



**COTHAM SCHOOL
KS4 OPTIONS
BOOKLET 2019-21**

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TIMELINE OF YEAR 9 OPTION PREFERENCE PROCESS

Wednesday 16 January 2019

Year 9 Option Preferences Assembly – Introduction to students
Launch of KS4 Curriculum offer in Year 9 Assembly

Wednesday 16 January 2019

Year 9 Option Preferences Evening – Introduction to parents
5:30 - 7:30 School Main Hall, A Block Corridor, and subject areas.
Presentations at 5.45 and 6.45pm

Wednesday 23 January 2019

Year 9 Parents Evening
4.00pm – 6.30pm

Tuesday 29 January 2019 5.30pm – 6.30pm

Option Preferences Surgery for parents
With Mrs Bajic-Raymond and Ms Quirke

Wednesday 6 February 2019

Completed Google Option Preferences forms must be completed

Week beginning Monday 20 May 2019

Final confirmation of Option Preferences to students

Key Stage 4 Curriculum 2019 – 2021

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) and Physical Education. All students will study Separate Sciences until the end of Year 10. At this point, a decision will be made on which route (of either the Combined Science Award or the Separate Science Award) is most appropriate for each student. In addition to these core subjects, students choose three option preferences.

Ancient History - GCSE	German - GCSE
Art, Craft and Design - GCSE (Visual Arts)	Spanish - GCSE
Business: Enterprise and Marketing - Cambridge National Level 2	French - GCSE
Child Development - Cambridge National Level 2	Interactive Media - VCERT
Computer Science - GCSE	Music GCSE
Design and Technology - GCSE	Music Technology Level 2 BTEC
Drama - GCSE	Physical Education - Cambridge National Level 2
Food Preparation and Nutrition - GCSE	Psychology - GCSE
History - GCSE	Religion, Ethics & Philosophy - GCSE
Geography - GCSE	Performing Arts BTEC

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

Subject	Number of GCSEs or equivalent	Number of lessons per fortnight	% of Curriculum Time
English Language and English Literature	2	8	16%
Mathematics	1	7	14%
Option 1	1	6	12%
Option 2	1	6	12%
Option 3	1	6	12%
Physical Education	0	4	8%
PSHE	1	2	2% - 4%
Religion, Ethics & Philosophy (Core)	0	1	2%
Separate Science (triple award)	3	10	20%
Total:	9-10	50	100%

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

Knowing the difference: BTEC / Technical Awards versus GCSE

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

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

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

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

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

Qualification Definitions and equivalent grade measures.

GCSE - General Certificate of Secondary Education

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

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

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

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

BTEC vocational qualifications

BTEC courses are graded as:

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

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

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

Level 1 Pass - GCSE Grade 3

Level 2 Pass - GCSE Grade 4

Level 2 Merit - GCSE Grade 5/6

Level 2 Distinction - GCSE Grade 7

Level 2 Distinction* - GCSE Grade 8/9

Technical Award vocational qualifications

Technical Award qualifications are graded as:

Level 1 Credit and Advanced Credit (C/AC)

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

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

Level 1 Credit - GCSE Grade 1/2

Level 1 Advanced Credit - GCSE Grade 2/3

Level 2 Pass - GCSE Grade 4

Level 2 Merit - GCSE Grade 5/6

Level 2 Distinction - GCSE Grade 7

Level 2 Distinction* - GCSE Grade 8/9

Cambridge National Award qualifications

Cambridge National Award qualifications are graded as Level 1 Pass, Merit or Distinction, or Level 2 Pass, Merit, Distinction, Distinction* .

These grades are roughly equivalent to the following GCSE grades:

Level 1 Pass - GCSE Grade 1

Level 1 Merit - GCSE Grade 2

Level 1 Distinction - GCSE Grade 3

Level 2 Pass - GCSE Grade 4

Level 2 Merit - GCSE Grade 5/6

Level 2 Distinction - GCSE Grade 7

Level 2 Distinction* - GCSE Grade 8/9

Option Pathways

All students will study 3 option subjects in addition to our Core Curriculum of English Literature, English Language, Maths, Science, REP (Religion, Ethics and Philosophy), PSHE (Personal Social and Health Education) and Physical Education.

We will aim to ensure that all students are given these preferences but ask students to make 5 option preferences in total.

When making their 5 preferences, all students must choose at least one of the following subjects: Ancient History, History, Geography, Computer Science, French, German, Spanish.

Students will then make 4 further option preferences from the full list of courses available.

Example

A student wants to study French, Drama and Psychology in that order.

As all students are asked to make 5 option preferences, the student selects the following subjects with these rankings:

French

Drama (1st preference)

Psychology (2nd preference)

Art, Craft and Design (3rd preference)

Design & Technology (4th preference)

English Baccalaureate (EBACC). The majority of students will seek to achieve the full English Baccalaureate qualification. The full English Baccalaureate qualification is achieved by having a Grade 5 in English, Maths, Science, Geography or History, and French, German or Spanish. The English Baccalaureate qualification is favoured by many universities and is recognised as providing students with a depth of knowledge across a broad range of subjects. As a result, we expect many of our students to select these subjects within their option preferences.

In Year 9 Term 3 all students will be guided by senior staff towards the most suitable options at KS4 which will give them the best chance to succeed.

If students want to study Level 3 Post 16 Courses they need to meet the minimum grade entry criteria as well as the subject specific grade criteria as specified in the Post 16 Option Booklet. For more information please refer to the NBP16 website <http://www.nbp16c.org.uk/>

Controlled Assessments

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

KEY STAGE 4 CORE CURRICULUM

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

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

Course content by unit	<p><u>Paper 1 : Explorations in Creative Reading and Writing</u> The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves by:</p> <ul style="list-style-type: none"> • in Section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers • in Section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image. <p>Section A will be allocated 40 marks, and Section B will be allocated 40 marks to give an equal weighting to the reading and writing tasks.</p> <p><u>Paper 2 : Writers' Viewpoints and Perspectives</u> The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:</p> <ul style="list-style-type: none"> • in Section A, reading two linked non-fiction sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader • in Section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in Section A. <p>Section A will be allocated 40 marks, and Section B will be allocated 40 marks to give an equal weighting to the reading and writing tasks.</p> <p><u>Speaking and Listening</u> The aim of the assessment is to allow students to demonstrate their speaking and listening skills by:</p> <ul style="list-style-type: none"> • giving a presentation in a formal context • responding appropriately to questions and to feedback, asking questions themselves to elicit clarification • using spoken Standard English.
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Additional resources & supporting activities	<p>http://www.aqa.org.uk/8700 aqa.org.uk/pastpapers</p> <p>Please note: due to the fact that this is an entirely new specification AQA have very few papers available. The English department will be providing more throughout the year so that students have a very clear idea of what to expect. In addition there are a range of revision guides available which include exam-style papers (please see wider reading section below).</p>
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Subject:	English Literature		
Course Title	GCSE English Literature	QN Code	601/4447/6
Exam Board	AQA		
Syllabus Code	8702		

