



**COTHAM SCHOOL  
KS4 PATHWAYS BOOKLET  
2020-22**

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# TIMELINE OF KS4 PATHWAY PROCESS

## **Friday 10 January 2020**

**KS4 Pathway Preferences Assembly – Introduction to students**

Launch of KS4 Pathway offer in Year 9 Assembly

## **Wednesday 15 January 2020 - 5.30pm - 7.30pm**

**KS4 Pathway Preferences Evening – Introduction to parents**

School Main Hall, A Block Corridor, and subject areas.

Presentations at 5.45pm and 6.45pm

## **Wednesday 22 January 2020 - 4.00pm – 6.30pm**

Year 9 Parents Evening

## **Tuesday 28 January 2020 - 5.30pm – 6.30pm**

**KS4 Pathway Preferences Surgery for Parents**

With Mr Christopher Reed (Deputy Headteacher) and Mr Terry Watts (Assistant Headteacher)

## **Monday 24 February 2020**

Completed Google KS4 Pathway Preferences forms must be completed

## **Tuesday 25 February 2020**

KS4 Pathway meetings between Senior Leadership Team and students begin.

## **Week beginning Monday 18 May 2020**

Final confirmation of KS4 Pathway Preferences to students

# Key Stage 4 Curriculum 2020 – 2022

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 (Religion, Ethics and Philosophy)
- PSHE (Personal Social and Health Education)
- Physical Education.

All students will study Separate Sciences until the end of Year 10. At this point, a decision will be made on whether students continue to study the Separate Sciences (worth 3 GCSEs) or move to studying Combined Sciences (worth 2 GCSEs).

## **KS4 Pathways**

There are three KS4 Pathways; students will be allocated to one of the three KS4 Pathways; Pathway A, Pathway B and Pathway C.

In addition to these core subjects, students study three subjects from the KS4 Pathway subjects. We will aim to ensure that all students are given their preferred Pathway Subjects but ask students to indicate five pathway subject preferences in total.

### **Pathway A**

These students will continue to study French, German or Spanish to GCSE level. The decision regarding whether a language is compulsory will be made by the school on the basis of your progress in either French or German across Key Stage 3.

These students will then study 2 further courses from the full subject list.

In January 2011 the government introduced a new measure - the English Baccalaureate (EBacc). A student will achieve the EBacc if they achieve a Grade 4 or above in English Language, Mathematics, two Sciences, a Modern Foreign Language (either French, German or Spanish) and either History or Geography (6 specific GCSE qualifications in total). There is no certificate available for students attaining this measure, however the English Baccalaureate qualification has been favoured by many universities and is recognised as providing students with a depth of knowledge across a broad range of academic subjects.

Therefore, we would **strongly advise** that those students identified for Pathway A also continue with either Geography or History or Ancient History as one of their subjects.

### **Pathway B**

These students will be required to continue with **either** French, German, Geography, History, Ancient History or Computer Science.

These students will then study 2 further courses from the full subject list.

### **Pathway C**

A small number of students have been identified as being on track for a Grade 2 or Grade 3 in each of English, Maths and Science. These students will receive additional support in these core subjects to ensure that they have the best possible chance to secure GCSEs that will allow them to progress onto Post 16 courses across the city.

These students will then study 2 further courses from the full subject list. We would suggest that our non GCSE subjects (which contain significant elements of Non-Examined Assessment

(coursework which is completed over the 2 years of Key Stage 4 study) are carefully considered to ensure that students have the best chance of success in Key Stage 4.

### **Example - Pathway A**

Student has been told that they are Pathway A. The student has been studying French since Year 7. The student must continue with French. They have two further courses to select from full subject list. All students are asked to make five subject preferences in total, where those ranked 1 to 3 are their preferred subjects, and those ranked 4 and 5 are their back up preferences.

Student selects:

- French GCSE - preference 1
- Enterprise and Marketing Cambridge National - preference 2
- Ancient History GCSE - preference 3
- Art, Craft and Design GCSE - preference 4
- Geography GCSE - preference 5

### **Example - Pathway B**

Student has been told that they are Pathway B. The student has been studying German since Year 7. The student must make a selection from either French, German, Geography, History, Ancient History, and Computer Science. They have two further courses to select from full subject list. All students are asked to make five subject preferences in total, where those ranked 1 to 3 are their preferred subjects, and those ranked 4 and 5 are their back up preferences.

Student selects:

- Geography GCSE - preference 1
- Drama BTEC - preference 2
- History GCSE - preference 3
- Sociology GCSE - preference 4
- German GCSE - preference 5

### **Example - Pathway C**

Student has been told that they are Pathway C. The student has been studying German since Year 7. The student will get additional support in English, Maths and Science and has two further courses to select from full subject list. All students are asked to make five subject preferences in total, where those ranked 1 to 2 are their preferred subjects, and those ranked 3, 4 and 5 are their back up preferences.

Student selects:

- Geography GCSE - preference 1
- Food Science GCSE - preference 2
- Enterprise and Marketing Cambridge National - preference 3
- Physical Education Cambridge National - preference 4
- Drama BTEC - preference 5

## **The English Baccalaureate (EBACC)**

In January 2011 the government introduced a new measure - the English Baccalaureate (EBacc). A student will achieve the EBacc if they achieve a Grade 4 or above in English Language, Mathematics, 2 Sciences, a Modern Foreign Language and either History or Geography (6 specific GCSE qualifications in total). There is no certificate available for students attaining this measure, however the English Baccalaureate qualification has been favoured by many universities and is recognised as providing students with a depth of knowledge across a broad range of academic subjects. As a result, we would expect many of our students identified as being in either Pathway A or B to select these subjects within their preferences.

## KS4 Pathway Meetings

In Year 9 Term 3 and Term 4 all students will be guided by senior staff towards the most suitable subjects 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 (now called Non Examined Assessment or NEA). 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 Non Examined Assessment. Please read the assessment section for each subject to get relevant details.

## KS4 Pathway Subjects

The following subjects form our KS4 Pathway offer at Cotham School.

Subject	Award
Ancient History	GCSE
Art, Craft and Design - (Visual Arts)	GCSE
Business: Enterprise and Marketing	Cambridge National Level 2 Certificate
Child Development	Cambridge National Level 2 Certificate
Computer Science	GCSE
Three Dimensional Design (Design Technology)	GCSE
Food Preparation and Nutrition	GCSE
History	GCSE
Geography	GCSE
German	GCSE
Spanish	GCSE
French	GCSE
Interactive Media	Level 2 Vocational Certificate
Music	GCSE
Music Technology	Level 2 BTEC
Performing Arts - Drama	Level 2 BTEC
Performing Arts - Dance	Level 2 BTEC
Physical Education	Cambridge National Level 2 Certificate
Religion, Ethics and Philosophy	GCSE
Sociology	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
Core	English Language and English Literature	2	8	16%
	Mathematics	1	8	16%
	Physical Education	0	4	8%
	PSHE	1	1	2%
	Religion, Ethics and Philosophy (Core)	0	1	2%
	Science	3 (or 2 if students are entered for Combined Science)	10	20%
KS4 Pathway Subjects	Pathway Subject 1	1	6	12%
	Pathway Subject 2	1	6	12%
	Pathway Subject 3	1	6	12%
	<b>Total:</b>	<b>9-10</b>	<b>50</b>	<b>100%</b>

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.

## Knowing the difference: BTEC, Cambridge National Awards and Vocational Certificates (VCERTs) versus GCSE

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

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

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

### **Content**

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

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

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

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

**Qualification Definitions and equivalent grade measures.**

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

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

# How To choose your GCSEs with confidence!

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. 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 GCSE so that you have many subjects to choose from at post 16 level.

