose, drama and poetry across time.

Assessment is linear and through external exams also consisting of two single-tier papers. The grades obtainable are 9 to 1.

Modern poetry will be studied through the AQA anthology which fulfils the requirements for GCSE literature.

You will be placed in a set according to your ability, based on teacher assessments.

Food Preparation and Nutrition GCSE Eduqas

Course and assessment
This is an exciting and creative course which aims to nurture students' practical cookery skills to give them a strong understanding of nutrition. The course focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance , science and the working characteristics of food material

Food preparation skills are integrated into six core topics:
- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

GCSE Assessment Years 10 and 11
We follow the OCR exam board and revision guides are widely available that adhere to this specification. This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course. Students will complete 2 pieces of coursework called NEA1 and NEA2.

Years 10 and 11: GCSE Food Preparation and Nutrition Students will focus on food commodities. Each half term the learning will be based on a particular food group. Students will have the opportunity to discover the variety of food types, how the food is processed, nutritional values and how these foods are used in the diet.

Topics covered include:
- Fruit and vegetables
- Milk, cheese and yoghurt
- Cereals
- Meat, poultry, fish and eggs
- Butter, oil, margarine, sugar and syrup
- Beans, nuts, seeds, soya, tofu and myco-protien

Non exam assessment:
50% of the total GCSE marks.
Task 1 (NEA Non exam assessment) – A food investigation worth 15% of the final grade

Task 2 (NEA Non Exam assessment) – A food preparation assessment worth 35% of the final grade, a portfolio is produced and 3 dishes are made within a 3 hour assessment.

Written examination: 50% of the total GCSE marks. Students have access to an online text book. OCR GCSE Food Preparation and Nutrition.

Continued next page

Is the course right for me?

You will have the opportunity to develop your own practical and design skills which can easily be applied when catering for yourself or friends at home, college or university. Food preparation and nutrition is a sound basis for further study at higher levels alongside catering and hospitality courses.

Transferrable skills

Studying Food Preparation and Nutrition enables student to develop many transferable skills including independent thinking, people skills, creativity, organisation, problem solving and time keeping.

Post 16 Courses and routes to employment

Students who have studied Food Preparation and Nutrition go on to study courses at college and universities such as food science, dietetics, sports science, hospitality and catering, biology

Possible careers

Catering, Chef, Cookery School, Development Chef, Dietician, Environmental Health Officer, Hospitality, New Product Development Technologist, Nutritionist, Marketing, Process Technologist, Product Development, Quality Assurance Technologist, Research and Development Technologist, Teaching, Technical Assistant, Business Owner

Geography GCSE

Why study Geography?
Are you interested in the world all-around you? Do you want to make informed decisions about where to work, where to live and where to go on holiday? Are you concerned about the environment? Do you want to develop skills you will find useful long after you have left full-time education?

There has never been a better time to study geography. It leads to a qualification that links to many other subjects and is highly valued by employers.

Year 10
Throughout your GCSEs you will explore a range of exciting human and physical modules. You will become experts on physical processes, the impacts they have and the resulting human responses. Year 10 will begin with the dynamic and exciting module of Hazards, you will investigate natural hazard events caused by plate tectonics, weather and the climate. We will take time to study how climates have changed and how our actions could influence the frequency and severity of extreme weather events. You will then develop your understanding of the living world by studying the structure, use and management of the tropical rainforests and cold environments including the Arctic circle.

You will spend the second half of the year studying the evolving topic of urban issues; looking at a UK city and one contrasting city in an LIC or NEE, to understand the causes, consequences, and management of urban change.

Geography fieldwork is completed at the end of year 10 and will include human and physical themes. The investigation completed during this fieldwork will be used during the paper 3 assessment (see below).

Year 11
The final year of GCSE study will begin with a second human module titled The Changing Economic World. During this module, you will study development including an in-depth study of the development of an NEE (Newly Emerging Economy) as well as the causes and consequences of the changing economy of the UK. You will then conclude your human Geography by dissecting our everyday lives to investigate how our actions can be explained and what consequences they have, by looking at how resources are managed with a particular focus on energy. This will then be followed by two Physical Geography modules that explain the shape of the coastal and river landscapes around us.

