



COTHAM SCHOOL



KS4 CURRICULUM BOOKLET 2015-2017

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TIMELINE OF YEAR 9 OPTIONS PROCESS

Friday 9th January 2015

GCSE Taster Day

Yr 9 Options Assembly – Introduction to students

Wednesday 14th January 2015

Launch of KS4 Curriculum offer in Briefing Assembly

Wednesday 14th January 2015

Year 9 Option Evening 5:30 - 7:30pm

School Main Hall, A Corridor and subject areas

Presentations at 5.45 and 6.45pm

5pm – 7.30pm Tuesday 20th January 2015

Year 9 Subject Evening

6.30 pm – 7.30pm Tuesday 27th January 2015

Options Surgery for parents with Mrs Bajic-Raymond and Mrs Ansell

Wednesday 4th February 2015

Final option forms must be completed and given to the tutor

Week beginning Monday 18th May 2014

Confirmation of Option Choices to students

Key Stage 4 Curriculum 2015 – 2017

Students at Cotham School study a broad and balanced curriculum at Key Stage 4. The core curriculum studied by all students consists of: English, English Literature, Mathematics, Science, a Modern Foreign Language, RE, Personal Social and Health Education, IT and Games. In addition to these core subjects, students choose three options with three further alternatives from the list below:

Art & Design	History
Business Studies Level 2 BTEC	ICT (iGCSE or iMedia)
Food and Catering	Music
Computing	Performing Arts BTEC
Child Development	Photography
Dance	Physical Education
Drama	Psychology
Geography	Resistant Materials
Graphic Products	Spanish

The amount of curriculum time given to each subject is shown in the table below:

Subject	Number of GCSEs or equivalent	Number of lessons per fortnight	% of Curriculum Time
English Language and English Literature	2	6	12%
French / German/ Spanish	1	5	10%
Games	0	4	8%
ICT functional skills		0-2	0-4%
Mathematics	1	6	12%
Option 1	1	5	10%
Option 2	1	5	10%
Option 3	1	5	10%
PSHEE	1	2	4%
Religious Education (Core)	0.5 or 1	2	4%
Science (Core and Additional)	2	8	16%
or	or	or	or
Science (Triple)	3	10	20%
Total:	12 - 13	50	100%

The Key Stage 4 curriculum is designed to enable every student to achieve their very best and to develop independent learning skills. The KS4 curriculum is a broad and balanced curriculum, suitable for students of all abilities and is academically rigorous. This offer will provide an excellent preparation for all students for a wide variety of subject choices at Post 16 Level and beyond.

Qualification Definitions and equivalent grade measures.

GCSE - General Certificate of Secondary Education

BTEC vocational qualifications

- Award / Certificate Level 2 - equivalent to 1 or 2 GCSE grade A* - C
- Diploma Level 1 - equivalent to 4 x GCSE grade at D/E grade
- Functional Skills ICT - equivalent to 0.5 GCSE L1 (E grade) or L2 (B grade)

Option Pathways

- **English Baccalaureate (EBacc).** If students wish to achieve this certificate they must choose History or Geography as one of their options in addition to Maths, English Language & Literature, Core and Additional Science or Triple Science and MFL.
- If Y9 Term 2 current levels are below 5a in English, maths and most other subjects, students will be guided by senior staff towards the most suitable options at KS4 which will give them the best chance to succeed.
- If students want to study Level 3 Post 16 Courses they need to meet the minimum grade entry criteria as well as the subject specific grade criteria as specified in the Post 16 Option Booklet. For more information please refer to the NBP16 website <http://www.nbp16c.org.uk/>

Revision Material and techniques

Students are expected to keep a list of key words and definitions and notes on all topics throughout the two years as most subjects are linear (examined at the end of Year 11). These notes should be done as mindmaps, diagrams, 'brainframe' summaries, workbook exercises and looked at frequently in order to develop long term memory.

Downloading and practising past papers and using a markscheme to identify areas for improvement is another strategy which improves confidence and understanding of the nature of a particular exam.

The school subscribes to the following websites which are excellent revision sources available through FROG:

- SAM Learning <http://www.samlearning.co.uk/>
- GCSE Podcasts <http://www.gcsepod.co.uk/school-login/cothamschool2011/>
- Other subject specific online resources are given under each subject

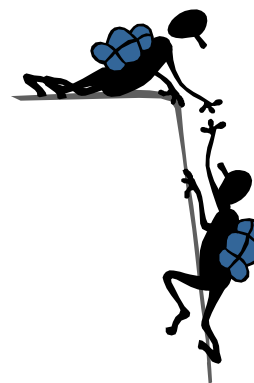
Controlled Assessments

Nearly all GCSE courses involve a large amount of coursework. This is worth a considerable percentage of the final GCSE mark. All coursework is now completed under controlled conditions at school. Students will be given guidance by their teachers on how to structure their work and prepare for Controlled assessment.

The full controlled assessment policy can be found using this link

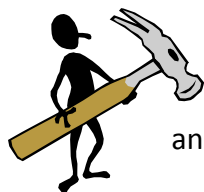
<http://www.cotham.bristol.sch.uk/downloadfile.asp?file=767>

Knowing the difference: BTEC versus GCSE



BTEC awards are different from GCSEs in several ways.

1. Content and how it is marked
2. The way the topics are taught
3. The teachers' expectations of their students

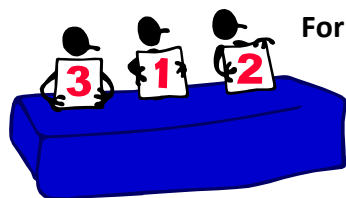


Content:

BTEC awards are **work-related**. All the topics students learn are linked to the skills and knowledge needed in the workplace.

They are practical. Students will learn how to apply their knowledge, both individually and as a member of a team, to develop a range of skills and abilities.

How BTEC is marked



For the new* range of BTEC qualifications 75% of the course will be marked by completing assignments / coursework set by tutors, based on learning outcomes set by Pearson's. There will be one exam (25%) which may take the form of an on-line test depending on the nature of the course. (*These new courses will have exam codes beginning with 600)

For older ** BTEC qualifications there are no exams – students will complete assignments / coursework set by the tutors, based on learning outcomes set by Edexcel. (**exam codes beginning with 500)

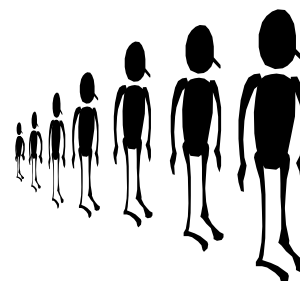
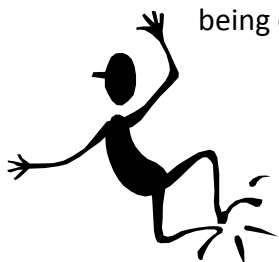
On a BTEC course students can achieve **Pass, Merit or Distinction** in each unit or module. Students will then be awarded an overall Pass, Merit, Distinction or Distinction* for the whole course.

How BTEC is taught and teacher expectations:

BTEC students are encouraged to take responsibility for their own learning.



Students should be interested, organised and self-reliant enough to work hard without being continually monitored.



THE CORE SUBJECTS

Subject:	English Language		
Course Title	GCSE English Language	QN Code	601/4292/3
Exam Board	AQA		
Syllabus Code	8700		

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Component 8700	Paper 1: Explorations in Creative Reading and Writing	External	50%	1 hour 45 minutes
	Component 8700	Paper 2: Writers' Viewpoints and Perspectives	External	50%	1 hour 45 minutes
	Component 8700	Speaking & Listening [x1 assessment]	Internal	0%	10-12 minutes

Course content by unit	<p><u>Paper 1 : Explorations in Creative Reading and Writing</u> The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves by:</p> <ul style="list-style-type: none"> • in Section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers • in Section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image. <p>Section A will be allocated 40 marks, and Section B will be allocated 40 marks to give an equal weighting to the reading and writing tasks.</p> <p><u>Paper 2 : Writers' Viewpoints and Perspectives</u> The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:</p> <ul style="list-style-type: none"> • in Section A, reading two linked non-fiction sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader • in Section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in Section A. <p>Section A will be allocated 40 marks, and Section B will be allocated 40 marks to give an equal weighting to the reading and writing tasks.</p> <p><u>Speaking and Listening</u> The aim of the assessment is to allow students to demonstrate their speaking and listening skills by:</p> <ul style="list-style-type: none"> • giving a presentation in a formal context • responding appropriately to questions and to feedback, asking questions themselves to elicit clarification • using spoken Standard English.
Additional resources & supporting activities	<p>http://www.aqa.org.uk/8700 aqa.org.uk/pastpapers AQA English Language resources to be posted on FROG</p>

Subject:	English Literature		
Course Title	GCSE English Literature	QN Code	601/4447/6
Exam Board	AQA		
Syllabus Code	8702		

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	8702/01	Paper 1: Shakespeare and the 19 th century novel	External	40%	1 hour 45 mins
	8702/02	Paper 2: Modern texts and poetry	External	60%	2 hours 15 mins

Course content by unit	<p><u>Paper 1: Shakespeare and the 19th century novel</u></p> <p><u>Section A Shakespeare:</u> students will answer one question on either ‘Macbeth’ or ‘Romeo & Juliet.’ They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p><u>Section B The 19th-century novel:</u> students will answer one question on ‘A Christmas Carol’ or ‘Frankenstein’ or ‘The Strange Case of Dr Jekyll & Mr Hyde.’ They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p> <p><u>Paper 2: Modern texts and poetry</u></p> <p><u>Section A Modern texts:</u> students will answer one essay question from a choice of two on ‘Lord of the Flies’ or ‘Blood Brothers’ or ‘The History Boys.’</p> <p><u>Section B Poetry:</u> students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen AQA anthology cluster.</p> <p><u>Section C Unseen poetry:</u> students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>
Additional resources & supporting activities	<p>SAM learning [http://www.samlearning.com] username and password can be obtained from IT teacher.</p> <p>www.aqa.org.uk/english-literature</p> <p>A variety of websites exploring the above mentioned texts.</p> <p>BBC Bitesize GCSE English Literature</p>

