



2024/25

KS4 Curriculum Booklet

for students undertaking KS4 courses in September 2024



2024/25

KS4 Curriculum Booklet

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Key Stage 4 Curriculum 2024/25

Welcome

This booklet is designed to provide parents and carers with:

- details of course content in each of the GCSEs
- details of essential and wider reading for each of the courses, including revision guides
- details of websites that can be used by students to consolidate their progress over the 2 years
- details of assessment points in the year with links to the Cotham Virtual Learning Environment (VLE)

This booklet is not an exhaustive list of what each Curriculum area does. Instead it is intended to act as a guide to support parents and carers with details of each of the courses to allow them to support their child during the course of their studies in Years 10 and 11.

The Curriculum

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 Language
- English Literature
- Mathematics
- Science
- PSHE
- Physical Education

All students will study Separate Sciences until the end of Year 10. At this point, a decision will be made on whether students continue to study the Separate Sciences (worth 3 GCSEs) or move to studying Combined Sciences (worth 2 GCSEs). Students complement the school's core curriculum with either 2 or 3 additional subjects from the school's subject pathways list.

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.

Assessments during Year 10

Students will be assessed throughout the course of the year using informal class assessments. A formal End of Year exam will also take place in April / May. The Assessment Calendar for Year 10 provides a summary of the class assessments that will take place during Year 10 in each subject area over the course of the year. Please refer to this so that you can support your child in preparing for these informal class assessments and formal end of year assessments.

Assessments during Year 11

Students will be assessed throughout the course of the year using informal class assessments. A formal Mock Exam period will also take place in October and January. The Assessment Calendar for Year 11 provides a summary of the class assessments that will take place during Year 11 in each subject area over the course of the year. Please refer to this so that you can support your child in preparing for these informal class assessments and formal end of year assessments.

Home Learning

Students are expected to complete homework and independent learning tasks set by their teachers in line with this timetable. This will allow them to divide their time between each of their subjects being taken during KS4. Homework and independent learning must be completed to ensure that students develop key skills and

processes in each subject, and to ensure that their teacher is able to give them feedback that allows them to make progress. It is an essential part of the process of learning.

Our expectation is that students should spend 1.5 to 2 hours per evening on homework and independent learning tasks. This will normally take the form of a task set by their teacher, but increasingly, students will be expected to manage their own programme of revision as we move through the 2 year period. As we move towards the end of Year 10, students will also have an opportunity to complete exam style papers which will allow them to develop their exam experience.

Re-reading class notes, making revision cards, mind-maps, making lists of key words and their meaning, should be regularly undertaken to develop long term memory.

The school subscribes to the following websites which are excellent sources of revision:

GCSE Podcasts – <http://www.gcsepod.co.uk/school-login/cothamschool2011/>

Seneca - <https://senecalearning.com/en-GB/>

Sparxmaths - sparxmaths.com

mymaths - <https://www.mymaths.co.uk/>

Cotham Futures and Work Experience placements.

Cotham School is committed to providing all students with information, advice and Personal Career Guidance about the range of learning and training pathways that are available to them.

Good quality Careers Education will raise aspirations of and help our students to become effective career planners and managers of their own progression through learning and workplace opportunities.

By providing relevant and up to date, impartial and objective, information, advice and guidance, our aim is to raise students' aspirations and ambitions for their futures, whilst offering equality of opportunity.

We work closely with local universities, Post 16 Education providers, local businesses and Alumni to provide a range of trips, visits, and opportunities across all year groups. This enhances students' experiences and gives them a greater awareness of the opportunities available to them. Cotham School is a member of the WECA /Careers & Enterprise Company HUB which enables us to share good practice and collaborate on important issues.

Useful Websites for general Careers information and Advice:

- Cotham School - [Careers Page](#)
- Career Pilot [Website](#) offers students, teaching staff and parents/carers a wealth of information, advice and resources to support student's journey to success. Many students will already have created their free account during KS3. Students can continue to build and access their learning plans and career journey record until age 21. (Students and Parents - please create an account if you do not already have one.)

Careers in Year 10

- Students in year 10 are offered the opportunity to undertake a physical work experience placement as part of their school learning. During term 6 of Year 9 students have already received vital inspirational tutor time activities, 1:1 meetings with our Work experience Coordinator and workshops to help develop students' confidence in themselves when approaching business to gain a placement; [see Cotham School website here](#) for more information.
- Early in Year 10 Students will receive PSHE lessons which have been designed to offer practical and useful support to students as they continue their search for a placement. Further instructions and motivational support will be delivered in Tutor Time and all students will be able to "drop in"

- to ask questions and receive support during lunchtime on Tuesdays every week. Planning for a “Mock interview” day is in process (date tbc) - delivered by Business partners and Alumni in school.
- Students are encouraged to journal and log all of their experiences and placement details using [Career Pilot](#) for information regarding careers and [Unifrog](#) for logging their placement details. (An instructional video with log in details for Unifrog will be issued in September)

Careers In Year 11

- Students in Year 11 receive at least one Individual Career Guidance meeting with our professionally qualified (L6) Careers Adviser.
- The Careers Adviser works closely with the Heads of House, Behaviour support and SEND teams to ensure students receive the appropriate amount of impartial and objective Career Guidance and support when considering and applying for courses of learning after year 11.
- Students will be able to meet many of the external learning providers (Colleges, apprenticeship providers and Universities) during our “Year 11 Futures & progression workshops” on the 7th and 8th October 2024.
- Students will be able to meet external learning providers at our regular lunchtime “pop up shops” in the HUB/canopy area during term 1 & 2. Students will be reminded of who is coming in via Tutor time slides.
- An “Open Events” schedule will be kept up to date and placed on the Google classroom and parents weekly bulletin board so that students and their parents/careers can see when the open events are for post 16 learning and book themselves in to visit.

Revision Tips

All students will be introduced to revision strategies to support their progress in each of their subjects. This will take place during lessons and also during tutor time (in advance of formal examination periods).

It is important that students also take responsibility for regularly reviewing the content delivered in school and for committing this to their long term memory. Re-reading class notes, making revision cards, mind-maps, lists of key words and their meaning, should be undertaken to develop long term memory.

Our [Preparing for Assessments portal](#) contains lots of strategies that students should be encouraged to use at home when revising and preparing for assessments. These are evidence based techniques that are proven to be effective forms of revision.

KS4 Subject List

The following subjects form our KS4 offer at Cotham School.

Subject	Faculty	Award	QN Code
Ancient History	Humanities	GCSE	603/0664/6
Art, Craft and Design - (Visual Arts)	STEAM	GCSE	601/8088/2
Business	Social Science	GCSE	C00/1155/5
Child Development	Social Science	Cambridge National Level 2 Certificate	603/7114/6
Computer Science	STEAM	GCSE	601/8355/X
Engineering (Design Technology)	STEAM	Level 2 Vocational Certificate	603/7019/1
Food Preparation and Nutrition	STEAM	GCSE	601/8093/6
History	Humanities	GCSE	601/8217/9
Geography	Humanities	GCSE	601/8410/3
German	MFL	GCSE	601/8159/X
Spanish	MFL	GCSE	601/8160/6
French	MFL	GCSE	601/8157/6
Interactive Media	STEAM	Level 2 Vocational Certificate	603/0852/7
Music	Performing Arts	Level 2 BTEC	603/7055/5
Performing Arts - Drama	Performing Arts	Level 2 BTEC	603/0406/6
Performing Arts - Dance	Performing Arts	Level 2 BTEC	603/0406/6
Physical Education: Sports Science	Physical Education	Cambridge National Level 2 Certificate	603/7160/7
Physical Education	Physical Education	GCSE	601/8279/9
Religion, Ethics and Philosophy	Humanities	GCSE	500/4514/3
Retail Business	Social Science	Level 2 Vocational Award	603/7021/X
Sociology	Social Science	GCSE	603/0798/5

The KS4 Curriculum Structure

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
Core	English Language and English Literature	2	8	16%
	Mathematics	1	8	16%
	Physical Education	0	4	8%
	AQA PSHE Certificate	1	2	4%
	Science	2 (or 3 if students are entered for Separate Sciences)	10	20%
KS4 Pathway Subjects	Pathway Subject 1	1	6	12%
	Pathway Subject 2	1	6	12%
	Pathway Subject 3	1	6	12%
	Total:	9-10	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.

Vocational Qualifications Versus GCSE

(BTEC, Cambridge National Awards and Vocational Certificates (VCERTs))

The table below shows how the grades awarded under the new GCSEs compare with the grades awarded under the new BTECs.

BTEC, Cambridge National and Technical award vocational qualifications 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

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

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.

For BTEC qualifications A significant element (more than 50%) of the course will be marked by completing assignments based on learning outcomes set by the exam board. These assignments do not have to be taken under controlled conditions. There will be one exam which may take the form of an on-line test or a written exam depending on the nature of the course.

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.

