



The Redhill  
Academy

Y9 Options 2024



# CONTENTS

---

Art	4
Business Studies	5
Computer Science	6
Dance	7
Drama	8
Design & Technology	9
Design & Technology (Textiles)	10
English Language & English Literature	11
Food Preparation & Nutrition	12
Foundation Learning	13
French & German	14
Geography	15
Health & Social Care	16
History	17
Mathematics	18
Music	19
Philosophy, Religion & Ethics	20
Physical Education	21
Combined Science	22
Separate Science	23
Core Physical Education	24
Core Religious Studies	25







# ART

*"Art is the most intense mode of individualism that the world has known."*

~ Oliver Wilde

## **Why Art and Design: Fine Art? What's in it for me?**

This course is designed to bring Art and Design to life, to help you develop your artistic skills and expand your creativity, imagination and independence. What's more, the possibilities for personal expression are endless.

## **How could it help with my future?**

The course is good preparation for progression to A Level in Art and Design: Fine Art or Graphic Communication, specialisms such as animation, or a suitable college or vocational course. It could lead towards a career in Fine Art, New Media, Games Development, Games Technologies, Fashion, Textiles and much more. Also, if you do not intend to follow an art and design based career, a GCSE in Art can show a future employer a different aspect to

your skills and personality. You can demonstrate diversity, adding an extra dimension to your CV or Personal Statement. Many employers today are looking for creativity and independence, regardless of the field of employment.

## **What are some of the things I'll learn?**

We want this to be an inspiring course that will encourage you to consider a wide range of approaches to exploring different materials, media and techniques. It will help you gain knowledge and understanding of art, craft, design, media and technologies today and in the past, and in different societies and cultures.

## **How will my work be assessed in Year 10 and Year 11?**

### **Unit 1: Art and Design Portfolio (60%)**

For Unit 1, candidates need to produce a portfolio of work. Students will explore a wide range of techniques including drawing,

painting, printmaking and photography. They will learn about art and artists. Throughout the course students will become more independent, eventually working from their own ideas and inspirations. At the end of the Unit, students will select their best pieces of work to put forward as a portfolio for final assessment.

### **Unit 2: Externally Set Assignment (40%)**

In the spring term of Year 11, students are given an 'exam paper' from which they will select one starting point. They will spend just over a term developing their own personal project. The climax of this project is a 10 hour exam, in which students have the opportunity to produce a large scale final piece. Students select from the techniques and ideas they have learnt during the course, focusing on their strongest skills and ideas.

# ***BUSINESS STUDIES***



This course is aimed at students who wish to investigate real business issues and understand how companies work. Students will explore the practical application of business concepts, looking at how organisations operate in the dynamic national and international economic environment.

The course is comprised of 6 units, taught over two years:

## **Unit 1: Business in the real world**

This covers the purpose of business activity, entrepreneurship, and the dynamic nature of the business environment.

## **Unit 2: Influences on business**

This covers the importance of external influences on businesses and how businesses respond to the external environment.

## **Unit 3: Business operations**

This covers the role of the operations function in the production of goods and the provision of services.

## **Unit 4: Human resources (HRM)**

This covers the role of the human resources function and how it influences business activity.

## **Unit 5: Marketing**

This covers the role of the marketing function and the importance of understanding how to successfully meet customer needs and wants.

## **Unit 6: Finance**

This covers the role of the finance function including the importance of cash and profit and the completion and interpretation of core financial statements.

## **Assessment in Year 10 & Year 11**

This AQA course is assessed through two final examinations:

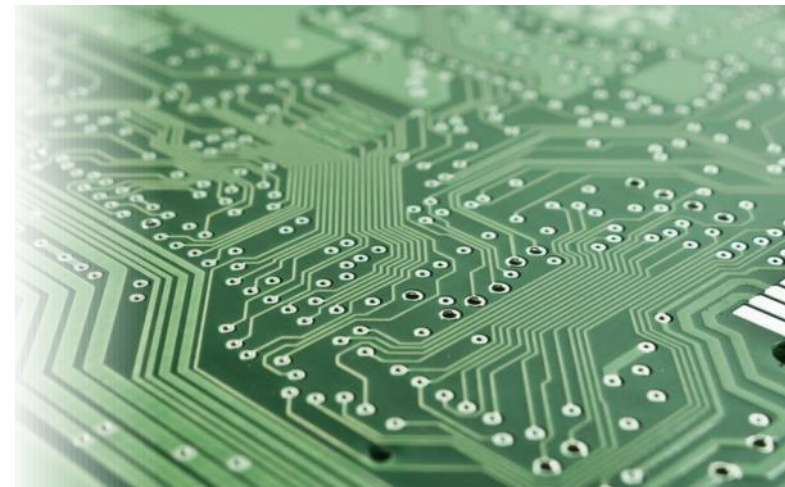
- Paper 1 – Influences of operations and HRM on business activity. 50% of GCSE.
- Paper 2 – Influences of marketing and finance on business activity. 50% of GCSE.

