



Rufus Iles - 11ZC

COTHAM SCHOOL

KS4 OPTIONS

BOOKLET 2017-2019

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TIMELINE OF YEAR 9 OPTIONS PROCESS

Wednesday 18 January 2017

Year 9 Options Assembly – Introduction to students

Launch of KS4 Curriculum offer in Year 9 Assembly

Wednesday 18 January 2017

Year 9 Options Evening – Introduction to parents

5:30 - 7:30 School Main Hall, A Block Corridor, and subject areas

Presentations at 5.45 and 6.45pm

Thursday 26 January 2017

5pm – 7.30pm

Year 9 Parents Evening

Tuesday 31 January 2017

6pm – 7pm

Options Surgery for parents with Mrs Bajic-Raymond and Mr Reed

Wednesday 8 February 2017

Option forms must be completed and given to the tutor

Week beginning Monday 22 May 2017

Final Confirmation of Option Choices to students

Key Stage 4 Curriculum 2017 – 2019

Students at Cotham School study a broad and balanced curriculum at Key Stage 4 (KS4). The core curriculum studied by all students consists of: English, English Literature, Mathematics, Science, REP (Religion, Ethics and Philosophy), PSHE (Personal Social and Health Education) and Physical Education. In addition to these core subjects, students choose four options with two further alternatives from the list below:

Business Studies Level 2 BTEC	German - GCSE
Child Development Cambridge National Level 1 and 2	History - GCSE
Computing - GCSE	iMedia - GCSE
Dance - GCSE	Music - GCSE
Design and Technology - GCSE	Music Technology Level 2 BTEC
Design and Technology: Visual Communication Technical Award Level 1 and Level 2	Photography - GCSE
Design and Technology: Materials Technology Technical Award Level 1 and Level 2	Physical Education - GCSE
Drama - GCSE	Psychology - GCSE
Fine Art - GCSE	Religion, Ethics & Philosophy - GCSE
Food Preparation and Nutrition - GCSE	Spanish - GCSE
French - GCSE	Textiles - GCSE
Geography - GCSE	

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

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

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

Qualification Definitions and equivalent grade measures.

GCSE - General Certificate of Secondary Education

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

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

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

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

BTEC vocational qualifications

BTEC courses are graded as:

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

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

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

Level 1 Pass - GCSE Grade 3

Level 2 Pass - GCSE Grade 4

Level 2 Merit - GCSE Grade 5/6

Level 2 Distinction - GCSE Grade 7

Level 2 Distinction* - GCSE Grade 8/9

Technical Award vocational qualifications

Technical Award qualifications are graded as:

Level 1 Credit and Advanced Credit (C/AC)

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

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

Level 1 Credit - GCSE Grade 1/2

Level 1 Advanced Credit - GCSE Grade 2/3

Level 2 Pass - GCSE Grade 4

Level 2 Merit - GCSE Grade 5/6

Level 2 Distinction - GCSE Grade 7

Level 2 Distinction* - GCSE Grade 8/9

Option Pathways

- **English Baccalaureate (EBacc).** The majority of students will seek to achieve the EBACC qualification. To do so, students must choose History or Geography **AND** a Language as two of their options. We expect students in French or German sets 1, 2 or 3 to opt to take their studied language as an option.
- If Year 9 Term 2 current attainment levels are '**Working Below**' in English, Maths and most other subjects, students will be guided by senior staff towards the most suitable options at KS4 which will give them the best chance to succeed.
- If students want to study Level 3 Post 16 Courses they need to meet the minimum grade entry criteria as well as the subject specific grade criteria as specified in the Post 16 Option Booklet. For more information please refer to the NBP16 website <http://www.nbp16c.org.uk/>

Controlled Assessments

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

The full controlled assessment policy can be found using this link

http://www.cotham.bristol.sch.uk/page_viewer.asp?page=Exams+%26amp%3B+Revision&pid=151

Knowing the difference: BTEC / Technical Awards versus GCSE

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

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

Content:

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

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

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

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

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

THE CORE SUBJECTS

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

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

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

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

Course content by unit	<p><u>Paper 1: Shakespeare and the 19th century novel</u></p> <p><u>Section A Shakespeare:</u> students will answer one question on either 'Macbeth' or 'Romeo & Juliet.' They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p><u>Section B The 19th-century novel:</u> students will answer one question on 'A Christmas Carol' or 'Frankenstein' or 'The Strange Case of Dr Jekyll & Mr Hyde.' They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p> <p><u>Paper 2: Modern texts and poetry</u></p> <p><u>Section A Modern texts:</u> students will answer one essay question from a choice of two on 'Lord of the Flies' or 'Blood Brothers' or 'The History Boys.'</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.</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>
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Additional resources & supporting activities	<p>SAM learning [http://www.samlearning.com] username and password can be obtained from IT teacher.</p> <p>www.aqa.org.uk/english-literature</p> <p>A variety of websites exploring the above mentioned texts.</p> <p>BBC Bitesize GCSE English Literature</p>
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Subject:	Mathematics - GCSE		
Course Title	GCSE Mathematics	QN Code	500/8495/1
Exam Board	AQA		
Syllabus Code	8300		

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	8300	Linear Mathematics GCSE – Paper 1 (Non-Calculator)	External	33⅓%	1h 30m
	8300	Linear Mathematics GCSE – Paper 2 (Calculator)	External	33⅓%	1h 30m
	8300	Linear Mathematics GCSE – Paper 3 (Calculator)	External	33⅓%	1h 30m

Course content by unit	The Mathematics course at Cotham is a linear course, all examined at the end of Year 11. The topics can be roughly split into six sections:	
	Number	E.g. fractions, decimals, percentages, ratio, powers, surds.
	Algebra	E.g. equations, inequalities, coordinates & graphs, sequences, formulae.
	Ratio & proportion	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: http://filestore.aqa.org.uk/resources/mathematics/specifications/AQA-8300-SP-2015-V1-0.PDF</p> <p>As always, Mathematics GCSE is highly valued by further education providers and employers. A good Mathematics GCSE demonstrates the ability to think clearly and logically and provides a greater range of options at post-16 and in future careers. Many careers require a grade 5 Maths GCSE as a minimum entry requirement. The government has also recognised how important Mathematics GCSE is to students' life chances and have made it compulsory for all post-16 students who do not have a 5-grade Maths GCSE to follow a retake course. In daily life Mathematics is essential. A good understanding of Mathematics helps with personal finance skills such as budgeting; understanding bank accounts and credit cards; getting a mortgage; planning a holiday or buying a car in instalments. For those who excel at Mathematics, there is a wide range of exciting and well-paid careers open to them in diverse fields such as engineering, finance, science, medicine, business, technology and software design.</p>	
Additional resources & supporting activities	<p>We aim to use a wide range of different resources that stimulate and enhance the learning experience. Investigations that extend the analytical and creative aspects of Maths, powerpoint demonstrations, practical work, transition units which link with KS3 work and interactive board work are all utilised within our teaching. Homework is set regularly to support the above. The school also has a subscription to the website www.mymaths.co.uk which provides a wide range of online lessons and self-assessment resources that are available to all students. Students are provided with a textbook for use in class, and a further homework book for use at home. Additionally detailed revision guides published (see https://www.cgpbooks.co.uk/Parent/books_aqa_maths_range) are available to buy from the Maths department at a discount.</p>	

Subject:	PSHE - GCSE		
Course Title	Certificate in Preparation for Working Life	QN Code	600/7049/3
Exam Board	AQA		
Syllabus Code	4801		

