



COTHAM SCHOOL

KS4 OPTIONS

BOOKLET 2018-2020

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TIMELINE OF YEAR 9 OPTION PREFERENCE PROCESS

- **Wednesday 13 December 2017**
Deadline for completion of preliminary Option Preferences forms
- **Wednesday 17 January 2018**
Year 9 Option Preferences Assembly – Introduction to students
Launch of KS4 Curriculum offer in Year 9 Assembly
- **Wednesday 17 January 2018**
Year 9 Option Preferences Evening – Introduction to parents
5:30 - 7:30 School Main Hall, A Block Corridor, and subject areas
Presentations at 5.45 and 6.45pm
- **Wednesday 24 January 2018**
Year 9 Parents Evening
4.30pm – 7.00pm
- **Tuesday 30 January 2018**
Option Preferences Surgery for parents
With Mrs Bajic-Raymond and Ms Quirke
6pm – 7pm
- **Wednesday 7 February 2018**
Completed Option Preferences forms must be given to tutors
- **Week beginning Monday 21 May 2018**
Final confirmation of Option Preferences to students

Key Stage 4 Curriculum 2018 – 2020

Students at Cotham School study a broad and balanced curriculum at Key Stage 4 (KS4). The core curriculum studied by all students consists of: English, English Literature, Mathematics, Modern Foreign Language, Science, REP (Religion, Ethics and Philosophy), PSHE (Personal Social and Health Education) and Physical Education. In addition to these core subjects, students choose three preferences.

Ancient History GCSE	German - GCSE
Business Studies Level 2 BTEC	History - GCSE
Child Development Cambridge National Level 1 and 2	iMedia - GCSE
Computer Science - GCSE	Microsoft Office Specialist (MOS)
Dance - GCSE	Music - GCSE
Design and Technology - GCSE	Music Technology Level 2 BTEC
Drama - GCSE	Photography - GCSE
Fine Art - GCSE	Physical Education - GCSE
Food Preparation and Nutrition - GCSE	Psychology - GCSE
French - GCSE	Religion, Ethics & Philosophy - GCSE
Geography - GCSE	Spanish - GCSE

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

Subject	Number of GCSEs or equivalent	Number of lessons per fortnight	% of Curriculum Time
English Language and English Literature	2	7	12%
Mathematics	1	7	12%
MFL	1	5	10%
Option 1	1	5	10%
Option 2	1	5	10%
Option 3	1	5	10%
Physical Education	0	4	8%
PSHE	1	1 or 2	2% - 4%
Religion, Ethics & Philosophy (Core)	0	1	2%
Combined Science (double award) or Separate Science (triple award)	2 or 3	9 or 10	18% or 20%
Total:	10 - 11	50	100%

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

Qualification Definitions and equivalent grade measures.

GCSE - General Certificate of Secondary Education

GCSEs are now graded as 1 to 9 (9 being highest).

The old GCSE Grade A is roughly equivalent to a new GCSE Grade 7.

The old GCSE Grade C is roughly equivalent to the new GCSE Grade 4.

A new GCSE Grade 5 will be regarded as a 'good pass' and the new benchmark for many employers and Post 16 Education Providers.

BTEC vocational qualifications

BTEC courses are graded as:

Level 1 (L1) Pass or Level 2 (L2) Pass, Merit or Distinction in each unit or module.

Students will then be awarded an overall Pass, Merit, Distinction or Distinction* (P/M/D/D*) for the whole course.

These grades are roughly equivalent to the following GCSE grades (these conversions have still to be approved).

Level 1 Pass - GCSE Grade 3

Level 2 Pass - GCSE Grade 4

Level 2 Merit - GCSE Grade 5/6

Level 2 Distinction - GCSE Grade 7

Level 2 Distinction* - GCSE Grade 8/9

Technical Award vocational qualifications

Technical Award qualifications are graded as:

Level 1 Credit and Advanced Credit (C/AC)

Level 2 Pass, Merit, Distinction and Distinction* (P/M/D/D*).

These grades are roughly equivalent to the following GCSE grades (these conversions have still to be approved).

