

RED HOUSE
SCHOOL

Options Booklet

AN EDUCATION
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RED HOUSE SCHOOL OPTIONS BOOKLET 2023

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FROM THE HEAD

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 which is a reflection of the demands of the courses the children will be following. 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 and Mathematics. In addition, all pupils are entered for either Combined Science (Trilogy) or for three separate Sciences. Either option provides the necessary knowledge and understanding to study A level or BTEC Science programmes at Sixth Form. However, the transition to A level is easier for those who have undertaken the separate Sciences. Pupils following the separate Sciences are those who are achieving excellence in Biology, Chemistry and Physics.

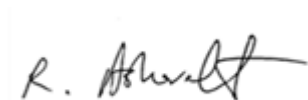
Pupils are also encouraged to study a humanity subject from History, Geography and Religious Studies. Pupils may wish to study more than one humanity but we would encourage pupils not to undertake all three so that breadth and balance is maintained within their choices. We also strongly encourage pupils to choose a language at GCSE, which has, in the past, been a pre-requisite for some Russell Group universities.

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 discontinue 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 with mutual agreement.

In addition to their GCSE subjects, all pupils follow a course in PHRSE, which includes elements of careers, Relationship and Sex Education (RSE) and citizenship. Sport remains an important part of a Red House education and in Year 11 the Education 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 wellbeing 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 prides 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 will 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.



Dr Rebecca Ashcroft
Head

SUCCESS AT GCSEs

Success at GCSE level is the result of teamwork involving parents, pupils and the teaching staff. Pupils must ensure they always work to the best of their ability in lessons and also when completing work outside of lessons. The completion of independent study, in addition to the completion of homework, is expected at Key Stage 4. Pupils should allow for 1-2 hours per day on such work. Excellent attendance is also an essential ingredient to success; absences from school can have a significant impact on a pupil's understanding of GCSE topics.

RETRIEVAL PRACTICE

The cognitive load at GCSE, following the introduction of the new GCSE specifications, is immense. Pupils adopting effective revision strategies will achieve the highest outcomes. It is essential therefore that pupils reinforce learning and regularly review topics in order to aid recall. They should aim to space out their revision, interleave topics and aim to use both text and visuals to produce effective revision notes (dual coding).

SUPPORT FOR PUPILS

Pupils will continue to be given support in developing effective study skills. In addition to advice they receive in their lessons there are, of course, online revision sites. 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. Pupils also have a log in for GCSE Pod which provides Podcasts and GCSE questions for all GCSE courses. GCSE PE pupils also have access to the Everlearner platform which contains content and assessments that can be used for independent study. Many subjects recommend Seneca and Quizlet as an aid to learning too. All pupils have access to Mathswatch to consolidate and further their understanding of the curriculum.

Throughout their time in Key Stage 4 pupils will receive a study skills booklet with other helpful resources to assist with examination preparation. If you require any further information on how best to support your child during their GCSE courses, please do not hesitate to get in touch.



Lara Roberts
Assistant Head (Academic)

GCSE EXAMINATION ACCESS ARRANGEMENTS

Pupils may be granted access arrangements at GCSE. Examples of access arrangements are:

- Extra time (usually 25%)
- Use of a laptop
- A reader

Pupils who have access arrangements will have been identified as having a particular difficulty under timed conditions for example:

- Difficulty with reading accuracy and/or slow speed of reading
- Difficulties with handwriting speed/legibility
- Slow speed of processing
- Difficulties with working memory

Subject staff are careful to ensure that pupils not finishing assessments or examinations are referred to Mrs Auty (the SENCo). Red House School also screens pupils in Year 7 and Year 9 specifically looking to identify pupils who may need access arrangements.

Criteria published by the examination boards determine whether pupils may be eligible for access arrangements. Specific testing is necessary to establish whether the level of need is appropriate to consider these; importantly, teaching staff are always consulted about how pupils work in class and in school assessments in order to ascertain whether access arrangements are necessary. If an application is made to request any particular arrangement, this must be made to the examination boards and be approved by them. They stress that arrangements should be the pupil's normal way of working and the emphasis, therefore, is on early identification of need and appropriate provision. The examination boards also expect schools to keep appropriate evidence on file for inspection purposes.

If a pupil feels that he/she is struggling to complete assessments in timed conditions this should be discussed with their subject teacher and Mrs Auty. If parents wish to discuss any concerns during KS4 it is important to raise these as soon as possible.

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 You enjoy a subject
- 2 You are good at a subject
- 3 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 Your friends are doing that subject
- 2 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.

