

RED HOUSE  
SCHOOL

# Options Booklet

AN EDUCATION  
**ENJOYED**

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## **RED HOUSE SCHOOL OPTIONS BOOKLET 2024**

### **CONTENTS**

Head's Letter  
Success in GCSEs  
GCSE Examination Access Arrangements  
How to Choose Your Options

### **GCSE CORE SUBJECTS**

Mathematics  
English Language  
English Literature  
Combined Science Trilogy  
Separate Sciences

### **GCSE OPTIONAL SUBJECTS**

Art and Design  
Art and Design: Graphical Communication  
Art and Design: Photography  
Art and Design: 3D Design  
Computer Science  
French  
Geography  
German  
History  
Music  
Physical Education  
Religious Studies  
Spanish

### **NON-GCSE COMPULSORY SUBJECTS**

Games Programme for Years 10 & 11  
PHSE & RSE

### **PUPIL OPTION FORM**

### **GCSE COURSEWORK AND RED HOUSE SCHOOL'S PLAGIARISM POLICY**

Note: A digital copy of this booklet is available on the School's website.

## **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 reflects 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, most 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.

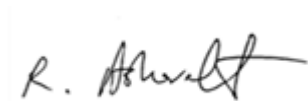
In some instances, during the two-year course, it becomes apparent that studying ten subjects is too demanding. In this case we will discuss with the pupil and their parents whether it would be best to discontinue a subject. We do not encourage this, and you can be assured that we will never require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

In addition to their GCSE subjects, all pupils follow a course in PHSE & RSE, 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](http://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. Educake is used by the Science department to set homework and this can also be used by pupils for independent study.

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 (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 to ascertain whether access arrangements are necessary. If an application is made to request any particular arrangements, 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 Key Stage 4, it is important to raise these as soon as possible.

## HOW TO CHOOSE YOUR OPTIONS

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 Language
- English Literature
- Mathematics
- Sciences – Combined Science Trilogy (2 GCSEs) or as 3 Separate Sciences.

You will also be studying PHSE & RSE and Education for Leisure (in Year 11), but these are not GCSE subjects.

Choose **one** GCSE option subject in each column

<b>Block 1</b>	<b>Block 2</b>	<b>Block 3</b>	<b>Block 4</b>
Spanish German French Art/Photography Study Support*	Music GCSE PE Graphics History	RS 3D Design Geography French Study Support*	Art/Photography Geography History Computer Science

Study Support is available for some pupils, please contact Mrs Auty (SENCo) or Ms Roberts Assistant Head (Academic) to discuss this further.

Option forms should be submitted using the online form by 3 June 2024.

## **MATHEMATICS**

**Specification Code: AQA 8300**

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 1 and 2 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.

### **Details of Assessment**

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

### **Brief Details of the Content of the Course**

The topics studied are grouped into the following content strands:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

A link to the GCSE syllabus can be found here: [AQA Mathematics](#)

GCSE English Language 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 GCSE English Language will have a clear 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 must 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**

Written exam: 1 hour 45 minutes (80 marks; 50% of GCSE)

- Section A Reading: Comprehension tasks on one literature fiction text (40 marks-25%)
- Section B Writing: Descriptive or narrative writing (40 marks-25%)

**Paper 2: Writers' Viewpoints and Perspectives**

Written exam: 1 hour 45 minutes (80 marks; 50% of GCSE)

- Section A Reading: Comprehension tasks on 2 texts from different eras (40 marks-25%)
- Section B Writing: Writing to present a viewpoint (40 marks-25%)

A link to the GCSE syllabus can be found here: [AQA English Language](#)



GCSE English Literature 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 19<sup>th</sup> Century novel**

Written exam: 1 hour 45 minutes (64 marks; 40% of GCSE)

- 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<sup>th</sup> Century novel – Pupils answer a question on a 19<sup>th</sup> 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.

**Paper 2: Modern texts and poetry**

Written exam: 2 hours 15 minutes (96 marks; 60% of GCSE)

- 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.

A link to the GCSE syllabus can be found here: [AQA English Literature](#)

## **SCIENCE - INTRODUCTION**

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

### **Year 9**

Biology, Chemistry and Physics GCSE

Taught by subject specialists

Common subject content for both Combined Science and the Separate Sciences.

### **Year 10**

Based upon Year 9 performance during the year and the end of year exams, as well as topic tests and teacher advice, pupils will be set.