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	8702/01	Paper 1: Shakespeare and the 19 th century novel	External	40%	1 hour 45 mins
	8702/02	Paper 2: Modern texts and poetry	External	60%	2 hours 15 mins
Course content by unit	<p><u>Paper 1: Shakespeare and the 19th century novel</u></p> <p><u>Section A Shakespeare:</u> students will answer one question on either ‘Macbeth’ or ‘Romeo & Juliet.’ They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p><u>Section B The 19th-century novel:</u> students will answer one question on ‘A Christmas Carol’ or ‘Frankenstein’ or ‘The Strange Case of Dr Jekyll & Mr Hyde.’ They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p> <p><u>Paper 2: Modern texts and poetry</u></p> <p><u>Section A Modern texts:</u> students will answer one essay question from a choice of two on ‘An Inspector Calls’ or ‘Blood Brothers’ or ‘The History Boys’ or ‘DNA’ or ‘Never Let me Go.’</p> <p><u>Section B Poetry:</u> students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen AQA anthology cluster. The cluster Cotham students are following is the Conflict and Power cluster.</p> <p><u>Section C Unseen poetry:</u> students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>				
Additional resources & supporting activities	<p>SAM learning [http://www.samlearning.com] username and password can be obtained from IT teacher.</p> <p>www.aqa.org.uk/english-literature</p> <p>A variety of websites exploring the above mentioned texts.</p> <p>BBC Bitesize GCSE English Literature</p> <p>PiXL revision resources (information and passwords to be released in Term 2)</p>				

Subject:	Mathematics		
Course Title	GCSE Mathematics	QN Code	500/849
Exam Board	AQA		5/1
Syllabus Code	8300		

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	8300	Linear Mathematics GCSE – Paper 1 (Non-Calculator)	External	33⅓%	1h 30m
	8300	Linear Mathematics GCSE – Paper 2 (Calculator)	External	33⅓%	1h 30m
	8300	Linear Mathematics GCSE – Paper 2 (Calculator)	External	33⅓%	1h 30m

Course content by unit	The Mathematics course at Cotham is a linear course, all examined at the end of Year 11. The topics can be roughly split into six sections:	
	Number	E.g. fractions, decimals, percentages, ratio, powers, surds.
	Algebra	E.g. equations, inequalities, coordinates & graphs, sequences, formulae.
	Ratio, proportion and rates of change	E.g. Sharing into a ratio, direct proportion, inverse proportion.
	Geometry and measures	E.g. area & volume, angles, circles, Pythagoras' Theorem, transformations, bearings, trigonometry, circle theorems and vectors.
	Probability	E.g. probability experiments, Venn diagrams, tree diagrams.
	Statistics	E.g. pie charts, scatter graphs, averages, cumulative frequency diagrams and histograms.
<p>This is a new specification that started in 2015 and was first sat by last year's year 11 cohort. There is some additional content to previous years, and the Foundation tier syllabus now goes up to higher grade topics than in the past.</p> <p>Full details of the course specification can be found using the following link: http://filestore.aqa.org.uk/resources/mathematics/specifications/AQA-8300-SP-2015-V1-0.PDF</p> <p>As always, Mathematics GCSE is highly valued by further education providers and employers. A good Mathematics GCSE demonstrates the ability to think clearly and logically and provides a greater range of options at post-16 and in future careers. Many careers and further education opportunities require a grade 5 Maths GCSE as a minimum entry requirement. In daily life Mathematics is also essential.</p> <p>A good understanding of Mathematics helps with personal finance skills such as budgeting; understanding bank accounts and credit cards; getting a mortgage; planning a holiday or buying a car in instalments. For those who excel at Mathematics, there is a wide range of exciting and well-paid careers open to them in diverse fields such as engineering, finance, science, medicine, business, technology and software design.</p>		

Additional resources & supporting activities	<p>We aim to use a wide range of different resources that stimulate and enhance the learning experience. Investigations that extend the analytical and creative aspects of maths, powerpoint demonstrations, practical work, transition units which link with KS3 work and interactive board work are all utilised within our teaching. Homework is set regularly to support the above. The school also has a subscription to the website www.mymaths.co.uk which provides a wide range of online lessons and self-assessment resources that are available to all students. Students are provided with a textbook for use in class, and a further homework book for use at home. Additionally detailed revision guides published are available to buy from the Maths department at a discount.</p>
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Subject:	Science
Students study either a Combined Science course (trilogy) worth 2 GCSEs or a Separate Science course (Triple) worth 3 GCSEs (GCSE Biology, GCSE Chemistry, & GCSE Physics).	

		Combined Science			
		AQA 8464			
Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	8464	Biology Paper 1	External	16%	1h 15m
	8464	Biology Paper 2	External	16%	1h 15m
	8464	Chemistry Paper 1	External	16%	1h 15m
	8464	Chemistry Paper 2	External	16%	1h 15m
	8464	Physics Paper 1	External	16%	1h 15m
	8464	Physics Paper 2	External	16%	1h 15m
Course content by unit	The Combined Science course is a linear course, all examined at the end of Year 11.				
	Tier	There are both Foundation and Higher tiers.			
	Practical Work	15% of the exam marks will assess students in relation to their practical work. Students will have to complete at least 16 specified practical activities.			
	Mathematical skills	20% of the exam marks (divided between biology, chemistry and physics in the ratio 1:2:3 respectively) will assess mathematical skills at an appropriate level of difficulty			
	This is a new specification that started in 2016.				
	The following topics are included in each exam:				
	<u>Biology</u>				
	Paper 1 – Cell Biology; Organisation; Infection and response; Bioenergetics (B1-B9)				
	Paper 2 - Homeostasis and response; Inheritance; Variation and evolution; Ecology (B10 – B16)				
	<u>Chemistry:</u>				
	Paper 1 - Atomic structure and the periodic table; Bonding; Structure and properties of matter; Quantitative Chemistry; Chemical changes; Energy changes (C1-7)				
	Paper 2 - The rate and extent of chemical change; Organic Chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources (C8-C12)				
	<u>Physics:</u>				
	Paper 1 - Energy; Electricity, Particle model of matter; Atomic structure (P-7)				
	Paper 2 - Forces; Waves; Magnetism and electromagnetism (P8-P13)				
	Chapters are referred to as B1, C1, P1 etc. in lessons and also in textbooks, which all students can access online from the Kerboodle website.				

**Additional resources
& supporting
activities**

We aim to prepare students for the exam in a variety of ways which will provide students with key skills needed to complete the exams. Students will complete a number of required practicals throughout the two year course, which will allow them to gain an understanding of working scientifically. Maths now makes up a fair portion of the exam, therefore maths skills will be practised in lessons and through assessments.

