# COTHAM SCHOOL
# KS4 OPTIONS BOOKLET 2016-2018

# CONTENTS

# TIMELINE OF YEAR 9 OPTIONS PROCESS

**Wednesday 13 January 2016**
**Year 9 Options Assembly – Introduction to students**
Launch of KS4 Curriculum offer in Briefing Assembly

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**Wednesday 13 January 2016**
**Year 9 Options Evening 5:30 - 7:30pm**
**School Main Hall, A Corridor and subject areas**
**Presentations at 5.45 and 6.45pm**

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**5pm – 7.30pm Wednesday 20 January 2016**
Year 9 Parents Evening

**6pm – 7pm Tuesday 26 January 2016**
Options Surgery for parents with Mrs Bajic-Raymond and Mrs Ansell

**Wednesday 3 February 2016**
Final option forms must be completed and given to the tutor

**Week beginning Monday 16 May 2016**
Confirmation of Option Choices to students

# Key Stage 4 Curriculum 2016 – 2018

Students at Cotham School study a broad and balanced curriculum at Key Stage 4 (KS4). The core curriculum studied by all students consists of: English, English Literature, Mathematics, Science, a Modern Foreign Language, REP, Personal Social and Health Education and Games. In addition to these core subjects, students choose three options with three further alternatives from the list below:

| | |
|---|---|
| Art & Design | Music |
| Business Studies  Level 2 BTEC | Music Technology L2 BTEC |
| Computing | Performing Arts Acting L2 BTEC |
| Child Development | Performing Arts Musical Theatre L2 BTEC |
| Dance | Photography |
| Drama | Physical Education |
| Food and Catering | Psychology |
| Geography | Religion, Ethics & Philosophy |
| Graphic Products | Resistant Materials |
| History | Spanish |
| ICT (iGCSE or iMedia) | Textiles |

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 | 7 | 12% |
| French / German/ Spanish | 1 | 5 | 10% |
| Games | 0 | 4 | 8% |
| Mathematics | 1 | 7 | 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 | 0-2 | 0%-4% |
| Science (Core and Additional) or Science (Triple) | 2 or 3 | 8 or 10 | 16% or 20% |
| Total: | 12 - 13 | 50 | 100% |

The KS4 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

# Option Pathways

- **English Baccalaureate (EBacc).** If students wish to achieve this certificate they must choose <u>History</u> or <u>Geography</u> as one of their options in addition to Maths, English Language & Literature, Core and Additional Science or Triple Science and MFL.
- If Year 9 Term 2 current levels are <u>below 5a</u> 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

Some GCSE courses contain a coursework element. This coursework element contributes to 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. Please read the assessment section for each subject to get relevant details.

The full controlled assessment policy can be found using this link

http://www.cotham.bristol.sch.uk/page_viewer.asp?page=Exams+%26amp%3B+Revision&pid=151

# Knowing the difference: BTEC versus GCSE
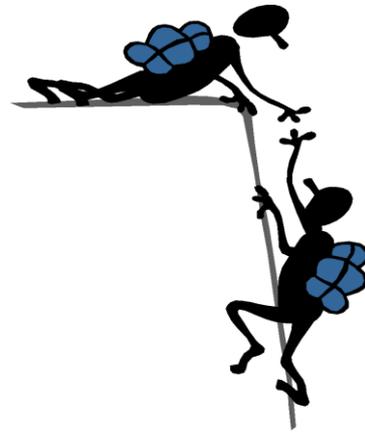
BTEC awards are different from GCSEs in several ways.

1. Content and how it is marked
2. The way the topics are taught
3. The teachers' expectations of their students
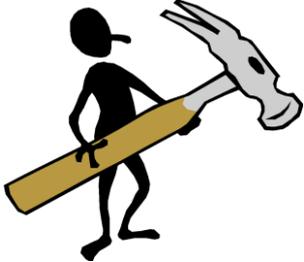
**Content:**
BTEC awards are **work-related.** All the topics students learn are linked to the skills and knowledge needed in the workplace.

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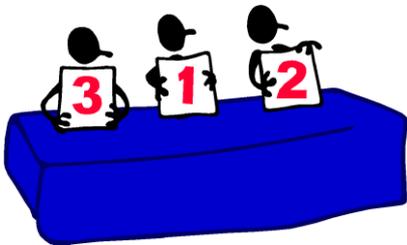
**For BTEC qualifications** 75% of the course will be marked by completing assignments / coursework set by tutors, based on learning outcomes set by Pearsons. There will be one exam (25%) which may take the form of an on-line test depending on the nature of the course.  (*These new courses will have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

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.

5
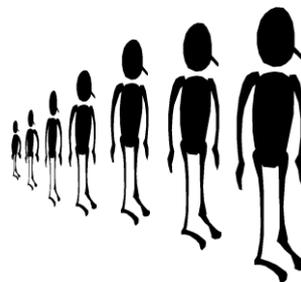
# THE CORE SUBJECTS

| 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 | Paper 1 : Explorations in Creative Reading and Writing<br>The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves by:<br>• 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<br>• 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.<br>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.<br><br>Paper 2 : Writers' Viewpoints and Perspectives<br>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:<br>• 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<br>• 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.<br>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.<br><br>Speaking and Listening<br>The aim of the assessment is to allow students to demonstrate their speaking and listening skills by:<br>• giving a presentation in a formal context<br>• responding appropriately to questions and to feedback, asking questions themselves to elicit clarification<br>• using spoken Standard English. | | | | |
| Additional resources & supporting activities | http://www.aqa.org.uk/8700<br>aqa.org.uk/pastpapers<br>AQA English Language resources to be posted on FROG | | | | |

*KS4 Curriculum Booklet 2016-18*

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

| Assessment | Unit/Code | Title | External / Internal Marking | % Total Mark | Duration |
|---|---|---|---|---|---|
| | 8702/01 | Paper 1: Shakespeare and the 19th 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** | Paper 1: Shakespeare and the 19th century novel Section A Shakespeare: 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. Section B The 19th-century novel: 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. Paper 2: Modern texts and poetry Section A Modern texts: students will answer one essay question from a choice of two on **'Lord of the Flies' or 'Blood Brothers' or 'The History Boys.'** Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen AQA anthology cluster. Section C Unseen poetry: students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem. | | | |
| **Additional resources & supporting activities** | SAM learning [http://www.samlearning.com] username and password can be obtained from IT teacher. www.aqa.org.uk/english literature A variety of websites exploring the above mentioned texts. BBC Bitesize GCSE English Literature | | | |

| Subject: | ICT |
|---|---|

## Y10 ICT Core – European Computer Driving License

**Core ICT will only be available for a limited number of students dis-applied from MFL.**

Employers need people who can contribute to achieving goals in the most efficient and productive way. ECDL gives you the computer skills to do this. That's why it is recognised and valued by companies around the world as the benchmark in IT user competence. Over 2 million people have taken ECDL in the UK alone.

ECDL is the benchmark for digital literacy in educational systems around the globe. It equips students with the skills to use a computer confidently and effectively, building on existing knowledge and motivating further learning.

It develops computer skills at beginner, intermediate, advanced and professional levels. Increase your productivity, your efficiency and your employability.