Students will be required to demonstrate their understanding of business in the real world and the response to the external environment (units 1 and 2) in both papers.

## **General Information**

Whilst this GCSE provides an excellent route of progression through to A Level Business Studies, the knowledge and skills of analysis, application and evaluation gained from this subject will provide a firm foundation for post 16 study in many subjects. Alternatively, it can help students to access apprenticeships having already gained an insight into the world of business.

# COMPUTER SCIENCE



This course is available for those who wish to study programming and computing theory. It is aimed at students who wish to develop their knowledge and understanding of the more technical and theoretical side of IT.

Computer Science is a very practical subject – students will be able to use the knowledge and skills they learn in the classroom on real-world problems. It's also a highly creative subject that calls on learners to be inventive. To help OCR develop this engaging, modern qualification, they talked to companies like Microsoft, Google and Cisco and organisations like Computing At School (CAS).

What will a student gain from this course?

- Valuable thinking and programming skills that are extremely attractive in the modern workplace.
- A deep understanding of problem solving and experience in creating logical and efficient solutions.

- Ability to write down solutions to problems for other people to understand.
- A good grounding in mainstream computing theory and understanding.

## **Computer systems and programming** (Written exam, 50%)

You will learn about the basics of computer systems, hardware and software, databases, different types of data (including binary code), networking and communication (including the infrastructure and operation of the Internet)

## **Computational Thinking, Algorithms and Programming** (Written exam, 50%)

You will learn about computational thinking. You will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. You will also become familiar with computing related mathematics.

## **Programming project** (Independent project)

You will learn a wide range of programming techniques to design, develop and test solutions to different computing tasks. This could involve complex calculations, handling inputted text (such as passwords), as well as decisions made by the user. The main programming language you will learn is Python but we will look at other languages in addition to this.

## **What could I do next with this qualification?**

This course could lead to A-Level Computer Science. The increasing importance of information technologies means that there will be a growing demand for professionals who are qualified in this field. This course is also an excellent preparation if you want to study or work in areas that rely on the skills you will develop, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.





# DANCE



If you enjoy making, performing and writing about Dance, this is the course for you. As well as developing physical and theoretical dance skills, **this course** helps you develop transferable skills such as creativity, confidence, team work and resilience.

During our two year course you will gain the following qualifications:

## Bronze Arts Award (Level 1 National Qualification)

All units will require you to create a portfolio, displaying the work that you have created:

Take Part in different arts activities	Be inspired by artists and arts organisations	Experience arts events	Share your arts skills with others
You will focus on developing and refining your <b>dance skills</b> , and perform to a live audience	Research and deliver a presentation on an <b>inspirational choreographer, dancer or dance company</b>	Watch a dance performance and <b>write a review</b> about it	Devise and deliver a dance workshop to <b>share and demonstrate</b> your dance knowledge and skills

## GCSE Dance (AQA)

For GCSE Dance you must complete 2 components

### Component 1: Choreography and Performance (60%)

- Performance (30%)
  - Set phrases through a solo performance (approximately 1 minute in duration)
  - Duet/trio performance (three and a half minutes in duration)
- Choreography (30%)
  - Solo (two to two and a half minutes) or group (three to three and a half minutes) choreography

### Component 2: Dance Appreciation (40%)

- 1 hour 30 minute written exam on;
  - knowledge and understanding of choreographic processes and performing skills
  - Critical appreciation of own work
  - Critical appreciation of professional works

# DRAMA

Do you want to see your name in lights, design an award-winning film set, deliver inspirational speeches, pursue a career in law or simply continue to enjoy and develop your dramatic skills? If the answer is 'Yes' to any of these questions, then GCSE Drama is the course for you, and you will also gain transferable skills (such as working with others, communication and problem solving) that will give you the ultimate creative edge.

During the two-year course you will work through the following components:



<b>Component 1: The Devising Process (40%)</b>	<b>Component 2: Text for Performance (20%)</b>	<b>Component 3: Theatre makers in practice (40%)</b>
<p><b>You will work as a small group to devise a piece of drama based on a stimulus.</b></p> <p>You will choose to be a <b>performer</b> or <b>designer</b> (set, costume, lighting, sound) in your small group.</p> <p><b>Assessment:</b></p> <p>The <b>final performance</b> or <b>design work</b> will be individually assessed.</p> <p>You will also create a <b>portfolio</b> (written or recorded) about the devising process which will be assessed.</p>	<p><b>You will explore a play text and perform two key extracts from it.</b></p> <p>You will <b>perform</b> a <b>monologue</b>, <b>duologue</b> and/or <b>group piece</b> from the chosen text.</p> <p><b>OR</b></p> <p>You will <b>design</b> the set, costume, lighting or sound for a <b>monologue</b>, <b>duologue</b> and/or <b>group piece</b> from the chosen text.</p> <p><b>Assessment:</b></p> <p>A visiting examiner will assess this component.</p>	<p><b>You will sit a 1¾ hour written examination, including short and extended writing questions.</b></p> <p><b>Section A:</b> You will answer a range of question based on the <b>set text</b> you have studied in class. You will answer questions as a performer, director and designer.</p> <p><b>Section B:</b> You will evaluate a <b>live theatre performance</b> you have seen during the course.</p> <p><b>Assessment:</b></p> <p>This examination is set and marked by the exam board.</p>



