



# **COTHAM SCHOOL KS4 CURRICULUM BOOKLET**

**This information is for Year 10 and Year 11  
students undertaking GCSE and other  
courses in 2019/2020**

# CONTENTS

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

## **THE CORE SUBJECTS**

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

## **OPTIONAL SUBJECTS**

Visual Arts: Art, Craft & Design GCSE (Year 10 only)  
Visual Arts: Fine Art GCSE (Year 11 only)  
Visual Arts: Photography GCSE (Year 11 only)  
Business:Enterprise & Marketing Cambridge National Certificate  
Child Development Cambridge National Certificate  
Computer Science GCSE  
Performing Arts BTEC (Year 10 only)  
Design & Technology GCSE  
Drama GCSE  
Food Preparation and Nutrition  
Geography GCSE  
History GCSE  
iMedia VCERT  
Modern Languages (French, German) GCSE  
Music GCSE  
Music Technology BTEC (Year 10 only)  
Physical Education Cambridge National Certificate  
Psychology GCSE  
Religion, Ethics & Philosophy GCSE  
Spanish GCSE

# Key Stage 4 Curriculum 2019/2020

## Welcome

This booklet is designed to provide parents and carers with:

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

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

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

## Assessments during Year 10.

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

## Assessments during Year 11.

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

## Courses

Students at Cotham School study a broad and balanced curriculum at Key Stage 4 (KS4). The core curriculum studied by all students consists of: English Language, English Literature, Mathematics, Science, Religion, Ethics and Philosophy (REP non-examined course), Personal Social and Health Education (PSHEE) and Physical Education (non-examined). In addition to these core subjects, students study option courses. Students in Year 10 study 3 option courses. Students in Year 11 study 4 option courses.

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

## Year 10

Subject	Number of GCSEs or equivalent	Number of lessons per fortnight
English Language and English Literature	2	8
PSHEE / Careers	0	2
Physical Education (non examined)	0	4
Mathematics	1	7
Religious Education (Core, non-examined)	0	1
Science (Separate)	3	10
Option 1	1	6
Option 2	1	6
Option 3	1	6

<b>Total:</b>	<b>9</b>	<b>50</b>
---------------	----------	-----------

## Year 11

Subject	Number of GCSEs or equivalent	Number of lessons per fortnight
English Language and English Literature	2	7
PSHEE Careers	0	2 (for Combined Scientists) or 1 (for Separate Scientists)
Physical Education (non examined)	0	4
Mathematics	1	7
Religious Education (Core, non-examined)	0	1
Science (Combined) or Science (Separate)	2 or 3	9 or 10
Option 1	1	5
Option 2	1	5
Option 3	1	5
Option 4	1	5
<b>Total:</b>	<b>9 - 10</b>	<b>50</b>

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

### Homework and Independent Learning Timetable

Students are expected to complete homework and independent learning tasks set by their teachers in line with this timetable. This will allow them to divide their time between each of their subjects being taken during KS4. Homework and independent learning must be completed to ensure that students develop key skills and processes in each subject, and to ensure that their teacher is able to give them feedback that allows them to make progress. It is an essential part of the process of learning.

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

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

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

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

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

Year 10 Independent Study Timetable for 2019/20 [here](#)

Year 11 Independent Study Timetable for 2019/20 [here](#)

## Revision Tips

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

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

Our [Revision Passport](#) contains lots of strategies that students should be encouraged to use at home.

A selection of these are captured below but please do take a look at the full Revision Passport:

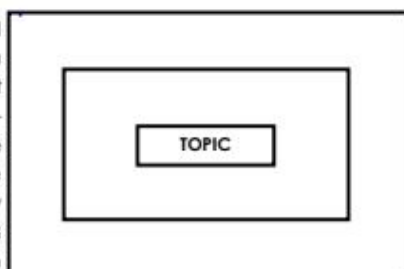
## Brainstorm

### How does it work?

This is a simple tool and one that's useful to use at the beginning of your revision. Write the name of the topic you're revising in the central rectangle, then simply jot down everything you know about it in the rectangle around it. Your ideas don't need to be organised in any way at this stage.

### Why is it useful?

Using the Brainstorm tool will help you identify what you know already. Complete it without any help, then - once it's finished - compare it with your notes. In the outer rectangle, add any key words and concepts that you had forgotten to include.



## Power Notes

### How does it work?

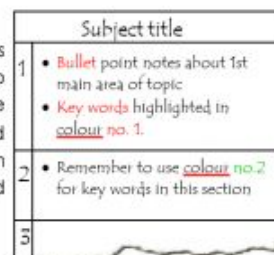
Making Power Notes is a great place to start when revising. Divide an A4 page into about 6 sections, numbered down the side. When you're looking through your work, split it into main areas, one for each section. Take the time to condense the information into clear, simple bullet-point notes. Finally, underline or highlight key words in a different coloured pen for each section.

### Why is it useful?

The process of creating Power Notes makes you think logically about how to divide your topic up into separate sections. Using bullet points and coloured key words means that each piece of information stands out and sticks in the mind more easily.

### Helpful Hint!

Test yourself by glancing at the key words only, then seeing if they help you to remember the rest of the information.



## Flash Cards

### How does it work?

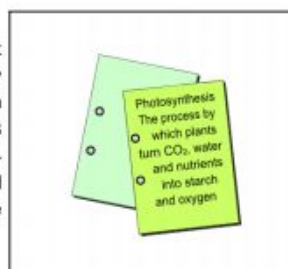
Instead of writing your notes on pages of paper, buy a pack of index cards (available from any stationery shop) and create a set of flash cards for each topic. Summarise one key concept on each card, using highlighter pens to pick out the most important words (or underlining them with felt tips), and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

### Why is it useful?

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

### Helpful Hint!

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



## Spider Diagrams

### How does it work?

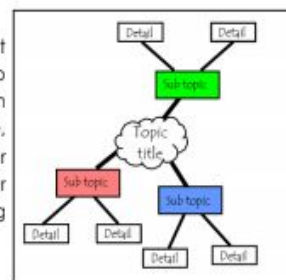
Turn your page so it's in landscape format and write the title of your topic in the centre. Decide on how many sub-topics it can be divided into and draw a line out to each one. At the end of each line, divide the sub-topic into key points. You might like to use colours to make your diagram more bold and memorable.

### Why is it useful?

Creating a Spider Diagram is a great way of revising as it forces you to organise what you know rather than simply copy it out. Once it's done, you have a neat summary of your topic which can be skimmed over much more quickly than going through all your notes again.

### Helpful Hint!

Think carefully when picking out key words from your books so they trigger your memory to recall other details.



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

## Remember

Write five questions for someone else in the class to check their understanding.

**Even further:** Use a variety of question types e.g. long, multiple choices and short answers

**Even further:** Write the answers too

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

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

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

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

Produce a revision guide including key points and activities

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

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

Make notes about the topic you have covered today

## Create

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

Create a mind map to summarise what you have learned today

Use a comic strip to demonstrate what you have learned today

Plan an activity to teach something that you have learned today

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

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

## Understand

Use a piece of evidence to write a PEEL paragraph of one key point.

Point, Evidence, Explain, Link

Choose 12 keywords connected to the topic

1. Match them into pairs
2. Put them into groups
3. Rank them from most to least important

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

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

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

Assess your own work

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

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

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

## Examine

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

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

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

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

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

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

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

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

Ask your teacher for exam questions

# **THE CORE SUBJECTS**



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

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

<b>Course content by unit</b>	<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"> <li>• 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</li> <li>• 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.</li> </ul> <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"> <li>• 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</li> <li>• 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.</li> </ul> <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"> <li>• giving a presentation in a formal context</li> <li>• responding appropriately to questions and to feedback, asking questions themselves to elicit clarification</li> <li>• using spoken Standard English.</li> </ul>
<b>Additional resources &amp; supporting activities</b>	<p><a href="http://www.aqa.org.uk/8700">http://www.aqa.org.uk/8700</a> aqa.org.uk/pastpapers In addition there are a range of revision guides available which include exam-style papers (please see wider reading section below).</p>
<b>Assessment dates in Year 10 and Year 11</b>	Please refer to the Assessment Calendars for <a href="#">Year 10</a> and <a href="#">Year 11</a> for details of assessments.
<b>Essential reading</b>	AQA GCSE English Language textbook, Oxford, ISBN 978-0-19-834074-4

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

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

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

<b>Course content by unit</b>	<p><u>Paper 1: Shakespeare and the 19<sup>th</sup> century novel</u></p> <p><u>Section A Shakespeare:</u> students will answer one question on either <b>‘Macbeth’</b>. 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 <b>‘A Christmas Carol’</b> or <b>‘The Strange Case of Dr Jekyll &amp; Mr Hyde.’</b> 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 <b>‘An Inspector Calls’</b> or <b>‘Animal Farm’</b></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 <b>Conflict and Power</b> 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>
-------------------------------	--

<b>Additional resources &amp; supporting activities</b>	<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>
---	--

<b>Assessment dates in Year 10 and Year 11</b>	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.
--	--

<b>Essential reading</b>	<p>AQA GCSE English Literature Poetry Anthology for exams from 2017</p> <p>Students will study <b>one</b> of the following Shakespeare plays:</p> <ul style="list-style-type: none"> <li>Macbeth, William Shakespeare, Cambridge School Shakespeare, ISBN 978-1107615496</li> </ul> <p>Students will study <b>one</b> of the following novels:</p> <ul style="list-style-type: none"> <li>A Christmas Carol, Charles Dickens, Wordsworth children’s classics, ISBN B00HK32FAI</li> <li>The Strange Case of Dr Jekyll and Mr Hyde, Robert Louis Stephenson, ISBN 978-1853260612</li> </ul> <p>Students will study <b>one</b> of the following texts:</p> <ul style="list-style-type: none"> <li>An Inspector Calls, JB Priestley, Penguin classics, ISBN 978-0141185354</li> </ul>
--------------------------	---

<b>Wider reading</b>	There are a very wide range of study guides available for all these texts, below is only a small selection of what is available:
----------------------	--

	<p><b>Poetry revision:</b> New GCSE English Literature AQA Poetry Guide: Power &amp; Conflict Anthology - for the Grade 9-1 Course, CGP, ISBN 978-1782943617</p> <p><b>Shakespeare:</b> GCSE English Literature for AQA Macbeth Student Book, Cambridge, ISBN 978-1107453951</p> <p><b>Victorian novel:</b> A Christmas Carol: York Notes for GCSE (9-1), ISBN 978-1447982128 Dr Jekyll and Mr Hyde: York Notes for GCSE (9-1), ISBN 978-1447982180</p> <p><b>Modern texts:</b> An Inspector Calls: York Notes for GCSE (9-1), ISBN 978-1447982166</p>
<p><b>Other information</b></p>	<p>Students should re-read their set texts in their own time. Watching performances or film adaptations of texts will also be helpful. Students need to be encouraged to make their own notes on characters and plot summaries.</p> <p>The single most important revision task for this GCSE is <b><u>memorising quotations</u></b> as all exams are closed book.</p>

<b>Subject:</b>	<b>PSHE</b>
-----------------	-------------

<b>Rationale</b>	<p>Students study towards a Level 2 qualification in 'personal Wellbeing'. Work is internally assessed and is based entirely on work produced in class. Students have already completed one unit towards this qualification in year 9.</p> <p>The current year 10 will study units on:</p> <p>Sex and relationships education</p> <p>Understanding Stress</p> <p>Equality and Diversity.</p> <p>Understanding risk</p> <p>Year 11 will study units on:</p> <p>Self-esteem and Identity</p> <p>Beliefs and Values</p> <p>In year 11 we also study financial wellbeing where students understand the benefits of earning their own money. They will understand how credit works and the advantages and disadvantages of using debit and credit cards. They will study the importance of budgeting and avoiding debt and also the difference between net and gross pay (including deductions and different forms of taxation. They will create CVs and understand the job interview process, including how to be successful at interviews.</p> <p>Students will also have the opportunity to refresh their basic CPR and first aid skills.</p>
------------------	---