Level 1 Credit - GCSE Grade 1/2

Level 1 Advanced Credit - GCSE Grade 2/3

Level 2 Pass - GCSE Grade 4

Level 2 Merit - GCSE Grade 5/6

Level 2 Distinction - GCSE Grade 7

Level 2 Distinction* - GCSE Grade 8/9

Option Pathways

- **English Baccalaureate (EBacc).** The majority of students will seek to achieve the EBACC qualification. To do so, students must choose from [Ancient History, Computer Science, History or Geography](#).
- If Year 9 Term 2 current attainment levels are '**Working Below**' in English, Maths and most other subjects, students will be guided by senior staff towards the most suitable options at KS4 which will give them the best chance to succeed.
- If students want to study Level 3 Post 16 Courses they need to meet the minimum grade entry criteria as well as the subject specific grade criteria as specified in the Post 16 Option Booklet. For more information please refer to the NBP16 website <http://www.nbp16c.org.uk/>

Controlled Assessments

Some GCSE courses contain a coursework element. This coursework element contributes to the final GCSE mark. All coursework is now completed under controlled conditions at school. Students will be given guidance by their teachers on how to structure their work and prepare for Controlled assessment. Please read the assessment section for each subject to get relevant details.

Knowing the difference: BTEC / Technical Awards versus GCSE

BTEC and Technical award vocational qualifications are different from GCSEs in several ways.

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

Content:

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

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

For BTEC qualifications 75% of the course will be marked by completing assignments based on learning outcomes set by the exam board. These assignments do not have to be taken under controlled conditions. There will be one exam (25%) which may take the form of an on-line test or a written exam depending on the nature of the course.

BTEC students are encouraged to take responsibility for their own learning. Students should be interested, organised and self-reliant enough to work hard without being continually monitored.

For Technical Awards a large amount of the course will be assessed and marked by completing a portfolio and/or independent project, based on learning outcomes set by the exam board. These assignments do not have to be taken under controlled conditions. There will be one externally assessed and marked exam.

KS4 CURRICULUM OFFER

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

Assessment	Unit Code	Title	External / Internal Marking	% Total Mark	Duration
	J198/01 Option C	The Persian Empire, 559-465BC. Alexander the Great, 356-323 BC	External	50%	1 hour 45 minutes
	J198/02 Option B	The foundations of Rome: from Kingship to republic, 753-440 BC. Cleopatra: Rome and Egypt, 69-30 BC.	External	50%	1 hour 45 minutes

Course content	<p><u>The Persian Empire, 559-465BC</u> Part one: The rise of the Persian Empire under Cyrus the Great 559-530 BC. Part two: Cambyses II, Smerdis and the accession of Darius 530-522 BC. Part three: The reign of Darius the Great 522-486 BC. Part four: Xerxes I and the Greeks 486-465 BC.</p> <p><u>Alexander the Great, 356-323 BC</u> Part one: Upbringing, character, beliefs and life of Alexander. Part two: Alexander's campaigns: The reasons for his expeditions and the main battles. Part three: Significant events in Alexander's life. Part four: The Macedonian army under Alexander.</p> <p><u>The foundations of Rome: from Kingship to republic, 753-440 BC</u> Part one: The legendary kings: Origins of Rome 753-616 BC. Part two: The Etruscan kings: 616-509 BC. Part three: Origins of the Republic: 509-494 BC. Part four: Securing the Republic: 509-494 BC.</p> <p><u>Cleopatra: Rome and Egypt, 69-30 BC</u> Part one: Cleopatra's life and character. Part two: Cleopatra as queen of Egypt, including political, domestic and foreign policies. Part three: Cleopatra's relationships with Caesar (48-44 BC) and Mark Anthony (41-30 BC) and their political significance. Part four: The Battle of Actium and its significance for Egypt and Rome.</p>
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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</p> <p>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>
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	<p>Revision Websites https://www.samlearning.com/ https://www.gcsepod.com/ http://www.bbc.co.uk/schools/gcsebitesize/history/ https://getrevising.co.uk/</p> <p>Useful Research Websites for H/W: http://www.bbc.co.uk/history</p> <p>Cotham YouTube Channel: http://cothamschoolhumanities.weebly.com/youtube.html</p> <p>Cotham Pinterest Page: https://uk.pinterest.com/cothamhistory/</p>
Essential reading	<p>OCR GCSE Ancient History: Component 1 Greece and Persia ISBN- 9781350015166</p> <p>OCR GCSE Ancient History: Component 2 Rome ISBN- 9781350015203</p> <p>Reference versions of these books are available in Cotham School library</p>
Wider reading	<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</p> <p>VLE link to the catalogues: https://drive.google.com/drive/folders/0BwtlB3i22YS1c09DLWlrdG9URm8</p>
Additional Information on Cotham History	<p>Enrichment Activities:</p> <p>Hollywood vs History Club</p> <p>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</p> <p>Homework:</p> <p>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</p>