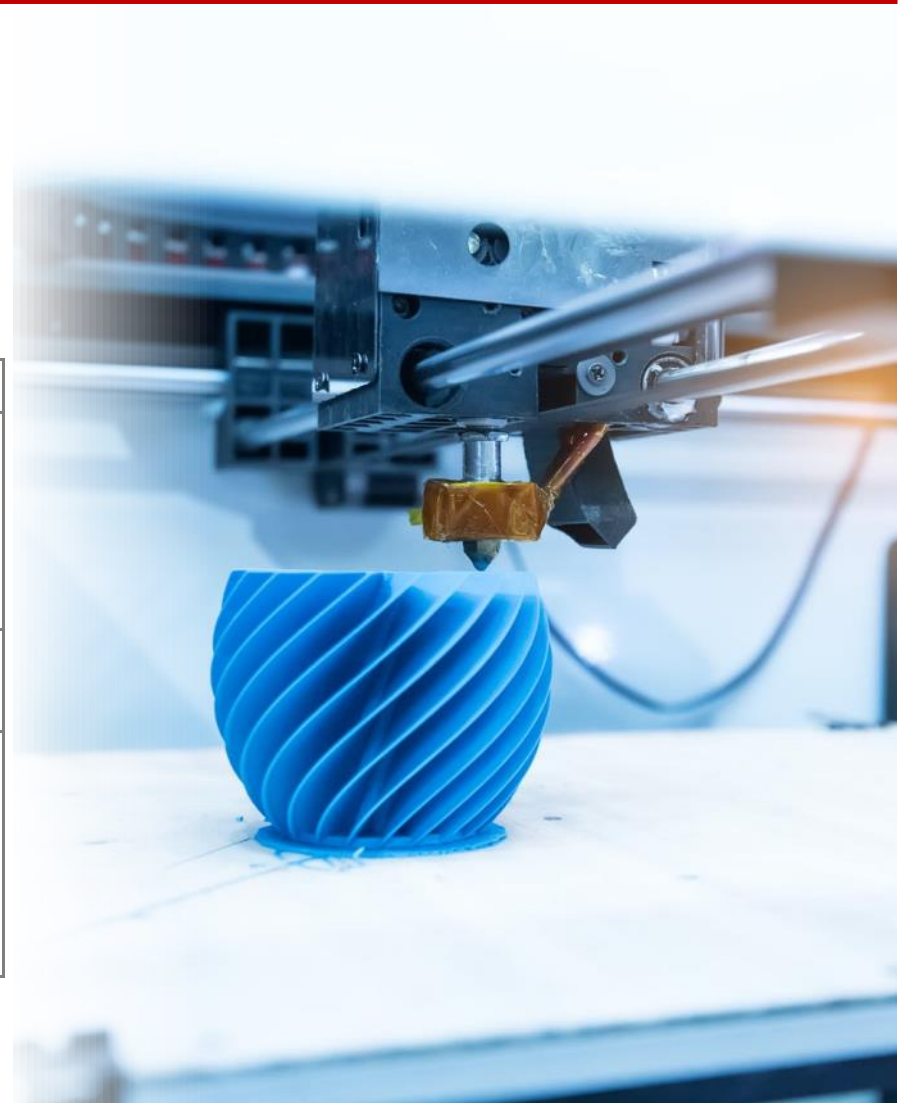
# DESIGN & TECHNOLOGY

Our new Design and Technology course replaces the old Electronics, Resistant Materials, Product Design and Graphics curriculums and gives students the opportunity to experience a much wider range of material areas than in previous years.