We aim to support students with the new exam by:

- Providing past paper questions in lessons and for homework
- Practicing answering questions that require longer written answers and also focus on the quality of written English.

Students can use websites such as:

- Kerboodle - for activities and digital textbook
- Sam learning
- BBC Bitesize

Course Title Exam Board Syllabus Code		Separate Sciences (3 GCSEs in Biology, Chemistry and Physics) AQA Biology 8461, Chemistry 8462 and Physics 8463									
Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration						
	8461	Biology Paper 1	External	50%	1h 45m						
	8461	Biology Paper 2	External	50%	1h 45m						
	8462	Chemistry Paper 1	External	50%	1h 45m						
	8462	Chemistry Paper 2	External	50%	1h 45m						
	8463	Physics Paper 1	External	50%	1h 45m						
	8463	Physics Paper 2	External	50%	1h 45m						
Course content by unit	<p>The Separate Science course is a linear course, all examined at the end of Year 11.</p> <table border="1"> <tr> <td>Tier</td> <td>There are both Foundation and Higher tiers.</td> </tr> <tr> <td>Practical Work</td> <td>15% of the exam marks will assess students in relation to their practical work. Students will have to complete at least 8 specified practical activities in each science</td> </tr> <tr> <td>Mathematical skills</td> <td>At least 10% of the exam marks for biology (20% for chemistry and 30% for physics) will assess mathematical skills at an appropriate level of difficulty</td> </tr> </table> <p>This is a new specification that started in 2016.</p> <p>the following topics are included in each exam:</p> <p><u>Biology:</u> Paper 1 – Cell Biology; Organisation; Infection and response; Bioenergetics (B1-B9) Paper 2 - Homeostasis and response; Inheritance; Variation and evolution; Ecology (B10-B18)</p> <p><u>Chemistry:</u> Paper 1 - Atomic structure and the periodic table; Bonding; Structure and properties of matter; Quantitative Chemistry; Chemical changes; Energy changes (C1-C7) Paper 2 - The rate and extent of chemical change; Organic Chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources (C8-C15)</p> <p><u>Physics:</u> Paper 1 - Energy; Electricity, Particle model of matter; Atomic structure (P1-P7) Paper 2 - Forces; Waves; Magnetism and electromagnetism; Space (P8-P16)</p> <p>Chapters are referred to as B1, C1, P1 etc. in lessons and also in textbooks, which all students can access online from the Kerboodle website.</p>					Tier	There are both Foundation and Higher tiers.	Practical Work	15% of the exam marks will assess students in relation to their practical work. Students will have to complete at least 8 specified practical activities in each science	Mathematical skills	At least 10% of the exam marks for biology (20% for chemistry and 30% for physics) will assess mathematical skills at an appropriate level of difficulty
Tier	There are both Foundation and Higher tiers.										
Practical Work	15% of the exam marks will assess students in relation to their practical work. Students will have to complete at least 8 specified practical activities in each science										
Mathematical skills	At least 10% of the exam marks for biology (20% for chemistry and 30% for physics) will assess mathematical skills at an appropriate level of difficulty										
Additional resources & supporting activities	<p>We aim to prepare students for the exam in a variety of ways which will provide students with key skills needed to complete the exams. Students will complete a number of required practicals throughout the two year course, which will allow them to gain an understanding of working scientifically. Maths now makes up a fair portion of the exam, therefore maths skills will be practised in lessons and through assessments.</p>										

We aim to support students with the new exam by:

- Providing past paper questions in lessons and for homework
- Practicing answering questions that require longer written answers and also focus on the quality of written English.

Students can use websites such as:

- Kerboodle - for activities and digital textbook
- Sam learning
- BBC Bitesize

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

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	600/9922/7	L2 Certificate in Personal Wellbeing	Internally assessed		
Course content by unit	<p>At KS4 students receive 2 lessons 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'. Full details of topics covered within these units is available on the school website under SMSC and the promotion of British Values'. 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>				
Additional resources & supporting activities	All assessed work will be completed in class as continuous assessment.				

Subject:	Core Physical Education (Games - non examined)
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Rationale	<p>At Key Stage 4, PE remains compulsory. However, it is recognised that students have developed marked preferences and that they are ready to have some choice in the activities they wish to pursue. These may be activities at which they are especially competent or from which they gain maximum fulfilment.</p> <p>Consequently, students are sometimes able to choose between 2 option pathways which could include any of the following activities:</p> <table border="1" data-bbox="279 504 965 728"> <tr> <td>Aerobics</td> <td>Athletics</td> <td>Badminton</td> </tr> <tr> <td>Basketball</td> <td>Football</td> <td>Handball</td> </tr> <tr> <td>Lacrosse</td> <td>Netball</td> <td>Rounders</td> </tr> <tr> <td>Rugby</td> <td>Softball</td> <td>Squash</td> </tr> <tr> <td>Tennis</td> <td>Ultimate Frisbee</td> <td>Volleyball</td> </tr> <tr> <td>Dodgeball</td> <td>Handball</td> <td>Table Tennis</td> </tr> </table> <p>In line with National Curriculum requirements, regardless of which pathway they choose, students will experience at least 2 activity areas across KS4. Some of these activities are taught through our Sport Education programme which gives students full responsibility for management of the lesson through undertaking roles such as captain, coach, equipment monitor and manager.</p> <p>Aims of KEY STAGE 4</p> <ul style="list-style-type: none"> • To use the performance skills and understand specific activities • To help support, guide, and develop oneself and others to reach their full potential within the context of living a healthy, active lifestyle. <p>Aims of YEAR 10 - LEADERSHIP AND LIFE SKILLS</p> <ul style="list-style-type: none"> • To use of leadership opportunities and work in the wider community to develop understanding of living a healthy, active lifestyle beyond school. <p>Aims of YEAR 11 - REFINEMENT AND SPECIALISATION</p> <ul style="list-style-type: none"> • To refine essential skills (physical, mental & social) through a range of activities. This will enable students to maintain or enhance their physical activity levels as well as allowing for student specialism of an activity and aid preparation for Post-16. 	Aerobics	Athletics	Badminton	Basketball	Football	Handball	Lacrosse	Netball	Rounders	Rugby	Softball	Squash	Tennis	Ultimate Frisbee	Volleyball	Dodgeball	Handball	Table Tennis
Aerobics	Athletics	Badminton																	
Basketball	Football	Handball																	
Lacrosse	Netball	Rounders																	
Rugby	Softball	Squash																	
Tennis	Ultimate Frisbee	Volleyball																	
Dodgeball	Handball	Table Tennis																	
Additional resources & supporting activities	<p>Extra curricular activities for Key Stage 4 include:</p> <p>Boys: Athletics, Rugby, Cricket, Basketball, Badminton, Squash, Duke of Edinburgh, Football</p> <p>Girls: Netball, Athletics, Basketball, Rounders, Badminton, Squash, Duke of Edinburgh, Football</p>																		