Subject:	ICT Yr10 ICT Core – Functional Skills				
Course Title Exam Board Syllabus Code	Functional Skills qualification in Information and Communication Technology (ICT) at Level 2 OCR 09877			QN Code	500/8509/8
Assessment	Unit/Code	Title	External/Internal	% Total Mark	Duration
	1	Practical Assessment	External	100%	2 hours
<p>Core ICT applies to students who are not studying triple science.</p> <p>Functional Skills gives students the opportunity to continue with an ICT qualification, as it is so important for students to be able to evidence ICT skills for the world of work.</p> <p>OCR Functional Skills qualification in Information and Communication Technology allow students to be recognised for their achievement of a wide range of practical ICT skills for use in everyday life. The qualification gives students a practical grounding in how to apply ICT skills to everyday situations, with a strong focus on problem solving rather than abstract concepts and recall; there is no theory to learn. It is good evidence that students are able to use ICT effectively to solve problems they may be presented with. It is valued by employers.</p> <p>There is a two hour practical examination which will typically ask students to find some information on the internet and then use this in a publication. They may need to prepare an email, combine text and images and perform formulas in a spreadsheet.</p> <p>Students will have 2 hours of lessons across the two week timetable.</p>					
Course content by unit	The two hour practical examination will typically ask students to find some information on the internet and then use this in a publication. They may need to prepare an email, combine text and images and perform formulas in a spreadsheet. Candidates are expected to demonstrate a high level of organisation and presentation skills in their work.				
Additional resources & supporting activities	OCR Functional Skills Course Website http://bit.ly/TYmkb2				
Subject:	ICT Yr11 Core – Microsoft Office Specialist Certification				
Course Title Exam Board Syllabus Code	Microsoft Office Specialist Certification Microsoft			QN Code	
Assessment	Unit/Code	Title	External/Internal	% Total Mark	Duration
		Practical Assessment per certificate	External	100%	50minutes
<p>Microsoft Office Specialist (MOS) certification is the world’s most recognised computing qualification for proving a person’s skills and abilities in Microsoft’s Office applications.</p> <p>Earning MOS certification can help students differentiate themselves in today’s competitive job market. It helps broaden their employment opportunities by proving that they have advanced skills in Microsoft Office, which can result in higher earning potential.</p> <p>Students have the opportunity to gain Microsoft Certified Office Specialist status in Word, Excel, PowerPoint, Access and Outlook. Certificates are awarded by Microsoft themselves.</p> <p>High achieving students have the opportunity to gain Expert and Master Status by completing multiple Specialist certificates.</p> <p>Students will have 2 hours of lessons across the two week timetable, where they will complete practice tasks and tests. All exams are sat in lessons on dates decided by the school.</p>					
Additional resources & supporting activities	Microsoft Office Specialist Certification Website http://prodigylearning.com/academic/microsoft-office-specialist				

Subject:	PSHEE		
Course Title Exam Board Syllabus Code	Certificate in Preparation for Working Life AQA 4801	QN Code	600/7049/3

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	4801/1	Paper 1 Preparation for Working Life	Internal	70%	1hr 45
	4801/2	Paper 2 Preparation for Working Life	Internal	30%	1hr 15
Course content by unit	<p>Students sit 2 papers. This is a full GCSE (Level 2 qualification). Grades available are A, C and F. This is a new qualification; students will sit 4801 in May 2014.</p> <p>Paper 1:</p> <p>Jobs</p> <ul style="list-style-type: none"> • Where jobs are advertised • The job application process • Positive and negative body language <p>Budgeting</p> <ul style="list-style-type: none"> • Benefits of earning your own money • Essential and non-essential spending • Credit cards, debit cards – advantages and disadvantages • Avoiding debt, bank accounts, how interest works <p>Pay</p> <ul style="list-style-type: none"> • Deductions from monthly salary • Income Tax (PAYE), National Insurance, Superannuation • Net Pay, Gross Pay • Types of employment contracts (Full/Part time; contract/Fixed Term; commission; Piece <p>Work</p> <ul style="list-style-type: none"> • P45 and P60 <p>Discrimination</p> <ul style="list-style-type: none"> • Types of discrimination (eg Ageism, Sexism) • Harassment • Where to go if you're experiencing discrimination (eg Human Resources Department; Trade Union representative) <p>Health and Safety</p> <ul style="list-style-type: none"> • Hazard signs • Hazards in the workplace • Basic First Aid (CPR; bleeding, choking) <p>Drugs</p> <ul style="list-style-type: none"> • Effects of alcohol and smoking on the body and your job <p>In the workplace</p> <ul style="list-style-type: none"> • Benefits and disadvantages of office technology (eg email) • Types of in-work training and their advantages and disadvantages (eg shadowing, mentoring and appraisal) • Roles of a trade union and the Human Resources department <p>Self Concept</p> <ul style="list-style-type: none"> • How might age, success in exams, having lots of friends etc affect how a person might feel about themselves (positive and negative). <p>Paper 2</p> <p>Understanding how to write a CV, write a letter of application for a job, how to be successful in a job interview, how to prepare for a job interview.</p>				
Additional resources & supporting activities	Revision materials and examples of question papers on FROG (PSHEE/Yr 11 Preparation for Working Life)				

Subject:	Core Physical Education (Games)		
Course Title Exam Board Syllabus Code	Non-examination course	QN Code	

Course content by unit	<p>At Key Stage 4, PE remains compulsory. However, it is recognised that students have developed marked preferences and that they are ready to have some choice in the activities they wish to pursue. These may be activities at which they are especially competent or from which they gain maximum fulfilment.</p> <p>Consequently, students are sometimes able to choose between 2 option pathways which could include any of the following activities:</p> <table border="1" style="margin-left: 40px;"> <tr> <td>• Aerobics</td> <td>• Athletics</td> <td>• Badminton</td> </tr> <tr> <td>• Basketball</td> <td>• Football</td> <td>• Handball</td> </tr> <tr> <td>• Lacrosse</td> <td>• Netball</td> <td>• Rounders</td> </tr> <tr> <td>• Rugby</td> <td>• Softball</td> <td>• Squash</td> </tr> <tr> <td>• Tennis</td> <td>• Ultimate Frisbee</td> <td>• Volleyball</td> </tr> </table> <p>In line with National Curriculum requirements, regardless of which pathway they choose, students will experience at least 2 activity areas across KS4. Some of these activities are taught through our Sport Education programme which gives students full responsibility for management of the lesson through undertaking roles such as captain, coach, equipment monitor and manager.</p> <p>Aims of KEY STAGE 4</p> <ul style="list-style-type: none"> • To use the performance skills and understand specific activities • To help support, guide, and develop oneself and others to reach their full potential within the context of living a healthy, active lifestyle. <p>Aims of YEAR 10 - LEADERSHIP AND LIFE SKILLS</p> <ul style="list-style-type: none"> • To use of leadership opportunities and work in the wider community to develop understanding of living a healthy, active lifestyle beyond school. <p>Aims of YEAR 11 - REFINEMENT AND SPECIALISATION</p> <ul style="list-style-type: none"> • To refine essential skills (physical, mental & social) through a range of activities. This will enable students to maintain or enhance their physical activity levels as well as allowing for student specialism of an activity and aid preparation for Post-16. 	• Aerobics	• Athletics	• Badminton	• Basketball	• Football	• Handball	• Lacrosse	• Netball	• Rounders	• Rugby	• Softball	• Squash	• Tennis	• Ultimate Frisbee	• Volleyball
• Aerobics	• Athletics	• Badminton														
• Basketball	• Football	• Handball														
• Lacrosse	• Netball	• Rounders														
• Rugby	• Softball	• Squash														
• Tennis	• Ultimate Frisbee	• Volleyball														
Additional resources & supporting activities	<p>Extra curricular activities for Key Stage 4 include:</p> <p>Boys: Athletics, Rugby, Cricket, Basketball, Badminton, Squash, Climbing, Duke of Edinburgh, Football</p> <p>Girls: Netball, Athletics, Basketball, Rounders, Badminton, Squash, Climbing, Duke of Edinburgh, Football</p>															

Subject:	Mathematics		
Course Title	Mathematics	QN Code	500/8495/1
Exam Board	AQA		
Syllabus Code	4365		

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	4365	Linear Mathematics GCSE – Paper 1 (Non-Calculator)	External	40%	1h 30m (H) 1h 15m (F)
	4365	Linear Mathematics GCSE – Paper 2 (Calculator)	External	60%	2 hours (H) 1h 45m (F)

Course content by unit	The Mathematics course at Cotham is a linear course, all examined at the end of Year 11 (with a calculator exam worth 60%, and a non-calculator exam worth 40%).	
	The topics can be roughly split into four sections:	
	Number	E.g. fractions, decimals, percentages, ratio, powers. Higher tier includes topics such as surds.
	Algebra	E.g. equations, inequalities, coordinates & graphs, sequences, formulae. Higher tier includes topics such as quadratic equations, simultaneous equations, transforming graphs and algebraic proof.
	Shape & Space	E.g. area & volume, angles, circles, Pythagoras' Theorem, transformations, bearings. Higher tier includes topics such as trigonometry, circle theorems and vectors.
	Data	E.g. pie charts, scatter graphs, averages, probability. Higher tier includes topics such as cumulative frequency diagrams, histograms and probability trees.
<p>Since 2010 there has been increased emphasis on applying Mathematics in real-life contexts, problem solving and explaining your reasoning. Good literacy skills have also become increasingly relevant to Maths exams, with wordy questions designed to require careful interpretation before any calculations are done.</p> <p>Full details of the course specification can be found using the following link: http://store.aqa.org.uk/qual/newgcse/pdf/AQA-4365-W-SP-14.PDF</p> <p>As always, Mathematics GCSE is highly valued by further education providers and employers. A good Mathematics GCSE demonstrates the ability to think clearly and logically and provides a greater range of options at post-16 and in future careers. Many careers require a grade C Maths GCSE as a minimum entry requirement. The government have also recognised how important Mathematics GCSE is to students' life chances and have made it compulsory for all post-16 students who do not have a C-grade Maths GCSE to follow a retake course. In daily life Mathematics is essential. A good understanding of Mathematics helps with personal finance skills such as budgeting; understanding bank accounts and credit cards; getting a mortgage; planning a holiday or buying a car in instalments. For those who excel at Mathematics, there are a wide range of exciting and well-paid careers open to them in diverse fields such as engineering, finance, science, medicine, business, technology and software design.</p>		
Additional resources & supporting activities	<p>We aim to use a wide range of different resources that stimulate and enhance the learning experience. Investigations that extend the analytical and creative aspects of Maths, powerpoint demonstrations, practical work, transition units which link with KS3 work and interactive board work are all utilised within our teaching. Homework is set regularly to support the above. The school also has a subscription to the website www.mymaths.co.uk which provides a wide range of online lessons and self-assessment resources that are available to all students. Students are provided with a textbook for use in class, and a further homework book for use at home. Additionally detailed revision guides published (see https://www.cgpbooks.co.uk/Parent/books_aqa_maths_range) are available to buy from the Maths department at a discount.</p>	

Subject:	French or German (The language your child has studied between Y7-9)			
Course Title	GCSE MFL	QN Code	French	German
Exam Board	AQA		500/4470/9	500/4427/8
Syllabus Code	4655 (French), 4665 (German)		500/4616/0	500/4615/9
			500/4614/7	500/4611/1