It is important to choose subjects that will enhance your understanding of your transferable skills and motivate you towards success. You should spend some time thinking about the skills you would like to develop, 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 Term 3 which will prepare you for making your choices. You will also have plenty of opportunities to have Personal Career Guidance meetings with the Careers Advisor. In Term 3 the "Real Game" activity, "Raising Aspirations" visit and the KS4 Pathway Evening will offer further opportunities to gain an understanding and any support you need.

The KS4 Pathway Evening will not only provide you with information about the subject content for all of the courses at Cotham. For the first time there will be a range of external Apprenticeship learning providers, Business', Universities and colleges in the HUB for you to meet and discuss your thoughts with, so that your choices will reflect your strengths and interests and ensure that you have a range of qualifications and employability skills that will prepare you for the future.



## How to choose a subject

- Read and consider **all the subjects** before you make a decision.
- Whether you have a firm career idea or not, choose subjects that you'll need for the next stage of your career journey (those that increase your skills, interests and prospects).
- Don't be afraid to ask for help and advice from the **Careers Team** in school, your teachers, tutors, parents, older students and others.
- Use the information and work you do in tutorial sessions in Terms 2 and 3. e.g. <https://www.careerpilot.org.uk/>
- Bring a friend or family member to your Careers meeting if that would make you feel more confident.

**Cotham School's Careers Leader and Impartial Career Adviser is Ms S Paice.** If you would like an appointment (either 1:1 or in a group), to help you with your choice - **ask Ms Paice - E:careers@cotham.bristol.sch.uk- (office above the library), tell your Tutor or Mrs Arnold (Learning Coordinator).**

Good reasons for choosing a course	Poor reasons for choosing a course
<ul style="list-style-type: none"> <li>• You achieve well in this subject</li> <li>• You have an interest in the course content</li> <li>• It will increase your job prospects in the future</li> <li>• The balance of coursework and external examination suits your learning style.</li> </ul>	<ul style="list-style-type: none"> <li>• Your friends are doing it</li> <li>• People say it's easy</li> <li>• You think it's a good course for a boy/girl</li> <li>• You like the teacher you have now</li> <li>• You didn't have time to research the subjects properly</li> <li>• You didn't show a commitment in this subject up to now.</li> </ul>

# **KEY STAGE 4 CORE CURRICULUM**

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

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

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

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

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

<b>Course content by unit</b>	<p><b><u>Paper 1: Shakespeare and the 19<sup>th</sup> century novel</u></b></p> <p><b><u>Section A Shakespeare:</u></b> students will answer one question on either ‘Macbeth’ or ‘Romeo and Juliet.’ They will be required to write in detail about a specific theme in an extract from the play and how the theme manifests itself in the wider play</p> <p><b><u>Section B The 19th-century novel:</u></b> students will answer one question on ‘A Christmas Carol’ or ‘The Strange Case of Dr Jekyll and Mr Hyde.’ They will be required to write in detail about a specific theme in an extract from the novel and then to write about how the theme manifests itself in the wider novel</p> <p><b><u>Paper 2: Modern texts and poetry</u></b></p> <p><b><u>Section A Modern texts:</u></b> One essay question from a choice of two on ‘An Inspector Calls’ or ‘Animal Farm’</p> <p><b><u>Section B Poetry:</u></b> students will answer one comparative question about the presentation of power or conflict in one named poem printed on the paper a second poem of their choosing. The poems come from their AQA Power and Conflict anthology.</p> <p><b><u>Section C Unseen poetry:</u></b> students will analyse an unseen poem and comment on the writer’s use of language to present ideas and a second question comparing the poem to a second unseen poem, linked by theme.</p>
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<b>Additional resources and supporting activities</b>	<p>Again, our English VLE has past papers, revision guides, critical links (notably to excellent stretch and challenge reading from the British Library) and all of our teaching resources.</p> <p><a href="http://cothamschoolenglish.weebly.com/gcse.html">http://cothamschoolenglish.weebly.com/gcse.html</a></p>
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<b>Subject:</b>	<b>Mathematics</b>		
<b>Course Title</b>	GCSE Mathematics	<b>QN Code</b>	500/849
<b>Exam Board</b>	AQA	<b>Code</b>	5/1
<b>Syllabus Code</b>	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

<b>Course content by unit</b>	The Mathematics course at Cotham is a linear course, all examined at the end of Year 11. The topics can be roughly split into six sections:	
	Number	E.g. fractions, decimals, percentages, ratio, powers, surds.
	Algebra	E.g. equations, inequalities, coordinates and graphs, sequences, formulae.
	Ratio, proportion and rates of change	E.g. Sharing into a ratio, direct proportion, inverse proportion.
	Geometry and measures	E.g. area and volume, angles, circles, Pythagoras' Theorem, transformations, bearings, trigonometry, circle theorems and vectors.
	Probability	E.g. probability experiments, Venn diagrams, tree diagrams.
	Statistics	E.g. pie charts, scatter graphs, averages, cumulative frequency diagrams and histograms.
	<p>This is a new specification that was first examined in 2017. There is some additional content to previous years, and the Foundation tier syllabus now goes up to higher grade topics than in the past. Full details of the course specification can be found using the following link: <a href="https://filestore.aqa.org.uk/resources/mathematics/specifications/AQA-8300-SP-2015.PDF">https://filestore.aqa.org.uk/resources/mathematics/specifications/AQA-8300-SP-2015.PDF</a></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>	
<b>Additional resources and supporting activities</b>	<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 <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> 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>	

<b>Subject:</b>	<b>Science</b>
<p>All students commenced their Science GCSEs in Year 9. All students have embarked on a study of each of the three Sciences, being Biology, Chemistry and Physics.</p> <p>Students will eventually sit external exams for either the Combined Sciences (worth 2 GCSEs) or the Separate Sciences (worth 3 GCSEs).</p> <p>Towards the end of Year 10, the school will decide whether students continue to study each of the 3 sciences and take 3 separate GCSEs in these subjects at the end of Year 11, or whether they study the Combined Science course (called trilogy) worth 2 GCSEs. The decision will be made by the school based on a students progress at the end of Year 10.</p>	

		<b>Combined Science</b>									
		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	<p>The Combined Science course is a linear course, all examined at the end of Year 11.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Tier</td> <td>Foundation and Higher</td> </tr> <tr> <td>Practical Work</td> <td>15% of the exam marks will assess students in relation to their practical work. Students will have to complete at least 16 specified practical activities.</td> </tr> <tr> <td>Mathematical skills</td> <td>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</td> </tr> </table> <p>This is a new specification that started in 2016.</p> <p>The following topics are included in each exam:</p> <p><b>Biology</b>  Paper 1 – Cell Biology; Organisation; Infection and response; Bioenergetics (B1-B9)  Paper 2 - Homeostasis and response; Inheritance; Variation and evolution; Ecology (B10 – B16)</p> <p><b>Chemistry:</b>  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)</p> <p><b>Physics:</b>  Paper 1 - Energy; Electricity, Particle model of matter; Atomic structure (P-7)</p>					Tier	Foundation and Higher	Practical Work	15% of the exam marks will assess students in relation to their practical work. Students will have to complete at least 16 specified practical activities.	Mathematical skills	20% of the exam marks (divided between biology, chemistry and physics in the ratio 1:2:3 respectively) will assess mathematical skills at an appropriate level of difficulty
Tier	Foundation and Higher										
Practical Work	15% of the exam marks will assess students in relation to their practical work. Students will have to complete at least 16 specified practical activities.										
Mathematical skills	20% of the exam marks (divided between biology, chemistry and physics in the ratio 1:2:3 respectively) will assess mathematical skills at an appropriate level of difficulty										