For Cambridge National Awards a large amount of the course will be assessed and marked by completing a portfolio and/or independent project, based on learning outcomes set by the exam board. These assignments

do not have to be taken under controlled conditions. There will be one externally assessed and marked exam.

For Vocational Certificates (VCERTS) the majority of the course (60%) is assessed through the completion of several units of work that are completed during lesson time. Students also sit a practical on screen exam in exam conditions which lasts for 15 hours.

Qualification Definitions and equivalent grade measures

The following table shows how the grades of the old GCSE correspond to the grades used in the new GCSEs, the new BTECs, the new Cambridge Nationals and the new Vocational Certificates (VCERTs)

Old GCSE Grades		New GCSE Grades	BTEC Grades Cambridge National Grades VCERT Grades
A*	Approximately 20% of those achieving an A or above will now achieve a Grade 9	9	Level 2 Distinction Star (L2D*)
A		8	
		7	Level 2 Distinction (L2D)
B	A Grade 5 will be awarded to the top ⅓ of the old Grade C and the bottom ⅓ of the old Grade B	6	Level 2 Merit (L2M)
C		5	
		4	Level 2 Pass (L2P)
D		3	Level 1 Distinction (L1D)
E		2	Level 1 Merit (L1M)
F		1	Level 1 Pass (L1P)
G			
U		U	U

KS4 Core Curriculum Subjects

KS4 Core Curriculum Subjects

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

Assessment	Unit/Code	Title	Marking	% 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 and Listening [x1 assessment]	Internal	0%	10-12 minutes

Course content by unit	<p><u>Paper 1 : Explorations in Creative Reading and Writing</u> Aim: to enable students to analyse how writers create fiction texts and to write creatively themselves. Section A: reading an extract from a piece of modern fiction, analysing how the writer uses language and structure to construct text and evaluate how successfully they do so. Section B: writing a narrative or descriptive creative text in response to a written prompt, scenario or visual image. There is a significant spelling, grammar and punctuation weighting for this question (16/40). Both sections are accorded an equal weighting of 40 marks.</p> <p><u>Paper 2 : Writers' Viewpoints and Perspectives</u> Aim: to develop analysis and understanding of how writers express opinion and perspective Section A: reading two non-fiction sources, linked thematically, from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader. Section B: producing a written text to a particular audience in which the student will express a viewpoint in response to a specified statement or theme. There is a significant spelling, grammar and punctuation weighting for this question (16/40). Both Sections are accorded an equal weighting of 40 marks.</p> <p><u>Speaking and Listening</u> The aim of the assessment is to allow students to demonstrate their speaking and listening skills by: <ul style="list-style-type: none"> • giving a presentation in a formal context; • responding appropriately to questions and to feedback, asking questions themselves to elicit clarification; • using spoken Standard English. </p>
Additional resources and supporting activities	<p>http://www.aqa.org.uk/8700 aqa.org.uk/pastpapers http://cothamschoolenglish.weebly.com/language.html The above link to our VLE provides access to past papers, mark schemes, revision links and teaching resources.</p>

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

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

Course content by unit	<p><u>Paper 1: Shakespeare and the 19th century novel</u></p> <p><u>Section A Shakespeare:</u> students will write in detail about a specific theme from 'Macbeth' based on a close reading of an extract from the play. They will consider how that theme manifests itself in the wider play.</p> <p><u>Section B The 19th-century novel:</u> students will answer one question on 'A Christmas Carol' or 'The Strange Case of Dr Jekyll and Mr Hyde.' They will be required to write in detail about a specific theme based on close reading of an extract from the novel, and then to write about how that theme manifests itself in the wider novel</p> <p><u>Paper 2: Modern texts and poetry</u></p> <p><u>Section A Modern texts:</u> An essay on either 'An Inspector Calls', 'Lord of the Flies' or 'Animal Farm.' Students have a choice of 2 questions which may be based on character or theme.</p> <p><u>Section B Poetry:</u> students will write an essay on a named poem, printed on the exam paper, and compare it to a second poem of their choosing. The poems come from our AQA Power and Conflict anthology.</p> <p><u>Section C Unseen poetry:</u> students will analyse an unseen poem and comment on the writer's use of language to present ideas, and a second question comparing the poem to a second unseen poem, linked by theme.</p>
Additional resources and supporting activities	<p>Again, our English VLE has past papers, revision guides, critical links (notably to excellent stretch and challenge reading from the British Library) and all of our teaching resources.</p> <p>http://cothamschoolenglish.weebly.com/gcse.html</p>

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

Assessment	Unit/Code	Title	Marking	% 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 and graphs, sequences, formulae.
	Ratio, proportion and rates of change	E.g. Sharing into a ratio, direct proportion, inverse proportion.
	Geometry and measures	E.g. area and 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.
	<p>This is a new specification that was first examined in 2017. 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: https://filestore.aqa.org.uk/resources/mathematics/specifications/AQA-8300-SP-2015.PDF</p> <p>As always, Mathematics GCSE is highly valued by further education providers and employers. A good Mathematics GCSE demonstrates the ability to think clearly and logically and provides a greater range of options at post-16 and in future careers. Many careers and further education opportunities require a grade 5 Maths GCSE as a minimum entry requirement.</p> <p>In daily life Mathematics is also 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.</p>	
Additional resources and supporting activities	<p>We aim to use a wide range of different resources that stimulate and enhance the learning experience. Investigations that extend the analytical and creative aspects of maths, practical work and interactive board work are all utilised within our teaching. Homework is set regularly to support the above. The school uses the websites mymaths.co.uk and SparxMaths.com which provide a wide range of online lessons, video tutorials and self-assessment resources that are available to all students. Students are provided with a textbook for use in class, with an online version also accessible. If they wish to take a textbook home they can get their own copy from the school library. Additionally, detailed revision guides are available to buy from the Maths department here at a discount. For those needing a quiet space to work or more one-to-one help, there is also a Maths Homework Club which currently runs after school every Monday and Wednesday (2:45 in room A209, with computers available) as a drop-in session for students to get support from teachers and/or Y13 Mathematicians.</p>	

Subject: Science - GCSE

All students commenced their Science GCSEs in Year 9. All students have embarked on a study of each of the three Sciences, being Biology, Chemistry and Physics.

Students will eventually sit external exams for either the Combined Sciences (worth 2 GCSEs) or the Separate Sciences (worth 3 GCSEs).

There will be a decision later into the course as to whether students continue to study each of the 3 sciences and take 3 separate GCSEs in these subjects at the end of Year 11, or whether they study the Combined Science course (called trilogy) worth 2 GCSEs (students still study all three sciences, Biology, Chemistry and Physics, but cover less content).

Course Title Exam Board Syllabus Code	Combined Science AQA 8464
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Assessment	Unit/Code	Title	Marking	% Mark	Duration
	8464	Biology Paper 1	External	16%	1h 15m
	8464	Biology Paper 2	External	16%	1h 15m
	8464	Chemistry Paper 1	External	16%	1h 15m
	8464	Chemistry Paper 2	External	16%	1h 15m
	8464	Physics Paper 1	External	16%	1h 15m
	8464	Physics Paper 2	External	16%	1h 15m

Course content by unit	The Combined Science course is a linear course, all examined at the end of Year 11.	
	Tier	Foundation and Higher
	Practical Work	15% of the exam marks will assess students in relation to their practical work. Students will have to complete at least 16 specified practical activities.
	Mathematical skills	20% of the exam marks (divided between biology, chemistry and physics in the ratio 1:2:3 respectively) will assess mathematical skills at an appropriate level of difficulty
This is a new specification that started in 2016.		
The following topics are included in each exam:		
<u>Biology</u>		
Paper 1 – Cell Biology; Organisation; Infection and response; Bioenergetics (B1-B9)		
Paper 2 - Homeostasis and response; Inheritance; Variation and evolution; Ecology (B10 – B16)		
<u>Chemistry:</u>		
Paper 1 - Atomic structure and the periodic table; Bonding; Structure and properties of matter; Quantitative Chemistry; Chemical changes; Energy changes (C1-7)		

	<p>Paper 2 - The rate and extent of chemical change; Organic Chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources (C8-C12)</p> <p>Physics:</p> <p>Paper 1 - Energy; Electricity, Particle model of matter; Atomic structure (P-7)</p> <p>Paper 2 - Forces; Waves; Magnetism and electromagnetism (P8-P13)</p> <p>Chapters are referred to as B1, C1, P1 etc. in lessons and also in textbooks, which all students can access online from the Kerboodle website.</p>
Additional resources and supporting activities	<p>We aim to prepare students for the exam in a variety of ways which will provide students with key skills needed to complete the exams. Students will complete a number of required practicals throughout the two year course, which will allow them to gain an understanding of working scientifically. Maths now makes up a fair portion of the exam, therefore maths skills will be practised in lessons and through assessments.</p> <p>We aim to support students with the new exam by:</p> <ul style="list-style-type: none"> • Providing past paper questions in lessons and for homework • Practising answering questions that require longer written answers and also focus on the quality of written English. <p>Students can use websites such as:</p> <ul style="list-style-type: none"> • Kerboodle - for activities and digital textbook • Seneca • BBC Bitesize