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1 - Listening French: 46551F/46551F German: 46651F/46651H	Listening Foundation Listening Higher	external	20	35 minutes 45 minutes
	Unit 2 - Reading French: 46552F/46552H German: 46652F/46652H	Reading Foundation Reading Higher	external	20	30 minutes 50 minutes
	Unit 3 - Speaking French: 46553 German: 46653	2 controlled speaking assessments	internal	30	4-6 minutes each
	Unit 4 - Writing French: 46554 German: 46654	2 controlled writing assessments (200-300 words each)	external	30	1 hour
Course content by unit	<p>All students continue to study French or German to GCSE (In addition to this, they may also take a second and/or third language: Spanish, Italian or Latin). The languages GCSE is a two-year course that builds on content already covered during years 7-9.</p> <p>The GCSE languages course teaches practical language skills and an understanding of the European dimension of our lives; exciting courses that allow students much greater autonomy than before, as well as a chance to reach their true potential.</p> <p>Topics covered over the two years:</p> <ul style="list-style-type: none"> • Lifestyle: Health, Relationships and choices • Leisure: Free time and the media, Holidays • Home and Environment: Home and local area, Environment • Work and Education: School/college and future plans, Current and future jobs <p>Throughout the two-year course students will complete at least 4 controlled assessments (2 speaking and 2 writing); depending on the outcome, students will have the opportunity to complete additional controlled assessments to improve their grades. Students will develop the four skills (listening, speaking, reading and writing), with more weighting now given to speaking and writing.</p> <p>Assessment</p> <p>At the end of the course in Y11, students will be entered for the appropriate combination of Foundation or Higher Tier papers in Listening and Reading, depending on their particular strengths. The Speaking test consists of tasks conducted by the candidate's own teacher and recorded for assessment by the Examination Board. Writing will be assessed through two pieces of assessed work, completed under controlled conditions.</p> <p>Foreign Language Assistant</p> <p>Students also have the opportunity to develop their speaking skills by working in small groups with trained native speakers of the language, our Foreign Language Assistant. At Cotham we are proud to have a full-time assistant for each, French, German and Spanish.</p>				
Additional resources & supporting activities	<p>Linguascope for GCSE (www.linguascope.com)</p> <p>GCSEpod with podcasts on many controlled assessment topics.</p> <p>Lunchtime clubs and after school sessions (times are given to students at the beginning of the academic year) if your child requires extra support or needs to improve.</p> <p>Parents can help by checking their child's FROG account for HW set and by making sure that all set HW is completed to a high standard. Checking teacher's comments and the child's reflection in the exercise book will also be a good way to check whether the child might need extra support.</p> <p>Regular HW completion to a good standard is vital for achieving a good grade.</p>				

Subject:	Community Languages (Students who are native speakers of another language, e.g. French, German, Spanish, Italian, Turkish, Polish, Somali, Panjabi, Urdu, Chinese, Arabic or others.)
Course Title Exam Board Syllabus Code	GCSE MFL various

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1 Listening	Listening Foundation Listening Higher	external	20	35 minutes 45 minutes
	Unit 2 Reading	Reading Foundation Reading Higher	external	20	30 minutes 50 minutes
	Unit 3 Speaking	2 controlled speaking assessments	internal	30	4-6 minutes each
	Unit 4 Writing	2 controlled writing assessments (200-300 words each)	external	30	1 hour
Course content by unit	<p>Students with skills of an additional foreign language, e.g. French, German, Spanish, Italian, Polish, Somali, Panjabi, Urdu, Chinese, Arabic or others are encouraged to take a GCSE in their first language during year 10 or 11. Students are usually expected to attend specific 'twilight' classes after school to prepare for Controlled assessments (if required by the exam board) but the assessments will be completed during school time. The Listening and reading GCSE will take place during the Summer GCSE exam period.</p> <p>Students are usually assessed in all four skills (listening, reading, speaking and writing).</p> <p>Topics that will need to be covered:</p> <ul style="list-style-type: none"> • Lifestyle: Health, Relationships and choices • Leisure: Free time and the media, Holidays • Home and Environment: Home and local area, Environment • Work and Education: School/college and future plans, Current and future jobs <p>Students interested in taking a GCSE in a Community Language must register their interest with the Curriculum team leader for MFL department at the start of Year 10.</p> <p>Please note: A student will be supported in following a Community language GCSE if their prior level of knowledge and understanding in the subject is sufficiently sound to give a realistic chance of success. Before starting the course, therefore, an initial assessment of their language strengths will be carried out.</p> <p>Some students are able to complete a GCSE exam in y10 and AS exam in y11.</p>				
Additional resources & supporting activities	Students can prepare with past papers and look at exemplar material (available on the exam board homepage). A pack of exam papers will be given to the students.				

Subject:	Religious Studies		
Course Title	Religious Studies Short course	QN Code	500/4526/X
Exam Board	Edexcel		
Syllabus Code	3RS01		

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1 5RS01	Religion and Life based on a study of Christianity and at least one other religion	external	100	1 ½ hours

Course content by unit	<p>The Religious Studies GCSE short course is taught over two years and comprises of four sections:</p> <p>Believing in God Matters of Life and Death Marriage and the family Religion and community cohesion</p> <p>Students will explore the issues from both religious viewpoints (Christianity and at least one other), Non-religious viewpoints and their own. They will learn what religious faiths teach, why religious people believe what they do and what affect it has on attitudes and action. They will develop reasoning skills using argument and evidence and will evaluate alternative points of view.</p> <ol style="list-style-type: none"> 1. Believing in God This includes a study of the features of religious faith and upbringing; Religious Experiences; Classical arguments for the existence of God; Scientific answers about the origins of the universe and the problem of evil and suffering. 2. Matters of Life and Death This includes an exploration of ideas about life after death and how beliefs can affect the lives of believers; the nature of abortion and the differing opinions on it; the nature of euthanasia and the changing attitudes to it. 3. Marriage and Family Life This includes a study of the changing nature of relationships and attitudes to family life. Attitudes of different religions to sex and marriage. The nature of contraception and the role of religious teaching on its use; Attitudes to homosexuality and religious teachings on homosexuality 4. Religion and Social Cohesion This unit looks at the changing roles of men and women in our society and the opinions and teaching of religion on the concept of equal rights; the promotion of “community Cohesion” and the role that religion has to play; the changing nature of British Society and the increasing diversity of our culture. The value and challenges of living in a diverse society.
Additional resources & supporting activities	<p>Members of faith deliver a presentation to classes in Y10 and Y11 to provide knowledge and understanding of what it means to be a member of a religious faith and how the faith informs action.</p> <p>Useful websites for further information on religion and ethical issues are:</p> <p>GCSE Bitesize Religious Studies RE: Quest The GCSE RE Site BBC Religion and Ethics</p>

SCIENCE GCSE- Overview

Twenty First Century Science is a suite of GCSEs developed to meet the diversity of students' needs and aspirations. Each GCSE in the suite therefore has a different character.

Together they offer both sciences for citizens and science for scientists.

- All students take two GCSEs which helps them to make sense of the science they come across in everyday life. They come to appreciate what science can tell them about themselves, the environment, and the Universe.
- A greater choice of additional specifications prepares students for more advanced study, and/or lead to careers in technical fields.

The suite emphasises explanations, theories and modelling in science along with the implications of science for society. Strong emphasis is placed on 'How Science Works' and 'Ideas in Science'.

All courses in the suite have an emphasis on literacy and the 'How Science Works' and 'Ideas in Science' questions are six mark questions with at least one mark going for spelling, punctuation and grammar. There are three six mark questions on all papers.

The specifications followed are:

GCSE Science A (J241) (Double Science Year 10)	This emphasises scientific literacy – the knowledge and understanding which students need to engage, as informed citizens, with science based issues. As with other courses in the suite, this qualification uses contemporary, relevant contexts of interest to students, which can be approached through a range of teaching and learning activities.
GCSE Additional Science A (J242) (Double Science Year 11)	This is a concept-led course developed to meet the needs of students seeking a deeper understanding of basic scientific ideas. The course focuses on scientific explanations and models, and gives students an insight into how scientists develop scientific understanding of ourselves and the world we inhabit.
GCSE Biology A (J243) GCSE Chemistry A (J244) GCSE Physics A (J245)	Triple Science- Each course provides an opportunity for further developing an understanding of science explanations, how science works and the study of elements of applied science, with particular relevance to professional scientists.

The students at Cotham can follow either double or triple award pathways. The teachers will guide students to the most suitable course depending on assessment at the end of Year 9.

Subject:	Science Core (Year 10)		
Course Title Exam Board Syllabus Code	GCSE Science A-Twenty First Century Science OCR A J241	QN Code	600/1357/6

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	A161	Science A- Biology Module B1: You and your genes Module B2: Keeping healthy Module B3: Life on Earth	External	25	1 hour paper
	A171	Science A- Chemistry Module C1: Air quality Module C2: Material choices Module C3: Chemicals in our lives	External	25	1 hour paper
	A181	Science A- Physics Module P1: The Earth in the Universe Module P2: Radiation and life Module P3: Sustainable energy	External	25	1 hour paper
	A144	Science A-Controlled Assessment a)Practical Data Analysis b)Case Study of a topical issue in science from a choice set by OCR	Internal	25	Approx. 6–8 hours
Course content by unit	<p>Students that are following either the double award science (Science A and Additional Science A) will follow this GCSE course in Year 10. It comprises of topics in all three sciences: biology, chemistry and physics. GCSE Science A has an emphasis on scientific literacy – the knowledge and understanding that learners need to recognise the impact of science and technology on everyday life. GCSE Science A will be examined and awarded at the end of Y10.</p> <p>The exams taken will have both short answer and extended writing questions and contain the following assessment structures:</p> <ul style="list-style-type: none"> • 40% recall, select and communicate their knowledge and understanding of the content • 45% apply skills , knowledge and understanding of science in practical and other contexts • 15% analyse and evaluate evidence, make reasoned judgements and draw conclusions based on evidence <p>The ‘Ideas about Science’ topics are examined throughout the paper and in the extended questions there is a focus on spelling, punctuation and grammar. The ‘Ideas about Science’ are</p> <ul style="list-style-type: none"> • Data and its limitations; • Correlation and cause; • Theories; • The scientific community; • Risk; • Making decisions about science and technology. 				
Additional resources & supporting activities	<p>The specification documents and sample assessment materials can be downloaded from the OCR website by following this link: http://www.ocr.org.uk/images/82211-specification-accredited.pdf</p> <p>For further details of the rationale behind this suite of GCSE courses and links to other websites follow this link: http://www.21stcenturyscience.org/</p> <p>Revision guides are available to buy from the school.</p> <p>All students will have a textbook and workbook issued to them. The textbooks can also be accessed on Frog. Online Resources – can be accessed via the school website</p> <ul style="list-style-type: none"> • SAM Learning • GCSE Bitesize • Podcasts. 				