<p><b>Rationale</b></p>	<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="341 412 1029 638"> <tr> <td>Aerobics</td> <td>Athletics</td> <td>Badminton</td> </tr> <tr> <td>Basketball</td> <td>Football</td> <td>Handball</td> </tr> <tr> <td>Lacrosse</td> <td>Netball</td> <td>Rounders</td> </tr> <tr> <td>Rugby</td> <td>Softball</td> <td>Squash</td> </tr> <tr> <td>Tennis</td> <td>Ultimate Frisbee</td> <td>Volleyball</td> </tr> <tr> <td>Dodgeball</td> <td>Handball</td> <td>Table Tennis</td> </tr> </table> <p>In line with National Curriculum requirements, regardless of which pathway they choose, students will experience at least 2 activity areas across KS4. Some of these activities are taught through our Sport Education programme which gives students full responsibility for management of the lesson through undertaking roles such as captain, coach, equipment monitor and manager.</p> <p><b>Aims of KEY STAGE 4</b></p> <ul style="list-style-type: none"> <li>• To use the performance skills and understand specific activities</li> <li>• To help support, guide, and develop oneself and others to reach their full potential within the context of living a healthy, active lifestyle.</li> </ul> <p><b>Aims of YEAR 10 - LEADERSHIP AND LIFE SKILLS</b></p> <ul style="list-style-type: none"> <li>• To use of leadership opportunities and work in the wider community to develop understanding of living a healthy, active lifestyle beyond school.</li> </ul> <p><b>Aims of YEAR 11 - REFINEMENT AND SPECIALISATION</b></p> <ul style="list-style-type: none"> <li>• To refine essential skills (physical, mental &amp; social) through a range of activities. This will enable students to maintain or enhance their physical activity levels as well as allowing for student specialism of an activity and aid preparation for Post-16.</li> </ul>	Aerobics	Athletics	Badminton	Basketball	Football	Handball	Lacrosse	Netball	Rounders	Rugby	Softball	Squash	Tennis	Ultimate Frisbee	Volleyball	Dodgeball	Handball	Table Tennis
Aerobics	Athletics	Badminton																	
Basketball	Football	Handball																	
Lacrosse	Netball	Rounders																	
Rugby	Softball	Squash																	
Tennis	Ultimate Frisbee	Volleyball																	
Dodgeball	Handball	Table Tennis																	
<p><b>Additional resources &amp; supporting activities</b></p>	<p>Extra curricular activities for Key Stage 4 include:</p> <p><b>Boys:</b> Athletics, Rugby, Cricket, Basketball, Badminton, Squash, Duke of Edinburgh, Football</p> <p><b>Girls:</b> Netball, Athletics, Basketball, Rounders, Badminton, Squash, Duke of Edinburgh, Football</p>																		
<p><b>Assessment dates in Year 10</b></p>	<p>No formal assessment points for Core PE</p> <p>Students performance is continuously assessed throughout the year</p>																		

<b>Subject:</b>	<b>Mathematics</b>		
<b>Course Title</b>	Mathematics	<b>QN Code</b>	500/8495/1
<b>Exam Board</b>	AQA		
<b>Syllabus Code</b>	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

<b>Course content by unit</b>	The Mathematics course at Cotham is a linear course, all examined at the end of Year 11. The topics can be roughly split into six sections:	
	Number	E.g. fractions, decimals, percentages, ratio, powers, surds.
	Algebra	E.g. equations, inequalities, coordinates & 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. 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:  <a href="https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/specification-at-a-glance">https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/specification-at-a-glance</a></p> <p>As always, Mathematics GCSE is highly valued by further education providers and employers. A good Mathematics GCSE demonstrates the ability to think clearly and logically and provides a greater range of options at post-16 and in future careers. Many careers and further education opportunities require a grade 4 Maths GCSE as a minimum entry requirement. In daily life Mathematics is also essential.</p> <p>A good understanding of Mathematics helps with personal finance skills such as budgeting; understanding bank accounts and credit cards; getting a mortgage; planning a holiday or buying a car in instalments. For those who excel at Mathematics, there is a wide range of exciting and well-paid careers open to them in diverse fields such as engineering, finance, science, medicine, business, technology and software design.</p>	

<b>Additional resources &amp; supporting activities</b>	We aim to use a wide range of different resources that stimulate and enhance the learning experience. Investigations that extend the analytical and creative aspects of maths, powerpoint demonstrations, practical work, transition units which link with KS3 work and interactive board work are all utilised within our teaching. Homework is set regularly to support the above. The school also has a subscription to the website <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> and the app <a href="https://mathsapp.pixl.org.uk/">https://mathsapp.pixl.org.uk/</a> which provides a wide range of online lessons and self-assessment resources that are available to all students. Students are provided with a textbook for use in class. Additionally detailed revision guides published are available to buy from the Maths department at a discount.
<b>Assessment dates in</b>	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.

<b>Year 10 and Year 11</b>	
<b>Essential reading</b>	Revision guide (see <a href="https://www.cgpbooks.co.uk/Parent/books_aqa_maths_range">https://www.cgpbooks.co.uk/Parent/books_aqa_maths_range</a> ). This is available from the maths department, along with a practice book and solutions, for £5.
<b>Wider reading</b>	N/A
<b>Other information</b>	<p>All students in Year 10 have a login for kerboodle, where they can access the GCSE textbook as well as interactive resources to support their learning.</p> <p>Maths homework club is available for students who need any extra advice on their homework or just a focussed place to study. It runs after school on Wednesdays in A209.</p>



<b>Subject</b>	<b>Religion, Ethics and Philosophy (non-examined)</b>
<b>Rationale</b>	<p>It is important for young people to acquire a better understanding of the role that religions play in today's world. The need for such education will continue to grow as different cultures and identities interact with each other through travel, commerce, media or migration. Although a deeper understanding of religions will not automatically lead to greater tolerance and respect, ignorance increases the likelihood of misunderstanding, stereotyping, and conflict.</p> <p>Our Core REP programme will help all of our students to understand the bigger picture behind important social issues such as religious extremism, medical ethics, and the concept of justice. We will explore beliefs and practices across a range of religious beliefs and philosophical approaches as well as considering Humanism and other non-religious perspectives.</p>
<b>Assessment</b>	There is no formal assessment for this course.
<b>Content</b>	<p>Year 10:</p> <ul style="list-style-type: none"> <li>● What is extremism?</li> <li>● What does the Holocaust teach us about human nature?</li> <li>● How should we treat criminals?</li> </ul> <p>Year 11:</p> <ul style="list-style-type: none"> <li>● What is philosophy for?</li> <li>● What are the biggest issues in medical ethics?</li> </ul>
<b>Additional resources &amp; supporting activities</b>	Students are all invited to attend our weekly Philosophy Club, run by a visiting lecturer from the Institute of Philosophy in London. They might also be interested in joining our Philothon team and competing in a debating competition held at the Bristol Museum in the Spring term.
<b>Home learning</b>	There is no home learning requirement for this course.

<b>Subject:</b>	<b>Science</b>
Students study either a Combined Science course (trilogy) worth 2 GCSEs or a Separate Science course worth 3 GCSEs (GCSE Biology, GCSE Chemistry, & GCSE Physics).	

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

	<p>understanding of working scientifically. Maths now makes up a fair portion of the exam, therefore maths skills will be practised in lessons and through assessments.</p> <p>We aim to support students with the new exam by:</p> <ul style="list-style-type: none"> <li>• Providing past paper questions in lessons and for homework</li> <li>• Practicing answering questions that require longer written answers and also focus on the quality of written English.</li> </ul> <p>Students can use websites such as:</p> <ul style="list-style-type: none"> <li>• Kerboodle - for activities and digital textbook</li> <li>• Seneca</li> <li>• BBC Bitesize</li> <li>• Youtube - Primrose kitten and freesciencelessons</li> </ul>
<b>Assessment dates in Year 10 and Year 11</b>	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.
<b>Essential reading</b>	Higher CGP Grade 9-1 GCSE Combined Science: AQA Revision Guide ISBN: 1782945598
<b>Wider reading</b>	Higher CGP Grade 9-1 GCSE Combined Science: AQA Exam Practice Workbook and answer book ISBN: 1782944850 and 1782944907
<b>Other information</b>	All students have a login for kerboodle, where they can access the GCSE textbook as well as interactive resources to support their learning. In addition all students have a login for GCSEpod, Sam Learning and can use BBC bitesize.

<b>Course Title</b> <b>Exam Board</b> <b>Syllabus Code</b>		<b>Separate Sciences (3 GCSEs in Biology, Chemistry and Physics)</b> AQA Biology 8461, Chemistry 8462 and Physics 8463			
<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	8461	Biology Paper 1	External	50%	1h 45m
	8461	Biology Paper 2	External	50%	1h 45m
	8462	Chemistry Paper 1	External	50%	1h 45m
	8462	Chemistry Paper 2	External	50%	1h 45m
	8463	Physics Paper 1	External	50%	1h 45m
	8463	Physics Paper 2	External	50%	1h 45m
<b>Course content by unit</b>	The Separate Science course is a linear course, all examined at the end of Year 11.				
	Tier	There are both Foundation and Higher tiers.			
	Practical Work	15% of the exam marks will assess students in relation to their practical work. Students will have to complete at least 8 specified practical activities in each science			
	Mathematical skills	At least 10% of the exam marks for biology (20% for chemistry and 30% for physics) will assess mathematical skills at an appropriate level of difficulty			
This is a new specification that started in 2016.					
the following topics are included in each exam:					
<b>Biology:</b>					
Paper 1 – Cell Biology; Organisation; Infection and response; Bioenergetics (B1-B9)					
Paper 2 - Homeostasis and response; Inheritance; Variation and evolution; Ecology (B10-B18)					
<b>Chemistry:</b>					
Paper 1 - Atomic structure and the periodic table; Bonding; Structure and properties of matter; Quantitative Chemistry; Chemical changes; Energy changes (C1-C7)					
Paper 2 - The rate and extent of chemical change; Organic Chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources (C8-C15)					
<b>Physics:</b>					
Paper 1 - Energy; Electricity, Particle model of matter; Atomic structure (P1-P7)					
Paper 2 - Forces; Waves; Magnetism and electromagnetism; Space (P8-P16)					
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.					
<b>Additional resources &amp; supporting activities</b>	We aim to prepare students for the exam in a variety of ways which will provide students with key skills needed to complete the exams. Students will complete a number of required practicals throughout the two year course, which will allow them to gain an understanding of working scientifically. Maths now makes up a fair portion of the exam, therefore maths skills will be practised in lessons and through assessments.				
	We aim to support students with the new exam by: <ul style="list-style-type: none"> <li>• Providing past paper questions in lessons and for homework</li> <li>• Practicing answering questions that require longer written answers and also focus on the quality of written English.</li> </ul>				

	<p>Students can use websites such as:</p> <ul style="list-style-type: none"> <li>● Kerboodle - for activities and digital textbook</li> <li>● Seneca</li> <li>● BBC Bitesize</li> <li>● Youtube - Primrosekitten and freesciencelessons</li> </ul>
<b>Assessment dates in Year 10 and Year 11</b>	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.
<b>Essential reading</b>	<p>Higher CGP Grade 9-1 GCSE Biology: AQA Revision Guide - ISBN: 1782945563</p> <p>Higher CGP Grade 9-1 GCSE Chemistry: AQA Revision Guide - ISBN: 1782945571</p> <p>Higher CGP Grade 9-1 GCSE Physics: AQA Revision Guide - ISBN: 178294558X</p>
<b>Wider reading</b>	<p>Higher CGP Grade 9-1 GCSE Biology, Chemistry and physics: AQA Exam Practice Workbook - ISBN: 1782944826, 1782944931 and 1782944842</p> <p>Higher CGP Grade 9-1 GCSE Biology, Chemistry and physics: AQA Answers for Exam Practice Workbook - ISBN: 1782944877, 1782944931 and 1782944893</p>
<b>Other information</b>	All students have a login for kerboodle, where they can access the GCSE textbook as well as interactive resources to support their learning. In addition all students have a login for GCSEpod, Sam Learning and can use BBC bitesize.