### **Year 11**

Pupils continue to study the three Separate Sciences or Combined Science.

### **GCSE Combined Science**

This pathway is suited to pupils who want to study the three sciences and obtain 2 GCSE qualifications graded 9 to 1 (with subdivisions).

### **Separate Sciences GCSE**

Pupils with high marks in assessments, who demonstrate both a strong aptitude for the sciences and a high level of commitment would be recommended for this pathway.

Leading to three GCSE qualifications (Biology, Chemistry and Physics) graded 9-1.

**Assessment**

Pupils will sit two Biology, two Chemistry and two Physics papers at the end of the course, each paper is 1 hour 15 minutes and worth 70 marks. The questions range from multiple choice, closed, short answer and open response.

The Combined Science course is a double award course; therefore, pupils will gain two GCSEs.

There are two tiers of entry for this course: Foundation Tier (grades 5 to 1) and Higher Tier (grades 9 to 4).

The majority of pupils following the Combined Science will follow the Higher Tier content. For some pupils following the Combined Science Trilogy course, the Foundation Tier may offer a more accessible option.

**Brief Details of the Content of the Course**

The subject content and practicals of the Combined Science Award also appear in the separate Biology, Chemistry and Physics GCSEs. This allows flexibility to move pupils between the Combined Science and the Separate Sciences during their studies.

**Practical Work**

There will be 21 required practicals, involving work from Biology, Chemistry and Physics and these will be integrated into the day-to-day teaching.

A link to the GCSE syllabus can be found here: [AQA Combined Science Trilogy](#)

## **BIOLOGY**

**Specification Code: AQA 8461**

### **Assessment**

Pupils sit two written papers at the end of the course; each paper is 1 hour 45 minutes and is worth 100 marks. The questions range from multiple choice, closed, short answer and open response.

There are two tiers of entry for this course: Foundation Tier (grades 5 to 1) and Higher Tier (grades 9 to 4).

### **Brief Details of the Content of the Course**

Summary of content:

- Cell Biology
- Organisation
- Infection and Response
- Bioenergetics
- Homeostasis and Response
- Inheritance, Variation and Evolution
- Ecology

GCSE Biology provides a sound grounding in a subject that is increasingly important for an understanding in the world. The Biology course includes practical work, as well as the 10 required practicals.

Questions in the written papers will cover the knowledge that has been gained in the practical work, and these questions will account for at least 15% of overall marks in the qualification.

A link to the GCSE syllabus can be found here: [AQA Biology](#)

**Assessment**

Pupils sit two written papers at the end of the course, each paper is 1h 45 minutes and is worth 100 marks. The questions range from multiple choice, closed, short answer and open response.

There are two tiers of entry for this course: Foundation Tier (grades 5 to 1) and Higher Tier (grades 9 to 4).

**Brief Details of the Content of the Course**

Summary of content:

- Atomic Structure and the Periodic Table
- Bonding, Structure and the Properties of Matter
- Quantitative Chemistry
- Chemical Changes
- Energy Rates
- The Rate and Extent of Chemical Change
- Organic Chemistry
- Chemical Analysis
- Chemistry of the Atmosphere
- Using Resources

GCSE Chemistry provides many opportunities for practical work, and provides a sound grounding in a subject that is increasingly important in the world. Part of the practical aspect of this course includes the 8 required practicals.

Questions in the written papers will cover the knowledge that has been gained in the practical work, and these questions will account for at least 15% of overall marks in the qualification.

A link to the GCSE syllabus can be found here: [AQA Chemistry](#)

## PHYSICS

Specification Code: AQA 8463

### Assessment

Pupils sit two written papers at the end of the course, each paper is 1h 45 minutes and is worth 100 marks. The questions range from multiple choice, closed, short answer and open response.

There are two tiers of entry for this course: Foundation Tier (grades 5 to 1) and Higher Tier (grades 9 to 4).

### Brief Details of the Content of the Course

Summary of content:

- Forces
- Energy
- Waves
- Electricity
- Magnetism and Electromagnetism
- Particle Model of Matter
- Atomic Structure
- Space Physics

GCSE Physics provides a journey through the working laws of the universe that surrounds us. This course includes traditional knowledge that has stood the test of time whilst including modern Science of today. Questions in the exam will draw on the knowledge and understanding that pupils have gained during the practical activities studied throughout the course. There are 10 required practicals set by the exam board as part of this course.

Questions in the written papers will cover the knowledge that has been gained in the practical work, and these questions will account for at least 15% of overall marks in the qualification.

