

RED HOUSE SCHOOL OPTIONS BOOKLET

CONTENTS	Page
Headmaster's Letter	2
Co-curricular Activities	4
Role of the Form Tutor	5
GCSE Specifications, Revision and Past Papers	6
How to Choose Your Options	7
GCSE CORE SUBJECTS	
Mathematics	9
English Language	10
English Literature	11
French	12
Science	14
Separate Sciences	15
GCSE OPTIONAL SUBJECTS	
Art and Design	16
Art and Design: Photography	18
Computer Science	20
Design Technology	22
Geography	24
German	25
History	27
Music	28
Physical Education	29
Religious Studies (Philosophy and Ethics)	30
Spanish	32
NON GCSE COMPULSORY SUBJECTS	
ECDL in IT Application Skills	34
Games Programme for Years 10 & 11	35
Life Studies	35
Duke of Edinburgh Award Scheme	36
Appeals against internally assessed marks	37
Controlled assessments – information for candidates	38
PUPIL OPTION FORM FOR COMPLETION	40

FROM THE HEADMASTER

Dear Parents and Pupils

I hope this booklet will give you a greater insight into the subjects we offer at GCSE and an overview of other aspects of life in Years 10 and 11.

Usually, pupils at Red House take either nine or ten subjects at GCSE. GCSEs are demanding and pupils need to be motivated and hardworking from the very beginning of their courses. Some subjects - English, Maths and the Sciences - have already begun their courses in Year 9; a reflection of the demands of the new GCSEs. Although it is possible to take more than ten GCSEs, it should be remembered that this is not required for either further/higher education or the world of work. It is the quality of the grades achieved which is important rather than the number of passes.

We expect all pupils to maintain a broad and balanced curriculum at GCSE. Currently, pupils study a core of English Language, English Literature, Mathematics and French. In addition, all pupils are entered for either the three separate Sciences or dual award Science. Either option provides the necessary knowledge and understanding to study science at Sixth Form level. However, the transition to A level is easier for those who have undertaken the separate Sciences. Pupils must also study a humanity subject and, at Red House, these include History, Geography and Religious Studies. Pupils may wish to study more than one humanity but we would encourage pupils not to undertake all three so that breadth and balance is maintained within their choices.

Changes have been made to the way GCSEs are graded. A new grading scale, using the numbers 1 to 9 (with 9 being the highest grade) has been introduced for all subjects except Design and Technology. Design and Technology will be assessed on the A* - G scale previously used to assess performance in GCSE examinations.

The English Baccalaureate is awarded to those candidates who obtain GCSE grades 9 to 4 in English and Mathematics, a modern foreign language, dual or triple Science and a humanity. Currently only History and Geography are recognised by the Department for Education as humanities although it is hoped that the Government may amend this policy.

In some instances, during the two year course, it becomes apparent that studying ten subjects is too demanding. In this case we will discuss with the pupil and their parents whether it would be best to drop a subject. We do not encourage this and you can be assured that we will never require it. It is only done after consultation and mutual agreement.

In addition to their GCSE subjects, all pupils follow a course in life studies, which includes elements of careers and citizenship. Pupils also continue to study ICT, working towards their European Computer Driving Licence (ECDL) qualification. Sport remains an important part of a Red House education and in Year 11 the Sport for Leisure programme allows pupils to try a wide variety of different sporting activities.

Academic work is at the heart of school life. However, for the well-being of the pupils, it is essential for them to maintain and develop a wide range of interests outside the classroom either through the school's co-curricular programme or within the wider community. The Duke of Edinburgh's Award Scheme is one important part of this wider curriculum and I strongly encourage pupils to get involved in this highly regarded programme.

Red House can pride itself on a remarkable record of achievement in public examinations over many years. This achievement has been down to the hard work of pupils and the support of parents and teachers. The School is very much here to support the pupils in their endeavours and with inspiration, aspiration and perspiration, the children should see success. I look forward to working with you, my colleagues and the children to see fine young adults emerge at the end of Year 11.

Ken James
Headmaster

CO-CURRICULAR ACTIVITIES

Pupils in the senior school continue to benefit from a wide range of co-curricular activities.

An intensive programme of fixtures and sports clubs provides opportunities to participate in numerous physical activities including football, hockey, rugby, netball, athletics, rounders, cricket, tennis and cross-country running.

For those with an interest in motorsport there is a Go-Karting and Green Power Car Building club.

Other clubs include minecraft, badminton/table tennis, craft club, chess club, speech & drama, film-making and cookery.

An additional GCSE in statistics is taught by Mr James outside of normal timetabled lessons.

Musical and dramatic talents can also be enhanced by rehearsing with the choir, orchestra, string and brass groups, or becoming involved with musical productions or entering the Red House Has Talent Competition.

The Art Department offers popular residential trips for art pupils in the Autumn Term providing the opportunity to improve skills learnt in the classroom. The department also offers an after school photography club.

The English department offers a variety of activities and visits to facilitate concepts associated with GCSE English. These include theatre trips and public speaking competitions.

Pupils also have the opportunity to experience school visits of a longer duration. The school ski trip remains one of the most popular trips, whilst visits to France, Germany and Spain are also offered and provide an environment in which language skills can be developed.

Year 10 pupils may also participate in the Duke of Edinburgh Bronze Award Scheme and more details of this co-curricular activity are given elsewhere in this Option Booklet.