# OPTION SUBJECTS

<b>Subject:</b>	<b>Art, Craft &amp; Design GCSE (students in Year 10 only)</b>
<b>Course Title</b> <b>Exam Board</b> <b>Syllabus Code</b>	Art, Craft and Design AQA

	<b>Art, Craft &amp; Design</b>	Internally marked with visiting moderator.	60% Coursework 40% Externally set task	No time limit 16 weeks preparation time followed by 10 hour exam.				
<b>Course content</b>	<p><b>Overview</b></p> <p><b>Component 1: Portfolio</b></p> <p><b>Component 2: Externally set assignment</b></p>							
<b>Assessment</b>	<p>Assessment is carried out regularly from the start of the course using the following assessment objectives:</p> <ul style="list-style-type: none"> <li>• AO1: Ability to develop ideas through investigations, demonstrating critical understanding of sources.</li> <li>• AO2: Ability to refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>• AO3: Ability to record ideas, observations and insights relevant to intentions as work progresses.</li> <li>• AO4: Ability to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> </ul>							
<b>Equipment and resources</b>	<p>Students are provided with most of the general resources they will need for the course, however there are some essential and desirable items that will help ensure students achieve their best that can be purchased as an Art Pack through the department.</p> <table border="1" data-bbox="304 1391 1362 1700"> <thead> <tr> <th>Essential</th> <th>Desirable</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• A set of drawing pencils</li> <li>• An A1/A3 folder to store work and transport work home</li> <li>• Sketchbook</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• A camera or phone camera.</li> <li>• Computer and printer at home</li> <li>• Drawing and painting equipment such as charcoal, graphite, watercolours, inks and acrylic paints</li> </ul> </td> </tr> </tbody> </table> <p>We have a limited range of resources we are able to sell at cost to students. If you have any questions about resources or equipment, please contact the Visual Arts technician: <a href="mailto:bellamy@cotham.bristol.sch.uk">bellamy@cotham.bristol.sch.uk</a></p>				Essential	Desirable	<ul style="list-style-type: none"> <li>• A set of drawing pencils</li> <li>• An A1/A3 folder to store work and transport work home</li> <li>• Sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>• A camera or phone camera.</li> <li>• Computer and printer at home</li> <li>• Drawing and painting equipment such as charcoal, graphite, watercolours, inks and acrylic paints</li> </ul>
Essential	Desirable							
<ul style="list-style-type: none"> <li>• A set of drawing pencils</li> <li>• An A1/A3 folder to store work and transport work home</li> <li>• Sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>• A camera or phone camera.</li> <li>• Computer and printer at home</li> <li>• Drawing and painting equipment such as charcoal, graphite, watercolours, inks and acrylic paints</li> </ul>							
<b>Independent work</b>	<p><b>Homework</b></p> <p>Students are set homework every week. Tasks and success criteria will be shared with students and started in class to ensure success criteria are understood. Homeworks for the whole term are uploaded to Google Classroom. Homework should take a student between 2 to 3 hours to complete every week. A one-hour after school detention is given for non-completion of homework.</p>							

	<p><b>Independent work</b></p> <p>Students are given feedback to let them know what they can do to progress. The feedback is recorded in their books. It is the student's responsibility to ensure that the feedback is acted on and tasks set by the teacher are completed; this may require students to work independently outside of lessons.</p> <p><b>Catch up sessions</b></p> <p>Every Thursday from 2:45 to 4:15pm. To complete homework or other independent work. Occasionally, an agreement is made between the teacher, student and parent/carer that a student must attend these sessions in order to meet the expectations of the course; in these cases, a one-hour after school detention is given if they do not attend.</p>
<p><b>Support from home</b></p>	<p>Parents/carers can support students in the following ways:</p> <ul style="list-style-type: none"> <li>● Talk to them regularly about their project; it is helpful for them to discuss their ideas and talk about ways they could realise them; as well as any difficulties they have.</li> <li>● Support with research: look at internet sites together; take them to galleries or take them out and about to draw, photograph or collect resources.</li> <li>● Check they have all the materials they need: from paints to embroidery thread. It is helpful to have basic materials at home. The school can support with this.</li> <li>● Some techniques are time consuming and require a lot of motivation; a comfortable place to work helps, encourage them to take breaks and offer lots of praise. For photography students it can be helpful for you to drive or go with them to specific locations or help them find the right model for the shoot.</li> <li>● Encourage them to attend catch up sessions regularly at school.</li> </ul>
<p><b>Useful resources</b></p>	<p><a href="https://uk.pinterest.com/">https://uk.pinterest.com/</a>  <a href="http://www.art2day.co.uk/">http://www.art2day.co.uk/</a>  <a href="http://www.tate.org.uk/">http://www.tate.org.uk/</a>  <a href="https://www.vam.ac.uk/">https://www.vam.ac.uk/</a>  <a href="https://www.nationalgallery.org.uk/">https://www.nationalgallery.org.uk/</a>  <a href="https://www.saatchiart.com/">https://www.saatchiart.com/</a>  <a href="https://www.studentartguide.com">https://www.studentartguide.com</a></p>
<p><b>Bristol museums and galleries (most are free entry)</b></p>	<p><a href="https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/">https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/</a>  <a href="http://www.arnolfini.org.uk/">http://www.arnolfini.org.uk/</a>  <a href="http://www.spikeisland.org.uk/">http://www.spikeisland.org.uk/</a>  <a href="http://www.rwa.org.uk/">http://www.rwa.org.uk/</a></p>



<b>Subject:</b>	<b>Fine Art GCSE (students in Year 11 only)</b>
<b>Course Title</b>	Art and Design (Fine Art)
<b>Exam Board</b>	AQA
<b>Syllabus Code</b>	8202

	<b>Fine Art</b>	Internally marked with visiting moderator.	60% Coursework 40% Externally set task	No time limit 16 weeks preparation time followed by 10 hour exam.				
<b>Course content</b>	<p><b>Overview</b> Fine art practice is the exploration of an idea, experience, theme or issue of personal significance. Students have the opportunity to work in one or more area(s) of fine art, such as: drawing; painting; sculpture; installation; photography and the moving image; printmaking and mixed media. They may explore overlapping areas and combinations of areas.</p> <p><b>Component 1: Portfolio</b> Over year 10 and the first two terms of Year 11, students develop a portfolio of work that forms 60% of the final GCSE mark. The portfolio must include both:</p> <ol style="list-style-type: none"> <li>1. <b>A sustained project</b> developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.</li> <li>2. <b>A selection of further work</b> resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.</li> </ol> <p><b>Component 2: Externally set assignment</b> AQA provide an externally set assignment with seven different starting points. Students select and respond to one starting point from their chosen title. Students develop their chosen theme over a period of 16 weeks which is followed by 10 hours of supervised exam time to create a final response. This component is 40% of the final mark.</p>							
<b>Assessment</b>	<p>Assessment is carried out regularly from the start of the course using the following assessment objectives:</p> <ul style="list-style-type: none"> <li>• AO1: Ability to develop ideas through investigations, demonstrating critical understanding of sources.</li> <li>• AO2: Ability to refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>• AO3: Ability to record ideas, observations and insights relevant to intentions as work progresses.</li> <li>• AO4: Ability to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> </ul>							
<b>Equipment and resources</b>	<p>Students are provided with most of the general resources they will need for the course, however there are some essential and desirable items that will help ensure students achieve their best that can be purchased as an Art Pack through the department.</p> <table border="1" data-bbox="300 1865 1361 2101"> <thead> <tr> <th>Essential</th> <th>Desirable</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• A set of drawing pencils</li> <li>• An A3/A1 folder to store work and transport work home</li> <li>• Sketchbook</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• A camera or phone camera.</li> <li>• Computer and printer at home</li> <li>• Drawing and painting equipment such as charcoal, graphite,</li> </ul> </td> </tr> </tbody> </table>				Essential	Desirable	<ul style="list-style-type: none"> <li>• A set of drawing pencils</li> <li>• An A3/A1 folder to store work and transport work home</li> <li>• Sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>• A camera or phone camera.</li> <li>• Computer and printer at home</li> <li>• Drawing and painting equipment such as charcoal, graphite,</li> </ul>
Essential	Desirable							
<ul style="list-style-type: none"> <li>• A set of drawing pencils</li> <li>• An A3/A1 folder to store work and transport work home</li> <li>• Sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>• A camera or phone camera.</li> <li>• Computer and printer at home</li> <li>• Drawing and painting equipment such as charcoal, graphite,</li> </ul>							

		watercolours, inks and acrylic paints	
<b>Independent work</b>	<p>We have a limited range of resources we are able to sell at cost to students. If you have any questions about resources or equipment, please contact the Visual Arts technician: <a href="mailto:bellamy@cotham.bristol.sch.uk">bellamy@cotham.bristol.sch.uk</a></p> <p><b>Homework</b> Students are set homework every week. Tasks and success criteria will be shared with students and started in class to ensure success criteria are understood. Homeworks for the whole term are uploaded to Google Classroom. Homework should take a student between 2 to 3 hours to complete every week. A one-hour after school detention is given for non-completion of homework.</p> <p><b>Independent work</b> Students are given feedback to let them know what they can do to progress. The feedback is recorded in their books. It is the student's responsibility to ensure that the feedback is acted on and tasks set by the teacher are completed; this may require students to work independently outside of lessons.</p> <p><b>Catch up sessions</b> Every Thursday from 2:45 to 4:15pm. To complete homework or other independent work. Occasionally, an agreement is made between the teacher, student and parent/carer that a student must attend these sessions in order to meet the expectations of the course; in these cases, a one-hour after school detention is given if they do not attend.</p>		
<b>Support from home</b>	<p>Parents/carers can support students in the following ways:</p> <ul style="list-style-type: none"> <li>• Talk to them regularly about their project; it is helpful for them to discuss their ideas and talk about ways they could realise them; as well as any difficulties they have.</li> <li>• Support with research: look at internet sites together; take them to galleries or take them out and about to draw, photograph or collect resources.</li> <li>• Check they have all the materials they need: from paints to embroidery thread. It is helpful to have basic materials at home. The school can support with this.</li> <li>• Some techniques are time consuming and require a lot of motivation; a comfortable place to work helps, encourage them to take breaks and offer lots of praise. For photography students it can be helpful for you to drive or go with them to specific locations or help them find the right model for the shoot.</li> <li>• Encourage them to attend catch up sessions regularly at school.</li> </ul>		
<b>Useful resources</b>	<p><a href="https://uk.pinterest.com/">https://uk.pinterest.com/</a>  <a href="http://www.art2day.co.uk/">http://www.art2day.co.uk/</a>  <a href="http://www.tate.org.uk/">http://www.tate.org.uk/</a>  <a href="https://www.vam.ac.uk/">https://www.vam.ac.uk/</a>  <a href="https://www.nationalgallery.org.uk/">https://www.nationalgallery.org.uk/</a>  <a href="https://www.saatchiart.com/">https://www.saatchiart.com/</a>  <a href="https://www.studentartguide.com">https://www.studentartguide.com</a></p>		
<b>Bristol museums and galleries (most are free entry)</b>	<p><a href="https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/">https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/</a>  <a href="http://www.arnolfini.org.uk/">http://www.arnolfini.org.uk/</a>  <a href="http://www.spikeisland.org.uk/">http://www.spikeisland.org.uk/</a></p>		



<b>Subject:</b>	<b>Business: Enterprise and Marketing (Cambridge National Certificate)</b>		
<b>Course Title</b>	OCR Cambridge National Certificate in Enterprise	<b>QN Code</b>	603/0646/4
<b>Exam Board</b>	and Marketing		
<b>Syllabus Code</b>			

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

<b>Course content by unit</b>	<p><b>Unit R064 – Enterprise and marketing concepts. (External Exam)</b></p> <p>Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers. There are two parts to the exam:</p> <ul style="list-style-type: none"> <li>• Part A - comprising of 16 multiple choice questions (MCQs)</li> <li>• Part B – comprising of short answer questions and three extended response questions. The extended response evaluation question will relate to LO4.</li> </ul> <p>Students will sit this exam in January of Y11 and can have one resit attempt which will fall in the June of Y11.</p> <p><b>Unit R065 – Design a business proposal (OCR Set Assignment)</b></p> <p>Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals. In their work on this unit they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.</p> <p><b>Unit R066 - Market and pitch a business proposal. (OCR Set Assignment)</b></p> <p>Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation.</p>
<b>Additional resources &amp; supporting activities</b>	After school sessions take place. Students can opt in to these sessions to have the opportunity to benefit from the support of a class teacher or they may be compulsory catch up sessions, should a student be underperforming.
<b>Assessment dates in Year 10 and Year 11.</b>	R065 coursework will be assessed throughout year 10 and the exam will be taken in the January of Y11. Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.
<b>Essential reading</b>	Cambridge National Level 1/2 Enterprise and Marketing by Leanna Oliver and Tess Baley. Level 1/2 Enterprise and Marketing Revision guide will be available to buy through the school.