A link to the GCSE syllabus can be found here: [AQA Physics](#)

**Why study Art and Design?**

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.

**Assessment Details**

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

**Component 1: Portfolio** (96 marks; 60% of the total marks)

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:

- A sustained project
- A selection of further work

**Component 2: Externally Set Assignment** (96 marks; 40% of the total marks)

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.

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. The preparatory period is from 2 January.

**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 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.

A link to all Art & Design GCSE qualifications can be found here: [AQA Art & Design](#)

This GCSE is offered as an option in addition to the GCSE 3D Design. 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 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.

Over the course of Year 10 and Year 11, pupils will mainly work in A3 sketchbooks. These four sketchbooks will be provided by the school, and their costs will be added to the pupils' fee bill.

**Assessment Details**

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

**Component 1: Portfolio** (96 marks; 60% of the total marks)

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:

- **Project 1**  
A long term, sustained project, where pupils will investigate, experiment and develop a graphical project based upon the broad theme of 'packaging'. This will be carried out in Year 10. This does mean that Year 10 work will count towards a final GCSE mark.
- **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.

**Component 2: Externally Set Assignment** (96 marks; 40% of the total marks)

AQA will provide a separate externally set assignment with several different starting points. Pupils 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.

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, providing pupils are working towards a graphical communications end result. The preparatory period is from 2 January.

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 GCSE Graphical Communication. 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 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'.

Over the course of Year 10 and Year 11, pupils will mainly work in A3 sketchbooks. These four sketchbooks will be provided by the school, and their costs will be added to the pupils' fee bill.

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

**Component 1: Portfolio** (96 marks; 60% of the total marks)

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:

**• 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 in Year 10. This does mean that Year 10 work will count towards a final GCSE mark.

**• 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 in the early part of Year 11.

**Component 2: Externally Set Assignment** (96 marks; 40% of the total marks)

AQA will provide a separate externally set assignment with several different starting points. Pupils 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.

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, providing pupils are working towards a graphical communications end result. The preparatory period is from 2 January.

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 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.

**Assessment Details**

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

**Component 1: Portfolio** (96 marks; 60% of the total marks)

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:

- A sustained project
- A selection of further work

**Component 2: Externally Set Assignment** (96 marks; 40% of the total marks)

The preparatory period from 2 January. 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.

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.

**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. Pupils 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 and 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.

**Details of Assessment**

**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-examined assessment, where candidates will write a computer program to solve a given problem. They will plan, code and test the solution.

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

A link to the GCSE syllabus can be found here: [AQA Computer Science](#)

**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. 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 GCSE course. 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 below.

**Theme 1: People and Lifestyle**

- Topic 1: Identity and Relationships with Others
- Topic 2: Healthy Living and Lifestyle
- Topic 3: Education and Work

**Theme 2: Popular Culture**

- Topic 1: Free-time Activities
- Topic 2: Customs, Festivals and Celebration
- Topic 3: Celebrity Culture

**Theme 3: Communication and the World around Us**

- Topic 1: Travel and Tourism, including Places of Interest
- Topic 2: Media and Technology
- Topic 3: The Environment and Where People Live

A link to the GCSE syllabus can be found here: [AQA GCSE French](#)

**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.

**Details of Assessment**

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 30 minutes; 30% of the total GCSE

**Brief Details of the Content of the Course**

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.

**Residential Fieldtrip (Compulsory Element)**

Fieldwork is an integral part of the course and pupils will complete geographical enquiries based on primary data collection. There will be a residential fieldtrip (a compulsory element) to enable pupils to experience geography outside of the classroom. The cost of this element will be confirmed in Year 10. 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.

A link to the GCSE syllabus can be found here: [AQA Geography](#)

**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 GCSE course. All three skills are equally weighted, each representing 25% of the overall examination mark.

Speaking will be assessed during the final term of the 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 below.