Your assessment for the Geography GCSE will consist of 3 exams;

Paper 1 and 2, both lasting 1 and a half hours assess your physical and human Geography. Paper 3, a synoptic paper, offers you the chance to show off your evaluative skills using a pre-release, which lasts 1 hour and 15 minutes.

Fieldwork is practical work that is carried out by a Geographer in the natural environment. In order to complete your Geography GCSE you will complete two compulsory days of fieldwork; one with a human Geography focus, the other physical Geography. Each fieldwork opportunity will involve data collection, presentation and interpretation and offers you the chance to develop skills learnt in KS3.

'In our changing world, nothing changes more than Geography'

Continued next page

History GCSE

Course and assessment

History is about people – real people whose lives were sometimes exciting, like being a successful knight in mediaeval England, a pioneering surgeon in Renaissance Europe or a terrified, injured soldier, sharing a muddy war-torn trench with rats and feeling sick with fear waiting for the enemy to attack. Whatever their lives were about, there is a fascinating and sometimes tragic story behind them. In addition, History is great fun and does not stop being amazing up to A Level and beyond.

The how of studying History

As well as being exciting, this course will help you develop skills that will be useful in a wide range of jobs or in the further study of history. You will practice making up your own mind about what happened and why, who influenced whom, why did something happen. You will discuss and debate, seeking to persuade others by what you say as well as what you write. You will listen carefully to others – and you may still believe your point of view is more likely!

The what of studying History

There is a lot of History to consider. We will look again at the period covered in Years 7 to 9, with a particular focus on looking at it through fresh eyes – what has changed medically across the period from 1250 to now, how and why.

You will think about lots of different History – Political, Economic, Personalities, Social and Ideological (PEPSI).

Medicine through Time including an in-depth look at how medicine changed beyond anybody's wildest dreams in the horror of World War I.

We will then focus on Britain's beginnings under the Tudors, Germany between the two world wars and the Cold War from 1945, until today. So much to look back on – so much to learn for your future!

GCSE Assessment Years 10-11

Medicine in Britain c.1250-present day including the changes during WWI	**30%**
Early Elizabethan England 1558-1588	**20%**
Superpower Relations and the Cold War 1941-91	**20%**
Weimar and Nazi Germany, 1918-39	**30%**

Mathematics (Core) GCSE

Course and assessment

In Year 10 you will build the skills and fundamental knowledge to allow for success at GCSE.

You will be placed into sets in Year 10 using all of the data available to us:

- Key Stage 2 SATs scores
- Key Stage 3 teacher assessments
- Data from test scores throughout KS3
- Discussions with current maths teachers on your progress

We operate a flexible system with common topics taught throughout groups so that you could be moved to another set if appropriate.

GCSE Years 10-11

There are two tiers of entry available at maths GCSE: foundation and higher. Each tier is targeted at a range of numerical grades: 9 to 4 on the higher tier (with a 'safety net' grade 3 for students scoring a small number of marks below grade 4), and 5 to 1 on the foundation tier. You will follow a course appropriate to your needs and will be entered at either the higher or foundation tier for the examinations at the end of Year 11. The tier of entry for students will be determined by the classroom teacher and a final decision regarding this will be made during the spring term of Year 11. As a general rule the higher tier is a good option for students who are realistically aiming for a grade 6 or above.

We do not use a specific text book, although these are available for use, but encourage teachers to design and tailor exciting and innovative lessons best suited to individual needs. Wherever possible technology is used to enhance the teaching and learning experience.

Assessment

The Edexcel GCSE is a linear course consisting of three exam papers, all of which are taken at the end of Year 11. One paper is non-calculator whilst the remaining two require use of a calculator.

The content follows National Curriculum requirements in four areas:

- Using and applying mathematics
- Handling data
- Number and algebra
- Shape, space and measures.