Topics Studied:
- Word processing
- Presentations
- Improving productivity
- Spreadsheets

ECDL is delivered and assessed entirely online

| Course Title Exam Board Syllabus Code | European Computer Driving License BCS | QN Code | 500/6242/6 |
|---|---|---|---|
| **Additional resources & supporting activities** | **BCS – ECDL Website** http://www.bcs.org/category/17636 | | |

| 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** | Students sit 2 papers. This is a full GCSE (Level 2 qualification). Grades available are A* - C<br><br>Paper 1:<br>Jobs<br>• Where jobs are advertised<br>• The job application process<br>• Positive and negative body language<br>Budgeting<br>• Benefits of earning your own money<br>• Essential and non-essential spending<br>• Credit cards, debit cards – advantages and disadvantages<br>• Avoiding debt, bank accounts, how interest works<br>Pay<br>• Deductions from monthly salary<br>• Income Tax (PAYE), National Insurance, Superannuation<br>• Net Pay, Gross Pay<br>• Types of employment contracts (Full/Part time; contract/Fixed Term; commission; Piece Work<br>• P45 and P60<br>Discrimination<br>• Types of discrimination (eg Ageism, Sexism)<br>• Harassment<br>• Where to go if you're experiencing discrimination (eg Human Resources Department; Trade Union representative)<br>Health and Safety<br>• Hazard signs<br>• Hazards in the workplace<br>• Basic First Aid (CPR; bleeding, choking)<br>Drugs<br>• Effects of alcohol and smoking on the body and your job<br>In the workplace<br>• Benefits and disadvantages of office technology (eg email)<br>• Types of in-work training and their advantages and disadvantages (eg shadowing, mentoring and appraisal)<br>• Roles of a trade union and  the Human Resources department<br>Self Concept<br>• How might age, success in exams, having lots of friends etc affect how a person might feel about themselves (positive and negative).<br>Paper 2<br>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. | | | |
| **Additional resources & supporting activities** | Revision materials and examples of question papers on FROG (PSHEE/Yr 11 Preparation for Working Life) | | | |

*KS4 Curriculum Booklet 2016-18*

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

| | |
|---|---|
| **Course content by unit** | 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.<br><br>Consequently, students are sometimes able to choose between 2 option pathways which could include any of the following activities:<br><br><table><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><tr><td>Dodgeball</td><td>Handball</td><td>Table Tennis</td></tr></table><br>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.<br><br>**Aims of KEY STAGE 4**<br><br>• To use the performance skills and understand specific activities<br>• To help support, guide, and develop oneself and others to reach their full potential within the context of living a healthy, active lifestyle.<br><br>**Aims of YEAR 10 - LEADERSHIP AND LIFE SKILLS**<br><br>• To use of leadership opportunities and work in the wider community to develop understanding of living a healthy, active lifestyle beyond school.<br><br>**Aims of YEAR 11 - REFINEMENT AND SPECIALISATION**<br><br>• 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. |
| **Additional resources & supporting activities** | Extra curricular activities for Key Stage 4 include:<br>**Boys:** Athletics, Rugby, Cricket, Basketball, Badminton, Squash, Duke of Edinburgh, Football<br>**Girls:** Netball, Athletics, Basketball, Rounders, Badminton, Squash, Duke of Edinburgh, Football |

| Subject: | **Mathematics** | | |
|---|---|---|---|
| **Course Title** | Mathematics | **QN** | 500/8495/1 |
| **Exam Board** | AQA | **Code** | |
| **Syllabus Code** | 8300 | | |

| Assessment | Unit/Code | Title | External / Internal Marking | % Total Mark | Duration |
|---|---|---|---|---|---|
| | 8300 | Linear Mathematics GCSE – Paper 1 (Non-Calculator) | External | 33⅓% | 1h 30m |
| | 8300 | Linear Mathematics GCSE – Paper 2 (Calculator) | External | 33⅓% | 1h 30m |
| | 8300 | Linear Mathematics GCSE – Paper 2 (Calculator) | External | 33⅓% | 1h 30m |
| **Course content by unit** | The Mathematics course at Cotham is a linear course, all examined at the end of Year 11. The topics can be roughly split into six sections: | | | | |

| Number | E.g. fractions, decimals, percentages, ratio, powers, surds. |
|---|---|
| Algebra | E.g. equations, inequalities, coordinates & graphs, sequences, formulae. |
| Ratio & proportion | E.g. Sharing into a ratio, direct proportion, inverse proportion. |
| Geometry and measures | E.g. area & volume, angles, circles, Pythagoras' Theorem, transformations, bearings, trigonometry, circle theorems and vectors. |
| Probability | E.g. probability experiments, Venn diagrams, tree diagrams. |
| Statistics | E.g. pie charts, scatter graphs, averages, cumulative frequency diagrams and histograms. |

This is a new specification that started in 2015. There is some additional content to previous years, and the Foundation tier syllabus now goes up to higher grade topics than in the past.

Full details of the course specification can be found using the following link:

http://filestore.aqa.org.uk/resources/mathematics/specifications/AQA-8300-SP-2015-V1-0.PDF

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 has 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 is 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.

**Additional resources & supporting activities**

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.

| Subject: | **Modern Foreign Languages - French or German** | | |
|---|---|---|---|
| | (The language your child has studied between Years 7-9) | | |
| **Exam Board Syllabus Code** | **AQA 4601** | **QN Code** | 8658F (French Foundation), 8658H (French Higher), 8668F (German Foundation) 8668H (German Higher) |

| Assessment | Unit/Code | Title | External / Internal Marking | % Total Mark | Duration |
|---|---|---|---|---|---|
| | Unit 1 - Listening | Listening Foundation Listening Higher | external | 25 | 35 minutes 45 minutes |
| | Unit 2 - Reading | Reading Foundation Reading Higher | external | 25 | 45 minutes 60 minutes |
| | Unit 3 - Speaking | Foundation/Higher | external | 25 | 7-12 minutes |
| | Unit 4 - Writing | Writing Foundation Writing Higher | external | 25 | 1 hour 1 hour 15 minutes |
| **Course content by unit** | 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. 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. **Topics covered over the two years:** Theme 1: Identity and culture Theme 2: Local, national, international and global areas of interest Theme 3: Current and future study and employment **Assessment** At the end of the course in Year 11, students will be entered into either Foundation or Higher Tier papers in Listening, Reading, Writing and Speaking.  The Speaking test consists of tasks such as role-play and conversations.  Writing will be assessed through translations and structured writing. **Foreign Language Assistant** 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 Assistants. At Cotham we are proud to have a full-time assistant for each language, French, German and Spanish. | | | | |
| **Additional resources & supporting activities** | **Linguascope for GCSE** (www.linguascope.com) **GCSEpod** with podcasts on many controlled assessment topics. **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. 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. Regular HW completion to a good standard is vital for achieving a good grade. **GCSE Workbook** given to all students in Year 10 that is used for grammar and homework | | | | |

| Subject: | **Religion, Ethics and Philosophy (REP)** | | | | |
|---|---|---|---|---|---|
| **Course Title**<br>**Exam Board**<br>**Syllabus Code** | GCSE in Religious Studies: Short Course<br>AQA<br>8061 | | **QN Code** | tbc | |

| Assessment | Unit/Code | Title | External /<br>Internal<br>Marking | %<br>Total<br>Mark | Duratio<br>n |
|---|---|---|---|---|---|
| | N/A | Beliefs, teachings & ethical Studies | External | 100 | 1 ¾ hour |
| **Course content by unit** | It is important for young people to acquire a better understanding of the role that religions play in today's pluralistic world. The need for such education will continue to grow as different cultures and identities interact with each other through travel, commerce, media or migration. Although a deeper understanding of religions will not automatically lead to greater tolerance and respect, ignorance increases the likelihood of misunderstanding, stereotyping, and conflict.<br><br>Our Core REP programme will help all of our students to understand the bigger picture behind important social issues such as religious extremism, secularisation, and changing attitudes towards gender and sexuality.  Over the two years, we study two broad themes:<br><br>● Religion and Relationships<br>    o Should men and women have different roles in family life?<br>    o Do religions discriminate against women?<br>    o What lies behind religious attitudes towards homosexuality?<br>    o Is it realistic to expect modern marriages to last a lifetime?<br><br>● Religion, Peace and Conflict<br>    o Is there such thing as a just war?<br>    o What does jihad really mean?<br>    o Should all religious people be pacifists?<br>    o Does religion cause conflict?<br>While the focus of the examined part of the course will be Christianity and Islam, we will also have the opportunity to explore beliefs and practices across a range of religious beliefs as well as considering Humanist and other non-religious perspectives. | | | | |
| **Additional resources & supporting activities** | ● Guest speakers provide knowledge and understanding of what it means to be a member of a religious faith or to have a non-religious worldview.<br>● Revision guides and work books will be available to purchase from the school.<br>● The REP department use Frog, Twitter and Edmodo to ensure students have access to work for home learning and a wide range of online resources to refer to. | | | | |