<b>Wider reading</b>	Awareness of business world can be gained by keeping abreast of current affairs using the <a href="#">BBC Business News</a> page.

<b>Subject:</b>	<b>Child Development (Cambridge National Certificate)</b>
<b>Course Title Exam Board Syllabus Code</b>	Cambridge National Certificate in Child Development Levels 1 & 2 OCR J818

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

<b>Course content by unit</b>	<p>The Child Development course offers a range of practical approaches and theory based learning. The course will appeal to students with an interest in the development of children and those with an interest in careers such as nursing, midwifery, early years practitioner and teaching. The exam specification is divided into 6 themes, these areas are interrelated.</p> <p><b>Unit R018: Health and well-being for child development EXAM Jan 2020 Yr11 and resit June Y11</b></p> <p>Students will consider a range of factors which affect the decision to have children. Preconception care including health of parents to be, diet, exercise and the dangers of smoking, alcohol, recreational drugs are discussed. Students will evaluate methods of contraception, their efficiency and reliability. The structure and function of male and female reproductive systems is learnt. An understanding of the range of antenatal care and tests offered to parents is introduced. Students need to be aware of the roles of the different health professionals supporting the pregnant mother. Students will evaluate the choices of settings for delivery as well as a range of pain relief interventions to also include alternative approaches to pain relief. The stages of labour and the importance of postnatal care is considered. Students will understand the importance of postnatal checks and postnatal provision. Students will recognise how to manage and prevent childhood illnesses and learn of the importance of child safety</p> <p><b>R019 Understand the equipment and nutritional needs of children from birth to five years. Y11</b></p> <p>This unit will allow learners to investigate the different equipment and nutritional requirements of children from birth to five years. On completion of this unit, learners will be able to apply their knowledge and understanding, through a practical activity, to show how the needs are met to promote the well-being and development of the child. An in depth knowledge of nutrition for young children is developed within this unit. The assignment title is set by OCR.</p> <p><b>Unit R020: Understand the development of a child from birth to five years</b></p> <p>This unit will allow learners to investigate the developmental norms of children from birth to five years. Learners will develop an understanding of the impact of play on the</p>
-------------------------------	---

	<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>
<b>Assessment dates in Year 10 and Year 11.</b>	<p>Each term students will have an assessment based on work completed linked to examination questions.</p> <p>Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.</p>
<b>Essential reading</b>	<p>Cambridge National Level 1/2 Child Development by Miranda Walker textbook issued to all students.</p>
<b>Wider reading</b>	<p><a href="http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-child-development-level-1-2-j818/">http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-child-development-level-1-2-j818/</a></p> <p>Magazines on childcare and parenting.</p> <p>Television programs on child birth can offer understanding of procedures in the NHS, antenatal care, postnatal care.</p> <p>Leaflets from local clinics to support child safety and preventing childhood illnesses.</p>

<b>Subject:</b>	<b>Computer Science GCSE</b>				
<b>Course Title</b> <b>Exam Board</b> <b>Syllabus</b> <b>Code</b>	GCSE Computer Science AQA 8520			<b>QN</b> <b>Code</b>	500/8291/7
<b>Assessment</b>	<b>Unit/ Code</b>	<b>Title</b>	<b>External / Internal</b>	<b>% Total Mark</b>	<b>Duration</b>
	Paper 1	Computational Thinking and Problem Solving Skills	External	50	1hr 30mins
	Paper 2	Written Assessment	External	50	1hr 30mins
		Non Exam Assessment	Internal	0	20hrs
<b>Course content by unit</b>	<p>Students studying this specification will learn about how computers function, how they store and process data, how they connect and communicate with other computers, and how they can be used to solve problems.</p> <p>Students will become problem solvers and independent learners as they learn to program computer applications and complete independent research tasks based on real world Computing topics. Students will learn to program primarily in Visual Basic.NET, but they will also have the opportunity to program in different languages. Students will program business applications, web applications and games. Students with strong mathematical and logic skills will excel at Computing as much of the course is focused on problem solving and sequencing of instructions.</p> <p>The course is both rigorous and demanding; it provides learners with both practical and academic paths of study. For Paper 1 students will learn computational thinking skills, problem solving and theoretical knowledge of computer science. For Paper 2 students will continue to expand their knowledge of theoretical knowledge of computer science. Covering cyber security, networks, data representation and more. In the non-exam assessed portion of the course students will solve a practical programming problem using the skills they have acquired in lessons. They will be expected to solve the problem in a systematic and logical manner using modern programming constructs. This provides a very practical style of learning where students are required to get hands on to learn new programming skills and knowledge. Working collaboratively to share knowledge is encouraged and rewarded.</p> <p>At the end of the course students will have an understanding of the fundamental concepts around programming which can be transferred to any programming language they wish to learn on future courses.</p> <p>The course provides an excellent progression to 'A' level Computer Science, vocational courses and on to degree level courses in the areas of Computing, Engineering, Maths and Science.</p>				
<b>Additional resources &amp; supporting activities</b>	<p><b>AQA GCSE Computing Course Website</b>  <a href="http://www.aqa.org.uk/subjects/ict-and-computer-science/gcse/computer-science-8520">http://www.aqa.org.uk/subjects/ict-and-computer-science/gcse/computer-science-8520</a>  Students must be strong in Maths to complete this course, a predicted grade of 5a/6c or above is required at the end of Term 2 in Year 9.</p> <p><b>GCSE Computer Science Teaching Site</b>  <a href="http://cotham-gcsecomputing.weebly.com/">http://cotham-gcsecomputing.weebly.com/</a>  Contains all lessons, additional resources and examination preparation.</p> <p><b>Visual Basic Programming Teaching Site</b>  <a href="http://mrwattsvb.weebly.com/">http://mrwattsvb.weebly.com/</a>  Contains all of our Visual Basic teaching resources that are used in class</p>				



<b>Assessment dates in Year 10 and Year 11</b>	<p>Assessments take place at the end of each topic of study. These assessments do not contribute towards but inform teachers and students about their current progress.</p> <p>Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.</p>
<b>Essential reading</b>	<p style="text-align: center;"> <b>In Class Textbook - AQA GCSE (9-1) Computer Science</b>  <a href="https://goo.gl/qqOjo6">https://goo.gl/qqOjo6</a>  <a href="https://www.pgonline.co.uk/resources/gcse/gcse-aqa/gcse-computer-science-8520/">https://www.pgonline.co.uk/resources/gcse/gcse-aqa/gcse-computer-science-8520/</a>  <b>AQA Computer Science for GCSE Student Book</b>  <a href="https://goo.gl/3Cmy7b">https://goo.gl/3Cmy7b</a>  <b>GCSE Computer Science for AQA Student Book (no2)</b>  <a href="https://goo.gl/YTX9LT">https://goo.gl/YTX9LT</a>  <b>AQA GCSE Computer Science My Revision Notes</b>  <a href="https://goo.gl/26mpDs">https://goo.gl/26mpDs</a> </p>
<b>Wider reading</b>	<p>Keep an eye on the BBC Technology news section. This has lots of articles on the latest technology being developed.</p>
<b>Other information</b>	<p>Homework will be set on a weekly basis which will comprise of both theory and practical tasks.</p> <p>Software Surgery is available to all Key Stage 4 students for help or catch up on Tuesdays and Thursdays in B001.</p>

<b>Subject:</b>	<b>Performing Arts (students in Year 10 only)</b>		
<b>Course Title</b>	Btec Tech Award in Performing Arts	<b>QN Code</b>	603/0406/
<b>Exam Board</b>	EDEXCEL		6
<b>Syllabus Code</b>			

Assessment	Component	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	internal	40	


<b>Course content by component</b>	<p><b>Component 1:</b> Exploring the Performing Arts. Students explore the processes used to create a performance</p> <p>During Component 1, students will:</p> <ul style="list-style-type: none"> <li>● <b>Explore</b> performance styles, creative intentions and purpose</li> <li>● <b>Investigate</b> how practitioners create and influence what's performed</li> <li>● <b>Discover</b> performance roles, skills, techniques and processes.</li> </ul> <p><b>Aim:</b> get a taste of what it's like to be a professional actor, dancer or musical theatre performer.</p> <p><b>Assessment:</b> internally assessed assignments</p> <p><b>Weighting:</b> 30% of total course</p> <p><b>Component 2:</b> Developing Skills and Techniques in the Performing Arts. Students develop performance skills and techniques by reproducing existing performances</p> <p>During Component 2, students will:</p> <ul style="list-style-type: none"> <li>● <b>Take part</b> in workshops, classes and rehearsals</li> <li>● <b>Gain</b> physical, interpretative, vocal and rehearsal skills</li> <li>● <b>Apply</b> these skills in performance</li> <li>● <b>Reflect</b> on their progress, their performance and how they could improve.</li> </ul> <p><b>Aim:</b> develop skills and techniques in the chosen discipline(s) of acting, dance and/or musical theatre.</p> <p><b>Assessment:</b> internally assessed assignments</p> <p><b>Weighting:</b> 30% of total course</p> <p><b>Component 3</b> Performing to a Brief. Students pull together all they have learned and apply their knowledge in a performance</p> <p>To achieve this aim, students will:</p> <ul style="list-style-type: none"> <li>● Use the brief and previous learnings to come up with ideas</li> <li>● Build on their skills in classes, workshops and rehearsals</li> <li>● Review the process using an ideas and skills log</li> <li>● Perform a piece to their chosen audience</li> <li>● Reflect on their performance in an evaluation report.</li> </ul> <p><b>Aim:</b> consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.</p>
------------------------------------	---

	<p><b>Assessment:</b> externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief.</p> <p><b>Weighting:</b> 40% of total course</p>
<b>Additional resources &amp; supporting activities</b>	<p>Students will be supplied with a workbook at the start of the course. There are a number of online resources that students will also be signposted to during the course.</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>
<b>Assessment dates in Year 10 and Year 11</b>	<p>Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.</p>
<b>Essential reading</b>	
<b>Wider reading</b>	
<b>Other information</b>	

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

<b>Assessment</b>	<b>Unit/ Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	Component 1	Design and Technology in the 21st Century	Written examination	50%	2 hours
	Component 2	Design and make task.	Non-exam assessment	50%	35 hours

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

	Annotated sketches, Exploded diagrams, Models, Written notes, Flow diagrams, Working drawings.
<b>Additional resources &amp; supporting activities</b>	<p>Course specification and marking criteria are all available on the exam board website (see essential reading)</p> <ul style="list-style-type: none"> <li>● CGP Revision and exam practice workbook</li> <li>● <a href="http://www.technologystudent.com">www.technologystudent.com</a></li> <li>● GCSE Bitesize (BBC)</li> <li>● GCSE Pod (login required)</li> </ul>
<b>Assessment dates in Year 10 and Year 11</b>	<p>Within each term students will be assessed on the application of knowledge from each of the following areas;</p> <ul style="list-style-type: none"> <li>● Paper and boards</li> <li>● Energy/Electronics/Mechanical/Materials</li> <li>● Smart Materials, composites and technical textiles</li> <li>● Electronic systems and programmable components</li> </ul> <p>Students will be advised as to which area is being assessed each term. Students are required to learn the theory and complete examination questions towards assessment as well as demonstrate practical skills through design and make tasks.</p> <p>Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.</p>
<b>Essential reading</b> 	<p><a href="http://bit.do/gcse-dt">http://bit.do/gcse-dt</a></p> <p><a href="http://www.eduqas.co.uk/qualifications/design-and-technology/gcse/GCSE-Design-and-Technology-Specification.pdf">http://www.eduqas.co.uk/qualifications/design-and-technology/gcse/GCSE-Design-and-Technology-Specification.pdf</a></p> <p><a href="http://technologystudent.com/despro_fish/nea1.html">http://technologystudent.com/despro_fish/nea1.html</a></p>
<b>Wider reading</b>	<p>Students need to have wider knowledge of the work of past and present designers and companies, to include</p> <ul style="list-style-type: none"> <li>● Airbus</li> <li>● Apple</li> <li>● James Dyson</li> <li>● Philippe Starck</li> <li>● Matthew Williamson</li> </ul> <p>Students should be encouraged to keep upto date with news and current affairs on developments in Design and Technology and start reading information on <a href="http://technologystudent.com/despro_fish/NEW_GCSE3.html">http://technologystudent.com/despro_fish/NEW_GCSE3.html</a></p>