Equipment to buy

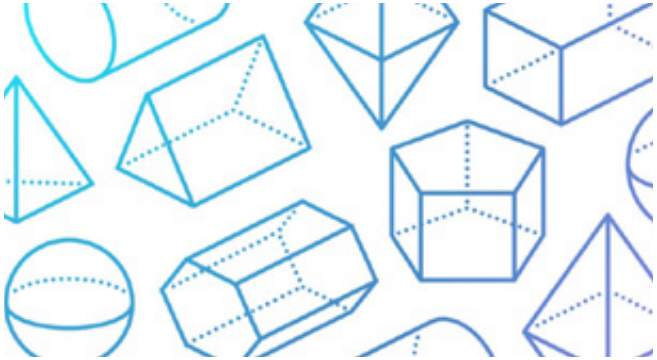
You will be required to use a scientific calculator for your GCSE maths. It is an essential part of this course that you own and bring a calculator to all maths lessons. Efficient use of calculators is taught throughout the course, which relies on you having access to your own whenever needed. Success on the calculator papers requires your understanding of how to use your own model of calculator. We recommend the Casio X-83GT model which is available to buy for £10.75.

We also recommend the use of a revision guide (£6.30), to supplement ongoing work and revision at home.

All equipment and revision materials can be purchased from student services.

Support on offer

The mathematics department runs an open door policy where students are welcome to drop in at any point for extra help and support with any area of mathematics or homework. We also operate a mentoring service using our sixth form mathematicians to connect and help students in Year 11 with their GCSE maths studies.



Media Studies GCSE

Course and assessment

Media studies is a broad and fascinating subject, covering many areas of the media, from film to music video to television. In the department, we are always striving to stay up-to-date with constantly developing industries, and reflect this in our teaching. Video gaming and crime drama have been recent foci.

We focus on institutions' construction of texts, how social groups are represented, the ways in which audiences consume texts and the role of genre in understanding media output. You will develop skills in analysis, questioning and interpretation as well as a theoretical framework and technical skills in media production. You will become more aware, reflective consumers and creators of media texts.

The most important thing is that you will become an independent learner, improving your ICT skills whilst starting to look at the world in a more mature way.

GCSE Assessment Years 10-11

Paper 1 (Written exam) 35% of GCSE

Questions will focus on all four areas of the theoretical framework: media language, industries, audiences and representation.

Paper 2 (Written exam) 35% of GCSE

Questions will focus on all four areas of the theoretical framework: media language, industries, audiences and representation.

Non-exam assessment: creating a media product for an intended audience **30% of GCSE**

Previous GCSE students say

"My favourite part of GCSE media was making the magazine. You can be as creative as you want, you could choose the images, colours and texts. You are in control of your creative work for the magazine, and that was really rewarding."

"The media trip to the Harry Potter studios was fantastic and media lessons are always fun. It's so great being creative and doing such a variety of activities."

"I really enjoyed the film promotion, especially studying Star Trek. I loved making my own poster and storyboard for a film."

Modern Foreign Languages GCSE AQA

Why study a foreign language?
Learning a foreign language has always been a highly prized academic skill. Now more than ever, the ability to nurture international links and to communicate with our foreign partners have become essential. While GCSE may, on paper, be the basic examination, it will provide you with sufficient language skills to be able to communicate with people from other countries in both social and professional situations.

When you have proven language skills, often regardless of the language, it makes you more "marketable" to employers. There is also evidence that a GCSE in a foreign language may help entry to sixth form, college or university. In addition, through language learning you will develop a wider range of social skills and learn about different cultures.

Proficiency in a foreign language brings many advantages beyond mere communication in that particular language. In order to learn a language, you will need to learn general study skills which benefit other subjects: learning off by heart; presentation of writing; logic; working with others; organisational and ICT skills.

Furthermore, success in a foreign language is often accompanied by improved self-confidence and resilience and is looked on very highly by employers, colleges and universities.

There will be a continued focus throughout on:
- Linguistic Competence
- Application of grammar
- Language learning skills
- Cultural awareness

Continued next page

Years 10 and 11

Students will carry on developing languages skills and develop exam techniques in order to tackle the GCSE exams confidently.

GCSE Course content

(examination board: AQA)
The GCSE courses in French, German and Spanish are identical in style and give students the opportunity to develop speaking, reading, writing and listening skills.

Students will study the following themes:

Theme 1: People and lifestyle

Theme 1 covers the following three topics:

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

Theme 2: Popular culture

Theme 2 covers the following three topics:

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture .

Theme 3: Communication and the world around us

Theme 3 covers the following three topics:

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

Assessment

The course is divided into four skills areas for assessment, students will sit all papers at the end of Year 11 at either the Foundation Tier (F) or the Higher Tier (H):

Paper 1: Listening 25% of GCSE

35 minutes (Foundation)
45 minutes (Higher)

- **Section A:** listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier).
- **Section B:** dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier).

Paper 2: speaking conducted by class teacher, marked by AQA 25% of GCSE

7–9 minutes (Foundation)
10-12 minutes (Higher)

1 role play / 1 reading aloud task and a short conversation / a photo card and discussion.

Paper 3: Reading & translation into English 25% of GCSE

45 minute (Foundation)
1 hour (Higher)

- **Section A:** reading comprehension questions in English, to be answered in English or nonverbally (40 marks)
- **Section B:** translation from French into English, minimum of 35 words at Foundation tier and 50 words at Higher tier (10 marks)

Paper 4: Writing & translation into foreign language 25% of GCSE

1 hour (Foundation)
1 hour 15 minutes (Higher)

Questions: A range of written tasks up to 90 words at foundation tier and up to 150 words at higher tier.

Throughout the course, you will be asked to complete homework to reinforce class work and prepare for the exam. You will have access to a wealth of resources on our MsTeams MFL class to support you at home. You will also be provided with supporting resources such as knowledge organisers.

The examination is tiered and the following grades can be achieved at each tier:

Higher: grades 9 to 4
Foundation: grades 5 to 1

Mandarin (Enrichment option)

Mandarin is currently offered as an enrichment opportunity through once weekly after school sessions. The course is free of charge and you will have the opportunity to take an internationally recognised exam set by Hanban (Confucius Institute Headquarters).

Mandarin is becoming more mainstream in British schools and is highlighted as one of the languages that will be highly sought after by businesses in order to respond to new economic realities. It is an excellent opportunity to gain new languages skills and cultural awareness, it will also enhance students' CVs and personal statements. You will be asked to register in September.

Where can languages take you?

Languages skills are useful for virtually any careers, they open doors to working abroad or for companies with international reach. Linguists are valued and really sought after by employers. You can combine languages with a wide range of subjects at university and make yourself really marketable in a whole range of careers such as finance, law, IT, hospitality, business, service, sale etc.

Music GCSE

Course and assessment
Music is about performing, composing and listening to music. You will be encouraged to perform, compose and listen to music in a wide variety of musical styles. There will also be opportunities to develop your music technology skills in areas such as sequencing and recording.

Why should you study music?
If you play an instrument or sing and want to study a subject that:

- Involves performing music.
- Involves listening to all kinds of music.
- Involves composing your own music and being creative.
- Gives you the opportunity to sing or play music with others.
- Gives you the opportunity to learn about music technology.

Then you will enjoy studying music!

Which Music course is offered in GCSE Years 10-11?

- We will be teaching the Edexcel syllabus.
- For those students who wish to study Music and Music Technology at A level here at Robert Smyth, the Edexcel Music course better prepares students for this.

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What skills do you need to do the course?

- You must be able to play an instrument or sing to a reasonable standard (Grade 1 or higher).
- If you do not read music already, you must be willing to learn.
- You will also need to have an open mind about all styles of music as the areas of study require you to learn about popular, classical and world music.

What does the course consist of?

The areas of study are very broad:

- Instrumental Music 1700 – 1820
- Vocal Music (you listen to and learn about song writing but you don't have to sing)
- Music for Stage and Screen
- Fusions

There are eight set works to study in total, two from each of these four areas of study. You will learn about these areas of study and the set works through listening, performing and composing.

You will be assessed on your knowledge of the set works in a written listening exam at the end of Year 11.

Assessment

Coursework – 60%

One solo performance	**15%**
One ensemble (group) performance	**15%**
Composition 1	**15%**
Composition 2	**15%**

Examination – 40%

The exam consists of a 1¾ hour written paper at the end of Year 11 which tests your listening skills and your knowledge of the set works from the areas of study.

Practical work

For your solo and group performances you will be able to perform music of your own choice. You can either sing or play an instrument.

The two compositions can be in any style of your choice. You can choose to write for instruments and/or voices. You need to submit a recording so the piece has to be recorded live or through the use of music software. You will also need to submit either a score or an annotation (description) of the piece.