Course Title Exam Board Syllabus Code	Separate Sciences (3 GCSEs in Biology, Chemistry and Physics) AQA Biology 8461, Chemistry 8462 and Physics 8463
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Assessment	Unit/Code	Title	Marking	% Mark	Duration
	8461	Biology Paper 1	External	50%	1h 45m
	8461	Biology Paper 2	External	50%	1h 45m
	8462	Chemistry Paper 1	External	50%	1h 45m
	8462	Chemistry Paper 2	External	50%	1h 45m
	8463	Physics Paper 1	External	50%	1h 45m
	8463	Physics Paper 2	External	50%	1h 45m

Course content by unit	<p>The Separate Science course is a linear course, all examined at the end of Year 11.</p> <table border="1"> <tr> <td>Tier</td><td>There are both Foundation and Higher tiers.</td></tr> <tr> <td>Practical Work</td><td>15% of the exam marks will assess students in relation to their practical work. Students will have to complete at least 8 specified practical activities in each science</td></tr> <tr> <td>Mathematical skills</td><td>At least 10% of the exam marks for biology (20% for chemistry and 30% for physics) will assess mathematical skills at an appropriate level of difficulty</td></tr> </table> <p>This is a new specification that started in 2016.</p> <p>the following topics are included in each exam:</p> <p><u>Biology:</u> Paper 1 – Cell Biology; Organisation; Infection and response; Bioenergetics (B1-B9)</p> <p>Paper 2 - Homeostasis and response; Inheritance; Variation and evolution; Ecology (B10-B18)</p> <p><u>Chemistry:</u> Paper 1 - Atomic structure and the periodic table; Bonding; Structure and properties of matter; Quantitative Chemistry; Chemical changes; Energy changes (C1-C7)</p> <p>Paper 2 - The rate and extent of chemical change; Organic Chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources (C8-C15)</p> <p><u>Physics:</u> Paper 1 - Energy; Electricity, Particle model of matter; Atomic structure (P1-P7)</p> <p>Paper 2 - Forces; Waves; Magnetism and electromagnetism; Space (P8-P16)</p> <p>Chapters are referred to as B1, C1, P1 etc. in lessons and also in textbooks, which all students can access online from the Kerboodle website.</p>	Tier	There are both Foundation and Higher tiers.	Practical Work	15% of the exam marks will assess students in relation to their practical work. Students will have to complete at least 8 specified practical activities in each science	Mathematical skills	At least 10% of the exam marks for biology (20% for chemistry and 30% for physics) will assess mathematical skills at an appropriate level of difficulty
Tier	There are both Foundation and Higher tiers.						
Practical Work	15% of the exam marks will assess students in relation to their practical work. Students will have to complete at least 8 specified practical activities in each science						
Mathematical skills	At least 10% of the exam marks for biology (20% for chemistry and 30% for physics) will assess mathematical skills at an appropriate level of difficulty						

Additional resources and supporting activities	<p>We aim to prepare students for the exam in a variety of ways which will provide students with key skills needed to complete the exams. Students will complete a number of required practicals throughout the two year course, which will allow them to gain an understanding of working scientifically. Maths now makes up a fair portion of the exam, therefore maths skills will be practised in lessons and through assessments.</p> <p>We aim to support students with the new exam by:</p> <ul style="list-style-type: none"> • Providing past paper questions in lessons and for homework • Practising answering questions that require longer written answers and also focus on the quality of written English. <p>Students can use websites such as:</p> <ul style="list-style-type: none"> • Kerboodle - for activities and digital textbook • Seneca • BBC Bitesize
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Subject:	PSHE Education	
Course Title Exam Board Syllabus Code	Level 2 Award in PSHE Education AQA Unit Award Scheme PSE005 - PSE060	N/A

Assessment	Unit/Code	Title	Marking	% Mark	Duration
	PSE005 - PSE060	L2 Awards in PSHE Education (Unit Assessment Scheme)	Coursework	100% (Pass/Fail)	Ongoing

Course content by unit	<p>At KS4 students receive 2 lessons of PSHE education per fortnight.</p> <p>During these lessons, students will build a portfolio, based entirely on work completed in class, which will earn them a collection of Level 2 Awards equivalent to that of a GCSE qualification.</p> <p>Unit 1: Applying for Jobs and Courses</p> <ul style="list-style-type: none"> • What do I need to get a job? • What makes a good letter of application? • How can I perform well in a job interview? • Who got the job and why? <p>Unit 2: Relationships and Sex Education</p> <ul style="list-style-type: none"> • Relationships: What makes a good friendship? • Relationships: What makes a good parent or carer? • Relationships: Why do some people choose to get married? Why do some choose not to? • Relationships: How to protect a relationship from breaking down? • Relationships: What does an abusive relationship look like? • Relationships: What can I do when a relationship does break down? • Sex: What is enthusiastic consent? • Sex: How to decide if you're ready or not to start having sex. • Sex: What is contraception and what is it used for? • Sex: What are STIs, where do you get them and how do you get rid of them? • Sex: What harms are linked to pornography? <p>Unit 3: Emotional Wellbeing</p> <ul style="list-style-type: none"> • How to know if you are feeling stressed? • How to deal with stress. • What does prejudice affect mental health? • How does inequality affect mental health? • How does bullying affect mental health? • How can we respond to bullying • When does poor mental health become mental illness?
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	<p>Unit 4: Personal Safety</p> <ul style="list-style-type: none"> • Who is responsible for my safety? • What hazards exist in my life? • What to do if there is a fire at home? • How can I stay safe online? • How can I deal with online abuse? • What if someone steals my identity online? <p>Unit 5: Diversity, Prejudice and Discrimination</p> <ul style="list-style-type: none"> • Why is multiculturalism important? • Why are humans prejudiced? • What is systemic discrimination? • Who benefits from discrimination? • How is the status quo upheld? • What laws protect us from discrimination? • How is social cohesion promoted? <p>Unit 6: Drugs Education</p> <ul style="list-style-type: none"> • How much alcohol is in each drink? • What is alcohol abuse? • Is nicotine harmful? • Can medical drugs cause harm? • Why are some drugs illegal? • Why do some young people become involved in drugs? <p>Unit 7: Personal Finance</p> <ul style="list-style-type: none"> • What is a current account? • What is the difference between a credit card and a debit card? • Where should I put my money? • How should I save? • Understanding a payslip • When the government provides financial support • How to make a personal living budget • How to make your money go further. <p>Cotham is unique amongst secondary schools in Bristol in providing the PSHE Award for all students. Cotham is also the only secondary school in Bristol so far to have been awarded the Healthy School's Mayor's award for outstanding PSHE education.</p>
<p>Additional resources and supporting activities</p>	<p>All assessed work will be completed in class as coursework</p> <p>Supporting activities will be uploaded to Google Classroom in advance of each unit starting.</p>

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

KS4 Pathway Subjects

KS4 Pathway Subjects

Subject: Ancient History - GCSE		
Course Title	GCSE Ancient History	QN Code 603/0664/6
Exam Board	OCR	
Syllabus Code	J198	

Assessment	Unit Code	Title	Marking	% Mark	Duration
	J198/01 Option C	The Persian Empire - 559-465BC. Alexander the Great - 356-323 BC	External	50%	2 hours
	J198/02 Option B	The foundations of Rome: from Kingship to republic 753-440 BC. Hannibal and the Second Punic War, 218—201 BC	External	50%	2 hours

Course content	<p><u>The Persian Empire, 559-465BC</u> Part one: The rise of the Persian Empire under Cyrus the Great 559-530 BC. Part two: Cambyses II, Smerdis and the accession of Darius 530-522 BC. Part three: The reign of Darius the Great 522-486 BC. Part four: Xerxes I and the Greeks 486-465 BC.</p> <p><u>Alexander the Great, 356-323 BC</u> Part one: Upbringing, character, beliefs and life of Alexander. Part two: Alexander's campaigns: The reasons for his expeditions and the main battles. Part three: Significant events in Alexander's life. Part four: The Macedonian army under Alexander.</p> <p><u>The foundations of Rome: from Kingship to republic, 753-440 BC</u> Part one: The legendary kings: Origins of Rome 753-616 BC. Part two: The Etruscan Kings: 616-509 BC. Part three: Origins of the Republic: 509-494 BC. Part four: Securing the Republic: 509-494 BC.</p> <p><u>Hannibal and the Second Punic War, 218–201 BC.</u> Part one: Reasons for the outbreak of the Second Punic War Part two: The nature and dynamics of Hannibal's leadership Part three: The changing nature of Rome's response to Hannibal Part four: How did Rome defeat Carthage?</p>
Additional resources and supporting activities	<p>Humanities VLE link: https://cothamschoolhumanities.weebly.com/</p> <p>Humanities Clinic: Mr Lloyd runs a Humanities clinic every Wednesday lunch and after school. This for students from all key stages to come along to get additional help with assessment preparation, additional assessment feedback and help with homework</p>

Stretch and Challenge Tasks for Humanities:

<https://drive.google.com/drive/u/1/folders/10GipgZjZZByJaoVdizvMuVXwedyEyjqe>

Past Exam Papers & marks Schemes

<https://drive.google.com/drive/u/1/folders/1-6Lvf6J4pmdsvEygLPY8DZoVX0w5YIDA>

Revision Websites

<https://www.gcsepod.com/>

<https://senecalearning.com/en-GB/>

<http://www.bbc.co.uk/schools/gcsebitesize/history/>

OCR Course Website:

<https://www.ocr.org.uk/qualifications/gcse/ancient-history-j198-from-2017/assessment/>

Due to the complexity of concepts and skills needed to be successful in the course, students are expected to be 'Working Towards' or above in their English Year 9 Term 2 grade.