# SCIENCE GCSE- Overview

GCSE Science is changing in 2016. At present a decision has not yet been made re which exam board will be running in Cotham School.  Students will have the option of studying Combined Science (Double award) or Separate (Triple) Sciences (GCSE Biology, GCSE Chemistry, & GCSE Physic). The teachers will guide students to the most suitable course depending on assessment at the end of Year 9.

| GCSE Combined Science | <ul><li>Each exam board will offer foundation tier (grades 1-1 to 5-5) and higher tier (grades 4-4 to 9-9).</li><li>15% of exam marks will be assessing students in relation to practical work</li><li>20% of exam marks (divided between biology, chemistry and physics in the ratio 1:2:3, respectively) will be assessing mathematical skills at an appropriate level of difficulty</li><li>Students will have to complete at least 16 specified practical activities</li><li>This qualification is linear. Linear means that students will sit all their exams at the end of the course.</li></ul> |
|---|---|
| **GCSE Biology**<br>**GCSE Chemistry**<br>**GCSE Physics** | <ul><li>Each exam board will offer foundation tier (grades 1 to 5) and higher tier (grades 4 to 9)</li><li>All subjects will have a minimum total assessment time of 3.5 hours</li><li>An allocation of 15% of exam marks will be  given to assess students in relation to practical work</li><li>An allocation of at least 10% of exam marks (20% for chemistry, 30% for physics) will be used to assess mathematical skills at an appropriate level of difficulty</li><li>Students will need to complete at least 8 specified practical activities in each science</li><li>These qualifications are linear. This means that students will sit all their exams at the end of the course.</li></ul> |

**Both Combined Science and Separate Sciences allow progression to  A-levels Sciences providing the minimum grade is 5 in Combined Science and grade 5 in two of the Separate Sciences.**

| 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.) | | |
|---|---|---|---|
| **Exam Board Syllabus Code** | **Various Various** | **QN Code** | |

| Assessment | Unit/Code | Title | External / Internal Marking | % Total Mark | Duration |
|---|---|---|---|---|---|
| | Unit 1 Listening | Listening Foundation Listening Higher | external | 25 | 35 minutes 45 minutes |
| | Unit 2 Reading | Reading Foundation Reading Higher | external | 25 | 45 minutes 60 minutes |
| | Unit 3 Speaking | Foundation/Higher | external | 25 | 7-12 minutes each |
| | Unit 4 Writing | Writing Foundation Writing Higher | external | 25 | 1 hour 1 hour 15 |
| **Course content by unit** | 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. The GCSE will take place during the Summer GCSE exam period. Students are assessed in all four skills (listening, reading, speaking and writing). **Topics covered over the two years:** Theme 1: Identity and culture Theme 2: Local, national, international and global areas of interest Theme 3: Current and future study and employment **Assessment** At the end of the course in Year 11, students will be entered into either Foundation or Higher Tier papers in Listening, Reading, Writing and Speaking.  The Speaking test consists of tasks such as role-play and conversations.  Writing will be assessed through translations and structured writing. 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. 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. Some students are able to complete a GCSE exam in Year 10 and AS exam in Year 11. | | | | |
| **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. | | | | |

# OPTIONAL SUBJECTS

| Subject: | Visual Arts: GCSE Fine Art, Textiles and Photography | | |
|---|---|---|---|
| Course Title<br><br>Exam Board<br>Syllabus Code | There are three distinct and separate courses that you can study within visual arts.<br>AQA<br>Fine Art 4202; Textiles 4204; Photography 4206<br>Edexcel | QN Code | 500/4536/2 |

| Assessment | Unit/<br>Code | Title | External / Internal<br>Marking | % Total Mark | Duration |
|---|---|---|---|---|---|
| | 4202 | **Fine Art** | Internally marked with visiting moderator. | 60% Coursework<br>40% Examination | 40 hours<br>10 hours<br>+preparation time |
| | 4204 | **Textiles** | Internally marked with visiting moderator. | 60% Coursework<br>40% Examination | 40 hours<br>10 hours<br>+preparation time |
| | 4206 | **Photography** | Internally marked with visiting moderator. | 60% Coursework<br>40% Examination | 40 hours<br>10 hours<br>+preparation time |
| **Course content by unit** | **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.<br>**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 coursework 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.<br>**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.<br>**Students can only study one Visual Arts subject at GCSE. Students can apply for more than one Visual Arts GCSE but will only be able to study one. 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.  We would also ask that students gain the opinion and advice of their subject teacher before selecting more than one Visual Arts subject to save disappointment.** |
| **Additional resources & supporting activities** | Resources and exemplar work will be available on FROG.<br>Art rooms are available on designated evenings for students who wish to continue with their work using the school facilities. |

| Subject: | **Business Studies Level 2** | | |
|---|---|---|---|
| **Course Title Exam Board Syllabus Code** | BTEC Level 1/Level 2 First Award in Business Edexcel | **QN Code** | 600/4786/0 |

| 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 |
| | 5, 6 or 8 | Recruitment, Selection and Employment or Introducing Retail Business or Sales and Personal Selling | Internal | 25 | Controlled Assessment |
| **Course content by unit** | **Unit 1 – Enterprise in the Business World.** *(Internally set coursework)* The learning aims for this unit are for the student to: <br>• know how trends and the current business environment may impact upon a business; <br>• plan an idea for a new business; <br>• present a business model for a business start-up. <br> **Unit 2 – Finance for business.** *(1 hour on-screen test)* The learning aims for this unit are for the student to: <br>• understand the costs involved in business and how to make a profit; <br>• understand how businesses plan for success; <br>• understand how businesses measure success and identify areas for improvement. <br> **Unit 3- Promoting a Brand.** *(Internally set coursework)* The learning aims for this unit are for the student to: <br>• explore the use of branding and the promotional mix in business <br>• develop and promote a brand for a business. <br> **Unit 5 – Sales and Personal Selling** *(Internally set coursework)* The learning aims for this unit are for the student to: <br>• explore the role of sales staff <br>• demonstrate personal selling skills and processes. <br> *Or* <br> **Unit 6 – Introducing Retail Business** *(Internally set coursework)* The learning aims for this unit are for the student to: <br>• explore the structure and organisation of retail business <br>• investigate the relationship between retail business and the external environment. <br> *Or* <br> **Unit 8 – Recruitment, Selection and Employment.** *(Internally set coursework)* The learning aims for this unit are for the student to: <br>• know about job roles and functional areas in business <br>• produce documentation for specific job roles <br>• demonstrate interview skills and plan career development. | | | |
| **Additional resources & supporting activities** | **Students must be strong in English and Maths to complete this course, a grade of 5a/6c or above is required at the end of Term 2 in Year 9** <br> There will be a regular after school catch up session to support students with their course. | | | |

