



**COTHAM SCHOOL
KS4 CURRICULUM
BOOKLET 2017-2019**

Year 10

CONTENTS

Key Stage 4 Curriculum
Welcome
Homework and Independent Learning
Revision Tips and Hints

THE CORE SUBJECTS

English and English Literature
Personal, Social and Health Education (PSHEE)
Physical Education (non examination course)
Mathematics
Religion, Ethics & Philosophy (non-examination course)
Science

OPTIONAL SUBJECTS

Visual Arts – Fine Art, Photography GCSE
Business BTEC Level 2
Child Development GCSE
Computer Science
Dance GCSE
Design & Technology: GCSE
Drama GCSE
Food Preparation & Nutrition GCSE
Geography GCSE
History GCSE
iMedia
Modern Languages
Music GCSE
Music Technology BTEC
Physical Education GCSE
Psychology GCSE
Spanish

Key Stage 4 Curriculum 2017 – 2019

WELCOME

This booklet is designed to provide parents and carers with:

- 1) details of course content in each of the GCSEs
- 2) details of essential and wider reading for each of the courses, including revision guides
- 3) details of websites that can be used by students to consolidate their progress over the 2 years
- 4) 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 Year 10.

The Cotham VLE will contain more information to support students and parents. Curriculum areas will post whole cohort revision lists to the VLE and it is important to refer to this with your child when supporting them with planning their revision. The VLE can be accessed [here](#). Curriculum areas will also provide separate links to the VLE in this document on their own subject pages.

COURSES

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, REP (non-examined), Personal Social and Health Education and Games. In addition to these core subjects, students study 4 options.

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
English Language and English Literature	2	7
Games	0	4
Mathematics	1	7
Option 1	1	5
Option 2	1	5
Option 3	1	5
Option 4	1	5
PSHEE	0	2 or 1
Religious Education (Core, non-examined)	0	1
Science (Double Award) or Science (Separate Triple Award)	2 or 3	9 or 10
Total:	12 - 13	50

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.

HOMEWORK AND INDEPENDENT LEARNING TIMETABLE

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:

SAM Learning – <http://www.samlearning.co.uk/>

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

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

Revision Tips

Below are some suggestions which will allow parents and carers to support their child with revision. Revision should take place regularly to ensure that understanding of the content introduced is consolidated over the course of study.

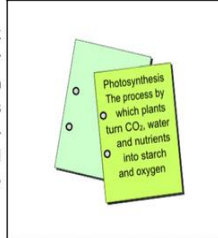
Flash Cards

How does it work?

Instead of writing your notes on pages of paper, buy a pack of index cards (available from any stationery shop) and create a set of flash cards for each topic. Summarise one key concept on each card, using highlighter pens to pick out the most important words (or underlining them with felt tips), and illustrate it where possible with a picture.

Why is it useful?

The process of summarising your work into key points is a really effective way of learning. What's more, it's much easier looking through a set of cards than wading through pages of notes - so you're creating something that will help you when it gets closer to the exams.



Flash Cards - create a minimum of 10 flash cards with bullet points on a topic.

Helpful Hint!

Use flash cards to record important diagrams for Science and Geography and to learn formulae for Maths.

Used for:

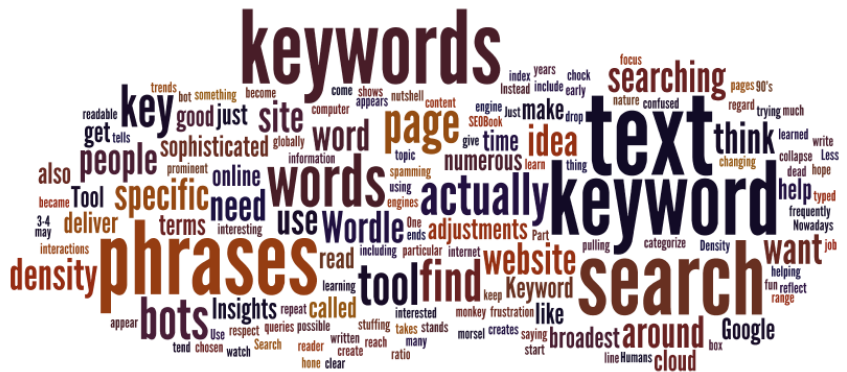
Seen and signed by: _____ Date: _____

How useful was this method?

(not so helpful) 1 2 3 4 5 (really helpful)

Using technology: try using <https://www.studyblue.com>

Keyword List - students should create a list of key words that they have found difficult, and learn their meanings.

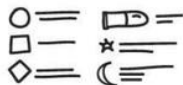


6 fundamentals of Visual Notetaking

(1.) Letters

abcd...

(2.) Bullets



(3.) Frames



(4.) Connectors



(5.) Shadows



(6.) Peeps



Notes - review class notes and summarise the key points from a lesson or sequence of lessons, topic etc.

BEHOLD THE AWESOME SCIENCE OF MINDMAPPING

AN INSTRUCTIONALICIOUS GUIDE



Mnemonic - pick a topic and create a mnemonic to help you remember information.

Mind Maps - pick a topic and create a mind map showing the important points about it and its

VISUAL ELEMENTS

THINGS YOU CAN DRAW TO CONNECT IDEAS



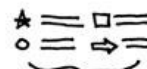
SPEECH BALLOONS



THOUGHT BUBBLES



CAPTIONS



BULLETS



LINES



ARROWS

connections to other topics.

ROY G BIV

Red Orange Yellow Green Blue Indigo Violet



BRAINSCAPE

Students should use the following prompts / ideas to support them with the different stages of revision.

Remember

Write five questions for someone else in the class to check their understanding. Even further...Use a variety of question types e.g. long, multiple choices and short answers

Even further: Write the answers too

Create true or false cards using post-its. On one side of the card write a statement, on the reverse write whether it is true or false and why. Test yourself.

Make a key term list with definitions for today's lesson

Even further: Write a paragraph containing all of these key terms

Create a mnemonic to help you remember key information from the lesson. Share it with the class

Produce a revision guide including key points and activities

Place a post-it over part of your written work, summarise that piece of writing. Go back over any parts that you had trouble remembering

Start making a set of flashcards covering the unit or topic area you are currently studying

Make notes about the topic you have covered today

Create

Start making a crib sheet containing the key things you need to know about the topic/unit (You could include images, diagrams and symbols as well as words)

Create a mind map to summarise what you have learned today

Use a comic strip to demonstrate what you have learned today

Plan an activity to teach something that you have learned today

Design an experiment to test something you have learned about over the past few lessons

Create a mind map or flow diagram of a topic, showing all the links and connections between different perspectives or concepts

Understand

Use a piece of evidence to write a PEEL paragraph of one key point.
Point, Evidence, Explain, Link

Choose 12 keywords connected to the topic

1. Match them into pairs
2. Put them into groups

3. Rank them from most to least important

Take a key study and deconstruct it by explaining its aim, method, procedure, findings and evaluation

Using your phone, find a current news article that ties in with the topic you have studied. Share this with a friend, the class or your teacher

Think about the context of your lesson. Write about why the topic is so important and what might happen if we didn't know about it

Assess your own work

Identify what you have done well and what you need to do to improve. Then....make your improvement!

What research methods have been used in today's lesson? Make brief notes on them.

Even further: What are the strengths and weaknesses of the methods used?

Examine

Write a model exam answer for a topic you have studied today

Even further: Annotate this answer to show how you have perfectly answered the question e.g. evaluation points and key theorists

Create an essay plan to cover the topic you have studied today.

Even further: Do this for past topics that you have already covered

Write an exam question for the topic you have studied today and complete it

Complete the end of unit/topic questions in the text book

Compare and contrast two or more theories, perspectives or studies. Make a list of differences and similarities

Look back to past exam questions you have completed. Read your teacher's feedback and re-write your answer

Ask your teacher for a post exam questions

THE CORE SUBJECTS

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

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

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

Additional resources & supporting activities	<p>http://www.aqa.org.uk/8700 aqa.org.uk/pastpapers</p> <p>Please note: due to the fact that this is an entirely new specification AQA have very few papers available. The English department will be providing more throughout the year so that students have a very clear idea of what to expect. In addition there are a range of revision guides available which include exam-style papers (please see wider reading section below).</p>
---	---

Assessment dates in Year 10	<p>Term 1 - Paper 1 assessment - Reading and Writing section - assessments taking place throughout the term in exam style conditions.</p> <p>Term 4 - Paper 1 revision assessment - Reading section - assessment to take place in the last two weeks of term</p> <p>Term 6 - Paper 1 June mock - full paper assessed in exam conditions - 1 hour 45 minutes</p>
------------------------------------	---

Essential reading	AQA GCSE English Language textbook, Oxford, ISBN 978-0-19-834074-4
Wider reading	<p>GCSE AQA English Language (Grades 5-1 or Grades 9-1) Study & Exam Practice, CGP, ISBN 9781782944683</p> <p>Target - Get back on Track - Grade 3/5/9 English Language workbooks (Writing and Reading), Pearson, ISBN 9780435183233 (Grade 5, writing), ISBN 9780435183196 (Grade 5, reading)</p>
	<p>When completing exam questions for homework encourage students to answer under timed conditions. Teachers will have given students clear instructions on how long to spend on each question, it should be found in their purple books.</p> <p>Students can also improve their skills for this exam by regularly reading high quality non-fiction texts at home such as autobiographies, broadsheets newspapers, magazines and blogs.</p>

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

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

Course content by unit	<p><u>Paper 1: Shakespeare and the 19th century novel</u></p> <p><u>Section A Shakespeare:</u> students will answer one question on either ‘Macbeth’ or ‘Romeo & Juliet.’ They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p><u>Section B The 19th-century novel:</u> students will answer one question on ‘A Christmas Carol’ or ‘Frankenstein’ or ‘The Strange Case of Dr Jekyll & Mr Hyde.’ They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p> <p><u>Paper 2: Modern texts and poetry</u></p> <p><u>Section A Modern texts:</u> students will answer one essay question from a choice of two on ‘An Inspector Calls’ or ‘Blood Brothers’ or ‘The History Boys’ or ‘DNA’ or ‘Never Let me Go.’</p> <p><u>Section B Poetry:</u> students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen AQA anthology cluster. The cluster Cotham students are following is the Conflict and Power cluster.</p> <p><u>Section C Unseen poetry:</u> students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>
-------------------------------	---