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

KS4 CURRICULUM OPTIONS

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

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

Course content	<p><u>The Persian Empire, 559-465BC</u> Part one: The rise of the Persian Empire under Cyrus the Great 559-530 BC. Part two: Cambyses II, Smerdis and the accession of Darius 530-522 BC. Part three: The reign of Darius the Great 522-486 BC. Part four: Xerxes I and the Greeks 486-465 BC.</p> <p><u>Alexander the Great, 356-323 BC</u> Part one: Upbringing, character, beliefs and life of Alexander. Part two: Alexander's campaigns: The reasons for his expeditions and the main battles. Part three: Significant events in Alexander's life. Part four: The Macedonian army under Alexander.</p> <p><u>The foundations of Rome: from Kingship to republic, 753-440 BC</u> Part one: The legendary kings: Origins of Rome 753-616 BC. Part two: The Etruscan Kings: 616-509 BC. Part three: Origins of the Republic: 509-494 BC. Part four: Securing the Republic: 509-494 BC.</p> <p><u>Cleopatra: Rome and Egypt, 69-30 BC</u> Part one: Cleopatra's life and character. Part two: Cleopatra as queen of Egypt, including political, domestic and foreign policies. Part three: Cleopatra's relationships with Caesar (48-44 BC) and Mark Anthony (41-30 BC) and their political significance. Part four: The Battle of Actium and its significance for Egypt and Rome.</p>
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Additional resources & supporting activities	<p>History VLE link: http://cothamschoolhumanities.weebly.com/history1.html</p> <p>History Clinic: Mr Lloyd runs History clinic every Wednesday lunch and after school. This for students from all key stages to come along to get additional help with assessment preparation, additional assessment feedback and help with homework</p> <p>VLE link: http://cothamschoolhumanities.weebly.com/history-clinic.html</p> <p>Stretch and Challenge Tasks for History: http://cothamschoolhumanities.weebly.com/stretch-and-challenge.html</p>
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	<p>Revision Websites https://www.samlearning.com/ https://www.gcsepod.com/ http://www.bbc.co.uk/schools/gcsebitesize/history/ https://getrevising.co.uk/</p> <p>Useful Research Websites for H/W: http://www.bbc.co.uk/history</p> <p>Cotham YouTube Channel: http://cothamschoolhumanities.weebly.com/youtube.html</p> <p>Cotham Pinterest Page: https://uk.pinterest.com/cothamhistory/</p>
Essential reading	<p>OCR GCSE Ancient History: Component 1 Greece and Persia ISBN- 9781350015166</p> <p>OCR GCSE Ancient History: Component 2 Rome ISBN- 9781350015203</p> <p>Reference versions of these books are available in Cotham School library</p>
Wider reading	<p>BBC History magazine catalogue available from the library and the History department Hindsight Magazine catalogue available from the library and the History department Historical Fiction book list available in the Cotham School library</p> <p>VLE link to the catalogues: https://drive.google.com/drive/folders/0BwtIB3i22YS1c09DLWlrdG9URm8</p>
Additional Information on Cotham History	<p>Enrichment Activities:</p> <p>Hollywood vs History Club</p> <p>Every Thursday 3.15-4.30 in A103 with Mr Lloyd (if there are any queries please e-mail lloydj@cotham.bristol.sch.uk) VLE link to Hollywood Vs History Club programme: http://cothamschoolhumanities.weebly.com/hollywood-vs-history-club.html</p> <p>Homework:</p> <p>Homework is set once a week and care has been taken to design tasks that engage students and inspire them to consolidate work in the classroom as well as to explore topics beyond the time available with our History curriculum. Tasks tend to either build on learning from lessons or encourage some preliminary study to inform on a lesson to come. We aim to have homework tasks marked and returned within the fortnight</p>

Subject:	Art, Craft and Design GCSE (Visual Arts)			
Course Title Exam Board Syllabus Code	Art and Design AQA 8202			
Assessment	Title	External / Internal Marking	% Total Mark	Duration
	Art, Craft and Design	Internally marked with visiting moderator.	60% Coursework 40% Externally set task	No time limit 10 weeks preparation time followed by 10 hour exam.
Course content	<p>Overview Art, Craft and Design practice is the exploration of an idea, experience, theme or issue in response to a given theme. Students have the opportunity to work in one or more area(s) of art, craft and design, such as:</p> <ul style="list-style-type: none"> • drawing • painting • sculpture/3D • installation • lens-/light-based media • photography and the moving image • printmaking • mixed media • textiles <p>They may explore overlapping areas and combinations of areas but must demonstrate evidence of at least two chosen areas.</p> <p>Component 1: Portfolio Over year 10 and the first two terms of Year 11, students develop a portfolio of work. The portfolio must include both:</p> <ol style="list-style-type: none"> 1. A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. 2. A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken. <p>Component 1 is completed at the end of December in Year 11, it forms 60% of of the final mark.</p> <p>Component 2: Externally set assignment AQA provide an externally set assignment with seven different starting points. Students select and respond to one starting point from their chosen title. Students develop their chosen theme over a period of 10 weeks which is followed by 10 hours of supervised exam time to create a final response. This component is 40% of the final mark.</p> <p>Please note:</p> <ul style="list-style-type: none"> • Students wishing to take any Visual Arts subject must have attitude and homework assessed as "good" throughout Year 9. 			

	<ul style="list-style-type: none"> To be accepted for GCSE art, students must be “working at” or above expected standard in year 9. Students who are “working towards” may still be accepted based on an assessment of their motivation for the subject and independent learning skills. Please discuss your intention to select art with your class teacher.
Additional resources & supporting activities	<p>Students studying art have access to the Visual Arts department resources. These include: large, bright studio spaces; resources and equipment for a wide range of media and techniques; screen printing equipment; ceramics equipment and kiln; photography darkroom for black and white processing; studio lighting for photographic shoots; digital SLR cameras for loan; 40 Apple Mac laptops with Adobe Suite and iMovie; textile sublimation printer; digital embroidery machine; sewing machines; fabric dyeing and printing equipment and batik printing equipment.</p> <ul style="list-style-type: none"> Catch up sessions are offered after school every Thursday in Art club. A trip to a major London art gallery is offered in Year 11 and to local galleries and museums. A final exhibition of students GCSE work with a private view for family and friends.