D B Kitching

Senior Tutor

THE ROLE OF THE FORM TUTOR

...the first point of contact with the School

Red House is committed to the development and growth of all pupils in our care and seeks to create a community that develops self-respect in all pupils, leading to respect for others, regardless of perceived differences and the environment.

The school places a very high value on the partnership developed between staff, parents and pupils to ensure that progress is as successful as possible. We set high standards for pupils in work, behaviour, appearance and attendance, in an atmosphere that is warm, friendly and caring.

All staff at Red House have an understanding of pupils' pastoral needs and a pupil's Form Tutor has a particular responsibility, as a teacher who is in contact with your child twice a day, and is, therefore, on hand to support your child in the appropriate way.

For parents and pupils who need guidance or reassurance, whatever the problem/concern, the Form Tutor is the first point of contact with the school. A Form Tutor has the responsibility of encouraging the pupils in a tutor group to work together as a sociable and cohesive entity, and for this reason, and to promote the self-confidence and self-image of pupils, Tutor Groups are of mixed ability.

Form Tutors liaise with team leaders regarding the pupils in their form. At present the team leaders are:

Years 4/5/6 - Ms T White

Years 7/8/9 - Mrs L Roberts

Years 10/11 - Mrs J Smart

Mrs C Blyth has overall responsibility for the welfare of the girls in school, whilst Mr D Kitching oversees the Pastoral system at Red House.

Form Tutors are also responsible for the delivery of the Personal, Social and Health Education programme, through which pupils develop their knowledge, skills and understanding on a wide range of topics; each term, as part of this programme, they also help pupils to prepare topics to lead school assemblies.

D B Kitching
Senior Tutor

GCSE SPECIFICATIONS, REVISION AND PAST PAPERS

Parents of pupils in Years 10 and 11 sometimes request advice on obtaining specifications in the subjects that their son/daughter will be studying for GCSE as well as past papers and recommended revision guides.

We understand these natural concerns and the following information is provided to give you guidance and advice.

Red House, like many other schools, does not give its pupils a full copy of every subject specification. The financial cost would be high and the value and usage for most pupils would be limited.

Specifications are very detailed and comprehensive documents aimed, as one would expect, primarily for a teacher audience. However, any parent who would like to see the details of particular specifications, of which the programme of study or content is probably of the most direct interest to pupils, can do so by logging on to the website of the examining boards that the school uses. The addresses of these sites are www.aqa.org.uk/qual/gcse, www.ocr.org.uk, www.edexcel.org.uk and www.eduqas.co.uk. The examination boards offer a number of different specifications for each subject. The specifications being followed in school can be identified through the specification number given at the top of each subject entry in this option booklet.

In a number of subjects staff recommend revision guides, usually at the beginning of Year 10, and these are ordered by school for interested pupils with the cost being charged to parents on the next school bill. Many past pupils have found such guides have been very helpful as they are specifically written to capture their interest and they give a concise overview of the most important elements of each subject. A site for the guides which school often uses is www.cgpbbooks.co.uk.

As the teaching of the GCSE courses progresses all pupils will, at some stage be given copies of past papers to prepare them for their final examinations. This is part of the normal tried and tested revision process employed by all members of staff which has produced the high academic reputation of which the school is justifiably proud.

There are, of course, on line revision sites which may appeal to pupils. One such site which is well known and may be of interest is provided by the BBC. The address is www.bbc.co.uk/schools/gcsebitesize and it covers a good range of subjects which can be individually selected.

M A Makin
Director of Studies

HOW TO CHOOSE YOUR OPTIONS

The decisions to be made are not major ones.

The option system ensures that all pupils follow a broad and balanced curriculum and thus the decisions to be made are not of major significance for life or for careers.

Once the compulsory subjects have been included there are only limited option decisions to be made.

There are good reasons for choosing your options:

- 1 because you enjoy a subject
- 2 because you are good at a subject
- 3 because you feel the subject will be useful in a possible career.

However, the compulsory curriculum requires you to keep all your options open and thus career choice is not a major factor in the choice of GCSE subjects.

Furthermore, there is no reason at all why, at this early stage, you should have any idea of the career you wish to follow.

There are also wrong reasons for making your option choices:

- 1 because your friends are doing that subject
- 2 because you like the teacher.

Do not hesitate to discuss your choice of subject with your form tutor or your subject teachers. Remember that all subjects you have studied are open to you. Staff will help you to decide which subjects you are best at, but in the end the choice is yours.

STEP ONE

You must do:

English

English Literature

Maths

French

Sciences – (the decision between the three separate Sciences and Science and Additional Science is made during Year 11).

This gives 7 (possibly 6 if the 2 Sciences are taken at the end of Year 11) GCSEs.

You will also be studying Life Skills, ECDL in IT Application Skills and Sport but these are not GCSE subjects.

STEP TWO

It is recommended that you select one of the humanities (History, Geography or Religious Studies).

STEP THREE

Select two further options. You should not select more than two subjects from the humanities since this will produce an unbalanced curriculum.

STEP FOUR

Select a fourth option. If you have chosen two humanities in your first three choices then your fourth choice should not be a humanity subject. We hope to be able to timetable your first three choices but **occasionally** we must give you your fourth option.

FINALLY

Complete the Option Form at the back of this booklet and hand it to your Form Tutor on or before the date indicated.

PLEASE NOTE CAREFULLY

We will do our very best to provide you with the subjects you have chosen. However:

- 1 Subject groups must be of a viable size to run.
- 2 Please note that all year 10 and 11 pupils follow an ECDL in IT Application Skills course as part of the normal curriculum.