Additional resources & supporting activities	<p>SAM learning [http://www.samlearning.com] username and password can be obtained from IT teacher.</p> <p>www.aqa.org.uk/english-literature</p> <p>A variety of websites exploring the above mentioned texts.</p> <p>BBC Bitesize GCSE English Literature</p> <p>PiXL revision resources (information and passwords to be released in Term 2)</p>
---	--

Assessment dates in Year 10	<p>Term 2 - Victorian novel assessment - last two weeks of term, exam style assessment asking students to examine a key theme or character within the novel.</p> <p>Term 3 - Poetry comparison assessment - last two weeks of term, exam style assessment asking students to compare two poems in the anthology</p> <p>Term 4 - Poetry comparison assessment - last two weeks of term, exam style assessment asking students to compare two poems in the anthology</p> <p>Term 5 - Modern text assessment - exam style assessment asking students to examine a key theme or character within the text.</p> <p>Term 6 - English Literature mock - students will be assessed on one section of paper 2. They will be asked to analyse and compare two poems from the poetry anthology. One poem will be provided for them in the exam. Students will then be required to select another poem themselves from the anthology - they will need to be able to select quotations from memory as students are not permitted a copy of the anthology in the exam.</p>
------------------------------------	--

Essential reading	<p>AQA GCSE English Literature Poetry Anthology for exams from 2017</p> <p>Students will study one of the following Shakespeare plays:</p> <ul style="list-style-type: none"> ● Romeo and Juliet, William Shakespeare, Cambridge School Shakespeare, ISBN
--------------------------	---

	<p>978-1107615403</p> <ul style="list-style-type: none"> ● Macbeth, William Shakespeare, Cambridge School Shakespeare, ISBN 978-1107615496 <p>Students will study one of the following novels:</p> <ul style="list-style-type: none"> ● A Christmas Carol, Charles Dickens, Wordsworth children’s classics, ISBN B00HK32FAI ● The Strange Case of Dr Jekyll and Mr Hyde, Robert Louis Stephenson, ISBN 978-1853260612 ● Frankenstein, Mary Shelley, Wordsworth classics, ISBN 978-1853260230 <p>Students will study one of the following texts:</p> <ul style="list-style-type: none"> ● An Inspector Calls, JB Priestley, Penguin classics, ISBN 978-0141185354 ● The History Boys, Alan Bennett, Faber & Faber, ISBN 978-0571224647 ● DNA, Dennis Kelly, Oberon Books Ltd, ISBN 978-1840029529 ● Blood Brothers, Willy Russell, Methuen Drama, ISBN 978-0413767707 ● Never let me go, Kazuo Ishiguru, Faber & Faber, ISBN 978-0571258093
<p>Wider reading</p>	<p>There are a very wide range of study guides available for all these texts, below is only a small selection of what is available:</p> <p>Poetry revision: New GCSE English Literature AQA Poetry Guide: Power & Conflict Anthology - for the Grade 9-1 Course, CGP, ISBN 978-1782943617</p> <p>Shakespeare: GCSE English Literature for AQA Macbeth Student Book, Cambridge, ISBN 978-1107453951 GCSE English Literature for AQA Romeo and Juliet Student Book, ISBN 978-1107453821</p> <p>Victorian novel: A Christmas Carol: York Notes for GCSE (9-1), ISBN 978-1447982128 Dr Jekyll and Mr Hyde: York Notes for GCSE (9-1), ISBN 978-1447982180 Frankenstein: York Notes for GCSE (9-1), ISBN 978-1447982142</p> <p>Modern texts: 9-1 GCSE REVISION NOTES for KAZUO ISHIGURO’S NEVER LET ME GO, CreateSpace Independent Publishing Platform, ISBN 978-1537415079 DNA GCSE Student Guide, Methuen Drama, ISBN 978-1474232548 GCSE English Text Guide - Blood Brothers, CGP, ISBN 978-1782943112 Study and Revise for GCSE: The History Boys, Hodder Education, ISBN 978-1471853678 An Inspector Calls: York Notes for GCSE (9-1), ISBN 978-1447982166</p>
	<p>Students should re-read their set texts in their own time. Watching performances or film adaptations of texts will also be helpful. Students need to be encouraged to make their own notes on characters and plot summaries.</p> <p>The single most important revision task for this GCSE is memorising quotations as all exams are closed book.</p>

Subject:	Personal, Social, Health, Economic Education and Wellbeing (PSHEE (non examined))
-----------------	--

Rationale	<p>Students have previously studied towards a GCSE qualification entitled 'Preparation for Working Life'. Unfortunately, AQA no longer offer this qualification. The PSHEE department is currently considering other qualifications (including BTEC) that might offer students an official creditation at GCSE level 2. Below are listed the main topics covered by PSHEE at KS4:</p> <p>Physical, Intellectual, Emotional and Social aspects of Wellbeing (PIES) is the core concept that runs through PSHEE at KS4. We constantly evaluate how different experiences and behaviours can affect - or be affected by - the different aspects of PIES. This includes developing a good sense of self concept; a healthy body image; a resilient attitude towards stress and a focus on self kindness rather than self harm.</p> <p>We investigate how factors such as race, gender, sexuality, wealth, education and social factors can affect a person's self concept and how outside influences such as social media and advertising can influence our behaviours and how we view ourselves both positively and negatively.</p> <p>We focus on how outside influences can manipulate and polarise opinions and study the phenomenon of 'fake news' and conspiracy theories in relation to understanding radicalisation and extremism in the modern world.</p> <p>We look at how prejudice and discrimination operates in society and the workplace and affect it can have on PIES for wellbeing. We look at how a person might be affected by ageism, disablism, racism, xenophobia, homophobia Islamophobia; Christianophobia; anti-semitism and transphobia. We also look at the role of trade unions in protecting rights of workers.</p> <p>We study financial wellbeing where students understand the benefits of earning their own money. They will understand how credit works and the advantages and disadvantages of using debit and credit cards. They will study the importance of budgeting and avoiding debt and also the difference between net and gross pay (including deductions and different forms of taxation).</p> <p>Students are supported in their Work Experience applications in PSHEE lessons. We focus closely on how to write good CVs including the types of concrete and transferable skills employers are looking for. We consider how job applicants can make good first impressions before and during their interviews and maximise their chances of succeeding in the job application process, including how to maintain a professional reputation online..</p> <p>In Relationships Education we continue to stress the importance of respectful and consensual relationships and focus in particular on how online behaviours can be detrimental to forming such relationships. We also investigate the pernicious rise of sexist attitudes and behaviour online, including name-calling, the sharing of sexual images, pornography, hyper masculinity and femininity and consent.</p> <p>At KS4 we also continue to study how drugs can affect a person's PIES aspects of wellbeing. A new focus over the past couple of years has been the rise of New Psychoactive Substances (formerly known as 'legal highs') such as 'Spice'. We consider how dependence on drugs such as Cannabis might affect a person's work and social life as well as the effect of drug use on physical and emotional wellbeing.</p> <p>Students will also have the opportunity to refresh their basic CPR and first aid skills.</p>
------------------	---

Rationale

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.

Consequently, students are sometimes able to choose between 2 option pathways which could include any of the following activities:

Aerobics	Athletics	Badminton
Basketball	Football	Handball
Lacrosse	Netball	Rounders
Rugby	Softball	Squash
Tennis	Ultimate Frisbee	Volleyball
Dodgeball	Handball	Table Tennis

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.

Aims of KEY STAGE 4

- 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.

Aims of YEAR 10 - LEADERSHIP AND LIFE SKILLS

- To use of leadership opportunities and work in the wider community to develop understanding of living a healthy, active lifestyle beyond school.

Aims of YEAR 11 - REFINEMENT AND SPECIALISATION

- To refine essential skills (physical, mental & social) through a range of activities. This will enable students to maintain or enhance their physical activity levels as well as allowing for student specialism of an activity and aid preparation for Post-16.

Additional resources & supporting activities

Extra curricular activities for Key Stage 4 include:

Boys: Athletics, Rugby, Cricket, Basketball, Badminton, Squash, Duke of Edinburgh, Football

Girls: Netball, Athletics, Basketball, Rounders, Badminton, Squash, Duke of Edinburgh, Football

