

Subject	Entry checked (Please add Yes and Date)
Eng Lang	
Eng Lit	
Personal Wellbeing	
Maths	
Religion Ethics and Philosophy Core	
Science (needs combined for Year 11 and Separate for Year 10)	
Visual Arts: Art, Craft & Design	
Enterprise and Marketing	
Child Dev	
Computer Science	
BTEC Performing Arts Drama	
Design & Technology	
Food Prep	
Geography	
History	
Ancient History	
Religious Studies	
French German Spanish	
Music GCSE	
Music BTEC	
PE Cambridge National	
VCERT Interactive Media	
Sociology	



COTHAM SCHOOL KS4 CURRICULUM BOOKLET

**This information is for Year 10 and Year 11
students undertaking GCSE and other
courses in 2021/2022**

CONTENTS

Key Stage 4 Curriculum

Welcome

Homework and Independent Learning

Careers Education, Information and Guidance (CEIAG)

Revision Tips and Hints

THE CORE SUBJECTS

English and English Literature GCSE

Personal, Social and Health Education (PSHEE)

Physical Education (non examination course)

Mathematics GCSE

Science GCSE

PATHWAY SUBJECTS

Visual Arts: Art, Craft & Design GCSE

Business:Enterprise & Marketing Cambridge National Certificate

Child Development Cambridge National Certificate

Computer Science GCSE

Performing Arts BTEC Drama

Design & Technology GCSE

Food Preparation and Nutrition GCSE

Geography GCSE

Ancient History GCSE

History GCSE

Interactive Media VCERT

Modern Languages (French, German, Spanish) GCSE

Music GCSE

Music Technology BTEC

Physical Education Cambridge National Certificate

Religion, Ethics & Philosophy GCSE

Sociology GCSE

Key Stage 4 Curriculum 2020/21

Welcome

This booklet is designed to provide parents and carers with:

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

This booklet is not an exhaustive list of what each Curriculum area does. Instead it is intended to act as a guide to support parents and carers with details of each of the courses to allow them to support their child during the course of their studies in Years 10 and 11.

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

Assessments during Year 10.

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

Assessments during Year 11.

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

Courses

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

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
English Language and English Literature	2	8
Mathematics	1	8
Physical Education (non examined)	0	4
Personal Wellbeing	1	2
Science (Separate)	3	10
Pathway Subject 1	1	6
Pathway Subject 2	1	6
Pathway Subject 3	1	6
Total:	9	50

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

Homework and Independent Learning Timetable

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

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

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

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

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

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

Seneca - <https://senecalearning.com/en-GB/>

Year 10 Independent Study Timetable for 2021/22 [here](#)

Year 11 Independent Study Timetable for 2021/22 [here](#)

Careers Education, Information, Advice and Guidance (CEIAG) and Work Related Learning (WRL)

Cotham School is committed to providing all students with information, advice and Personal Career Guidance about the range of learning and training pathways that are available to them.

Good quality Careers Education will raise aspirations of and help our students to become effective career planners and managers of their own progression through learning and workplace opportunities.

By providing relevant and up to date, impartial and objective, information, advice and guidance, our aim is to raise students' aspirations and ambitions for their futures, whilst offering equality of opportunity.

We work closely with local universities, Post 16 Education providers and local businesses to provide a range of trips, visits, and opportunities across all year groups. This enhances students' experiences and gives them a greater awareness of the opportunities available to them. Cotham School is a member of the WECA /Careers & Enterprise Company HUB which enables us to share good practice and collaborate on important issues.

Useful Websites for general Careers information and Advice:

- Cotham School - [Careers Page](#)

- Career Pilot [Website](#) offers students, teaching staff and parents/carers a wealth of information, advice and resources to support student's journey to success. Many students will already have created their free account during KS3. Students can continue to build and access their learning plans and career journey record until age 21. (Please create an account if you do not already have one.)