	<p>Paper 2 - Forces; Waves; Magnetism and electromagnetism (P8-P13)</p> <p>Chapters are referred to as B1, C1, P1 etc. in lessons and also in textbooks, which all students can access online from the Kerboodle website.</p>
<p><b>Additional resources and supporting activities</b></p>	<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"> <li>● Providing past paper questions in lessons and for homework</li> <li>● Practicing answering questions that require longer written answers and also focus on the quality of written English.</li> </ul> <p>Students can use websites such as:</p> <ul style="list-style-type: none"> <li>● Kerboodle - for activities and digital textbook</li> <li>● Seneca</li> <li>● BBC Bitesize</li> </ul>

<b>Course Title</b> <b>Exam Board</b> <b>Syllabus Code</b>		<b>Separate Sciences (3 GCSEs in Biology, Chemistry and Physics)</b> AQA Biology 8461, Chemistry 8462 and Physics 8463									
<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>						
	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						
<b>Course content by unit</b>	<p>The Separate Science course is a linear course, all examined at the end of Year 11.</p> <table border="1"> <tr> <td>Tier</td> <td>There are both Foundation and Higher tiers.</td> </tr> <tr> <td>Practical Work</td> <td>15% of the exam marks will assess students in relation to their practical work. Students will have to complete at least 8 specified practical activities in each science</td> </tr> <tr> <td>Mathematical skills</td> <td>At least 10% of the exam marks for biology (20% for chemistry and 30% for physics) will assess mathematical skills at an appropriate level of difficulty</td> </tr> </table> <p>This is a new specification that started in 2016.</p> <p>the following topics are included in each exam:</p> <p><b>Biology:</b> Paper 1 – Cell Biology; Organisation; Infection and response; Bioenergetics (B1-B9) Paper 2 - Homeostasis and response; Inheritance; Variation and evolution; Ecology (B10-B18)</p> <p><b>Chemistry:</b> Paper 1 - Atomic structure and the periodic table; Bonding; Structure and properties of matter; Quantitative Chemistry; Chemical changes; Energy changes (C1-C7) Paper 2 - The rate and extent of chemical change; Organic Chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources (C8-C15)</p> <p><b>Physics:</b> Paper 1 - Energy; Electricity, Particle model of matter; Atomic structure (P1-P7) Paper 2 - Forces; Waves; Magnetism and electromagnetism; Space (P8-P16)</p> <p>Chapters are referred to as B1, C1, P1 etc. in lessons and also in textbooks, which all students can access online from the Kerboodle website.</p>					Tier	There are both Foundation and Higher tiers.	Practical Work	15% of the exam marks will assess students in relation to their practical work. Students will have to complete at least 8 specified practical activities in each science	Mathematical skills	At least 10% of the exam marks for biology (20% for chemistry and 30% for physics) will assess mathematical skills at an appropriate level of difficulty
Tier	There are both Foundation and Higher tiers.										
Practical Work	15% of the exam marks will assess students in relation to their practical work. Students will have to complete at least 8 specified practical activities in each science										
Mathematical skills	At least 10% of the exam marks for biology (20% for chemistry and 30% for physics) will assess mathematical skills at an appropriate level of difficulty										
<b>Additional resources and supporting activities</b>	<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"> <li>• Providing past paper questions in lessons and for homework</li> <li>• Practicing answering questions that require longer written answers and also focus on the quality of written English.</li> </ul> <p>Students can use websites such as:</p> <ul style="list-style-type: none"> <li>• Kerboodle - for activities and digital textbook</li> <li>• Seneca</li> <li>• BBC Bitesize</li> </ul>										

<b>Subject:</b>	<b>PSHE – Personal Wellbeing</b>		
<b>Course Title Exam Board Syllabus Code</b>	Level 2 Certificate in Personal Wellbeing Gateway Qualifications 600/7049/3	<b>QN Code</b>	600/7049/3

<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	600/9922/7	L2 Certificate in Personal Wellbeing	Internally assessed		
<b>Course content by unit</b>	<p>At KS4 students receive 1 lesson of PSHE education per fortnight. During these lessons, students will build a portfolio, based entirely on work completed in class, which will gain them a qualification equivalent to that of a GCSE in 'Personal Wellbeing'. Students start the course in year 9 and continue into KS4. Year 10 students will already have completed units on 'healthy lifestyles'; 'drug and substance misuse'; 'bullying'; 'understanding eating disorders' and 'body image'. In year 10 and 11 they will complete units entitled 'sex and relationships', 'understanding stress', 'valuing equality and diversity', 'self-esteem and identity'; 'beliefs and values' and understanding risk'.</p> <p>Full details of topics covered within these units is available on the school website under SMSC and the promotion of British Values'.</p> <p>In year 11 students will also study aspects of economic education pertaining to personal finance and the world of work. Students will also produce a CV, learn how to apply and search for jobs as well as how to be successful in a job interview.</p> <p>Cotham is unique amongst secondary schools in Bristol in providing the Personal Wellbeing qualification for all students. Cotham is also the only secondary school in Bristol so far to have been awarded the Healthy School's Mayor's award for outstanding PSHE education.</p>				
<b>Additional resources and supporting activities</b>	All assessed work will be completed in class as continuous assessment.				

<b>Subject:</b>	<b>Core Physical Education (Games - non examined)</b>
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<b>Rationale</b>	<p>At Key Stage 4, PE remains compulsory. However, it is recognised that students have developed marked preferences and that they are ready to have some choice in the activities they wish to pursue. These may be activities at which they are especially competent or from which they gain maximum fulfilment.</p> <p>Consequently, students are sometimes able to choose between 2 option pathways which could include any of the following activities:</p> <table border="1" data-bbox="276 539 965 770"> <tr> <td>Aerobics</td> <td>Athletics</td> <td>Badminton</td> </tr> <tr> <td>Basketball</td> <td>Football</td> <td>Handball</td> </tr> <tr> <td>Lacrosse</td> <td>Netball</td> <td>Rounders</td> </tr> <tr> <td>Rugby</td> <td>Softball</td> <td>Squash</td> </tr> <tr> <td>Tennis</td> <td>Ultimate Frisbee</td> <td>Volleyball</td> </tr> <tr> <td>Dodgeball</td> <td>Handball</td> <td>Table Tennis</td> </tr> </table> <p>In line with National Curriculum requirements, regardless of which pathway they choose, students will experience at least 2 activity areas across KS4. Some of these activities are taught through our Sport Education programme which gives students full responsibility for management of the lesson through undertaking roles such as captain, coach, equipment monitor and manager.</p> <p><b>Aims of KEY STAGE 4</b></p> <ul style="list-style-type: none"> <li>• To use the performance skills and understand specific activities</li> <li>• To help support, guide, and develop oneself and others to reach their full potential within the context of living a healthy, active lifestyle.</li> </ul> <p><b>Aims of YEAR 10 - LEADERSHIP AND LIFE SKILLS</b></p> <ul style="list-style-type: none"> <li>• To use of leadership opportunities and work in the wider community to develop understanding of living a healthy, active lifestyle beyond school.</li> </ul> <p><b>Aims of YEAR 11 - REFINEMENT AND SPECIALISATION</b></p> <ul style="list-style-type: none"> <li>• To refine essential skills (physical, mental and social) through a range of activities. This will enable students to maintain or enhance their physical activity levels as well as allowing for student specialism of an activity and aid preparation for Post-16.</li> </ul>	Aerobics	Athletics	Badminton	Basketball	Football	Handball	Lacrosse	Netball	Rounders	Rugby	Softball	Squash	Tennis	Ultimate Frisbee	Volleyball	Dodgeball	Handball	Table Tennis
Aerobics	Athletics	Badminton																	
Basketball	Football	Handball																	
Lacrosse	Netball	Rounders																	
Rugby	Softball	Squash																	
Tennis	Ultimate Frisbee	Volleyball																	
Dodgeball	Handball	Table Tennis																	
<b>Additional resources and supporting activities</b>	<p>Extra curricular activities for Key Stage 4 include:</p> <p><b>Boys:</b> Athletics, Rugby, Cricket, Basketball, Badminton, Squash, Duke of Edinburgh, Football</p> <p><b>Girls:</b> Netball, Athletics, Basketball, Rounders, Badminton, Squash, Duke of Edinburgh, Football</p>																		