| 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** | 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.<br>**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.<br>**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.<br>**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.<br>**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.<br>**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.<br>**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. | | | |
| **Additional resources & supporting activities** | 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.<br>Students also have the opportunity to become a parent to one of our 'Real Care Babies' over a weekend.  Real Care Babies replicate the actual needs and care routines of a very young baby.<br>WJEC GCSE Home Economics - Child Development Student Book is issued to all students.<br>Revision guide Lonsdale GCSE Essentials 'Child Development' is available in school to buy.<br>Child Care and Development by Pamela Minnett is available in school | | | |

| Subject: | Computing | | | | | |
|---|---|---|---|---|---|---|
| **Course Title Exam Board Syllabus Code** | GCSE Computing AQA 8520 | | | **QN Code** | 500/8291/7 | |
| Assessment | **Unit/Code** | **Title** | **External / Internal** | **% Total Mark** | **Duration** | |
| | Paper 1 | Computational Thinking and Problem Solving Skills | External | 40 | 1hr 30mins | |
| | Paper 2 | Written Assessment | External | 40 | 1hr 30mins | |
| | | Non Exam Assessment | Internal | 20 | 20hrs | |
| Course content by unit | 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. 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. Students will program business applications, web applications and games. Students with strong mathematical and logic skills will excel at Computing as much of the course is focused on problem solving and sequencing of instructions. The course is both rigorous and demanding; it provides learners with both practical and academic paths of study. For Paper 1 students will learn computational thinking skills, problem solving and theoretical knowledge of computer science. For Paper 2 students will continue to expand their knowledge of theoretical knowledge of computer science. Covering cyber security, networks, data representation and more. In the non-exam assessed portion of the course students will solve a practical programming problem using the skills they have acquired in lessons. They will be expected to solve the problem in a systematic and logical manner using modern programming constructs. This provides 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. At the end of the course 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. 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. | | | | | |
| Additional resources & supporting activities | AQA GCSE Computing Course Website http://www.aqa.org.uk/subjects/ict-and-computer-science/gcse/computer-science-8520 Students must be strong in Maths to complete this course, a predicted grade of 5a/6c or above is required at the end of Term 2 in Year 9. As demand for this course is high, students who are keen to study Computing are advised to put this as a first choice option. | | | | | |

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

| Assessment | Component | Title | External / Internal Marking | % Total Mark | Duration |
|---|---|---|---|---|---|
| | 1 | Performance and Choreography | Internal | P: 30% C: 30% | TBC |
| | 2 | Dance appreciation | External exam | 40% | 1 hour 30 minutes |
| **Course content by component** | **1) Performance**<br>• Set phrases through a solo performance (approximately one minute in duration)<br>• Duet/trio performance (three and a half minutes in duration)<br>    ➢ To accurately perform each set phrase, students must be able to interpret and replicate the following forms of content shown in each set phrase:<br>• action<br>• dynamic<br>• Spatial.<br>Students must learn how to perform as part of a duet/trio dance. The duet/trio performance can be choreographed by students, their teacher(s), a dance artist or collaboration between them.<br>*30% of GCSE - 40 marks (15 marks for set phrases and 25 marks for duet/trio performance)*<br><br>**1) Choreography**<br>Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)<br>    ➢ Students must learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance which:<br>• includes an aural setting (accompaniment)<br>• includes action, spatial, dynamic and relationship content<br>• can be in any style (as long as it meets the assessment criteria)<br>• communicates their own choreographic intention including idea, mood and meaning.<br>*30% of GCSE - 40 marks*<br><br>**2) Dance Appreciation**<br>Questions will be based on students' own practice in performance and choreography and the GCSE Dance anthology (professional works)<br>    ➢ Students will gain:<br>● knowledge and understanding of choreographic processes and performing skills<br>● Critical appreciation of own work<br>● Critical appreciation of professional works<br>*40% of GCSE - Written exam: 1 hour 30 minutes- 80 marks* | | | | |
| **Additional resources & supporting activities** | 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.<br>Many GCSE students lead and run lower school dance clubs giving them leadership skills.<br>Students will be given the opportunity to watch live, professional dance performances both within and outside of school.<br>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 | | | | |

| Subject: | Design and Technology: Graphic Products | | |
|---|---|---|---|
| **Course Title** | Graphic Products | **QN** | 500/4496/5 |
| **Exam Board** | AQA | **Code** | |
| **Syllabus Code** | 4550 | | |

| 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** | **Introduction** 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. 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. 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. **Unit 1: Written Paper** 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. **Unit 2: Design and Making Practice – Controlled Assessment** 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. Students will be able to choose from a selection of context for their coursework; for example, architecture, board games and corporate identity. | | | |
| **Additional resources & supporting activities** | • 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. http://web.aqa.org.uk/qual/newgcses/dandt/new/graphic_overview.php | | | |

| Subject: | Design and Technology: Resistant Materials | | |
|---|---|---|---|
| **Course Title** | Resistant Materials Technology | **QN** | 500/4609/3 |
| **Exam Board** | AQA | **Code** | |
| **Syllabus Code** | 4601 | | |

| 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** | 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.<br><br>**Unit 1: Written Paper**<br>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.<br><br>**Unit 2: Design and Making Practice – Controlled Assessment**<br>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. | | | | |
| **Additional resources & supporting activities** | 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.<br>*Students should be able to:*<br>• *Understand the basic design principles of line, form and colour and their application when designing.*<br>• *Develop and use design briefs, detailed specifications and criteria to develop a product.*<br>• *Use tools and equipment safely, accurately and efficiently to achieve an appropriate fit, finish and reliable functioning product that matches a specification.*<br>• *Consider the social and environmental consequences of design and manufacturing processes.*<br>• *Manufacture quality products singly and in quantity, including the practical application of quality control and quality assurance techniques;* | | | | |

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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 |
|---|---|---|---|---|---|
| | 1DR0/01 | Devising | Internal | 40 | - |
| | 1DR0/02 | Performance from text | External | 20 | - |
| | 1DR0/03 | Theatre Makers in practise | External | 40% | 90mins |
| **Course content by unit** | The GCSE for 2016 is still a draft specification. It is due to be confirmed in January 2016. The structure laid out below is based on the draft specification. **Component 1: Devising (1DR0/01)** **Coursework 40% of the qualification** **Content overview** Create and develop a devised piece from a stimulus (free choice for centre). Performance of this devised piece or design realisation for this performance. Analyse and evaluate the devising process and performance Performer or designer routes available. **Assessment overview** Internally assessed and externally moderated. There are two parts to the assessment:   1) A portfolio covering the creating and developing process and analysis and evaluation of this process. The portfolio submission recommendations can be handwritten/typed evidence or recorded/verbal evidence or a combination. 2) A devised performance/design realisation **Component 2: Performance from Text (1DR0/02)** **Coursework 20% of the qualification** **Content overview** Students will either perform in and/or design for two key extracts from a performance text. Performer or designer routes available. **Assessment overview** Externally assessed by visiting examiner. This can be individual, paired or group assessment **Component 3: Theatre Makers in Practice (1DR0/03)** **Written examination: 1 hour 30 minutes 40% of the qualification** **Content overview** Practical exploration and study of one complete performance text (from a choice of eight texts) Live theatre evaluation **Assessment overview** Section A: Bringing Texts to Life This section consists of one question broken into six parts (short and extended responses) based on one extract from the chosen performance text. Section B: Live Theatre Evaluation This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen. Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words**.** | | | |
| **Additional resources & supporting activities** | 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. 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. | | | |