Do you have to perform in front of an examiner?

Your performances and compositions are recorded by your teacher, so there is no requirement to have an audience, other than your teacher. However, if you do like performing to an audience you can choose to perform to the whole class.

What music software is available?

The department has two classrooms both equipped with a large number of Mac computers each with Logic Pro, Cubase 11 Pro, Dorico 3.5, Garageband, and Ableton Intro. You will be taught how to use these programs so you can use them for composition work.

Is studying music relevant these days?

Apart from improving your performance, composition skills and broadening your knowledge of a wide range of music, the course gives you important general skills. It gives you an opportunity to express yourself through performing and composing and to be creative in writing your own music. It develops team and social skills as you will sometimes work in groups on performances. It teaches you to be organised and self-disciplined as you have to practise and work regularly outside of lessons in order to improve your performance and composition skills and meet coursework deadlines.

Physical Education GCSE

Why should you Study Physical Education?
Studying Physical Education as a specialism will open your eyes to the amazing world of sports performance. You will have the opportunity to perform in three different sports through the non exam assessment component, and develop wide ranging knowledge into the how and why of Physical activity and sport.

The combination of the physical performance and academic challenge provides an exciting opportunity where you will learn how to improve your performance though application of the theory.

A specialism in Physical Education will equip you with the knowledge, understanding, skills and values to develop and maintain your performance in a variety of physical activities and understand the benefits to health, fitness and well-being. With its diverse content, PE can be a stepping stone to A Level PE and for a wide range of further studies or associated careers.

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As part of the course you will:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills/techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop your ability to analyse/evaluate to improve performance in physical activity/sport
- Understand the contribution which physical activity and sport make to health, fitness and well-being
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

GCSE Assessment Years 10-11

Theoretical Assessment

Students will study a variety of topic areas outlined below and will complete two exams.

There will be weekly theory sessions, alongside practical sessions, where you will be expected to complete regular homework tasks.

Component 1: Physical factors affecting performance (30%)

Assessed by 1 hour written exam, 60 marks:

1.1 Applied anatomy and physiology

1.2 Physical training

Component 2: Socio-cultural issues and sports psychology (30%)

Assessed by 1 hour written exam, 60 marks:

2.1 Socio-cultural influences

2.2 Sports psychology

2.3 Health, fitness and well-being

Component 3: Performance in physical education (NEA) (40%)

Assessed by 80 marks non-exam assessment (NEA):

3.1 Students will be assessed in three different activities in the role of player/performer. One of these assessments must be in a team sport/activity with one assessment being in an individual sport/activity. The third assessment can be from either a team or individual sport/activity. Students can only be assessed once in any sport or activity.

Practical activities – team:

Acrobatic Gymnastics, Association football, Badminton, Basketball, Blind cricket, Camogie, Cricket, Dance, Figure Skating, Futsal, Gaelic football, Goal ball, Handball, Hockey, Hurling, Ice Hockey, Inline Roller Hockey, Lacrosse, Netball, Powerchair football, Rowing, Rugby League, Rugby Union, Sailing, Sculling, Squash, Table Cricket, Table Tennis, Tennis, Volleyball, Water Polo, Wheelchair basketball, Wheelchair rugby.

Practical activities– individual:

Amateur boxing, Athletics, Badminton, Boccia, Canoeing, Cross Country running, Cycling, Dance, Diving, Equestrian, Figure Skating, Golf, Gymnastics, Kayaking, Polybat, Rock climbing, Sailing, Sculling, Skiing, Snowboarding, Squash, Swimming, Table Tennis, Tennis, Trampolining, Windsurfing

We would expect students to be undertaking these activities outside of lessons where possible.

3.2 Analysing and Evaluating Performance (AEP), task-based NEA.

Physical Education (Core)

With the importance of health and well-being are central to our lives physical education, sport and recreational activities have come to play a far greater and more important role in our lives.

The teaching of physical education has therefore changed to keep up-to-date with modern day trends. You are still given the chance to develop your skills in the traditional team and individual games, however we also incorporate new initiatives that have come to the fore recently. You are also taught the correct use of exercise equipment in our fitness suite. This is not only important for you now whilst at the academy, but also for later on in life.