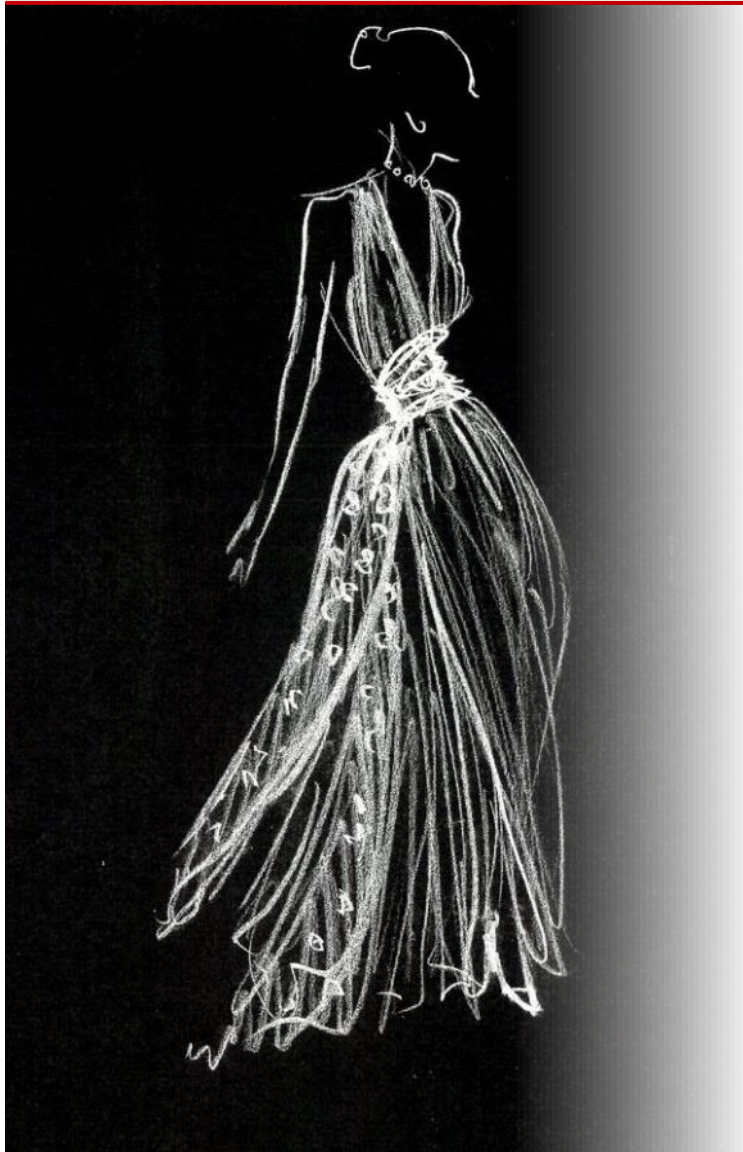
Design and Technology can lead onto some very exciting career opportunities including engineering, architecture, graphic design, project management, packaging design, brand design, manufacturing, industrial design, furniture design, automotive design and many others.

Course structure and assessment			
Years 10	During years 10 you will develop designing and making skills through a series of mini projects. You will also develop your knowledge and understanding of Design & Technology methodology including product development, industrial and commercial practice, ethical, environmental and sustainability issues, marketing and human factors.		
Year 11	UNIT 1:	Final examination (end of Year 11) 2 hours	50% of the total marks
	UNIT 2:	Non-Examined Assessment (Coursework) A single design-and-make activity selected from a choice of set tasks, consisting of the development of a made outcome and a concise design folder and/or appropriate ICT evidence.	50% of the total marks

Please note that students will be unable to study both Design & Technology and Textiles as both subjects have the same exam at the end of Year 11.



# *DESIGN & TECHNOLOGY (TEXTILES)*



Design and Technology Textiles is for students who enjoy D&T but would prefer to focus on textiles based products and fashion.

Design and Technology Textiles can lead onto some very exciting career opportunities including Fashion Design, Textile Design, Merchandising, Fashion buying, Interior Design, Project management, brand design, manufacturing, Research and development and technical textiles.

Course structure and assessment			
Year 10	During year 10 you will develop designing and making skills through a series of mini projects focussing on textile based products. You will also develop your knowledge and understanding of Design & Technology methodology including product development, industrial and commercial practice, ethical, environmental and sustainability issues, marketing and human factors.		
Year 11	UNIT 1:	Final examination (end of Year 11) 2 hours	50% of the total marks
	UNIT 2:	Non-Examined Assessment (Coursework) A single design-and-make activity selected from a choice of set tasks, consisting of the development of a made outcome and a concise design folder and/or appropriate ICT evidence.	50% of the total marks

Please note that students will be unable to study both Design & Technology and Textiles as both subjects have the same exam at the end of Year 11.



# *ENGLISH LANGUAGE & ENGLISH LITERATURE*

In Years 10 and 11 students will follow the AQA GCSE English Language and English Literature specifications.

These courses follow a linear specification. Years 10 and 11 students will have four lessons a week.

All students will follow two courses of study that cover a range of literary and non-fiction texts in order to prepare them for the examinations.

Students will sit the English Language and English Literature examinations at the end of Year 11.

## **English Literature.**

This specification develops students' enthusiasm for Literature by using a skills based approach to study. Students will study: Shakespeare, 19th Century Literature, Poetry and Modern Prose and/or Drama.

The literature texts we study:

- Macbeth
- An Inspector Calls
- The Strange Case of Dr Jekyll and Mr Hyde or A Christmas Carol
- Power and Conflict Poetry

The design of the course offers excellent preparation for studying A-level English Literature and gives students a grounding in a wide variety of literature that will stay with them for life.

## **English Language**

This specification will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and





# *FOOD PREPARATION & NUTRITION*

## *(Food Science)*



### Skills and competencies developed on this course:

The course promotes understanding and enjoyment of British and international cuisines. Students will be given the opportunity to apply this knowledge both in their cooking and in theory sessions. They will investigate the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices.

Students will use a variety of practical cooking techniques to prepare and cook food healthily, whilst gaining a proper understanding of the scientific principles behind food and nutrition. The course allows students to develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life. It promotes independent thinking, forward planning and organisational skills.