Subject:	Art GCSE			
Course Title Exam Board Syllabus Code	Art and Design (Fine Art) AQA 8202			
Assessment	Title	External / Internal Marking	% Total Mark	Duration
	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:</p> <ul style="list-style-type: none"> • drawing • painting • sculpture • installation • lens-/light-based media • photography and the moving image • printmaking • mixed media • land art. <p>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. 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 1 is completed at the end of January in Year 11, it forms 60% of of the final mark.</p> <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> <p>Please note:</p> <ul style="list-style-type: none"> • Students may only study one of the Visual Arts subjects at GCSE: art, photography or textiles. • Students wishing to take any Visual Arts subject must have attitude and homework assessed as "good" throughout Year 9. • To be accepted for GCSE art, students must be "working at" or above expected standard in year 9. Students who are "working towards" may still be accepted based on an assessment of their motivation for the subject and independent learning skills. Please discuss your intention to select art with your class teacher. 			

Additional resources & supporting activities	<p>Students studying art have access to the Visual Arts department resources. These include: large, bright studio spaces; resources and equipment for a wide range of media and techniques; screen printing equipment; ceramics equipment and kiln; photography darkroom for black and white processing; studio lighting for photographic shoots; digital SLR cameras for loan; 40 Apple Mac laptops with Adobe Suite and iMovie; textile sublimation printer; digital embroidery machine; sewing machines; fabric dyeing and printing equipment and batik printing equipment.</p> <ul style="list-style-type: none">• Catch up sessions are offered after school on three afternoons a week.• Art club is open to all students every Friday lunchtime.• A trip to a major London art gallery is offered in Year 11.
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Subject:		Business Studies BTEC Level 2			
Course Title		BTEC Level 1/Level 2 First Award in Business Edexcel		QN Code	600/4786/0
Exam Board					
Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	1	Enterprise in the Business World	Internal	25	Controlled Assessment
	2	Finance for Business	External	25	1 hour
	3	Promoting a Brand	Internal	25	Controlled Assessment
	5, 6 or 8	Recruitment, Selection and Employment or Introducing Retail Business or Sales and Personal Selling	Internal	25	Controlled Assessment
Course content by unit	<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. <p>Or</p> <p>Unit 8 – Recruitment, Selection and Employment. (<i>Internally set coursework</i>) The learning aims for this unit are for the student to:</p> <ul style="list-style-type: none"> • know about job roles and functional areas in business • produce documentation for specific job roles • demonstrate interview skills and plan career development. 				
Additional resources & supporting activities	<p>Students must be strong in English and Maths to complete this course, a grade of ‘Working Towards’ or above is required at the end of Term 2 in Year 9 There will be a regular after school catch up session to support students with their course.</p>				

Subject:	Child Development
Course Title Exam Board Syllabus Code	Cambridge National Certificate in Child Development Levels 1 & 2 OCR J818

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 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</p>
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	<p>knowledge and understanding, through practical activities, to show how play affects the development of individual children. The assignment title is set by OCR. Grading for the examination and assignments at Level 1 and Level 2 is at Distinction *, Distinction, Merit and Pass. The examination unit and centre assessed units can be retaken if required.</p>
<p>Additional resources & supporting activities</p>	<p>Students will have the opportunity to visit local nurseries and playgroups to observe the physical, intellectual, social and emotional development of children. Visits from parents and children, midwives, health visitors are also arranged. Students also have the opportunity to become a parent to one of our 'Real Care Babies' over a weekend. Real Care Babies replicate the actual needs and care routines of a very young baby. GCSE Home Economics - Child Development Student Book is issued to all students. Revision guide Lonsdale GCSE Essentials 'Child Development' is available in school to buy. Child Care and Development by Pamela Minnett is available in school</p>

Subject:	Computing - GCSE				
Course Title Exam Board Syllabus Code	GCSE Computing AQA 8520	QN Code	500/8291/7		
Assessment	Unit/Code	Title	External / Internal	% Total Mark	Duration
	Paper 1	Computational Thinking and Problem Solving Skills	External	40	1hr 30mins
	Paper 2	Written Assessment	External	40	1hr 30mins
		Non Exam Assessment	Internal	20	20hrs
Course content by unit	<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</p> <p>Students must be 'Working at' or above in maths at the end of Term 2 in Year 9 to cope with the demands of this course.</p> <p>Dedicated Course Teaching Website http://cotham-gcsecomputing.weebly.com/</p>				