Subject:	Business:Enterprise and Marketing		
Course Title	Cambridge National Certificate in Enterprise and Marketing	QN Code	603/0646/4
Exam Board	OCR		

Assessment	Unit/ Code	Title	External / Internal Marking	Total Marks	Duration
	R064	Enterprise and marketing concepts	External written exam paper	80 (120 UMS)	60 GLH 1h 30min examination
	R065	Design a business proposal	Internal with OCR moderation	60 (60 UMS)	30 GLH OCR set assignment
	R066	Market and pitch a business proposal	Internal with OCR moderation	60 (60 UMS)	30GLH OCR set assignment
Course content by unit	<p>Unit R064 – Enterprise and marketing concepts. (External Exam) 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"> • Part A - comprising of 16 multiple choice questions (MCQs) • Part B - comprising of short answer questions and three extended response questions. The extended response evaluation question will relate to LO4. <p>Students will sit this exam in January 2021 and can have one resit attempt which will fall in June 2021.</p> <p>Unit R065 – Design a business proposal (OCR Set Assignment) 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>Unit R066 - Market and pitch a business proposal. (OCR Set Assignment) 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>				
Additional resources & supporting activities	After school sessions take place every Thursday 3:05-4:05pm. 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.				
Assessment dates in Year 10	R065 coursework will be assessed throughout year 10.				
Essential reading	Cambridge National Level 1/2 Enterprise and Marketing - this textbook is being released on 26 April 2019				
Wider reading	Awareness of business world can be gained by keeping abreast of current affairs using the BBC Business News page.				

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

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	R018 Written paper	Health and well-being for child development	External	50%	1 ¼ hours
	R019 Centre assessed tasks	Understand the equipment and nutritional needs of children from birth to five years	Internally assessed. External moderation.	25%	10 hours
	R020 Centre assessed tasks	Understand the development of a child from birth to five years	Internally assessed. External moderation.	25%	10 hours.

Course content by unit	<p>The Child Development course offers a range of practical approaches and theory based learning. The course will appeal to students with an interest in the development of children and those with an interest in careers such as nursing, midwifery, early years practitioner and teaching. The exam specification is divided into 6 themes, these areas are interrelated.</p> <p><u>Unit R018: Health and well-being for child development</u></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><u>R019 Understand the equipment and nutritional needs of children from birth to five years.</u></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><u>Unit R020: Understand the development of a child from birth to five years</u></p> <p>This unit will allow learners to investigate the developmental norms of children from birth to five years. Learners will develop an understanding of the impact of play on the</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>Additional resources & supporting activities</p>	<p>Students will have the opportunity to visit local nurseries and playgroups to observe the physical, intellectual, social and emotional development of children. Visits from parents and children, midwives, health visitors are also arranged. Students also have the opportunity to become a parent to one of our 'Real Care Babies' over a weekend. Real Care Babies replicate the actual needs and care routines of a very young baby.</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>

Subject:	Computer Science - GCSE				
Course Title Exam Board Syllabus Code	GCSE Computer Science AQA 8520	QN Code	500/8291/7		
Assessment	Unit/Code	Title	External / Internal	% Total Mark	Duration
	Paper 1	Computational Thinking and Problem Solving Skills	External	40	1hr 30mins
	Paper 2	Written Assessment	External	40	1hr 30mins
		Non Exam Assessment	Internal	20	20hrs
Course content by unit	<p>Students studying this specification will learn about how computers function, how they store and process data, how they connect and communicate with other computers, and how they can be used to solve problems.</p> <p>Students will become problem solvers and independent learners as they learn to program computer applications and complete independent research tasks based on real world Computing topics. Students will learn to program primarily in Visual Basic.NET, but they will also have the opportunity to program in different languages. Students will program business applications, web applications and games. Students with strong mathematical and logic skills will excel at Computing as much of the course is focused on problem solving and sequencing of instructions.</p> <p>The course is both rigorous and demanding; it provides learners with both practical and academic paths of study. For Paper 1 students will learn computational thinking skills, problem solving and theoretical knowledge of computer science. For Paper 2 students will continue to expand their knowledge of theoretical knowledge of computer science. Covering cyber security, networks, data representation and more. In the non-exam assessed portion of the course students will solve a practical programming problem using the skills they have acquired in lessons. They will be expected to solve the problem in a systematic and logical manner using modern programming constructs.</p> <p>This provides a very practical style of learning where students are required to get hands on to learn new programming skills and knowledge. Working collaboratively to share knowledge is encouraged and rewarded.</p> <p>At the end of the course students will have an understanding of the fundamental concepts around programming which can be transferred to any programming language they wish to learn on future courses.</p> <p>The course provides an excellent progression to 'A' level Computer Science, vocational courses and on to degree level courses in the areas of Computing, Engineering, Maths and Science.</p>				
Additional resources & supporting activities	<p>AQA GCSE Computer Science Course Website http://www.aqa.org.uk/subjects/ict-and-computer-science/gcse/computer-science-8520 Students must be 'Working at' or above in maths at the end of Term 2 in Year 9 to cope with the demands of this course. Dedicated Course Teaching Website: http://cotham-gcsecomputing.weebly.com/</p>				

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

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

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	1DR0/01	Devising	Internal	40%	-
	1DR0/02	Performance from text	External	20%	-
	1DR0/03	Theatre Makers in practise	External	40%	90mins

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

Drama GCSE is not an easy option. The course involves a great deal of practical work, some of which takes place outside class time. In order to succeed students must be committed.

Drama GCSE is not just for those who want a career in Drama! Whilst practising their art, students will develop essential skills in areas such as co-operation, communication, awareness of body language, confidence, verbal literacy, and group work.

Subject:	Food Preparation and Nutrition - GCSE				
Course Title Exam Board Syllabus Code	GCSE Food Preparation and Nutrition EDUQAS C560P1		QN Code	601/8093/6	
Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Component 1	Principles of Food Preparation and Nutrition Written examination.	External assessed.	50%	1 hour 45 minutes
	Component 2	Food Preparation and Nutrition in Action. Assessment 1: 8 hours Assessment 2: 12 hours	Internally assessed, externally moderated	50%	20 hours
Course content by unit	<p>GCSE Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook healthy meals. The course enables students to apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. Students choosing this option will be expected to provide their own ingredients once a fortnight. The course offers natural progression to Post 16 courses offered at Level 3.</p> <p>By studying food preparation and nutrition learners will:</p> <ul style="list-style-type: none"> • Be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities • Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks. • Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health. • Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices. • Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food. • Understand and explore a range of ingredients and processes from different culinary traditions <p>Component 1 Principles of Food Preparation and Nutrition This component will consist of two sections and will assess the full range of specified GCSE content. Section A: questions based on a specific stimulus/theme Section B: a range of question types to assess content related to food preparation and nutrition</p> <p>Component 2: Food Preparation and Nutrition in Action. Issued in Year 11. Assessment 1: A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. Assessment 2: This assessment will require learners to plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context.</p>				
Additional resources &	Visits will be arranged to local hotels, restaurants for example, Jamie's Italian, The Marriot Hotel. Professional chefs will be invited into school to speak and demonstrate to students. We are always keen to hear from parents who work in the food industry or have contacts within the industry.				