<b>Subject</b>	<b>Religion, Ethics and Philosophy (non-examined)</b>
<b>Rationale</b>	<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>
<b>Assessment</b>	<p>Students will sit a multiple choice test at the end of each unit to assess their knowledge and understanding of key terminology and concepts.</p>
<b>Content</b>	<p><b>Year 10:</b></p> <ul style="list-style-type: none"> <li>● What is extremism?</li> <li>● What does the Holocaust teach us about human nature?</li> <li>● How should we treat criminals?</li> </ul> <p><b>Year 11:</b></p> <ul style="list-style-type: none"> <li>● What are the biggest issues in medical ethics today?</li> <li>● Is religion dangerous?</li> <li>● What is philosophy for?</li> </ul>
<b>Additional resources and supporting activities</b>	<ul style="list-style-type: none"> <li>● 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 Philosothon team and competing in a debating competition held at the Bristol Museum in the Spring term.</li> <li>● 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.</li> <li>● 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.</li> </ul>
<b>Home learning</b>	<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>

**KS4  
PATHWAY  
SUBJECTS**

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

<b>Assessment</b>	<b>Unit Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	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

<b>Course content</b>	<p><b><u>The Persian Empire, 559-465BC</u></b> 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><b><u>Alexander the Great, 356-323 BC</u></b> 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><b><u>The foundations of Rome: from Kingship to republic, 753-440 BC</u></b> 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><b><u>Cleopatra: Rome and Egypt, 69-30 BC</u></b> 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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<b>Additional resources and supporting activities</b>	<p><b>History VLE link:</b> <a href="http://cothamschoolhumanities.weebly.com/history1.html">http://cothamschoolhumanities.weebly.com/history1.html</a></p> <p><b>History Clinic:</b> 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><b>VLE link:</b> <a href="http://cothamschoolhumanities.weebly.com/history-clinic.html">http://cothamschoolhumanities.weebly.com/history-clinic.html</a></p>
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	<p><b>Stretch and Challenge Tasks for History:</b>  <a href="http://cothamschoolhumanities.weebly.com/stretch-and-challenge.html">http://cothamschoolhumanities.weebly.com/stretch-and-challenge.html</a></p> <p><b>Revision Websites</b>  <a href="https://www.samlearning.com/">https://www.samlearning.com/</a>  <a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/">http://www.bbc.co.uk/schools/gcsebitesize/history/</a>  <a href="https://getrevising.co.uk/">https://getrevising.co.uk/</a></p> <p><b>Useful Research Websites for H/W:</b>  <a href="http://www.bbc.co.uk/history">http://www.bbc.co.uk/history</a></p> <p><b>Cotham YouTube Channel:</b>  <a href="http://cothamschoolhumanities.weebly.com/youtube.html">http://cothamschoolhumanities.weebly.com/youtube.html</a></p> <p><b>Cotham Pinterest Page:</b>  <a href="https://uk.pinterest.com/cothamhistory/">https://uk.pinterest.com/cothamhistory/</a></p>
<b>Essential reading</b>	<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>
<b>Wider reading</b>	<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:  <a href="https://drive.google.com/drive/folders/0BwtIB3i22YS1c09DLWlrG9URm8">https://drive.google.com/drive/folders/0BwtIB3i22YS1c09DLWlrG9URm8</a></p>
<b>Additional Information on Cotham History</b>	<p><b>Enrichment Activities:</b></p> <p><b>Hollywood vs History Club</b></p> <p>Every Thursday 3.15-4.30 in A103 with Mr Lloyd  (if there are any queries please e-mail <a href="mailto:lloydj@cotham.bristol.sch.uk">lloydj@cotham.bristol.sch.uk</a> )  VLE link to Hollywood Vs History Club programme:  <a href="http://cothamschoolhumanities.weebly.com/hollywood-vs-history-club.html">http://cothamschoolhumanities.weebly.com/hollywood-vs-history-club.html</a></p> <p><b>Homework:</b></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>

<b>Subject:</b>	<b>Art, Craft and Design GCSE (Visual Arts)</b>			
<b>Course Title</b> <b>Exam Board</b> <b>Syllabus Code</b>	Art and Design AQA 8202			
<b>Assessment</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	<b>Art, Craft and Design</b>	Internally marked with visiting moderator.	60% Coursework 40% Externally set task	No time limit 10 weeks preparation time followed by 10 hour exam.
<b>Course content</b>	<p><b>Overview</b> Art, Craft and Design practice is the exploration of an idea, experience, theme or issue in response to a given theme. Students have the opportunity to work in one or more area(s) of art, craft and design, such as:</p> <ul style="list-style-type: none"> <li>● drawing</li> <li>● painting</li> <li>● sculpture/3D</li> <li>● installation</li> <li>● lens-/light-based media</li> <li>● photography and the moving image</li> <li>● printmaking</li> <li>● mixed media</li> <li>● textiles</li> </ul> <p>They may explore overlapping areas and combinations of areas but must demonstrate evidence of at least two chosen areas.</p> <p><b>Component 1: Portfolio</b> 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"> <li>1. <b>A sustained project</b> 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.</li> <li>2. <b>A selection of further work</b> 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.</li> </ol> <p>Component 1 is completed at the end of December in Year 11, it forms 60% of of the final mark.</p> <p><b>Component 2: Externally set assignment</b> 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>			
<b>Additional resources and supporting activities</b>	<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"> <li>● Catch up sessions are offered after school every Thursday in Art club.</li> <li>● A trip to a major London art gallery is offered in Year 11 and to local galleries and museums.</li> <li>● A final exhibition of students GCSE work with a private view for family and friends.</li> </ul>			

<b>Subject:</b>	<b>Business: Enterprise and Marketing</b>		
<b>Course Title</b>	<a href="#">Cambridge National Certificate in Enterprise and Marketing</a>	<b>QN Code</b>	603/0646/4
<b>Exam Board</b>	OCR		