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	4801/1	Paper 1 Preparation for Working Life	Internal	70%	1hr 45
	4801/2	Paper 2 Preparation for Working Life	Internal	30%	1hr 15
Course content by unit	<p>Students sit 2 papers. This is a full GCSE (Level 2 qualification).</p> <p><u>Paper 1:</u></p> <p>Jobs</p> <ul style="list-style-type: none"> • Where jobs are advertised • The job application process • Positive and negative body language <p>Budgeting</p> <ul style="list-style-type: none"> • Benefits of earning your own money • Essential and non-essential spending • Credit cards, debit cards – advantages and disadvantages • Avoiding debt, bank accounts, how interest works <p>Pay</p> <ul style="list-style-type: none"> • Deductions from monthly salary • Income Tax (PAYE), National Insurance, Superannuation • Net Pay, Gross Pay • Types of employment contracts (Full/Part time; contract/Fixed Term; commission; Piece Work) • P45 and P60 <p>Discrimination</p> <ul style="list-style-type: none"> • Types of discrimination (eg Ageism, Sexism) • Harassment • Where to go if you're experiencing discrimination (eg Human Resources Department; Trade Union representative) <p>Health and Safety</p> <ul style="list-style-type: none"> • Hazard signs • Hazards in the workplace • Basic First Aid (CPR; bleeding, choking) <p>Drugs</p> <ul style="list-style-type: none"> • Effects of alcohol and smoking on the body and your job <p>In the workplace</p> <ul style="list-style-type: none"> • Benefits and disadvantages of office technology (eg email) • Types of in-work training and their advantages and disadvantages (eg shadowing, mentoring and appraisal) • Roles of a trade union and the Human Resources department <p>Self Concept</p> <ul style="list-style-type: none"> • How might age, success in exams, having lots of friends etc affect how a person might feel about themselves (positive and negative). <p><u>Paper 2</u></p> <p>Understanding how to write a CV, write a letter of application for a job, how to be successful in a job interview, how to prepare for a job interview.</p>				
Additional resources & supporting activities	Revision materials and examples of question papers.				

<p>Course content by unit</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="341 387 1029 600"> <tr> <td>Aerobics</td> <td>Athletics</td> <td>Badminton</td> </tr> <tr> <td>Basketball</td> <td>Football</td> <td>Handball</td> </tr> <tr> <td>Lacrosse</td> <td>Netball</td> <td>Rounders</td> </tr> <tr> <td>Rugby</td> <td>Softball</td> <td>Squash</td> </tr> <tr> <td>Tennis</td> <td>Ultimate Frisbee</td> <td>Volleyball</td> </tr> <tr> <td>Dodgeball</td> <td>Handball</td> <td>Table Tennis</td> </tr> </table> <p>In line with National Curriculum requirements, regardless of which pathway they choose, students will experience at least 2 activity areas across KS4. Some of these activities are taught through our Sport Education programme which gives students full responsibility for management of the lesson through undertaking roles such as captain, coach, equipment monitor and manager.</p> <p>Aims of KEY STAGE 4</p> <ul style="list-style-type: none"> • To use the performance skills and understand specific activities • To help support, guide, and develop oneself and others to reach their full potential within the context of living a healthy, active lifestyle. <p>Aims of YEAR 10 - LEADERSHIP AND LIFE SKILLS</p> <ul style="list-style-type: none"> • To use of leadership opportunities and work in the wider community to develop understanding of living a healthy, active lifestyle beyond school. <p>Aims of YEAR 11 - REFINEMENT AND SPECIALISATION</p> <ul style="list-style-type: none"> • To refine essential skills (physical, mental & social) through a range of activities. This will enable students to maintain or enhance their physical activity levels as well as allowing for student specialism of an activity and aid preparation for Post-16. 	Aerobics	Athletics	Badminton	Basketball	Football	Handball	Lacrosse	Netball	Rounders	Rugby	Softball	Squash	Tennis	Ultimate Frisbee	Volleyball	Dodgeball	Handball	Table Tennis
Aerobics	Athletics	Badminton																	
Basketball	Football	Handball																	
Lacrosse	Netball	Rounders																	
Rugby	Softball	Squash																	
Tennis	Ultimate Frisbee	Volleyball																	
Dodgeball	Handball	Table Tennis																	
<p>Additional resources & supporting activities</p>	<p>Extra curricular activities for Key Stage 4 include:</p> <p>Boys: Athletics, Rugby, Cricket, Basketball, Badminton, Squash, Duke of Edinburgh, Football</p> <p>Girls: Netball, Athletics, Basketball, Rounders, Badminton, Squash, Duke of Edinburgh, Football</p>																		

Subject:	Religion, Ethics and Philosophy (this is a non-examined course)
Rationale	<p>It is important for young people to acquire a better understanding of the role that religions play in today's pluralistic world. The need for such education will continue to grow as different cultures and identities interact with each other through travel, commerce, media or migration. Although a deeper understanding of religions will not automatically lead to greater tolerance and respect, ignorance increases the likelihood of misunderstanding, stereotyping, and conflict.</p> <p>Our Core REP programme will help all of our students to understand the bigger picture behind important social issues such as religious extremism, secularisation, and changing attitudes towards gender and sexuality. We will explore beliefs and practices across a range of religious beliefs as well as considering Humanist and other non-religious perspectives and new religious movements such as neo-paganism and Scientology.</p>
Assessment	<p>Students will aim to achieve either a Gold, Silver or Bronze award at the end of the course, demonstrating to Post-16 providers and employers that they have the skills and knowledge required for success in today's diverse society. Students will be assessed in their skills in the following areas:</p> <ul style="list-style-type: none"> ● Giving a balanced, supported argument ● Comparing and contrasting different opinions ● Respectfully critiquing beliefs and worldviews ● Evaluating strength and weaknesses ● Drawing justified and well-reasoned personal conclusions <p>Assessment will be ongoing throughout the year and evaluate the above skills in both written and verbal form.</p>
Content	<p>Our curriculum will respond to the particular needs and interests of our students over the two years. Planned topics include:</p> <ul style="list-style-type: none"> ● How do we know what's right and wrong? ● How should we treat criminals? ● Why are Eastern philosophies like Buddhism becoming so popular in the West? ● What is 'secularisation' and is it actually happening? ● What do 'religious experiences' look like in an age of science and reason? ● What is 'fundamentalism' and (why) is it a threat? ● Does religion challenge the status quo or support it?

SCIENCE GCSE- Overview

Students will have the option of studying Combined Science (Double award) or Separate Sciences (Triple award, GCSE Biology, GCSE Chemistry, & GCSE Physics). The teachers will guide students to the most suitable course depending on assessment at the end of Year 9.

Subject:	GCSE Combined Science (double GCSE award)		
Course Title	AQA	QN Code	601/8758/X
Exam Board	Combined Science (Trilogy)		
Syllabus Code	8464		

Assessment	Unit/Code	Title <i>(please note that the units refer to those in the specification and CGP revision guide, NOT those in the school textbooks)</i>	External / Internal Marking	% Total Mark	Duration
	8464	Biology 1	External	16.7%	1 hour 15 minutes
	8464	Biology 2	External	16.7%	1 hour 15 minutes
	8464	Chemistry 1	External	16.7%	1 hour 15 minutes
	8464	Chemistry 2	External	16.7%	1 hour 15 minutes
	8464	Physics 1	External	16.7%	1 hour 15 minutes
	8464	Physics 2	External	16.7%	1 hour 15 minutes
Course content by unit	<p>Biology 1: topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.</p> <p>Biology 2: topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.</p> <p>Chemistry 1: topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes</p> <p>Chemistry 2: topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.</p> <p>Physics 1: topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.</p> <p>Physics 2: topics 22–24: Forces; Waves; and Magnetism and electromagnetism</p>				
Additional resources & supporting activities	<ul style="list-style-type: none"> • All students are provided with 3 textbooks from the library (Biology, Chemistry & Physics) • All students have a login to kerboodle where they can access the digital textbook, online assessments and many other resources • Students can buy a CGP revision guide from school for £6 • Students can buy a workbook containing exam style questions and answers from school for £6 • GCSE pod provides audio explanations of the content. This can be accessed through the school website. • SAM Learning provides online activities of the content. This can be accessed through the school website. • BBC bitesize is a website that explains all the content and has quick quizzes to test knowledge • Additional resources available on the VLE 				