### How will Food and Nutrition help me with my career?

You may be planning to go to university or enter the world of work. Whichever option you choose, the study of Food and Nutrition will equip you with invaluable skills for the future. Graduates in the Food and Nutrition field are employed in a wide range of occupations. For example:

- Chef
- Dietician
- Midwife
- Teaching
- Nutritionist
- General Practice Nurse
- Food Journalism and Photography
- Retail Sales and Marketing
- Food Product Development (Technologist)
- Environmental Health Officer

Course structure and assessment			
Year 10	During Year 10 you will develop making skills in food preparation and cooking through a series of mini projects. You will also develop your knowledge and understanding of Food and Nutrition, including product development, industrial and commercial practice, ethical, environmental and sustainability issues and the relationship between diet, nutrition and health.		
Year 11	UNIT 1:	Final examination	50% of the total marks
	UNIT 2:	Controlled Assessment <i>A range of food based investigations incorporating a range of food preparation and cooking skills as well as a written report.</i>	50% of the total marks



# *FOUNDATION LEARNING*

## **Who is the Foundation Learning Programme for?**

This programme is designed for students who have previously been identified as working below or towards age related levels at the end of Year 9 and would benefit from taking fewer GCSE options. It counts as one of their options choices.

The programme is flexible and personalised, taking a step by step approach to developing your ability in three key areas:

- Core subject skills in English, Maths and ICT
- Vocational knowledge, skills and understanding
- Personal and Social skills development

## **Aims of the Course**

- To improve your levels of learning
- To broaden your personal experience
- To give you additional skills and build your confidence

## **Qualifications**

As a flexible and personalised programme, the accredited qualifications studied may depend on the level of your skills and knowledge and your future aspirations.

- BTEC Level 1 courses in Vocational and Work Based Skills
- ASDAN Awards
- Literacy and Numeracy qualifications
- ICT
- Home Cooking Skills

## **What are the progression routes for Foundation Learning programmes?**

There are clear progression routes for the Foundation Learning programmes:

- Diplomas
- Apprenticeships
- GCSEs
- Full Level 2 courses
- Employment
- Supported employment
- Living more independently
- Other 14–19 qualifications



# ***FRENCH & GERMAN***

## **Why should I choose languages?**

1. Students who gain a portfolio of GCSE results including a Modern Foreign Language (MFL) and a Humanity will be looked upon favourably by Universities and Employers as they will gain the Baccalaureate award.
2. 75% of the world's population does not speak English. 43% of the global population speaks at least two languages.
3. 60% + of British trade is with non-English speaking countries.
4. More than 95% of UK language graduates succeed in finding a job very quickly in a wide variety of fields such as business, marketing, law, scientific research, manufacturing, banking and finance, retail, transport and communications, public administration, health and social work, education and travel and tourism.
5. Language students develop essential skills sought by employers, such as:
  - Communication skills
  - Interpersonal and presentation skills
  - Problem solving
  - Team work
  - Organisational skills
  - Independence
6. Students will develop all four skills through a wide range of relevant and engaging topics, such as technology and social media, entertainment, relationships and French and German customs and festivals.
7. Students studying the new MFL courses will learn how to communicate in real life situations in France and / or Germany.
8. French and German students will get the opportunity to work with native speakers through our links with the British Council and Thurgau University.
9. Year 10 French students will be offered the chance to join our annual trip to Paris.
10. Dual linguists are a rare breed and are worth a great deal in the job market.

## **How the course is assessed:**

Each skill is examined in Year 11:

- Listening (25%)
- Reading (25%)
- Speaking (25%)
- Writing (25%)

"The limits of my language mean the limits of my world." — Ludwig Wittgenstein.



# GEOGRAPHY



## Why study Geography?

*"Geography is all the rage."*

~ The Guardian 2016

Geography is a subject of our times. It teaches you about the earth's places, people, environments and societies. It helps you to understand the relationships between people and the environment. It is unique in bridging the social sciences (Human Geography) and the earth sciences (Physical Geography) and puts this understanding of social and physical processes within the essential context of places and regions.

## Why choose Geography at GCSE?

Geography will help you to be more aware of everyday situations and issues faced by the people who live around you, in other parts of the UK and across the world. Geography is a highly topical subject, ever changing as world events unfold. When you see newspaper articles or television reports climate change or the impact of 10 billion people on the planet, then your Geography course will help you make sense of it.

Geography will make you an aware and informed citizen. Choosing Geography with other subjects that interest you could lead to a promising future career in a large variety of areas.