You must study:

- English
- English Literature
- Maths
- Sciences – Combined Science Trilogy (2 GCSEs) or as 3 separate Sciences.

This gives 5 (possibly 6 if the 3 Sciences are taken at the end of Year 11) GCSEs.

You will also be studying PHSE & RSE and Education for Leisure but these are not GCSE subjects.

STEP ONE

It is recommended that you select one of the humanities (History, Geography or Religious Studies) and one Modern Foreign Language (French, German or Spanish).

STEP TWO

Select your other options. You should not select more than two subjects from the humanities since this will produce an unbalanced curriculum. Pupils should avoid choosing two subjects which require a significant element of coursework. These subjects include; Art, Photography or Graphical Communications or 3D Design.

FINALLY

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

Details of Assessment

Pupils in Set 1 follow the higher tier syllabus over the three-year course. Pupils in Set 2 will aim to complete the foundation tier syllabus in Years 9 and 10. Following the Year 10 summer exams, a decision is made on the most appropriate tier of entry on an individual basis. Pupils in sets one and two will be entered at higher tier and pupils in Set 3 will be entered at foundation tier.

The foundation tier examination papers are devised for candidates expected to achieve grades 1 to 5.

The higher tier examination papers are devised for candidates expected to achieve grades 6 to 9.

Pupils are assessed using 3 examination papers at the end of the course.

The weightings for assessment are:

Paper 1 non-calculator (80 marks) 1 hour 30 minutes
Paper 2 calculator (80 marks) 1 hour 30 minutes
Paper 3 calculator (80 marks) 1 hour 30 minutes

Details of Content

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

English Language GCSE will encourage pupils 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 English Language GCSE will have a greater focus on making sure that pupils 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 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. Pupils will write and present a speech on a topic of their choosing, which is recorded and submitted to the exam board. Although it no longer counts towards the final grade, pupils will be graded: pass, merit or distinction. This will be awarded in the form of a certificate at the end of the course, which can be presented to colleges or future employers.

Paper 1: Explorations in Creative Writing and Reading
Section A: Reading – comprehension tasks on one literature fiction text – 40 marks (25%)
Section B: Writing – descriptive or narrative writing – 40 marks (25%)
This is a written exam: 1 hour and 45 minutes - 80 marks (50% of GCSE)

Paper 2: Writers' Viewpoints and Perspectives
Section A: Reading – comprehension tasks on two texts from different eras – 40 marks (25%)
Section B: Writing – writing to present a viewpoint – 40 marks (25%)
This is a written exam: 1 hour and 45 minutes 80 marks - (50% of GCSE)

English Literature GCSE will encourage pupils 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 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.

Paper 1: Shakespeare and the 19th century novel
Section A: Shakespeare – pupils 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.
Section B: The 19 th century novel – pupils answer a question on a 19 th 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.
This is a written exam: 1 hour and 45 minutes 64 marks (40% of GCSE)

Paper 2: Modern texts and poetry
Section A: Modern texts – pupils answer one essay question from a choice of two on their modern prose or drama text.
Section B: Poetry – pupils answer one comparative question on one named poem and one other poem from their chosen anthology cluster.
Section C: Unseen Poetry – pupils answer one question on one unseen poem and one question comparing this poem with a second unseen poem.
This is a written exam: 2 hours and 15 minutes 96 marks (60% of GCSE)

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. For some pupils following the Combined Science Trilogy course, the Foundation tier may offer a more accessible option.

COMBINED SCIENCE TRILOGY

Specification Code: AQA 8464

Summary of Content:

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

Practical Work

There will be 21 required practical's 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.

Questions will consist of multiple choice, structured, closed short answer and open response.

Each paper will cover different subject content to help pupils prepare.

SEPARATE SCIENCES

Pupils who demonstrate exceptional ability across the sciences will be invited to follow the separate science route. This will cover many of the same topics as the Combined Science as well as additional topics and will involve greater depth of study in the core topics.

BIOLOGY

Specification Code AQA: 8461

CHEMISTRY

Specification Code AQA: 8462

PHYSICS

Specification Code AQA: 8463

Practical Work

There will be ten required practicals in Biology, eight in Chemistry and ten in Physics. These practicals 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. 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: Pupils must complete both components.