Subject:	GCSE Separate Sciences (triple GCSE award)		
Course Title Exam Board Syllabus Code	Biology, Chemistry & Physics (3 separate GCSEs) AQA Biology: 8461 Chemistry: 8462 Physics: 8463	QN Codes	Biology:601/8752/9 Chemistry:601/8757/8 Physics: 601/8751/7

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	8461	Biology paper 1	External	50%	1 hour 45 minutes
	8461	Biology paper 2	External	50%	1 hour 45 minutes
	8462	Chemistry paper 1	External	50%	1 hour 45 minutes
	8462	Chemistry paper 2	External	50%	1 hour 45 minutes
	8463	Physics paper 1	External	50%	1 hour 45 minutes
	8463	Physics paper 2	External	50%	1 hour 45 minutes
Course content by unit	<p>Biology paper 1: Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics. Biology paper 2: Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.</p> <p>Chemistry paper 1: Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes. Chemistry paper 2: Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.</p> <p>Physics paper 1: Topics 1–4: Energy; Electricity; Particle model of matter; and Atomic structure. Physics paper 2: Topics 5–8: Forces; Waves; Magnetism and electromagnetism; and Space physics. Questions in Paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from</p>				
Additional resources & supporting activities	<ul style="list-style-type: none"> • All students are provided with 3 textbooks from the library (Biology, Chemistry & Physics) • All students have a login to kerboodle where they can access the digital textbook, online assessments and many other resources • Students can buy a CGP revision guide from school for £3 each (will need to buy one for Biology, one of chemistry and one for physics) • Students can buy a workbook containing exam style questions and answers from school for £3.50 each (will need to buy one for Biology, one of chemistry and one for physics) • GCSE pod provides audio explanations of the content. This can be accessed through the school website. • SAM Learning provides online activities of the content. This can be accessed through the school website. • BBC bitesize is a website that explains all the content and has quick quizzes to test knowledge • Additional resources available on the VLE 				

GCSE Combined Science	<ul style="list-style-type: none"> • 15% of exam marks will be assessing students in relation to practical work • 20% of exam marks (divided between biology, chemistry and physics in the ratio 1:2:3, respectively) will be assessing mathematical skills at an appropriate level of difficulty • Students will have to complete at least 16 specified practical activities • This qualification is linear. Linear means that students will sit all their exams at the end of the course (end of Year 11).
GCSE Biology GCSE Chemistry GCSE Physics	<ul style="list-style-type: none"> • An allocation of 15% of exam marks will be given to assess students in relation to practical work • An allocation of at least 10% of exam marks (20% for chemistry, 30% for physics) will be used to assess mathematical skills at an appropriate level of difficulty • Students will need to complete at least 8 specified practical activities in each science • These qualifications are linear. This means that students will sit all their exams at the end of the course (end of Year 11)

Both Combined Science and Separate Sciences allow progression to A-levels Sciences providing the minimum grade is 5 in Combined Science and grade 5 in two of the Separate Sciences.

OPTIONAL SUBJECTS

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

Assessment	Title	External / Internal Marking	% Total Mark	Duration
	Fine Art	Internally marked with visiting moderator.	60% Coursework 40% Externally set task	No time limit 10 weeks preparation time followed by 10 hour exam.

Course content	<p>Overview Fine art practice is the exploration of an idea, experience, theme or issue of personal significance. Students have the opportunity to work in one or more area(s) of fine art, such as:</p> <ul style="list-style-type: none"> ● drawing ● painting ● sculpture ● installation ● lens-/light-based media ● photography and the moving image ● printmaking ● mixed media ● land art. <p>They may explore overlapping areas and combinations of areas.</p> <p>Component 1: Portfolio Over year 10 and the first two terms of Year 11, students develop a portfolio of work. The portfolio must include both:</p> <ol style="list-style-type: none"> 1. A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. 2. A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken. <p>Component 1 is completed at the end of January in Year 11, it forms 60% of of the final mark.</p> <p>Component 2: Externally set assignment AQA provide an externally set assignment with seven different starting points. Students select and respond to one starting point from their chosen title. Students develop their chosen theme over a period of 10 weeks which is followed by 10 hours of supervised exam time to create a final response. This component is 40% of the final mark.</p> <p>Please note:</p> <ul style="list-style-type: none"> ● Students may only study one of the Visual Arts subjects at GCSE: art, photography or textiles. ● Students wishing to take any Visual Arts subject must have attitude and homework assessed as "good" throughout Year 9. ● To be accepted for GCSE art, students must be "working at" or above expected standard in year 9. Students who are "working towards" may still be accepted based on an assessment of their motivation for the subject and independent learning skills. Please discuss your intention to select art with your class teacher.
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Additional resources & supporting activities

Students studying art have access to the Visual Arts department resources. These include: large, bright studio spaces; resources and equipment for a wide range of media and techniques; screen printing equipment; ceramics equipment and kiln; photography darkroom for black and white processing; studio lighting for photographic shoots; digital SLR cameras for loan; 40 Apple Mac laptops with Adobe Suite and iMovie; textile sublimation printer; digital embroidery machine; sewing machines; fabric dyeing and printing equipment and batik printing equipment.

- Catch up sessions are offered after school on three afternoons a week.
- Art club is open to all students every Friday lunchtime.
- A trip to a major London art gallery is offered in Year 11.

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

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	1	Enterprise in the Business World	Internal	25	Controlled Assessment
	2	Finance for Business	External	25	1 hour
	3	Promoting a Brand	Internal	25	Controlled Assessment
	5, 6 or 8	Recruitment, Selection and Employment or Introducing Retail Business or Sales and Personal Selling	Internal	25	Controlled Assessment
Course content by unit	<p>Unit 1 – Enterprise in the Business World. (<i>Internally set coursework</i>) The learning aims for this unit are for the student to:</p> <ul style="list-style-type: none"> • know how trends and the current business environment may impact upon a business; • plan an idea for a new business; • present a business model for a business start-up. <p>Unit 2 – Finance for business. (<i>1 hour on-screen test</i>) The learning aims for this unit are for the student to:</p> <ul style="list-style-type: none"> • understand the costs involved in business and how to make a profit; • understand how businesses plan for success; • understand how businesses measure success and identify areas for improvement. <p>Unit 3- Promoting a Brand. (<i>Internally set coursework</i>) The learning aims for this unit are for the student to:</p> <ul style="list-style-type: none"> • explore the use of branding and the promotional mix in business • develop and promote a brand for a business. <p>Unit 5 – Sales and Personal Selling (<i>Internally set coursework</i>) The learning aims for this unit are for the student to:</p> <ul style="list-style-type: none"> • explore the role of sales staff • demonstrate personal selling skills and processes. <p>Or</p> <p>Unit 6 – Introducing Retail Business (<i>Internally set coursework</i>) The learning aims for this unit are for the student to:</p> <ul style="list-style-type: none"> • explore the structure and organisation of retail business • investigate the relationship between retail business and the external environment. <p>Or</p> <p>Unit 8 – Recruitment, Selection and Employment. (<i>Internally set coursework</i>) The learning aims for this unit are for the student to:</p> <ul style="list-style-type: none"> • know about job roles and functional areas in business • produce documentation for specific job roles • demonstrate interview skills and plan career development. 				
Additional resources & supporting activities	<p>Students must be strong in English and Maths to complete this course, a grade of ‘Working Towards’ or above is required at the end of Term 2 in Year 9 There will be a regular after school catch up session to support students with their course.</p>				