Subject:	Art, Craft and Design GCSE (Visual Arts) - GCSE	
Course Title Exam Board Syllabus Code	Art and Design AQA 8202	QN Code: 601/8088/2

Assessment	Title	Marking	% Mark	Duration
	Art, Craft and Design	Internally marked with visiting moderator.	60% Coursework 40% Externally set task	No time limit 10 weeks preparation time followed by 10 hour exam.

Course content	<p>Overview</p> <p>Art, Craft and Design practice is the exploration of an idea, experience, theme or issue in response to a given theme. Students have the opportunity to work in one or more area(s) of art, craft and design, such as:</p> <ul style="list-style-type: none"> • drawing • painting • sculpture/3D • installation • photography and the moving image • printmaking • mixed media • textiles <p>They may explore overlapping areas and combinations of areas but must demonstrate evidence of at least two chosen areas.</p> <p>Component 1: Portfolio</p> <p>Over Year 10 and the first two terms of Year 11, students develop a portfolio of work. The portfolio must include both:</p> <p>1.A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.</p> <p>2.A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.</p> <p>Component 1 is completed at the end of December in Year 11, it forms 60% of the final mark.</p> <p>Component 2: Externally set assignment</p> <p>AQA provide an externally set assignment with seven different starting points. Students select and respond to one starting point from their chosen title. Students develop their chosen theme over a period of 10 weeks which is followed by 10 hours of supervised exam time to create a final response. This component is 40% of the final mark.</p>
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Additional resources and supporting activities	<p>Students studying art have access to the Visual Arts department resources. These include: large, bright studio spaces; resources and equipment for a wide range of media and techniques; screen printing equipment; ceramics equipment and kiln; photography darkroom for black and white processing; studio lighting for photographic shoots; digital SLR cameras for loan; 40 laptops with Adobe Suite and iMovie; textile sublimation printer; sewing machines; and printing equipment.</p> <ul style="list-style-type: none"> • Catch up sessions are offered one lunchtime a week in Art club. • A trip to a major art gallery is offered in Year 11 and to local galleries and museums. • A final exhibition of students GCSE work with a private view for family and friends.
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Subject: Business - GCSE		
Course Title Exam Board	GCSE Business Eduqas	QN Code C00/1155/5

Assessment	Paper	Title	Marking	% mark	Duration
	1	Business Dynamics	External written exam paper	62.5%	2 hours
	2	Business Considerations	External written exam paper	37.5%	1 hr 30 mins
Course content by unit	<p>This GCSE course introduces students to the business world, empowering them to develop as commercially-minded and enterprising individuals. It looks at the impact of globalisation and why businesses should behave ethically. Learners will have the opportunity to develop a wide range of skills, enabling them to use business information critically, to develop arguments, to make justified decisions and to prepare them for further study and career pathways. This course has a significant focus on mathematical skills and techniques.</p> <p>Unit 1 - Business World The nature of business activity and provision of goods and services Business enterprise Business planning, aims and objectives Business ownership and growth Business location and site The interdependent nature of business</p> <p>Unit 2 - Influences on Business Technological, environmental, ethical and economic influences on business activity The impact of globalisation on businesses The impact of legislation on businesses</p> <p>Unit 3 - Business Operations Production and quality Supply Chain and the sales process</p> <p>Unit 4 - Finance Sources of finance Revenue and costs Profit and loss accounts (income statements) Cash flow Financial performance</p> <p>Unit 5 - Marketing Identifying and understanding customers Market research The marketing mix - product, price, promotion, place</p> <p>Unit 6 - Human Resources Recruitment Training Motivation Organisational structures</p>				

Additional resources and supporting activities	Students will be issued with revision materials to support them with their exam, along with lesson and home learning resources via Google Classroom. Students will also be issued with a bank of revision materials at the start of each unit, including videos, quizzes, flashcards and practice questions.
Other Information	This course is best suited to students who are working 'at or above' in Maths.

Subject:	Child Development - Cambridge National Level 2 Certificate	
Course Title Exam Board Syllabus Code	Cambridge National Certificate in Child Development Level 2 OCR J809	QN Code: 603/7114/6

Assessment	Unit/Code	Title	Marking	% Mark	Duration
	R057	Health and well-being for child development	External written exam paper	40%	1 ¼ hours
	R058	Create a safe environment and understand the nutritional needs of children from birth to five years	Internal assessment with OCR moderation	30%	10 hours
	R059	Understand the development of a child from one to five years	Internal assessment with OCR moderation	30%	12 hours.

Course content by unit	<p>The Child Development course offers a range of practical approaches and theory based learning. The course will appeal to students with an interest in the development of children and those with an interest in careers such as nursing, midwifery, early years practitioner and teaching. The exam specification is divided into 6 themes, these areas are interrelated.</p> <p>Grading for the examination and assignments at Level 1 and Level 2 is at Distinction *, Distinction, Merit and Pass. The examination unit and centre assessed units can be retaken if required.</p> <p><u>Unit R057: Health and well-being for child development</u></p> <p>Students will consider a range of factors which affect the decision to have children, including:</p> <ul style="list-style-type: none"> • Preconception care including health of parents to be, diet, exercise and the dangers of smoking, alcohol, recreational drugs are discussed. • Students will evaluate methods of contraception, their efficiency and reliability. • The structure and function of male and female reproductive systems is learnt. • An understanding of the range of antenatal care and tests offered to parents is introduced. • Students need to be aware of the roles of the different health professionals supporting the pregnant mother. • Students will evaluate the choices of settings for delivery as well as a range of pain relief interventions to also include alternative approaches to pain relief. • The stages of labour and the importance of postnatal care is considered. • Students will understand the importance of postnatal checks and postnatal provision. • Students will recognise how to manage and prevent childhood illnesses
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	<p><u>R058 Create a safe environment and understand the nutritional needs of children from birth to five years.</u></p> <p>This unit will allow learners to investigate the different equipment, safety and nutritional requirements of children from birth to five years. On completion of this unit, learners will be able to apply their knowledge and understanding, through a practical activity, to show how the needs are met to promote the well-being and development of the child. An in-depth knowledge of nutrition for young children is developed within this unit. The assignment title is set by OCR.</p> <p><u>Unit R059: Understand the development of a child from one to five years</u></p> <p>This unit will allow learners to investigate the developmental norms of children from birth to five years. Learners will develop an understanding of the impact of play on the developmental norms. On completion of this unit, learners will be able to apply their knowledge and understanding, through practical activities, to show how play affects the development of individual children. The assignment title is set by OCR.</p>
<p>Additional resources and supporting activities</p>	<ul style="list-style-type: none"> • Students will have the opportunity to visit local nurseries and playgroups to observe the physical, intellectual, emotional and social development of children. • Visits from parents and children, midwives, health visitors are also arranged. • Students also have the opportunity to become a parent to one of our 'Real Care Babies' over a weekend. Real Care Babies replicate the actual needs and care routines of a very young baby. • Cambridge National Level1/2 Child Development by Miranda Walker (text book) is available in school. • Cambridge National Level1/2 Child Development - My revision notes (revision guide) is issued to all students.