**Theme 1: People and Lifestyle**

- Topic 1: Identity and Relationships with Others
- Topic 2: Healthy Living and Lifestyle
- Topic 3: Education and Work

**Theme 2: Popular Culture**

- Topic 1: Free-time Activities
- Topic 2: Customs, Festivals and Celebrations
- Topic 3: Celebrity Culture

**Theme 3: Communication and the World Around Us**

- Topic 1: Travel and Tourism, including Places of Interest
- Topic 2: Media and Technology
- Topic 3: The Environment and Where People Live

A link to the syllabus can be found here: [AQA German](#)

### 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; 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, law, publishing, journalism, teaching, social work, medicine 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

There are two written examination papers:

- **Paper 1: Understanding the Modern World** – 2 hours; 84 marks (including 4 marks for spelling, punctuation and grammar = 50% of GCSE)
- **Paper 2: Shaping the Nation** – 2 hours; 84 marks (including 4 marks for spelling, punctuation and grammar = 50% of GCSE)

### Brief Details of the Content of the Course:

#### Paper 1: Understanding the Modern World

1. **The Development of the USA between 1920 and 1973.** It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice. Pupils will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change.
2. **Conflict and Tension: The Inter-War Years, 1918–1939.** This wider world depth study enables pupils to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement including the League of Nations and the causes of the Second World War.

#### Paper 2: Shaping the Nation

1. **Britain: Health and the People: c.1000 to the present day.** This thematic study will enable pupils to gain an understanding of how medicine and public health developed in Britain over 1000 years. It considers the causes, scale, nature and consequences of developments and their impact on British society. Pupils will develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress, and the significance of the change(s). They should also be able to distinguish between different types of causes and consequences.
2. **Elizabethan England, c.1568–1603.** 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. This unit also contains an environmental study. The historic environment component is 10% of the overall course. Pupils will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study.

A link to the syllabus can be found here: [AQA GCSE History](#)

**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 Assessment**

**Component 1:** (40% of total marks)

1 hour 30 minutes exam in two parts (a) Listening (b) Contextual Understanding.

**Component 2:**(30% of total marks)

Music Performance (solo & ensemble): Marked internally and moderated by AQA

**Component 3:** (30% of total marks)

Two compositions: marked internally and moderated by AQA

**Brief Details of Course Content****Component 1: Listening & Contextual Understanding**

Pupils follow four areas of study:

- Western Classical Tradition, 1650-1910
- Popular Music
- Traditional Music
- 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 chords and using appropriate musical terminology. Knowledge of terms relating to musical elements, such as, melody, harmony, structure, rhythm and dynamics is required.

**Component 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.

**Component 3: 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.

A link to the GCSE syllabus can be found here: [AQA Music](#)



**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.

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 Assessment****Paper 1: The Human Body and Movement in Physical Activity and Sport**

Written exam: 1 hour 15 minutes

78 marks

30% of GCSE

**Paper 2: Socio-Cultural Influences and Wellbeing in Physical Activity and Sport**

Written exam 1 hour 15 minutes

78 marks

30% of GCSE

**Non-Examined Assessment (NEA)**

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.

The NEA is assessed by teachers and moderated by AQA.

100 marks

40% of GCSE (10% written coursework, 30% footage of 3 sports)

**Brief Details of the Content of the Course****Paper 1: The Human Body and Movement in Physical Activity and Sport**

- Applied Anatomy and Physiology
- Movement Analysis
- Physical Training
- Use of Data

**Paper 2: Socio-Cultural Influences and Wellbeing in Physical Activity and Sport**

- Sports Psychology
- Socio-Cultural Influences
- Health, Fitness and Wellbeing
- Use of Data

**Non- Exam Assessment**

Practical performance in physical activity and sport.

Practical performance in 3 different activities in the role of player/performer.

A link to the GCSE syllabus can be found here: [AQA GCSE PE](#)

**Why study Religious Studies?**

Religious Studies 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 Medicine, the Police, Law, Social Work, Journalism, Nursing and many more.

**Details of Assessment**

There are two examinations in Religious Studies. Each exam is 1 hour 15 minutes.

- Paper 1: The Study of Religions: Beliefs, Teachings & Practices - Christianity & Islam
- Paper 2: Thematic Studies: Religious, Philosophical & Ethical Studies

There are two assessment objectives:

AO1: Demonstrate knowledge and understanding of religion and beliefs including:

- Beliefs, practices and sources of authority
- Influence on individuals, communities and societies
- Similarities and differences within and/or between religions and beliefs.

AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

**Brief Details of the Content of the Course**

The GCSE is composed of three units: - Islam, Christianity & Ethics (Thematic Studies).