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

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	R018 Written paper	Health and well-being for child development	External	50%	1 ¼ hours
	R019 Centre assessed tasks	Understand the equipment and nutritional needs of children from birth to five years	Internally assessed. External moderation.	25%	10 hours
	R020 Centre assessed tasks	Understand the development of a child from birth to five years	Internally assessed. External moderation.	25%	10 hours.
Course content by unit	<p>The Child Development course offers a range of practical approaches and theory based learning. The course will appeal to students with an interest in the development of children and those with an interest in careers such as nursing, midwifery, early years practitioner and teaching. The exam specification is divided into 6 themes, these areas are interrelated.</p> <p>Unit R018: Health and well-being for child development Students will consider a range of factors which affect the decision to have children. Preconception care including health of parents to be, diet, exercise and the dangers of smoking, alcohol, recreational drugs are discussed. Students will evaluate methods of contraception, their efficiency and reliability. The structure and function of male and female reproductive systems is learnt. An understanding of the range of antenatal care and tests offered to parents is introduced. Students need to be aware of the roles of the different health professionals supporting the pregnant mother. Students will evaluate the choices of settings for delivery as well as a range of pain relief interventions to also include alternative approaches to pain relief. The stages of labour and the importance of postnatal care is considered. Students will understand the importance of postnatal checks and postnatal provision. Students will recognise how to manage and prevent childhood illnesses and learn of the importance of child safety</p> <p>R019 Understand the equipment and nutritional needs of children from birth to five years. This unit will allow learners to investigate the different equipment and nutritional requirements of children from birth to five years. On completion of this unit, learners will be able to apply their knowledge and understanding, through a practical activity, to show how the needs are met to promote the well-being and development of the child. An in depth knowledge of nutrition for young children is developed within this unit. The assignment title is set by OCR.</p> <p>Unit R020: Understand the development of a child from birth to five years This unit will allow learners to investigate the developmental norms of children from birth to five years. Learners will develop an understanding of the impact of play on the developmental norms. On completion of this unit, learners will be able to apply their knowledge and understanding, through practical activities, to show how play affects the development of individual children. The assignment title is set by OCR.</p>				

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

Subject:	Computing - GCSE		
Course Title Exam Board Syllabus Code	GCSE Computing AQA 8520	QN Code	500/8291/7

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

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

Assessment	Component	Title	External / Internal Marking	% Total Mark	Duration
	1	Choreography and Performance	Internal	C: 30% P: 30%	TBC
	2	Dance Appreciation	External written exam	40%	1 hour 30 minutes
Course content by component	<p>Choreography <u>Solo or group choreography</u> Students must choreograph a solo or a group dance for two to five dancers</p> <p>Students must learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance which:</p> <ul style="list-style-type: none"> • includes an aural setting (accompaniment) • includes appropriate and original action, spatial, dynamic and relationship content • can be in any style (as long as it meets the assessment criteria) • communicates their own choreographic intention including idea, mood and meaning <p>30% of GCSE - 40 marks</p> <p>Performance <u>Set phrases</u> through a solo performance <u>Duet/trio</u> performance To accurately perform each set phrase, students must be able to interpret and replicate the following forms of content shown in each set phrase: action, dynamic, space.</p> <p>Students will learn how to perform as part of a duet/trio dance. The duet/trio performance can be choreographed by students, their teacher(s), a dance artist or collaboration between them.</p> <p>30% of GCSE - 40 marks (15 marks for set phrases and 25 marks for duet/trio performance)</p> <p>Dance Appreciation Questions will be based on students' own practice in performance and choreography and the GCSE Dance anthology (professional works) Students will gain knowledge and understanding of:</p> <ul style="list-style-type: none"> • The choreographic process • Performing and technical skills • Critical appreciation of own work • Critical appreciation of professional works <p>40% of GCSE - Written exam: 1 hour 30 minutes- 80 marks</p>				
Additional resources & supporting activities	<p>Students are expected to become members of the school dance companies; this allows them to develop their choreographic skills and allows further opportunities to perform including the school Dance Evening & Stages.</p> <p>Many GCSE students lead and run lower school dance clubs giving them leadership skills.</p> <p>Students will be given the opportunity to watch live, professional dance performances both within and outside of school.</p> <p>The use of professional role models is vital to the study of Dance at Cotham, visiting professional dance teachers, companies, workshops and videos are used to fully embrace the syllabus making it accessible to all</p>				

Subject:	Design and Technology - GCSE		
Course Title Exam Board Syllabus Code	GCSE Design and Technology AQA 8552	QN Code	tbc

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1: (45501)	Written Paper	External Marking	50%	2 hours
	Unit 2: (45502)	Design and Making Practice – Controlled Assessment	Internal Marking External Moderation	50%	35 hours
Course content by unit	<p>Science tells you how it is; Technology tells you how it could be.</p> <p>Design and Technology is about the investigation, design and manufacture of products using woods, metals, plastics and electronic components. The course encourages the exploration and hands on investigation of manufacturing products and manipulation of materials allowing students to experience a wide range of making processes and techniques.</p> <p>Unit 1: Written Paper Section A: Core Technical principles (20 marks) A mixture of multiple choice and short answer questions accessing a breadth of technical knowledge and understanding. Section B: Specialist Technical principles (30 marks) Several short answer questions (2-5 marks) and one extended response to access a more in depth knowledge of technical principles. Section C: Design and Making Principles (50 marks) A mixture of short answer and extended response questions including a 12 mark design question It is recommended that students opting for this course are predicted at least a grade 4 in Maths GCSE: 15% of the exam questions will require good maths skills including data handling, arithmetic and calculation, geometry and the use of graphs.</p> <p>Unit 2: Design and Making Practice – Controlled Assessment Students will submit a single design and make activity consisting of a concise A3 design folder and a high quality 3-dimensional product. The brief is set by the exam board and represents 35 hours of classroom time. Coursework is marked internally and moderated externally by the examining board, marks are awarded for designing, investigating, evaluating, making as well as presentation. The project must address relevant industrial and commercial practices.</p>				
Additional resources & supporting activities	<p>Controlled Assessment projects will stretch students in terms of practical making abilities, techniques and skills. Students are encouraged to be imaginative and creative in their designing, communicating ideas and thought processes visually and intellectually, and to combine different materials and components alongside applied technological innovation. Students are challenged to understand the working characteristics and properties of materials and combine their knowledge with a range of traditional and high technology manufacturing techniques. Students are taught to identify common structural, mechanical and electronic components in products and to understand how these affect form and function. Students are encouraged to look at existing designs and designers and to recognise the importance of good design.</p>				

Subject:	Design and Technology: Visual Communication Technical Award Level 1 and Level 2 Practical skills in hand and digital graphics		
Course Title Exam Board Syllabus Code	Visual Communication AQA 3755	QN Code	603/0519/8

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1	Skills	Internal assessment / external moderation	30%	
	Unit 2	Project	Internal assessment / external moderation	30%	
	Unit 3	Written Exam	External assessment	40%	

About Technical Awards	<p>Technical Awards are practical, vocational qualifications available to 14 – 16 year old to take alongside GCSEs. A single Technical Award is equivalent to a GCSE.</p> <p>Technical Awards will provide students with knowledge and highly sought-after skills to prepare them for further study, apprenticeships and the workplace.</p> <p>Students with a Technical Award will be able to go on to study A-levels or vocational qualification.</p>
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Course content by unit	<p>Unit 1: Skills Students will carry out a number of bite-sized projects and tasks. Projects will cover: Drawing and sketching 2D and 3D, Using digital software, Understanding typography, Card engineering, Image capture and manipulation, Colour theory, Web design and team work. Work will be presented in a portfolio with 2 and 3 dimensional outcomes.</p> <p>Unit 2: Extended Making Project The project will be marked against planning and development, making, testing and evaluating, communication. Example briefs:</p> <ul style="list-style-type: none"> • Design a web page to promote a new product of your choice aimed at teenagers. • A client who owns a sportswear (or other) company has asked you to produce the branding and suitable packaging for one of their products. • Produce promotional material for an adventure holiday aimed at teenagers. <p>Students will need to produce both a digital and a 3D outcome to fully meet the assessment criteria.</p> <p>Unit 3: Written Exam The exam comprises section A 20 multiple choice questions (20 marks) and section B a mixture of short answer and extended response questions (76 marks) Students will answer questions on: planning, visual communication techniques, process in industry, health and safety, materials and stock forms, tools and equipment, commercial considerations, social and environmental issues, business organisation and activity, and career opportunities. All 3 units can be sat a second time.</p>
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Additional resources & supporting activities	<p>Technical Awards are graded at Level 1: Credit and Advanced Credit and Level 2: Pass, Merit, Distinction and Distinction*</p> <p>Technical Awards are material specific and have a practical emphasis. They will be supported with text books and on-line resources.</p>
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Subject:	Design and Technology: Materials Technology Technical Award Level 1 and Level 2 Practical skills with woods, metals and polymers		
Course Title Exam Board Syllabus Code	Materials Technology AQA 3740	QN Code	603/0518/6