Subject:	Triple Science (Year 10 & Year 11)		
Course Title Exam Board Syllabus Code	GCSE Science A-Twenty First Century Science OCR A J243, J244, J245	QN Code	600/1167/1 600/1356/4 600/1072/1

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Biology J243	Unit 1 (Topics 1-3) Unit 2 (Topics 4-6) Unit 3 (Topics 7- Advanced Biology)	External	75	3 x 1 hour paper
	Chemistry J244	Unit 1 (Topics 1-3) Unit 2 (Topics 4-6) Unit 3 (Topics 7- Advanced Chemistry)	External	75	3x 1 hour paper
	Physics J245	Unit 1 (Topics 1-3) Unit 2 (Topics 4-6) Unit 3 (Topics 7- Advanced Physics)	External	75	3x 1 hour paper
	Controlled assessment	Comprises a Practical Investigation from a choice set by OCR for each science GCSE (3 in total)	Internal	25 for each GCSE	Approx. 6–8 hours

Course content by unit	<p>Each science GCSE provides the opportunity:</p> <ul style="list-style-type: none"> • to develop interest in, and enthusiasm for the subject • to develop a critical approach to scientific evidence and methods • to acquire and apply skills, knowledge and understanding of how science works and its essential role in society • to acquire scientific skills, knowledge and understanding, which is necessary for progression to further learning. <p>GCSE Triple science provides distinctive and relevant experience for students who wish to progress to AS and A levels in the sciences.</p> <p>Students that are following the triple science course will have the content delivered in 10 hours of teaching per fortnight.</p> <p>The exams taken will have both short answer and extended writing questions and contain the following assessment structures:</p> <ul style="list-style-type: none"> • 40% recall, select and communicate their knowledge and understanding of the content • 45% apply skills, knowledge and understanding of science in practical and other contexts • 15% analyse and evaluate evidence, make reasoned judgements and draw conclusions based on evidence <p>The 'Ideas about Science' topics are examined throughout the paper and in the extended questions there is a focus on spelling, punctuation and grammar. The 'Ideas about Science' are</p> <ul style="list-style-type: none"> • Data and its limitations; • Correlation and cause; • Theories; • The scientific community; • Risk; • Making decisions about science and technology.
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Additional resources & supporting activities	<p>The specification documents and sample assessment materials can be downloaded from the OCR website by following this link: http://www.ocr.org.uk/qualifications/by-subject/science/</p> <p>For further details of the rationale behind this suite of GCSE courses and links to other websites follow this link: http://www.21stcenturyscience.org/</p> <p>Revision guides are available to buy from the school.</p> <p>All students will have a textbook and workbook issued to them. The textbooks can also be accessed on Frog. Online Resources – can be accessed via the school website</p> <ul style="list-style-type: none"> • SAM Learning • GCSE Bitesize • Podcasts
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Subject:	Additional Science (Year 11)		
Course Title Exam Board Syllabus Code	GCSE Additional Science A-Twenty First Century Science OCR A J242	QN Code	600/1355/2

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	A162	Additional Science A- Module B4: The processes of life Module B5: Growth and Development Module B6: Brain and mind	External	25	1 hour paper
	A172	Additional Science A- Module C4: Chemical patterns Module C5: Chemicals of the natural environment Module C6: Chemical synthesis	External	25	1 hour paper
	A182	Additional Science A- Module P4: Explaining motion Module P5: Electric circuit Module P6: Radioactive materials	External	25	1 hour paper
	A154	Additional Science A- Controlled Assessment-comprises a Practical Investigation from a choice set by OCR exam board.	Internal	25	Approx. 6–8 hours
Course content by unit	<p>Students that are following the double award science (Science A and Additional Science A) will follow this GCSE course in Year 11. Like Science A, it comprises of topics in all three sciences: biology, chemistry and physics. GCSE Additional Science A uses different contexts to relate science concepts to their applications. Focusing on scientific explanations and models, it gives students an insight into how scientists help develop our understanding of ourselves and the world we live in. GCSE Additional Science A provides distinctive and relevant experience for learners who wish to progress to AS and A levels in the sciences.</p> <p>GCSE Additional Science A will be examined and awarded at the end of Y11.</p> <p>The exams taken will have both short answer and extended writing questions and contain the following assessment structures:</p> <ul style="list-style-type: none"> • 40% recall, select and communicate their knowledge and understanding of the content • 45% apply skills , knowledge and understanding of science in practical and other contexts • 15% analyse and evaluate evidence, make reasoned judgements and draw conclusions based on evidence <p>The ‘Ideas about Science’ topics are examined throughout the paper and in the extended questions there is a focus on spelling, punctuation and grammar. The ‘Ideas about Science’ are</p> <ul style="list-style-type: none"> • Data and its limitations; • Correlation and cause; • Theories; • The scientific community; • Risk; • Making decisions about science and technology. 				
Additional resources & supporting activities	<p>The specification documents and sample assessment materials can be downloaded from the OCR website by following this link: http://www.ocr.org.uk/images/82207-specification-accredited.pdf</p> <p>For further details of the rationale behind this suite of GCSE courses and links to other websites follow this link: http://www.21stcenturyscience.org/</p> <p>Revision guides are available to buy from the school.</p> <p>All students will have a textbook and workbook issued to them. The textbooks can also be accessed on Frog. Online Resources – can be accessed via the school website</p> <ul style="list-style-type: none"> • SAM Learning • GCSE Bitesize • Podcasts. 				

OPTIONAL SUBJECTS

Subject:	Visual Arts: GCSE Fine Art, Textiles and Photography				
Course Title	There are three distinct and separate courses that you can study within visual arts.	QN Code	500/4536/2		
Exam Board	AQA				
Syllabus Code	Fine Art 4202; Textiles 4204; Photography 4206				
Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	4202	Fine Art	Internally marked with visiting moderator.	60% Coursework 40% Examination	40 hours 10 hours +preparation time
	4204	Textiles	Internally marked with visiting moderator.	60% Coursework 40% Examination	40 hours 10 hours +preparation time
	4206	Photography	Internally marked with visiting moderator.	60% Coursework 40% Examination	40 hours 10 hours +preparation time
Course content by unit	<p>Fine Art 4202: The Fine Art GCSE course consists of two developed projects over 2 years, students work in a range of media and explore art and design techniques and processes in two distinct units. Opportunities to work across disciplines are encouraged to allow for unique and independent study. Contextual references will be drawn from contemporary artists and designers to develop awareness of current art practices. Projects change and develop on a year to year basis to keep them relevant and exciting. Exam preparation for all subject areas begins in January of Year 11 and consists of the creation of a practical outcome in a 10 hour controlled assessment period.</p> <p>Textiles 4204: The Textiles GCSE course covers sewing machine and hand embroidery techniques across all units and introduces students to a wide variety of decorative textiles techniques including embellishing and felt-making as well as learning, fabric painting and screen printing. The final prepares the students for the examination by allowing them the opportunity to respond to a variety of externally set themes. This independent work gives them the freedom to explore their own ideas under the guidance and direction of subject staff. Year 11 work extends and completes the most successful units of work in preparation for the final GCSE examination.</p> <p>Photography 4206: The Photography GCSE course covers camera skills/functions and Photoshop techniques across all units, embedding knowledge and understanding in two distinct units. Projects will allow for exploration of aperture and shutter speed. Photoshop skills are introduced and utilised extensively throughout the course. Students will also have an opportunity to use the darkroom and the studio lighting kit. The final unit prepares students for the examination, by allowing them the opportunity to respond to a range of externally set themes. Year 11 work extends and completes the most successful units of work in preparation for the final GCSE examination. Students studying photography will need to have a digital camera for use on the course, please contact handh@cotham.bristol.sch.uk should you require any advice or information regarding camera purchase or suitability.</p> <p>Students may only study one Visual Arts subject at GCSE as the coursework and exam workload is very demanding. We ask that students are working at Level 6 or above in Year 9 and that both homework and classwork has been recorded as a minimum of 'Good' throughout the year. You may select a second visual art as a reserve in case your first choice is full.</p>				
Additional resources & supporting activities	<p>Resources and exemplar work will be available on FROG.</p> <p>Art rooms are available on designated evenings for students who wish to continue with their work using the school facilities.</p>				

Subject:	Business Studies Level 2		
Course Title	BTEC Level 2 First Award in Business	QN Code	600/4786/0
Exam Board	Edexcel		
Syllabus Code			

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	1	Enterprise in the Business World	Internal	25	Controlled Assessment
	2	Finance for Business	External	25	1 hour
	3	Promoting a Brand	Internal	25	Controlled Assessment
	8 or 6	Recruitment, Selection and Employment or Introducing Retail Business	Internal	25	Controlled Assessment

Course content by unit	<p>Unit 1 – Enterprise in the Business World. (<i>Internally set coursework</i>) The learning aims for this unit are for the student to:</p> <ul style="list-style-type: none"> a) know how trends and the current business environment may impact upon a business b) plan an idea for a new business c) present a business model for a business start-up. <p>Unit 2 – Finance for business. (<i>1 hour on-screen test</i>) The learning aims for this unit are for the student to:</p> <ul style="list-style-type: none"> a) understand the costs involved in business and how to make a profit. b) understand how businesses plan for success c) understand how businesses measure success and identify areas for improvement. <p>Unit 3- Promoting a Brand. (<i>Internally set coursework</i>) The learning aims for this unit are for the student to:</p> <ul style="list-style-type: none"> a) explore the use of branding and the promotional mix in business b) develop and promote a brand for a business. <p>Unit 8 – Recruitment, Selection and Employment. (<i>Internally set coursework</i>) The learning aims for this unit are for the student to:</p> <ul style="list-style-type: none"> a) know about job roles and functional areas in business b) produce documentation for specific job roles c) demonstrate interview skills and plan career development. <p>Or</p> <p>Unit 6 – Introducing Retail Business The learning aims for this unit are for the student to:</p> <ul style="list-style-type: none"> a) explore the structure and organisation of retail business b) investigate the relationship between retail business and the external environment.
Additional resources & supporting activities	<p>Due to the numerical content of this course it is recommended that students are working to at least L5a in Maths.</p> <p>During the course students may visit businesses and receive visiting speakers.</p>

Subject:	Child Development		
Course Title	Home Economics – Child Development	QN Code	500/4401/1
Exam Board	WJEC		
Syllabus Code	4290 LA		

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1 (4291 01)	Principles of Child Development. Written paper.	External	40%	1 ½ hours
	Unit 2 (4292 01)	Child Study – Controlled Assessment Child Study will focus on an area of development task title set by WJEC.	Internally assessed. External moderation.	30%	15 hours
	Unit 3 (4293 01)	Child Focused Task – Controlled Assessment Titles set by WJEC and will involve a practical task.	Internally assessed. External moderation.	30%	15 hours.
Course content by unit	<p>The Child Development course offers a range of practical approaches and theory based learning. The course will appeal to students with an interest in the development of children and those with an interest in careers such as nursing, midwifery, early years practitioner and teaching. The exam specification is divided into 6 themes, these areas are interrelated.</p> <p>1 – Family and Child. Students will learn about the functions of a family and will consider different types of families. Consideration will be given to relationships and to the importance of planned parenthood. Students will consider the additional needs of children with disabilities. Students will also learn about a range of support services for children to include, maternity hospitals, nurseries and child minders.</p> <p>2 – Food and Health. Students will learn the importance of a healthy diet both for preconception and during pregnancy. Children’s diets are examined and students will look at the stages of weaning. Unit 2 is prescribed by the exam board and includes an option as a food based practical task. Students will learn the importance of correct hygiene procedures in preventing food poisoning.</p> <p>3 – Pregnancy. Students will become aware of the stages of foetal development from conception to birth. Antenatal care and its importance is introduced. Students will also become aware of the stages of labour and the importance of postnatal care.</p> <p>4 – Physical Development. Students will learn about general patterns of growth and development. They will learn how a child develops both fine and gross motor skills.</p> <p>5 – Intellectual Development. Students will become aware of the general patterns of intellectual development which will include the development of speech, language and number. The importance of play is considered, students will become aware of a range of types of play from creative, manipulative, imaginative and discovery.</p> <p>6 – Social and Emotional Development. Students will be able to describe the general patterns of social development; they will identify the recognised milestones of development in relation to social play, manners, self-control, obedience and independence.</p>				
Additional resources & supporting activities	<p>Students will have the opportunity to visit local nurseries and playgroups to observe the physical, intellectual, social and emotional development of children. Visits from parents and children, midwives, health visitors are also arranged. Students also have the opportunity to become a parent to one of our ‘Real Care Babies’ over a weekend. Real Care Babies replicat the actual needs and care routines of a very young baby.</p> <p>WJEC GCSE Home Economics - Child Development Student Book is issued to all students. Revision guide Lonsdale GCSE Essentials ‘Child Development’ is available in school to buy. Child Care and Development by Pamela Minnett is available in school</p>				