supporting activities

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

Subject:	Geography - GCSE				
Course Title Exam Board Syllabus Code	GCSE Geography AQA 8035	QN Code	601/8410/3		
Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Paper 1	Living with the Physical environment	External	35%	1 hour and a half (90mins)
	Paper 2	Challenges in the Human environment	External	35%	1 hour and a half (90 mins)
	Paper 3	Geographical Applications: Issue evaluation, fieldwork, geographical skills	External	30%	1 hour
Course content by unit	<p>Living with the Physical environment This unit is concerned with physical processes and systems, their dynamic nature and human interaction with them at a range of scales and in a range of places.</p> <p>The aims of this unit are to develop an understanding of the processes and forms associated with tectonic, geomorphological, biological and meteorological processes in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere</p> <p>Challenges in the Human environment This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a range of places, at a variety of scales and must include places in various states of development. The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. Theme 3: Uneven Development and Sustainable Environments</p> <p>Geographical Applications: Issue evaluation, fieldwork, geographical skills The Geographical applications unit is designed to have elements of synopticity. It is an opportunity for students to show their breadth of understanding and appreciation of the inter-relationships between different aspects of geographical study</p>				
Additional resources & supporting activities	<p>Students need to have access to at least 2 fieldwork experiences (a human and a physical one). Over the two years they will have chance to experience fieldwork in both human and physical contexts.</p> <p>If students choose Geography they can look forward to an enjoyable 2 years learning about the real world and real issues. This is why we encourage students to watch the news for headlines that link into the above themes and take a keen interest in what is happening in the world around them. They will also be given the opportunity to 'get involved' and achieve success.</p>				

<p>Need more convincing? Last year over half the year group chose Geography with 4 classes now in Year 11 and 3 in Year 10. Many of our GCSE students actually go on to Geography at A Level and even further. Geography A Level is one of the Russell Group facilitating subjects for university applications.</p>

Subject:	History - GCSE		
Course Title	GCSE History	QN Code	601/8217/9
Exam Board	AQA		
Syllabus Code	8145		

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

Course content by unit	<p><u>Unit 1B Germany, 1890–1945: Democracy and dictatorship</u></p> <p>Part one: Germany and the growth of democracy Part two: Germany and the Depression Part three: The experiences of Germans under the Nazis</p> <p><u>Conflict and tension between East and West, 1945–1972</u></p> <p>Part one: The origins of the Cold War Part two: The development of the Cold War Part three: Transformation of the Cold War</p> <p><u>Unit 2C Britain: Migration, empires and the people: c790 to the present day</u></p> <p>Part one: Conquered and conquerors Part two: Looking west Part three: Expansion and empire Part four: Britain in the 20th century</p> <p><u>Restoration England, 1660–1685</u></p> <p>Part one: Crown, Parliament, plots and court life Part two: Life in Restoration England Part three: Land, trade and war Part four: The historic environment of Restoration England</p>
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Additional resources & supporting activities	<p>Field Trips: History students will have the opportunity to visit the First World War Battlefields in Year 10 and a visit to a British Heritage site in Year 11. (The British site visit will rotate every year dependant on the exam content.)</p> <p>History Clinic: There is lunch time support with homework and exam feedback every Wednesday in A103 with Mr Lloyd.</p> <p>Hindsight Magazine: This is a subscription designed for GCSE students which can be purchased from the History department.</p> <p>The Library: The library has a comprehensive list of books and DVDs which can support the work that students do in the classroom. There is also a back catalogue of the Hindsight magazines that students can access for free.</p> <p>History VLE: There are also lots of resources to support student progress on the History VLE page in the KS4 folders.</p> <p>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.</p> <p>GCSEpod: (login though the main school website) has podcasts on many of the topics studied.</p> <p>SAM Learning: (login though the main school website) has online tests on all of the topics studied.</p> <p>AQA Course Website: http://www.aqa.org.uk/subjects/history/gcse/history-8145</p>
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	Due to complexity of concepts and skills needed to be successful in the course, students are expected to be 'Working Towards' or above in their English Year 9 Term 2 grade.
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Subject:	Interactive Media VCERT				
Course Title Exam Board Syllabus Code	NCFE	QN Code	603/0852/7		
Assessment	Unit/Code	Title	External / Internal	% Total Mark	Duration
	Unit 01	Investigate interactive media production	Both	25%	30 hrs
	Unit 02	Plan and prepare for an interactive media product	Both	25%	30 hrs
	Unit 03	Development and production of an interactive media product	Both	25%	40 hrs
	Unit 04	Present and promote an interactive media product	Both	25%	20 hrs
Course content by unit	<p>Level 2 Technical Award in Interactive Media</p> <p>Interactive media is the integration of digital media including combinations of electronic text, graphics, moving images and sound into a structured digital computerised environment that allows people to interact with the data for appropriate purposes. There are four units of study:</p> <p>Unit 01 - Investigate interactive media production Learners will experiment with interactive media products and understand the elements of the development process using hardware and software solutions.</p> <p>Unit 02 - Plan and prepare for an interactive media product Learners will produce a proposal and plans for an interactive media product meeting the requirements of a brief.</p> <p>Unit 03 - Development and production of an interactive media product Learners will understand how to use appropriate software and hardware for the development and creation of an interactive media product and its assets.</p> <p>Unit 04 - Present and promote an interactive media product Learners will present and promote an interactive media product in the creative media industry.</p>				
Additional resources & supporting activities	<p>Course Website https://www.ncfe.org.uk/schools/subject-areas/interactive-media</p>				

Subject:	Modern Foreign Languages - GCSE Spanish				
Exam Board Syllabus Code	AQA 8698	QN Code	601/8160/6		
Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1 - Listening	Listening Foundation Listening Higher	external	25	35 minutes 45 minutes
	Unit 2 - Speaking	Foundation/Higher	external	25	7-12 minutes
	Unit 3 - Reading	Reading Foundation Reading Higher	external	25	45 minutes 60 minutes
	Unit 4 - Writing	Writing Foundation Writing Higher	external	25	1 hour 1 hour 15 minutes
Course content by unit	<p>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>Topics covered over the two years: Theme 1: Identity and culture Theme 2: Local, national, international and global areas of interest Theme 3: Current and future study and employment</p> <p>Assessment</p> <p>At the end of the course in Year 11, students will be entered into either Foundation or Higher Tier papers in Listening, Reading, Writing and Speaking. The Speaking test consists of tasks such as role-play, photocard and conversations. Writing will be assessed through translations and structured writing.</p> <p>Foreign Language Assistant</p> <ul style="list-style-type: none"> Students also have the opportunity to develop their speaking skills by working in small groups with trained native speakers of the language, our Foreign Language Assistants At Cotham we are proud to have a full-time assistant for each language; French, German and Spanish. 				
Additional resources & supporting activities	<p>1. www.kerboodle.com School login + Password Students must access the AQA-endorsed textbook online every week to complete homework. Please note that students can access computers in the library at lunchtimes and before/after school. AQA GCSE Fr/Ge/Sp 9-1/Higher or Foundation</p> <p>2. www.vocabexpress.com School login + Password1 Students must complete 1 topic per fortnight to ensure they know all of the course vocabulary 33%.</p> <p>Additional resources</p> <p>1. https://senecalearning.com/ French AQA/German AQA/Spanish AQA Accelerated learning system</p>				

2. www.linguascope.com username cothammfl password learning

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

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

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.