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1	Skills	Internal assessment / external moderation	30%	
	Unit 2	Project	Internal assessment / external moderation	30%	
	Unit 3	Written Exam	External assessment	40%	
About Technical Awards	<p>Technical Awards are practical, vocational qualifications available to 14 – 16 year old to take alongside GCSEs. A single Technical Award is equivalent to a GCSE. Technical Awards will provide students with knowledge and highly sought-after skills to prepare them for further study, apprenticeships and the workplace. Students with a Technical Award will be able to go on to study A-levels or vocational qualification.</p>				
Course content by unit	<p>Unit 1: Skills Students will carry out a number of bite-sized projects and tasks. Projects will cover: Marking out; cutting and shaping; Forming, bending and laminating; Casting and moulding; Joining techniques such as welding and wood joints; Use of powered machinery; CAD/CAM systems; Team work. Work will be presented in a portfolio with 2 and 3 dimensional outcomes.</p> <p>Unit 2: Extended Making Project The project will be marked against planning and development, making, testing and evaluating, communication. Example briefs:</p> <ul style="list-style-type: none"> • Create a piece of jewellery. • Create a piece of furniture for the house. • Create a child's toy from sustainable materials. <p>Students will need to produce both a digital and a 3D outcome to fully meet the assessment criteria.</p> <p>Unit 3: Written Exam The exam comprises section A 20 multiple choice questions (20 marks) and section B a mixture of short answer and extended response questions (76 marks) Students will answer questions on: materials and their working properties, processes and manufacture, environmental and sustainability issues, systems and control, CAD and CAM, industrial practices and career opportunities. All 3 units can be sat a second time.</p>				
Additional resources & supporting activities	<p>Technical Awards are graded at Level 1: Credit and Advanced Credit and Level 2: Pass, Merit, Distinction and Distinction*</p> <p>Technical Awards are material specific and have a practical emphasis. They will be supported with text books and on-line resources.</p>				

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

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

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

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Component 1	Principles of Food Preparation and Nutrition Written examination.	External assessed.	50%	1 hour 45 minutes
	Component 2	Food Preparation and Nutrition in Action. Assessment 1: 8 hours Assessment 2: 12 hours	Internally assessed, externally moderated	50%	20 hours

Course content by unit	<p>GCSE Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook healthy meals. The course enables students to apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. Students choosing this option will be expected to provide their own ingredients once a fortnight. The course offers natural progression to Post 16 courses offered at Level 3.</p> <p>By studying food preparation and nutrition learners will:</p> <ul style="list-style-type: none"> • Be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities • Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks. • Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health. • Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices. • Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food. • Understand and explore a range of ingredients and processes from different culinary traditions <p>Component 1 Principles of Food Preparation and Nutrition This component will consist of two sections and will assess the full range of specified GCSE content. Section A: questions based on a specific stimulus/theme Section B: a range of question types to assess content related to food preparation and nutrition</p> <p>Component 2: Food Preparation and Nutrition in Action. Issued in Year 11. Assessment 1: A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. Assessment 2: This assessment will require learners to plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context.</p>
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Additional resources & supporting activities	<p>Visits will be arranged to local hotels, restaurants for example, Jamie's Italian, The Marriot Hotel. Professional chefs will be invited into school to speak and demonstrate to students. We are always keen to hear from parents who work in the food industry or have contacts within the industry.</p> <p>It is useful and supportive to encourage students to watch relevant TV programs on food for example those on the BBC and Channel 4. The following books are supplied and used in school: EDUQAS GCSE Food Preparation and Nutrition Hodder Education/EDUQAS GCSE Food Preparation and Nutrition Illuminate Publishing</p>
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Subject:	Geography - GCSE		
Course Title	GCSE Geography	QN Code	601/8410/3
Exam Board	AQA		
Syllabus Code	8035		

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Paper 1	Living with the Physical environment	External	35%	1 hour and a half (90mins)
	Paper 2	Challenges in the Human environment	External	35%	1 hour and a half (90 mins)
	Paper 3	Geographical Applications: Issue evaluation, fieldwork, geographical skills	External	30%	1 hour

Course content by unit	<p>Living with the Physical environment This unit is concerned with physical processes and systems, their dynamic nature and human interaction with them at a range of scales and in a range of places.</p> <p>The aims of this unit are to develop an understanding of the processes and forms associated with tectonic, geomorphological, biological and meteorological processes in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere</p> <p>Challenges in the Human environment This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a range of places, at a variety of scales and must include places in various states of development. The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. Theme 3: Uneven Development and Sustainable Environments</p> <p>Geographical Applications: Issue evaluation, fieldwork, geographical skills The Geographical applications unit is designed to have elements of synopticity. It is an opportunity for students to show their breadth of understanding and appreciation of the inter-relationships between different aspects of geographical study</p>
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Additional resources & supporting activities	<p>Students need to have access to at least 2 fieldwork experiences (a human and a physical one). Over the two years they will have chance to experience fieldwork in both human and physical contexts.</p> <p>If students choose Geography they can look forward to an enjoyable 2 years learning about the real world and real issues. This is why we encourage students to watch the news for headlines that link into the above themes and take a keen interest in what is happening in the world around them. They will also be given the opportunity to 'get involved' and achieve success.</p> <p>Need more convincing? Last year over half the year group chose Geography with 4 classes now in Year 11 and 3 in Year 10. Many of our GCSE students actually go on to Geography at A Level and even further. Geography A Level is one of the Russell Group facilitating subjects for university applications.</p>
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Subject:		History - GCSE			
Course Title		GCSE History	QN Code	601/8217/9	
Exam Board		AQA			
Syllabus Code		8145			
Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	81451 Option 1B	<i>Germany 1890-1945: Democracy and Dictatorship</i> <i>Conflict and Tension between East and West, 1945-1972</i>	External	50%	1 hour 45 minutes
	81452 Option 2C	<i>Britain: Migration, Empire and the people; C790 to the present day</i> <i>Restoration England, 1660-1685</i>	External	50%	1 hour 45 minutes
Course content by unit	<p><u>Unit 1B Germany, 1890–1945: Democracy and dictatorship</u> Part one: Germany and the growth of democracy Part two: Germany and the Depression Part three: The experiences of Germans under the Nazis <u>Conflict and tension between East and West, 1945–1972</u> Part one: The origins of the Cold War Part two: The development of the Cold War Part three: Transformation of the Cold War <u>Unit 2C Britain: Migration, empires and the people: c790 to the present day</u> Part one: Conquered and conquerors Part two: Looking west Part three: Expansion and empire Part four: Britain in the 20th century <u>Restoration England, 1660–1685</u> Part one: Crown, Parliament, plots and court life Part two: Life in Restoration England Part three: Land, trade and war Part four: The historic environment of Restoration England</p>				
Additional resources & supporting activities	<p>Field Trips: History students will have the opportunity to visit the First World War Battlefields in Year 10 and a visit to a British Heritage site in Year 11. (The British site visit will rotate every year dependant on the exam content.) History Clinic: There is lunch time support with homework and exam feedback every Wednesday in A103 with Mr Lloyd. Hindsight Magazine: This is a subscription designed for GCSE students which can be purchased from the History department. The Library: The library has a comprehensive list of books and DVDs which can support the work that students do in the classroom. There is also a back catalogue of the Hindsight magazines that students can access for free. History VLE: There are also lots of resources to support student progress on the History VLE page in the KS4 folders. Google Classroom: All homework will be set on Google Classroom. You can help support the staff and your child by checking what has been set each week on Google Classroom. GCSEpod: (login though the main school website) has podcasts on many of the topics studied. SAM Learning: (login though the main school website) has online tests on all of the topics studied. AQA Course Website: http://www.aqa.org.uk/subjects/history/gcse/history-8145</p> <p>Due to complexity of concepts and skills needed to be successful in the course, students are expected to be 'Working Towards' or above in their English Year 9 Term 2 grade.</p>				