| Subject: | **Food Preparation and Nutrition** | | | |
|---|---|---|---|---|
| Course Title<br>Exam Board<br>Syllabus Code | GCSE Food Preparation and Nutrition<br>**EDUQAS**<br>C560P1 | **QN Code** | 601/8093/6 | |

| Assessment | Unit/Code | Title | External / Internal Marking | % Total Mark | Duration |
|---|---|---|---|---|---|
| | Component 1 | Principles of Food Preparation and Nutrition<br>Written examination. | External assessed. | 50% | 1 hour 45 minutes |
| | Component 2 | Food Preparation and Nutrition in Action.<br>Assessment 1: 8 hours<br>Assessment 2: 12 hours | Internally assessed, externally moderated | 50% | 20 hours |
| **Course content by unit** | GCSE Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook healthy meals.  The course enables students to apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. Students choosing this option will be expected to provide their own ingredients once a fortnight.   The course offers natural progression to Post 16 courses offered at Level 3.<br>By studying food preparation and nutrition learners will:<br>● Be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities<br>● Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks.<br>● Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.<br>● Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.<br>● Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.<br>● Understand and explore a range of ingredients and processes from different culinary traditions<br>**Component 1 Principles of Food Preparation and Nutrition**<br>This component will consist of two sections and will assess the full range of specified GCSE content.<br>Section A: questions based on a specific stimulus/theme<br>Section B: a range of question types to assess content related to food preparation and nutrition<br>**Component 2: Food Preparation and Nutrition in Action. Issued in Year 11.**<br>**Assessment** 1: A  scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.<br>**Assessment 2:** This assessment will require learners to plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context. | | | | |
| **Additional resources & supporting activities** | 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.<br>It is useful and supportive to encourage students to watch relevant TV programs on food for example those on the BBC and Channel 4. The following books are supplied and used in school:<br>EDUQAS GCSE Food Preparation and Nutrition Hodder Education/EDUQAS GCSE Food Preparation and Nutrition Illuminate Publishing | | | | |

| Subject: | **Geography** |
| --- | --- |
| **Course Title** | GCSE |
| **Exam Board** | AQA |
| **Syllabus Code** | |

| Assessment | Unit/Code | Title | External / Internal Marking | % Total Mark | Duration |
| --- | --- | --- | --- | --- | --- |
| | Paper 1 | Living with the Physical environment | External | 35% | 1 hour and a half (90mins) |
| | Paper 2 | Challenges in the Human environment | External | 35% | 1 hour and a half (90 mins) |
| | Paper 3 | Geographical Applications: Issue evaluation, fieldwork, geographical skills | External | 30% | 1 hour |
| Course content by unit | **Living with the Physical environment**<br>This unit is concerned with physical processes and systems, their dynamic nature and human interaction with them at a range of scales and in a range of places.<br><br>The aims of this unit are to develop an understanding of the processes and forms associated with tectonic, geomorphological, biological and meteorological processes in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere<br><br>**Challenges in the Human environment**<br>This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a range of places, at a variety of scales and must include places in various states of development. The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. Theme 3:  Uneven Development and Sustainable Environments<br><br>**Geographical Applications: Issue evaluation, fieldwork, geographical skills**<br>The Geographical applications unit is designed to have elements of synopticity. It is an opportunity for students to show their breadth of understanding and appreciation of the inter-relationships between different aspects of geographical study | | | | |
| Additional resources & supporting activities | Students need to have access to at least 2 fieldwork experiences (a human and a physical one). Over the two years they will have chance to experience fieldwork in both human and physical contexts.<br>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.<br><br>Need more convincing? Last year over half the year group chose Geography with 4 classes now in Year 10. Many of our GCSE students actually go on to Geography at A Level and even further. Geography A Level is one of the Russell Group facilitating subjects for university applications. | | | | |

| Subject: | History | | | | |
|---|---|---|---|---|---|
| **Course Title**<br>**Exam Board**<br>**Syllabus Code** | GCSE History<br>AQA<br>8145 | | | **QN Code** | 601/8217/9 |
| **Assessment** | **Unit/Code** | **Title** | **External /**<br>**Internal**<br>**Marking** | **%**<br>**Total**<br>**Mark** | **Duration** |
| | 81451<br>Option 1B | Germany 1890-1945: Democracy and Dictatorship<br><br>Conflict and Tension between East and West, 1945-1972 | External | 50% | 1 hour 45 minutes |
| | 81452<br>Option 2C | Britain: Migration, Empire and the people; C790 to the present day<br><br>Restoration England, 1660-1685 | External | 50% | 1 hour 45 minutes |
| **Course content by unit** | **Unit 1B Germany, 1890–1945: Democracy and dictatorship**<br>Part one: Germany and the growth of democracy<br>Part two: Germany and the Depression<br>Part three: The experiences of Germans under the Nazis<br>**Conflict and tension between East and West, 1945–1972**<br>Part one: The origins of the Cold War<br>Part two: The development of the Cold War<br>Part three: Transformation of the Cold War<br>**Unit 2C Britain: Migration, empires and the people: c790 to the present day**<br>Part one: Conquered and conquerors<br>Part two: Looking west<br>Part three: Expansion and empire<br>Part four: Britain in the 20th century<br>**Restoration England, 1660–1685**<br>Part one: Crown, Parliament, plots and court life<br>Part two: Life in Restoration England<br>Part three: Land, trade and war<br>Part four: The historic environment of Restoration England | | | | |
| **Additional resources & supporting activities** | **Fieldtrips**: History students will have the opportunity to visit the First World War Battlefields in Year 10 and a visit to a British Heritage site in Year 11. (The British site visit will rotate every year dependant on the exam content.)<br>**Complementary 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.<br>**Hindsight Magazine:** This is a subscription designed for GCSE students which can be purchased from the History department.<br>**The Library:** The library has a comprehensive list of books and DVDs 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.<br>**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 student progress on the History FROG page in the KS4 folders.<br>**GCSEpod:** (login though the main school website) has podcasts on many of the topics studied.<br>**SAM Learning:** (login though the main school website) has online tests on all of the topics studied.<br><br>**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 Year 9 Term 2 grades.** | | | | |

| Subject: | ICT | | | |
|---|---|---|---|---|
| Course Title Exam Board Syllabus Code | iGCSE Information and Communication Technology Cambridge International Examinations 0417 | | QN Code | 500/5649/9 |

| Assessment | Unit/Code | Title | External / Internal | % Total Mark | Duration |
|---|---|---|---|---|---|
| | 1 | Written Paper 1 | External | 40 | 2hrs |
| | 2 | Practical Skills Paper 2 | External | 30 | 2hrs 30 mins |
| | 3 | Practical Skills Paper 3 | External | 30 | 2hrs 30 mins |
| Course content by unit | 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. The skills cover useful office and media applications: Web development covers creating websites and changing the formatting using Cascading Style Sheets. <br>● 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. <br>● Students will cover modern communication, such as blogs and wikis. <br>● 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. <br>● 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. <br>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. 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. As far as possible, elements of the course are interwoven so the students build on practical skills whiles learning the theory, such as: <br>● 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. <br>● They learn how to do more with PowerPoint than they ever thought was possible and build a presentation on input and output devices <br>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. | | | | |
| Additional resources & supporting activities | **Cambridge Course Website** <br>http://bit.ly/18dyh42 <br><br>**Cotham Learning Environment – Frog.** <br>Students may log in: School Departments / ICT / ICT iGCSE to look at some of the lessons and resources. | | | | |

| Subject: | iMedia | | | | | |
|---|---|---|---|---|---|---|
| **Course Title** **Exam Board** **Syllabus Code** | iMedia OCR J817 | | | | **QN Code** | 600/7043/2 |
| **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** | 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. 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. 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. 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 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. This course will really suit creative students who do not respond well in written examinations. | | | | | |
| **Additional resources & supporting activities** | **OCR Course Website** http://bit.ly/1bfirCx | | | | | |