Subject:	Computing – Microsoft Office Specialist (MOS)			
Course Title Exam Board Syllabus Code	Level 2 Certificate in IT User Skills in Open Systems and Enterprise (QCF) Qualification Number: 600/6688/X			
Assessment	Title	External / Internal Marking	% Total Mark	Duration
	Microsoft Word Specialist Certification	External	24%	
	Microsoft PowerPoint Specialist Certification	External	24%	
	Microsoft Excel Specialist Certification	External	24%	
	Improving Productivity Using IT unit (IPU)	Internal	24%	
	IT security unit (ITS)	Internal	4%	
Course content	<p>Students complete Microsoft Office Specialist certification in Word, Excel and PowerPoint to achieve 12 credits toward the TLM Level 2 Certification in IT User Skills.</p> <p>The remaining credits required will come from two theory units of study:</p> <ol style="list-style-type: none"> 1. Improving Productivity Using IT unit (IPU) 2. IT security unit (ITS) 			

Subject:	Dance - GCSE				
Course Title	Dance	QN Code	500/4403/5		
Exam Board	AQA				
Assessment	Component	Title	External / Internal Marking	% Total Mark	Duration
	1	Choreography and Performance	Internal	C: 30% P: 30%	TBC
	2	Dance Appreciation	External written exam	40%	1 hour 30 minutes
Course content by component	<p>Choreography <u>Solo or group choreography</u> Students must choreograph a solo or a group dance for two to five dancers</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 appropriate and original 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>Performance <u>Set phrases</u> through a solo performance <u>Duet/trio</u> performance To accurately perform each set phrase, students must be able to interpret and replicate the following forms of content shown in each set phrase: action, dynamic, space.</p> <p>Students will 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>Dance Appreciation Questions will be based on students' own practice in performance and choreography and the GCSE Dance anthology (professional works) Students will gain knowledge and understanding of:</p> <ul style="list-style-type: none"> • The choreographic process • Performing and technical skills • Critical appreciation of own work • Critical appreciation of professional works <p>40% of GCSE - Written exam: 1 hour 30 minutes- 80 marks</p>				
Additional resources & supporting activities	Students are expected to become members of the school dance companies; this allows them to develop their choreographic skills and allows further opportunities to perform including the school Dance Evening & Stages. Many GCSE students lead and run lower school dance clubs giving them leadership skills. Students will be given the opportunity to watch live, professional dance performances both within and outside of school. The use of professional role models is vital to the study of Dance at Cotham, visiting professional dance teachers, companies, workshops and videos are used to fully embrace the syllabus making it accessible to all				

Subject:	Design and Technology - GCSE				
Course Title Exam Board Syllabus Code	GCSE Design and Technology EDUQAS	QN Code	603/1121/6		
Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1:	Written Paper	External Marking	50%	2 hours
	Unit 2:	Design and Making Practice – Controlled Assessment	Internal Marking External Moderation	50%	35 hours
Course content by unit	<p>Science tells you how it is; Technology tells you how it could be. Design and Technology is about the investigation, design and manufacture of products using woods, metals, textiles, plastics and electronic and mechanical components. The course encourages the exploration and hands on investigation of manufacturing products and manipulation of materials allowing students to experience and experiment with a wide range of making processes and techniques.</p> <p>Unit 1: Written Paper Section A: Core Knowledge and Understanding (75marks) Short answer questions covering on: Design and Technology and our world; Smart materials; Electronic systems and programmable components; Mechanical components and devices; Materials.</p> <p>Section B: In-depth knowledge and understanding (25 marks) A mixture of short answer and extended response questions specialising in natural and manufactured timber.</p> <p>Unit 2: Design and Making Practice – Controlled Assessment A sustained design and make task, based on a contextual challenge set by the exam board, assessing candidates' ability to:</p> <ul style="list-style-type: none"> · identify, investigate and outline design possibilities · design and make prototypes · analyse and evaluate design decisions and wider issues in design and technology. 				
Additional resources & supporting activities	<p>It is recommended that students opting for this course are predicted at least a grade 5 in Maths and Science GCSE: 20% of the exam questions will require good maths skills including data handling, arithmetic and calculation, geometry and the use of graphs. Students will need to purchase a CGP Design and Technology (9-1) textbook which come with a free on-line addition to use on tablet or phone.</p>				