We hope you will appreciate the value of health and fitness along with the many other benefits derived from this subject, e.g. enjoyment, relaxation, challenge, competition, teamwork and social integration. As part of our ethos we are focused on your level of effort, not simply your ability.

The course features option blocks in a wide range of activities, for example football, netball, rugby, trampolining, basketball, volleyball, table tennis, cricket, rounders, athletics, tennis, softball, badminton, multi-gym work and any others that we feel are suitable and practical, such as dodgeball, unihoc and ultimate.

All of these options, along with an extensive range of lunchtime and after-school clubs, tournaments, Inter-college and Inter-School fixtures, are offered in the hope that all students will appreciate the need for and value of an active and healthy life-style. We also run a range of trips and events and encourage students to join our sports leadership academy through our sports leadership qualifications.

NB

Core Physical Education is a national curriculum requirement and as such full attendance and participation in appropriate clothing (including footwear) is expected at all times. All students are expected to wear full RSA PE kit (available from Uniform Direct).

Sciences (Core and Option) GCSE AQA

Course and assessment
Science is a fascinating subject and the science faculty at Robert Smyth Academy is an exciting place to study. All our teachers are subject specialists and experts in their fields. Science enables students to understand the world around them and offers the opportunity to learn a huge amount of knowledge alongside development of practical skills. We aim to make science lessons relevant, intellectually challenging and engaging. Students with good science qualifications are highly sought after; they have a very wide range of career options and are often very well paid.

We offer our students the opportunity to study either combined science or the three separate sciences with AQA.

The Separate Sciences (Triple Science)
- GCSE Biology
- GCSE Physics
- GCSE Chemistry

Combined Science (Double Science)
- GCSE Combined Science

Why study the separate sciences?
If you like science you should consider studying the three separate sciences. It is not possible to only take one or two of the separate sciences, they must be taken as a three. If you already think you want to study science or engineering at A level or degree level then this would be a good choice for you because it will give you a head start in the Sixth Form. We are one of the few schools who offer separate sciences as an option, which means that everyone has the opportunity to gain an extra science GCSE and you get more time on your timetable to explore science in depth.

If you are aiming to study medicine, dentistry or veterinary science at university then this option is strongly recommended. Separate science students study three separate GCSEs: biology, chemistry and physics, each taught by a specialist teacher.

GCSE Biology
The topics covered are:
- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

This is a linear assessment so there will be two exams at the end of Year 11. Each exam is 1 hour 45 minutes and 50% of the grade.

Exam 1: Topics 1 – 4:
Cell biology; Organisation; Infection and response and Bioenergetics.

Exam 2: Topics 5 – 7:
Homeostasis and response; Inheritance, variation and evolution and Ecology.

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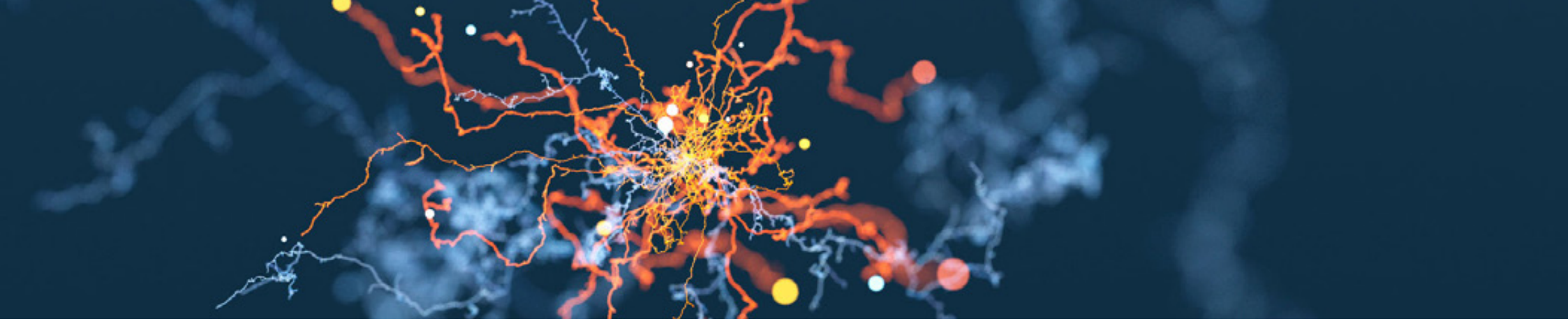

GCSE Chemistry

The topics covered are:

- 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.