Careers in Year 10

- Students in year 10 are offered the opportunity to undertake a physical work experience placement as part of their school learning. Going forward, we anticipate a “hybrid” offer of both physical work experience placements and workshops delivered by Business’ and external learning providers (Covid -19 restrictions allowing) and “virtual” work experience placements (projects generously donated and facilitated by Cotham School Business Partners and delivered in school; [see Cotham School website here](#) for more information.
- To prepare students for their work experience applications and placements they will receive instructions in Tutor Time and experience a “carousel” of activities on a designated preparation day - delivered by Business partners and Alumni in school.
- Students are encouraged to journal and log all of their experiences using [Career Pilot](#) and [Unifrog](#)

Careers In Year 11

- Students in Year 11 receive at least one Individual Career Guidance meeting with our professionally qualified (L6) Careers Adviser.
- The Careers Adviser works closely with the Heads of House, Behaviour support and SEND teams to ensure students receive the appropriate amount of impartial and objective Career Guidance and support when considering and applying for courses of learning after year 11.
- Students will be able to informally speak to external learning providers at our monthly (lunchtime) “pop up shops” in the HUB.

Revision Tips

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

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

Our [Preparing for Assessments portal](#) contains lots of strategies that students should be encouraged to use at home when revising and preparing for assessments. These are evidence based techniques that are proven to be effective forms of revision.

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

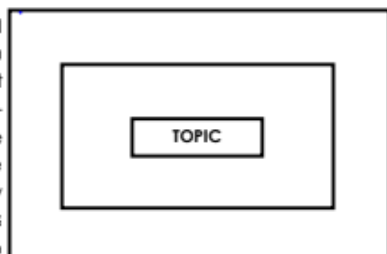
Brainstorm

How does it work?

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

Why is it useful?

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



Power Notes

How does it work?

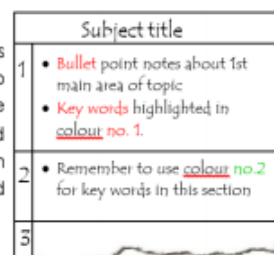
Making Power Notes is a great place to start when revising. Divide an A4 page into about 6 sections, numbered down the side. When you're looking through your work, split it into main areas, one for each section. Take the time to condense the information into clear, simple bullet-point notes. Finally,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

Why is it useful?

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

Helpful Hint!

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



Flash Cards

How does it work?

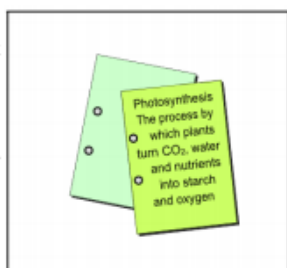
Instead of writing your notes on pages of paper, buy a pack of index cards (available from any stationery shop) and create a set of flash cards for each topic. Summarise one key concept on each card, using highlighter pens to pick out the most important words (or underlining them with felt tips), and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

Why is it useful?

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

Helpful Hint!

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



Spider Diagrams

How does it work?

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

Why is it useful?

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

Helpful Hint!

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



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

Remember

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

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

Even further: Write the answers too

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

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

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

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

Produce a revision guide including key points and activities

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

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

Make notes about the topic you have covered today

Create

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

Create a mind map to summarise what you have learned today

Use a comic strip to demonstrate what you have learned today

Plan an activity to teach something that you have learned today

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

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

Understand

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

Point, Evidence, Explain, Link

Choose 12 keywords connected to the topic

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

Take a key study and deconstruct it by explaining its aim, method, procedure, findings and evaluation
Find a current news article that ties in with the topic you have studied. Share this with a friend, the class or your teacher
Think about the context of your lesson. Write about why the topic is so important and what might happen if we didn't know about it
Assess your own work
Identify what you have done well and what you need to do to improve. Then....make your improvement!
What research methods have been used in today's lesson? Make brief notes on them.
Even further: What are the strengths and weaknesses of the methods used?

Examine

Write a model exam answer for a topic you have studied today
Even further: Annotate this answer to show how you have perfectly answered the question e.g. evaluation points and key theorists
Create an essay plan to cover the topic you have studied today.
Even further: Do this for past topics that you have already covered
Write an exam question for the topic you have studied today and complete it
Complete the end of unit/topic questions in the text book
Compare and contrast two or more theories, perspectives or studies. Make a list of differences and similarities
Look back to past exam questions you have completed. Read your teacher's feedback and re-write your answer
Ask your teacher for exam questions