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

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> <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. <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 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> <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. <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> <u>Content overview</u> Practical exploration and study of one complete performance text (from a choice of eight texts) Live theatre evaluation <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	<p>Drama GCSE is not an easy option. The course involves a great deal of practical work, some of which takes place outside class time. In order to succeed students must be committed. Drama GCSE is not just for those who want a career in Drama! Whilst practising their art, students will develop essential skills in areas such as co-operation, communication, awareness of body language, confidence, verbal literacy, and group work.</p>

Subject:	Food Preparation and Nutrition - GCSE				
Course Title Exam Board Syllabus Code	GCSE Food Preparation and Nutrition EDUQAS C560P1		QN Code	601/8093/6	
Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Component 1	Principles of Food Preparation and Nutrition Written examination.	External assessed.	50%	1 hour 45 minutes
	Component 2	Food Preparation and Nutrition in Action. Assessment 1: 8 hours Assessment 2: 12 hours	Internally assessed, externally moderated	50%	20 hours
Course content by unit	<p>GCSE Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook healthy meals. The course enables students to apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. Students choosing this option will be expected to provide their own ingredients once a fortnight. The course offers natural progression to Post 16 courses offered at Level 3.</p> <p>By studying food preparation and nutrition learners will:</p> <ul style="list-style-type: none"> • Be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities • Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks. • Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health. • Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices. • Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food. • Understand and explore a range of ingredients and processes from different culinary traditions <p>Component 1 Principles of Food Preparation and Nutrition This component will consist of two sections and will assess the full range of specified GCSE content. Section A: questions based on a specific stimulus/theme 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. 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>				

Subject:	Geography - GCSE				
Course Title Exam Board Syllabus Code	GCSE Geography AQA 8035	QN Code	601/8410/3		
Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Paper 1	Living with the Physical environment	External	35%	1 hour and a half (90mins)
	Paper 2	Challenges in the Human environment	External	35%	1 hour and a half (90 mins)
	Paper 3	Geographical Applications: Issue evaluation, fieldwork, geographical skills	External	30%	1 hour
Course content by unit	<p>Living with the Physical environment This unit is concerned with physical processes and systems, their dynamic nature and human interaction with them at a range of scales and in a range of places.</p> <p>The aims of this unit are to develop an understanding of the processes and forms associated with tectonic, geomorphological, biological and meteorological processes in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere</p> <p>Challenges in the Human environment This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a range of places, at a variety of scales and must include places in various states of development. The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. Theme 3: Uneven Development and Sustainable Environments</p> <p>Geographical Applications: Issue evaluation, fieldwork, geographical skills The Geographical applications unit is designed to have elements of synopticity. It is an opportunity for students to show their breadth of understanding and appreciation of the inter-relationships between different aspects of geographical study</p>				
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> <p>Need more convincing? Last year over half the year group chose Geography with 4 classes now in Year 11 and 3 in Year 10. Many of our GCSE students actually go on to Geography at A Level and even further. Geography A Level is one of the Russell Group facilitating subjects for university applications.</p>				

Subject:	History - GCSE		
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	<ul style="list-style-type: none"> Germany 1890-1945: Democracy and Dictatorship Conflict and Tension between East and West, 1945-1972 	External	50%	1 hour 45 minutes
	81452 Option 2C	<ul style="list-style-type: none"> 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>
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Additional resources & supporting activities	<p>Field Trips: History students will have the opportunity to visit the First World War Battlefields in Year 10 and a visit to a British Heritage site in Year 11. (The British site visit will rotate every year dependant on the exam content.) History Clinic: There is lunch time support with homework and exam feedback every Wednesday in A103 with Mr Lloyd. Hindsight Magazine: This is a subscription designed for GCSE students which can be purchased from the History department. The Library: The library has a comprehensive list of books and DVDs which can support the work that students do in the classroom. There is also a back catalogue of the Hindsight magazines that students can access for free. History VLE: There are also lots of resources to support student progress on the History VLE page in the KS4 folders. Google Classroom: All homework will be set on Google Classroom. You can help support the staff and your child by checking what has been set each week on Google Classroom. GCSEpod: (login though the main school website) has podcasts on many of the topics studied. SAM Learning: (login though the main school website) has online tests on all of the topics studied. AQA Course Website: http://www.aqa.org.uk/subjects/history/gcse/history-8145</p> <p>Due to complexity of concepts and skills needed to be successful in the course, students are expected to be 'Working Towards' or above in their English Year 9 Term 2 grade.</p>
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Subject:	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
	R091	Game Design	Internal	25%	30 hrs
	R092	Developing Digital Games	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>Designing a Game Concept - This unit will enable learners to understand the capabilities and limitations of a range of platforms. They will be able to identify core features of digital games and gain the knowledge to create a games design concept proposal that can be presented to a client for critical review. This unit will also enable learners to understand the basics of planning and designing digital games for the creative digital media sector.</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 http://bit.ly/1bfirCx</p> <p>Dedicated Teaching Site: http://cotham-imedia.weebly.com/</p>				