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

Component 2: Externally Set Assignment	
<p>AQA will provide a separate externally set assignment for each title, each with seven different starting points. Pupils must select and respond to one starting point from their chosen title. External set assessment set by AQA</p> <p>An unlimited preparatory time is followed by 10 hours of supervised time during which pupils will develop their own unaided work. There is no restriction on the scale, media or materials used.</p> <p>Marked out of 96 marks Preparatory period from 2 January.</p>	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 (this means a general art course covering a variety of different art experiences) 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, 3D Design and Photography. Candidates must demonstrate their ability to:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

This GCSE is offered as an option in addition to the 3D Design GCSE. Pupils are able to opt for one or the other, but not both.

Why Study Graphical Communication?

In GCSE Art and Design: Graphical Communication, pupils are taught skills which will allow them to explore, create and communicate their own design ideas; they will use a range of different strategies and print media in commercial contexts such as packaging, advertising and signage. Pupils are taught about the importance of graphical communication as a way of engaging others and how graphical communication can stimulate discussion and emotion, as well as having commercial implications.

The course actively engages candidates to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. The course actively encourages creativity, independent thought and experimentation. During their practical design activities, pupils are encouraged to evaluate the work of others as well as their own work as it progresses. Candidates are encouraged to be risk takers as they experiment with, and explore, the many different avenues that their work may take them. Pupils will be rewarded for their independence, creativity, willingness to draw, quality of drawings and investigate and experiment with a wide range of materials.

There are two forms of assessment in GCSE Art and Design; pupils must complete both components.

Component 1: Portfolio	
<p>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:</p> <p>Project 1: A long term, sustained project where a pupil will investigate, experiment and develop a graphical project based upon the broad theme of 'packaging'. This will be carried out over the course of Year 10. This does mean that Year 10 work will count towards a final GCSE mark.</p> <p>Project 2: A selection of further work which may or may not be linked to the sustained project, but one which shows off skills and knowledge that may not be covered otherwise. This project will be based upon the broad theme of 'signage' and will be undertaken during the early part of Year 11.</p> <p>Marked out of 96 marks</p>	<p>60% of the total marks.</p>

Component 2: Externally Set Assignment	
<p>AQA will provide a separate externally set assignment with several different starting points. Students must select and respond to one starting point from their chosen assignment. These starting points change every year and are released in January of the examination year.</p> <p>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, providing pupils are working towards a graphical communications end result.</p> <p>Marked out of 96 marks Preparatory period from 2nd January.</p>	<p>40% of the total marks.</p>

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.

This GCSE is offered as an option in addition to the Graphical Communication GCSE. Pupils are able to opt for one or the other, but not both.

Why Study 3D Design?

In GCSE Art and Design: 3D Design, pupils are taught skills which will allow them to explore, create and communicate their own design ideas using a range of different strategies and materials in a range of contexts such as architecture, sculpture and environmental/landscape design. Pupils are taught about the influences of 3D Design over time, and how it engages others and can stimulate discussion and emotion, as well as having commercial implications on an individual level as well as on the international stage. The course actively engages candidates to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. The course actively encourages creativity, independent thought and experimentation, and it allows pupils to work with a wide range of materials that might include wood, metal, plastic, clay, plaster, and 'found materials'. During their practical design activities, pupils are encouraged to evaluate the work of others as well as their own work as it progresses. Candidates are encouraged to be risk takers as they experiment with, and explore, the many different avenues that their work may take them. Pupils will be rewarded for their independence, creativity, willingness to draw, quality of drawings and investigations and experimentations with a wide range of materials.

There are two forms of assessment in GCSE Art and Design; pupils must complete both components.

Component 1: Portfolio	
<p>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:</p> <p>Project 1: A long term, sustained project where a pupil will investigate, experiment and develop a 3D project based upon the broad theme of 'architecture'. This will be carried out over the course of Year 10. This does mean that Year 10 work will count towards a final GCSE mark.</p> <p>Project 2: A selection of further work which may or may not be linked to the sustained project, but one which shows off skills and knowledge that may not be covered otherwise. This project will be based upon the broad theme of 'Environmental and landscape design', and this will also include an element of sculpture. This will be undertaken during the early part of Year 11.</p> <p>Marked out of 96 marks</p>	<p>60% of the total marks.</p>

Component 2: Externally Set Assignment	
<p>AQA will provide a separate externally set assignment with several different starting points. Students must select and respond to one starting point from their chosen assignment. These starting points change every year and are released in January of the examination year.</p> <p>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, providing pupils are working towards a graphical communications end result.</p> <p>Marked out of 96 marks Preparatory period from 2nd January.</p>	<p>40% of the total marks.</p>

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 GCSE Photography:

This course is for pupils 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.

Pupils will be expected to have access to a DSLR camera out of school and a laptop to access editing software.