Computer Science as a GCSE option is primarily designed for pupils who have an aptitude for this subject and feel that they will pursue this subject in greater depth after leaving Red House.

- 3 Although we will try to accommodate all pupils' choices, we cannot timetable every possible combination of subjects. Sometimes only one or two pupils select a particular combination of subjects and we cannot fit these onto the timetable.

Details of Assessment

The GCSE mathematics course has undergone its most significant overhaul since its implementation in 1989. The syllabus contains a significant increase in both content and challenge. Pupils will receive a grade between 1 and 9 as opposed to the A* to G grades previously awarded. Current Government proposals are that the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above. A grade 5 will be classed as a good pass, which is approximately equivalent to a high grade C or a low grade B. The same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above.

The Foundation Tier has been devised for candidates expected to achieve grades 1 to 5.

The Higher has been devised for candidates expected to achieve grades 4 to 9.

To reflect the significant increase in content and challenge there will be three final examinations as opposed to the current two. The weightings for assessment are:

Paper 1 non-calculator	(33.3%)	1 hour 30 minutes
Paper 2 calculator	(33.3%)	1 hour 30 minutes
Paper 3 calculator	(33.3%)	1 hour 30 minutes

Brief details of the content of the course

Pupils now begin the GCSE course at the start of Year 9 and have therefore already begun the course. The topics studied are grouped into the following content strands:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

The English and English Literature GCSE has now moved away from coursework towards final examinations as a method of assessment. Pupils will now also receive a grade between 1 and 9 as opposed to the A* to G grades previously awarded.

GCSE English Language

The new English Language GCSE will encourage students to read a greater range of high quality, challenging literature and non-fiction texts from a range of genres and types from the 19th, 20th and 21st centuries. Reading and writing will be equally weighted and the new English Language GCSE will have a greater focus on making sure that students are able to write clearly and accurately in good Standard English. There will therefore be an increased emphasis on spelling, punctuation and grammar, including the use of vocabulary.

Tiers have now been removed from GCSE English Language. This means that specifications and question papers will cover the full range of abilities.

Speaking and Listening will also be assessed throughout the course. Although it no longer counts towards the final grade, students will learn to become more confident formal speakers.

Paper One: Explorations in Creative Writing and Reading
<p>Section A: Reading – one literature fiction text – 40 marks (25%) Section B: Writing – descriptive or narrative writing – 40 marks (25 %)</p>
<p>This is a written exam: 1 hour and 45 minutes 80 marks 50% of GCSE</p>
Paper Two: Writers’ Viewpoints and Perspectives
<p>Section A: Reading – two non-fiction texts from different eras – 40 marks (25%) Section B: Writing – writing to present a viewpoint – 40 marks (25%)</p>
<p>This is a written exam: 1 hour and 45 minutes 80 marks 50% of GCSE</p>

The new English Literature GCSE will encourage students to fluently read a wide range of classic English literature with the assessment of: a 19th century novel, a Shakespeare play, a selection of poetry written since 1789, including representative Romantic poems and British fiction or drama written from 1914 onwards.

Tiers have now been removed from GCSE English Literature. This means that specifications and question papers will cover the full range of abilities. There will also be an increased assessment of unseen texts. The quality of writing in the response to texts will be assessed and this reinforces the increasing emphasis on accurate, grammatically correct English.

<p>Paper One: Shakespeare and the 19th century novel</p>
<p>Section A: Shakespeare – students answer a question on a Shakespeare play. They will be required to write in detail about an extract from the play and then write about the play as a whole.</p> <p>Section B: The 19th century novel – students answer a question on a 19th Century novel. They will be required to write in detail about an extract from the novel and then write about the novel as a whole.</p>
<p>This is a written exam: 1 hour and 45 minutes 64 marks 40% of GCSE</p>
<p>Paper Two: Modern texts and poetry</p>
<p>Section A: Modern texts – students answer one essay question from a choice of two on their modern prose or drama text.</p> <p>Section B: Poetry – students answer one comparative question on one named poem and one other poem from their chosen anthology cluster.</p> <p>Section C: Unseen Poetry – students answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>
<p>This is a written exam: 2 hours and 15 minutes 96 marks 60% of GCSE</p>

Why study French?

The knowledge of a modern foreign language such as French will enhance and open the minds of our young people, developing thus an interest in other cultures and encouraging understanding and tolerance without mentioning the linguistic benefits. The course will develop practical communication, grammatical understanding, and increased awareness of the structure and syntax of the written word. A pupil who enjoys and is motivated to understand and use a new language will have greater appeal to a future employer. All this will be achieved in an enthusiastic and active learning environment. Due to smaller class sizes pupils progress confidently in a supportive atmosphere.

Details of Assessment

At GCSE pupils are required to demonstrate listening, speaking and writing skills.

All four skill areas will be assessed **either** at Foundation Tier (grades 1-5) **or** at Higher Tier (grades 4-9). This means that pupils will be entered at either Foundation Tier or Higher Tier in all four skill areas.

Listening, reading and writing will be assessed through final examinations taken at the end of the two year GCSE course during the exam period. All three skills are equally weighted, each representing 25% of the overall examination mark.

Speaking will be assessed during the final term of the second year of the GCSE course. This assessment will be conducted by the pupils' teachers, recorded and sent to be marked externally, immediately upon completion. Speaking makes up the final 25% of the overall examination mark.