Subject:	Modern Foreign Languages - GCSE Spanish				
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 - Speaking	Foundation/Higher	external	25	7-12 minutes
	Unit 3 - Reading	Reading Foundation Reading Higher	external	25	45 minutes 60 minutes
	Unit 4 - Writing	Writing Foundation Writing Higher	external	25	1 hour 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 through 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 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.</p> <p>Regular homework completion to a good standard is vital for achieving a good grade.</p>				

Subject:	Community Languages (Students who are native speakers of another language, e.g. French, German, Spanish, Italian, Turkish, Polish, Somali, Panjabi, Urdu, Chinese, Arabic or others.)				
Exam Board Syllabus Code	Various	QN Code			
Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1 Listening	Listening Foundation Listening Higher	external	25	35 minutes 45 minutes
	Unit 2 Reading	Reading Foundation Reading Higher	external	25	45 minutes 60 minutes
	Unit 3 Speaking	Foundation/Higher	external	25	7-12 minutes each
	Unit 4 Writing	Writing Foundation Writing Higher	external	25	1 hour 1 hour 15
Course content by unit	<p>Students with skills of an additional foreign language, e.g. French, German, Spanish, Italian, Polish, Somali, Panjabi, Urdu, Chinese, Arabic or others are encouraged to take a GCSE in their first language during Year 10 or 11. The GCSE will take place during the Summer GCSE exam period.</p> <p>Students are assessed in all four skills (listening, reading, speaking and writing).</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>Students interested in taking a GCSE in a Community Language must register their interest with the Curriculum team leader for MFL department at the start of Year 10.</p> <p>Please note: A student will be supported in following a Community language GCSE if their prior level of knowledge and understanding in the subject is sufficiently sound to give a realistic chance of success. Before starting the course, therefore, an initial assessment of their language strengths will be carried out.</p> <p>Some students are able to complete a GCSE exam in Year 10 and AS exam in Year 11.</p>				
Additional resources & supporting activities	Students can prepare with past papers and look at exemplar material (available on the exam board homepage). A pack of exam papers will be given to the students.				

Subject:	Music - GCSE				
Course Title Exam Board	GCSE Music Edexcel	QN Code	500/4659/7		
Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Component 1	Performing Music	Internal	30%	2 years
	Component 2	Composing Music	Internal	30%	2 years
	Component 3	Appraising Exam	External	40%	2 years
Course content by unit	<p>Component 1: Performing Music (using musical instruments) The expected performance standard for GCSE music is Grade 5 on any instrument or voice. Over the 2 years of the GCSE pupils will prepare a minimum of 2 solo and 2 ensemble performances on their musical instrument (any instrument, including voice and drum kit), or using music technology (computer sequencing and multi-track recording). At the end of Year 11 the marks from the strongest solo and ensemble performance will be submitted to the exam board for moderation. When a performance deadline is due some lesson time will be given over to performance practice so the teacher can give feedback and set targets. There is an expectation that pupils will regularly practise and prepare performance work as part of their homework.</p> <p>Component 2: Composing Music (using musical instruments or music technology) During Year 10 pupils will complete 3 short composition tasks and 1 full composition (which includes a score/written work), and in Year 11 two full compositions. At the end of Year 11 the marks from the strongest 2 full compositions will be submitted to the exam board for moderation. Pupils are issued with briefs to compose to, and will have the opportunity to do a free composition. All composition work takes place in lesson time and pupils are free to compose using their instrument or using the computers.</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 pupils will also have to appraise unfamiliar music which will be supported through wider listening during lessons.</p>				
Additional resources & supporting activities	<p>Pupils will be supplied with a workbook at the start of the course. Additional resources that support the Edexcel GCSE in Music specification are also available from the publishers Rhinegold Education, Pearson Education and CGP. There are a number of online resources that pupils will also be signposted to during the course.</p> <p>Music should not be studied in the isolation of the classroom. The most successful GCSE Music pupils are those that engage with the extra-curricular programme in school, receive instrument tuition, attend performances or involve themselves in a musical activity out of school. Pupils will have the opportunity to perform in dedicated GCSE concerts, the opportunity to attend concerts, and most importantly will be encouraged to join in with extra-curricular music making. This might involve joining a choir or orchestra; to joining Band Academy or jazz band. Parental support and encouragement to motivate pupils to commit to these activities is crucial to their musical development.</p>				