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

<b>Assessment</b>	<b>Unit/ Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	1DR0/01	Devising	Internal	40	-
	1DR0/02	Performance from text	External	20	-
	1DR0/03	Theatre Makers in practise	External	40%	90mins
<b>Course content by unit</b>	<p><b><u>Component 1: Devising (1DR0/01)</u></b>  <b><u>Coursework 40% of the qualification</u></b></p> <p><b><u>Content overview</u></b>  Create and develop a devised piece from a stimulus (free choice for centre).  Performance of this devised piece or design realisation for this performance.  Analyse and evaluate the devising process and performance  Performer or designer routes available.</p> <p><b><u>Assessment overview</u></b>  Internally assessed and externally moderated.  There are two parts to the assessment:  1) A portfolio covering the creating and developing process and analysis and evaluation of this process. The portfolio submission recommendations can be handwritten/typed evidence or recorded/verbal evidence or a combination.  2) A devised performance/design realisation</p> <p><b><u>Component 2: Performance from Text (1DR0/02)</u></b>  <b><u>Coursework 20% of the qualification</u></b></p> <p><b><u>Content overview</u></b>  Students will either perform in and/or design for two key extracts from a performance text.  Performer or designer routes available.</p> <p><b><u>Assessment overview</u></b>  Externally assessed by visiting examiner.  This can be individual, paired or group assessment</p> <p><b><u>Component 3: Theatre Makers in Practice (1DR0/03)</u></b>  <b><u>Written examination: 1 hour 30 minutes 40% of the qualification</u></b></p> <p><b><u>Content overview</u></b>  Practical exploration and study of one complete performance text (The Government Inspector)  Live theatre evaluation</p> <p><b><u>Assessment overview</u></b>  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>				
<b>Additional resources &amp; supporting activities</b>	Drama GCSE is not an easy option. The course involves a great deal of practical work, some of which takes place outside class time. In order to succeed students must be committed.				

	Drama GCSE is not just for those who want a career in Drama! Whilst practising their art, students will develop essential skills in areas such as cooperation, communication, awareness of body language, confidence, verbal literacy, and group work.
<b>Assessment dates in Year 10 and Year 11</b>	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.
<b>Essential reading</b>	“The Government Inspector” adapted by David Harrower (ISBN 0571280498) Revision Guide and Workbook provided in term 2 of Year 10
<b>Wider reading</b>	EDEXCEL GCSE (9-1) Drama Student book (ISBN 1292150688)
	Homework is set once a week and will normally involve a written reflection on the the practical tasks completed in lessons. We recommend that students are in involved in extra-curricular performances and visit the theatre regularly as informal ways of developing their performance and reflection skills

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

<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	Component 1	Principles of Food Preparation and Nutrition Written examination.	Externally assessed.	50%	1 hour 45 minutes
	Component 2	Food Preparation and Nutrition in Action. Assessment 1: 8 hours Assessment 2: 12 hours	Internally assessed, externally moderated	50%	20 hours
<b>Course content by unit</b>	<p>GCSE Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook healthy meals. The course enables students to apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. Students choosing this option will be expected to provide their own ingredients once a fortnight. The course offers natural progression to Post 16 courses offered at Level 3.</p> <p>By studying food preparation and nutrition learners will:</p> <ul style="list-style-type: none"> <li>• Be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities</li> <li>• Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks.</li> <li>• Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.</li> <li>• Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.</li> <li>• Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.</li> <li>• Understand and explore a range of ingredients and processes from different culinary traditions</li> </ul> <p><b>Component 1 Principles of Food Preparation and Nutrition</b> This component will consist of two sections and will assess the full range of specified GCSE content. Section A: questions based on a specific stimulus/theme Section B: a range of question types to assess content related to food preparation and nutrition</p> <p><b>Component 2: Food Preparation and Nutrition in Action. Issued in Year 11.</b> <b>Assessment 1:</b> A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. <b>Assessment 2:</b> This assessment will require learners to plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context.</p>				
<b>Additional resources &amp; supporting activities</b>	<p>Visits will be arranged to local hotels, restaurants for example, Jamie's Italian, The Marriot Hotel. Professional chefs will be invited into school to speak and demonstrate to students. We are always keen to hear from parents who work in the food industry or have contacts within the industry.</p> <p>It is useful and supportive to encourage students to watch relevant TV programs on food for example those on the BBC and Channel 4. The following books are supplied and used in school:</p>				



	EDUQAS GCSE Food Preparation and Nutrition Hodder Education/EDUQAS GCSE  Food Preparation and Nutrition Illuminate Publishing
<b>Assessment dates in Year 10 and Year 11</b>	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.
<b>Essential reading</b>	Text Book EDUQAS GCSE Food Preparation and Nutrition Illuminate Publishing. ISBN 9781908682857. Practice examination questions are in the textbook and digital version. Students also have access to the digital textbook <a href="http://www.illuminate.digital/eduqasfood">www.illuminate.digital/eduqasfood</a> Student Username: SCOTHAM4 Student Password: STUDENT4 Revision Guide issued to students; EDUQAS Food Preparation and Nutrition Revision Guide by Jayne Hill ISBN 978-1-908682-87-1
<b>Wider reading</b>	SAM Learning contains relevant activities within the subject title of 'Food Technology'. GCSE Pod relevant activities within the subject title of 'Food Technology', the site is changing the subject area name to GCSE Food Preparation and Nutrition.
<b>Other information</b>	Homework will always link to the commodity being studied that term and will include GCSE questions. Practicals are set fortnightly again linked to the commodity studied, it is the student's responsibility to be ready for the practical lesson. Students are encouraged to cook at home to practice essential skills ahead of the three hour practical examination in Year 11.

<b>Subject:</b>	<b>Geography GCSE</b>
<b>Course Title</b> <b>Exam Board</b> <b>Syllabus Code</b>	GCSE AQA

<b>Assessment</b>	<b>Unit/ Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	Paper 1	Living with the Physical environment	External	35%	1 hour and a half (90mins)
	Paper 2	Challenges in the Human environment	External	35%	1 hour and a half (90 mins)
	Paper 3	Geographical Applications: Issue evaluation, fieldwork, geographical skills	External	30%	1 hour 15 mins (75 mins)
<b>Course content by unit</b>	<p><b>Living with the Physical environment</b> This unit is concerned with physical processes and systems, their dynamic nature and human interaction with them at a range of scales and in a range of places.</p> <p>The aims of this unit are to develop an understanding of the processes and forms associated with tectonic, geomorphological, biological and meteorological processes in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere</p> <p><b>Challenges in the Human environment</b> This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a range of places, at a variety of scales and must include places in various states of development. The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.</p> <p><b>Geographical Applications: Issue evaluation, fieldwork, geographical skills</b> The Geographical applications unit is designed to have elements of synopticity. It is an opportunity for students to show their breadth of understanding and appreciation of the inter-relationships between different aspects of geographical study</p>				
<b>Additional resources &amp; supporting activities</b>	<p>Students need to have access to at least 2 fieldwork experiences (a human and a physical one). Over the two years they will have chance to experience fieldwork in both human and physical contexts.</p> <p>If students choose Geography they can look forward to an enjoyable 2 years learning about the real world and real issues. This is why we encourage students to watch the news for headlines that link into the above themes and take a keen interest in what is happening in the world around them. They will also be given the opportunity to 'get involved' and achieve success.</p>				
<b>Assessment dates in Year 10 and Year 11</b>	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.				
<b>Essential reading</b>	<p>Cambridge AQA Approved 'GCSE for AQA' Geography Student Book</p> <p>Rebecca Kitchen et.al. ISBN - 978-1-316-60463-2</p>				

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

<b>Subject:</b>		<b>History GCSE</b>			
<b>Course Title</b>		GCSE History	<b>QN Code</b>	601/8217/9	
<b>Exam Board</b>		AQA			
<b>Syllabus Code</b>		8145			
<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	81451 Option 1B	Germany 1890-1945: Democracy and Dictatorship Conflict and Tension between East and West, 1945-1972	External	50%	2 hours
	81452 Option 2C	Britain: Migration, Empire and the people; C790 to the present day Restoration England, 1660-1685	External	50%	2 hours
<b>Course content by unit</b>	<p><b><u>Unit 1B Germany, 1890–1945: Democracy and dictatorship</u></b>  Part one: Germany and the growth of democracy  Part two: Germany and the Depression  Part three: The experiences of Germans under the Nazis  <b><u>Conflict and tension between East and West, 1945–1972</u></b>  Part one: The origins of the Cold War  Part two: The development of the Cold War  Part three: Transformation of the Cold War  <b><u>Unit 2C Britain: Migration, empires and the people: c790 to the present day</u></b>  Part one: Conquered and conquerors  Part two: Looking west  Part three: Expansion and empire  Part four: Britain in the 20th century  <b><u>Restoration England, 1660–1685</u></b>  Part one: Crown, Parliament, plots and court life  Part two: Life in Restoration England  Part three: Land, trade and war  Part four: The historic environment of Restoration England</p>				
<b>Additional resources &amp; supporting activities</b>	<p><b>History VLE link:</b> <a href="http://cothamschoolhumanities.weebly.com/history1.html">http://cothamschoolhumanities.weebly.com/history1.html</a></p> <p><b>History Clinic:</b>  Mr Lloyd runs History clinic every Wednesday lunch and after school. This for students from all key stages to come along to get additional help with assessment preparation, additional assessment feedback and help with homework  VLE link:  <a href="http://cothamschoolhumanities.weebly.com/history-clinic.html">http://cothamschoolhumanities.weebly.com/history-clinic.html</a></p> <p><b>Stretch and Challenge Tasks for History:</b>  <a href="http://cothamschoolhumanities.weebly.com/stretch-and-challenge.html">http://cothamschoolhumanities.weebly.com/stretch-and-challenge.html</a></p> <p><b>Revision Websites</b>  <a href="https://www.samlearning.com/">https://www.samlearning.com/</a>  <a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a>  <a href="https://www.kerboodle.com/users/login">https://www.kerboodle.com/users/login</a></p> <p><b>Useful Research Websites for H/W:</b>  <a href="http://www.bbc.co.uk/history">http://www.bbc.co.uk/history</a>  <a href="http://johndclare.net/">http://johndclare.net/</a>  <a href="http://www.historylearningsite.co.uk/">http://www.historylearningsite.co.uk/</a></p> <p><b>Cotham YouTube Channel:</b>  <a href="http://cothamschoolhumanities.weebly.com/youtube.html">http://cothamschoolhumanities.weebly.com/youtube.html</a></p> <p><b>Cotham Pinterest Page:</b></p>				