Brief details of the content of the course

Pupils will follow a varied and stimulating course, which will combine a grammatical and communicative approach using a combination of textbooks; authentic reading materials such as newspapers and magazines; videos; ICT and internet resources; as well as exam practice material. The subject content is divided into three main areas and these are the same for French, German and Spanish. These themes and topics are set out in the boxes below.

THEME 1: IDENTITY AND CULTURE

Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage / partnership

Topic 2: Technology in everyday life

- Social media
- Mobile technology

Topic 3: Free-time activities

- Music
- Cinema and TV
- Food and eating out
- Sport

Topic 4: Customs and festivals in French-speaking countries / communities

THEME 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- Charity / voluntary work
- Healthy / unhealthy living

Topic 3: Global issues

- The environment

Topic 4: Travel and tourism

THEME 3: CURRENT AND FUTURE STUDY AND EMPLOYMENT

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- Charity / voluntary work
- Healthy / unhealthy living

Topic 3: Global issues

- The environment

Topic 4: Travel and tourism

SCIENCE - INTRODUCTION

All pupils study Combined Science or Biology, Chemistry and Physics to GCSE.

The Combined Science is a Double Award which is equivalent to two GCSEs. The subject content and practicals of the Combined Science Award also appear in the Biology, Chemistry and Physics GCSEs. This allows flexibility to move pupils between the combined and separate sciences during their studies.

COMBINED SCIENCE

Specification Code : AQA 8464

Summary of content:

Biology	Chemistry	Physics
Cell Biology	Atomic structure	Forces
Organisation	Bonding, structure, and matter	Waves
Bioenergetics	Quantitative chemistry	Magnetism and electromagnetism
Infection and response	Chemical changes	Energy
Homeostasis and response	Rate of chemical change	Electricity
Inheritance, variation and evolution	Organic chemistry	Particle model of matter
Ecology	Chemical analysis	Atomic structure
	Chemistry of the atmosphere	
	Using resources	

Practical Work

There will be 16 required practicals involving work from Biology, Chemistry and Physics and these will be integrated into the day-to-day teaching.

Assessment

- There will be six examinations; two biology, two chemistry, and two physics.
- Each examination will be 1 hour and 15 minutes duration and is worth 70 marks.
- Each paper will cover different subject content to help pupils prepare.

SEPARATE SCIENCES

Pupils will cover the same topics as the pupils studying Combined Science. However, studying the separate sciences means pupils will cover more content than GCSE Combined Science.

BIOLOGY

Specification Code AQA: 8461

CHEMISTRY

Specification Code AQA: 8462

PHYSICS

Specification Code AQA: 8463

Practical Work

There will be eight required practicals for each of the separate sciences which will be integrated into the day-to-day teaching.

Assessment

- There will be two examination papers of 1 hour and 45 minutes duration and worth 100 marks for each of the separate sciences.
- Questions will consist of multiple choice, structured, closed short answer and open response.

Why Study Art?

In GCSE Art and Design pupils are taught skills of observation; problem solving and decision-making through shared visual experiences, which enable personal visions to be externalised. Pupils are taught to be passionate about the importance of art and design as a distinctive mode of understanding, participating directly in intellectual and affective development. The course actively engages candidates to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

There are two forms of assessment in GCSE art : Students must complete both components.

Component 1 : Portfolio	
Each student must select and present a portfolio representative of their course of study. The portfolio must cover the four assessment objectives and must include both: 1: A sustained project 2: A selection of further work Marked out of 96 marks	60% of the total marks.

Component 2 : Externally Set Assignment	
AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title. External set assessment set by AQA An unlimited preparatory time is followed by 10 hours of supervised time during which students will develop their own unaided work. There is no restriction on the scale, media or materials used. Marked out of 96 marks Preparatory period from 2 nd January.	40% of the total marks.

Brief details of the content of the Course

This is a broad course exploring practical and critical / contextual work through a range of 2D and / or 3D processes and new media and technologies. It is an unendorsed course where candidates can work in appropriate art, craft and design materials and processes. Candidates will explore and create work associated with areas of study from at least two titles from Fine Art, Graphic Communication, Textile design, Three – Dimensional design and Photography .

Candidates must demonstrate their ability to:

- A01** Develop ideas through investigations, demonstrating critical 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 meaningful response that realises intentions and demonstrates understanding of visual language.

ART & DESIGN : PHOTOGRAPHY Specification Codes AQA: 42011 and 42012

Why study GCSE photography:

This course is for students who have a general interest, or are considering a career in photography. Photography is an exciting medium that can offer a number of creative careers, from artistic, commercial, advertising, industrial to fashion and architectural fields. This course will teach you to look at the world in a creative way, enabling you to apply creative, analytical and critical thinking to any other course that you do.

There are two forms of assessment in GCSE photography : Students must complete both components.

Component 1 : Portfolio	
Each student must select and present a portfolio representative of their course of study. The portfolio must cover the four assessment objectives and must include both: 1: A sustained project 2: A selection of further work Marked out of 96 marks	60% of the total marks.

Component 2 : Externally Set Assignment	
AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title. External set assessment set by AQA An unlimited preparatory time is followed by 10 hours of supervised time during which students will develop their own unaided work. There is no restriction on the scale, media or materials used. Marked out of 96 marks Preparatory period from 2 nd January.	40% of the total marks.