There are two forms of assessment in GCSE Photography: Pupils must complete both components.

Component 1: Portfolio	
Each pupil 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. Pupils 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 pupils 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.

Pupils 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:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: 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 called 'computational thinking', with coding as a core of the course. You will be encouraged to think creatively, analytically, logically and critically. The course will teach about the components that make up a typical computer and how they work, learn about the various threats to computers and users what can be done about them, as well as how computers have changed our lives and are shaping our future. Pupils will learn to program in Python.

Brief Details of the Content of the Course:**Paper 1**

Computer Systems 50% of the total marks

Paper 2

Computational thinking, algorithms and programming 50% of the total marks

Programming Project (non-exam assessment)

This component is the non-exam assessment where candidates will write a computer program to solve a given problem. They will plan, code and test the solution.

Details of Assessment**Paper 1: Computer Systems**

Systems Architecture

Memory and Storage

Data representation

Computer networks, connections and protocols

Network security

System software

Ethical, legal, cultural and environmental impacts of digital technology

Paper 2: Computational thinking, algorithms and programming

Algorithms

Programming techniques

Producing robust programs

Boolean logic

Programming languages and Integrated Development Environments

Programming Project

Programming techniques

Design

Development

Effectiveness and efficiency

Technical understanding

Testing, evaluation and conclusions

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 in addition to 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.

Details of Assessment

At GCSE pupils are required to demonstrate listening, speaking, reading 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.

<p>THEME 1: IDENTITY AND CULTURE</p> <p>Topic 1: Me, my family and friends Relationships with family and friends Marriage / partnership</p> <p>Topic 2: Technology in everyday life Social media Mobile technology</p> <p>Topic 3: Free-time activities Music Cinema and TV Food and eating out Sport</p> <p>Topic 4: Customs and festivals in French-speaking countries / communities</p>
<p>THEME 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST</p> <p>Topic 1: Home, town, neighbourhood and region</p> <p>Topic 2: Social issues Charity / voluntary work Healthy / unhealthy living</p> <p>Topic 3: Global issues The environment</p> <p>Topic 4: Travel and tourism</p>
<p>THEME 3: CURRENT AND FUTURE STUDY AND EMPLOYMENT</p> <p>Topic 1: My studies</p> <p>Topic 2: Life at school</p> <p>Topic 3: Education post-16</p> <p>Topic 4: Jobs, career choices and ambitions</p>

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 – 1 hour 30 minutes 35% of the total GCSE

Paper 2

Challenges in the human environment – 1 hour 30 minutes 35% of the total GCSE

Paper 3

Geographical applications – 1 hour 15 minutes 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), physical landscapes in the UK (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 is an integral part of the course and pupils will complete geographical enquiries based on primary data collection. We aim to continue with a residential fieldtrip (which is a compulsory element) to enable pupils to experience geography outside of the classroom. These skills will be assessed as part of the paper 3 examination. Pupils will have to discuss the findings of their individual enquiries when answering GCSE 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 in addition to 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.

Details of Assessment

At GCSE pupils are required to demonstrate listening, speaking, reading 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.

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 and 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

Why Study History?

History teaches you to think in ways that are not found elsewhere in the curriculum. It enables pupils to study different aspects of the past, so they can engage with key issues such as conflict, understand what drives change and how the past influences the present. 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; they 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, medicine and law etc. To illustrate this, look at some of the people who went on to study History at University; Louis Theroux, Steve Carrell, Sacha Baron Cohen, Jonathan Ross, Sebastian Coe, Gordon Brown, Anita Roddick, and the list goes on.

Details of Assessment

The examination board is AQA.

There are two compulsory written examination papers:

Paper 1 – Understanding the Modern World, is worth 50% of the total mark.

Paper 2 – Shaping the Modern World, is worth 50% of the total mark.

Brief Details of the Content of the Course:

Paper 1 (2-hour paper) - This period study is in two parts:

The first focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.

The second explores the complex and diverse interests of different individuals and states including the Great Powers and the challenges of revising the peace settlement after the First World War and the causes of the Second World War.

Paper 2 (2-hour paper) - The period study is in two parts:

The first is a thematic study: 'Britain: Health and the people, c1000 to the present day' and enables pupils to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short- and long-term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.

The second part explores the reign of Elizabeth I during the last 35 years of her reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

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, teamwork and creativity that musical study involves.