	<a href="https://uk.pinterest.com/cothamhistory/">https://uk.pinterest.com/cothamhistory/</a>
<b>Assessment dates in Year 10 and Year 11</b>	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments: <a href="https://drive.google.com/open?id=1fUiqEyroJYludwsZYix1a8hEYggcFRak">https://drive.google.com/open?id=1fUiqEyroJYludwsZYix1a8hEYggcFRak</a>
<b>Essential reading</b>	<p>AQA GCSE History: Understanding the Modern World ISBN-13: 978-1-471-86294-6</p> <p>AQA GCSE History: British Depth Studies c1066-1685 ISBN-13: 978-0-19-837012-3</p> <p>AQA GCSE History: Germany 1890–1945: Democracy and Dictatorship ISBN-13: 978-0-19-837010-9</p> <p>AQA GCSE History: Thematic Studies c790-Present Day ISBN-13: 978-0-19-837013-0</p> <p>AQA GCSE History: Restoration England 1660-1685 ISBN-13: 978-1-47-186432-2</p> <p>Reference versions of these books are available in Cotham School library and Kerboodle (<a href="https://www.kerboodle.com/users/login">https://www.kerboodle.com/users/login</a>)</p>
<b>Wider reading</b>	<p>BBC History magazine catalogue available from the library and the History department</p> <p>Hindsight Magazine catalogue available from the library and the History department</p> <p>Historical Fiction book list available in the Cotham School library</p> <p>VLE link to the catalogues: <a href="https://drive.google.com/drive/folders/0BwtIB3i22YS1c09DLWlrdG9URm8">https://drive.google.com/drive/folders/0BwtIB3i22YS1c09DLWlrdG9URm8</a></p>
<b>Additional Information on Cotham History</b>	<p><b>Enrichment Activities:</b></p> <p>The History department aims to provide an enrichment activity for all year groups. In Year 11 students have the opportunity to visit the World War I battlefields of France. In Year 10 pupils must complete a historical environment study on Restoration England. We will visit a site and discuss how it reflects the history of Restoration England. The enrichment provision we offer is always under review and may be subject to change.</p> <p>VLE link to History trips and trip forms: <a href="http://cothamschoolhumanities.weebly.com/trips.html">http://cothamschoolhumanities.weebly.com/trips.html</a></p> <p><b>Additional Enrichment Opportunities in Bristol:</b> Bristol City Museum, Georgian House, Red Lodge, M-Shed, S.S. Great Britain, Cabot Tower, St Mary Redcliffe, Bristol Cathedral, Tyntesfield and many more.</p> <p><b>Hollywood vs History Club</b> Every Thursday 3.15-4.30 in A103 with Mr Lloyd (if there are any queries please e-mail <a href="mailto:lloydj@cotham.bristol.sch.uk">lloydj@cotham.bristol.sch.uk</a> ) VLE link to Hollywood Vs History Club programme: <a href="http://cothamschoolhumanities.weebly.com/hollywood-vs-history-club.html">http://cothamschoolhumanities.weebly.com/hollywood-vs-history-club.html</a></p> <p><b>Homework:</b> Homework is set once a week and care has been taken to design tasks that engage students and inspire them to consolidate work in the classroom as well as to explore topics beyond the time available with our History curriculum. Tasks tend to either build on learning from lessons or encourage some preliminary study to inform on a lesson to come. We aim to have homework tasks marked and returned within the fortnight.</p>



<b>Subject:</b>		<b>Ancient History GCSE</b>			
<b>Course Title</b>		GCSE Ancient History	<b>QN Code</b>		603/0664/6
<b>Exam Board</b>		OCR			
<b>Syllabus Code</b>		J198			
<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	J198/01	Greece and Persia	External	50%	1hr 45
	J198/02	Rome and its neighbours	External	50%	1hr 45
<b>Course content by unit</b>	<p><b><u>Greece and Persia</u></b></p> <p><b><u>Period study: The Persian Empire, 559–465 BC</u></b></p> <p>Part one: The rise of the Persian Empire under Cyrus the Great</p> <p>Part two: Cambyses II, Smerdis and the accession of Darius</p> <p>Part three: The reign of Darius the Great</p> <p>Part four: Xerxes I and the Greeks</p> <p><b><u>Depth study: Alexander the Great, 356–323 BC</u></b></p> <p>Part one: Upbringing, character, beliefs and life of Alexander</p> <p>Part two: Alexander's campaigns: The reasons for his expeditions and the main battles</p> <p>Part three: Significant events in Alexander's life</p> <p>Part four: The Macedonian army under Alexander</p> <p><b><u>Rome and its neighbours</u></b></p> <p><b><u>The foundations of Rome: from kingship to republic, 753–440 BC</u></b></p> <p>Part one: The legendary kings: Origins of Rome</p> <p>Part two: The Etruscan Kings</p> <p>Part three: Origins of the Republic:</p> <p>Part four: Securing the Republic</p> <p><b><u>Cleopatra: Rome and Egypt, 69–30 BC</u></b></p> <p>Part one: Cleopatra's life and character</p> <p>Part two: Cleopatra as queen of Egypt, including political, domestic and foreign policies</p> <p>Part three: Cleopatra's relationships with Caesar (48–44 BC) and Mark Antony (41–30 BC) and their political significance</p> <p>Part four: The Battle of Actium and its significance for Egypt and Rome</p>				
<b>Additional resources &amp; supporting activities</b>	<p><b>History VLE link:</b> <a href="http://cothamschoolhumanities.weebly.com/history1.html">http://cothamschoolhumanities.weebly.com/history1.html</a></p> <p><b>History Clinic:</b></p> <p><b>Mr Lloyd and Mr Major run History clinic every Wednesday lunch and after school. This is for students from all key stages to come along to get additional help with assessment preparation, additional assessment feedback and help with homework</b></p> <p><b>VLE link:</b></p> <p><a href="http://cothamschoolhumanities.weebly.com/history-clinic.html">http://cothamschoolhumanities.weebly.com/history-clinic.html</a></p> <p><b>Stretch and Challenge Tasks for Ancient History:</b></p> <p><b>Available on request from Mr Major</b></p> <p><b>Useful Research Websites for H/W:</b></p> <p><a href="http://ancient.eu">http://ancient.eu</a></p> <p><a href="http://www.livius.org/">http://www.livius.org/</a></p> <p><a href="https://www.britannica.com/">https://www.britannica.com/</a></p> <p><b>Cotham YouTube Channel:</b></p> <p><a href="http://cothamschoolhumanities.weebly.com/youtube.html">http://cothamschoolhumanities.weebly.com/youtube.html</a></p>				

	<p><b>Cotham Pinterest Page:</b>  <a href="https://uk.pinterest.com/cothamhistory/">https://uk.pinterest.com/cothamhistory/</a></p>
<p><b>Assessment dates in Year 10 and Year 11</b></p>	<p><b><u>Year 10</u></b>  <b><u>Period study: The Persian Empire, 559–465 BC</u></b>  Assessment Point 1 - Normally completed by the end of October  Assessment Point 2 - Normally completed by the end of November  Assessment Point 3 - Normally completed by the end of December</p> <p><b><u>Depth study: Alexander the Great, 356–323 BC</u></b>  Assessment Point 4 - Normally completed by the end of February  Assessment Point 5 - Normally completed by the end of March  Assessment Point 6 - Normally completed by the end of April  Assessment Point 7 - Year 10 Mock Exam Normally completed by the end of June</p> <p><b><u>Year 11</u></b>  <b><u>The foundations of Rome: from kingship to republic, 753–440 BC</u></b>  Assessment Point 1 - Normally completed by the end of October  Assessment Point 2 - Normally completed by the end of November  Assessment Point 3 - Normally completed by the end of December</p> <p><b><u>Cleopatra: Rome and Egypt, 69–30 BC</u></b>  Assessment Point 4 - Normally completed by the middle of February  Assessment Point 5 - Normally completed by the middle of March  Assessment Point 6 - Normally completed by the middle of April</p> <p>VLE link to KS4 History resources:  <a href="http://cothamschoolhumanities.weebly.com/key-stage-41.html">http://cothamschoolhumanities.weebly.com/key-stage-41.html</a>  Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.</p>
<p><b>Essential reading</b></p>	<p>OCR Ancient History GCSE Component 1: Greece and Persia  By Sam Baddeley, Paul Fowler, Lucy Nicholas, James Renshaw</p> <p>OCR Ancient History GCSE Component 2: Rome  By Robert Cromarty, James Harrison, Steve Matthews</p> <p>Livy: The Early History of Rome, Books I-V (Penguin Classics) (Bks. 1-5) Selected passages.</p>
<p><b>Wider reading</b></p>	<p><b>Holland, T. <i>Persian Fire</i> (New York: Anchor 2006)</b>  An exciting and detailed introduction to the Persian Wars for the general reader</p> <p><b>Bowden, H., <i>Alexander the Great, A Very Short Introduction</i> (Oxford: Oxford University Press, 2014)</b></p> <p><b>Beard, Mary, <i>SPQR</i> (London: Profile, 2016)</b> Excellent introduction to this period</p> <p><b>Renshaw, James, <i>In Search of the Romans</i> (London: Bristol Classical, 2008)</b>  Targeted at GCSE learners.</p> <p>Historical Fiction book list available in the Cotham School library</p>



<p><b>Additional Information on Cotham Ancient History</b></p>	<p>VLE link to the catalogues:  <a href="https://drive.google.com/drive/folders/0BwtIB3i22YS1c09DLWlrdG9URm8">https://drive.google.com/drive/folders/0BwtIB3i22YS1c09DLWlrdG9URm8</a></p> <p><b>Enrichment Activities:</b></p> <p>The History department aims to provide an enrichment activity for all year groups. The enrichment provision we offer is always under review and may be subject to change.</p> <p>VLE link to History trips and trip forms:  <a href="http://cothamschoolhumanities.weebly.com/trips.html">http://cothamschoolhumanities.weebly.com/trips.html</a></p> <p><b>Hollywood vs History Club</b>  Every Thursday 3.15-4.30 in A103 with Mr Lloyd (if there are any queries please e-mail <a href="mailto:lloydj@cotham.bristol.sch.uk">lloydj@cotham.bristol.sch.uk</a> )</p> <p>VLE link to Hollywood Vs History Club programme:  <a href="http://cothamschoolhumanities.weebly.com/hollywood-vs-history-club.html">http://cothamschoolhumanities.weebly.com/hollywood-vs-history-club.html</a></p> <p><b>Homework:</b></p> <p>Homework is set once a week and care has been taken to design tasks that engage students and inspire them to consolidate work in the classroom as well as to explore topics beyond the time available with our History curriculum. Tasks tend to either build on learning from lessons or encourage some preliminary study to inform on a lesson to come. We aim to have homework tasks marked and returned within the fortnight.</p>
--	--

<b>Subject:</b>	<b>Interactive Media VCERT</b>				
<b>Course Title Exam Board Syllabus Code</b>	NCFE Level 2 Technical Award in Interactive Media			<b>QN Code</b>	603/0852/7
<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal</b>	<b>% Total Mark</b>	<b>Duration</b>
	Unit 01	Investigate interactive media production	Internal	15	30GLH
	Unit 02	Plan and prepare for an interactive media product	Internal	15	30GLH
	Unit 03	Development and production of an interactive media product	Internal	15	40GLH
	Unit 04	Present and promote an interactive media product	Internal	15	20GLH
	Practical Exam	Onscreen Exam assessing skills from units 1 to 4	External	40	15Hrs
<b>Course content by unit</b>	<p><b>Unit 1 - Investigate interactive media production</b> Learners will experiment with interactive media products and understand the elements of the development process using hardware and software solutions.</p> <p><b>Unit 2 - Plan and prepare for an interactive media product</b> Learners will produce a proposal and plans for an interactive media product meeting the requirements of a brief.</p> <p><b>Unit 3 - Development and production of an interactive media product</b> Learners will understand how to use appropriate software and hardware for the development and creation of an interactive media product and its assets.</p> <p><b>Unit 4 - Present and promote an interactive media product</b> Learners will present and promote an interactive media product in the creative media industry.</p>				
<b>Additional resources &amp; supporting activities</b>					
<b>Assessment dates in Year 10 and Year 11</b>	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.				
<b>Essential reading</b>					
<b>Wider reading</b>					
<b>Other information</b>					