Assessment dates in Year 10

No formal assessment points for Core PE

Students performance is continuously assessed throughout the year

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

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration												
	8300	Linear Mathematics GCSE – Paper 1 (Non-Calculator)	External	33 $\frac{1}{3}$ %	1h 30m												
	8300	Linear Mathematics GCSE – Paper 2 (Calculator)	External	33 $\frac{1}{3}$ %	1h 30m												
	8300	Linear Mathematics GCSE – Paper 2 (Calculator)	External	33 $\frac{1}{3}$ %	1h 30m												
Course content by unit	<p>The Mathematics course at Cotham is a linear course, all examined at the end of Year 11.</p> <p>The topics can be roughly split into six sections:</p> <table border="1"> <tr> <td>Number</td> <td>E.g. fractions, decimals, percentages, ratio, powers, surds.</td> </tr> <tr> <td>Algebra</td> <td>E.g. equations, inequalities, coordinates & graphs, sequences, formulae.</td> </tr> <tr> <td>Ratio, proportion and rates of change</td> <td>E.g. Sharing into a ratio, direct proportion, inverse proportion.</td> </tr> <tr> <td>Geometry and measures</td> <td>E.g. area & volume, angles, circles, Pythagoras' Theorem, transformations, bearings, trigonometry, circle theorems and vectors.</td> </tr> <tr> <td>Probability</td> <td>E.g. probability experiments, Venn diagrams, tree diagrams.</td> </tr> <tr> <td>Statistics</td> <td>E.g. pie charts, scatter graphs, averages, cumulative frequency diagrams and histograms.</td> </tr> </table> <p>This is a new specification that started in 2015 and was first sat by last year's year 11 cohort. There is some additional content to previous years, and the Foundation tier syllabus now goes up to higher grade topics than in the past.</p> <p>Full details of the course specification can be found using the following link: http://filestore.aqa.org.uk/resources/mathematics/specifications/AQA-8300-SP-2015-V1-0.PDF</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. In daily life Mathematics is also essential.</p> <p>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>					Number	E.g. fractions, decimals, percentages, ratio, powers, surds.	Algebra	E.g. equations, inequalities, coordinates & 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 & 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.
Number	E.g. fractions, decimals, percentages, ratio, powers, surds.																
Algebra	E.g. equations, inequalities, coordinates & 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 & 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.																
Additional resources & supporting activities	<p>We aim to use a wide range of different resources that stimulate and enhance the learning experience. Investigations that extend the analytical and creative aspects of maths, powerpoint demonstrations, practical work, transition units which link with KS3 work and interactive board work are all utilised within our teaching. Homework is set regularly to support the above. The school also has a subscription to the website www.mymaths.co.uk which provides a wide range of online lessons and self-assessment resources that are available to all students. Students are provided with a textbook for use in class, and a further homework book for use at home. Additionally detailed revision guides published are available to buy from the Maths department at a discount.</p>																
Assessment dates in Year 10	<p>Students will take a progress test during term 2 (November) and term 4 (March). There will also be a formal mock at the end of Year 10. Revision lists for the tests are available here and further information will be regularly updated on the Maths department VLE.</p>																
Essential reading	<p>Revision guide (see https://www.cgpbooks.co.uk/Parent/books_aqa_maths_range). This is available from the maths department, along with a practice book and solutions, for £6.</p>																

Wider reading	N/A
	<p>All students in Year 10 have a login for kerboodle, where they can access the GCSE textbook as well as interactive resources to support their learning. In addition all students have a login for the PiXL maths app, which contains exam practice on all topics covered in the GCSE.</p> <p>Maths homework club is available for students who need any extra advice on their homework or just a focussed place to study. It runs after school on Mondays and Wednesdays in A209.</p>

Subject	Religion, Ethics and Philosophy (non-examined)
----------------	---

Rationale	<p>It is important for young people to acquire a better understanding of the role that religions play in today's pluralistic world. The need for such education will continue to grow as different cultures and identities interact with each other through travel, commerce, media or migration. Although a deeper understanding of religions will not automatically lead to greater tolerance and respect, ignorance increases the likelihood of misunderstanding, stereotyping, and conflict.</p> <p>Our Core REP programme will help all of our students to understand the bigger picture behind important social issues such as religious extremism, medical ethics, and the concept of justice. We will explore beliefs and practices across a range of religious beliefs and philosophical approaches as well as considering Humanism and other non-religious perspectives.</p>
Assessment	Students will sit a multiple choice test at the end of each unit to assess their knowledge and understanding of key terminology and concepts.
Content	<p>Year 10:</p> <ul style="list-style-type: none"> ● What is extremism? ● What does the Holocaust teach us about human nature? ● How should we treat criminals? <p>Year 11:</p> <ul style="list-style-type: none"> ● What are the biggest issues in medical ethics today? ● Is religion dangerous? ● What is philosophy for?
Additional resources & supporting activities	<ul style="list-style-type: none"> ● Students are all invited to attend our weekly Philosophy Club from Term 2 onwards, run by a visiting lecturer from the Institute of Philosophy in London. They might also be interested in joining our Philothon team and competing in a debating competition held at the Bristol Museum in the Spring term. ● A Holocaust survivor will be paying the whole year group a visit to describe their experiences and to give students an opportunity to ask questions. ● A small group of students - based on participation in lessons and home learning - will also be invited on a trip to the Holocaust exhibition in the Imperial War Museum to further extend their learning.
Home learning	<p>Students will have a Knowledge Organiser for each topic that they should use to revise from for 20-30 minutes each week. This will prepare them for the end-of-unit multiple choice test.</p> <p>For students who wish to further extend their learning, we also provide a Homework Grid for each unit that gives a choice of specific tasks to develop understanding and demonstrate extra effort. Completing these tasks is optional.</p> <p>Knowledge organisers and homework grids are set on Google Classroom for each unit.</p>

Subject:	Science
-----------------	----------------

Students study either a Combined Science course (trilogy) worth 2 GCSEs or a Separate Science course (Triple) worth 3 GCSEs (GCSE Biology, GCSE Chemistry, & GCSE Physics).

Course Title Exam Board Syllabus Code		Combined Science AQA 8464			
Assessment	Unit/Code	Title	External / Internal Marking	% Total 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	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 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)					
Paper 2 - The rate and extent of chemical change; Organic Chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources (C8-C12)					
<u>Physics:</u>					
Paper 1 - Energy; Electricity, Particle model of matter; Atomic structure (P-7)					
Paper 2 - Forces; Waves; Magnetism and electromagnetism (P8-P13)					
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.					
Additional resources & supporting activities	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.				
	We aim to support students with the new exam by:				
	<ul style="list-style-type: none"> • Providing past paper questions in lessons and for homework 				

	<ul style="list-style-type: none"> ● Practicing 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 ● Sam learning ● BBC Bitesize
Assessment dates in Year 10	<ul style="list-style-type: none"> ● End of Term 2. Biology Topics B1- B6. Chemistry Topics C1-C6. Physics Topics P1-P3. ● End of Term 4. Biology Topics B1- B7. Chemistry Topics C1-C7. Physics Topics P1-P7. ● End of Term 6. Biology Topics B1- B10. Chemistry Topics C1-C7. Physics Topics P1-P8. <p>Students can use the online textbooks for this course on kerboodle in which the chapters are referred to in the contents. They can also use GCSEpod, SAM Learning and BBC bitesize.</p>
Essential reading	Higher CGP Grade 9-1 GCSE Combined Science: AQA Revision Guide ISBN: 1782945598
Wider reading	Higher CGP Grade 9-1 GCSE Combined Science: AQA Exam Practice Workbook and answer book ISBN: 1782944850 and 1782944907
	All students in Year 10 have a login for kerboodle, where they can access the GCSE textbook as well as interactive resources to support their learning. In addition all students have a login for GCSEpod, Sam Learning and can use 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			
Assessment	Unit/Code	Title	External / Internal Marking	% Total 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	The Separate Science course is a linear course, all examined at the end of Year 11.				
	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			
<p>This is a new specification that started in 2016.</p> <p>the following topics are included in each exam:</p> <p>Biology: 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>Chemistry: 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>Physics: 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>					
Additional resources & 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 • Practicing 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 • Sam learning • BBC Bitesize
Assessment dates in Year 10	<ul style="list-style-type: none"> • End of Term 2. Biology Topics B1- B6. Chemistry Topics C1-C6. Physics Topics P1-P3. • End of Term 4. Biology Topics B1- B11. Chemistry Topics C1-C6. Physics Topics P1-P7. • End of Term 6. Biology Topics B1- B11. Chemistry Topics C1-C8. Physics Topics P1-P11. <p>Students can use the online textbooks for this course on kerboodle in which the chapters are referred to in the contents. They can also use GCSEpod, SAM Learning and BBC bitesize.</p>
Essential reading	<p>Higher CGP Grade 9-1 GCSE Biology: AQA Revision Guide - ISBN: 1782945563</p> <p>Higher CGP Grade 9-1 GCSE Chemistry: AQA Revision Guide - ISBN: 1782945571</p> <p>Higher CGP Grade 9-1 GCSE Physics: AQA Revision Guide - ISBN: 178294558X</p>
Wider reading	<p>Higher CGP Grade 9-1 GCSE Biology, Chemistry and physics: AQA Exam Practice Workbook - ISBN: 1782944826, 1782944931 and 1782944842</p> <p>Higher CGP Grade 9-1 GCSE Biology, Chemistry and physics: AQA Answers for Exam Practice Workbook - ISBN: 1782944877, 1782944931 and 1782944893</p>
	<p>All students in Year 10 have a login for kerboodle, where they can access the GCSE textbook as well as interactive resources to support their learning. In addition all students have a login for GCSEpod, Sam Learning and can use BBC bitesize.</p>

OPTION SUBJECTS

Subject:	Art GCSE
Course Title	Art and Design (Fine Art)
Exam Board	AQA
Syllabus Code	8202