This is a linear assessment so there will be two exams at the end of Year 11. Each exam is 1 hour 45 minutes and 50% of the grade.

Exam 1: Topics 1 – 5:
Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes and Energy changes.

Exam 2: Topics 6 – 10:
The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere and Using resources.

GCSE Physics

The topics covered are:

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space physics (physics only)

This is a linear assessment so there will be two exams at the end of Year 11. Each exam is 1 hour 45 minutes and 50% of the grade.

Exam 1: Topics 1 – 4:
Forces; Energy; Waves and Electricity.

Exam 2: Topics 5 – 8:
Magnetism and electromagnetism; Particle model of matter; Atomic structure and Space physics.

Combined Science

Combined science covers the key scientific ideas mentioned above in biology, chemistry and physics. If you study combined science you will have three teachers, each teaching a separate topic.

The topics covered are the same as in separate sciences, although the coverage is in less depth than in the separate sciences and so is worth two GCSE grades instead of the three for separate sciences.

Many students who take combined science go on to take A levels in biology, chemistry and physics.

This qualification is linear so you will sit all the exams at the end of your course in Year 11. There are six written exams, two biology, two chemistry and two physics, each lasting one hour and 15 minutes, with an equal weighting towards the final grade.

Textile Art and Design GCSE AQA

Why Study Textiles?
This is a creative course that will focus on developing skills, ideas and techniques within textiles .

This is a very practical based subject and if you enjoy textiles, design and generally being creative then this is the course for you. It is an exciting opportunity to develop a broad range of skills and investigate meaningful subjects of interest to you with the use of Textiles.

You will be supported in a friendly, welcoming atmosphere and guidance is given to explore your interests.

The projects are designed to allow you to make your outcomes personal by reflecting your own personal interests, such as music, dance, sport, interior design, fashion design or any other aspect of life that is fascinating to you.

What skills will I learn and develop?
You will explore many different skills and techniques within the course including:

- Printing
- Fashion illustration
- Stitched textiles
- Dying textiles
- Garment construction techniques
- Sculptural textiles
- Decorative techniques
- Design development
- Analytical skills
- Computer Aided Design

How often will I do practical work?
Research and analysis is used to inform practical work and this is a portfolio based course with no written exam
Assessment: Examination Board AQA.

Component 1: Portfolio (coursework)
60% of the total marks

Component 2: Externally set assignment (Practical)
40% of the total marks

Is it the Is it the right subject for me?

- You need to be willing to try new skills and enjoy the process of learning practical based tasks.
- You may have a particular interest in the textile products and decorative design.
- You will be motivated, have a positive attitude and be able to work independently
- Be imaginative, creative and a practical learner.

Other Courses

There are other important aspects of the curriculum in Years 10 and 11. These all contribute to your personal development and will help you make informed choices about your future.

1. Personal, Social and Health Education
PSHE will be delivered by your tutor and will include topics that are relevant to you as a young person: health education, sex education, drugs education, global citizenship, political literacy, money management, human rights education, enterprise and decision making.

You will also have a variety of opportunities to further your interests in these subjects through extra-curricular activities.

2. Careers Education and Guidance
Careers education and guidance is very important during your time in Years10 and 11. Within the PSHE programme there are specific days devoted to careers education. These days provide comprehensive support for all post-16 options. You will use a number of different careers materials including: computer programs, books and materials. You will also have the opportunity to go to career talks.

3. Work related learning
In Year 10 all students are expected to take part in our Work Related Learning Programme. This programme will provide an insight to work including expectations, health and safety, applications, interview techniques, CVs and key skills. All Year 10 students will have an opportunity to complete one week's work experience in the summer term.

4. RS
Religious Studies will also be delivered via the PSHE programme. This will include consideration of world faiths and ethical debate.

The courses described in this booklet form the curriculum that the Academy intends to provide for Years 10 and 11 students.
The Principal reserves the right to make changes to the curriculum if necessary.

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