Subject:	Computer Science - GCSE	
Course Title Exam Board Syllabus Code	GCSE Computer Science AQA 8520	QN Code 601/8301/9

Assessment	Unit/Code	Title	Marking	% Mark	Duration
	Paper 1	Computational Thinking and Programming Skills	External	50	2hrs
	Paper 2	Computing Concepts	External	50F	1hr 45mins

Course content by unit	<p>Students studying this specification will learn about how computers function, how they store and process data, how they connect and communicate with other computers, and how they can be used to solve problems.</p> <p>Students will become problem solvers and independent learners as they learn to program computer applications and complete independent research tasks based on real world Computing topics. Students will learn to program primarily in Visual Basic.NET, but they will also have the opportunity to program in different languages. 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.</p> <p>The course is both rigorous and demanding; it provides learners with both practical and academic paths of study.</p> <p>For Paper 1 students will learn computational thinking skills, problem solving and programming skills.</p> <p>For Paper 2 students will continue to expand their knowledge of theoretical knowledge of computer science. Covering cyber security, networks, data representation and more.</p> <p>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.</p> <p>The course provides an excellent progression to 'A' level Computer Science, vocational courses and on to degree level courses in the areas of Computing, Engineering, Maths and Science.</p>
Additional resources and supporting activities	<p>AQA GCSE Computer Science Course Website http://www.aqa.org.uk/subjects/ict-and-computer-science/gcse/computer-science-8520 Students must be 'Working at' or above in maths at the end of Term 2 in Year 9 to cope with the demands of this course.</p> <p>Dedicated Course Teaching Website: http://cotham-gcsecomputing.weebly.com/</p>

Subject:	Engineering - Level 1/2 Vocational Award (Design and Technology)	
Course Title Exam Board Syllabus Code	Level 1/2 Vocational Award in Engineering Technical Award - EDUQAS 5799QA	QN Code 603/7019/1

Assessment	Unit/Code	Title	Marking	% Mark	Duration
	1	Manufacturing engineering products	Internal	40%	20 hours
	2	Designing engineering products	Internal	20%	10 hours
	3	Solving engineering problems	External exam	40%	1 hour 30 mins

Course content by unit	<p>Do you ever look around your home and think of handy products that could improve people's lives or get inspired by the amazing feats of engineering all around you? Are you creative, and want to start building the skills you need for a successful career in the industry?</p> <p>The Level 1/2 Technical Award in Engineering is designed for learners who want an introduction to engineering that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the engineering industry or progress onto further study.</p> <p>This qualification is made up of 3 units:</p> <p>Unit 1: Manufacturing engineering products Have the opportunity to interpret different types of engineering information in order to plan how to manufacture engineering products. Develop knowledge, understanding and skills in using a range of engineering tools and equipment in order to manufacture and test a final product.</p> <p>Unit 2: Designing engineering products Explore how an engineered product is adapted and improved over time. It offers the opportunity to apply knowledge and understanding to adapt an existing component, element or part of the product that you will have manufactured for Unit 1.</p> <p>Unit 3: Solving engineering problems Introduced to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general.</p> <p>The study of engineering is the application of maths and science to solve real-world problems. This involves an understanding of the different disciplines of engineering and how they have shaped the products and projects of the modern world. Learners will be able to read technical drawings, select appropriate materials (along with tools</p>
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	and machinery) and know how to carry out a practical task, working in a safe manner in line with current health and safety legislation.
Additional resources and supporting activities	<p>Students studying Engineering will have access to the Faculty: Design Technology resources. These include: large, bright workshops and studio spaces; resources and equipment for a wide range of materials and techniques; laser cutting, 3D printing, wood work, electronics, thermoforming and metal work; 40 laptops with CAD software.</p> <p>Learners who achieve at Level 1 might consider progression to Level 2 Post 16 qualifications, such as:</p> <ul style="list-style-type: none"> • Study at Level 2 in a range of technical routes that have been designed for progression to employment, apprenticeships and further study <p>Learners who achieve at Level 2 might consider progression to Level 3 Post 16 Qualifications such as;</p> <ul style="list-style-type: none"> • A Level Design and Technology (this will support progression to higher education) • Level 3 Applied General Certificate in Engineering • Apprenticeships, and further study

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

Assessment	Unit/Code	Title	Marking	% Mark	Duration
	Component 1	Principles of Food Preparation and Nutrition Written examination.	External assessed.	50%	1 hour 45 minutes
	Component 2	Food Preparation and Nutrition in Action. Assessment 1: 8 hours Assessment 2: 12 hours	Internally assessed, externally moderated	50%	20 hours

Course content by unit	<p>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.</p> <p>By studying food preparation and nutrition learners will:</p> <ul style="list-style-type: none"> • Be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities • 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. • Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health. • Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices. • Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food. • Understand and explore a range of ingredients and processes from different culinary traditions <p>Component 1 Principles of Food Preparation and Nutrition This component will consist of two sections and will assess the full range of specified GCSE content. Section A: questions based on a specific stimulus/theme</p>
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	<p>Section B: a range of question types to assess content related to food preparation and nutrition</p> <p>Component 2: Food Preparation and Nutrition in Action. Issued in Year 11.</p> <p>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.</p> <p>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.</p>
Additional resources and supporting activities	<p>Visits will be arranged to local hotel and restaurants. 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. Specialist workshops will be held for example; Food presentation, Pheasant workshop, Fish workshops using for example Squid and Sea Bream</p> <p>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:</p> <p>EDUQAS GCSE Food Preparation and Nutrition Hodder Education/EDUQAS GCSE Food Preparation and Nutrition Illuminate Publishing</p>

Subject: Geography - GCSE		
Course Title Exam Board Syllabus Code	GCSE Geography AQA 8035	QN Code 601/8410/3

Assessment	Unit/Code	Title	Marking	% 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 and a half (90 mins)

Course content by unit	<p>Living with the Physical environment 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.</p> <p>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</p> <p>Challenges in the Human environment 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</p> <p>Geographical Applications: Issue evaluation, fieldwork, geographical skills 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</p>
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<p>Additional resources and supporting activities</p>	<p>Students need to have access to at least 2 fieldwork experiences (a human and a physical one). Over the two years they will have a chance to experience fieldwork in both human and physical contexts.</p> <p>If students choose Geography they can look forward to an enjoyable 2 years learning about the real world and real issues. This is why we encourage students to watch the news for headlines that link into the above themes and take a keen interest in what is happening in the world around them. They will also be given the opportunity to 'get involved' and achieve success.</p> <p>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.</p> <p>Humanities VLE link: https://cothamschoolhumanities.weebly.com/</p> <p>Humanities Clinic: Mr Lloyd runs a Humanities clinic every Wednesday lunch and after school. This for students from all key stages to come along to get additional help with assessment preparation, additional assessment feedback and help with homework</p> <p>Stretch and Challenge Tasks for Humanities: https://drive.google.com/drive/u/1/folders/10GipgZjZZByJaoVdizvMuVXwedyEyjqe</p> <p>Past Exam Papers & Mark Schemes https://drive.google.com/drive/u/1/folders/1-6Lv6J4pmdsvEygLPY8DZoVX0w5YIDA</p> <p>Revision Websites https://www.gcsepod.com/ https://senecalearning.com/en-GB/ https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc</p> <p>AQA Course Website: https://www.aqa.org.uk/subjects/geography/gcse</p> <p>Due to the complexity of concepts and skills needed to be successful in the course, students are expected to be 'Working Towards' or above in their English Year 9 Term 2 grade.</p>
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Subject: History - GCSE		
Course Title	GCSE History	QN Code 601/8217/9
Exam Board	AQA	
Syllabus Code	8145	

Assessment	Unit/Code	Title	Marking	% Mark	Duration
	81451 Option 1B	<i>Germany 1890-1945: Democracy and Dictatorship Conflict and Tension between East and West, 1945-1972</i>	External	50%	2 hours
	81452 Option 2C	<i>Britain: Migration, Empire and the people; C790 to the present day Restoration England, 1660-1685</i>	External	50%	2 hours

Course content by unit	<p><u>Unit 1B Germany, 1890–1945: Democracy and dictatorship</u> Part one: Germany and the growth of democracy Part two: Germany and the Depression Part three: The experiences of Germans under the Nazis</p> <p><u>Conflict and Tension between East and West, 1945–1972</u> Part one: The origins of the Cold War Part two: The development of the Cold War Part three: Transformation of the Cold War</p> <p><u>Unit 2C Britain: Migration, empires and the people: c790 to the present day</u> Part one: Conquered and conquerors Part two: Looking west Part three: Expansion and empire Part four: Britain in the 20th century</p> <p><u>Restoration England, 1660–1685</u> Part one: Crown, Parliament, plots and court life Part two: Life in Restoration England Part three: Land, trade and war Part four: The historic environment of Restoration England</p>
Additional resources and supporting activities	<p>Field Trips: History students will have the opportunity to visit the First World War Battlefields in France & Belgium in Year 10</p> <p>Humanities VLE link: https://cothamschoolhumanities.weebly.com/</p> <p>Humanities Clinic: Mr Lloyd runs a Humanities clinic every Wednesday lunch and after school. This for students from all key stages to come along to get additional help with assessment preparation, additional assessment feedback and help with homework</p> <p>Stretch and Challenge Tasks for Humanities: https://drive.google.com/drive/u/1/folders/10GipgZjZZByJaoVdzvMuVXwedyEyjqe</p> <p>Past Exam Papers & Marks Scheme https://drive.google.com/drive/u/1/folders/1-6Lv6J4pmdsvEygLPY8DZoVX0w5YIDA</p> <p>Revision Websites https://www.gcsepod.com/ https://senecalearning.com/en-GB/</p>

<http://www.bbc.co.uk/schools/gcsebitesize/history/>

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.