	Fine Art	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 Fine art practice is the exploration of an idea, experience, theme or issue of personal significance. Students have the opportunity to work in one or more area(s) of fine art, such as: drawing; painting; sculpture; installation; lens-/light-based media; photography and the moving image; printmaking; mixed media; and land art. They may explore overlapping areas and combinations of areas.</p> <p>Component 1: Portfolio Over year 10 and the first two terms of Year 11, students develop a portfolio of work that forms 60% of the final GCSE mark. The portfolio must include both:</p> <ol style="list-style-type: none"> 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. 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>Component 2: Externally set assignment 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>							
Assessment	<p>Assessment is carried out regularly from the start of the course using the following assessment objectives:</p> <ul style="list-style-type: none"> ● AO1: Ability to develop ideas through investigations, demonstrating critical understanding of sources. ● AO2: Ability to refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. ● AO3: Ability to record ideas, observations and insights relevant to intentions as work progresses. ● AO4: Ability to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 							
Equipment and resources	<p>Students are provided with most of the general resources they will need for the course, however there are some essential and desirable items that will help ensure students achieve their best.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Essential</th> <th style="width: 50%;">Desirable</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> ● A set of drawing pencils ● An A1 folder to store work </td> <td> <ul style="list-style-type: none"> ● A camera or phone camera. ● Computer and printer at home ● Drawing equipment such as charcoal, graphite, pen and ink ● Watercolours/inks/paints </td> </tr> </tbody> </table> <p>We have a limited range of resources we are able to sell at cost to students. If you have</p>				Essential	Desirable	<ul style="list-style-type: none"> ● A set of drawing pencils ● An A1 folder to store work 	<ul style="list-style-type: none"> ● A camera or phone camera. ● Computer and printer at home ● Drawing equipment such as charcoal, graphite, pen and ink ● Watercolours/inks/paints
Essential	Desirable							
<ul style="list-style-type: none"> ● A set of drawing pencils ● An A1 folder to store work 	<ul style="list-style-type: none"> ● A camera or phone camera. ● Computer and printer at home ● Drawing equipment such as charcoal, graphite, pen and ink ● Watercolours/inks/paints 							

	any questions about resources or equipment, please contact the Visual Arts technician: boggise@cotham.bristol.sch.uk
Independent work	<p>Homework</p> <p>Students are set homework every two weeks during the double lesson to be completed for the following double lesson. Homeworks for the whole term are uploaded to Google Classroom. Homework should take a student between 2-3 hours to complete. A one-hour after school detention is given for non-completion of homework.</p> <p>Independent work</p> <p>Students are given feedback to let them know what they can do to progress. The feedback is recorded in their books. It is the student's responsibility to ensure that the feedback is acted on and tasks set by the teacher are completed; this may require students to work independently outside of lessons.</p> <p>Catch up sessions</p> <p>Every Tuesday, Wednesday and Thursday from 3:05 to 4:30. To complete homework or other independent work. Occasionally, an agreement is made between the teacher, student and parent/carer that a student must attend these sessions in order to meet the expectations of the course; in these cases, a one-hour after school detention is given if they do not attend.</p>
Support from home	<p>Parents/carers can support students in the following ways:</p> <ul style="list-style-type: none"> • Talk to them regularly about their project; it is helpful for them to discuss their ideas and talk about ways they could realise them; as well as any difficulties they have. • Support with research: look at internet sites together; take them to galleries or take them out and about to draw, photograph or collect resources. • Check they have all the materials they need: from paints to embroidery thread. It is helpful to have basic materials at home. The school can support with this. • Some techniques are time consuming and require a lot of motivation; a comfortable place to work helps, encourage them to take breaks and offer lots of praise. For photography students it can be helpful for you to drive or go with them to specific locations or help them find the right model for the shoot. • Encourage them to attend catch up sessions regularly at school.
Useful resources	<p>https://uk.pinterest.com/</p> <p>http://www.art2day.co.uk/</p> <p>http://www.tate.org.uk/</p> <p>https://www.vam.ac.uk/</p> <p>https://www.nationalgallery.org.uk/</p> <p>https://www.saatchiart.com/</p>
Bristol museums and galleries (most are free entry)	<p>https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/</p> <p>http://www.arnolfini.org.uk/</p> <p>http://www.spikeisland.org.uk/</p> <p>http://www.rwa.org.uk/</p>

Subject:	Business Studies Level 2		
Course Title	BTEC Level 1/Level 2 First Award in Business	QN Code	600/4786/0

Exam Board Syllabus Code	Edexcel		
-------------------------------------	---------	--	--

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	1	Enterprise in the Business World	Internal	25	Controlled Assessment
	2	Finance for Business	External	25	1 hour
	3	Promoting a Brand	Internal	25	Controlled Assessment
	5, 6 or 8	Introducing Retail Business or Sales and Personal Selling	Internal	25	Controlled Assessment
Course content by unit	<p>Unit 1 – Enterprise in the Business World. (<i>Internally set coursework</i>) The learning aims for this unit are for the student to:</p> <ul style="list-style-type: none"> • know how trends and the current business environment may impact upon a business; • plan an idea for a new business; • present a business model for a business start-up. <p>Unit 2 – Finance for business. (<i>1 hour on-screen test</i>) The learning aims for this unit are for the student to:</p> <ul style="list-style-type: none"> • understand the costs involved in business and how to make a profit; • understand how businesses plan for success; • understand how businesses measure success and identify areas for improvement. <p>Unit 3- Promoting a Brand. (<i>Internally set coursework</i>) The learning aims for this unit are for the student to:</p> <ul style="list-style-type: none"> • explore the use of branding and the promotional mix in business • develop and promote a brand for a business. <p>Unit 5 – Sales and Personal Selling (<i>Internally set coursework</i>) The learning aims for this unit are for the student to:</p> <ul style="list-style-type: none"> • explore the role of sales staff • demonstrate personal selling skills and processes. <p>Or</p> <p>Unit 6 – Introducing Retail Business (<i>Internally set coursework</i>) The learning aims for this unit are for the student to:</p> <ul style="list-style-type: none"> • explore the structure and organisation of retail business • investigate the relationship between retail business and the external environment. 				
Additional resources & supporting activities	There will be a regular after school catch up session to support students. Please see letter sent home to all parents/carers of Year 10 BTEC Business students.				
Assessment dates in Year 10	Unit 3 Promoting a brand. Coursework deadline February (tbc) Unit 2 Finance - external online exam. May/June.				
Essential reading	BTEC Business Workbook - Will cost £2.49 and be available via subject teacher.				
Wider reading	Awareness of business world can be gained by keeping abreast of current affairs.				

Subject:	Child Development
Course Title	Cambridge National Certificate in Child Development Levels 1 & 2 OCR

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	R018 Written paper	Health and well-being for child development	External	50%	1 ¼ hours
	R019 Centre assessed tasks	Understand the equipment and nutritional needs of children from birth to five years	Internally assessed. External moderation.	25%	10 hours
	R020 Centre assessed tasks	Understand the development of a child from birth to five years	Internally assessed. External moderation.	25%	10 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>Unit R018: Health and well-being for child development EXAM June 2018 Yr10 Students will consider a range of factors which affect the decision to have children. 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 and learn of the importance of child safety</p> <p>R019 Understand the equipment and nutritional needs of children from birth to five years. This unit will allow learners to investigate the different equipment 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>Unit R020: Understand the development of a child from birth to five years 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>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>				

Assessment dates in Year 10	Unit R018: Health and well-being for Child Development EXAM June 2018 Yr10 Each term students will have an assessment based on work completed linked to examination questions.
Essential reading	Cambridge National Level 1/2 Child Development by Miranda Walker textbook issued to all students.
Wider reading	http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-child-development-level-1-2-j818/ Magazines on childcare and parenting. Television programs on child birth can offer understanding of procedures in the NHS, antenatal care, postnatal care. Leaflets from local clinics to support child safety and preventing childhood illnesses.

Subject:	Computing				
Course Title Exam Board Syllabus Code	GCSE Computer Science AQA 8520			QN Code	500/8291/7
Assessment	Unit/ Code	Title	External / Internal	% Total Mark	Duration
	Paper 1	Computational Thinking and Problem Solving Skills	External	40	1hr 30mins
	Paper 2	Written Assessment	External	40	1hr 30mins
		Non Exam Assessment	Internal	20	20hrs
Course content by unit	<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. For Paper 1 students will learn computational thinking skills, problem solving and theoretical knowledge of computer science. For Paper 2 students will continue to expand their knowledge of theoretical knowledge of computer science. Covering cyber security, networks, data representation and more. In the non-exam assessed portion of the course students will solve a practical programming problem using the skills they have acquired in lessons. They will be expected to solve the problem in a systematic and logical manner using modern programming constructs. This provides a very practical style of learning where students are required to get hands on to learn new programming skills and knowledge. Working collaboratively to share knowledge is encouraged and rewarded.</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 & supporting activities	<p>AQA GCSE Computing Course Website http://www.aqa.org.uk/subjects/ict-and-computer-science/gcse/computer-science-8520 Students must be strong in Maths to complete this course, a predicted grade of 5a/6c or above is required at the end of Term 2 in Year 9.</p> <p>GCSE Computing Teaching Site http://cotham-gcsecomputing.weebly.com/ Contains all lessons, additional resources and examination preparation.</p> <p>Visual Basic Programming Teaching Site http://mrwattsvb.weebly.com/ Contains all of our Visual Basic teaching resources that are used in class</p>				
Assessment dates in Year 10	Assessments take place at the end of each topic of study. These assessments do not contribute towards but inform teachers and students about their current progress.				

	<p>Data Representation Assessment Revision Lists http://cotham-gcsecomputing.weebly.com/3-data-representation.html</p> <p>Mock Exam at the end of Year 10</p>
Essential reading	<p>In Class Textbook - AQA GCSE (9-1) Computer Science https://goo.gl/qqojo6 https://www.pgonline.co.uk/resources/gcse/gcse-aqa/gcse-computer-science-8520/</p> <p>AQA Computer Science for GCSE Student Book https://goo.gl/3Cmy7b</p> <p>GCSE Computer Science for AQA Student Book (no2) https://goo.gl/YTX9LT</p> <p>AQA GCSE Computer Science My Revision Notes https://goo.gl/26mpDs</p>
Wider reading	<p>Keep an eye on the BBC Technology news section. This has lots of articles on the latest technology being developed.</p>
	<p>Homework will be set on a weekly basis which will comprise of both theory and practical tasks.</p> <p>Software Surgery is available to all Key Stage 4 students for help or catch up on Tuesdays and Thursdays in B001.</p>

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

Assessment	Component	Title	External / Internal Marking	% Total Mark	Duration
	1	Performance and Choreography	Internal performance & externally marked	P: 30% C: 30%	TBC
	2	Dance appreciation	External exam	40%	1 hour 30 minutes