Subject:	iMedia				
Course Title Exam Board Syllabus Code	iMedia OCR J817			QN Code	600/7043/2
Assessment	Unit/Code	Title	External / Internal	% Total Mark	Duration
	R081	Pre-Production Skills	External	25%	1hr 15 mins
	R082	Creating Digital Graphics	Internal	25%	30 hrs
	R091	Game Design	Internal	25%	30 hrs
	R092	Developing Digital Games	Internal	25%	30 hrs
Course content by unit	<p>Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things.</p> <p>Pre-production skills: this unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.</p> <p>Creating Digital Graphics: The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.</p> <p>Designing a Game Concept - This unit will enable learners to understand the capabilities and limitations of a range of platforms. They will be able to identify core features of digital games and gain the knowledge to create a games design concept proposal that can be presented to a client for critical review. This unit will also enable learners to understand the basics of planning and designing digital games for the creative digital media sector.</p> <p>Developing Digital Games - This unit will enable learners to understand the basics of creating digital games and their environments for the creative and digital media sector. It will enable learners to create a playable game from an existing design or brief. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating a digital game.</p> <p>This course will really suit creative students who do not respond well in written examinations.</p>				
Additional resources & supporting activities	<p>OCR Course Website http://bit.ly/1bfirCx</p> <p>Dedicated Teaching Site: http://cotham-imedia.weebly.com/</p>				

Subject:	Modern Foreign Languages - GCSE in French or German (The language your child has studied between Years 7-9)		
Exam Board Syllabus Code	AQA 4601	QN Code	8658F (French Foundation) 8658H (French Higher) 8668F (German Foundation) 8668H (German Higher)

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

Course content by unit	<p>All students can opt to study French or German to GCSE (In addition to this, they may also take Spanish as a second language). The languages GCSE is a two-year course that builds on content already covered during Years 7-9.</p> <p>The GCSE languages course teaches practical language skills and an understanding of the global dimension of our lives; exciting courses that allow students much greater autonomy than before, as well as a chance to reach their true potential.</p> <p>Topics covered over the two years: Theme 1: Identity and culture Theme 2: Local, national, international and global areas of interest Theme 3: Current and future study and employment</p> <p>Assessment</p> <p>At the end of the course in Year 11, students will be entered into either Foundation or Higher Tier papers in Listening, Reading, Writing and Speaking. The Speaking test consists of tasks such as role-play and conversations. Writing will be assessed through translations and structured writing.</p> <p>Foreign Language Assistant</p> <p>Students also have the opportunity to develop their speaking skills by working in small groups with trained native speakers of the language, our Foreign Language Assistants. At Cotham we are proud to have a full-time assistant for each language, French, German and Spanish.</p>
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Additional resources & supporting activities	<p>Linguascope for GCSE (www.linguascope.com)</p> <p>GCSEpod with podcasts on many controlled assessment topics.</p> <p>Lunchtime clubs and after school sessions (times are given to students at the beginning of the academic year) if your child requires extra support or needs to improve.</p> <p>Parents can help by checking their child's VLE account for useful resources and Google Classroom to make sure that all set HW is completed to a high standard. Checking teacher's comments and the child's reflection in the exercise book will also be a good way to check whether the child might need extra support.</p> <p>Regular HW completion to a good standard is vital for achieving a good grade.</p> <p>GCSE Workbook given to all students in Year 10 that is used for grammar and homework</p>
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Subject:	Modern Foreign Languages - GCSE Spanish		
Exam Board Syllabus Code	AQA 8698	QN Code	500/4480/1

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

Course content by unit	<p>In addition to their first language (French or German) students may also take Spanish as a second language. Students can either start ab initio, without any prior knowledge of the language, or continue with Spanish they have studied during Year 9 (in set 1 or during the twilight classes).</p> <p>Teacher will take the different levels of ability of students into consideration when planning the lessons.</p> <p>Topics covered over the two years: Theme 1: Identity and culture Theme 2: Local, national, international and global areas of interest Theme 3: Current and future study and employment</p> <p>Assessment</p> <p>At the end of the course in Year 11, students will be entered into either Foundation or Higher Tier papers in Listening, Reading, Writing and Speaking. The Speaking test consists of tasks such as role-play and conversations. Writing will be assessed through translations and structured writing.</p> <p>Foreign Language Assistant</p> <ul style="list-style-type: none"> Students also have the opportunity to develop their speaking skills by working in small groups with trained native speakers of the language, our Foreign Language Assistant. At Cotham we are proud to have a full-time assistant for each, French, German and Spanish.
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Additional resources & supporting activities	<p>Linguascope for GCSE (www.linguascope.com) is also a good resource for higher achieving students with online activities.</p> <p>GCSEpod (login though the main school website) with podcasts on many controlled assessment topics.</p> <p>We offer lunchtime clubs and after school sessions (times are given to students at the beginning of the academic year) if your child requires extra support or needs to improve.</p> <p>Parents can help by checking their child's VLE account for useful resources and Google Classroom to make sure that all set HW is completed to a high standard. Checking teacher's comments and the child's reflection in the exercise book will also be a good way to check whether the child might need extra support.</p> <p>Regular homework completion to a good standard is vital for achieving a good grade.</p>
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Subject:	Community Languages (Students who are native speakers of another language, e.g. French, German, Spanish, Italian, Turkish, Polish, Somali, Panjabi, Urdu, Chinese, Arabic or others.)		
Exam Board Syllabus Code	Various Various	QN Code	

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

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

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

Course content by unit	<p>Component 1: Performing Music (using musical instruments or music technology) Over the 2 years of the GCSE pupils will prepare a minimum of 2 solo and 2 ensemble performances on their musical instrument (any instrument, including voice and drum kit), or using music technology (computer sequencing and multi-track recording). At the end of Year 11 the marks from the strongest solo and ensemble performance will be submitted to the exam board for moderation. When a performance deadline is due some lesson time will be given over to performance practice so the teacher can give feedback and set targets. There is an expectation that pupils will regularly practise and prepare performance work as part of their homework.</p> <p>Component 2: Composing Music (using musical instruments or music technology) During Year 10 pupils will complete 3 short composition tasks and 1 full composition (which includes a score/written work), and in Year 11 two full compositions. At the end of Year 11 the marks from the strongest 2 full compositions will be submitted to the exam board for moderation. Pupils are issued with briefs to compose for, and will have the opportunity to do a free composition. All composition work takes place in lesson time and pupils are free to compose using their instrument or using the computers.</p> <p>Component 3: Listening and Appraising The content of musical elements, musical contexts and musical language is taught through the context of 4 Areas of Study, Instrumental Music, Vocal Music, and Fusions. Music for Stage and Screen and each containing 2 Set Works. In the Appraising exam pupils will also have to appraise unfamiliar music which will be supported through wider listening during lessons.</p>
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Additional resources & supporting activities	<p>Pupils will be supplied with a workbook at the start of the course. Additional resources that support the Edexcel GCSE in Music specification are also available from the publishers Rhinegold Education, Pearson Education and CGP. There are a number of online resources that pupils will also be signposted to during the course.</p> <p>Music should not be studied in the isolation of the classroom. The most successful GCSE Music pupils are those that engage with the extra-curricular programme in school, receive instrument tuition, attend performances or involve themselves in a musical activity out of school. Pupils will have the opportunity to perform in 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 pupils to commit to these activities is crucial to their musical development.</p>
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Subject:	Music - BTEC		
Course Title Exam Board Syllabus Code	BTEC Level 2 Award in Music Edexcel	QN Code	600/6818/8