<b>Assessment</b>	<b>Unit/ Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total mark</b>	<b>Duration</b>
	R064	Enterprise and marketing concepts	External written exam paper	50%	60 GLH 1h 30min examination
	R065	Design a business proposal	Internal with OCR moderation	25%	30 GLH OCR set assignment
	R066	Market and pitch a business proposal	Internal with OCR moderation	25%	30GLH OCR set assignment
<b>Course content by unit</b>	<p><b>Unit R064 – Enterprise and marketing concepts. (External Exam)</b> Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers. There are two parts to the exam:</p> <ul style="list-style-type: none"> <li>• Part A - comprising of 16 multiple choice questions (MCQs)</li> <li>• Part B - comprising of short answer questions and three extended response questions. The extended response evaluation question will relate to LO4.</li> </ul> <p>Students will sit this exam in January of Year 11 and can have one resit attempt which will fall in June of Year 11.</p> <p><b>Unit R065 – Design a business proposal (OCR Set Assignment)</b> Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals. In their work on this unit they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.</p> <p><b>Unit R066 - Market and pitch a business proposal. (OCR Set Assignment)</b> Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation.</p>				
<b>Additional resources and supporting activities</b>	After school sessions take place from 2.50-3.50pm (day to be confirmed). Students can opt in to these sessions to have the opportunity to benefit from the support of a class teacher or they may be compulsory catch up sessions, should a student be underperforming.				
<b>Assessment dates in Year 10</b>	R065 coursework will be assessed throughout year 10.				
<b>Essential reading</b>	Cambridge National Level 1/2 Enterprise and Marketing				
<b>Wider reading</b>	Awareness of business world can be gained by keeping abreast of current affairs using the <a href="#">BBC Business News</a> page.				

<b>Subject:</b>	<b>Child Development</b>
<b>Course Title Exam Board Syllabus Code</b>	Cambridge National Certificate in Child Development Level 2 OCR J818

<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	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.

<b>Course content by unit</b>	<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><b><u>Unit R018: Health and well-being for child development</u></b></p> <p>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><b><u>R019 Understand the equipment and nutritional needs of children from birth to five years.</u></b></p> <p>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><b><u>Unit R020: Understand the development of a child from birth to five years</u></b></p> <p>This unit will allow learners to investigate the developmental norms of children from birth to five years. Learners will develop an understanding of the impact of play on the</p>
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	<p>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>
<p><b>Additional resources and supporting activities</b></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.</p> <p>GCSE Home Economics - Child Development Student Book is issued to all students.</p> <p>Revision guide Lonsdale GCSE Essentials 'Child Development' is available in school to buy.</p> <p>Child Care and Development by Pamela Minnett is available in school</p>

<b>Subject:</b>	<b>Computer Science - GCSE</b>				
<b>Course Title Exam Board Syllabus Code</b>	GCSE Computer Science AQA 8520	<b>QN Code</b>	601/8301/9		
Assessment	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal</b>	<b>% Total Mark</b>	<b>Duration</b>
	Paper 1	Computational Thinking and Programming Skills	External	50	2hrs
	Paper 2	Computing Concepts	External	50	1hr 45mins
Course content by unit	<p>Students studying this specification will learn about how computers function, how they store and process data, how they connect and communicate with other computers, and how they can be used to solve problems.</p> <p>Students will become problem solvers and independent learners as they learn to program computer applications and complete independent research tasks based on real world Computing topics. Students will learn to program primarily in Visual Basic.NET, but they will also have the opportunity to program in different languages. Students will program business applications, web applications and games. Students with strong mathematical and logic skills will excel at Computing as much of the course is focused on problem solving and sequencing of instructions.</p> <p>The course is both rigorous and demanding; it provides learners with both practical and academic paths of study.</p> <p>For Paper 1 students will learn computational thinking skills, problem solving and programming skills.</p> <p>For Paper 2 students will continue to expand their knowledge of theoretical knowledge of computer science. Covering cyber security, networks, data representation and more.</p> <p>At the end of the course students will have an understanding of the fundamental concepts around programming which can be transferred to any programming language they wish to learn on future courses.</p> <p>The course provides an excellent progression to 'A' level Computer Science, vocational courses and on to degree level courses in the areas of Computing, Engineering, Maths and Science.</p>				
Additional resources and supporting activities	<p><b>AQA GCSE Computer Science Course Website</b>  <a href="http://www.aqa.org.uk/subjects/ict-and-computer-science/gcse/computer-science-8520">http://www.aqa.org.uk/subjects/ict-and-computer-science/gcse/computer-science-8520</a>  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><b>Dedicated Course Teaching Website:</b>  <a href="http://cotham-gcsecomputing.weebly.com/">http://cotham-gcsecomputing.weebly.com/</a></p>				

<b>Subject:</b>	<b>Three Dimensional Design (Design and Technology) - GCSE</b>				
<b>Course Title Exam Board Syllabus Code</b>	GCSE Art and Design AQA 8205	<b>QN Code</b>		601/8088/2	
<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	Component 1	Portfolio	Internal	60%	Lesson Time
	Component 2	Design Task	External	40%	10hrs
<b>Course content by unit</b>	<p>Three-dimensional design is defined here as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.</p> <p>In Component 1 and Component 2 students are required to work in one or more area(s) of three dimensional design, such as those listed below:</p> <ul style="list-style-type: none"> <li>• architectural design</li> <li>• product design</li> <li>• interior design</li> <li>• environmental/landscape/garden design</li> <li>• exhibition design</li> <li>• 3D digital design</li> <li>• designs for theatre, film and television.</li> </ul> <p>They may explore overlapping areas and combinations of areas.</p> <p>Students are required to develop knowledge, understanding and skills relevant to three dimensional product design through integrated practical, critical and contextual study that encourages direct engagement with original works and practice.</p> <p>Students will work with a combination of materials such as wood, plastic, metal, paper and card to create products and prototypes.</p>				
<b>Additional resources and supporting activities</b>	<p>Students studying Three Dimensional Design have access to the Design Technology department resources. These include: large, bright workshops and studio spaces; resources and equipment for a wide range of materials and techniques; laser cutting, 3D printing, wood work, electronics, thermoforming and metal work; 40 laptops with CAD software.</p> <p>Students are encouraged to make use of these spaces at lunchtime and after school to support their learning.</p>				

<b>Subject:</b>	<b>Food Preparation and Nutrition - GCSE</b>				
<b>Course Title</b>	GCSE Food Preparation and Nutrition		<b>QN Code</b>		601/8093/6
<b>Exam Board</b>	EDUQAS				
<b>Syllabus Code</b>	C560P1				
<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	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
<b>Course content by unit</b>	<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"> <li>• Be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities</li> <li>• 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.</li> <li>• Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.</li> <li>• Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.</li> <li>• Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.</li> <li>• Understand and explore a range of ingredients and processes from different culinary traditions</li> </ul> <p><b>Component 1 Principles of Food Preparation and Nutrition</b> 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><b>Component 2: Food Preparation and Nutrition in Action. Issued in Year 11.</b> <b>Assessment 1:</b> 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. <b>Assessment 2:</b> 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>				
<b>Additional resources and supporting activities</b>	<p>Visits will be arranged to local hotel and restaurants. Professional chefs will be invited into school to speak and demonstrate to students. We are always keen to hear from parents who work in the food industry or have contacts within the industry. Specialist workshops will be held for example; Food presentation, Pheasant workshop, Fish workshops using for example Squid and Sea Bream</p> <p>It is useful and supportive to encourage students to watch relevant TV programs on food for example those on the BBC and Channel 4. The following books are supplied and used in school: EDUQAS GCSE Food Preparation and Nutrition Hodder Education/EDUQAS GCSE Food Preparation and Nutrition Illuminate Publishing</p>				

<b>Subject:</b>	<b>Geography - GCSE</b>				
<b>Course Title</b> <b>Exam Board</b> <b>Syllabus Code</b>	GCSE Geography AQA 8035	<b>QN Code</b>	601/8410/3		
<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	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
<b>Course content by unit</b>	<p><b>Living with the Physical environment</b> 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><b>Challenges in the Human environment</b> 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><b>Geographical Applications: Issue evaluation, fieldwork, geographical skills</b> 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>				