Course content by component	<p>1) Performance</p> <ul style="list-style-type: none"> Set phrases through a solo performance (approximately one minute in duration) <p>To accurately perform each set phrase, students must be able to interpret and replicate the following forms of content shown in each set phrase:</p> <ul style="list-style-type: none"> Actions Dynamics Spatial design <ul style="list-style-type: none"> Duet/trio performance (three and a half minutes in duration) <p>Students must learn how to perform as part of a duet/trio dance. The duet/trio performance can be choreographed by students, their teacher(s), a dance artist or collaboration between them.</p> <p>30% of GCSE - 40 marks (15 marks for set phrases and 25 marks for duet/trio performance)</p> <p>1) Choreography</p> <p>Solo or group choreography – a solo (2- 2 ½ minutes) or a group dance for two to five dancers (3- 3 ½ minutes)</p> <p>Students must learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance which:</p> <ul style="list-style-type: none"> Includes an aural setting (accompaniment) Includes action, spatial, dynamic and relationship content Can be in any style (as long as it meets the assessment criteria) Communicates their own choreographic intention including idea, mood and meaning. <p>30% of GCSE - 40 marks</p> <p>2) Dance Appreciation: written exam</p> <p>Questions will be based on students' own practice in performance and choreography and the GCSE Dance anthology (professional works)</p> <p>Students will gain:</p> <ul style="list-style-type: none"> Knowledge and understanding of choreographic processes and performing skills Critical appreciation of own work Critical appreciation of professional works <p>40% of GCSE - 1 hour 30 minutes- 80 marks</p>
------------------------------------	---

Additional resources & supporting	Students are expected to become members of the school dance companies; this allows them to develop their choreographic skills and allows further opportunities to perform including the school Dance Evening & Stages. Contemporary Company rehearses on
--	--

activities	<p>Monday 1.10pm - 2.00pm and the Street Company rehearses on Tuesday 1.10pm - 2.00pm.</p> <p>Dance Evening is Tuesday 29 November 7.00pm Summer sharing is Thursday 29 July 7.00pm</p> <p>Many GCSE students lead and run lower school dance clubs giving them leadership skills.</p> <p>Students will be given the opportunity to watch live, professional dance performances both within and outside of school.</p> <p>The use of professional role models is vital to the study of Dance at Cotham, visiting professional dance teachers, companies, workshops and videos are used to fully embrace the syllabus making it accessible to all</p>
Assessment dates in Year 10	<p>Assessment for group performance on dance evening 29 November Assessment for solo performance April/May 2017 Assessment for choreography July 2017 Mock exam for Dance Appreciation in-line with school examination timetable</p>
Essential reading	<p>There is no text book, yet, for GCSE Dance</p>
Wider reading	<p>Any reading or watching of Dance including TV, theatre, reviews will benefit the students</p>
	<p>We recommend that all dancers partake in Dance classes outside of school to enhance their learning inside school.</p>

Subject:	Design and Technology GCSE		
Course Title	GCSE Design and Technology	QN Code	603/1121/6
Exam Board	EDUQAS	Code	
Syllabus Code	C600QS		

Assessment	Unit/ Code	Title	External / Internal Marking	% Total Mark	Duration
	Component 1	Design and Technology in the 21st Century	Written examination	50%	2 hours
	Component 2	Design and make task.	Non-exam assessment	50%	35 hours
Course content by unit	<p>Introduction The specification content and assessment requirements are designed to ensure learners develop an appropriate breadth and depth of knowledge and understanding in design and technology.</p> <p>Technical principles Core knowledge and understanding is presented in five clear and distinct topic areas:</p> <ul style="list-style-type: none"> ● design and technology and our world ● smart materials ● electronic systems and programmable components ● mechanical components and devices materials <p>Learners are required to study all of the content in these five areas, to ensure they have a broad knowledge and understanding of design and technology and that they are able to make effective choices in relation to which materials, components and systems to utilise within design and make activities.</p> <p>Students will have an awareness of all the material areas listed below but will specialise in 'natural & manufactured timber'</p> <p>a. electronic systems, programmable components & mechanical devices b. papers & boards c. natural & manufactured timber d. ferrous & non-ferrous metals e. thermoforming & thermosetting polymers f. fibres & textiles</p> <p>Component 1: Design and Technology in the 21st Century Written examination: 2 hours 50% of qualification A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of: technical principles designing and making principles along with their ability to analyse and evaluate design decisions and wider issues in design and technology. Knowledge and learning will consist of examination questions in student exercise books.</p> <p>Component 2: Non Examined Assessment A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to: identify, investigate and outline design possibilities design and make prototypes analyse and evaluate design decisions and wider issues in design and technology.</p> <p>Students are expected throughout the course to improve upon their designing skills through formal drawings in their exercise books and in a sketchbook. This should include; Formal and informal 2D and 3D drawing, System and schematic diagrams. Annotated sketches, Exploded diagrams, Models, Written notes, Flow diagrams, Working drawings.</p>				

Additional resources & supporting activities	<p>Course booklet specification and marking criteria are all available on Google Classroom as resources as listed in the ABOUT tab.</p> <p>CGP Revision and exam practice workbook</p> <p>Technologystudent.com</p> <p>GCSE Bitesize</p> <p>GCSE Pod</p> <p>Sam Learning</p>
Assessment dates in Year 10	<p>Within each term students will be assessed on the application of knowledge from each of the following areas;</p> <ul style="list-style-type: none"> ● Paper and boards ● Energy/Electronics/Mechanical/Materials ● Smart Materials, composites and technical textiles ● Electronic systems and programmable components <p>Students will be advised as to which area is being assessed each term. Students are required to learn the theory and complete examination questions towards assessment as well as demonstrate practical skills through design and make tasks.</p>
Essential reading	<p>http://www.eduqas.co.uk/qualifications/design-and-technology/gcse/GCSE-Design-and-Technology-Specification.pdf</p>
Wider reading	<p>Students need to have wider knowledge of the work of past and present designers and companies, to include</p> <ul style="list-style-type: none"> ● Airbus ● Apple ● James Dyson ● Philippe Starck ● Matthew Williamson <p>Students should be encouraged to keep upto date with news and current affairs on developments in Design and Technology.</p>

Subject:	Drama		
Course Title	GCSE Drama	QN Code	500/4578/7
Exam Board	Edexcel		
Syllabus Code	2Dr01		

Assessment	Unit/ Code	Title	External / Internal Marking	% Total Mark	Duration
	1DR0/01	Devising	Internal	40	-
	1DR0/02	Performance from text	External	20	-
	1DR0/03	Theatre Makers in practise	External	40%	90mins
Course content by unit	<p><u>Component 1: Devising (1DR0/01)</u> <u>Coursework 40% of the qualification</u></p> <p><u>Content overview</u> Create and develop a devised piece from a stimulus (free choice for centre). Performance of this devised piece or design realisation for this performance. Analyse and evaluate the devising process and performance Performer or designer routes available.</p> <p><u>Assessment overview</u> Internally assessed and externally moderated. There are two parts to the assessment: 1) A portfolio covering the creating and developing process and analysis and evaluation of this process. The portfolio submission recommendations can be handwritten/typed evidence or recorded/verbal evidence or a combination. 2) A devised performance/design realisation</p> <p><u>Component 2: Performance from Text (1DR0/02)</u> <u>Coursework 20% of the qualification</u></p> <p><u>Content overview</u> Students will either perform in and/or design for two key extracts from a performance text. Performer or designer routes available.</p> <p><u>Assessment overview</u> Externally assessed by visiting examiner. This can be individual, paired or group assessment</p> <p><u>Component 3: Theatre Makers in Practice (1DR0/03)</u> <u>Written examination: 1 hour 30 minutes 40% of the qualification</u></p> <p><u>Content overview</u> Practical exploration and study of one complete performance text (The Government Inspector) Live theatre evaluation</p> <p><u>Assessment overview</u> Section A: Bringing Texts to Life This section consists of one question broken into six parts (short and extended responses) based on one extract from the chosen performance text. Section B: Live Theatre Evaluation This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen. Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.</p>				
Additional resources & supporting activities	Drama GCSE is not an easy option. The course involves a great deal of practical work, some of which takes place outside class time. In order to succeed students must be committed. Drama GCSE is not just for those who want a career in Drama! Whilst practising their art, students will develop essential skills in areas such as cooperation, communication, awareness of body language, confidence, verbal literacy, and group work.				
Assessment dates in	Assessment Point 1 - end of term 2 - Mock Component 1 Assessment Point 2 - term 5 - Component 1 Performance Assessment and written				

Year 10	portfolio Assessment Point 3 - term 6 - Mock Component 3
Essential reading	“The Government Inspector” adapted by David Harrower (ISBN 0571280498) A pocket revision guide will be available to purchase via wisePAY priced at £2
Wider reading	EDEXCEL GCSE (9-1) Drama Student book (ISBN 1292150688)
	Homework is set once a week and will normally involve a written reflection on the the practical tasks completed in lessons. We recommend that students are in involved in extra-curricular performances and visit the theatre regularly as informal ways of developing their performance and reflection skills

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

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Component 1	Principles of Food Preparation and Nutrition Written examination.	Externally 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 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. 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. 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 & supporting activities	<p>Visits will be arranged to local hotels, restaurants for example, Jamie's Italian, The Marriot Hotel. Professional chefs will be invited into school to speak and demonstrate to students. We are always keen to hear from parents who work in the food industry or have contacts within the industry.</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: EDUQAS GCSE Food Preparation and Nutrition Hodder Education/EDUQAS GCSE Food Preparation and Nutrition Illuminate Publishing</p>				