Subject:	Modern Foreign Languages - GCSE French or German (The language your child has studied between Years 7-9)				
Exam Board Syllabus Code	AQA French 8658 German 8668	QN Code	French 601/8157/6 German 601/8159/X		
Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1 - Listening	Listening Foundation Listening Higher	external	25	35 minutes 45 minutes
	Unit 2 - Speaking	Foundation/Higher	external	25	7-12 minutes
	Unit 3 - Reading	Reading Foundation Reading Higher	external	25	45 minutes 60 minutes
	Unit 4 - Writing	Writing Foundation Writing Higher	external	25	1 hour 1 hour 15 minutes
Course content by unit	<p>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>Topics covered over the two years:</p> <ul style="list-style-type: none"> • Theme 1: Identity and culture • Theme 2: Local, national, international and global areas of interest • Theme 3: Current and future study and employment <p>Assessment</p> <p>At the end of the course in Year 11, students will be entered into either Foundation or Higher Tier papers in Listening, Reading, Writing and Speaking. The Speaking test consists of tasks such as role-play, photocard and conversations. Writing will be assessed through translations and structured writing.</p> <p>Foreign Language Assistant</p> <p>Students also have the opportunity to develop their speaking skills by working in small groups with trained native speakers of the language, our Foreign Language Assistants. At Cotham we are proud to have a full-time assistant for each language; French, German and Spanish.</p>				
Additional resources & supporting activities	<p>1. www.kerboodle.com School login + Password Students must access the AQA-endorsed textbook online every week to complete homework. Please note that students can access computers in the library at lunchtimes and before/after school. AQA GCSE Fr/Ge/Sp 9-1/Higher or Foundation</p> <p>2. www.vocabexpress.com School login + Password1</p>				

Students must complete 1 topic per fortnight to ensure they know all of the course vocabulary 33%.

Additional resources

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

2. www.linguascope.com username cothammfl password learning

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

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

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.

Subject:	Community Languages (Students who are native speakers of another language, e.g. French, German, Spanish, Italian, Turkish, Polish, Somali, Panjabi, Urdu, Chinese, Arabic or others.)				
Exam Board Syllabus Code	Variou s Variou s	QN Code			
Assessment	Unit/Code	Title	Externa l / Internal Marking	% Tota l Mar k	Duration
	Unit 1 Listening	Listening Foundation Listening Higher	external	25	35 minutes 45 minutes
	Unit 2 Reading	Reading Foundation Reading Higher	external	25	45 minutes 60 minutes
	Unit 3 Speaking	Foundation/Higher	external	25	7-12 minutes each
	Unit 4 Writing	Writing Foundation Writing Higher	external	25	1 hour 1 hour 15
Course content by unit	<p>Students with skills of an additional foreign language, e.g. French, German, Spanish, Italian, Polish, Somali, Panjabi, Urdu, Chinese, Arabic or others are encouraged to take a GCSE in their first language during Year 10 or 11. The GCSE will take place during the Summer GCSE exam period.</p> <p>Students are assessed in all four skills (listening, reading, speaking and writing).</p> <p>Topics covered over the two years: Theme 1: Identity and culture Theme 2: Local, national, international and global areas of interest Theme 3: Current and future study and employment</p> <p>Assessment</p> <p>At the end of the course in Year 11, students will be entered into either Foundation or Higher Tier papers in Listening, Reading, Writing and Speaking. The Speaking test consists of tasks such as role-play and conversations. Writing will be assessed through translations and structured writing.</p> <p>Students interested in taking a GCSE in a Community Language must register their interest with the Curriculum team leader for MFL department at the start of Year 10.</p> <p>Please note: A student will be supported in following a Community language GCSE if their prior level of knowledge and understanding in the subject is sufficiently sound to give a realistic chance of success. Before starting the course, therefore, an initial assessment of their language strengths will be carried out.</p> <p>Some students are able to complete a GCSE exam in Year 10 and AS exam in Year 11.</p>				
Additional resources & supporting activities	Students can prepare with past papers and look at exemplar material (available on the exam board homepage).				

Subject:	Music - GCSE				
Course Title Exam Board	GCSE Music Edexcel	QN Code	500/4659/7		
Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Component 1	Performing Music	Internal	30%	2 years
	Component 2	Composing Music	Internal	30%	2 years
	Component 3	Appraising Exam	External	40%	2 years
Course content by unit	<p>Component 1: Performing Music (using musical instruments) The expected performance standard for GCSE music is Grade 5 on any instrument or voice. Over the 2 years of the GCSE pupils will prepare a minimum of 2 solo and 2 ensemble performances on their musical instrument (any instrument, including voice and drum kit), or using music technology (computer sequencing and multi-track recording). At the end of Year 11 the marks from the strongest solo and ensemble performance will be submitted to the exam board for moderation. When a performance deadline is due some lesson time will be given over to performance practice so the teacher can give feedback and set targets. There is an expectation that pupils will regularly practise and prepare performance work as part of their homework.</p> <p>Component 2: Composing Music (using musical instruments or music technology) During Year 10 pupils will complete 3 short composition tasks and 1 full composition (which includes a score/written work), and in Year 11 two full compositions. At the end of Year 11 the marks from the strongest 2 full compositions will be submitted to the exam board for moderation. Pupils are issued with briefs to compose to, and will have the opportunity to do a free composition. All composition work takes place in lesson time and pupils are free to compose using their instrument or using the computers.</p> <p>Component 3: Listening and Appraising The content of musical elements, musical contexts and musical language is taught through the context of 4 Areas of Study, Instrumental Music, Vocal Music, and Fusions. Music for Stage and Screen and each containing 2 Set Works. In the Appraising exam pupils will also have to appraise unfamiliar music which will be supported through wider listening during lessons.</p>				
Additional resources & supporting activities	<p>Pupils will be supplied with a workbook at the start of the course. Additional resources that support the Edexcel GCSE in Music specification are also available from the publishers Rhinegold Education, Pearson Education and CGP. There are a number of online resources that pupils will also be signposted to during the course.</p> <p>Music should not be studied in the isolation of the classroom. The most successful GCSE Music pupils are those that engage with the extra-curricular programme in school, receive instrument tuition, attend performances or involve themselves in a musical activity out of school. Pupils will have the opportunity to perform in dedicated GCSE concerts, the opportunity to attend concerts, and most importantly will be encouraged to join in with</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.