Subject:	Computing		
Course Title	GCSE Computing	QN Code	500/8291/7
Exam Board	OCR		
Syllabus Code	J275		

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	A451	Computer Systems and Programming	External	40	1hr 30
	A452	Practical Investigation Controlled Assessment	Internal	30	20hrs
	A453	Programming Project Controlled Assessment	Internal	30	20hrs
Course content by unit	<p>Students studying this specification will learn about how computers function, how they store and process data, how they connect and communicate with other computers, and how they can be used to solve problems.</p> <p>Students will become problem solvers and independent learners as they learn to program computer applications and complete independent research tasks based on real world Computing topics. Students will learn to program primarily in Visual Basic.NET, but they will also have the opportunity to program in different languages such as JavaScript and C, Students will program business applications, web applications and games.</p> <p>The course is both rigorous and demanding; it provides learners with both practical and academic paths of study. The Computing theory (A451) is an academic approach to the technical understanding of computers; while the two controlled assessment tasks (A452 & A453) provide a very practical style of learning where students are required to get hands on to learn new programming skills and knowledge. Working collaboratively to share knowledge is encouraged and rewarded.</p> <p>At the end of the controlled assessments students will have an understanding of the fundamental concepts around programming which can be transferred to any programming language they wish to learn on future courses.</p> <p>The course provides an excellent progression to 'A' level Computer Science, vocational courses and on to degree level courses in the areas of Computing, Engineering, Maths and Science.</p> <p>Students will have the full 5 hours of lessons across the two week timetable.</p>				
Additional resources & supporting activities	<p>OCR Course Website http://www.ocr.org.uk/qualifications/gcse-computing-j275-from-2012/</p> <p>Students must be strong in Maths to complete this course, achieving 5a / 6c in Term 2 grades or above.</p>				

Subject:	Dance		
Course Title	Dance	QN Code	500/4403/5
Exam Board	AQA		
Syllabus Code	4230		

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1 42301	Critical Appreciation of Dance	External	20	1 hour written exam
	Unit 2 42302	Set Dance (solo performance) 1 minute taught dance	External	20	1-1.5 minutes
	Unit 3 42303	Performance in duo/group	Internal	20	15 hour controlled assessment
	Unit 4 42304A 42304B	Choreography Task A: solo composition Task B: group/ solo choreography	Internal	40% A: 15% B: 25%	12 hour 24 hour Controlled assessment

Course content by unit	<p>Unit 1 Candidates must demonstrate their ability to appreciate and critique dance through the following:</p> <ol style="list-style-type: none"> 1. Developing critical, perceptual, evaluative and reflective skills in response to their own work and the work of others 2. Developing knowledge and understanding of the work of different choreographers and professional dance works 3. Appreciating the relationship between choreography, performance and production and how these enhance understanding of time, place, character, mood and meaning <p>Unit 2 Candidates will perform one of two solo dances as discussed with their teacher. The dances are choreographed by professional dancers in styles from within the contemporary dance genre.</p> <p>Unit 3 Candidates will demonstrate their physical competence and effectiveness as performers and their knowledge of safe working practice. Students will achieve this by performing in a group dance that relates to a professional work. The performance must last between 3 and 3½ minutes.</p> <p>Unit 4 Task A: Candidates will demonstrate their increasing effectiveness as a choreographer and their ability to appreciate dance. With guidance from the teacher, candidates select 3 motifs a professional work. The motifs must be developed by the candidate to create a short solo dance, with clear form and structure, of between 1 and 1½ minutes Task B: Candidates will demonstrate their increasing effectiveness as a choreographer. Candidates must select a starting point or stimulus and choreograph a solo or a group dance for 2, 3, 4 or 5 dancers.</p>
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Additional resources & supporting activities	<p>Students are expected to become members of the school dance companies; this allows them to develop their choreographic skills and allows further opportunities to perform including the school Dance Evening & Stages.</p> <p>Many GCSE students lead and run lower school dance clubs giving them leadership skills. Students will be given the opportunity to watch live, professional dance performances both within and outside of school.</p> <p>The use of professional role models is vital to the study of Dance at Cotham, visiting professional dance teachers, companies, workshops and videos are used to fully embrace the syllabus making it accessible to all</p>
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Subject:	Design and Technology: Graphic Products		
Exam Board	AQA	QN	500/4496/5
Syllabus Code	Graphic Products 4550	Code	

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1: (45501)	Written Paper	External Marking	40%	2 hours
	Unit 2: (45502)	Design and Making Practice – Controlled Assessment	Internal Marking External Moderation	60%	45 hours

Course content by unit	<p>Introduction</p> <p>Graphic Products GCSE is designed to encourage students to design and make products with creativity and originality, using a range of graphic and modelling materials.</p> <p>Students will study existing designs and designers and to recognise the importance of good design. As a result it is an expectation that all work completed is of a high quality which demonstrates originality, design flair, thorough investigation, sound planning, accuracy and skill.</p> <p>Students are encouraged to be imaginative and creative in their designing, communicating ideas and thought processes visually and intellectually, and to combine different materials and components alongside applied technological innovation. Projects should stretch students in terms of practical making abilities, techniques and skills.</p> <p>Unit 1: Written Paper</p> <p>A single written paper is set and marked by the examining board. The exam paper tests knowledge and understanding of design and manufacture in compliant materials (paper, card, plastics). A preparation sheet is issued to students giving advanced notice of the design context for some questions prior to the examination.</p> <p>Unit 2: Design and Making Practice – Controlled Assessment</p> <p>Students will submit a single design and make a project consisting of a concise electronic design folder and a high quality 3-dimensional product. The brief is set by the exam board and represents 45 hours of classroom time. Work is marked internally and moderated externally by the examining board. Marks are awarded for investigating, designing, making, evaluating and presentation.</p> <p>Students will be able to choose from a selection of context for their coursework; for example, architecture, board games and corporate identity.</p>
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Additional resources & supporting activities	<p>http://web.aqa.org.uk/qual/newgcse/dandt/new/graphic_overview.php</p> <p>Students will need to generate some computer graphics and design; it is not a prerequisite of the course that the same design software used in school is purchased for home computers. In most instances, students can use the software they favour. If it is important for students to use specific software for homework, they will be given opportunity to attend homework sessions at lunch time or after school.</p>
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Subject:	Design and Technology: Resistant Materials Technology		
Exam Board Syllabus Code	AQA Resistant Materials Technology 4601	QN Code	500/4609/3

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1: (45501)	Written Paper	External Marking	40%	2 hours
	Unit 2: (45502)	Design and Making Practice – Controlled Assessment	Internal Marking External Moderation	60%	45 hours

Course content by unit	<p>Resistant Materials is about the investigation, design and manufacture of products using woods, metals and plastics. The course encourages the exploration and hands on investigation of manufacturing products and manipulation of materials allowing students to experience a wide range of making processes and techniques.</p> <p>Unit 1: Written Paper</p> <p>A single written paper is set and marked by the examining board. The exam paper tests knowledge and understanding of designing and making, and the three main materials: wood, metal and plastics. A preparation sheet is issued to students giving advanced notice of the design context for some questions prior to the examination.</p> <p>Unit 2: Design and Making Practice – Controlled Assessment</p> <p>Students will submit a single design and make activity consisting of a concise A3 design folder and a high quality 3-dimensional product. The brief is set by the exam board and represents 40 hours of classroom time. Coursework is marked internally and moderated externally by the examining board, marks are awarded for designing, investigating, evaluating, making as well as presentation. The project must address relevant industrial and commercial practices.</p>
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Additional resources & supporting activities	<p>Controlled Assessment projects will stretch students in terms of practical making abilities, techniques and skills. Students are encouraged to be imaginative and creative in their designing, communicating ideas and thought processes visually and intellectually, and to combine different materials and components alongside applied technological innovation. Students are challenged to understand the working characteristics and properties of woods, metals and plastics and combine their knowledge with a range of traditional and high technology manufacturing techniques. Students are taught to identify common structural, mechanical and electronic components in products and to understand how these effect form and function. Students are encouraged to look at existing designs and designers and to recognise the importance of good design. As a result it is an expectation that all work completed is of a high quality which demonstrates originality, design flair, thorough investigation, sound planning, accuracy and skill.</p> <p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> • <i>Understand the basic design principles of line, form and colour and their application when designing.</i> • <i>Develop and use design briefs, detailed specifications and criteria to develop a product.</i> • <i>Use tools and equipment safely, accurately and efficiently to achieve an appropriate fit, finish and reliable functioning product that matches a specification.</i> • <i>Consider the social and environmental consequences of design and manufacturing processes.</i> • <i>Manufacture quality products singly and in quantity, including the practical application of quality control and quality assurance techniques;</i>
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Subject:	Drama		
Course Title	GCSE Drama	QN Code	500/4578/7
Exam Board	Edexcel		
Syllabus Code	2Dr01		

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	5Dr01	Drama Exploration	Internal	30%	8 lessons
	5Dr02	Exploring Play Text	Internal	30%	8 lessons
	5Dr03	Drama Performance	External	40%	15/60mins

Course content by unit	<p>Unit 1: 5Dr01 Content: This unit requires students to engage in a programme of work that will help them appreciate how a variety of drama activities can be used to deepen their understanding of drama form. Students will learn that it is through practical engagement that understanding might be enriched. The work produced for this unit is intended to have meaning for the participants but is not intended for performance to a theatre audience. Assessment: Students will participate in a teacher led eight hour practical exploration of drama. Students will also produce a documentary response to the work conducted during the practical analysing and evaluating the student's own and other students' work during the exploration process (2000 words max)</p> <p>Unit 2: 5Dr02 Content: This unit introduces students to the content of plays written for the theatre. They will learn how to interpret a play in various ways including:</p> <ul style="list-style-type: none"> • recognition of the ways in which playwrights, directors, designers and performers communicate meaning through the medium of drama • approaches to developing characters and/or roles • exploring different staging methods • understanding the social, cultural and historical context of the text. <p>Assessment: Students will participate in a teacher led eight hour practical exploration of drama. The eight hours are divided into separate sessions that make up the eight hour total.</p> <p>Students will produce a documentary response to the work conducted during the practical analysing and evaluating the student's own and other students' work during the exploration process (maximum of 1000 words) and an evaluation of a live performance of a complete play (maximum of 2000 words)</p> <p>Unit 3: 5Dr03 This unit provides students with the opportunity to demonstrate their knowledge and understanding of practical drama skills through their application to a live performance. Students have the opportunity to show either their skills as a performer or as a performance support student in a public performance. This is an externally assessed unit. All students will present their work as either performers or performance support students in a single public performance.</p>
Additional resources & supporting activities	<p>Drama GCSE is not an easy option. The course involves a great deal of practical work, some of which takes place outside class time. In order to succeed students must be committed.</p> <p>Drama GCSE is not just for those who want a career in Drama! Whilst practising their art, students will develop essential skills in areas such as co-operation, communication, awareness of body language, confidence, verbal literacy, and group work.</p>