AQA Course Website: <http://www.aqa.org.uk/subjects/history/gcse/history-8145>

Due to the complexity of concepts and skills needed to be successful in the course, students are expected to be 'Working Towards' or above in their English Year 9 Term 2 grade.

Subject:	Interactive Media - VCERT	
Course Title	Level 1/2 Technical Award in Interactive Media	QN Code: 603/7005/1
Exam Board	NCFE	
Syllabus Code	603/7005/1	

Assessment	Unit/Code	Title	Marking	% Mark	Duration
	Non Exam Assessment NEA	Synoptic Project	Internally marked and externally moderated	60%	17 hrs
	Examined Assessment	Plan and prepare for an interactive media product	External.	40%	1 hr 30 mins

Course content by unit	<p>Level 2 Technical Award in Interactive Media</p> <p>Interactive media is the integration of digital media including combinations of electronic text, graphics, moving images and sound into a structured digital computerised environment that allows people to interact with the data for appropriate purposes.</p> <p>The Level 1/2 Technical Award in Interactive Media is designed for learners who want an introduction to interactive media that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the interactive media sector or progress onto further study.</p> <p>Examples of Interactive Media include; Website, eLearning platform, mobile app, interactive kiosk, interactive television., interactive video, augmented reality, virtual reality.</p> <p>To be awarded this qualification, learners are required to successfully demonstrate the knowledge and skills to meet the requirements of all 7 content areas of this qualification.</p> <ol style="list-style-type: none"> 1. Types of interactive media products and their features 2. Interactive media and the audience 3. Software and hardware options for interactive media products 4. Product proposals and planning for interactive media products 5. Developing an interactive media product 6. Promotion and presentation of interactive media products 7. Review of production processes and final product <p>The internal, non-exam assessment (NEA) takes the form of an internal synoptic project. It is a formal assessment that requires the learner to independently apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable them to demonstrate an integrated connection and coherence between the different elements of the qualification.</p>
Additional resources and supporting activities	<p>Learners who achieve at Level 1 might consider progression to Post 16 Level 2 qualifications post-16, such as:</p> <ul style="list-style-type: none"> • Diploma in Creative Media • Study at Level 2 in a range of technical routes that have been designed for progression to employment, apprenticeships and further study, examples interactive media, art and design, graphic design, computer games development/design

	<p>Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as:</p> <ul style="list-style-type: none">• Level 3 in Interactive Media• A Level 3 Media Studies <p>Course Website here</p>
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Subject:	French - GCSE	
Exam Board	AQA	QN Code 601/8157/6
Syllabus Code	French 8652	

Assessment	Unit/Code	Title	Marking	% Mark	Duration
	Unit 1 - Listening	Listening Foundation Listening Higher	external	25	35 minutes 45 minutes
	Unit 2 - Speaking	Speaking Foundation/Higher (Non-exam assessment NEA)	external	25	7-12 minutes
	Unit 3 - Reading	Reading Foundation Reading Higher	external	25	45 minutes 60 minutes
	Unit 4 - Writing	Writing Foundation Writing Higher	external	25	1 hour 10 mins 1 hour 15 mins

Course content by unit	<p>All students can opt to study French to GCSE, which they commenced in Year 7. The language GCSE is a two-year course that builds on skills and content already developed during Years 7-9.</p> <p>The GCSE languages course teaches practical language skills and an understanding of the global dimension of our lives; exciting courses that allow students much greater autonomy than before, as well as a chance to reach their true potential.</p> <p>Topics covered over the two years: Theme 1: People and lifestyle Theme 2: Popular culture Theme 3: Communication and the world around us</p> <p>Assessment</p> <p>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. Listening will contain a dictation task using the phonics which have been taught. The Speaking test consists of tasks such as role-play, reading aloud, photocard and conversational prompts. Writing will be assessed through translations and structured writing.</p> <p>Foreign Language Assistant</p> <p>Students also have the opportunity to develop their speaking skills by working in small groups with trained native speakers of the language, our Foreign Language Assistants. At Cotham we are proud to have a full-time assistant for each language; French, German and Spanish.</p> <p>AQA course link: https://www.aqa.org.uk/subjects/languages/gcse/french-8652/specification-at-a-glance</p>
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<p>Additional resources and supporting activities</p>	<ol style="list-style-type: none"> 1. www.kerboodle.com School login + Password Students must access the AQA-endorsed textbook online every week to complete homework. Please note that students can access computers in the library at lunchtimes and before/after school. AQA GCSE Fr 9-1/Higher or Foundation 2. https://senecalearning.com/en-GB/ 3. https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html#gsc.tab=0 4. French on quizlet: https://quizlet.com/gb/content/aqa-gcse-french-flashcards 5. BBC Bitesize KS4 French: https://www.bbc.co.uk/bitesize/examspecs/zp838p3 <p>Regular vocabulary learning is a staple for GCSE French. Teachers will post the vocabulary list per term on google classroom as well as referencing the linked quizlet sets to support digital learning.</p>
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Subject: German - GCSE		
Exam Board	AQA	QN Code 601/8159/X
Syllabus Code	8662	

Assessment	Unit/Code	Title	Marking	% Mark	Duration
	Unit 1 - Listening	Listening Foundation Listening Higher	external	25	35 minutes 45 minutes
	Unit 2 - Speaking	Speaking Foundation/Higher (Non-exam assessment NEA)	external	25	7-12 minutes
	Unit 3 - Reading	Reading Foundation Reading Higher	external	25	45 minutes 60 minutes
	Unit 4 - Writing	Writing Foundation Writing Higher	external	25	1 hour 10 mins 1 hour 15 mins

Course content by unit	<p>All students can opt to study German to GCSE, which they commenced in Year 7. The language GCSE is a two-year course that builds on skills and content already developed during Years 7-9.</p> <p>The GCSE languages course teaches practical language skills and an understanding of the global dimension of our lives; exciting courses that allow students much greater autonomy than before, as well as a chance to reach their true potential.</p> <p>Topics covered over the two years: Theme 1: People and lifestyle Theme 2: Popular culture Theme 3: Communication and the world around us</p> <p>Assessment</p> <p>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. Listening will contain a dictation task using the phonics which have been taught. The Speaking test consists of tasks such as role-play, reading aloud, photocard and conversational prompts. Writing will be assessed through translations and structured writing.</p> <p>Foreign Language Assistant</p> <ul style="list-style-type: none"> 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. <p>AQA course link: https://www.aqa.org.uk/subjects/languages/gcse/german-8662/specification-at-a-glance</p>
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<p>Additional resources and supporting activities</p>	<ol style="list-style-type: none"> 1. www.kerboodle.com School login + Password Students must access the AQA-endorsed textbook online every week to complete homework. Please note that students can access computers in the library at lunchtimes and before/after school. AQA GCSE Ge 9-1/Higher or Foundation 2. https://senecalearning.com/en-GB/ 3. https://www.languagesonline.org.uk/Hotpotatoes/germanindex.html#google_vignette 4. Cotham School German on quizlet: https://quizlet.com/class/12064932 5. BBC Bitesize KS4 German: https://www.bbc.co.uk/bitesize/subjects/z8j2tfr 6. Great for up to date German news and general listening skills: https://www.zdf.de/kinder/logo <p>Regular vocabulary learning is a staple for GCSE German. Teachers will post the vocabulary list per term on google classroom as well as referencing the linked quizlet sets to support digital learning.</p>
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Subject: Spanish - GCSE		
Exam Board	AQA	QN Code 601/8160/6
Syllabus Code	8692	

Assessment	Unit/Code	Title	Marking	% Mark	Duration
	Unit 1 - Listening	Listening Foundation Listening Higher	external	25	35 minutes 45 minutes
	Unit 2 - Speaking	Speaking Foundation/Higher (Non-exam assessment NEA)	external	25	7-12 minutes
	Unit 3 - Reading	Reading Foundation Reading Higher	external	25	45 minutes 60 minutes
	Unit 4 - Writing	Writing Foundation Writing Higher	external	25	1 hour 10 mins 1 hour 15 mins