| Subject: | Italian (twilight) | | | | |
|---|---|---|---|---|---|
| **Exam Board** **Syllabus Code** | AQA 4638 | | **QN Code** | | 500/4476/X 500/4563/5 500/4585/9 |

| Assessment | Unit/Code | Title | External / Internal Marking | % Total Mark | Duration |
|---|---|---|---|---|---|
| | Unit 1 Listening Italian | Listening Foundation Listening Higher | external | 25 | 35 minutes 45 minutes |
| | Unit 2 Reading Italian | Reading Foundation Reading Higher | external | 25 | 45 minutes 60 minutes |
| | Unit 3 Speaking Italian | Foundation/Higher | external | 25 | 7-12 minutes each |
| | Unit 4 Writing Italian | Writing Foundation Writing Higher | external | 25 | 1 hour 1 hour 15 |
| **Course content by unit** | Students can choose and additional language to their first compulsory one. This course is taught as twilight after school. Teacher will take the different levels of ability of students into consideration when planning the lessons. **Topics covered over the two years:** Theme 1: Identity and culture Theme 2: Local, national, international and global areas of interest Theme 3: Current and future study and employment **Assessment** At the end of the course in Year 11, students will be entered into either Foundation or Higher Tier papers in Listening, Reading, Writing and Speaking. The Speaking test consists of tasks conducted such as role-play and conversations. Writing will be assessed through translations and structured writing. | | | | |
| **Additional resources & supporting activities** | Parents can help by checking their child's FROG account for homework set and by making sure that all set omework 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. Regular homework completion to a good standard is vital for achieving a good grade. | | | | |

| Subject: | Music | | | |
|---|---|---|---|---|
| **Course Title**<br>**Exam Board**<br>**Syllabus Code** | GCSE Music<br>Edexcel | | **QN Code** | 500/4659/7 |

| Assessment | Unit/Code | Title | External / Internal Marking | % Total Mark | Duration |
|---|---|---|---|---|---|
| | Component 1 | Performing Music | Internal | 30% | 2 years |
| | Component 2 | Composing Music | Internal | 30% | 2 years |
| | Component 3 | Appraising Exam | External | 40% | 2 years |
| **Course content by unit** | **Component 1: Performing Music (**using **musical instruments** or **music technology)**<br>Over the 2 years of the GCSE pupils will prepare a minimum of 2 solo and 2 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 performance practice so the teacher can give feedback and set targets. There is an expectation that pupils will regularly practise and prepare performance work as part of their homework.<br><br>**Component 2: Composing Music (**using **musical instruments** or **music technology)**<br>During Year 10 pupils will complete 3 short composition tasks and 1 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 2 full compositions will be submitted to the exam board for moderation. Pupils are issued with briefs to compose for, and will have the opportunity to do a free composition. All composition work takes place in lesson time and pupils are free to compose using their instrument or using the computers.<br><br>**Component 3: Listening and Appraising**<br>The content of musical elements, musical contexts and musical language is taught through the context of 4 Areas of Study, Instrumental Music, Vocal Music, and Fusions. Music for Stage and Screen and each containing 2 Set Works. In the Appraising exam pupils will also have to appraise unfamiliar music which will be supported through wider listening during lessons. | | | | |
| **Additional resources & supporting activities** | 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 including the music department website www.cothamschoolmusic.wordpress.co.uk.<br><br>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. | | | | |

| Subject: | Music Technology (BTEC) | | |
|---|---|---|---|
| Course Title<br>Exam Board<br>Syllabus Code | BTEC Level 1/2 Award in Music Technology<br>Pearson | QN<br>Code | 600/6818/8 |

| Assessment | Unit/Code | Title | External /<br>Internal<br>Marking | %<br>Total<br>Mark | Duration |
|---|---|---|---|---|---|
| | Unit 1 | The Music Industry | External | | 1st year |
| | Unit 2 | Managing a Music Product | Internal | | 2nd year |
| | Unit 4 | Introducing Music Composition | Internal | | 2nd year |
| | Unit 6 | Introducing Music Recording | Internal | | 1st year |
| **Course content by unit** | This course is designed for students who want to develop their skills in composing using music technology, learn how to use the recording studio to produce music CDs and understand the many job roles and organisations that make-up the music industry. You do not have to play an instrument to access this course but you must have a keen interest in music.<br><br>**Unit 1:** *The Music Industry* – this unit provides an overview of the industry, particularly focusing on the shape of the modern industry and covering the emergence of the role of the self-employed producer, performer and promoter.<br><br>**Unit 2:** *Managing a Music Product* – this unit covers essential areas for progression, looking at the development of a music product. As well as providing a vehicle for demonstrating skills and learning, it also introduces the role of planning and promotion in the management of a music product. Learners can base their work on a live concert, event, CD, or online product, providing opportunities for both music performers and technologists.<br><br>**Unit 4:** *Introducing Music Composition* – this unit encourages learners to develop creativity in addressing specific needs and requirements when responding to client briefs, similar to the behaviour required in the professional world of music composition.<br><br>**Unit 6:** *Introducing Music Recording* – which encourages learners to become familiar with recording technology and techniques that will reinforce their musical practice as well as developing important skills for progression into the professional world. | | | |
| **Additional resources & supporting activities** | Students will be supplied with a workbook at the start of the course. Additional resources that support the Edexcel BTEC in Music specification are also available from the publishers Rhinegold Education, Pearson Education and CGP. There are a number of online resources that students will also be signposted to including the music department website www.cothamschoolmusic.wordpress.co.uk.<br><br>Music should not be studied in the isolation of the classroom. The most successful students 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. For those students that play an instrument they will have the opportunity to perform in 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.<br>Parental support and encouragement to motivate students to commit to these activities is crucial to their musical development. | | | |

| Subject: | Performing Arts – Acting (BTEC) | | |
|---|---|---|---|
| Course Title<br>Exam Board<br>Syllabus Code | Level 1/2 Award In Performing Arts (Acting)<br>Pearson | QN<br>Code | 600/6869/3 |

| Assessment | Unit/Code | Title | External /<br>Internal<br>Marking | %<br>Total<br>Mark | Duration |
|---|---|---|---|---|---|
| | | Individual Showcase | External | 25% | |
| | | Preparation, Performance and<br>Production | Internal | 25% | |
| | | Acting Skills | Internal | 50% | |
| **Course<br>content by<br>unit** | **Units**<br><ul><li>Unit 1 - 'Individual Showcase' (25%) External Assessment – Students explore different career, training and education opportunities within performing arts, and choose one of them to demonstrate their skills. This unit is assessed via an externally set task.</li><li>Unit 2 - Preparation, Performance and Production' (25%) Internal Assessment – This unit requires students to work together to explore, develop and shape ideas for a performance and is internally assessed.</li><li>Unit 3 - Acting Skills (50%) Internal Assessment – Students will develop their acting skills through assessed workshop. Those skills are then demonstrated in the context of an assessed performance.</li></ul><br>**What will the student study as part of this qualification?**<br>The qualification provides an engaging and stimulating introduction to the world of performing arts.  Students will explore some of the key areas within the sector such as acting, dance, production, musical theatre and performance.<br><br>**Who is the qualification for?**<br>This qualification is a Technical Award equivalent in size to one GCSE. It is designed as a course for pre-16 students who want to study the key areas within the Performing Arts sector as part of their broader Key Stage 4 curriculum.<br>The content enables students to develop knowledge and understanding by applying their learning and skills in a work-related context. It enables students to undertake a range of diverse activities, including live performance to an audience and creating audio and video.<br><br>Through studying this qualification, all students will gain:<br><ul><li>A wider understanding and appreciation of Performing Arts</li><li>Knowledge and experience of the audition, presentation, production and performance process</li><li>A range of skills, techniques and personal attributes essential for successful performance in working life</li></ul><br>Students will also develop transferable technical and practical skills in written and oral communication, research and project management, which will be valuable in support of progression to any academic or vocational level 3 course. | | | |
| **Additional<br>resources &<br>supporting<br>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: | **Performing Arts – Musical Theatre (BTEC)** | | |
|---|---|---|---|
| **Course Title**<br>**Exam Board**<br>**Syllabus Code** | Level 1/2 Award in Performing Arts (Musical Theatre)<br>Pearson | **QN Code** | 600 / 4785 / 9 |