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1	The Music Industry	External		1st year
	Unit 2	Managing a Music Product	Internal		2nd year
	Unit 4	Introducing Music Composition OR Introducing Music Performance	Internal		2nd year
	Unit 6	Introducing Music Recording	Internal		1st year

Course content by unit	<p>This course is designed for students who want to develop their skills in composing using music technology, learn how to use the recording studio to produce music CDs and understand the many job roles and organisations that make-up the music industry. You do not have to play an instrument to access this course but you must have a keen interest in music.</p> <p>Unit 1: <i>The Music Industry</i> – this unit provides an overview of the industry, particularly focusing on the shape of the modern industry and covering the emergence of the role of the self-employed producer, performer and promoter.</p> <p>Unit 2: <i>Managing a Music Product</i> – this unit covers essential areas for progression, looking at the development of a music product. As well as providing a vehicle for demonstrating skills and learning, it also introduces the role of planning and promotion in the management of a music product. Learners can base their work on a live concert, event, CD, or online product, providing opportunities for both music performers and technologists.</p> <p>Unit 4: <i>Introducing Music Composition</i> OR Unit.5 <i>Introducing Music Performance</i> – Pupils have the option to study composition or performance.</p> <p>The composition unit encourages learners to develop creativity in addressing specific needs and requirements when responding to client briefs, similar to the behaviour required in the professional world of music composition. For performance pupils need to be able to perform both confidently and accurately to an audience with a level of expression and interpretation in their work. Over the course of this unit, you will explore skills and make decisions as you prepare for performance.</p> <p>Unit 6: <i>Introducing Music Recording</i> – which encourages learners to become familiar with recording technology and techniques that will reinforce their musical practice as well as developing important skills for progression into the professional world.</p>
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Additional resources & supporting activities	<p>Students will be supplied with a workbook at the start of the course. Additional resources that support the Edexcel BTEC in Music specification are also available from the publishers Rhinegold Education, Pearson Education and CGP. There are a number of online resources that students will also be signposted to during the course.</p> <p>Music should not be studied in the isolation of the classroom. The most successful students are those that engage with the extra-curricular programme in school, receive instrument tuition, attend performances or involve themselves in a musical activity out of school. For those students that play an instrument they will have the opportunity to perform in concerts, the option to attend a range of professional performances, and most importantly will be encouraged to join in with extra-curricular music making. This might involve joining a choir or orchestra; to joining Band Academy or jazz band.</p> <p>Parental support and encouragement to motivate students to commit to these activities is crucial to their musical development.</p>
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Subject:	Photography GCSE
Course Title Exam Board Syllabus code	Art and Design (Photography) AQA 8206

Assessment	Title	External / Internal Marking	% Total Mark	Duration
	Photography	Internally marked with visiting moderator.	60% Coursework 40% Externally set task	No time limit 10 weeks preparation time followed by 10 hour exam.
Course content	<p>Overview Photography is the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images. Students have the opportunity to work in one or more area(s) of photography, such as:</p> <ul style="list-style-type: none"> ● portraiture ● location photography ● studio photography ● experimental imagery ● installation ● documentary photography ● photo-journalism ● moving image: film, video and animation ● fashion photography <p>They may explore overlapping areas and combinations of areas.</p> <p>Component 1: Portfolio Over year 10 and the first two terms of year 11, students develop a portfolio of work. The portfolio must include both:</p> <ul style="list-style-type: none"> ● A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. ● A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken. <p>Component 1 is completed at the end of January in Year 11, it forms 60% of of the final mark.</p> <p>Component 2: Externally set assignment AQA provide an externally set assignment with seven different starting points. Students select and respond to one starting point from their chosen title. Students develop their chosen theme over a period of 10 weeks which is followed by 10 hours of supervised exam time to create a final response. This component is 40% of the final mark.</p> <p>Please note:</p> <ul style="list-style-type: none"> ● Students may only study one of the Visual Arts subjects at GCSE: art, photography or textiles. ● Students wishing to take any Visual Arts subject must have attitude and homework assessed as "good" throughout Year 9. We recommend students complete all the photography homework options in Year 8 and 9 if they intend to select photography for GCSE. ● To be accepted for Photography GCSE, we do not look for a minimum assessment level from Year 9, however we may ask students to submit a small portfolio of photography work that demonstrates their skill level and motivation for the subject. ● Please discuss your intention to choose photography for GCSE with your class teacher. 			

Additional resources & supporting activities

Students studying photography have access to the Visual Arts department resources. These include: large, bright studio spaces; resources and equipment for a wide range of media and techniques; photography darkroom for black and white processing; studio lighting for photographic shoots; digital SLR cameras for loan; 40 Apple Mac laptops with Adobe Suite and iMovie; screen printing equipment; ceramics equipment and kiln; textile sublimation printer; digital embroidery machine; sewing machines; fabric dyeing and printing equipment and batik printing equipment.

- Catch up sessions are offered after school on three afternoons a week.
- Art club is open to all students every Friday lunchtime.
- Various trips to local destinations for photography shoots.
- A trip to a major London art gallery is offered in Year 11.

Subject:	Physical Education - GCSE		
Course Title Exam Board Syllabus Code	GCSE Physical Education AQA 8582	QN Code	601/8279/9

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Paper 1 & 2	The Theory of Physical Education	External Exam	60%	Paper 1 - 1 hour & 15 minutes Paper 2 - 1 hour & 15 minutes
	Practical Assessment 3 & 4	Performance in Physical Education	Internal assessment	40%	Continuous assessment throughout the course

Course content by unit	<u>The course is split into four components</u>		
	Components	Content	Assessment
	Component 1: The Human Body and Movement in Physical Activity and Sport.	Applied anatomy and physiology Movement analysis Physical training Use of Data	<ul style="list-style-type: none"> Written examination paper 1 hour and 15 minutes The assessment consists of multiple choice, short answer, and extended answer questions 78 marks 30% of qualification
	Component 2: Social-Cultural Influences and well-being in Physical Activity and Sport	Health, fitness and well-being Sport psychology Socio-cultural influences	<ul style="list-style-type: none"> Written examination paper 1 hour and 15 minutes The assessment consists of multiple choice, short answer, and extended answer questions 78 marks 30% of qualification
	Component 3: Practical Performance	Core skills assessed during individual activities (progressive drills). Core skills applied during a fully competitive individual and/or team activities	<ul style="list-style-type: none"> Non-examination assessment The assessment consists of students completing three practical activities from a set list: <ul style="list-style-type: none"> One must be a team activity One must be an individual activity The final can be a free choice from the activity list For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). 75 marks in total 30% of qualification
	Component 4: Analysis of Performance	Analysis of proposed PEP	<ul style="list-style-type: none"> Non-examination assessment Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity. 15 marks 10% of qualification

Additional resources & supporting activities	<p>AQA GCSE PE Specification at a glance: http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification-at-a-glance</p> <p>AQA GCSE PE Full Specification including list of individual and team activities pages 44-46: http://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016.PDF</p>
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	<p>AQA GCSE PE Subject content information:</p>
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<http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/subject-content>

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

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

Course content by unit	<p>Psychology is a fascinating and stimulating subject about human behaviour and what it is that makes us human. You will be able to apply classroom learning to the world around you.</p> <p>Unit 1 is comprised of four topics:</p> <ul style="list-style-type: none"> • Memory e.g. processes and structures of memory. • Perception e.g. visual illusions, factors affecting perception. • Development e.g. early brain development and effects of learning. • Research methods e.g. planning and conducting research. <p>Unit 2 is also comprised of four topics:</p> <ul style="list-style-type: none"> • Social influence e.g. conformity and obedience. • Language, thought and communication • Brain and neuropsychology e.g. structure and function of the nervous system. • Psychological problems e.g. mental health and depression. <p>Psychology is a science so you will also study and carry out research methods and examine how psychologists use non experimental methods such as naturalistic observations and interviews.</p>
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Additional resources & supporting activities	<p>All students are given a set text book, 'AQA GCSE Psychology: Student Book by Cara Flanagan' <i>(to be confirmed)</i></p> <p>The internet provides a wealth of useful websites which we will use throughout the course</p> <p>Revision sessions will be available before student's exams.</p> <p>This is a very challenging course and students are expected to be 'Working towards' or 'above' in their English and Maths at the end of Term 2 Year 9.</p>
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Subject:	Religion, Ethics and Philosophy - GCSE		
Course Title	GCSE in Religious Studies (A)	QN Code	500/4514/3
Exam Board	AQA		
Syllabus Code	8062A		