## How will Geography help me with my career?

You may be planning to go to university or enter the world of work. Whichever option you choose, the study of Geography will equip you with invaluable skills for the future. Geography has one of the best graduate employment records in the country and graduates in Geography are employed in a wide range of occupations. For example:

- **Advertising / Marketing**
- **Education**
- **Environmental Management**
- **Journalism**
- **Law**
- **Marketing**
- **Urban Regeneration**
- **Logistics**
- **Human Resources**
- **Renewable Energy Specialist**

## Method of Assessment:

UNIT TITLE	CONTENT
Unit 1: Living with the Physical Environment	<ul style="list-style-type: none"> <li>- Tectonic Hazards</li> <li>- Ecosystems &amp; Rainforests</li> <li>- Climate Change</li> <li>- Coastal Landscapes</li> </ul>
Unit 2: Challenges in the Human Environment	<ul style="list-style-type: none"> <li>- Urban Change in the UK</li> <li>- Changing UK Economy</li> <li>- The Development Gap</li> <li>- Energy Management</li> </ul>
Unit 3: Geographical Applications and Skills	<ul style="list-style-type: none"> <li>- Issue Evaluation</li> <li>- Field trip: Holderness Coast (Physical geography)</li> <li>- Field trip: Castleton (Human geography)</li> </ul>



# *HEALTH & SOCIAL CARE*

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. This qualification introduces students to health and social care and gives them the opportunity to develop practical and academic skills which will help them prepare for further study and the world of work.

## **Components covered:**

Students will study three components in total over Years 10 and 11 which all count towards the final grade awarded at the end of year 11.

### **Component 1: Human Lifespan Development**

Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social (PIES) development.

In this component, you will study an individual's development can be affected by major life events, such as marriage, parenthood or moving to a new house and you will learn about how people adapt to these changes, as well as the types and sources of support that can help them.

**Assessment:** internal assessment (30%)

### **Component 2: Health and Social Care Values**

Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care

This component will give you an understanding of health and social care services and will help you to understand the skills, attributes and values that are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers).

**Assessment:** internal assessment (30%)

### **Component 3: Health and Wellbeing**

Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

In this component, you will explore the factors that have a positive or negative influence on a person's health and wellbeing, interpret physiological and lifestyle indicators and what they mean for a person's state of health. You will learn how this information is used to recommend appropriate actions for improving a person's

## **Assessment:**

The internal assessment element of the qualification involves students completing a variety of different assignment tasks related to the sector of Health and Social Care. The final grade is calculated based on both the internal and external assessment elements of the course.

# *HISTORY*



## Why choose GCSE History?

Through the study of History, students are better able to understand how the present came to be. History gives us a sense of our roots. Indeed, knowledge of History can be vital for the understanding of key issues in the world today. Furthermore, the study of History enables students to gain important skills. You have to become skilled at asking questions; you have to learn not to take everything at face value. You have to develop empathy and understanding of the actions of others; you have to be prepared to put your case and argue it well; you have to use evidence to draw conclusions and make judgements. These skills are highly desirable in many different careers: law, business, finance, accountancy, tourism, politics, journalism, research, marketing, advertising and public relations to name but a few.

## Why choose GCSE History at the Redhill Academy?

For many years now the History department at the Redhill Academy has delivered excellent GCSE results. The History department is committed to helping all students to achieve their potential.

Our GCSE History course is both varied and engaging. Students have the opportunity to study a selection of British and non-British topics across different time periods.

The History GCSE syllabus includes the following:

<b>Paper 1</b>	<b>Thematic study and historic environment:</b> Medicine in Britain c1250-present and the British sector of the Western Front 1914-1918: injuries, treatment and trenches
<b>Paper 2</b>	<b>Period study:</b> The American West c1835-c1895 <b>British depth study:</b> Early Elizabethan England 1558-88
<b>Paper 3</b>	<b>Modern depth study:</b> Weimar and Nazi Germany 1918- 1939

In terms of assessment, GCSE History is a linear course, so all assessment takes place at the end of Year 11.



# *MATHEMATICS*

Mathematics and mathematical skills are vital in all of our everyday lives. The Mathematics course is designed to develop these skills to allow students to be mathematically functional in the real world. To this end, the GCSE Mathematics syllabus places great emphasis on problem solving both in a mathematical and more general sense.

The course followed at Redhill is the AQA Linear Specification with Years 9 and 10 students having four lessons per week. Students in Year 11 have three lessons per week. The students will be entered at one of two levels: Higher or Foundation. Both levels allow access to a Grade 5. The course is examined at the end of Year 11 with one non-calculator and two calculator papers, each of 1.5 hours in duration.

All our courses will enable students to:

- Develop further the skills and knowledge they have acquired at Key Stage 3 in Number, Algebra, Shape and Handling Data.
- Develop problem solving techniques necessary for progression to further learning that are increasingly important in a wide variety of careers and in everyday life.
- Focus on functional uses of Mathematics to encourage them to demonstrate their mathematical skills in a range of contexts and transfer skills in ways that are appropriate to different real-life situations.
- Enhance the quality of their mathematical written communication.



# MUSIC



## Why choose GCSE music?

If you already play an instrument or sing, you can develop your skills and get a GCSE out of it! If you don't already play an instrument or sing, you can take the opportunity to learn new skills which could stay with you for life. If you already enjoy writing your own music or songs, you can use this ability and experience towards your GCSE.