Course content by unit	<p>All students can opt to study German to GCSE, which they commenced in Year 7. The language GCSE is a two-year course that builds on skills and content already developed during Years 7-9.</p> <p>The GCSE languages course teaches practical language skills and an understanding of the global dimension of our lives; exciting courses that allow students much greater autonomy than before, as well as a chance to reach their true potential.</p> <p>Topics covered over the two years: Theme 1: People and lifestyle Theme 2: Popular culture Theme 3: Communication and the world around us</p> <p>Assessment</p> <p>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. Listening will contain a dictation task using the phonics which have been taught. The Speaking test consists of tasks such as role-play, reading aloud, photocard and conversational prompts. Writing will be assessed through translations and structured writing.</p> <p>Foreign Language Assistant</p> <ul style="list-style-type: none"> 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. <p>AQA course link: https://www.aqa.org.uk/subjects/languages/gcse/spanish-8692/specification-at-a-glance</p>
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<p>Additional resources and supporting activities</p>	<ol style="list-style-type: none"> 1. www.kerboodle.com School login + Password Students must access the AQA-endorsed textbook online every week to complete homework. Please note that students can access computers in the library at lunchtimes and before/after school. AQA GCSE Sp 9-1/Higher or Foundation 2. https://senecalearning.com/en-GB/ 3. https://www.languagesonline.org.uk/Hotpotatoes/spanishindex.html#gsc.tab=0 4. Cotham School Spanish on quizlet: https://quizlet.com/gb/content/gcse-spanish 5. BBC Bitesize KS4 Spanish: https://www.bbc.co.uk/bitesize/examspecs/zjgpg2p <p>Regular vocabulary learning is a staple for GCSE Spanish. Teachers will post the vocabulary list per term on google classroom as well as referencing the linked quizlet sets to support digital learning.</p>
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Subject:	Music - BTEC	
Exam Board	Pearson	QN Code 603/7055/5
Syllabus Code		

Assessment	Unit/Code	Title	Marking	Level	GLH
	Component 1	Exploring Music Products and Styles	Internal	1/2	36
	Component 2	Music Skills Development	Internal	1/2	36
	Component 3	Responding to a Music Brief	External Synoptic	1/2	48

Course content by unit	<p>Component 1: Exploring Music Products and Styles</p> <p>Each year, the music industry produces a wide range of products such as recordings, compositions, live performances, music for film, TV and computer games. Have you ever wondered how these products are created? In this component, you will develop your understanding of different types of music products and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the creation, production and performance of music. You will also practically explore the key features of different styles of music and music theory and apply your knowledge and understanding to developing your own creative work.</p> <p>Component 2: Music Skills Development</p> <p>As a performer, producer or creator in the music industry, you need to continually develop your skills and techniques in order to be successful and secure a regular flow of gigs and commissions. In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout your development, you will review your progress and consider how to make improvements. You will learn how musicians share their work and collaborate with others, and will develop your skills as a musician in how to use blogs, YouTube™, Soundcloud™ and other platforms to share your work and skills development with others.</p> <p>Component 3: Responding to a Music Brief</p> <p>This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music sector that excites and appeals to you and respond to a music brief as a composer, performer or producer. You will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques you will then develop and refine musical material before presenting your final response. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project. You will also consider how your skills and interests make you suitable for the specific music sector opportunity</p>
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Additional resources and supporting activities	<p>Students will be offered a wide range of opportunities both in and out of the classroom. Bristol Beacon will be a venue that we will work with and visit as part of ongoing student development.</p> <p>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.</p> <p>Parental support and encouragement to motivate students to commit to these activities is crucial to their musical development.</p>
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Subject: Performing Arts: Drama - BTEC		
Course Title	Btec Tech Award in Performing Arts	QN Code 603/0406/6
Exam Board	EDEXCEL	
Syllabus Code		

Assessment	Unit/Code	Title	Marking	% Mark	Duration
	C1	Exploring the Performing Arts	Internal	30	
	C2	Developing Skills and Techniques	Internal	30	
	C3	Performing to a Brief	External	40	

Course content by unit	<p>Component 1: Exploring the Performing Arts Explore Students explore the processes used to create a performance During Component 1, your students will:</p> <ul style="list-style-type: none"> • Explore performance styles, creative intentions and purpose • Investigate how practitioners create and influence what's performed • Discover performance roles, skills, techniques and processes. <p>Aim: get a taste of what it's like to be a professional actor. Assessment: internally assessed assignments Weighting: 30% of total course</p> <p>Component 2: Developing Skills and Techniques in the Performing Arts Develop - Students develop performance skills and techniques by reproducing existing performances During Component 2, your students will:</p> <ul style="list-style-type: none"> • Take part in workshops, classes and rehearsals • Gain physical, interpretative, vocal and rehearsal skills • Apply these skills in performance • Reflect on their progress, their performance and how they could improve. <p>Aim: develop skills and techniques in acting.. Assessment: internally assessed assignments Weighting: 30% of total course</p> <p>Component 3 Performing to a Brief Apply - Students pull together all they have learned and apply their knowledge in a performance To achieve this aim, your students will:</p> <ul style="list-style-type: none"> • Use the brief and previous learnings to come up with ideas • Build on their skills in classes, workshops and rehearsals • Review the process using an ideas and skills log • Perform a piece to their chosen audience • Reflect on their performance in an evaluation report. <p>Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance. Assessment: externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief. Weighting: 40% of total course</p>
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Additional resources and supporting activities	<p>Students will be supplied with a workbook at the start of the course. There are a number of online resources that students will also be signposted to during the course.</p> <p>Performing Arts 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, attend performances or involve themselves in a performance out of school. Parental support and encouragement to motivate students to commit to these activities is crucial to their artistic development.</p>
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Subject: Performing Arts: Dance - BTEC		
Course Title Exam Board Syllabus Code	Btec Tech Award in Performing Arts EDEXCEL	QN Code 603/0406/6

Assessment	Unit/Code	Title	Marking	% Mark	Duration
	C1	Exploring the Performing Arts	Internal	30	
	C2	Developing Skills and Techniques	Internal	30	
	C3	Performing to a Brief	External	40	

Course content by unit	<p>Component 1: Exploring the Performing Arts Explore Students explore the processes used to create a performance During Component 1, your students will:</p> <ul style="list-style-type: none"> • Explore performance styles, creative intentions and purpose • Investigate how practitioners create and influence what's performed • Discover performance roles, skills, techniques and processes. <p>Aim: get a taste of what it's like to be a professional dancer. Assessment: internally assessed assignments Weighting: 30% of total course</p> <p>Component 2: Developing Skills and Techniques in the Performing Arts Develop - Students develop performance skills and techniques by reproducing existing performances During Component 2, your students will:</p> <ul style="list-style-type: none"> • Take part in workshops, classes and rehearsals • Gain physical, interpretative, vocal and rehearsal skills • Apply these skills in performance • Reflect on their progress, their performance and how they could improve. <p>Aim: develop skills and techniques in dance. Assessment: internally assessed assignments Weighting: 30% of total course</p> <p>Component 3 Performing to a Brief Apply - Students pull together all they have learned and apply their knowledge in a performance To achieve this aim, your students will:</p> <ul style="list-style-type: none"> • Use the brief and previous learnings to come up with ideas • Build on their skills in classes, workshops and rehearsals • Review the process using an ideas and skills log • Perform a piece to their chosen audience • Reflect on their performance in an evaluation report. <p>Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance. Assessment: externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief. Weighting: 40% of total course</p>
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Additional resources and supporting activities	<p>Students will be supplied with a workbook at the start of the course. There are a number of online resources that students will also be signposted to during the course.</p> <p>Performing Arts 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, attend performances or involve themselves in a performance out of school. Parental support and encouragement to motivate students to commit to these activities is crucial to their artistic development.</p>
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Subject:	Physical Education - Cambridge National Level 2 Certificate	
Course Title	Cambridge National Certificate Sports Science Level 2	QN Code 603/7106/7
Exam Board	OCR	
Syllabus Code	J828	

Assessment	Unit/Code	Title	Marking	% Mark	Duration
	R180	Reducing the risk of sports injuries and dealing with common medical conditions	External Written paper (mandatory)	70 marks	1 hour 15 minutes
	R181	Applying principles of training: Fitness and how it affects skill performance	Centre assessed tasks OCR moderated (mandatory)	80 marks	48 hours on the assessment tasks
	R182	The body's response to physical activity and how technology informs this.	Centre assessed tasks OCR moderated (optional)	40 marks	24 hours on the assessment tasks
	R183	Nutrition & Sports Performance	Centre assessed tasks OCR moderated (optional)	40 marks	24 hours on the assessment tasks