Brief details of the content of the Course

Candidates will be introduced to a variety of experiences exploring a range of lens – based and light based media, techniques and processes, including both traditional and new technologies. Candidates will explore relevant images, artefacts and resources from the past and recent times, including European and non European examples. They will integrate critical practical and theoretical study to encourage direct engagement with original work and practice. They will include evidence of drawing activity and written annotation in their studies.

Students will have the opportunity to develop a wide range of both technical and creative photography skills studying areas such as portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo- journalism, moving images and fashion photography.

Candidates must demonstrate their ability to:

- A01** Develop ideas through investigations, demonstrating critical 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 meaningful response that realises intentions and demonstrates understanding of visual language.

Why Study Computer Science?

Computer Science explores the principles of digital technology and way of working that's called 'computational thinking', with coding as a core of the course. You've got to be able to think logically, solve puzzles and be tenacious. Computer Science is also really creative and you'll get a real feeling of satisfaction out of getting something to work yourself, especially when programming. So if you enjoyed Scratch in previous years or game design then you might find computing is for you. Before you can do the complicated stuff you need to master the basics. Making a computer do what you want it to do is a really creative thing. Computer Science will make you think.

Brief details of the content of the course:**Component 01 – Computer Systems**

The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory.

Component 02 – Computational Thinking, Algorithms and Programming

This component is focused on the core theory of computer science and the application of computer science principles.

Component 03 – Programming Project (non-exam assessment)

This component is the non-exam assessment where candidates will be challenged by a range of exciting and engaging tasks to apply the knowledge and skills they have learned

Details of assessment

As the computer science curriculum has been renewed for 2016 we have chosen to follow the syllabus provided by OCR

There are two written exam papers and one piece of coursework as follows:

Written paper:	Computer Systems 40% of the total marks
Written paper:	Computational Thinking, Algorithms and Programming 40% of the total marks
Coursework project:	20% of the total marks

Component 01 Computer Systems

- Systems architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- Network security
- System software
- Moral, social, legal, cultural and environmental concerns

Component 02 Computational Thinking, Algorithms and Programming

- Translators and facilities of languages
- Algorithms
- High- and low-level programming
- Computational logic
- Data representation

Component 03 Programming Project

- Programming techniques
- Design
- Development
- Effectiveness and efficiency
- Technical understanding
- Testing, evaluation and conclusions

Why study Design Technology?

From 2017, GCSE Design Technology will follow a new specification. This new specification sees major changes in subject content, and these changes are reflected in the Year 10 DT curriculum.

If the pupil is intending to pursue a Design Technology 'A' Level course after leaving Red House, this subject is a strong foundation for that choice.

Details of assessment

The examining body is AQA. Written examination paper (usually sat in June) is worth 50% of the total GCSE grade and is a 2 hour examination.

Controlled Assessment task (coursework) counts for the other 50% of the GCSE grade, and consist of a 35 hour project carried out under direct supervision in the classroom. There are certain areas of design work that can be carried out 'at home', but all practical work must be done at school. The design contexts for these tasks are released in June of Year 10, to be completed in Year 11.

- Specific tasks are set by AQA (revised every year), but may be contextualised by the school.
- Tasks will consist of a single design and make activity, although the pupil may make a series of artefacts to meet their own particular design requirements.
- Pupils must produce a concise, 20 page, design folder, together with a minimum of one 3D outcome.

Brief details of the three main areas of course content**Designing**

- Materials and components from a range of different material types
- Quality assurance, quality control and planning for manufacture
- Existing products and applications
- Health and safety
- Social, moral, cultural and environmental issues
- Commercial manufacturing processes
- The work of well-known designers
- CAD/CAM

All these aspects of designing are incorporated into the syllabus which further includes sketching, modelling and developing design ideas. It also includes preparing working and information drawings, product analysis and sustainable design.

Making

- Pupils will produce a high quality piece of practical work – to include 3D and 2D outcomes

Evaluation, modification and re-manufacture

- Peer evaluation of others work
- Self evaluation of their own work – referring back to the original specification and design brief.

Why study Geography?

Geography is a very popular subject with employers in many fields because of the wide range of skills which geographers develop. We live in a world where business is increasingly carried out on a global scale. So many of the world's current issues – at a local scale and globally – depend upon geographical solutions, as well as the need for geographers of the future to help us understand them. Global warming affects countries and regions, food and energy security, the degradation of land and soils from over-use and misuse, the spread of disease, the causes and consequences of migration and the impacts of economic change on places and communities. These are just some of the challenges facing the next generation, which geographers must help solve.

The geography GCSE specification (AQA) is covered by three written examinations:

Paper 1 Living with the physical environment – 1hr30 35% of the total GCSE

Paper 2 Challenges in the human environment – 1hr30 35% of the total GCSE

Paper 3 Geographical applications – 1hr15 30% of the total GCSE

Topics covered in the 'living with the physical environment' unit include; natural hazards (tectonics, weather & climate change), the living world (ecosystems, tropical rainforests, hot deserts & cold environments), physical landscapes in the UK (coasts, rivers & glacial landscapes).

The 'challenges in the human environment' covers; urban issues and challenges, the changing economic world, resource management, food, water & energy.

The geographical applications element of the course will require pupils to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for pupils to show their breadth of understanding, allowing for critical thinking and problem solving skills.

Fieldwork remains an integral part of the course, pupils will complete geographical enquiries based on primary data collection. We aim to continue with a residential fieldtrip to enable pupils to experience geography outside of the classroom. However there will no longer be controlled assessment, these skills will now be assessed as part of the examination. Pupils will have to discuss the findings of their individual enquiries when answering unseen questions.