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Component 1	Study of religions	External	50%	1 ¾ hour
	Component 2	Thematic studies	External	50%	1 ¾ hour

Course content by unit	<p>Our full-course REP programme involves in-depth consideration of philosophical and ethical questions and allows students to reflect upon their own beliefs, values and influences. REP enables students to express their own interpretations and viewpoints cogently and persuasively. This makes it a natural partner for all Humanities subjects and English, as well as providing a provocative contrast to Science, Maths, Technology and ICT. Those with a passion for the Performing Arts will relish the opportunities for public debate while students with a creative flair will have the opportunity to explore religious expression in art and music. If you enjoy debating, discussing, and questioning the norm, then full-course REP is for you.</p> <ul style="list-style-type: none"> ● Religion and Relationships <ul style="list-style-type: none"> ○ Should men and women have different roles in family life? ○ Do religions discriminate against women? ○ What lies behind religious attitudes towards homosexuality? ○ Is it realistic to expect modern marriages to last a lifetime? ● Religion, Peace and Conflict <ul style="list-style-type: none"> ○ Is there such thing as a just war? ○ What does jihad really mean? ○ How do we know the difference between a terrorist and a freedom fighter? ○ Does religion cause conflict? ● Religion, Crime and Punishment <ul style="list-style-type: none"> ○ Are some people born evil? ○ Is the death penalty ever justified? ○ Why do people commit hate crimes? ○ How should we treat criminals? ○ Are there limits to forgiveness? ● Religion and Life <ul style="list-style-type: none"> ○ How did life begin and why do we need to know? ○ What rights do animals have? ○ Should euthanasia be legalised? ○ Whose rights are more important: a mother's or her unborn baby's? ○ What happens when we die?
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Additional resources & supporting activities	<ul style="list-style-type: none"> ● Guest speakers explain what it means to be religious or to have a non-religious worldview. ● Opportunity to hear some of the world's leading philosophers at the annual Vardy Conference. ● Visits to places of worship to gain a better understanding of worship, community & identity. ● Invitation to join Cotham Philosophy Club and earn a place on our Philothon team for regional and national competitions. ● Museum trips (e.g. the Imperial War Museum's Holocaust Exhibition) provide valuable historical context for the religious and ethical issues being explored. ● Revision guides and work books available to purchase from the school. ● We use Google Classroom, Twitter and Edmodo to provide high quality resources for home learning.
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Subject:	Textiles GCSE
Course Title Exam Board Syllabus Code	Art and Design (Textile Design) AQA 8204

Assessment	Title	External / Internal Marking	% Total Mark	Duration
	Textiles	Internally marked with visiting moderator.	60% Coursework 40% Externally set task	No time limit 10 weeks preparation time followed by 10 hour exam.

Course content	<p>Overview Textiles practice is the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose. Students have the opportunity to work in one or more area(s) of textile design, such as:</p> <ul style="list-style-type: none"> • art textiles • fashion design and illustration • costume design • constructed textiles • printed and dyed textiles • surface pattern • stitched and/or embellished textiles • soft furnishings and/or textiles for interiors • digital textiles • installed textiles. <p>Students may explore overlapping areas and combinations of areas.</p> <p>Component 1: Portfolio Over year 10 and the first two terms of year 11, students develop a portfolio of work. The portfolio must include both:</p> <ol style="list-style-type: none"> 1. A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. 2. A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken. <p>Component 1 is completed at the end of January in Year 11, it forms 60% of of the final mark.</p> <p>Component 2: Externally set assignment AQA provide an externally set assignment with seven different starting points. Students select and respond to one starting point from their chosen title. Students develop their chosen theme over a period of 10 weeks which is followed by 10 hours of supervised exam time to create a final response. This component is 40% of the final mark.</p> <p>Please note:</p> <ul style="list-style-type: none"> • Students may only study one of the Visual Arts subjects at GCSE: art, photography or textiles. • Students wishing to study any Visual Arts subject must have attitude and homework assessed as "good" throughout Year 9. • To be accepted for Textiles GCSE, students must be "working at" or above expected standard in Year 9. Students who are "working towards" may still be accepted based on an assessment of their motivation for the subject and independent learning skills. Please discuss your intention to select art with your class teacher.
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Additional resources & supporting activities

Students studying textiles have access to the Visual Arts department resources. These include: large, bright studio spaces; resources and equipment for a wide range of media and techniques; screen printing equipment; textile sublimation printer; digital embroidery machine; sewing machines; fabric dyeing and printing equipment; batik printing equipment; ceramics equipment and kiln; photography darkroom for black and white processing; studio lighting for photographic shoots; digital SLR cameras for loan and 40 Apple Mac laptops with Adobe Suite.

- Catch up sessions are offered after school on three afternoons a week.
- Art club is open to all students every Friday lunchtime.
- A trip to a major London art gallery is offered in Year 11.

Guidance to students on
How To Make Good Option Choices

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

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

How to choose an option

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

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

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

Name _____ Tutor Group _____

You will study a total of 4 subjects from this list. You will make 6 choices and we will endeavour to give every student their 4 preferred choices.

At least 2 of your choices MUST be from the subjects which are in the bolded grey box.

Students in sets 1, 2 or 3 of French or German should continue with their studied language and these should be selected on this form.

Place a 1 next to your first choice, 2 next to your second choice, and so on until you have selected 6 choices.

OPTION	LEVEL	CHOICE	OPTION	LEVEL	CHOICE
Geography	GCSE		Drama	GCSE	
History	GCSE		Fine Art	GCSE	
French	GCSE		Food Preparation and Nutrition	GCSE	
German	GCSE		iMedia	GCSE	
Spanish	GCSE		Music	GCSE	
Business Studies	BTEC		Music Technology	BTEC	
Child Development	Tech Award		Photography	GCSE	
Computing	GCSE		Physical Education	GCSE	
Dance	GCSE		Psychology	GCSE	
Design and Technology	GCSE		Religion, Ethics and Philosophy	GCSE	
Design and Technology: Visual Communication	Tech Award		Textiles	GCSE	
Design and Technology: Materials Technology	Tech Award				

Community Languages. What is your first language?

Are you able to speak it?

Yes / No

Are you able to write it?

Yes / No

Would you like to be entered for a GCSE in that language if possible?

Yes / No

Parent / Carers signature

Date

RETAIN THIS COPY AND PASS THE TUTOR COPY TO YOUR TUTOR BY WEDNESDAY 8 FEBRUARY

Name _____ Tutor Group _____

You will study a total of 4 subjects from this list. You will make 6 choices and we will endeavour to give every student their 4 preferred choices.

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Design and Technology: Visual Communication	Tech Award		Textiles	GCSE	
Design and Technology: Materials Technology	Tech Award				

Community Languages. What is your first language?		
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Are you able to write it?		Yes / No
Would you like to be entered for a GCSE in that language if possible?		Yes / No
Parent / Carers signature	Date	

COMPETE BOTH SIDES OF THIS FORM AND PASS IT TO YOUR TUTOR BY WEDNESDAY 8 FEBRUARY

Please state the reason for your choices and likely further education/employment plans:

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Please state other interests, hobbies, extra curricular activities in support of your application:

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Any other information which may be relevant to your application such as special needs and disabilities:

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School Use only	Maths		English	
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