Subject:	Food and Catering		
Course Title	GCSE Hospitality and Catering	QN Code	500/4462/X
Exam Board	WJEC		
Syllabus Code	4730 LA		

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	4731 01	Unit 1 Catering skills related to food preparation and service. Two controlled assessed tasks set by WJEC.	Internally assessed. External moderation.	60%	45 hours
	4732 01	Unit 2 Examination: Catering, food and the customer.	Externally set and marked.	40%	1 ¼ hours

Course content by unit	<p>This course has a greater emphasis on practical work and the learning of food preparation skills. The course appeals to students who wish to seek a career in a food business or to those who wish to be creative in the kitchen. The course is interesting, varied and fun; it will also equip students with life-skills. Students have the opportunity to work towards an industry recognised 'Food Hygiene Certificate'. Students choosing this option will be expected to provide their own ingredients once a fortnight. The course offers natural progression to A Level Food Technology.</p> <p>The exam specification is divided into several themes, which are interrelated.</p> <ul style="list-style-type: none"> • Health, safety and hygiene. Students will learn the procedures for food safety and prevention of contamination in the food industry. Students will become aware of basic first aid procedures. • Food preparation, cooking and presentation. Students will develop an understanding of the importance of food presentation. Through practical lesson students will develop their skills in pastry products, bread making, sauces such as roux and béchamel and fresh pasta making. Students will learn how to prepare meat, poultry and fish dishes correctly. Students are always encouraged to be creative and to experiment with new dishes and flavours. In Year 11 students are able to make their own choices of the products they wish to make for controlled assessment. • Nutrition and menu planning. Students will learn the functions and sources of the main nutrient groups. Students will learn the differing dietary needs of a range of conditions to include diabetes, coeliac disease, lactose intolerance. Students will be expected to use their knowledge of nutrients and current dietary guidelines to plan dishes for a range of consumers. • Costing and portion control. Students will learn how to cost products for events and how to use these costs to plan for large scale events. • Specialist equipment. Students will use electrical equipment as labour saving devices. They will also become familiar with large scale equipment used in the catering industry. • Communication and record keeping. Students will learn the importance of communication in the industry and also how good communication can aid effective stock control and restaurant bookings. • Environmental considerations. The food industry is one which has to be aware of its impact on the environment. Students will learn and consider how energy consumption can be reduced, alternative sources of food which may be more sustainable and how further food products can be made from left overs. Students will be encouraged to be sustainable in lessons and at home, when they are cooking.
Additional resources & supporting activities	<p>Visits will be arranged to local hotels, restaurants for example, Jamie's Italian, The Marriot Hotel. Professional chefs will be invited into school to speak and demonstrate to students. We are always keen to hear from parents who work in the food industry or have contacts within the industry. It is useful and supportive to encourage students to watch relevant TV programs on food for example those on the BBC and Channel 4.</p> <p>The following books are supplied and used in school: Hospitality and Catering for GCSE by Judy Gardiner and Jaqui Howsley. Hodder Education. WJEC Hospitality and Catering by Judy Gardiner. Hodder Education</p>

Subject:	Geography		
Course Title Exam Board Syllabus Code	GCSE WJEC B3910	QN Code	600/6492/4

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1	Two compulsory structured questions, one from Theme 1 and one from Theme 2, each containing a choice of case study.	External	30%	1 hour
	Unit 2	One compulsory structured question from Theme 3 containing a choice of case study and a cross-unit problem solving exercise structured in three parts.	External	45%	2 hours
	Unit 3	Controlled Conditions Assessment	Internal	25%	8 weeks
Course content by unit	<p>The Geography GCSE course is exciting and challenging and provides a unique opportunity to get to grips with some of the real issues faced by our planet today. It is made up of three themes:</p> <p>Theme 1: Challenges of Living in a Built Environment Increasing urban populations bring challenges to those who live there and those who plan them. Issues around providing services and housing will be discussed, leading to a ‘Council’ debate around the planning difficulties faced in the UK to provide housing but protect green areas. Students will also look at the issues that urban areas create for their rural hinterlands in both relying on them for food and their leisure use.</p> <p>Theme 2: Physical Processes and Relationships between People & Environments The recent flooding events are a key example of the relationships between the natural environment and people. Students will look at climatic, river and coastal processes to build an understanding of the complex links between them and people. The relationships need careful management to ensure negative consequences can be prevented or at least planned for.</p> <p>Theme 3: Uneven Development and Sustainable Environments You’ve seen Live Aid, Children in Need and criticisms of progress towards the Millennium Development Goals. This is the theme that will allow students to thoroughly explore the inequalities in global development, gain a real understanding of the impact of trade, aid & economic activity and investigate a sustainable future.</p> <p>By exploring the issues that are found in each unit students will develop skills, knowledge and a real understanding of the world around them. They will be encouraged to ‘take risks,’ to have opinions, to work both independently and with peers; all to develop their confidence and understanding.</p> <p>The problem solving paper really tests geographical understanding and student ability to respond to a range of resources. It is one distinctive feature of this syllabus and demands good literacy and numeracy. The paper presents a problem and explores two or more options for its solution. Candidates need to select their preferred option and justify their decision in a piece of extended writing. It is an excellent example of geographical application in action.</p>				
Additional resources & supporting activities	<p>Getting out of the classroom is important to us and vital to student learning. We take these opportunities very seriously by running 2 field visits including the much coveted residential trip to Parkend in the Forest of Dean. A further trip for the Controlled Assessment will run in the Autumn term of Year 11</p> <p>If students choose Geography they can look forward to an enjoyable 2 years learning about the real world and real issues. This is why we encourage students to watch the news for headlines that link into the above themes and take a keen interest in what is happening in the world around them. They will also be given the opportunity to ‘get involved’ and achieve success. Need more convincing? Many of our GCSE students actually go on to Geography at A Level and even further . . .</p>				

Subject:	History		
Course Title	Modern World History	QN Code	
Exam Board	AQA	Full Course	600/6492/4
Syllabus Code	9045	Half Course	600/6493/6

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	1 90451	International Relations: Conflict and Peace in the Twentieth Century	External	37.5%	1 hour 45 minutes
	2 90452	Twentieth Century Depth studies	External	37.5%	1 hour 45 minutes
	3 90453	Historical Enquiry British History	Internal marking/external moderation	25%	Controlled Assessment

Course content by unit	<p><u>Unit 1: International Relations: Conflict and Peace in the Twentieth Century</u> Peace-making 1918–1919 and the League of Nations: <i>Key issue: How did the Treaty of Versailles establish peace?</i> <i>Key issue: Why did the League of Nations fail in its aim to keep peace?</i></p> <p>Hitler’s foreign policy and the origins of the Second World War: <i>Key issue: How did Hitler challenge and exploit the Treaty of Versailles 1933–March 1938?</i> <i>Key issue: Why did Chamberlain’s policy of appeasement fail to prevent the outbreak of war in 1939?</i></p> <p>The Origins of the Cold War 1945–1960: <i>Key issue: Why did the USA and USSR become rivals in the years 1945–1949?</i> <i>Key issue: How did the Cold War develop in the years 1949–1960?</i></p> <p><u>Unit 2: Twentieth Century Depth Studies</u> The Weimar Republic, 1919-1929: <i>Key issue: How far do the early problems of the Weimar Republic suggest that it was doomed from the start?</i> <i>Key issue: How far did the Weimar Republic recover under Stresemann?</i> <i>Key issue: How far did the Nazi Party develop its ideas and organisation up to 1929?</i></p> <p>Hitler’s Germany, 1929–1939: <i>Key issue: How and why was Hitler able to become Chancellor in January 1933?</i> <i>Key issue: How did Hitler change Germany from a democracy to a Nazi dictatorship, 1933–1934, and then reinforce this?</i> <i>Key issue: To what extent did Germans benefit from Nazi rule in the 1930s?</i></p> <p>The USA and Vietnam: Failure Abroad and at Home, 1964–1975: <i>Key issue: How effective were guerrilla tactics during the Vietnam War?</i> <i>Key issue: How did the coverage of the Vietnam War in the USA lead to demands for peace?</i> <i>Key issue: Why were the US actions to end the Vietnam War unsuccessful?</i></p> <p><u>Unit 3: Controlled Assessment on an aspect of British History</u> Tasks released by the exam board in the year of study.</p>
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Additional resources & supporting activities	<p>Fieldtrips: History students will have the opportunity to visit the First World War Battlefields in year 10 and Berlin in year 11. (Reliant on student numbers being high enough to run the trips.)</p> <p>Complimentary films and fiction: a film and reading list with engaging movies and novels set in the time periods studied is available from the History department.</p> <p>Hindsight Magazine: This is a subscription designed for GCSE students which can be purchased from the History department.</p> <p>The Library: The library has a comprehensive list of books and DVD’s which can support the work that students do in the classroom. There is also a back catalogue of the Hindsight magazines that students can access for free.</p> <p>FROG: Homework is set here. Parents can help by checking their child’s FROG account for homework set and by making sure that all homework is completed to a high standard. There are also lots of resources to support pupil progress on the History FROG page in the KS4 folders.</p> <p>GCSEpod: (login though the main school website) has podcasts on many of the topics studied.</p> <p>SAM Learning: (login though the main school website) has online tests on all of the topics studied.</p> <p>Due to complexity of concepts and skills needed to be successful in the course, students are expected to have at least Level 5a in English in their Yr 9 term 2 grades</p>
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Subject:	ICT				
Course Title Exam Board Syllabus Code	iGCSE Information and Communication Technology Cambridge 0417			QN Code	500/5649/9
Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	1	Written Paper 1	External	40	2hrs
	2	Practical Skills Paper 2	External	30	2hrs 30
	3	Practical Skills Paper 3	External	30	2hrs 30
Course content by unit	<p>This course is widely regarded as one of the best qualifications of ICT at GCSE level. The IGCSE Information and Communication Technology syllabus teaches students both the practical skills and theory knowledge of ICT.</p> <p>The skills cover useful office and media applications:</p> <ul style="list-style-type: none"> • Web development covers creating websites and changing the formatting using Cascading Style Sheets. • Presentation authoring includes setting up a master slide, adding presenter notes, transitions and animations. Printing in different formats and reducing files sizes is also covered. • Students will cover modern communication, such as blogs and wikis. • The students will also learn how to communicate effectively using email and producing documents to a professional standard; these involve combining images and text, and complex formatting. • Data manipulation includes both the use of databases and spreadsheets. In databases students learn how to create a database, search for specific information and then present it professionally, whilst learning about the power of databases in life today. In spreadsheets students will be able to create models, sort, filter, create graphs and use numerous different formulae. <p>Students will use all the latest professional and modern software packages to complete their practical tasks such as Adobe Creative Suite CS6 and Microsoft Office 2010.</p> <p>To back up the practical skills students learn the theory behind computer systems, computer networks, input & output devices, and computer storage devices. Students also learn to discuss the impact of ICT on the world, considering issues such as Health & Safety, the effects of the Internet on Society and Internet developments.</p> <p>As far as possible, elements of the course are interwoven so the students build on practical skills while learning the theory, such as:</p> <ul style="list-style-type: none"> • Students learn the theory of computer components and types of computer and then create a multi-page website, using Dreamweaver to create a fully integrated revision website. • They learn how to do more with PowerPoint than they ever thought was possible and build a presentation on input and output devices <p>The Cambridge ICT IGCSE qualification provides a solid foundation for higher level ICT, Science and technology courses such as GCE A and AS Levels and the International Baccalaureate Diploma as well as excellent preparation for employment.</p> <p>Students will have the full 5 hours of lessons across the two week timetable.</p>				
Additional resources & supporting activities	<p>Cambridge Course Website http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=969</p>				