Why study German?

The knowledge of a modern foreign language such as German will enhance and open the minds of our young people, developing thus an interest in other cultures and encouraging understanding and tolerance without mentioning the linguistic benefits. The course will develop practical communication, grammatical understanding, and increased awareness of the structure and syntax of the written word. A pupil who enjoys and is motivated to understand and use a new language will have greater appeal to a future employer. All this will be achieved in an enthusiastic and active learning environment. Due to smaller class sizes pupils progress confidently in a supportive atmosphere.

Details of Assessment

At GCSE pupils are required to demonstrate listening, speaking and writing skills.

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Speaking will be assessed during the final term of the second year of the GCSE course. This assessment will be conducted by the pupils' teachers, recorded and sent to be marked externally, immediately upon completion. Speaking makes up the final 25% of the overall examination mark.

Brief details of the content of the course

Pupils will follow a varied and stimulating course, which will combine a grammatical and communicative approach using a combination of textbooks; authentic reading materials such as newspapers and magazines; videos; ICT and internet resources; as well as exam practice material. The subject content is divided into three main areas and these are the same for Spanish, German and French. These themes and topics are set out in the boxes below.

THEME 1 : IDENTITY AND CULTURE

Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage / partnership

Topic 2: Technology in everyday life

- Social media
- Mobile technology

Topic 3: Free-time activities

- Music
- Cinema and TV
- Food and eating out
- Sport

Topic 4: Customs and festivals in German-speaking countries / communities

THEME 2 : LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- Charity / voluntary work
- Healthy / unhealthy living

Topic 3: Global issues

- The environment

Topic 4: Travel and tourism

THEME 3 : CURRENT AND FUTURE STUDY AND EMPLOYMENT

Topic 1: My studies

Topic 2: Life at school

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

HISTORY

Specification Code: Edexcel 2HA01

Why study History?

History teaches you to think in ways that are not found elsewhere in the curriculum. Pupils are taught to use sources as evidence of how people behaved and thought in the past. They have to deal with problems like bias and prejudice when handling sources. They have to consider attitudes and points of view that are quite different from their own. Pupils are taught to describe, analyse and explain reasons for and results of the historical events, situations and changes in the periods studied. They will be called upon to make judgements on people or events from the past. Pupils will be taught to communicate their knowledge and understanding of History, using a range of techniques, including extended writing, persuasive argument and debating and will also need to develop skills of inference and deduction.

All of the above skills will provide training for future study, in whatever field, or for employment in a variety of careers e.g. advertising, publishing, journalism, teaching, social work etc. To illustrate this, look at some of the people who went on to study History at University; Sacha Baron Cohen, Jonathan Ross, Sebastian Coe, Gordon Brown, Anita Roddick, and the list goes on.

Details of Assessment

The examination board is Edexcel.

There are three compulsory written examination papers.

Paper 1 – Thematic study and the historic environment, is worth 30% of the total mark.

Paper 2 – Period study and British depth study, is worth 40% of the total mark.

Paper 3 – Modern depth study, is worth 30% of the total mark.

Brief details of the content of the Course:

Paper 1- This paper covers the development of Crime and Punishment in Britain c.1000 – present. The nature and changing definitions of criminal activity are covered along with the nature of law enforcement and punishment. Case studies will also form part of each time period. There is also a study of crime, policing and the inner city which focuses on Whitechapel between c.1870 and c.1900

Paper 2 – The Period study focuses on Spain and the New World and covers the discovery and conquest of Central and Southern America. The Spanish Empire and the conquistadores are also covered. The British depth study focuses on Queen Elizabeth I and the problems facing her reign. This includes the problems of her legitimacy, Mary Queen of Scots, the Armada, and life at home in England.

Paper 3 – The modern depth study focuses on Weimar and Nazi Germany from 1918 – 1939. Pupils will study the Weimar Republic, Hitler's rise to power, Nazi control and dictatorship, and life in Nazi Germany.

Why study Music?

Music is a rewarding course for any pupil who is a reasonably able instrumental player or singer and who has a general interest in different musical styles. It develops skills for those who may wish to study at a higher level, and many colleges and employers value the self-discipline, team-work and creativity that musical study involves.

Details of course content including skills**1 Listening & Contextual Understanding**

Pupils follow four *Areas of Study*: (1) Western Classical Tradition 1650-1910, (2) Popular Music, (3) Traditional Music, and (4) Western Classical Tradition since 1910. For two *Areas of Study*, one of which must be the Western Classical Tradition 1650-1910 pupils must critically appraise set pieces of music (referred to as *Study Pieces*). This will involve reading and writing staff notation, recognising particular chords, and using appropriate musical terminology. Knowledge of terms relating to musical elements such as melody, harmony, structure, rhythm and dynamics is required.

2 Music Performance

Pupils record an individual and ensemble performance. Together, the two pieces should last no less than four minutes. Marking reflects the performances' accuracy, expression and interpretation. Up to 6 marks (out of 36) for each piece reflect the difficulty of the music, with 6 representing grade 5 standard or above.

3 Composition

Pupils compose two pieces. The first piece is written to a set brief, and the second is a free composition. The brief for the first composition may be written text, an image or musical notation. Together, both pieces should last a combined minimum time of three minutes. Pupils keep a composing log to make judgements about their work as it progresses.