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

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

<b>Course content by unit</b>	<p>Those taking French or German will continue to follow the GCSE course they started in Year 9. The GCSE languages course teaches practical language skills and an understanding of the European dimension of our lives; exciting courses that allow students much greater autonomy than before, as well as a chance to reach their true potential.</p> <p><b>Topics covered in Year 9:</b> Theme 1: Identity and culture - Me, my family and my friends, technology in everyday life, free-time activities, customs and festivals</p> <p><b>Topics covered in Year 10 and Year 11:</b> Theme 2: Local, national, international and global areas of interest - Home town, neighbourhood and region, social issues, global issues and travel and tourism Theme 3: Current and future study and employment- My studies, life at school and college, Education post 16 and careers. Revision of all 3 themes.</p> <p><b>Assessment</b></p> <p>At the end of the course in Year 11, students will be entered into either Foundation or Higher Tier papers in Listening, Reading, Writing and Speaking. The Speaking test consists of tasks such as role-play, photo card and conversations. Writing will be assessed through translations and structured writing.</p> <p><b>Foreign Language Assistant</b> 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>
-------------------------------	---

<b>Additional resources &amp; supporting activities</b>	<p><b>Quizlet</b> - log-on and password. All new specification vocabulary available to practise</p> <p><b>Memrise</b> - Search for AQA French and German courses to practise <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> - Excellent for grammar practice</p> <p><b>Seneca</b> - log-on and password</p> <p><b>Lunchtime clubs</b> and <b>after school sessions</b> if your child requires extra support or needs to improve.</p> <p><b>Kerboodle</b> - all students will be given log in details Weekly vocabulary testing. Students will be given vocabulary lists to learn. Topic vocabulary and high frequency words. Fortnightly translation tasks to practise this skill.</p>
---	--

	<p>Parents can help by checking their child's VLE account for useful resources and Google Classroom to make sure that all set HW is completed to a high standard. Regular HW completion to a good standard is vital for achieving a good grade.</p>
<b>Assessment dates in Year 10 and Year 11</b>	<p>Year 10  Assessment point 1 - Usually completed by December.  Listening, Reading and Writing  Topics; Home town, global and social issues.</p> <p>Assessment point 2 - Usually completed by June  May Speaking photocard + general conversation (Theme 1 + Theme 2)  Listening, Reading (All three themes)  Writing (Themes 1+2)  <a href="http://cothamschoolmfl.weebly.com/gcse-vocabulary.html">http://cothamschoolmfl.weebly.com/gcse-vocabulary.html</a></p> <p>Year 11  Assessment point 1 - completed by November.  Reading, Listening &amp; writing - Theme 2  Speaking Mock exam - role play + general conversation.(all three themes)  <a href="http://cothamschoolmfl.weebly.com/gcse-vocabulary.html">http://cothamschoolmfl.weebly.com/gcse-vocabulary.html</a></p> <p>Year 11 Mock Exams - Usually completed in January  Listening, Reading and Writing  Revise GCSE vocabulary from all three themes  <a href="http://cothamschoolmfl.weebly.com/gcse-vocabulary.html">http://cothamschoolmfl.weebly.com/gcse-vocabulary.html</a></p> <p>GCSE Speaking Exams to take place in March.  GCSE Listening/Reading/Writing to take place in May/June</p> <p>Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.</p>
<b>Essential reading</b>	<p>Vocabulary Lists - found on <a href="http://cothamschoolmfl.weebly.com/gcse-vocabulary.html">http://cothamschoolmfl.weebly.com/gcse-vocabulary.html</a>  It is essential to learn all the vocabulary from each theme.</p> <p>Revise AQA GCSE German - Revision Workbook, Pearson ISBN 9781447941149  £3.99 (some available for purchase in MFL office)  Revise AQA GCSE French - Revision Workbook, Pearson ISBN 9781447941064 £3.99  (some available for purchase in MFL office)</p>
<b>Wider reading</b>	<p><u>New GCSE Grade 9-1 Courses</u> Revision guides by CGP.</p> <p><b>New GCSE French AQA Revision Guide - for the Grade 9-1 Course (with Online Edition)</b>  <b>ISBN: 978 1 78294 537 6</b> Available online £5.95</p> <p><b>New GCSE German AQA Revision Guide - for the Grade 9-1 Course (with Online Edition)</b></p>

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

<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	Component 1	Performing Music	Internal	30%	2 years
	Component 2	Composing Music	Internal	30%	2 years
	Component 3	Appraising Exam	External	40%	2 years

<b>Course content by unit</b>	<p><b>Component 1: Performing Music</b> Over the 2 years of the GCSE students will prepare a minimum of 2 solo and 2 ensemble performances on their musical instrument (any instrument, including voice and drum kit). At the end of Year 11 the marks from the strongest solo and ensemble performance will be submitted to the exam board for moderation. When a performance deadline is due some lesson time will be given over to performance practice so the teacher can give feedback and set targets. There is an expectation that students will regularly practise and prepare performance work as part of their homework.</p> <p><b>Component 2: Composing Music (using musical instruments or music technology)</b> During Year 10 students will complete 3 short composition tasks and 1 full composition (which includes a score/written work), and in Year 11 two full compositions. At the end of Year 11 the marks from the strongest 2 full compositions will be submitted to the exam board for moderation. students are issued with briefs to compose for, and will have the opportunity to do a free composition. All composition work takes place in lesson time and students are free to compose using their instrument or using the computers.</p> <p><b>Component 3: Listening and Appraising</b> The content of musical elements, musical contexts and musical language is taught through the context of 4 Areas of Study, Instrumental Music, Vocal Music, and Fusions. Music for Stage and Screen and each containing 2 Set Works. In the Appraising exam students will also have to appraise unfamiliar music which will be supported through wider listening during lessons.</p>
-------------------------------	--

<b>Additional resources &amp; supporting activities</b>	students will be supplied with a workbook at the start of the course. Additional resources that support the Edexcel GCSE in Music specification are also available from the publishers Rhinegold Education, Pearson Education and CGP. There are a number of online resources that students will also be signposted to.
---	---

<b>Assessment dates in Year 10 and Year 11</b>	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.
--	--

<b>Essential reading</b>	Pearson education have not endorsed any student publications for the new GCSE Music specification.
--------------------------	--

<b>Wider reading</b>	www.cothamschoolmusic.wordpress.com BBC bitesize – excellent
----------------------	---

	<p> <a href="http://Revisemusic.org.uk">Revisemusic.org.uk</a>  <a href="http://Duckmusic.free-online.co.uk">Duckmusic.free-online.co.uk</a>  <a href="http://Musicatschool.co.uk">Musicatschool.co.uk</a> (includes some great games!!)  <a href="http://Geocities.com/music/dan_cavanagh/matix.htm">Geocities.com/music/dan_cavanagh/matix.htm</a> (the serialism row generator)  <a href="http://Bbc.co.uk/orchestras/guide">Bbc.co.uk/orchestras/guide</a> (a good guide to the orchestra) </p>
<p><b>Other information</b></p>	<p>Music should not be studied in the isolation of the classroom. The most successful GCSE Music students are those that engage with the extra-curricular programme in school, receive instrument tuition, attend performances or involve themselves in a musical activity out of school. students will have the opportunity to perform in two dedicated GCSE concerts, the option to attend a range of professional performances, and most importantly will be encouraged to join in with extra-curricular music making. This might involve joining a choir or orchestra; to joining Band Academy or jazz band. Parental support and encouragement to motivate students to commit to these activities is crucial to their musical development.</p>

<b>Subject:</b>	<b>Music Technology</b>		
<b>Course Title</b> <b>Exam Board</b> <b>Syllabus Code</b>	Level 1/2 certificates in Performance/Technology RSL	<b>QN Code</b>	603/3303/0 603/3304/2

<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	201ta	Developing Musical Knowledge	Internal	20%	
	203ta	Sequencing and Production	External	40%	
	206ta	Sound Recording	Internal	40%	
<b>Course content by unit</b>	<p><b>201ta - Developing Musical Knowledge:</b> The aim of this unit is to build the learner's musical knowledge and give them the ability to articulate their thoughts and feelings about music using the appropriate industry &amp; theoretical language whilst drawing upon knowledge learned within this unit. Learners will study musical styles and the various distinctive traits that comprise them. Through study of this unit learners will build a wider contextual and theoretical knowledge of contemporary music. This knowledge will be demonstrated through the ability to identify and analyse the key stylistic and musical elements present within contemporary music.</p> <p><b>203ta - Sequencing and Production:</b> The purpose of this unit is to develop skills in using music sequencing software. The aim of the unit is to produce a 3-5 minute composition, following the set criteria.</p> <p><b>206TA - Sound Recording:</b> This unit aims to introduce learners to the sound recording process. The purpose of this unit is to enable the learner to develop a plan and undertake the recording of a piece of music. Learners will be shown the skills needed to record effectively and understand the principles behind the recording process. They will be given the opportunity to learn mixing techniques and then apply these to their own recorded work.</p>				
<b>Additional resources &amp; supporting activities</b>	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.				
<b>Assessment dates in Year 10 and Year 11</b>	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.				
<b>Essential reading</b>	There are no published materials for this course. students are developing their own resources as well as having resources provided by the music department.				
<b>Wider reading</b>	<p>There are no published materials for this course. However there are useful websites that students will be encouraged to access when appropriate.</p> <p>www.cothamschoolmusic.wordpress.com BBC bitesize – excellent Revisemusic.org.uk Duckmusic.free-online.co.uk</p>				
<b>Other information</b>	Music should not be studied in the isolation of the classroom. The most successful students are those that engage with the extra-curricular programme in school, receive instrument tuition, attend performances or involve themselves in a musical activity out of school. For those students that play an instrument they will have the opportunity to perform in concerts, the option to attend a range of professional performances, and most importantly will be encouraged to join in with extra-curricular music making. This might involve joining a choir or orchestra; to joining Band Academy or jazz band.				

	Parental support and encouragement to motivate students to commit to these activities is crucial to their musical development.
--	--



<b>Subject:</b>	<b>Photography GCSE (students in Year 11 only)</b>
<b>Course Title</b> <b>Exam Board</b> <b>Syllabus code</b>	Art and Design (Photography) AQA 8206

	<b>Photography</b>	Internally marked with visiting moderator.	60% Coursework 40% Externally set task	No time limit 16 weeks preparation time followed by 10 hour exam.				
<b>Course content</b>	<p><b>Overview</b> Photography is the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images. Students have the opportunity to work in one or more area(s) of photography, such as: portraiture; location photography; studio photography; experimental imagery; installation; documentary photography; photo-journalism; moving image: film, video and animation; fashion photography. They may explore overlapping areas and combinations of areas.</p> <p><b>Component 1: Portfolio</b> Over year 10 and the first two terms of year 11, students develop a portfolio of work that forms 60% of the final GCSE mark. The portfolio must include both:</p> <ul style="list-style-type: none"> <li>• <b>A sustained project</b> developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.</li> <li>• <b>A selection of further work</b> resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.</li> </ul> <p><b>Component 2: Externally set assignment</b> AQA provide an externally set assignment with seven different starting points. Students select and respond to one starting point from their chosen title. Students develop their chosen theme over a period of 16 weeks which is followed by 10 hours of supervised exam time to create a final response. This component is 40% of the final mark.</p>							
<b>Assessment</b>	<p>Assessment is carried out regularly from the start of the course using the following assessment objectives:</p> <ul style="list-style-type: none"> <li>• AO1: Ability to develop ideas through investigations, demonstrating critical understanding of sources.</li> <li>• AO2: Ability to refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>• AO3: Ability to record ideas, observations and insights relevant to intentions as work progresses.</li> <li>• AO4: Ability to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> </ul>							
<b>Equipment and resources</b>	<p>Students are provided with most of the general resources they will need for the course, however there are some essential and desirable items that will help ensure students achieve their best.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><b>Essential</b></td> <td style="width: 50%;"><b>Desirable</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• DSLR or Bridge Camera</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• USB memory stick</li> </ul> </td> </tr> </table>				<b>Essential</b>	<b>Desirable</b>	<ul style="list-style-type: none"> <li>• DSLR or Bridge Camera</li> </ul>	<ul style="list-style-type: none"> <li>• USB memory stick</li> </ul>
<b>Essential</b>	<b>Desirable</b>							
<ul style="list-style-type: none"> <li>• DSLR or Bridge Camera</li> </ul>	<ul style="list-style-type: none"> <li>• USB memory stick</li> </ul>							