Assessment dates in Year 10	<p>Tests based on each food commodity, with focus on nutrition, processing, cooking methods and scientific principles. Test will be taken at the end of each term or at the start of the new term based on the food commodity previously studied. Tests will be used as an indicator of current performance alongside practical work.</p> <p>Term 1 Fruit and Vegetables Term 2 Cereals Term 3 Milk, Cheese and Yoghurt. Term 4 Meat, Poultry, fish and Eggs Term 5 Beans, Nuts, Seeds, Soya, Tofu and Myco Protein Term 6 Butter, Oil, Margarine, Sugar and Syrup.</p> <p>Within each term students will conduct practice exercises of Component 2, Assessment 1, these are Food Investigation/Science Assessments linked to the commodity to be studied. Within fortnightly practical work elements of Assessment 2 will be incorporated to allow for student understanding before Year 11.</p>
Essential reading	<p>Text Book EDUQAS GCSE Food Preparation and Nutrition Illuminate Publishing. ISBN 9781908682857. Practice examination questions are in the textbook and digital version. Students also have access to the digital textbook www.illuminate.digital/eduqasfood Student Username: SCOTHAM4 Student Password: STUDENT4 Revision Guide issued to students; EDUQAS Food Preparation and Nutrition Revision Guide by Jayne Hill ISBN 978-1-908682-87-1</p>
Wider reading	<p>SAM Learning contains relevant activities within the subject title of 'Food Technology'. GCSE Pod relevant activities within the subject title of 'Food Technology', the site is changing the subject area name to GCSE Food Preparation and Nutrition.</p>
	<p>Homework will always link to the commodity being studied that term and will include GCSE questions. Practicals are set fortnightly again linked to the commodity studied, it is the student's responsibility to be ready for the practical lesson. Students are encouraged to cook at home to practice essential skills ahead of the three hour practical examination in Year 11.</p>

Subject:	Geography
Course Title Exam Board Syllabus Code	GCSE AQA

Assessment	Unit/ Code	Title	External / Internal Marking	% Total Mark	Duration
	Paper 1	Living with the Physical environment	External	35%	1 hour and a half (90mins)
	Paper 2	Challenges in the Human environment	External	35%	1 hour and a half (90 mins)
	Paper 3	Geographical Applications: Issue evaluation, fieldwork, geographical skills	External	30%	1 hour 15 mins (75 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.</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>				
Additional resources & supporting activities	<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 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>				
Assessment dates in Year 10	<p>The Challenge of Natural Hazards - to be assessed mid November 2017. Revision lists and content to be covered in the assessment will be on the VLE. Look for the Geography department page and Key Stage 4 section on the VLE.</p> <p>The Natural World - End of January 2018 - same as above. Links for revision lists will be provided.</p>				
Essential reading	Cambridge AQA Approved 'GCSE for AQA' Geography Student Book				

	<p>Rebecca Kitchen et.al. ISBN - 978-1-316-60463-2</p> <p>Students can also buy this as a digital copy that is compatible with tablets/iPads/smartphones etc</p>
Wider reading	<p>Wider reading provided on Google Classroom. Students to download the documents to read around the topics being covered</p>
	<p>There is a high demand for literacy in the new Geography specification. Terms are now more in line with the base level knowledge expected on the old AS Geography core topics. Please ensure that students are learning the terminology using the key word lists provided</p>

Subject:		History			
Course Title		GCSE History	QN Code	601/8217/9	
Exam Board		AQA			
Syllabus Code		8145			
Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	81451 Option 1B	Germany 1890-1945: Democracy and Dictatorship Conflict and Tension between East and West, 1945-1972	External	50%	1 hour 45 minutes
	81452 Option 2C	Britain: Migration, Empire and the people; C790 to the present day Restoration England, 1660-1685	External	50%	1 hour 45 minutes
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 <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 <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 <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 & supporting activities	<p>History VLE link: http://cothamschoolhumanities.weebly.com/history1.html</p> <p>History Clinic: Mr Lloyd runs History 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 VLE link: http://cothamschoolhumanities.weebly.com/history-clinic.html</p> <p>Stretch and Challenge Tasks for History: http://cothamschoolhumanities.weebly.com/stretch-and-challenge.html</p> <p>Revision Websites https://www.samlearning.com/ https://www.gcsepod.com/ https://www.kerboodle.com/users/login</p> <p>Useful Research Websites for H/W: http://www.bbc.co.uk/history http://johndclare.net/ http://www.historylearningsite.co.uk/</p> <p>Cotham YouTube Channel: http://cothamschoolhumanities.weebly.com/youtube.html</p> <p>Cotham Pinterest Page: https://uk.pinterest.com/cothamhistory/</p>				
Assessment	<u>Unit 1B Germany, 1890–1945: Democracy and dictatorship</u>				

<p>dates in Year 10</p>	<p>Assessment Point 1: Germany and the growth of democracy Normally completed by the end of October</p> <p>Assessment Point 2: Germany and the Depression Normally completed by the end of November</p> <p>Assessment Point 3: The experiences of Germans under the Nazis Normally completed by the end of December</p> <p><u>Conflict and tension between East and West, 1945–1972</u></p> <p>Assessment Point 4: The origins of the Cold War Normally completed by the end of February</p> <p>Assessment Point 5: The development of the Cold War Normally completed by the end of March</p> <p>Assessment Point 6: Transformation of the Cold War Normally completed by the end of April</p> <p>Assessment Point 7: Year 10 Mock Exam Normally completed by the end of June</p> <p>VLE link to KS4 History resources: http://cothamschoolhumanities.weebly.com/key-stage-41.html</p>
<p>Essential reading</p>	<p>AQA GCSE History: Understanding the Modern World ISBN-13: 978-1-471-86294-6</p> <p>AQA GCSE History: British Depth Studies c1066-1685 ISBN-13: 978-0-19-837012-3</p> <p>AQA GCSE History: Germany 1890–1945: Democracy and Dictatorship ISBN-13: 978-0-19-837010-9</p> <p>AQA GCSE History: Thematic Studies c790-Present Day ISBN-13: 978-0-19-837013-0</p> <p>AQA GCSE History: Restoration England 1660-1685 ISBN-13: 978-1-47-186432-2</p> <p>Reference versions of these books are available in Cotham School library and Kerboodle (https://www.kerboodle.com/users/login)</p>
<p>Wider reading</p>	<p>BBC History magazine catalogue available from the library and the History department Hindsight Magazine catalogue available from the library and the History department Historical Fiction book list available in the Cotham School library VLE link to the catalogues: HYPERLINK "https://drive.google.com/drive/folders/0BwtIB3i22YS1c09DLWlrdG9URm8" https://drive.google.com/drive/folders/0BwtIB3i22YS1c09DLWlrdG9URm8</p>
<p>Additional Information on Cotham History</p>	<p>Enrichment Activities:</p> <p>The History department aims to provide an enrichment activity for all year groups. In Year 11 students have the opportunity to visit the World War I battlefields of France. In Year 10 pupils must complete a historical environment study on Restoration England. We will visit a site and discuss how it reflects the history of Restoration England. The enrichment provision we offer is always under review and may be subject to change.</p> <p>VLE link to History trips and trip forms: http://cothamschoolhumanities.weebly.com/trips.html</p> <p>Additional Enrichment Opportunities in Bristol:</p>

Bristol City Museum, Georgian House, Red Lodge, M-Shed, S.S. Great Britain, Cabot Tower, St Mary Redcliffe, Bristol Cathedral, Tyntesfield and many more.

Hollywood vs History Club

Every Thursday 3.15-4.30 in A103 with Mr Lloyd (if there are any queries please e-mail lloydj@cotham.bristol.sch.uk)

VLE link to Hollywood Vs History Club programme:

<http://cothamschoolhumanities.weebly.com/hollywood-vs-history-club.html>

Homework:

Homework is set once a week and care has been taken to design tasks that engage students and inspire them to consolidate work in the classroom as well as to explore topics beyond the time available with our History curriculum. Tasks tend to either build on learning from lessons or encourage some preliminary study to inform on a lesson to come. We aim to have homework tasks marked and returned within the fortnight.

Subject:	iMedia				
Course Title Exam Board Syllabus Code	iMedia OCR J817			QN Code	600/7043/2
Assessment	Unit/Code	Title	External / Internal	% Total Mark	Duration
	R081	Pre-Production Skills	External	25%	1hr 15 mins
	R082	Creating Digital Graphics	Internal	25%	30 hrs
	R085	Creating Interactive Multimedia products	Internal	25%	30 hrs
	R092	Developing a Digital Game	Internal	25%	30 hrs
Course content by unit	<p>Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things.</p> <p>Pre-production skills: this unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.</p> <p>Creating Digital Graphics: The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.</p> <p>Creating Interactive Multimedia Products: This unit will enable learners to understand the basics of creating multimedia products. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing information screen with navigation functions. It will allow them to interpret a client brief and to use planning and preparation techniques when developing a product for specific target audience.</p> <p>Developing digital games: This unit will enable learners to understand the basics of creating digital games and their environments for the creative and digital media sector. It will enable learners to create a playable game from an existing design or brief. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating a digital game.</p> <p>This course will really suit creative students who do not respond well in written examinations.</p>				
Additional resources & supporting activities	<p>OCR Course Website School iMedia website - http://cotham-imedia.weebly.com/</p>				
Assessment dates in Year 10	<p>Theory exam (25% externally assessed) in June on Pre-Production Skills R081 End of unit assessment carried out on theory modules: Moodboards, Mindmaps, Visualisation Diagrams, Storyboards, Scripts, Legislations & Properties of Digital Media</p> <p>Controlled assessment (25% internally assessed) scheduled for terms 4-6 on Digital</p>				

	<p>Graphics R082.</p> <ul style="list-style-type: none"> • Understand the purpose and properties of digital graphics • Be able to plan the creation of a digital graphic • Be able to create and save a digital graphic • Be able to review the digital graphic
Essential reading	AQA GCSE Media Studies: Student's Book, ISBN-10: 1408504111, from £3.69
Wider reading	<p>Media theory http://www.bbc.co.uk/education/subjects/ztnygk7 http://www.mediaknowall.com/gcse/gcse.php</p> <p>Photoshop skills Free software trial: https://creative.adobe.com/products/download/photoshop</p> <p>Skills resource http://tastytuts.com/emailer/photoshop_beginners/photoshop_for_beginners_tastytuts.pdf</p>
	<p>Homework will be set on a weekly basis which will comprise of both theory and practical tasks.</p> <p>Software Surgery is available to all Key Stage 4 students for help or catch up on Tuesdays and Thursdays in B001.</p>

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

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1 - Listening	Listening Foundation Listening Higher	external	25	35 minutes 45 minutes
	Unit 2 - Reading	Reading Foundation Reading Higher	external	25	45 minutes 60 minutes
	Unit 3 - Speaking	Foundation/Higher	external	25	7-12 minutes
	Unit 4 - Writing	Writing Foundation Writing Higher	external	25	1 hour 1 hour 15 minutes