Details of assessment

- | | |
|-------------|--|
| Component 1 | 1½ hour exam in two parts (a) Listening (b) Contextual Understanding
(40% of total marks) |
| Component 2 | Marked internally and moderated by AQA
(30% of total marks) |
| Component 3 | Two compositions: marked internally and moderated by AQA
(30% of total marks) |

Why study Physical Education?

This course suits candidates who have a high level of competence in several physical activities and who are genuinely interested in the theoretical aspects of physical activity. This is a fairly new and revised specification and will be more heavily weighted on the theoretical side.

DETAILS OF COURSE CONTENT		
<p>PAPER 1: The human body and movement in physical activity and sport.</p>	<p>PAPER 2: Socio-cultural influences and well-being in physical activity and sport.</p>	<p>NON- EXAM ASSESSMENT Practical performance in physical activity and sport.</p>
<ul style="list-style-type: none"> • Applied anatomy and physiology • Movement analysis • Physical training • Use of data 	<ul style="list-style-type: none"> • Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data 	<ul style="list-style-type: none"> • Practical performance in 3 different activities in the role of player / performer • 1 team activity / 1 individual activity / 1 in either a team or individual activity • Analysis and evaluation of performance to bring about improvement in 1 activity
DETAILS OF ASSESSMENT		
<ul style="list-style-type: none"> • Written Exam • 1 hour 15mins • 78 Marks • 30% of GCSE 	<ul style="list-style-type: none"> • Written Exam • 1 hour 15mins • 78 Marks • 30% of GCSE 	<ul style="list-style-type: none"> • Assessed by teachers • Moderated by AQA • 100 marks • 40% of GCSE

Why study Religious Studies?

Religious Studies is proving to be increasingly popular at both GCSE and A Level. It is a sound basis for considering life, different opinions, understanding the world we live in and what we think about it. It stimulates debate, helps to develop an enquiring mind and pupils will gain the ability to articulate their point of view. It encourages skills that are very useful as we move through life such as empathy and giving pupils a breadth of knowledge to strengthen understanding of the events both in the past and present day. This course provides a very good foundation for the study of A and A/S Level Religious Studies and Philosophy and Ethics. It is particularly useful for careers in the police force, medicine, Law, social work, journalism, nursing and many more.

Religious Studies is a very popular GCSE option at Red House School. Pupils achieve highly; 100% of pupils achieved A*-C in 2015 and 75% of pupils achieved A*/A grades.

The following information on the Religious Studies specification is awaiting accreditation by Ofqual and is therefore in draft form and subject to change before first teaching in 2016.

Brief details of the content of the Course - Eduqas Route A**Details of Assessment**

Component 1	Religious, Philosophical and Ethical issues in the Modern World	50%
Component 2	Study of Religions: Christianity	25%
Component 3	Study of Religions: Islam	25%

Component 1- Religious, Philosophical & Ethical issues in the Modern World - Examination 2 hours

Pupils will study beliefs, teachings and attitudes towards the following philosophical and ethical issues.

Relationships

Relationships

Sexual Relationships

Marriage & Divorce

Issues of equality: gender prejudice and discrimination

Life and death

The origin of the Universe

Environmental Responsibility

The origin and value of human life

Beliefs about death and the afterlife

Crime and Punishment

Morality

Causes of crime and the aims of punishment

Death Penalty

Forgiveness

Good, Evil and Suffering

Human rights, religion and social justice

Human Rights

Prejudice and discrimination

Issues of wealth and poverty

Study of Religions

Component 2 – Study of Religions (Christianity) - Examination 1 hour

Pupils will study the beliefs, teachings and practices of Christianity and their basis in Christian sources of wisdom and authority.

Component 3 – Study of Religions (Islam) – Examination 1 hour

Beliefs, teachings and Practices from Islam

Pupils will study the beliefs, teachings and practices of Islam and their basis in Islamic sources of wisdom and authority.

Why study Spanish?

The knowledge of a modern foreign language such as Spanish will enhance and open the minds of our young people, developing thus an interest in other cultures and encouraging understanding and tolerance without mentioning the linguistic benefits. The course will develop practical communication, grammatical understanding, and increased awareness of the structure and syntax of the written word. A pupil who enjoys and is motivated to understand and use a new language will have greater appeal to a future employer. All this will be achieved in an enthusiastic and active learning environment. Due to smaller class sizes pupils progress confidently in a supportive atmosphere.

Details of Assessment

At GCSE pupils are required to demonstrate listening, speaking and writing skills.

All four skill areas will be assessed **either** at Foundation Tier (grades 1-5) **or** at Higher Tier (grades 4-9). This means that pupils will be entered at either Foundation Tier or Higher Tier in all four skill areas.

Listening, reading and writing will be assessed through final examinations taken at the end of the two year GCSE course during the exam period. All three skills are equally weighted, each representing 25% of the overall examination mark.

Speaking will be assessed during the final term of the second year of the GCSE course. This assessment will be conducted by the pupils' teachers, recorded and sent to be marked externally, immediately upon completion. Speaking makes up the final 25% of the overall examination mark.

Brief details of the content of the course

Pupils will follow a varied and stimulating course, which will combine a grammatical and communicative approach using a combination of textbooks; authentic reading materials such as newspapers and magazines; videos; ICT and internet resources; as well as exam practice material. The subject content is divided into three main areas and these are the same for Spanish, German and French. These themes and topics are set out in the boxes below.