	<ul style="list-style-type: none"> <li>• SD card</li> <li>• A3 Flip file/Sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>• Computer and printer at home</li> <li>• SD reader</li> </ul>
<b>Independent work</b>	<p>We have a limited range of resources we are able to sell at cost to students. If you have any questions about resources or equipment, please contact the Visual Arts technician: <a href="mailto:bellamya@cotham.bristol.sch.uk">bellamya@cotham.bristol.sch.uk</a></p> <p><b>Homework</b> Students are set homework every week. Homeworks for the whole term are uploaded to Google Classroom. Homework should take a student between 2 to 3 hours to complete which will usually involve a student taking a photoshoot or editing and presenting their images. A one-hour after school detention is given for non-completion of homework.</p> <p><b>Independent work</b> Students are given feedback to let them know what they can do to progress. The feedback is recorded in their books. It is the student's responsibility to ensure that the feedback is acted on and tasks set by the teacher are completed; this may require students to work independently outside of lessons.</p> <p><b>Catch up sessions</b> Every Thursdays from 2:45pm to 4:15pm to complete homework or other independent work. Occasionally, an agreement is made between the teacher, student and parent/carer that a student must attend these sessions in order to meet the expectations of the course; in these cases, a one-hour after school detention is given if they do not attend.</p>	
<b>Support from home</b>	<p>Parents/carers can support students in the following ways:</p> <ul style="list-style-type: none"> <li>• Talk to them regularly about their project; it is helpful for them to discuss their ideas and talk about ways they could realise them; as well as any difficulties they have.</li> <li>• Support with research: look at internet sites together; take them to galleries or take them out and about to draw, photograph or collect resources.</li> <li>• Check they have all the materials they need.</li> <li>• Encourage them to plan shoots that are personal and help transport them to any locations they may need to get to.</li> <li>• Some techniques are time consuming and require a lot of motivation; a comfortable place to work helps, encourage them to take breaks and offer lots of praise. For photography students it can be helpful for you to drive or go with them to specific locations or help them find the right model for the shoot.</li> <li>• Encourage them to attend catch up sessions regularly at school.</li> </ul>	
<b>Useful resources</b>	<p><a href="https://uk.pinterest.com/">https://uk.pinterest.com/</a>  <a href="http://www.art2day.co.uk/">http://www.art2day.co.uk/</a>  <a href="http://www.tate.org.uk/">http://www.tate.org.uk/</a>  <a href="https://www.vam.ac.uk/">https://www.vam.ac.uk/</a>  <a href="https://www.nationalgallery.org.uk/">https://www.nationalgallery.org.uk/</a>  <a href="https://www.saatchiart.com/">https://www.saatchiart.com/</a>  <a href="https://www.studentartguide.com">https://www.studentartguide.com</a></p>	

<b>Bristol museums and galleries (most are free entry)</b>	<a href="https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/">https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/</a> <a href="http://www.arnolfini.org.uk/">http://www.arnolfini.org.uk/</a> <a href="http://www.spikeisland.org.uk/">http://www.spikeisland.org.uk/</a> <a href="http://www.rwa.org.uk/">http://www.rwa.org.uk/</a>
--	--

<b>Subject:</b>	<b>Physical Education Cambridge National</b>		
<b>Course Title</b> <b>Exam Board</b> <b>Syllabus Code</b>	L2 Cambridge National Certificate Sports Science OCR J812	<b>QN Code</b>	600/5121/8

<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	R041	Reducing the risk of sports injuries	External Written paper	60 marks	1 hour
	R042	Applying principles of training	Centre assessed tasks OCR moderated	60 marks	10 hours on the assessment tasks
	R043	The body's response to physical activity	Centre assessed tasks OCR moderated	60 marks	10 hours on the assessment tasks
	RO44	Sport Psychology	Centre assessed tasks OCR moderated	60 marks	10 hours on the assessment tasks

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

		<p>cardio-respiratory systems in health and fitness</p> <p>LO3: Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems</p> <p>LO4: Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems</p>	
	<p><b>Unit 4: Sport Psychology</b></p>	<p>LO1: Understand the relationship between personality and sports performance</p> <p>LO2: Know how motivation can affect sports performance</p> <p>LO3: Know how aggression can affect sports performance</p> <p>LO4: Understand the Impact of Arousal &amp; anxiety on Sports Performance</p>	<ul style="list-style-type: none"> <li>● Internally assessed coursework</li> <li>● OCR moderated</li> <li>● 10 hours on the assessment</li> <li>● 25% of the qualification</li> </ul>
Why should I study this course?	<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><a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j802-j812/">https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j802-j812/</a></p>		

<b>Subject:</b>	<b>Psychology GCSE</b>		
<b>Course Title</b>	GCSE Psychology	<b>QN Code</b>	603/0932/5
<b>Exam Board</b>	AQA 8182		
<b>Syllabus Code</b>			

<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	Paper 1	Cognition and Behaviour	External written exam	50%	1 hour. and 45 minutes
	Paper 2	Social Context and Behaviour	External written exam	50%	1 hour and 45 minutes

<b>Course content by unit</b>	<p>Paper 1 is comprised of four topics:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Memory</li> <li><input type="checkbox"/> Perception</li> <li><input type="checkbox"/> Development</li> <li><input type="checkbox"/> Research Methods</li> </ul> <p>Paper 2 is comprised of four topics</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Social Influence</li> <li><input type="checkbox"/> Language, thought and communication</li> <li><input type="checkbox"/> Brain and neuropsychology</li> <li><input type="checkbox"/> Psychological problems</li> </ul> <p>Please visit the <a href="#">AQA website</a> for a more detailed breakdown of topics covered.</p>
-------------------------------	--

<b>Additional resources &amp; supporting activities</b>	<p>All students are given a set text book, 'AQA Psychology for GCSE' by Cara Flanagan. Students will also have access to an <a href="#">online version</a> of this textbook which has built in revision and retrieval practice activities to enhance learning.</p> <p>Revision guides will be available to buy and provided for PP students The internet provides a wealth of useful websites which we will use throughout the course.</p> <p>Learning can be supported by <a href="#">Learn Dojo</a></p> <p>Revision sessions will be available before student's exams.</p>
---	--

<b>Assessment dates in Year 10 and Year 11</b>	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.
--	--

<b>Essential reading</b>	See Google classroom for key terms and studies lists. AQA PSYCHOLOGY FOR GCSE by Cara Flanagan et al.* provided to all Y10 students. Text book is essential with revision lists at end of book.
--------------------------	---

<b>Wider reading</b>	<ul style="list-style-type: none"> <li>• Simply Psychology <a href="#">website</a></li> <li>• Netflix and BBC iPlayer have lots of relevant psychology documentaries which will enhance understanding of topics covered.</li> </ul>
----------------------	---

<b>Subject:</b>	<b>Religion, Ethics &amp; Philosophy GCSE</b>		
<b>Course Title</b>	GCSE Religious Studies A	<b>QN Code</b>	601/8400/0
<b>Exam Board</b>	AQA (Full Course)		
<b>Syllabus Code</b>	8062		

<b>Assessment</b>	<b>Unit/Code</b>	<b>Title</b>	<b>External / Internal Marking</b>	<b>% Total Mark</b>	<b>Duration</b>
	Paper 1	Study of Religion (Beliefs and Practices) - Christianity & Islam	External written exam	50%	1 hour and 45 minutes
	Paper 2	Themes in Ethics & Philosophy	External written exam	50%	1 hour and 45 minutes
<b>Course content by unit</b>	<p><b>Paper 1</b>            Christian Beliefs            Christian Practices            Muslim Beliefs            Muslim Practices</p> <p><b>Paper 2</b>            Religion and Life            Social Justice and Human Rights            Crime and Punishment            Peace and Conflict</p>				
<b>Additional resources &amp; supporting activities</b>	<p>In lessons we use-</p> <ul style="list-style-type: none"> <li>● OUP AQA Religious Studies - Islam</li> <li>● OUP AQA Religious Studies - Christianity</li> <li>● Hodder AQA Religious Studies A</li> </ul> <p>and recommend that students buy their own copy for use at home (secondhand copies can be purchased from Amazon for approximately £12)</p> <p>The REP VLE hosts all of our knowledge organisers and practice question grids, as well as information about assessment and home learning:  <a href="https://cothamschoolhumanities.weebly.com/religion-ethics--philosophy.html">https://cothamschoolhumanities.weebly.com/religion-ethics--philosophy.html</a></p> <p>Speakers from faith communities, as well as Humanist and atheist speakers, will visit students to give them the chance to fully explore beliefs and worldviews. Students will also visit local places of worship.</p>				
<b>Assessment dates in Year 10 and Year 11</b>	Please see the Year 10 and Year 11 Assessment Calendars or the Student Guide on the REP VLE for up-to-date information.				
<b>Essential reading</b>	Textbooks listed above				
<b>Wider reading</b>	Karen Armstrong - A History of God Michael Rosen and Annemarie Young - What Is Humanism? Julian Baggini - The Pig Who Wants To Be Eaten				
<b>Other information</b>	Please see letter sent home to all parents/carers of Year 10 GCSE REP students.				

<b>Subject:</b>	<b>Spanish GCSE</b>		
<b>Exam Board Syllabus Code</b>	AQA 8698	<b>QN Code</b>	500/4480/1

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

<b>Course content by unit</b>	<p>In addition to their first language (French or German) students may also take Spanish as a second language. Students can either start ab initio, without any prior knowledge of the language, or continue with the Spanish they have studied during Year 9 (in set 1 or during the twilight classes).</p> <p>The teacher will take the different levels of ability of students into consideration when planning the lessons.</p> <p><b>Topics covered over the two years:</b>  Theme 1: Identity and culture  Theme 2: Local, national, international and global areas of interest  Theme 3: Current and future study and employment</p> <p><b>Assessment</b></p> <p>At the end of the course in Year 11, students will be entered into either Foundation or Higher Tier papers in Listening, Reading, Writing and Speaking. The Speaking test consists of tasks such as role-play and conversations. Writing will be assessed through translations and structured writing.</p> <p><b>Foreign Language Assistant</b></p> <ul style="list-style-type: none"> <li>Students also have the opportunity to develop their speaking skills by working in small groups with our Foreign Language Assistants who are trained native speakers. At Cotham we are proud to have an assistant for Spanish.</li> </ul>
-------------------------------	---

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

<b>Assessment dates in Year 10 and Year 11</b>	<p>Year 10  Assessment point 1 - Usually completed by December.  Listening, Reading and Writing  Topics; Self, technology.</p>
--	--



	<p>Assessment point 2 - Usually completed by June  May Speaking photocard + general conversation (Theme 1 + Home town)  Listening, Reading (All three themes)  Writing (Themes 1+2)  <a href="http://cothamschoolmfl.weebly.com/gcse-vocabulary.html">http://cothamschoolmfl.weebly.com/gcse-vocabulary.html</a></p> <p>Year 11  Assessment point 3 - Usually completed by December  Speaking Mock exam - role play + general conversation.(all three themes)  <a href="http://cothamschoolmfl.weebly.com/gcse-vocabulary.html">http://cothamschoolmfl.weebly.com/gcse-vocabulary.html</a></p> <p>Assessment point 4 - Usually completed in January  Listening, Reading and Writing  Revise GCSE vocabulary from all three themes  <a href="http://cothamschoolmfl.weebly.com/gcse-vocabulary.html">http://cothamschoolmfl.weebly.com/gcse-vocabulary.html</a></p> <p>GCSE Speaking Exams to take place in March.  GCSE Listening/Reading/Writing to take place in May/June</p> <p>Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.</p>
<b>Essential reading</b>	<p>Vocabulary Lists - available on Google Classroom</p> <p>Revise AQA GCSE Spanish - Revision Workbook, Pearson ISBN 9781447941187 £5.99 (some available for purchase in MFL office £2.99)</p>
<b>Wider reading</b>	<p>Grammar practice websites:  <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p>New CGP Spanish AQA Revision Guide - for the Grade 9-1 Course and workbook</p>