| Assessment | Unit/Code | Title | External / Internal Marking | % Total Mark | Duration |
|---|---|---|---|---|---|
| | Unit 1 | Individual Showcase | External | 25% | 2 years |
| | Unit 2 | Preparation, performance and production | Internal | 25% | 2 years |
| | Unit 3 | Musical Theatre Skills | Internal | 50% | 2 years |
| **Course content by unit** | This vocational course is designed for pupils who have a range of interests in the Performing Arts. During the course you will develop performance skills in dance, drama and in singing. You will learn how to prepare, plan and produce a performance and crucially perform in a variety of contexts. Your newly developed skill set will be put to the ultimate test course when you will produce and perform in a piece of musical theatre to a public audience.<br><br>**Unit 1: Individual Showcase** (dance, drama, singing)<br>This unit covers what to include in a letter of application and how to prepare audition pieces or presentations that demonstrate your relevant skills and knowledge. You will choose one from a number of possible progression opportunities as the basis for your work. The presentation aspect of the unit will give you knowledge and experience of the audition/presentation process.<br><br>**Unit 2: Preparation, performance and production**.<br>In this unit you will learn how to develop a performance piece as a member of a performance company. You will take on a specific performing or production role and will prepare for, and produce, a performance by carrying out tasks that are appropriate to your role. No matter what role you undertake, you will also need to explore the performance piece you are working on. All of your hard work will come to fruition when you present your performance to an audience. You will need to make sure that you understand your responsibilities and<br>that you are personally prepared for the performance, whether that means learning your lines or moves, knowing your cues or making sure that costumes, props and other materials are ready and useable. You should also understand how important you are to the success of the overall production.<br><br>**Unit 3: Musical Theatre Skills**.<br>Musical theatre is a tough performance genre to master as it requires acting, singing and dancing skills. This highly practical unit will give you a taste of the world of the musical. You will take part in activities designed to improve your technical and interpretive skills in each discipline. You will then bring these skills together to work on an extract from a musical that you will rehearse and perform in a workshop situation. | | | | |
| **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. | | | | |

*KS4 Curriculum Booklet 2016-18*

| Subject: | **Physical Education** | | |
|---|---|---|---|
| **Course Title**<br>**Exam Board**<br>**Syllabus Code** | GCSE Physical Education<br>Edexcel<br>1PE0 | **QN Code** | 601/8161/8 |

| Assessment | Unit/Code | Title | External / Internal Marking | % Total Mark | Duration |
|---|---|---|---|---|---|
| | 1PE01 & 02 | The Theory of Physical Education | External Exam | 60% | Paper 1 - 1 hour & 45 minutes<br>Paper 2 - 1 hour & 15 minutes |
| | 1PE03 & 04 | Performance in Physical Education | Internal assessment | 40% | Continuous assessment throughout the course |
| **Course content by unit** | **The course is split into four components** | | | | |

| | Components | Content | Assessment |
|---|---|---|---|
| | **Component 1:**<br>Fitness and body systems | Applied anatomy and physiology<br>Movement analysis<br>Physical training<br>Use of Data | ● Written examination paper<br>● 1 hour and 45 minutes<br>● The assessment consists of multiple choice, short answer, and extended answer questions<br>● 90 marks<br>● 36% of qualification |
| | **Component 2:**<br>Health and Performance | Health, fitness and well-being<br>Sport psychology<br>Socio-cultural influences | ● Written examination paper<br>● 1 hour and 15 minutes<br>● The assessment consists of multiple choice, short answer, and extended answer questions<br>● 70 marks<br>● 24% of qualification |
| | **Component 3:**<br>Practical Performance | Skills during individual activities<br>Skills during team activities | ● Non-examination assessment<br>● The assessment consists of students completing three practical activities from a set list:<br>  ● One must be a team activity<br>  ● One must be an individual activity<br>  ● The final can be a free choice from the activity list<br>● 90 marks<br>● 30% of qualification |
| | **Component 4:**<br>Personal Exercise Programme (PEP) | Analysis of proposed PEP<br>Carry out & monitor the PEP<br>Evaluation of the PEP | ● Non-examination assessment<br>● The assessment consists of students producing a six to eight week Personal Exercise Programme (PEP), and analysing and evaluating their performance<br>● 20 marks<br>● 10% of qualification |

| **Additional resources & supporting activities** | Edexcel website/PE page: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html<br>Activity list:<br>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447738/GCSE_activity_list_for_PE.pdf |
|---|---|

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| 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** | Unit 1 is comprised of five topics:<br><br>• Non-verbal communication, including: body language, eye contact and facial expression.<br>• Memory, including: forgetting and eye-witness testimony.<br>• Development of personality, including: personality types and anti-social personality disorder<br>• Stereotypes, prejudice and discrimination including reduction techniques.<br><br>Psychology is a science so you will also study and carry out research methods and how psychologists use the experiment in particular.<br><br>Unit 2 is also comprised of five topics:<br>• Social influence, including: obedience and conformity, helping behaviour and deindividuation.<br>• Learning, including: treatment of phobias and addictions,<br>• Sex and gender including biological and cultural identity<br>• Aggression including theories of aggression and management techniques.<br><br>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. | | | | |
| **Additional resources & supporting activities** | All students are given a copy of the specification.<br>All students are given a set text book, 'AQA GCSE Psychology' by M. Stanley.<br>A useful second text is 'AQA Psychology for GCSE' by Barbara Woods.<br><br>The internet provides a wealth of useful websites which we will use throughout the course<br><br>We also attend a course at Bristol Zoo where the behavioural zoologists further our understanding of learning and use of naturalistic observations.<br><br>Revision sessions will be available before student's exams.<br><br>**This is a very challenging course and students are expected to have achieved a grade 5a in English and Maths and the end of Term 2 Year 9.** | | | | |

| Subject: | **Religion, Ethics and Philosophy (REP)** | | |
|---|---|---|---|
| **Course Title** | GCSE in Religious Studies (A) | **QN Code** | 500/4514/3 |
| **Exam Board** | AQA | | |
| **Syllabus Code** | 8062A | | |