Music Technology - BTEC					
Course Title Exam Board Syllabus Code	BTEC Level 2 Award in Music Edexcel	QN Code	600/6818/8		
Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1	The Music Industry	External	25	1st year
	Unit 2	Managing a Music Product	Internal	25	2nd year
	Unit 4	Introducing Music Composition OR Introducing Music Performance	Internal	25	2nd year
	Unit 6	Introducing Music Recording	Internal	25	1st year
Course content by unit	<p>This course is designed for students who want to develop their skills in composing using music technology, learn how to use the recording studio to record and produce music, and understand the many job roles and organisations that make-up the music industry. You do not have to play an instrument to access this course but you must have a keen interest in music.</p> <p>Unit 1: <i>The Music Industry</i> – this unit provides an overview of the industry, particularly focusing on the shape of the modern industry and covering the emergence of the role of the self-employed producer, performer and promoter.</p> <p>Unit 2: <i>Managing a Music Product</i> – this unit covers essential areas for progression, looking at the development of a music product. As well as providing a vehicle for demonstrating skills and learning, it also introduces the role of planning and promotion in the management of a music product. Learners can base their work on a live concert, event, CD, or online product, providing opportunities for both music performers and technologists.</p> <p>Unit 4: <i>Introducing Music Composition OR Unit.5 Introducing Music Performance</i> – Pupils have the option to study composition or performance.</p> <p>The composition unit encourages learners to develop creativity in addressing specific needs and requirements when responding to client briefs, similar to the behaviour required in the professional world of music composition. For performance pupils need to be able to perform both confidently and accurately to an audience with a level of expression and interpretation in their work. Over the course of this unit, you will explore skills and make decisions as you prepare for performance.</p> <p>Unit 6: <i>Introducing Music Recording</i> – which encourages learners to become familiar with recording technology and techniques that will reinforce their musical practice as well as developing important skills for progression into the professional world.</p>				
Additional resources & supporting activities	<p>Students will be supplied with a workbook at the start of the course. Additional resources that support the Edexcel BTEC in Music specification are also available from the publishers Rhinegold Education, Pearson Education and CGP. There are a number of online resources that students will also be signposted to during the course.</p> <p>Music should not be studied in the isolation of the classroom. The most successful students are those that engage with the extra-curricular programme in school, receive instrument tuition, attend performances or involve themselves in a musical activity out of school. For</p>				

	<p>those students that play an instrument they will have the opportunity to perform in concerts, the option to attend a range of professional performances, and most importantly will be encouraged to join in with extra-curricular music making. This might involve joining a choir or orchestra; to joining Band Academy or jazz band.</p> <p>Parental support and encouragement to motivate students to commit to these activities is crucial to their musical development.</p>
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Subject:	Performing Arts BTEC				
Course Title	Btec Tech Award in Performing Arts	QN Code	603/0406/6		
Exam Board	EDEXCEL				
Syllabus Code					
Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	C1	Exploring the Performing Arts	Internal	30	
	C2	Developing Skills and Techniques	Internal	30	
	C3	Performing to a Brief	External	40	
Course content by unit	<p>Component 1: Exploring the Performing Arts Explore Students explore the processes used to create a performance</p> <p>During Component 1, your students will:</p> <ul style="list-style-type: none"> ● Explore performance styles, creative intentions and purpose ● Investigate how practitioners create and influence what's performed ● Discover performance roles, skills, techniques and processes. <p>Aim: get a taste of what it's like to be a professional actor, dancer or musical theatre performer.</p> <p>Assessment: internally assessed assignments</p> <p>Weighting: 30% of total course</p> <p>Component 2: Developing Skills and Techniques in the Performing Arts Develop - Students develop performance skills and techniques by reproducing existing performances</p> <p>During Component 2, your students will:</p> <ul style="list-style-type: none"> ● Take part in workshops, classes and rehearsals ● Gain physical, interpretative, vocal and rehearsal skills ● Apply these skills in performance ● Reflect on their progress, their performance and how they could improve. <p>Aim: develop skills and techniques in the chosen discipline(s) of acting, dance and/or musical theatre.</p> <p>Assessment: internally assessed assignments</p> <p>Weighting: 30% of total course</p>				

	<p>Component 3 Performing to a Brief</p> <p>Apply - Students pull together all they have learned and apply their knowledge in a performance</p> <p>To achieve this aim, your students will:</p> <ul style="list-style-type: none"> ● Use the brief and previous learnings to come up with ideas ● Build on their skills in classes, workshops and rehearsals ● Review the process using an ideas and skills log ● Perform a piece to their chosen audience ● Reflect on their performance in an evaluation report. <p>Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.</p> <p>Assessment: externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief.</p> <p>Weighting: 40% of total course</p>
<p>Additional resources & supporting activities</p>	<p>Students will be supplied with a workbook at the start of the course. There are a number of online resources that students will also be signposted to during the course.</p> <p>Performing Arts should not be studied in the isolation of the classroom. The most successful students are those that engage with the extra-curricular programme in school, attend performances or involve themselves in a performance out of school. Parental support and encouragement to motivate students to commit to these activities is crucial to their artistic development.</p>

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

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	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
	R045	Sports nutrition	Centre assessed tasks OCR moderated	60 marks	10 hours on the assessment tasks

Course content by unit	<u>The course is split into four units</u>		
	Units	Content	Assessment
	Unit 1: 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"> ● Written examination paper ● 1 hour ● The assessment consists of multiple choice, short answer, and one extended answer questions ● 60 marks ● 25% of qualification
	Unit 2: 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"> ● Internally assessed coursework ● OCR moderated ● 10 hours on the assessment ● 25% of the qualification
Unit 3:	LO1: Know the key components of the musculo-skeletal and	<ul style="list-style-type: none"> ● Internally assessed coursework 	

	<p>The body's response to physical activity</p>	<p>cardio-respiratory systems, their functions and roles 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"> • OCR moderated • 10 hours on the assessment • 25% of the qualification
	<p>Unit 4: Sports nutrition</p>	<p>LO1: Know about the nutrients needed for a healthy, balanced diet LO2: Understand the importance of nutrition in sport LO3: Know about the effects of a poor diet on sports performance and participation LO4: Be able to develop diet plans for performers</p>	<ul style="list-style-type: none"> • Internally assessed coursework • OCR moderated • 10 hours on the assessment • 25% of the qualification
Why should I study this course?	<p>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.</p>		
L2 Assessment /240 marks	<p>Pass 144 marks Merit 168 marks Distinction 192 marks Distinction* 216 marks</p>		
What can I do with my qualification?	<p>The course can lead to higher education courses including A Level PE, L3 BTEC Sport, Cambridge Technicals L3 and L2 Apprenticeship Framework.</p>		
Specification link	<p>https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j802-j812/</p>		

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

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

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

Guidance to students on **How To Make Good Option Preferences**

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

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

How to choose an option

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

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

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