Subject:	iMedia		
Course Title	iMedia	QN Code	600/7043/2
Exam Board	OCR		
Syllabus Code	J817		

Assessment	Unit/Code	Title	External / Internal	% Total Mark	Duration
	R081	Pre-Production Skills	External	25%	1hr 15 mins
	R082	Creating Digital Graphics	Internal	25%	30 hrs
	R086	Creating a Multi-Page Website	Internal	25%	30 hrs
	R086	Create Digital Animation	Internal	25%	30 hrs

Course content by unit	<p>Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things.</p> <p>Pre-production skills: this unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.</p> <p>Creating Digital Graphics: The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.</p> <p>Creating a Multi-Page website: This unit will enable learners to understand the basics of creating multipage websites. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website. It will allow them to interpret a client brief and to use planning and preparation techniques when developing a multipage website</p> <p>Create Digital Animation: This unit enables learners to understand the basics of digital animation for the creative and digital media sector. Learners will be able to plan a digital animation to a client brief, use animation software to create the animation and be able to store, export and review the final product.</p> <p>This course will really suit creative students who do not respond well in written examinations.</p>
Additional resources & supporting activities	<p>OCR Course Website http://bit.ly/1bfirCx</p>

Subject:	Italian (twilight)		
Course Title	GCSE MFL	QN	500/4476/X
Exam Board	AQA	Code	500/4563/5
Syllabus Code	4630		500/4585/9

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1 Listening Italian: 46301F/46301H	Listening Foundation Listening Higher	external	20	35 minutes 45 minutes
	Unit 2 Reading Italian: 46302F/46302H	Reading Foundation Reading Higher	external	20	30 minutes 50 minutes
	Unit 3 Speaking Italian: 46303	2 controlled speaking assessments	internal	30	4-6 minutes each
	Unit 4 Writing Italian: 46304	2 controlled writing assessments (200-300 words each)	external	30	1 hour
Course content by unit	<p>Students can choose an additional language to their first compulsory one. This course is taught as twilight after school.</p> <p>The course follows exactly the same scheme of work as the one of the main language and many students appreciate the knowledge they gain in their main languages GCSE.</p> <p>Students who study two languages at Cotham acquire and develop advanced linguistic skills that complement and enhance the study of both languages.</p> <p>Topics covered over the two years:</p> <ul style="list-style-type: none"> • Lifestyle: Health, Relationships and choices • Leisure: Free time and the media, Holidays • Home and Environment: Home and local area, Environment • Work and Education: School/college and future plans, Current and future jobs 				
Additional resources & supporting activities	<p>We offer lunchtime clubs and after school sessions (times are given to students at the beginning of the academic year) if your child requires extra support or needs to improve.</p> <p>Parents can help by checking their child's FROG account for HW set and by making sure that all set HW is completed to a high standard. Checking teacher's comments and the child's reflection in the exercise book will also be a good way to check whether the child might need extra support.</p> <p>Regular HW completion to a good standard is vital for achieving a good grade.</p>				

Subject:	Latin		
Course Title	GCSE Short Course	QN Code	500/4428/X
Exam Board	OCR		
Syllabus Code	J081		

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	A401	Latin Language 1 – Mythology and Domestic Life	External	50%	1 hour
	A405	Sources for Latin	External	50%	1 hour
Course content by unit	<p>Students can choose to start Latin in Year 7 or 8 as a Twilight activity for one hour every week. It is a three year course, working towards the OCR Short Course in Latin. The GCSE language course teaches written language skills, translating Latin to English only, and an understanding of Ancient Roman culture through original sources.</p> <p>Topics covered over the two years:</p> <ul style="list-style-type: none"> • Language – Latin grammar and vocabulary • Sources – housing, water supply, the role of women, occupations, food and drink, patronage, baths, religion, chariot racing and the amphitheatre. <p>Throughout the three-year course students work through the Cambridge Latin Course, aiming to have finished Book 2 by the time of the examinations. This is backed up by further grammar work from 'So you Really Want to Learn Latin'. Practice papers are completed from Year 2 of the course. Sources are studied in translation for each topic of this paper, with students drawing conclusions about Roman life based upon them. No prior knowledge is needed, and indeed is discouraged in the Sources paper where the only evidence needed is studied in class.</p> <p>Assessment</p> <p>At the end of the course in Y10 or 11, students will be entered for the appropriate combination of Foundation or Higher Tier papers in Language and Sources, depending on their particular strengths. Both papers are an hour long examination and are externally assessed.</p>				
Additional resources & supporting activities	<p>The Cambridge Latin Course has an accompanying website which students are encouraged to make use of. All the sources are available on FROG under the relevant topic title. Homework is set weekly and students are expected to complete this. Homework may be translation or learning vocabulary.</p>				

Subject:	Music		
Course Title	Music	QN Code	500/4659/7
Exam Board	Edexcel		
Syllabus Code	7010		

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1: 5MUO1	Performing Music	Internal	30%	2 years
	Unit 2: 5MUO2	Composing Music	Internal	30%	2 years
	Unit 3: 5MUO3	Listening and Appraising	External	40%	2 years

Course content by unit	<p>Unit 1: Performing Music (using musical instruments or music technology) Over two years pupils will prepare a minimum of two solo and two ensemble performances on their musical instrument (any instrument, including voice and drum kit), or using music technology (computer sequencing and multi-track recording). At the end of Year 11 the marks from the strongest solo and ensemble performance will be submitted to the exam board for moderation. When a performance deadline is due some lesson time will be given over to performing so the teacher can give feedback and set targets; however there is an expectation that pupils will regularly practise and prepare performance work as part of their homework.</p> <p>Unit 2: Composing Music (using musical instruments or music technology) During Year 10 pupils will complete three short composition tasks and one full composition (which includes a score/written work), and in Year 11 two full compositions. At the end of Year 11 the marks from the strongest two full compositions will be submitted to the exam board for moderation. Pupils are issued with briefs for the short composition tasks but can compose in any style for the full compositions. All composition work takes place in lesson time and pupils are free to compose using their instrument or using the computers.</p> <p>Unit 3: Listening and Appraising Over two years pupils will study the fundamentals of music theory and twelve pieces of music (set works specified by Edexcel) taken from classical, experimental, popular and world music genres. At the end of Year 11 pupils will sit an exam which will be in two sections. Section A: eight compulsory questions in response to extracts from the set works that will be played on a CD during the examination; and Section B one question from two options on a set works requiring extended writing. Learning relating to the set works will be on going for the duration of the course.</p>
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Additional resources & supporting activities	<p>Pupils will be supplied with a workbook at the start of the course. Additional resources that support the Edexcel GCSE in Music specification are also available from the publishers Rhinegold Education, Pearson Education and CGP. There are a number of online resources that pupils will also be signposted to.</p> <p>Music should not be studied in the isolation of the classroom. The most successful GCSE Music pupils are those that engage with the extra-curricular programme in school, receive instrument tuition, attend performances or involve themselves in a musical activity out of school. Pupils will have the opportunity to perform in two dedicated GCSE concerts, the option to attend a range of professional performances, and most importantly will be encouraged to join in with extra-curricular music making. This might involve joining a choir or orchestra; to joining Band Academy or jazz band. Parental support and encouragement to motivate pupils to commit to these activities is crucial to their musical development.</p>
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Subject:		Performing Arts BTEC			
Course Title		BTEC Level 2 First Certificate In Performing Arts (Musical Theatre)	QN Code	600/6869/3	
Exam Board Syllabus Code		Edexcel			
Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	1	Individual showcase and Preparation	External	25%	2 years
	2	Preparation, performance and production	Internal	25%	
	5	Musical Theatre Skills and The Performing Arts Industry	Internal	25%	
		Specialist units	Internal	25%	
Course content by unit	<p>The BTEC qualifications have been developed with professionals and offer students the opportunity to explore a broad range of skills within a performance context. Units cover the key knowledge and practical skills required in the vocational sector. The approach to the course is creative with a 'hands on' approach and will enable students to experience a range of different performance activities in drama, dance and music.</p> <p>This is a vocational course and comes with high coursework demands. Students will study two core Units, two mandatory units and a choice of three optional units over the course of Year 10 and 11.</p> <p>Core units</p> <ul style="list-style-type: none"> • Individual Showcase. In this unit you will: <ul style="list-style-type: none"> • understand the skills required for the selected progression opportunity • present a self-promotional response to the selected progression opportunity • Preparation, performance and production. In this unit you will: <ul style="list-style-type: none"> • take part in the preparations for a live performance • demonstrate performance or production skills and techniques in a performance. <p>Mandatory Units</p> <ul style="list-style-type: none"> • Musical Theatre Skills. In this unit you will: <ul style="list-style-type: none"> • explore and develop your musical theatre skills and review your own practice • rehearse and perform musical theatre work combining singing, acting and dancing skills. • The Performing Arts Industry. In this unit you will: <ul style="list-style-type: none"> • understand different types of organisations in the performing arts industry • understand job roles in the performing arts industry. <p>Specialist Units – Choose 3 from;</p> <ul style="list-style-type: none"> • Performance in Context • Movement Skills • Devising Performance Work • Voice and Speech for Performers • Performing Scripted Plays • Contemporary Dance Techniques • Exploring Urban Dance Styles • Jazz Dance Techniques • Design Planning for Performance • Realising Costume Design for Performance • Realising Set Design for Performance • Realising Prop Design for Performance • Realising Mask Design for Performance Internal • Lighting for Performance Internal • Sound for Performance Internal • Make-up for Performance Internal • Wardrobe for Stage Performance Internal 				
Additional resources & supporting activities	Students will experience a range of live performances and workshops during the course. This course prepares students well for a range of Post 16 courses at A level and other level 3 qualifications such as Drama, Music, Dance and Performing Arts.				