Course content by unit	<p>All students continue to study French or German to GCSE (In addition to this, they may also take a second language: Spanish). The languages GCSE is a two-year course that builds on content already covered during Years 7-9.</p> <p>The GCSE languages course teaches practical language skills and an understanding of the European dimension of our lives; exciting courses that allow students much greater autonomy than before, as well as a chance to reach their true potential.</p> <p>Topics covered over the two years: Theme 1: Identity and culture Theme 2: Local, national, international and global areas of interest Theme 3: Current and future study and employment</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. The Speaking test consists of tasks such as role-play, photo card and conversations. 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>
-------------------------------	---

Additional resources & supporting activities	<p>Linguascope for GCSE (www.linguascope.com) Vocab Express Username School login Password Password1 GCSEpod with podcasts on many controlled assessment topics. Lunchtime clubs and after school sessions (times are given to students at the beginning of the academic year) if your child requires extra support or needs to improve. Kerboodle - all students will be given log in details After school sessions if your child requires extra support or needs to improve. Every Tuesday 3.05 – 4.05 A116 Parents can help by checking their child's VLE account for useful resources and Google Classroom to make sure that all set HW is completed to a high standard. Checking teacher's comments and the child's reflection in the exercise book will also be a good way to check whether the child might need extra support. Regular HW completion to a good standard is vital for achieving a good grade.</p>
---	--

Assessment dates in Year 10	<p>Assessment point 1 - Usually completed by December. Speaking exam - describe a photo. General conversation. Topics; Me, my family and friends. Free time activities. http://cothamschoolmfl.weebly.com/year-10.html</p>
------------------------------------	--

	<p>Assessment point 2 - Usually completed by January Listening and Reading (higher and foundation) Revise GCSE vocabulary from all three themes http://cothamschoolmfl.weebly.com/gcse-vocabulary.html</p> <p>Assessment point 3 - Usually completed by May Speaking exam - role play. General conversation. Topics; Theme 1 Me, my family and friends. Technology. Free time activities. Customs. Theme 2 Home town. Social issues. Global issues http://cothamschoolmfl.weebly.com/gcse-vocabulary.html</p> <p>Assessment point 4 - Usually completed in June Listening, Reading and Writing (higher and foundation) Revise GCSE vocabulary from all three themes http://cothamschoolmfl.weebly.com/gcse-vocabulary.html</p>
Essential reading	<p>Vocabulary Lists - found on http://cothamschoolmfl.weebly.com/gcse-vocabulary.html It is essential to learn all the vocabulary from each theme.</p> <p>Revise AQA GCSE German - Revision Workbook, Pearson ISBN 9781447941149 £3.99 (some available for purchase in MFL office) Revise AQA GCSE French - Revision Workbook, Pearson ISBN 9781447941064 £3.99 (some available for purchase in MFL office)</p>
Wider reading	<p><u>New GCSE Grade 9-1 Courses</u> Revision guides by CGP.</p> <p>New GCSE French AQA Revision Guide - for the Grade 9-1 Course (with Online Edition) ISBN: 978 1 78294 537 6 Available online £5.95</p> <p>New GCSE German AQA Revision Guide - for the Grade 9-1 Course (with Online Edition)</p>

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

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Component 1	Performing Music	Internal	30%	2 years
	Component 2	Composing Music	Internal	30%	2 years
	Component 3	Appraising Exam	External	40%	2 years
Course content by unit	<p>Component 1: Performing Music Over the 2 years of the GCSE students will prepare a minimum of 2 solo and 2 ensemble performances on their musical instrument (any instrument, including voice and drum kit). At the end of Year 11 the marks from the strongest solo and ensemble performance will be submitted to the exam board for moderation. When a performance deadline is due some lesson time will be given over to performance practice so the teacher can give feedback and set targets. There is an expectation that students will regularly practise and prepare performance work as part of their homework.</p> <p>Component 2: Composing Music (using musical instruments or music technology) During Year 10 students will complete 3 short composition tasks and 1 full composition (which includes a score/written work), and in Year 11 two full compositions. At the end of Year 11 the marks from the strongest 2 full compositions will be submitted to the exam board for moderation. students are issued with briefs to compose for, and will have the opportunity to do a free composition. All composition work takes place in lesson time and students are free to compose using their instrument or using the computers.</p> <p>Component 3: Listening and Appraising The content of musical elements, musical contexts and musical language is taught through the context of 4 Areas of Study, Instrumental Music, Vocal Music, and Fusions. Music for Stage and Screen and each containing 2 Set Works. In the Appraising exam students will also have to appraise unfamiliar music which will be supported through wider listening during lessons.</p>				
Additional resources & supporting activities	students will be supplied with a workbook at the start of the course. Additional resources that support the Edexcel GCSE in Music specification are also available from the publishers Rhinegold Education, Pearson Education and CGP. There are a number of online resources that students will also be signposted to.				
Assessment dates in Year 10	<p>Performance 1 - Prepare a solo performance on your instrument to be recorded in class. You must provide a copy of your score.</p> <p>Composition 2 - the composition brief will be set in your lessons.</p> <p>Performance 3 - prepare a solo or ensemble performance on your instrument to be recorded in class. You must provide a copy of your score.</p> <p>Performance 4 - prepare a solo or ensemble performance on your instrument to be recorded in class. You must provide a copy of your score.</p> <p>Performance 5 - You are being assessed on the quality of musical performance. You must follow the performance instructions as written on your score and practise your</p>				

	chosen piece so you can perform with as few a mistakes as possible.
Essential reading	Pearson education have not endorsed any student publications for the new GCSE Music specification.
Wider reading	www.cothamschoolmusic.wordpress.com BBC bitesize – excellent Revisemusic.org.uk Duckmusic.free-online.co.uk Musicatschool.co.uk (includes some great games!!) Geocities.com/music/dan_cavanagh/matix.htm (the serialism row generator) Bbc.co.uk/orchestras/guide (a good guide to the orchestra)
	Music should not be studied in the isolation of the classroom. The most successful GCSE Music 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. students will have the opportunity to perform in two dedicated GCSE concerts, the option to attend a range of professional performances, and most importantly will be encouraged to join in with extra-curricular music making. This might involve joining a choir or orchestra; to joining Band Academy or jazz band. Parental support and encouragement to motivate students to commit to these activities is crucial to their musical development.

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

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1	The Music Industry	External	25%	1st year
	Unit 2	Managing a Music Product	Internal	25%	2nd year
	Unit 4	Introducing Music Composition	Internal	25%	2nd year
	Unit 6	Introducing Music Recording	Internal	25%	1st year
Course content by unit	<p>This course is designed for students who want to develop their skills in composing using music technology, learn how to use the recording studio to produce music CDs and understand the many job roles and organisations that make-up the music industry. You do not have to play an instrument to access this course but you must have a keen interest in music.</p> <p>Unit 1: <i>The Music Industry</i> – this unit provides an overview of the industry, particularly focusing on the shape of the modern industry and covering the emergence of the role of the self-employed producer, performer and promoter.</p> <p>Unit 2: <i>Managing a Music Product</i> – this unit covers essential areas for progression, looking at the development of a music product. As well as providing a vehicle for demonstrating skills and learning, it also introduces the role of planning and promotion in the management of a music product. Learners can base their work on a live concert, event, CD, or online product, providing opportunities for both music performers and technologists.</p> <p>Unit 4: <i>Introducing Music Composition</i> – this unit encourages learners to develop creativity in addressing specific needs and requirements when responding to client briefs, similar to the behaviour required in the professional world of music composition.</p> <p>Unit 6: <i>Introducing Music Recording</i> – which encourages learners to become familiar with recording technology and techniques that will reinforce their musical practice as well as developing important skills for progression into the professional world.</p>				
Additional resources & supporting activities	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.				
Assessment dates in Year 10	<p>Unit.1 The Music Industry Exam</p> <ul style="list-style-type: none"> 15th May 2017 - 1hr examination that examines students knowledge of music industry organisations and the job roles within them. <p>Unit.6 Introducing Music Recording:</p> <ul style="list-style-type: none"> Assignment 1 Cotham Chorus Recording Set-up - 30/11/16 - Written assignment/ presentation. students will outline the process of setting up a recording session. Assignment 2 Record and Mix a Demo Track - 26/5/17. Practical assignment. students will make and mix a recording. 				
Essential reading	There are no published materials for this course. students are developing their own resources as well as having resources provided by the music department.				
Wider reading	There are no published materials for this course. However there are useful websites				

	<p>that students will be encouraged to access when appropriate.</p> <p>www.cothamschoolmusic.wordpress.com BBC bitesize – excellent Revisemusic.org.uk Duckmusic.free-online.co.uk</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. Parental support and encouragement to motivate students to commit to these activities is crucial to their musical development.</p>

Subject:	Photography GCSE
Course Title Exam Board Syllabus code	Art and Design (Photography) AQA 8206

	Photography	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 Photography is the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images. Students have the opportunity to work in one or more area(s) of photography, such as: portraiture; location photography; studio photography; experimental imagery; installation; documentary photography; photo-journalism; moving image: film, video and animation; fashion photography. They may explore overlapping areas and combinations of areas.</p> <p>Component 1: Portfolio Over year 10 and the first two terms of year 11, students develop a portfolio of work that forms 60% of the final GCSE mark. The portfolio must include both:</p> <ul style="list-style-type: none"> • 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. • 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>Component 2: Externally set assignment 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>							
Assessment	<p>Assessment is carried out regularly from the start of the course using the following assessment objectives:</p> <ul style="list-style-type: none"> • AO1: Ability to develop ideas through investigations, demonstrating critical understanding of sources. • AO2: Ability to refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • AO3: Ability to record ideas, observations and insights relevant to intentions as work progresses. • AO4: Ability to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 							
Equipment and resources	<p>Students are provided with most of the general resources they will need for the course, however there are some essential and desirable items that will help ensure students achieve their best.</p> <table border="1" data-bbox="316 1854 1428 2049"> <thead> <tr> <th>Essential</th> <th>Desirable</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • DSLR or Bridge Camera • SD card • White pen </td> <td> <ul style="list-style-type: none"> • USB memory stick • Computer and printer at home </td> </tr> </tbody> </table>				Essential	Desirable	<ul style="list-style-type: none"> • DSLR or Bridge Camera • SD card • White pen 	<ul style="list-style-type: none"> • USB memory stick • Computer and printer at home
Essential	Desirable							
<ul style="list-style-type: none"> • DSLR or Bridge Camera • SD card • White pen 	<ul style="list-style-type: none"> • USB memory stick • Computer and printer at home 							