## What will I do?

The Eduqas GCSE Music course has three components: Performing, Composing and Appraising (Listening.) The following information gives you a summary of what you will complete.

### Component 1 Performing 30% Teacher assessed

A minimum of two pieces, lasting a total of 4-6 minutes, recorded in the year of assessment: One piece must be an ensemble (group piece) lasting at least one minute One piece linked to an Area of Study (see below). Grade 3 music is the standard level and can score full marks if played perfectly. You can use any instrument or voice, or choose a technology option.

### Component 2 Composing 30% Teacher assessed

Two pieces: One in response to a brief set by the exam board – there are 4 to choose from each year. One free composition – ANY style you want to write in.

### Component 3 Appraising 40% Externally assessed examination

Listening examination based on the following areas of study:

AoS 1 Musical Forms and Devices (including a set work\*)

AoS 2 Music for Ensemble

AoS 3 Film Music

AoS 4 Popular Music (including a set work\*) \*A set work is a piece of music which everybody has to learn about. There is one short classical piece and one Rock/pop song.

## What skills will I gain?

Your practical skills of composing music and performing will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and presentation skills. Studying music will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too. You will gain a deep understanding of a number of transferable skills and practice applying these to new situations, developing analytical and problem solving skills.



# *PHILOSOPHY, RELIGION & ETHICS*

*"Philosophy, Religion and Ethics is not about being religious; it is about establishing yourself as a person"*

*~ Ian Jamison*

Philosophy, Religion and Ethics is an exciting and lively course, designed to develop the minds of inquisitive students. Study of religion is only one aspect of the GCSE. The examination questions also require students to consider different philosophical and ethical perspectives on a number of different topical issues such as euthanasia, abortion, divorce and the upbringing of children.

Philosophy, Religion and Ethics classes at Redhill are full of debate and discussion whilst writing tasks are tailored to best prepare students for exam success.

## **You can expect to study topics such as:**

- Philosophy – *Christian belief in God, atheists/agnostics, free will, miracles and the problem of evil and suffering*
- Ethics — *Issues of abortion, euthanasia and the environment*
- Relationships and Families – *Sexuality, adultery, cohabitation, faithfulness and the importance of family*
- Peace and Conflict – *The UN, past and current conflicts , protests, forgiveness and peace*
- Crime and Punishment – *Law and justice, punishment and the death penalty*
- Christianity and Islam – *Key beliefs, teachings and practices*

## **Career possibilities**

This GCSE is fantastic preparation for any career requiring you to think carefully and critically. Professionals from lawyers to teachers and medical staff all benefit from a strong background in P.R.E. This course develops your ability to think independently and 'outside of the box'. It prepares you for life and gives you skills you will need to make the decisions every adult faces.

## **Further study**

Many students who study GCSE P.R.E. go on to take A Level Philosophy, Religion and Ethics. This course is also excellent preparation for A Levels and degrees in Law, Sociology, Psychology, History and English. Our former students have gone on to gain first class Bachelor's and Master's degrees in related areas of study.

# PHYSICAL EDUCATION (PE)

*"Champions aren't made in the gyms. Champions are made from something they have deep inside them -- a desire, a dream, a vision."*  
~ Muhammad Ali

Sport is about so much more than skill. The Pathways PE courses are for students that have a love of physical activity and sport; playing it, watching it and discussing it.

During Year 10 you will be directed onto one of two courses to gain a qualification in PE. Your PE teacher will discuss this with you.

## GCSE PE:

The sport and leisure industry continues to thrive, with potential jobs and careers in a variety of areas. Students who are successful at GCSE level can continue studying PE in the Sixth Form. A number of our PE students have gone on to university and moved into careers in teaching, sports science, physiotherapy, sports events management, professional sport and the fitness industry.

Students who opt for this subject must be of a 'team' (club/school) standard in at least one sport and regularly attend extracurricular clubs at school or outside of school to develop their skills to the highest level possible. This will be a continued requirement of the course during the 3 years.

They will need to be really interested not only in the practical aspects of sport but also in learning the theory, including anatomy and physiology, how sports performers train and get

fit, and in studying contemporary issues in sport.

Students are assessed in a wide range of sports activities, with their BEST THREE being part of their final assessment, one must be a team sport, one an individual sport and then either team or individual for the third. The practical side of the course is worth 40% of the final grade. They will also have to produce a piece of coursework which is worth 20 marks towards their final grade. A final examination makes up the remaining 60% of the overall grade.

Should students be unsure if they are a suitable candidate for GCSE PE they should have a discussion with their PE teacher.

## Cambridge National:

This course is a more vocational option for those students that enjoy PE and sport. Most units are assessed through coursework, with the exception of unit 1 which is assessed by a one hour exam paper towards the end of the course.