THE CORE SUBJECTS

Subject:	English Language		
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	<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: • 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. This should demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image. Section A is allocated 40 marks, and Section B is allocated 40 marks to give an equal weighting to the reading and writing tasks. <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: • 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. 1 source is Nineteenth century, the other is modern. • 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. 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. <u>Speaking and Listening</u> The aim of the assessment is to allow students to demonstrate their speaking and listening skills by: • giving a presentation in a formal context • responding appropriately to questions and to feedback, asking questions themselves to elicit clarification • using spoken Standard English.				
Additional resources & supporting activities	http://www.aqa.org.uk/8700 aqa.org.uk/pastpapers In addition there are a range of revision guides available which include exam-style papers (please see wider reading section below).				
Assessment dates in Year 10 and Year 11	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.				
Essential reading	AQA GCSE English Language textbook, Oxford, ISBN 978-0-19-834074-4				

Wider reading	GCSE AQA English Language (Grades 5-1 or Grades 9-1) Study & Exam Practice, CGP, ISBN 9781782944683 Target - Get back on Track - Grade 3/5/9 English Language workbooks (Writing and Reading), Pearson, ISBN 9780435183233 (Grade 5, writing), ISBN 9780435183196 (Grade 5, reading)
Other information	When completing exam questions for homework, encourage students to answer under timed conditions. Wide reading of both fiction and non-fiction underpins all good English, improves spelling and understanding of viewpoints and structure. We recommend reading a good quality newspaper as well as biographies, articles, diaries and fiction.

Subject:	English Literature		
Course Title	GCSE English Literature	QN Code	601/4447/
Exam Board	AQA		6
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	<u>Paper 1: Shakespeare and the 19th century novel</u> <u>Section A Shakespeare</u>: students will answer one question on ‘Macbeth’. They will be required to write in detail about an extract from the play and then to write about the play as a whole. <u>Section B The 19th-century novel</u>: students will answer one question on ‘A Christmas Carol’ 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. <u>Paper 2: Modern texts and poetry</u> <u>Section A Modern texts</u>: students will answer one essay question from a choice of two on ‘An Inspector Calls’ or ‘Animal Farm’ or ‘Never Let Me Go’ <u>Section B Poetry</u>: students will answer one comparative question on one named poem and one other poem from their chosen AQA anthology cluster. The cluster Cotham students are following is the Conflict and Power cluster. <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.				
Additional resources & supporting activities	www.aqa.org.uk/english literature A variety of websites exploring the above mentioned texts. BBC Bitesize GCSE English Literature Sparknotes				
Assessment dates in Year 10 and Year 11	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.				
Essential reading	AQA GCSE English Literature Poetry Anthology for exams from 2017 Students will study one Shakespeare play: • Macbeth, William Shakespeare, Cambridge School Shakespeare Students will study one of the following Victorian novels: • A Christmas Carol, Charles Dickens, Wordsworth children’s classics • The Strange Case of Dr Jekyll and Mr Hyde, Robert Louis Stevenson Students will study one of the following modern texts: • An Inspector Calls, JB Priestley (Heinemann) • Animal Farm, George Orwell (Penguin Modern Classics) • Never Let Me Go Kazuo Ishiguro (Faber and Faber)				
Wider reading	There are a wide range of study guides and cards available for all of our literature texts, below is only a small selection. SNAP revision guides are reasonably priced, widely available and cover each of our texts. You could also consider: Poetry revision: New GCSE English Literature AQA Poetry Guide: Power & Conflict Anthology - Grade 9-1 Course, CGP,				

	Shakespeare: Any generic revision guide for 'Macbeth' Victorian novel: A Christmas Carol: York Notes for GCSE (9-1) Dr Jekyll and Mr Hyde: York Notes for GCSE (9-1) Modern texts: An Inspector Calls: York Notes for GCSE (9-1), Never Let Me Go Revision Guide (Hodder), Animal Farm (CGP GCSE 9-1 Revision)
Other information	Students should read their set texts in their own time-electronic versions are available on our website. Watching performances or film adaptations of texts will also be helpful. Students need to be encouraged to make their own notes and revision cards which should contain a mixture of quotations and ideas relating to specific characters and themes. The single most important revision task for this GCSE is <u>memorising quotations</u> as all exams are closed book.