	We have a limited range of resources we are able to sell at cost to students. If you have any questions about resources or equipment, please contact the Visual Arts technician: boggise@cotham.bristol.sch.uk		
Independent work	<p>Homework</p> <p>Students are set homework every two weeks during the double lesson to be completed for the following double lesson. Homeworks for the whole term are uploaded to Google Classroom. Homework should take a student between 2-3 hours to complete. A one-hour after school detention is given for non-completion of homework.</p> <p>Independent work</p> <p>Students are given feedback to let them know what they can do to progress. The feedback is recorded in their books. It is the student's responsibility to ensure that the feedback is acted on and tasks set by the teacher are completed; this may require students to work independently outside of lessons.</p> <p>Catch up sessions</p> <p>Every Tuesday, Wednesday and Thursday from 3:05 to 4:30. To complete homework or other independent work. Occasionally, an agreement is made between the teacher, student and parent/carer that a student must attend these sessions in order to meet the expectations of the course; in these cases, a one-hour after school detention is given if they do not attend.</p>		
Support from home	<p>Parents/carers can support students in the following ways:</p> <ul style="list-style-type: none"> • Talk to them regularly about their project; it is helpful for them to discuss their ideas and talk about ways they could realise them; as well as any difficulties they have. • Support with research: look at internet sites together; take them to galleries or take them out and about to draw, photograph or collect resources. • Check they have all the materials they need: from paints to embroidery thread. It is helpful to have basic materials at home. The school can support with this. • Some techniques are time consuming and require a lot of motivation; a comfortable place to work helps, encourage them to take breaks and offer lots of praise. For photography students it can be helpful for you to drive or go with them to specific locations or help them find the right model for the shoot. • Encourage them to attend catch up sessions regularly at school. 		
Useful resources	<p>https://uk.pinterest.com/ http://www.art2day.co.uk/ http://www.tate.org.uk/ https://www.vam.ac.uk/ https://www.nationalgallery.org.uk/ https://www.saatchiart.com/</p>		
Bristol museums and galleries (most are free entry)	<p>https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/ http://www.arnolfini.org.uk/ http://www.spikesisland.org.uk/ http://www.rwa.org.uk/</p>		

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

Syllabus Code	8582		
----------------------	------	--	--

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	1PE01 & 02	The Theory of Physical Education	External Exam	60%	Paper 1 - 1 hour & 45 minutes Paper 2 - 1 hour & 15 minutes
	1PE03 & 04	Performance in Physical Education	Internal assessment	40%	Continuous assessment throughout the course

Course content by unit	<u>The course is split into four components</u>		
	Components	Content	Assessment
	Component 1: Fitness and body systems	Applied anatomy and physiology Movement analysis Physical training Use of Data	<ul style="list-style-type: none"> Written examination paper 1 hour and 15 minutes The assessment consists of multiple choice, short answer, and extended answer questions 78 marks 30% of qualification
	Component 2: Health and Performance	Health, fitness and well-being Sport psychology Socio-cultural influences	<ul style="list-style-type: none"> Written examination paper 1 hour and 15 minutes The assessment consists of multiple choice, short answer, and extended answer questions 78 marks 30% of qualification
	Component 3: Practical Performance	Skills during individual activities Skills during team activities	<ul style="list-style-type: none"> Non-examination assessment The assessment consists of students completing three practical activities from a set list: <ul style="list-style-type: none"> One must be a team activity One must be an individual activity The final can be a free choice from the activity list 90 marks 30% of qualification
	Component 4: Analysis and evaluation of performance	To identify two strengths (fitness & core skill) & weaknesses (fitness & core skill).	<ul style="list-style-type: none"> Non-examination assessment Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of their performance to bring about improvement in one activity. 25 marks 10% of qualification

Additional resources & supporting activities	eStudent text-book Additional resources such as lesson notes are available on the Google Classroom group page. Other resources will be made available once AQA have up-dated their GCSE PE webpage.
---	--

Assessment dates in Year 10	There are 2 assessment points before Christmas, 2 assessments points before Easter and a Year 10 mock exam in the summer term.
------------------------------------	--

Essential reading	Links to be provided on the Google Classroom
--------------------------	--

**Wider
reading**

Links to be provided on the Google Classroom

Subject:	Psychology		
Course Title	GCSE Psychology	QN Code	603/0932/5
Exam Board	AQA (Full Course)		
Syllabus Code	8182		

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Paper 1	Cognition and Behaviour	External written exam	50%	1 hour. and 45 minutes
	Paper 2	Social Context and Behaviour	External written exam	50%	1 hour and 45 minutes
Course content by unit	<p>Paper 1 is comprised of four topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Memory <input type="checkbox"/> Perception <input type="checkbox"/> Development <input type="checkbox"/> Research Methods <p>Paper 2 is comprised of four topics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social Influence <input type="checkbox"/> Language, thought and communication <input type="checkbox"/> Brain and neuropsychology <input type="checkbox"/> Psychological problems 				
Additional resources & supporting activities	<p>All students are given a copy of the specification. All students are given a set text book, 'AQA Psychology for GCSE' by Cara Flanagan. A useful second text is 'AQA Psychology for GCSE' by Barbara Woods.</p> <p>The internet provides a wealth of useful websites which we will use throughout the course</p> <p>Revision sessions will be available before student's exams.</p>				
Assessment dates in Year 10	<p>Year 10 complete an end of unit test after every topic taken as a formal past paper. Approx. end of each term.</p>				
Essential reading	<p>See Google classroom for key terms and studies lists. AQA PSYCHOLOGY FOR GCSE by Cara Flanagan et al.* provided to all Y10 students. Text book is essential with revision lists at end of book.</p>				
Wider reading	<ul style="list-style-type: none"> ● SIMPLYPSYCHOLOGY Website: http://www.simplypsychology.org/ ● TED Website http://www.ted.com/ 				
	<p>Please see letter sent home to all parents/carers of Year 10 GCSE Psychology students.</p>				

Subject:	Spanish (twilight)		
Exam Board Syllabus Code	AQA 8698	QN Code	500/4480/1

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1 - Listening	Listening Foundation Listening Higher	external	25	35 minutes 45 minutes
	Unit 2 - Reading	Reading Foundation Reading Higher	external	25	45 minutes 60 minutes
	Unit 3 - Speaking	Foundation/Higher	external	25	7-12 minutes
	Unit 4 - Writing	Writing Foundation Writing Higher	external	25	1 hour 1 hour 15 minutes

Course content by unit	<p>In addition to their first language (French or German) students may also take Spanish as a second language. Students can either start ab initio, without any prior knowledge of the language, or continue with Spanish they have studied during Year 9 (in set 1 or during the twilight classes).</p> <p>Teacher will take the different levels of ability of students into consideration when planning the lessons.</p> <p>Topics covered over the two years: Theme 1: Identity and culture Theme 2: Local, national, international and global areas of interest Theme 3: Current and future study and employment</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. The Speaking test consists of tasks such as role-play and conversations. 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 Assistant. At Cotham we are proud to have a full-time assistant for each, French, German and Spanish.
-------------------------------	---

Additional resources & supporting activities	<p>Linguascope for GCSE (www.linguascope.com) is also a good resource for higher achieving students with online activities.</p> <p>GCSEpod (login though the main school website) with podcasts on many controlled assessment topics.</p> <p>We offer lunchtime clubs and after school sessions (times are given to students at the beginning of the academic year) if your child requires extra support or needs to improve.</p> <p>Parents can help by checking their child's planner for homework set and by making sure that all set homework is completed to a high standard. Checking teacher's comments and the child's reflection in the exercise book will also be a good way to check whether the child might need extra support.</p> <p>Regular homework completion to a good standard is vital for achieving a good grade.</p>
---	---

Assessment dates in Year 10	<p>A full mock GCSE exam at the end of Year 10 - listening, reading, speaking and writing.</p> <p><u>Other internal assessment dates</u> Speaking exam - describe a photo. Week commencing 28/11/16 Practice in class. Examples will be added to Google Classroom Listening (higher and foundation) week commencing 5/12/16 Revise GCSE vocabulary from all three themes - available on Google Classroom</p>
------------------------------------	--

	<p>Practise listening on www.linguascope.com Intermediate. Presentation.</p> <p>Writing exam (Write about your freetime activities using a range of tenses, structures and vocabulary. Week commencing 16/1/17</p> <p>Reading (higher and foundation) week commencing 16/1/17</p> <p>Revise GCSE vocabulary from all three themes - available on Google Classroom</p> <p>Speaking exam - questions and answers. Week commencing 3/4/17</p> <p>Listening (higher and foundation) week commencing 3/4/17</p> <p>Revise GCSE vocabulary from all three themes - available on Google Classroom</p>
Essential reading	<p>Vocabulary Lists - available on Google Classroom</p> <p>Revise AQA GCSE Spanish - Revision Workbook, Pearson ISBN 9781447941187 £5.99 (some available for purchase in MFL office £2.99)</p>
Wider reading	<p>Grammar practice websites:</p> <p>www.languagesonline.org.uk</p> <p>www.language-gym.com</p> <p>New CGP Spanish AQA Revision Guide - for the Grade 9-1 Course and workbook</p>