Details of Course Content Including Skills**Listening & Contextual Understanding**

Pupils follow 4 Areas of Study:

Western Classical Tradition 1650-1910

Popular Music

Traditional Music

Western Classical Tradition since 1910

For 2 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 chords and using appropriate musical terminology. Knowledge of terms relating to musical elements such as melody, harmony, structure, rhythm and dynamics is required.

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.

Composition

Pupils compose two pieces. One is written to a set brief and the other 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. Ideally, pupils should be involved in the school fixture programme in a range of different sports. In addition to this, they should be participating in at least one of their chosen activities, outside of school.

This is a revised specification and will be more heavily weighted on the theoretical side. In order to be assessed in practical activities candidates will have to submit video evidence of their performances; it is important to note that pupils will organise this themselves, either during appropriate school fixtures or when playing sport outside of school. Although PE staff will offer guidance in this area, it is the responsibility of the pupil to collect and present this evidence.

All evidence of practical performance must be completed and handed in to the relevant member of staff by February Half Term when pupils are in Year 11.

DETAILS OF COURSE CONTENT		
PAPER 1: The human body and movement in physical activity and sport.	PAPER 2: Socio-cultural influences and well-being in physical activity and sport.	NON- EXAM ASSESSMENT Practical performance in physical activity and sport.
Applied anatomy and physiology Movement analysis Physical training Use of data	Sports psychology Socio-cultural influences Health, fitness and well-being Use of data	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		
Written Exam 1hour 15mins 78 Marks 30% of GCSE	Written Exam 1hour 15mins 78 Marks 30% of GCSE	Assessed by teachers Moderated by AQA 100 marks 40% of GCSE

RELIGIOUS STUDIES

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 AS 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.

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

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

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 in addition to 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.

Details of Assessment

At GCSE pupils are required to demonstrate listening, speaking, reading 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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Topic 4: Customs and festivals in Spanish-speaking countries / communities
THEME 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST
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Topic 3: Global issues - The Environment
Topic 4: Travel and tourism
THEME 3: CURRENT AND FUTURE STUDY AND EMPLOYMENT
Topic 1: My studies
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Topic 4: Jobs, career choices and ambitions

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, 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 two-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
- Rock Climbing
- Jujitsu
- Multi-gym
- Kickboxing
- Surfing
- Trampolining
- Pilates
- Ice 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.

PHSE & RSE

Throughout Years 10 and 11, all pupils continue to follow a planned programme of personal and social education which includes elements of careers education and guidance as well as risk taking behaviour (including, Relationship and Sex Education (RSE) and drug education).

YEAR 9 OPTIONS FORM 2023

Complete the form below and return it to the Office on or before **Monday 13 March 2023**.

STEP ONE

It is recommended that you select one of the humanities (History, Geography or Religious Studies) and at least one Modern Foreign Language (French, German or Spanish).

STEP TWO

Select two further options. You should not select more than two subjects from the humanities since this will produce an unbalanced curriculum. Pupils should avoid choosing two subjects which require a significant element of coursework. These subjects include; Art, Photography or Graphical Communications or 3D Art & Design.

PLEASE NOTE CAREFULLY

We will do our very best to provide you with the subjects you have chosen. However, subject groups must be of a viable size to run.

People I could/should see to find out more about these options:	

My final option choices in order of priority
1.
2.
3.
4.
5.

Name _____ Tutor Group _____

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

Signed _____ (pupil)

Signed _____ (parent)

GCSE Coursework/Non-Examined Assessment and Red House School's Plagiarism Policy

Plagiarism means 'the practice of taking someone else's work or ideas and passing them off as your own.' GCSE coursework/Non-Examined Assessment (NEA) often involves researching information from sources, such as, textbooks, encyclopaedias, journals, TV and radio programmes and the internet. It is essential that any work that you submit for your GCSE assessment must be your own work and that you must acknowledge any sources that you have used in your GCSE coursework/NEA.

Examples of plagiarism can include (this list is not exhaustive):

- Copying and submitting another pupil's essay, calculations, results, etc.
- Copying, or closely copying sections from a text, without acknowledging the source
- Using a choice phrase or sentence that you have come across, without acknowledging the source
- Submitting all or part of another pupil's essay, coursework or other work
- Getting someone else or an agency to write assessments or projects
- Using text downloaded from the internet
- Copying or downloading figures, photographs, pictures or diagrams without acknowledging the sources

The examination boards use highly sophisticated software to check each pupil's GCSE coursework when it is submitted for moderation. If a piece of coursework which has been submitted as part of your GCSE is found to be plagiarised, then this constitutes malpractice. Possible consequences of malpractice include disqualification from the examination or your entire GCSE examination series.