<b>Additional resources and supporting activities</b>	<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>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>
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<b>Subject:</b>	<b>History - GCSE</b>		
<b>Course Title</b>	GCSE History	<b>QN Code</b>	601/8217/9
<b>Exam Board</b>	AQA		
<b>Syllabus Code</b>	8145		

<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	81451 Option 1B	<ul style="list-style-type: none"> <li>● <i>Germany 1890-1945: Democracy and Dictatorship</i></li> <li>● <i>Conflict and Tension between East and West, 1945-1972</i></li> </ul>	External	50%	1 hour 45 minutes
	81452 Option 2C	<ul style="list-style-type: none"> <li>● <i>Britain: Migration, Empire and the people; C790 to the present day</i></li> <li>● <i>Restoration England, 1660-1685</i></li> </ul>	External	50%	1 hour 45 minutes

<b>Course content by unit</b>	<p><b><u>Unit 1B Germany, 1890–1945: Democracy and dictatorship</u></b>  Part one: Germany and the growth of democracy  Part two: Germany and the Depression  Part three: The experiences of Germans under the Nazis  <b><u>Conflict and tension between East and West, 1945–1972</u></b>  Part one: The origins of the Cold War  Part two: The development of the Cold War  Part three: Transformation of the Cold War  <b><u>Unit 2C Britain: Migration, empires and the people: c790 to the present day</u></b>  Part one: Conquered and conquerors  Part two: Looking west  Part three: Expansion and empire  Part four: Britain in the 20th century  <b><u>Restoration England, 1660–1685</u></b>  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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<b>Additional resources and supporting activities</b>	<p><b>Field Trips:</b> 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.)</p> <p><b>History Clinic:</b> There is lunch time support with homework and exam feedback every Wednesday in A103 with Mr Lloyd.</p> <p><b>Hindsight Magazine:</b> This is a subscription designed for GCSE students which can be purchased from the History department.</p> <p><b>The Library:</b> 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.</p> <p><b>History VLE:</b> There are also lots of resources to support student progress on the History VLE page in the KS4 folders.</p>
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**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.  
**AQA Course Website:** <http://www.aqa.org.uk/subjects/history/gcse/history-8145>

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

<b>Subject:</b>	<b>Interactive Media VCERT</b>				
<b>Course Title</b>	NCFE	<b>QN Code</b>	603/0852/7		
<b>Exam Board</b>					
<b>Syllabus Code</b>					
<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal</b>	<b>% Total Mark</b>	<b>Duration</b>
	Unit 01	<b>Investigate interactive media production</b>	Both	15%	30 hrs
	Unit 02	<b>Plan and prepare for an interactive media product</b>	Both	15%	30 hrs
	Unit 03	<b>Development and production of an interactive media product</b>	Both	15%	40 hrs
	Unit 04	<b>Present and promote an interactive media product</b>	Both	15%	20 hrs
	Exam	<b>Practical On Screen Exam</b>	External	40%	15hrs
<b>Course content by unit</b>	<p>Level 2 Technical Award in Interactive Media</p> <p>Interactive media is the integration of digital media including combinations of electronic text, graphics, moving images and sound into a structured digital computerised environment that allows people to interact with the data for appropriate purposes.            There are four units of study:</p> <p><b>Unit 01 - Investigate interactive media production</b>            Learners will experiment with interactive media products and understand the elements of the development process using hardware and software solutions.</p> <p><b>Unit 02 - Plan and prepare for an interactive media product</b>            Learners will produce a proposal and plans for an interactive media product meeting the requirements of a brief.</p> <p><b>Unit 03 - Development and production of an interactive media product</b>            Learners will understand how to use appropriate software and hardware for the development and creation of an interactive media product and its assets.</p>				

	<b>Unit 04 - Present and promote an interactive media product</b> Learners will present and promote an interactive media product in the creative media industry.
<b>Additional resources and supporting activities</b>	<b>Course Website</b> <a href="https://www.ncfe.org.uk/schools/subject-areas/interactive-media">https://www.ncfe.org.uk/schools/subject-areas/interactive-media</a>

<b>Subject:</b>	<b>Modern Foreign Languages - GCSE Spanish</b>				
<b>Exam Board</b>	AQA	<b>QN Code</b>	601/8160/6		
<b>Syllabus Code</b>	8698				
<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	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
<b>Course content by unit</b>	<p>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). Spanish would be taken in addition to their French or German studies.</p> <p>Teacher will take the different levels of ability of students into consideration when planning the lessons.</p> <p><b>Topics covered over the two years:</b> 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><b>Assessment</b></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, photocard and conversations. Writing will be assessed through translations and structured writing.</p> <p><b>Foreign Language Assistant</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>				
<b>Additional resources and supporting activities</b>	<p>1. <a href="http://www.kerboodle.com">www.kerboodle.com</a> School login + Password Students must access the AQA-endorsed textbook online every week to complete homework. Please note that students can access computers in the library at lunchtimes and before/after school. AQA GCSE Sp 9-1/Higher or Foundation</p>				

2. [www.linguascope.com](http://www.linguascope.com) username cothammfl

Additional resources

1. <https://senecalearning.com/> Spanish AQA Accelerated learning system.

2. <https://www.languagesonline.org.uk/Hotpotatoes/index.html>

We offer **after school sessions** (times are given to students at the beginning of the academic year) if your child requires extra support or needs to improve.

Parents can help by checking their child's 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 homework completion to a good standard is vital for achieving a good grade.

<b>Subject:</b>	<b>Modern Foreign Languages - GCSE French or German</b> (The language your child has studied between Years 7-9)				
<b>Exam Board Syllabus Code</b>	<b>AQA</b> <b>French</b> <b>8658</b> <b>German</b> <b>8668</b>	<b>QN Code</b>	<b>French 601/8157/6</b> <b>German 601/8159/X</b>		
<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	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
<b>Course content by unit</b>	<p>All students can opt to study French or German to GCSE (In addition to this, they may also take Spanish as a second language). 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 global dimension of our lives; exciting courses that allow students much greater autonomy than before, as well as a chance to reach their true potential.</p> <p><b>Topics covered over the two years:</b></p> <ul style="list-style-type: none"><li>• Theme 1: Identity and culture</li><li>• Theme 2: Local, national, international and global areas of interest</li><li>• Theme 3: Current and future study and employment</li></ul> <p><b>Assessment</b></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, photocard and conversations. Writing will be assessed through translations and structured writing.</p> <p><b>Foreign Language Assistant</b></p>				

	<p>Students also have the opportunity to develop their speaking skills by working in small groups with trained native speakers of the language, our Foreign Language Assistants. At Cotham we are proud to have a full-time assistant for each language; French, German and Spanish.</p>
<p><b>Additional resources and supporting activities</b></p>	<p><b>1. <a href="http://www.kerboodle.com">www.kerboodle.com</a> School login + Password</b>  <b>Students must access the AQA-endorsed textbook online every week to complete homework. Please note that students can access computers in the library at lunchtimes and before/after school.</b>  <b>AQA GCSE Fr/Ge 9-1/Higher or Foundation</b></p> <p><b>2. <a href="http://www.linguascope.com">www.linguascope.com</a> username cothammfl</b></p> <p>Additional resources</p> <p>1. <a href="https://senecalearning.com/">https://senecalearning.com/</a> French AQA/German AQA/Spanish AQA Accelerated learning system</p> <p>2. <a href="https://www.languagesonline.org.uk/Hotpotatoes/index.html">https://www.languagesonline.org.uk/Hotpotatoes/index.html</a></p> <p>We offer <b>after school sessions</b> (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. Regular homework completion to a good standard is vital for achieving a good grade.</p>



<b>Subject:</b>	<b>Community Languages</b> (Students who are native speakers of another language, e.g. French, German, Spanish, Italian, Turkish, Polish, Somali, Panjabi, Urdu, Chinese, Arabic or others.)				
<b>Exam Board Syllabus Code</b>	<b>Variou s Variou s</b>	<b>QN Code</b>			
<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>Externa l / Internal Marking</b>	<b>% Tota l Mar k</b>	<b>Duration</b>
	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
<b>Course content by unit</b>	<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><b>Topics covered over the two years:</b>  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><b>Assessment</b></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>				
<b>Additional resources and supporting activities</b>	Students can prepare with past papers and look at exemplar material (available on the exam board homepage).				