Subject:		Physical Education			
Course Title		GCSE Physical Education	QN	500/4676/7	
Exam Board		Edexcel	Code		
Syllabus Code		2PE01			
Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	5PE01	The Theory of Physical Education	External Exam	40%	1 hour & 30 minutes
	5PE02	Performance in Physical Education	Internal assessment	60%	
Course content by unit	<p><u>5PE01 - The Theory of Physical Education (40%)</u></p> <p>Section 1.1: Healthy, active lifestyles - students will learn about:</p> <ul style="list-style-type: none"> • Why people get involved in physical activity • The relationship between health, fitness and exercise and the effects of exercise and fitness on participation • The relationship between health-related exercise and performance in physical activity, and how an individual's skill-related fitness can be affected by health-related exercise • How exercise can achieve desired effects on health, fitness and performance, and how rest and physical activity in combination contribute to a healthy lifestyle. The importance of diet, work and rest in relation to physical activity and a healthy lifestyle. <p>Section 1.2: Your healthy, active body - students will learn about:</p> <ul style="list-style-type: none"> • How physical activity and exercise contributes to the growth and development of body systems and structures. • The impact of a healthy, active lifestyle on their cardiovascular, respiratory, muscular and skeletal systems and general wellbeing. • How lifestyle choices (such as exercise, diet, rest and drugs) affect those systems, fitness levels and the mind and body in general <p>Overview of assessment</p> <ul style="list-style-type: none"> • This unit is assessed through an externally set examination. • The examination is 1 hour and 30 minutes, and includes multiple-choice, short-answer, and longer-answer questions. • The total raw mark available is 80. <p><u>5PE02 - Performance in Physical Education (60%)</u></p> <p>Section 2.1: Practical performance</p> <ul style="list-style-type: none"> • Students are assessed in four performances, in the role of either player/ participant, official or leader. At least two of the four performances must be in the role of player/participant. <p>Section 2.2: Analysis of performance</p> <ul style="list-style-type: none"> • Analysis of performance requires all students to undertake an analysis of performance, which is made up of five separate components: <ul style="list-style-type: none"> ○ Rules, regulations and terminology ○ Observe and analyse performance ○ Evaluate performance ○ Plan strategies, tactics and practices ○ Plan a Personal Exercise Programme <p>Overview of assessment</p> <ul style="list-style-type: none"> • This unit is assessed under controlled conditions. • This unit is externally moderated. • The total raw mark available is 50. 				
Additional resources & supporting activities	Edexcel website/PE page: http://www.edexcel.com/quals/gcse/gcse09/pe/Pages/default.aspx Resources: Student book - Edexcel GCSE PE Student Book & Revision book - Results Plus Revision: GCSE Physical Education Unit 1 – Theory of PE (5PE01) Revision Guide.				

Subject:	Psychology		
Course Title Exam Board Syllabus Code	GCSE Psychology AQA (Full Course) 4182	QN Code	500/4435/7

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1 (41801)	Making Sense of Other People	External written exam	50% (80 marks)	1 ½ hours
	Unit 2 (41802)	Understanding Other People	External written exam	50% (80 marks)	1 ½ hours
Course content by unit	<p>Unit 1 is comprised of five topics: Non-verbal communication including body language, eye contact and facial expression. Memory including forgetting and eye-witness testimony. Development of personality including personality types and anti-social personality disorder. Stereotypes, prejudice and discrimination including reduction techniques. Psychology is a science so you will also study and carry out research methods and how psychologists use the experiment in particular.</p> <p>Unit 2 is also comprised of five topics: Social influence including obedience and conformity, helping behaviour and deindividuation. Learning including treatment of phobias and addictions, Sex and gender including biological and cultural identity Aggression including theories of aggression and management techniques. Psychology is a science so you will also study and carry out research methods and how psychologists use non experimental methods such as naturalistic observations and interviews.</p>				
Additional resources & supporting activities	<p>All students are given a copy of the specification. All students are given a set text book, 'AQA GCSE Psychology' by M. Stanley. A useful second text is 'AQA Psychology for GCSE' by Barbara Woods.</p> <p>The internet provides a wealth of useful websites which we will use throughout the course</p> <p>We also attend a course at Bristol Zoo where the behavioural zoologists further our understanding of learning and use of naturalistic observations.</p> <p>Revision sessions will be available before your exams.</p> <p>Due to complexity of concepts and skills needed to be successful in the course, students are expected to have at least Level 5a in Maths in their Yr 9 term 2 grades</p>				

Subject:	Spanish (option)		
Course Title	GCSE MFL	QN	500/4480/1
Exam Board	AQA	Code	
Syllabus Code	4695		

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1 Listening Spanish: 46951F/46951H	Listening Foundation Listening Higher	external	20	35 minutes 45 minutes
	Unit 2 Reading Spanish: 46952F/46952H	Reading Foundation Reading Higher	external	20	30 minutes 50 minutes
	Unit 3 Speaking Spanish: 46953	2 controlled speaking assessments	internal	30	4-6 minutes each
	Unit 4 Writing Spanish: 46954	2 controlled writing assessments (200-300 words each)	external	30	1 hour
Course content by unit	<p>In addition to their first language (French or German) students may also take Spanish as a second language. Students can either start ab initio, without any prior knowledge of the language, or continue with Spanish they have studied during year 9 (in set 1 or during the twilight classes).</p> <p>Teacher will take the different levels of ability of students into consideration when planning the lessons.</p> <p>The course follows exactly the same scheme of work as the one of the main language and many students appreciate the knowledge they gain in their main languages GCSE.</p> <p>Students who study two languages at Cotham acquire and develop advanced linguistic skills that complement and enhance the study of both languages.</p> <p>Topics covered over the two years:</p> <ul style="list-style-type: none"> • Lifestyle: Health, Relationships and choices • Leisure: Free time and the media, Holidays • Home and Environment: Home and local area, Environment • Work and Education: School/college and future plans, Current and future jobs 				
Additional resources & supporting activities	<p>Linguascope for GCSE (www.linguascope.com) is also a good resource for higher achieving students with online activities.</p> <p>GCSEpod (login though the main school website) with podcasts on many controlled assessment topics.</p> <p>We offer lunchtime clubs and after school sessions (times are given to students at the beginning of the academic year) if your child requires extra support or needs to improve.</p> <p>Parents can help by checking their child's FROG account for HW set and by making sure that all set HW is completed to a high standard. Checking teacher's comments and the child's reflection in the exercise book will also be a good way to check whether the child might need extra support.</p> <p>Regular HW completion to a good standard is vital for achieving a good grade.</p>				

Guidance to students on How To Make Good Option Choices

You are not alone if you find the idea of making your choices a bit scary, but this is an opportunity to take control of your learning and shape your future – from Post 16 courses to career choice. The law has changed and your education and training will continue until you are 18 – this is known as the Raising of the Participation Age (RPA). It is essential that you strive to achieve the best grades possible at KS4 so that you have many options to choose at post 16 level.

It is important to choose subjects that will interest and motivate you. You should spend some time thinking about what you enjoy doing, how you like to learn, what interests you and what makes you work hard. You will have some careers’ education tutorial sessions in Terms 2 & 3 which will prepare you for making your option choices and you will be given a booklet ‘It’s Your Choice’. You will also have the opportunity to have careers information, advice and guidance with the IAG Coordinator. In term 3 the Real Game and the Options Evening will offer further support. The Options Evening will provide information about the subject content for both core and option courses. The core subjects already provide a very broad and balanced curriculum, so the options should reflect your strengths and interests.

How to choose an option

- Look at ***all*** options before you make a decision.
- If you have a firm career idea, choose subjects that you'll need for the next stage of your career journey - the ones you need to go into further or higher education or into an Apprenticeship (see the Apprenticeships website for more information).
- If you don't have a firm career idea, choose subjects that will allow you to keep your options open.
- Don't be afraid to ask for help and advice from your teachers, tutors, parents, older students and others.
- If you are thinking of choosing a completely new subject make very sure you have found out what you will be studying over the two years.
- Use the information booklet ‘It’s Your Choice’ (issued in term 2) and work you do in tutorial sessions in terms 2 & 3.
- Have a careers interview if you need careers information and guidance

Cotham School’s Information, Advice and Guidance Adviser is Mrs K Chester. If you would like an IAG appointment (either 1:1 or in a group), to help you with your choice - ask Mrs Weaden, Coordinator for Careers Education, Information & Guidance (office next to Food rooms), tell your tutor or Miss Elizabeth Aiken, your Learning Coordinator.*

Good reasons for choosing a course	Poor reasons for choosing a course
<ul style="list-style-type: none"> • You are good at the subject • You think you’ll enjoy the course • It will give you plenty of choice in the future • You think you might want to continue studying it after year 11 • You are already doing well in this subject • Your literacy skills are well developed in this subject • There is a good balance of coursework and external examination 	<ul style="list-style-type: none"> • Your friends are doing it • People say it’s easy • You think it’s a good course for a boy/girl • You like the teacher you have now • You didn’t have time to research your options properly • Your literacy skills are not high enough for this course • You didn’t show a commitment in this subject up to now • You chose a very demanding course but your grades are <u>lower</u> than asked for.

***The school is committed to achieving the ‘Investor in Careers’ quality standard.**

YEAR 9 KS4 OPTIONS 2015-17

Name _____
 Tutor group _____

CORE KS4 CURRICULUM
(All subjects in this column are compulsory to all students)
 English Language
 English Literature
 French/ German
 Functional Skills ICT
 Mathematics
 Physical Education
 PSHEE
 Religious Education
 Science

Further information:

- Options will only run if a sufficient number of students apply, so it is **essential** to write down alternatives/reserves.
- Teachers and senior staff will guide the students' choices where KS3 levels in most subjects (especially English) are below **5a**

1. FIRST - Choose 3 of these subjects ranked in order of preference (e.g 1, 2, 3)

Art & Design GCSE		ICT iGCSE	
Business Studies Level 2 BTEC		iMedia (ICT based)	
Child Development GCSE		Music GCSE	
Computing GCSE		Performing Arts BTEC	
Dance GCSE		Photography GCSE	
Drama GCSE		Physical Education GCSE	
Food and Catering GCSE		Psychology GCSE	
Geography GCSE		Resistant Materials GCSE	
Graphic Products GCSE		Spanish GCSE	
History GCSE		Textiles GCSE	

2. NEXT - Choose 3 other subjects that you would also be happy to do as alternatives/reserves:

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EXTRA LANGUAGE OPTIONS – Only tick these if you wish to do extra languages

			What is your first language?
Italian	Twilight		
Latin	Twilight		

Parent/Carer's Signature	Date
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Please keep this copy and return the blue copy to your Tutor by **Wednesday 4th February**

YEAR 9 KS4 OPTIONS 2015-17

Name _____
Tutor group _____

CORE KS4 CURRICULUM
 (All subjects in this column are compulsory to all students)

English Language
 English Literature
 French/ German
 Functional Skills ICT
 Mathematics
 Physical Education
 PSHE
 Religious Education
 Science

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Geography GCSE	Resistant Materials GCSE
Graphic Products GCSE	Spanish GCSE
History GCSE	Textiles GCSE

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EXTRA LANGUAGE OPTIONS – Only tick these if you wish to do extra languages

		What is your first language?
Italian	Twilight	
Latin	Twilight	

Parent/Carer's Signature	Date
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Please return this form to your Tutor by **Wednesday 4th February 2015**

Please state the reason for your choices and likely further education/employment plans:

Please state other interests, hobbies, extracurricular activities in support of your application:

Any other information which may be relevant to your application such as special needs and disabilities:

Current
(Term 2):

English level
Maths level