Subject:	Music Technology - BTEC				
Course Title Exam Board Syllabus Code	BTEC Level 2 Award in Music Edexcel	QN Code	600/6818/8		
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 OR Introducing Music Performance	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 record and produce music, 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> OR Unit.5 <i>Introducing Music Performance</i> – Pupils have the option to study composition or performance.</p> <p>The composition 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. For performance pupils need to be able to perform both confidently and accurately to an audience with a level of expression and interpretation in their work. Over the course of this unit, you will explore skills and make decisions as you prepare for performance.</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	<p>Students will be supplied with a workbook at the start of the course. Additional resources that support the Edexcel BTEC in Music specification are also available from the publishers Rhinegold Education, Pearson Education and CGP. There are a number of online resources that students will also be signposted to during the course.</p> <p>Music should not be studied in the isolation of the classroom. The most successful students are those that engage with the extra-curricular programme in school, receive instrument tuition, attend performances or involve themselves in a musical activity out of school. For those students that play an instrument they will have the opportunity to perform in concerts, the option to attend a range of professional performances, and most importantly will be encouraged to join in with extra-curricular music making. This might involve joining a choir or orchestra; to joining Band Academy or jazz band.</p> <p>Parental support and encouragement to motivate students to commit to these activities is crucial to their musical development.</p>				

Subject:	Photography GCSE			
Course Title Exam Board Syllabus code	Art and Design (Photography) AQA 8206			
Assessment	Title	External / Internal Marking	% Total Mark	Duration
	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:</p> <ul style="list-style-type: none"> • portraiture • location photography • studio photography • experimental imagery • installation • documentary photography • photo-journalism • moving image: film, video and animation • fashion photography <p>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. 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 1 is completed at the end of January in Year 11, it forms 60% of the final mark.</p> <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> <p>Please note:</p> <ul style="list-style-type: none"> • Students may only study one of the Visual Arts subjects at GCSE: art, photography or textiles. • Students wishing to take any Visual Arts subject must have attitude and homework assessed as "good" throughout Year 9. We recommend students complete all the photography homework options in Year 8 and 9 if they intend to select photography for GCSE. 			

	<ul style="list-style-type: none"> • To be accepted for Photography GCSE, we do not look for a minimum assessment level from Year 9, however we may ask students to submit a small portfolio of photography work that demonstrates their skill level and motivation for the subject. • Please discuss your intention to choose photography for GCSE with your class teacher.
Additional resources & supporting activities	<p>Students studying photography have access to the Visual Arts department resources. These include: large, bright studio spaces; resources and equipment for a wide range of media and techniques; photography darkroom for black and white processing; studio lighting for photographic shoots; digital SLR cameras for loan; 40 Apple Mac laptops with Adobe Suite and iMovie; screen printing equipment; ceramics equipment and kiln; textile sublimation printer; digital embroidery machine; sewing machines; fabric dyeing and printing equipment and batik printing equipment.</p> <ul style="list-style-type: none"> • Catch up sessions are offered after school on three afternoons a week. • Art club is open to all students every Friday lunchtime. • Various trips to local destinations for photography shoots. • A trip to a major London art gallery is offered in Year 11.