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THEME 2 : LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST

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THEME 3 : CURRENT AND FUTURE STUDY AND EMPLOYMENT

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ECDL IN IT APPLICATION SKILLS

Why study ECDL in IT Application Skills?

In Years 10 and 11 pupils work towards the European Computer Driving Licence as their ICT entitlement. The European Computer Driving Licence (ECDL) is the world's leading end-user computer skills certification programme. Outside of Europe, the ECDL is known as the International Computer Driving Licence (ICDL). It is internationally recognised as the global benchmark for end-user computer skills and is the leading certification to be adopted by governments, international organisations and corporations alike.

The ECDL certifies that the holder is competent in the use of personal computer and common computer applications and knows the essential concepts of IT. The EDCL is a test of practical skills and competencies and consists of four separate modules covering Excel, Word and PowerPoint and a scenario exam combining all three.

Details of Assessment

Pupils are registered with BCS and progress through the four tests is recorded online. When all four modules are completed, the candidate receives the ECDL. The EDCL has been designed to be entirely vendor-independent. However, at Red House School, pupils will be using Microsoft Office applications.

Brief details of the content of the Course

1. Word Processing
2. Spreadsheets
3. Presentation Software
4. Improving Productivity through ICT

Modules 1, 2, and 3 are practical units using the individual applications. Module 4 presents pupils with a scenario and they must choose the most appropriate application 'to get the job done.'

GAMES PROGRAMME FOR YEARS 10 & 11

Year 10

Year 10 pupils are allocated one games afternoon and they will participate in a variety of physical activities throughout the academic year. For pupils who participate in school sport, there will be an opportunity to be involved in both fixtures and training sessions during this time. Other pupils will be offered a choice of activities including hockey, netball, football, squash and fitness training. In the summer term, all pupils will complete an Athletics Triathlete Challenge and then may enjoy various games sessions including tennis, cricket (boys), rounders and softball.

Year 11

When pupils reach Year 11 they will follow our “Education for Leisure” programme. Pupils will be taken out of school and offered the opportunity to experience a variety of activities. The activities will be introduced and developed over anything up to a three week period. Our simple aim is to broaden horizons and encourage pupils to find activities that they will wish to pursue in the future.

The “Education for Leisure” programme has offered the following extensive range:

Canoeing, Sailing, Rock Climbing, Judo, Archery, Multi-gym, Aerobics, Martial Arts, Racquet Ball, Trampolining, Golf, Pilates and Skating.

These activities are variable due to availability of coaching staff and facilities.

A small additional charge is added to the bill to cover entry to these activities.

LIFE STUDIES

Throughout Years 9, 10 and 11, all pupils follow a planned programme of personal and social education which includes elements of careers education and guidance, health education (including prohibited substances and sex education) and moral education.

DUKE OF EDINBURGH AWARD SCHEME

The Bronze Award of the Duke of Edinburgh Scheme is offered to Year 10 pupils.

The main objective of the scheme is to offer a voluntary, non- competitive programme of activities which are designed to offer a personal and individual challenge to young people. The nature of the award allows pupils to develop and widen their horizons through a range of skills such as decision making, management of time, learning to take the initiative, team work commitment and self discipline, all of these help equip them for later life.

The award is split into four sections:

- | | |
|---------------------|--|
| Volunteering | Undertaking service to individuals or the community. |
| Skill | To encourage the discovery and development of personal interests and social and practical skills. |
| Physical | To encourage participation and improvement in an area of sport, dance or physical fitness. |
| Expedition | To encourage a spirit of adventure and discovery. The groups undergo training throughout the Autumn Term, Spring and Summer Terms in the theory of map and compass skills, camp craft, emergency survival, cooking etc. A day walk, which is planned by the groups themselves, takes place in October. There is an expedition practice in May before being independently assessed on their final expedition in July. |

A charge is made for the award to cover running costs and enrolment.

POLICY ON APPEALS AGAINST INTERNALLY ASSESSED MARKS (GCSE controlled assessments)

Red House School is committed to ensuring that whenever its staff mark candidates' controlled assessment this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Red House is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

If a candidate believes that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure.

N.B: an appeal may only be made against the assessment process and not against the mark submitted to the awarding body.

1. Appeals should be made as early as possible; and no later than two weeks before the last timetabled examination in the series (e.g. the last written paper in the June GCSE examination series).
2. Appeals **must** be made in writing by the candidate's parent/carer to the examinations officer.
3. The Assistant Head will conduct the investigation, providing that she has had no involvement in the internal assessment process for that subject.
4. The purpose of the appeal will be to decide whether the process used for internal assessment conformed to the awarding body's specification and subject-specific associated documents.
5. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body, and any changes made to internal assessment procedures.
6. The outcome of the appeal will be made known to the Headmaster and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any irregularity in procedure to light, the awarding body will be informed.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Red House School and is not covered by this procedure.

YEAR 9 OPTIONS FORM FOR COMPLETION 2017

Please enter your options in order of preference and return the form to your form tutor on or before Monday 20 March 2017.

If you need to discuss anything or have any problems in completing this form then see me as soon as possible.

M A Makin
Director of Studies

Please return to your Form Tutor **on or before Monday 20 March 2017**

OPTIONS 2017

Name _____ Tutor Group _____

I have considered the options carefully and my choices are given below:

Option 1 _____

Option 2 _____

Option 3 _____

Fourth choice _____

(in case all of your first three options cannot be timetabled)

Signed _____ (pupil)

Signed _____ (parent)