Sport Science Unit	Form of assessment	Example content
Reducing the risk of sports injuries	1 hour exam	Extrinsic factors which can influence the risk of injury. Intrinsic factors which can influence the risk of injury. The physical benefits of a warm up. Physical benefits of a cool down. Specific needs which a warm up and cool down must consider. Types, causes and treatment of common sports injuries. How to respond to injuries and medical conditions in a sporting context. Emergency Action Plans (EAP) in a sporting context. How to respond to these common medical conditions.
Applying principles of training	Coursework	The principles of training in a sporting context. Aerobic and anaerobic exercise. The components of fitness. Specific training methods for each of the fitness components. Tests which assess fitness. Design a fitness training programme.
Sports nutrition	Coursework	Characteristics of a balanced diet. Food sources of nutrients. The importance of nutrition before, during and after exercise. The use of dietary supplements. The effects of a poor diet on sports performance and participation. Develop diet plans for performers.
Technology in Sport	Coursework	How technology is used in sport. The positive effects of sports technology. The negative effects of sports technology. Evaluate the impact of technology in sport.



# *CORE PHYSICAL EDUCATION*



At The Redhill Academy we are passionate about delivering high quality core PE to students in all year groups. One of the main motivations for this is to develop lifelong physical activity habits in our students, which will keep them fit and contribute to long term health in the future. We do this through twelve MyPB targets which are developed alongside physical skills.

In Core PE there will be increasing opportunities for students to opt to participate in activities they particularly enjoy as they progress through Years 10 and 11. Some examples of activities include; BOXfit, yoga, Pilates, circuit training, trampolining, crossfit, bootcamp fitness and a range of traditional sports too.

Students in Core PE also have opportunities to participate in a variety of roles such as organiser, official and leader, as well as performer. These opportunities help to develop qualities such as self-confidence, leadership and

organisational skills.

Regulation PE kit continues to be compulsory.

**Core PE is not examined.**

*"Physical education, physical activity and sport have been shown to impact positively on the extent to which young people feel connected to their school, the extent to which positive social behaviours exist within school and the development of leadership and citizenship skills."*

*~ Stead & Neville 2010*

# COMBINED SCIENCE



## Science (AQA)

There are two options available to students studying Science.

Option 1 — Combined Science, for students who don't opt for Separate Science.

Option 2 — For students who opt for Separate Science.

Either option offers the opportunity to study sciences beyond GCSE. All GCSE Science courses will be linear in nature, meaning that all examinations will be taken at the end of the course.

---

### Option 1 - Combined Science

Students following this pathway will achieve two GCSEs in Science

#### Exams

Six examinations, each will assess different topics. All the papers are 1 hour 15 minutes. Tiers: Foundation and Higher. Weighting: the papers are equally weighted. Each is worth 16.7% of the grade and has 70 marks. Question types are multiple choice, structured, closed, short answer and open response.

We believe that this course will enable you to:

- Develop a critical approach to scientific evidence and methods.
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society.
- This course offers excellent preparation for any A level science and

---

### Summary of content

- Biology - Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution, Ecology.
- Chemistry - Atomic structure & the periodic table, Bonding, structure & the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, The rate & extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.
- Physics - Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic structure.

# *SEPARATE SCIENCE*



## **Option 2: Separate Science - GCSE Biology, Chemistry and Physics**

This option is suitable for students who have a keen interest in science.

It is designed to stimulate and inspire students by providing them with a greater range and depth of science study.

Selecting this option will lead to 3 separate GCSE's in Biology, Chemistry and Physics.

This course is excellent preparation for anyone wishing to study sciences beyond GCSE, for example BTEC Level 3 or A levels.

We offer this course to students by combining our compulsory science course with this optional course. Selecting Separate Science will use only 1 option choice.

## **Exams**

Two papers per subject: each paper will assess different topics.

Tiers: Foundation and Higher. Each paper is 1 hour 45 minutes.

Weighting: The papers are equally weighted. Each is worth 50% of the grade and has 100 marks available.

Question types: Multiple choice, structured, closed short answer and open response.

## **Summary of content**

- Biology - Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution, Ecology.
- Chemistry - Atomic structure & the periodic table, Bonding, structure & the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, The rate & extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.
- Physics - Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic structure, Space Physics.



# *CORE RELIGIOUS STUDIES*



Every student studies this core aspect of the curriculum for an hour each week. The content is based on religious and non-religious perspectives in modern day Great Britain.

Students who opt for the full Philosophy, Religion and Ethics GCSE use this lesson to conduct an independent research and revision project which is monitored and assessed by their teacher.

## **Content**

- Christianity – key beliefs and teachings.
- Islam – key beliefs and teachings.
- Relationships and Families – religious, ethical and philosophical perspectives on sexuality, marriage, contraception, family life.
- Peace and Conflict – religious, ethical and philosophical perspectives on war, peace, conflict, violence, use of weapons of mass destruction.

## **Assessment**

Students are assessed by a 105 minute exam at the end of the two years of study.

The exam is 100% of the assessment.

# The Redhill Academy



The Redhill Academy  
Redhill Road  
Arnold  
Nottingham  
NG5 8GX  
0115 926 1481

[www.theredhillacademy.org.uk](http://www.theredhillacademy.org.uk)  
[www.redhillacademytrust.org.uk](http://www.redhillacademytrust.org.uk)