| Assessment | Unit/Code | Title | External / Internal Marking | % Total Mark | Duration |
|---|---|---|---|---|---|
| | Component 1 | Study of religions | External | 50% | 1 ¾ hour |
| | Component 2 | Thematic studies | External | 50% | 1 ¾ hour |
| **Course content by unit** | Our full-course REP programme involves a more in-depth consideration of philosophical and ethical questions and allows students to reflect upon their own beliefs, values and influences. REP enables students to express their own interpretations and viewpoints cogently and persuasively. This makes it a natural partner for all Humanities subjects and English, as well as providing a provocative contrast to Science, Maths, Technology and ICT. Those with a passion for the Performing Arts will relish the opportunities for public debate while students with a creative flair will have the opportunity to explore religious expression in art and music. **If you enjoy debating, discussing, and questioning the norm, then full-course REP is for you.** <br> ● Religion and Relationships <br>     o Should men and women have different roles in family life? <br>     o Do religions discriminate against women? <br>     o What lies behind religious attitudes towards homosexuality? <br>     o Is it realistic to expect modern marriages to last a lifetime? <br> ● Religion, Peace and Conflict <br>     o Is there such thing as a just war? <br>     o What does jihad really mean? <br>     o How do we know the difference between a terrorist and a freedom fighter? <br>     o Does religion cause conflict? <br> ● Religion, Crime and Punishment <br>     o Are some people born evil? <br>     o Is the death penalty ever justified? <br>     o Why do people commit hate crimes? <br>     o How should we treat criminals? <br>     o Are there limits to forgiveness? <br> ● Religion and Life <br>     o How did life begin and why do we need to know? <br>     o What rights do animals have? <br>     o Should euthanasia be legalised? <br>     o Whose rights are more important: a mother's or her unborn baby's? <br>     o What happens when we die? |
| **Additional resources & supporting activities** | ● Guest speakers explain what it means to be religious or to have a non-religious worldview. <br> ● Opportunity to hear some of the world's leading philosophers at the annual Vardy Conference. <br> ● Visits to places of worship to gain a better understanding of worship, community & identity. <br> ● Invitation to join Cotham Philosophy Club and earn a place on our Philosothon team for regional and national competitions. <br> ● Museum trips (e.g. the Imperial War Museum's Holocaust Exhibition) provide valuable historical context for the religious and ethical issues being explored. <br> ● Revision guides and work books available to purchase from the school. <br> ● We use Frog, Twitter and Edmodo to provide high quality resources for home learning. |

| Subject: | Spanish (option) | | | |
|---|---|---|---|---|
| **Exam Board Syllabus Code** | AQA 8698 | | **QN Code** | 500/4480/1 |

| Assessment | Unit/Code | Title | External / Internal Marking | % Total Mark | Duration |
|---|---|---|---|---|---|
| | **Unit 1 - Listening** | Listening Foundation Listening Higher | external | 25 | 35 minutes 45 minutes |
| | **Unit 2 - Reading** | Reading Foundation Reading Higher | external | 25 | 45 minutes 60 minutes |
| | **Unit 3 - Speaking** | Foundation/Higher | external | 25 | 7-12 minutes |
| | **Unit 4 - Writing** | Writing Foundation Writing Higher | external | 25 | 1 hour 1 hour 15 minutes |
| **Course content by unit** | 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). <br><br> Teacher will take the different levels of ability of students into consideration when planning the lessons. <br><br> **Topics covered over the two years:** <br> Theme 1: Identity and culture <br> Theme 2: Local, national, international and global areas of interest <br> Theme 3: Current and future study and employment <br> **Assessment** <br><br> At the end of the course in Year 11, students will be entered into either Foundation or Higher Tier papers in Listening, Reading, Writing and Speaking.  The Speaking test consists of tasks such as role-play and conversations.  Writing will be assessed through translations and structured writing. <br><br> **Foreign Language Assistant** <br><br> ● 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. | | | | |
| **Additional resources & supporting activities** | **Linguascope for GCSE** (www.linguascope.com) is also a good resource for higher achieving students with online activities. <br><br> **GCSEpod** (login though the main school website) with podcasts on many controlled assessment topics. <br><br> 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. <br><br> Parents can help by checking their child's FROG account for homework set and by making sure that all set homework 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. <br><br> Regular homework completion to a good standard is vital for achieving a good grade. | | | | |

# 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

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**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.**

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| Good reasons for choosing a course | Poor reasons for choosing a course |
|---|---|
| <ul><li>You are good at the subject</li><li>You think you'll enjoy the course</li><li>It will give you plenty of choice in the future</li><li>You think you might want to continue studying it after Year 11</li><li>You are already doing well in this subject</li><li>Your literacy skills are well developed in this subject</li><li>There is a good balance of coursework and external examination</li></ul> | <ul><li>Your friends are doing it</li><li>People say it's easy</li><li>You think it's a good course for a boy/girl</li><li>You like the teacher you have now</li><li>You didn't have time to research your options properly</li><li>Your literacy skills are not high enough for this course</li><li>You didn't show a commitment in this subject up to now</li><li>You chose a very demanding course but your grades are <u>lower</u> than asked for.</li></ul> |

# YEAR 9 KS4 OPTIONS 2016-18

Name_____

Tutor group _____

| CORE KS4 CURRICULUM | Further information: |
|---|---|
| (*All subjects in this column are compulsory to all students*) English Language English Literature French/ German ICT Mathematics Physical Education PSHEE Religion, Ethics & Philosophy Science | • 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 <u>guide</u> 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)**

| Subject | | Subject | |
|---|---|---|---|
| Fine Art GCSE | | Music GCSE | |
| Business Studies BTEC | | Music Technology BTEC | |
| Child Development GCSE | | Performing Arts Acting BTEC | |
| Computing GCSE | | Performing Arts Musical Theatre BTEC | |
| Dance GCSE | | Photography GCSE | |
| Drama  GCSE | | Physical Education GCSE | |
| Food Preparation & Nutrition GCSE | | Psychology GCSE | |
| Geography GCSE | | Resistant Materials  GCSE | |
| Graphic Products GCSE | | Religion, Ethics & Philosophy GCSE | |
| History GCSE | | Spanish GCSE | |
| ICT iGCSE | | Textiles GCSE | |
| iMedia (ICT based) | | | |

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

|  |  |  |
|---|---|---|
|  |  |  |

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

| Italian Twilight | Yes/No |
|---|---|
| **Community Languages** - What is your first language? | |
| Are you able to speak it? | Yes/No |
| Are you able to write it? | Yes/No |
| Would you like to be entered for a GCSE if available | Yes/No |

**Parent/Carer's Signature**                                                    **Date**

Please keep this copy and return the yellow copy to your Tutor by ….**Wednesday 3 February**

*KS4 Curriculum Booklet 2016-18*

# YEAR 9 KS4 OPTIONS 2016-18

Name_____

Tutor group _____

| **CORE KS4 CURRICULUM** (*All subjects in this column are compulsory to all students*) English Language English Literature French/ German ICT Mathematics Physical Education PSHEE Religion, Ethics & Philosophy 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 <u>guide</u> 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)

| | | | |
|---|---|---|---|
| Fine Art GCSE | | Music GCSE | |
| Business Studies BTEC | | Music Technology BTEC | |
| Child Development GCSE | | Performing Arts Acting BTEC | |
| Computing GCSE | | Performing Arts Musical Theatre BTEC | |
| Dance GCSE | | Photography GCSE | |
| Drama  GCSE | | Physical Education GCSE | |
| Food Preparation & Nutrition GCSE | | Psychology GCSE | |
| Geography GCSE | | Resistant Materials  GCSE | |
| Graphic Products GCSE | | Religion, Ethics & Philosophy GCSE | |
| History GCSE | | Spanish GCSE | |
| ICT iGCSE | | Textiles GCSE | |
| iMedia (ICT based) | | | |

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

| | | |
|---|---|---|
| | | |

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

| Italian Twilight | Yes/No |
|---|---|
| **Community Languages** - What is your first language? | |
| Are you able to speak it? | Yes/No |
| Are you able to write it? | Yes/No |
| Would you like to be entered for a GCSE if available | Yes/No |

| **Parent/Carer's Signature** | **Date** |
|---|---|

Please keep this copy and return the yellow copy to your Tutor by … **Wednesday 3 February**

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