Course content by unit	The course is split into three units		
	Units	Content	Assessment
	Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions	In this unit, students will learn how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring; prepare them to be able to react to common injuries that can occur during sport and physical activity and to recognise the symptoms of some common medical conditions.	<ul style="list-style-type: none"> • Mandatory unit • Written examination paper • 1 hour 15 minutes • The assessment consists of multiple choice, short answer, and one extended answer questions • 70 marks • 40% of qualification
	Unit R181: Applying principles of training: Fitness and how it affects skill performance	In this unit you will learn how to conduct a range of fitness tests, what they test and their advantages and disadvantages. You will also learn how to design, plan and evaluate a fitness training programme. This will give you the background knowledge you need to be able to plan and deliver appropriate fitness tests, some of which will be adapted to suit the skills of the sporting activity. You will then interpret the data collected	<ul style="list-style-type: none"> • Mandatory unit • Internally assessed coursework • OCR moderated • 48 hours on the assessment • 40% of the qualification

		from fitness tests and learn how best to feed this back so that participants can go on to make informed decisions about their fitness training.	
	Unit R182: The body's response to physical activity and how technology informs this.	In this unit you will learn to understand how both the cardio-respiratory and musculo-skeletal systems provide you with the energy and movements needed to keep you exercising and in turn how exercise helps develop both of these systems.	<ul style="list-style-type: none"> • Optional Unit • Internally assessed coursework • OCR moderated • 16 hours on the assessment • 20% of the qualification
	Unit R183: Nutrition & Sports Performance	In this unit you will learn to consider the composition of healthy, balanced nutrition. You will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge gained will be used to produce an appropriate, effective nutrition plan for a performer.	<ul style="list-style-type: none"> • Optional Unit • Internally assessed coursework • OCR moderated • 16 hours on the assessment • 20% of the qualification
Why should I study this course?	This course will give you the opportunity to gain a nationally recognised, vocationally specific, qualification to progress onto higher education. This course is assessed mainly via coursework, although there is one exam. You will complete 3 units over the 2 years.		
Grading	All results are awarded on the following scale: Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2) Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified.		
What can I do with my qualification?	The course can lead to higher education courses including A Level PE, L3 BTEC Sport, Cambridge Technicals L3 and L2 Apprenticeship Framework.		
Specification link	https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j828/		

Subject: Physical Education - GCSE		
Course Title	Physical Education	QN Code: 601/8279/9
Exam Board	AQA	
Syllabus Code	8582	

Assessment	Unit/Code	Title	Marking	% Mark	Duration
	Paper 1	The human body and movement in physical activity and sport.	External written exam	30% (78 marks)	1 ¼ hours
	Paper 2	Socio-cultural influences and well-being.	External written exam	30% (78 marks)	1 ¼ hours
	NEA	Practical performance in physical activity and sport.	Internally assessed and moderated by AQA	40% (100 marks)	

Course content by unit	<p>Applied anatomy and physiology (Paper 1):</p> <ul style="list-style-type: none"> - The structure and function of the musculoskeletal system, the structure and function of the cardio-respiratory system, aerobic and anaerobic exercise, the short and long term effects of exercise. <p>Movement analysis (Paper 1):</p> <ul style="list-style-type: none"> - Lever systems and the mechanical advantages they provide during movement, planes and axes of movement. <p>Physical training (Paper 1):</p> <ul style="list-style-type: none"> - Health and fitness, components of fitness, fitness testing, measuring fitness tests and exploring their strengths and limitations, collecting quantitative and qualitative data, principles of training, types of training, how to optimise training and prevent injury, the effective use of a warm up and cool down. <p>Sport Psychology (Paper 2):</p> <ul style="list-style-type: none"> - Classification of skills, goal setting and SMART targets, information processing, guidance and feedback, mental preparation for performance, arousal, aggression, personality types, motivation. <p>Socio-cultural influences (Paper 2):</p> <ul style="list-style-type: none"> - Engagement patterns of different social groups, barriers that affect participation, commercialisation of sport, sponsorships, the media, technology, performance enhancing drugs, sportsmanship, etiquette, hooliganism and spectator behaviour. <p>Health, fitness and wellbeing (Paper 2):</p> <ul style="list-style-type: none"> - Physical, mental and social health, the consequences of a sedentary lifestyle, obesity, somatotypes, energy use, diet, nutrition and hydration. <p>Practical performance (NEA):</p> <ul style="list-style-type: none"> - Students are required to be assessed in three different activities. One of these assessments must be in a team activity, one assessment must be in an individual activity, with the third assessment being in either a team or individual activity. <p>Performance analysis assessment (NEA):</p> <ul style="list-style-type: none"> - Students are required to analyse and evaluate performance in one activity from the specification. This is produced as a written piece of coursework.
Additional resources and	<p>GCSE Physical Education - AQA - BBC Bitesize / Subject Specific Vocabulary GCSE PE Specification (AQA) / This course enables progression to Level 3 qualifications at post-16, such as: A-Level PE and BTEC Sport.</p>

supporting activities	Supporting activities include revision and catch up sessions, extended opportunities for sports fixtures, a blend of classroom and practical lessons to secure knowledge.
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Subject:	Religion, Ethics and Philosophy - GCSE	
Course Title Exam Board Syllabus Code	GCSE in Religious Studies (A) AQA 8062A	QN Code 500/4514/3

Assessment	Unit/Code	Title	Marking	% 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	<p>Studying Religious studies allows students to continue developing key skills in philosophical debate, structuring argument and developing evaluation skills. You will look at major world problems in an objective way & consider whether or not religion still plays a part in trying to solve them. Or whether we should be following in the footsteps of non-religious philosophers and...asking more questions!</p> <p>Paper 1: Study of Religions</p> <ul style="list-style-type: none"> • Study of Religious belief: Islam & Buddhism <ul style="list-style-type: none"> = What are the core beliefs in each of these religions? = How has history shaped their development? = What challenges do these beliefs face in the modern world? • Study of Religious Practice: Islam & Buddhism <ul style="list-style-type: none"> = How is faith shown in both religions? = How does practice vary within these religions? = Is religion making the world a better place? <p>Paper 2: Thematic Studies Philosophy & Ethics</p> <ul style="list-style-type: none"> • Religion, Human Rights & Social Justice? <ul style="list-style-type: none"> = What are Criminal and Social justice? Can they be achieved? = How do we achieve racial equality? • Religion, Peace and Conflict <ul style="list-style-type: none"> ○ How do we know the difference between a terrorist and a freedom fighter? ○ Does religion cause conflict? • Religion, Crime and Punishment <ul style="list-style-type: none"> ○ Are some people born evil? ○ Is the death penalty ever justified? • Religion and Life <ul style="list-style-type: none"> ○ What rights do animals have? ○ Should euthanasia be legalised? ○ Whose rights are more important: a mother's or her unborn baby's?
Additional resources and supporting activities	<ul style="list-style-type: none"> • Opportunity to hear some of the world's leading philosophers at the annual Vardy Conference. • Visits to places of worship to gain a better understanding of worship, community and identity.

- Invitation to join Cotham Philosophy Club and earn a place on our Philosothon team for regional and national competitions.
- Museum trips (e.g. the Imperial War Museum's Holocaust Exhibition) provide valuable historical context for the religious and ethical issues being explored.
- Revision guides and work books available to purchase from the school.

Humanities VLE link: <https://cothamschoolhumanities.weebly.com/>

Humanities Clinic:

Mr Lloyd runs a Humanities clinic every Wednesday lunch and after school. This for students from all key stages to come along to get additional help with assessment preparation, additional assessment feedback and help with homework

Stretch and Challenge Tasks for Humanities:

<https://drive.google.com/drive/u/1/folders/10GipgZjZZByJaoVdizvMuVXwedyEyjqe>

Past Exam Papers & Mark Schemes

<https://drive.google.com/drive/u/1/folders/1-6Lv6J4pmdsvEygLPY8DZoVX0w5YIDA>

Revision Websites

<https://www.gcsepod.com/>

<https://senecalearning.com/en-GB/>

<https://www.bbc.co.uk/bitesize/examspecs/zjgx47h>

AQA Course Website:

<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

Subject:	Sociology - GCSE	
Course Title	GCSE Sociology	QN Code
Exam Board	AQA 8192	603/0798/5
Syllabus Code		

Assessment	Unit/Code	Title	Marking	% Mark	Duration
	Paper 1	The Sociology of Families and Education	External written exam	50% (100 marks)	1 hour 45 minutes
	Paper 2	The Sociology of Crime and Deviance and Social Stratification.	External written exam	50% (100 marks)	1 hour 45 minutes

Course content by unit	Studying GCSE Sociology gives students valuable knowledge and understanding of today's society. Students will study key ideas of classical sociologists including Durkheim, Marx and Weber, referencing their view of the world and their contribution to the development of sociology. This subject requires a lot of extended writing.	
	UNIT 1 The sociology of families and education	
	Families	Education
	<ul style="list-style-type: none"> • Functions of families • Family forms • Conjugal role relationships • Changing relationships within families • Criticisms of families • Divorce 	<ul style="list-style-type: none"> • Roles and functions of education • The relationship between education and capitalism. • Educational achievement • Processes within schools.
	UNIT 2 The sociology of crime and deviance and social stratification	
	Crime and Deviance	Social Stratification
	<ul style="list-style-type: none"> • The social construction of crime and deviance • Social control • Criminal and deviant behaviour • Data on crime 	<ul style="list-style-type: none"> • Functionalist theory of stratification • Socio-economic class • Life chances • Poverty as a social issue • Power and authority • Power relationships
	Sociological research methods. Throughout both units students will learn how to apply various research methods. This will include the following: <ul style="list-style-type: none"> • Research design including qualitative and quantitative methods • Different types of data and interpretation of data • Primary and secondary sources • Practical and ethical issues of carrying out research 	
Additional resources and supporting activities	GCSE AQA Sociology Revision Guide. Students will be expected to be interested in current affairs and be aware of what is going on in the news.	