<b>Subject:</b>	<b>Music - GCSE</b>				
<b>Course Title Exam Board</b>	GCSE Music Edexcel	<b>QN Code</b>	500/4659/7		
<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	Component 1	Performing Music	Internal	30%	2 years
	Component 2	Composing Music	Internal	30%	2 years
	Component 3	Appraising Exam	External	40%	2 years
<b>Course content by unit</b>	<p><b>Component 1: Performing Music (using musical instruments)</b> 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><b>Component 2: Composing Music (using musical instruments or music technology)</b> 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><b>Component 3: Listening and Appraising</b> 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>				
<b>Additional resources and supporting activities</b>	<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</p>				

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.

<b>Music Technology - RSL CERTIFICATE IN MUSIC TECHNOLOGY</b>					
<b>Course Title</b>	CERTIFICATE IN TECHNOLOGY	<b>QN Code</b>	603/3304/2		
<b>Exam Board</b>	RSL				
<b>Syllabus Code</b>					
<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	201ta	Developing Musical knowledge	External	33	1st year
	203ta	Sequencing and Production	Internal	33	2nd year
	206ta	Sound Recording	Internal	33	2nd year
<b>Course content by unit</b>	<p><b><u>Developing Musical Knowledge:</u></b> the Musical Knowledge unit looking at 10 different genres of music and the cultural influence they have had and are still having. The learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and describe contrasting musical styles</li> <li>2. Recognise and discuss key musical elements</li> </ol> <p><b><u>Sequencing and Production:</u></b></p> <ol style="list-style-type: none"> <li>1. Plan a music production project</li> <li>2. Demonstrate use of DAW software to create a music production project</li> <li>3. Reflect on the music production project and consider ways to improve future endeavours</li> </ol> <p><b><u>Sound Recording:</u></b> Through completion of this unit, the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Plan a recording session</li> <li>2. Use a multi-track recorder to record a piece of music in a studio or live situation and assess personal strengths and areas for development</li> </ol>				
<b>Additional resources and supporting activities</b>	<p>Students will be supplied with a workbook at the start of the course. Additional resources that support the RSL specification are also available from the publishers Rhinegold 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>				



<b>Subject:</b>	<b>Performing Arts - Drama BTEC</b>				
<b>Course Title Exam Board Syllabus Code</b>	Btec Tech Award in Performing Arts EDEXCEL	<b>QN Code</b>	603/0406/6		
<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	C1	Exploring the Performing Arts	Internal	30	
	C2	Developing Skills and Techniques	Internal	30	
	C3	Performing to a Brief	External	40	
<b>Course content by unit</b>	<p><b>Component 1: Exploring the Performing Arts</b> Explore Students explore the processes used to create a performance During Component 1, your students will:</p> <ul style="list-style-type: none"> <li>● <b>Explore</b> performance styles, creative intentions and purpose</li> <li>● <b>Investigate</b> how practitioners create and influence what's performed</li> <li>● <b>Discover</b> performance roles, skills, techniques and processes.</li> </ul> <p><b>Aim:</b> get a taste of what it's like to be a professional actor. <b>Assessment:</b> internally assessed assignments <b>Weighting:</b> 30% of total course</p> <p><b>Component 2: Developing Skills and Techniques in the Performing Arts</b> Develop - Students develop performance skills and techniques by reproducing existing performances During Component 2, your students will:</p> <ul style="list-style-type: none"> <li>● <b>Take part</b> in workshops, classes and rehearsals</li> <li>● <b>Gain</b> physical, interpretative, vocal and rehearsal skills</li> <li>● <b>Apply</b> these skills in performance</li> <li>● <b>Reflect</b> on their progress, their performance and how they could improve.</li> </ul> <p><b>Aim:</b> develop skills and techniques in acting.. <b>Assessment:</b> internally assessed assignments <b>Weighting:</b> 30% of total course</p> <p><b>Component 3 Performing to a Brief</b> Apply - Students pull together all they have learned and apply their knowledge in a performance To achieve this aim, your students will:</p> <ul style="list-style-type: none"> <li>● Use the brief and previous learnings to come up with ideas</li> <li>● Build on their skills in classes, workshops and rehearsals</li> <li>● Review the process using an ideas and skills log</li> <li>● Perform a piece to their chosen audience</li> <li>● Reflect on their performance in an evaluation report.</li> </ul> <p><b>Aim:</b> consider how practitioners adapt their skills for different contexts, and put this into practice in a performance. <b>Assessment:</b> externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief. <b>Weighting:</b> 40% of total course</p>				
<b>Additional resources and supporting activities</b>	<p>Students will be supplied with a workbook at the start of the course. There are a number of online resources that students will also be signposted to during the course. Performing Arts should not be studied in the isolation of the classroom. The most successful students are those that engage with the extra-curricular programme in school, attend performances or involve themselves in a performance out of school. Parental support and encouragement to motivate students to commit to these activities is crucial to their artistic development.</p>				

<b>Subject:</b>	<b>Performing Arts - Dance BTEC</b>				
<b>Course Title</b>	Btec Tech Award in Performing Arts	<b>QN Code</b>	603/0406/6		
<b>Exam Board Syllabus Code</b>	EDEXCEL				
<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	C1	Exploring the Performing Arts	Internal	30	
	C2	Developing Skills and Techniques	Internal	30	
	C3	Performing to a Brief	External	40	
<b>Course content by unit</b>	<p><b>Component 1:</b> Exploring the Performing Arts Explore Students explore the processes used to create a performance During Component 1, your students will:</p> <ul style="list-style-type: none"> <li>● <b>Explore</b> performance styles, creative intentions and purpose</li> <li>● <b>Investigate</b> how practitioners create and influence what's performed</li> <li>● <b>Discover</b> performance roles, skills, techniques and processes.</li> </ul> <p><b>Aim:</b> get a taste of what it's like to be a professional dancer. <b>Assessment:</b> internally assessed assignments <b>Weighting:</b> 30% of total course</p> <p><b>Component 2:</b> Developing Skills and Techniques in the Performing Arts Develop - Students develop performance skills and techniques by reproducing existing performances During Component 2, your students will:</p> <ul style="list-style-type: none"> <li>● <b>Take part</b> in workshops, classes and rehearsals</li> <li>● <b>Gain</b> physical, interpretative, vocal and rehearsal skills</li> <li>● <b>Apply</b> these skills in performance</li> <li>● <b>Reflect</b> on their progress, their performance and how they could improve.</li> </ul> <p><b>Aim:</b> develop skills and techniques in dance. <b>Assessment:</b> internally assessed assignments <b>Weighting:</b> 30% of total course</p> <p><b>Component 3</b> Performing to a Brief Apply - Students pull together all they have learned and apply their knowledge in a performance To achieve this aim, your students will:</p> <ul style="list-style-type: none"> <li>● Use the brief and previous learnings to come up with ideas</li> <li>● Build on their skills in classes, workshops and rehearsals</li> <li>● Review the process using an ideas and skills log</li> <li>● Perform a piece to their chosen audience</li> <li>● Reflect on their performance in an evaluation report.</li> </ul> <p><b>Aim:</b> consider how practitioners adapt their skills for different contexts, and put this into practice in a performance. <b>Assessment:</b> externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief. <b>Weighting:</b> 40% of total course</p>				
<b>Additional resources and supporting activities</b>	<p>Students will be supplied with a workbook at the start of the course. There are a number of online resources that students will also be signposted to during the course. Performing Arts should not be studied in the isolation of the classroom. The most successful students are those that engage with the extra-curricular programme in school, attend performances or involve themselves in a performance out of school. Parental support and encouragement to motivate students to commit to these activities is crucial to their artistic development.</p>				