Subject:	Physical Education - GCSE				
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
	Paper 1 & 2	The Theory of Physical Education	External Exam	60%	Paper 1 - 1 hour & 15 minutes Paper 2 - 1 hour & 15 minutes
	Practical Assessment 3 & 4	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: The Human Body and Movement in Physical Activity and Sport.	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: Social-Cultural Influences and well-being in Physical Activity and Sport	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	Core skills assessed during individual activities (progressive drills). Core skills applied during a fully competitive individual and/or 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 For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). 75 marks in total 30% of qualification 		
	Component 4: Analysis of Performance	Analysis of performance	<ul style="list-style-type: none"> Non-examination assessment Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity. 15 marks 10% of qualification 		
Additional resources & supporting activities	AQA GCSE PE Specification at a glance: http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification-at-a-glance AQA GCSE PE Full Specification including list of individual and team activities pages 44-46: http://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016.PDF AQA GCSE PE Subject content information: http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/subject-content				

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

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Paper 1	Cognition and behaviour	External written exam	50% (100 marks)	1 hour 45 minutes
	Paper 2	Social context and behaviour	External written exam	50% (100 marks)	1 hour 45 minutes

Course content by unit	<p>Psychology is a fascinating and stimulating subject about human behaviour and what it is that makes us human. You will be able to apply classroom learning to the world around you.</p> <p>Unit 1 is comprised of four topics:</p> <ul style="list-style-type: none"> • Memory e.g. processes and structures of memory. • Perception e.g. visual illusions, factors affecting perception. • Development e.g. early brain development and effects of learning. • Research methods e.g. planning and conducting research. <p>Unit 2 is also comprised of four topics:</p> <ul style="list-style-type: none"> • Social influence e.g. conformity and obedience. • Language, thought and communication • Brain and neuropsychology e.g. structure and function of the nervous system. • Psychological problems e.g. mental health and depression. <p>Psychology is a science so you will also study and carry out research methods and examine how psychologists use non experimental methods such as naturalistic observations and interviews.</p>
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Additional resources & supporting activities	<p>All students are given a set text book, 'AQA GCSE Psychology: Student Book by Cara Flanagan' <i>(to be confirmed)</i></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> <p>This is a very challenging course and students are expected to be 'Working towards' or 'above' in their English and Maths at the end of Term 2 Year 9.</p>
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Subject:	Religion, Ethics and Philosophy - GCSE				
Course Title Exam Board Syllabus Code	GCSE in Religious Studies (A) AQA 8062A	QN Code		500/4514/3	
Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Component 1	Study of religions	External	50%	1 ¾ hour
	Component 2	Thematic studies	External	50%	1 ¾ hour
Course content by unit	<p>Our full-course REP programme involves in-depth consideration of philosophical and ethical questions and allows students to reflect upon their own beliefs, values and influences. REP enables students to express their own interpretations and viewpoints cogently and persuasively. This makes it a natural partner for all Humanities subjects and English, as well as providing a provocative contrast to Science, Maths, Technology and ICT. Those with a passion for the Performing Arts will relish the opportunities for public debate while students with a creative flair will have the opportunity to explore religious expression in art and music. If you enjoy debating, discussing, and questioning the norm, then full-course REP is for you.</p> <ul style="list-style-type: none"> • Religion and Relationships <ul style="list-style-type: none"> • Should men and women have different roles in family life? • Do religions discriminate against women? • What lies behind religious attitudes towards homosexuality? • Is it realistic to expect modern marriages to last a lifetime? • Religion, Peace and Conflict <ul style="list-style-type: none"> • Is there such thing as a just war? • What does jihad really mean? • How do we know the difference between a terrorist and a freedom fighter? • Does religion cause conflict? • Religion, Crime and Punishment <ul style="list-style-type: none"> • Are some people born evil? • Is the death penalty ever justified? • Why do people commit hate crimes? • How should we treat criminals? • Are there limits to forgiveness? • Religion and Life <ul style="list-style-type: none"> • How did life begin and why do we need to know? • What rights do animals have? • Should euthanasia be legalised? • Whose rights are more important: a mother's or her unborn baby's? • What happens when we die? 				
Additional resources & supporting activities	<ul style="list-style-type: none"> • Guest speakers explain what it means to be religious or to have a non-religious worldview. • Opportunity to hear some of the world's leading philosophers at the annual Vardy Conference. • Visits to places of worship to gain a better understanding of worship, community & identity. • Invitation to join Cotham Philosophy Club and earn a place on our Philosophon team for regional and national competitions. • Museum trips (e.g. the Imperial War Museum's Holocaust Exhibition) provide valuable historical context for the religious and ethical issues being explored. • Revision guides and work books available to purchase from the school. • We use Google Classroom, Twitter and Edmodo to provide high quality resources for home learning. 				

Guidance to students on
How To Make Good Option Preferences

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

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

How to choose an option

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

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

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