**Paper 1: The Study of Religions: Beliefs, Teachings & Practices****Islam (25%)**

- Key Islamic Beliefs – The Nature of God, Life After Death, Angels, Predestination and Heaven & Hell
- Holy Books
- Worship – the 5 Pillars of Islam
- Duties & Festivals

**Christianity (25%)**

- Key Christian Beliefs - the Nature of God, Life After Death, the Person & Work of Christ – the Incarnation, Crucifixion, Resurrection, Sin & Salvation
- Worship & Prayer; Sacraments – Baptism & Eucharist
- Pilgrimage & Festivals – Easter & Christmas
- Role of the Church – Helping the Poor CAFOD, Christian Aid, Tearfund; Mission & Evangelism

**Paper 2: Thematic Studies: Religious, Philosophical & Ethical Studies (50%)**

- Religion, Peace & Conflict
- Religion and Life (Medical Ethics)
- Religion, Crime & Punishment
- Religion, Human Rights & Social Justice

These ethical issues will be studied in relation to both Christian & secular perspectives.

A link to the GCSE syllabus can be found here: [AQA Religious Studies A](#)

**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. 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 below.

**Theme 1: People and Lifestyle**

Theme 1 covers the following three topics:

- Topic 1: Identity and Relationships with Others
- Topic 2: Healthy Living and Lifestyle
- Topic 3: Education and Work

**Theme 2: Popular Culture**

Theme 2 covers the following three topics:

- Topic 1: Free-time Activities
- Topic 2: Customs, Festivals and Celebrations
- Topic 3: Celebrity Culture

**Theme 3: Communication and the World Around Us**

Theme 3 covers the following three topics:

- Topic 1: Travel and Tourism, including Places of Interest
- Topic 2: Media and Technology
- Topic 3: The Environment and Where People Live

A link to the GCSE syllabus can be found here: [AQA Spanish](#)

## **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: Paddle Tennis, Rock Climbing, Jujitsu, Multi-gym, Kickboxing, Surfing, Trampolining, Cross-fit and Ice Skating.

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

A small additional charge is added to your school account to cover entry to these activities.

## **PHSE and RSE**

Throughout Years 10 and 11, all pupils continue to follow a planned programme of Personal, Social, Health and Economic (PSHE) education, as well as Relationships and Sex Education (RSE).

The content of the programme is reviewed each year; therefore, the below outline provides guidance on the topics and objectives to be covered. However, this may vary due to the opportunity and availability of external speakers, as well as adapting to the needs of the pupils. In most cases, the content is delivered through the allocated PHSE and RSE teacher in school.

Other national events will also be covered; for example, National Fitness Day (September), Recycle Week (September), Black History Month (October), World Mental Health Day (October), World Kindness Day (November), Anti-Bullying Week (November), Safer Internet Day (February), Children's Mental Health Week (February), Women's History Month (March), Pride Month (June), World Environment Day (June), during Tutor Time, assemblies or PSHE lessons.

In addition, the pupils will cover Careers Education using Unifrog with their Form Tutor during Tutor Time.

## **PSHE and RSE Curriculum**

### **Year 10**

#### **Autumn Term – Health & Wellbeing**

Screen Time; Social Media & Self-Esteem; Social Anxiety; Tough Times (Change, Grief & Bereavement); Suicide; Drugs & Alcohol; Internet Safety; Gambling; Hate Crime; Tattoos & Piercings; Racism; Fake News & Critical Thinking.

#### **Spring Term – Living in the Wider World**

Careers; Employability Skills; STEM; Preparing for Work Experience; Rights & Responsibilities; The Criminal Justice System; Anti-Social Behaviour; County Lines; Money Laundering; Terrorism.

#### **Summer Term – Relationships**

Consent; Sexual Abuse; Forced & Arranged Marriages; Harassment; Revenge Porn; Same-Sex Relationships; Safe Sex; Gender; Trans Identity; Sexism; Parenting.

### **Year 11**

#### **Autumn Term – Living in the Wider World**

Visiting Speakers from Post-16 Education Providers; Preparing for GCSE Mock Examinations; CVs and Personal Statements.

#### **Spring Term – Relationships; Health & Wellbeing; Living in the Wider World**

Importance of Sleep; Perseverance Versus Procrastination; GCSE Revision & Study Skills; Preparing for Job Interviews; Independent Living; Types of Relationships; Safe & Healthy Sex; Relationship Break-Ups.

#### **Summer Term**

Preparing for Year 11 GCSE Examinations – Revision.

## **GCSE Coursework 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 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.

Examples of plagiarism can include:

- 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

With the increasing use of Artificial Intelligence (AI), pupils need to ensure the work they have submitted is their own and is not generated by AI.

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 the entire GCSE examination series.