<b>Subject:</b>	<b>Physical Education</b>		
<b>Course Title</b>	Cambridge National Certificate Sports Science Level 2	<b>QN Code</b>	600/5121/8
<b>Exam Board</b>	OCR		
<b>Syllabus Code</b>	J812		

<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	R041	Reducing the risk of sports injuries	External Written paper	60 marks	1 hour
	R042	Applying principles of training	Centre assessed tasks OCR moderated	60 marks	10 hours on the assessment tasks
	R043	The body's response to physical activity	Centre assessed tasks OCR moderated	60 marks	10 hours on the assessment tasks
	R044	Sports Psychology	Centre assessed tasks OCR moderated	60 marks	10 hours on the assessment tasks

<b>Course content by unit</b>	<u><b>The course is split into four units</b></u>		
	<b>Units</b>	<b>Content</b>	<b>Assessment</b>
	<b>Unit 1:</b> Reducing the risk of sports injuries	LO1: Understand different factors which influence the risk of injury LO2: Understand how appropriate warm up and cool down routines can help to prevent injury LO3: Know how to respond to injuries within a sporting context LO4: Know how to respond to common medical conditions	<ul style="list-style-type: none"> <li>● Written examination paper</li> <li>● 1 hour</li> <li>● The assessment consists of multiple choice, short answer, and one extended answer questions</li> <li>● 60 marks</li> <li>● 25% of qualification</li> </ul>
	<b>Unit 2:</b> Applying principles of training	LO1: Know the principles of training in a sporting context LO2: Know how training methods target different fitness components LO3: Be able to conduct fitness tests LO4: Be able to develop fitness training programmes	<ul style="list-style-type: none"> <li>● Internally assessed coursework</li> <li>● OCR moderated</li> <li>● 10 hours on the assessment</li> <li>● 25% of the qualification</li> </ul>
<b>Unit 3:</b> The body's response to	LO1: Know the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles	<ul style="list-style-type: none"> <li>● Internally assessed coursework</li> <li>● OCR moderated</li> </ul>	

	<p>physical activity</p> <p>LO2: Understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness LO3: Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems LO4: Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems</p>	<ul style="list-style-type: none"> <li>• 10 hours on the assessment</li> <li>• 25% of the qualification</li> </ul>
	<p><b>Unit 4:</b> Sports Psychology</p> <p>LO1: Understand the relationship between personality and sports performance. LO2: Know how motivation can affect sports performance. LO3: Know how aggression can affect sports performance. LO4: Understand the impact of arousal and anxiety on sports performance. LO5: Be able to apply sports psychology strategies to enhance sports performance.</p>	<ul style="list-style-type: none"> <li>• Internally assessed coursework</li> <li>• OCR moderated</li> <li>• 10 hours on the assessment</li> <li>• 25% of the qualification</li> </ul>
Why should I study this course?	This course will give you the opportunity to gain a nationally recognised, vocationally specific, qualification to progress onto higher education. This course is assessed mainly via coursework, although there is one exam. You will complete 4 units over the 2 years.	
L2 Assessment /240 marks	Pass 144 marks Merit 168 marks Distinction 192 marks Distinction* 216 marks	
What can I do with my qualification?	The course can lead to higher education courses including A Level PE, L3 BTEC Sport, Cambridge Technicals L3 and L2 Apprenticeship Framework.	
<b>Specification link</b>	<a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j802-j812/">https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j802-j812/</a>	

<b>Subject:</b>	<b>Religion, Ethics and Philosophy - GCSE</b>				
<b>Course Title Exam Board Syllabus Code</b>	GCSE in Religious Studies (A) AQA 8062A	<b>QN Code</b>		500/4514/3	
<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	Component 1	Study of religions	External	50%	1 ¾ hour
	Component 2	Thematic studies	External	50%	1 ¾ hour
<b>Course content by unit</b>	<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"> <li>● Religion and Relationships <ul style="list-style-type: none"> <li>● Should men and women have different roles in family life?</li> <li>● Do religions discriminate against women?</li> <li>● What lies behind religious attitudes towards homosexuality?</li> <li>● Is it realistic to expect modern marriages to last a lifetime?</li> </ul> </li> <li>● Religion, Peace and Conflict <ul style="list-style-type: none"> <li>● Is there such thing as a just war?</li> <li>● What does jihad really mean?</li> <li>● How do we know the difference between a terrorist and a freedom fighter?</li> <li>● Does religion cause conflict?</li> </ul> </li> <li>● Religion, Crime and Punishment <ul style="list-style-type: none"> <li>● Are some people born evil?</li> <li>● Is the death penalty ever justified?</li> <li>● Why do people commit hate crimes?</li> <li>● How should we treat criminals?</li> <li>● Are there limits to forgiveness?</li> </ul> </li> <li>● Religion and Life <ul style="list-style-type: none"> <li>● How did life begin and why do we need to know?</li> <li>● What rights do animals have?</li> <li>● Should euthanasia be legalised?</li> <li>● Whose rights are more important: a mother's or her unborn baby's?</li> <li>● What happens when we die?</li> </ul> </li> </ul>				
<b>Additional resources and supporting activities</b>	<ul style="list-style-type: none"> <li>● Guest speakers explain what it means to be religious or to have a non-religious worldview.</li> <li>● Opportunity to hear some of the world's leading philosophers at the annual Vardy Conference.</li> <li>● Visits to places of worship to gain a better understanding of worship, community and identity.</li> <li>● Invitation to join Cotham Philosophy Club and earn a place on our Philosothon team for regional and national competitions.</li> <li>● Museum trips (e.g. the Imperial War Museum's Holocaust Exhibition) provide valuable historical context for the religious and ethical issues being explored.</li> <li>● Revision guides and work books available to purchase from the school.</li> <li>● We use Google Classroom, Twitter and Edmodo to provide high quality resources for home learning.</li> </ul>				

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

<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	Paper 1	The sociology of families and education	External written exam	50% (100 marks)	1 hour 45 minutes
	Paper 2	The sociology of crime and deviance and social stratification.	External written exam	50% (100 marks)	1 hour 45 minutes

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

**Additional resources  
and supporting  
activities**

- Set text book - GCSE AQA Sociology (*to be confirmed*)
- The internet provides a wealth of useful websites which we will use throughout the course.
- Students will be expected to be interested in current affairs and be aware of what is going on in the news.