Subject:	Personal Wellbeing
-----------------	---------------------------

Rationale	Students study towards a Level 1 Award In 'Personal Wellbeing'. Work is internally assessed and is based entirely on work produced in class. Students have already completed one unit towards this qualification in year 9. The current year 10 will study units on: Sex and relationships education Understanding Stress Equality and Diversity. Year 11 will study units on: Understanding Risk Understanding Stress Beliefs and Values In year 11 we also study financial wellbeing where students understand the benefits of earning their own money. They will understand how credit works and the advantages and disadvantages of using debit and credit cards. They will study the importance of budgeting and avoiding debt and also the difference between net and gross pay (including deductions and different forms of taxation. Students will also have the opportunity to refresh their basic CPR and first aid skills.
------------------	--

Subject:	Core Physical Education (Games - non examined)
-----------------	---

Rationale	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. Consequently, students are sometimes able to choose between 2 option pathways which could include any of the following activities: <table><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> 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. Aims of KEY STAGE 4 • 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. Aims of YEAR 10 - LEADERSHIP AND LIFE SKILLS • To use of leadership opportunities and work in the wider community to develop understanding of living a healthy, active lifestyle beyond school. Aims of YEAR 11 - REFINEMENT AND SPECIALISATION • To refine essential skills (physical, mental & social) through a range of activities. This will enable students to maintain or enhance their physical activity levels as well as allowing for student specialism of an activity and aid preparation for Post-16.	Aerobics	Athletics	Badminton	Basketball	Football	Handball	Lacrosse	Netball	Rounders	Rugby	Softball	Squash	Tennis	Ultimate Frisbee	Volleyball	Dodgeball	Handball	Table Tennis
Aerobics	Athletics	Badminton																	
Basketball	Football	Handball																	
Lacrosse	Netball	Rounders																	
Rugby	Softball	Squash																	
Tennis	Ultimate Frisbee	Volleyball																	
Dodgeball	Handball	Table Tennis																	
Additional resources & supporting activities	Extra curricular activities for Key Stage 4 include: Boys: Athletics, Rugby, Cricket, Basketball, Badminton, Squash, Duke of Edinburgh, Football Girls: Netball, Athletics, Basketball, Rounders, Badminton, Squash, Duke of Edinburgh, Football																		
Assessment dates in Year 10	No formal assessment points for Core PE Students performance is continuously assessed throughout the year																		

Subject:	Mathematics		
Course Title	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 2 (Calculator)	External	33⅓%	1h 30m
Course content by unit	The Mathematics course at Cotham is a linear course, all examined at the end of Year 11. The topics can be roughly split into six sections:				
	Number	E.g. fractions, decimals, percentages, ratio, powers, surds.			
	Algebra	E.g. equations, inequalities, coordinates & graphs, sequences, formulae.			
	Ratio, proportion and rates of change	E.g. Sharing into a ratio, direct proportion, inverse proportion.			
	Geometry and measures	E.g. area & volume, angles, circles, Pythagoras' Theorem, transformations, bearings, trigonometry, circle theorems and vectors.			
	Probability	E.g. probability experiments, Venn diagrams, tree diagrams.			
	Statistics	E.g. pie charts, scatter graphs, averages, cumulative frequency diagrams and histograms.			
	This specification 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. Full details of the course specification can be found using the following link: https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/specification-at-a-glance As always, Mathematics GCSE is highly valued by further education providers and employers. A good Mathematics GCSE demonstrates the ability to think clearly and logically and provides a greater range of options at post-16 and in future careers. Many careers and further education opportunities require a grade 4 Maths GCSE as a minimum entry requirement. In daily life Mathematics is also essential. 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.				
Additional resources & supporting activities	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, 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. Online resources:				



www.mymaths.co.uk – used by school for online homework and contains lots of teaching powerpoints and useful revision activities.

Username: cotham Password: mathsissthebest

<https://hegartymaths.com/> - another online learning platform used for homework and independent study. This one contains targeted video tutorials for each learning objective as well as enabling 2-way teacher feedback for each question and personalised revision quizzing. See how to access this with an explanatory video clip [here](#).

www.kerboodle.co.uk - students have their own copy of the course textbook on loan from the library but can also access the online version here.

Assessment dates in Year 10 and Year 11	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.
Essential reading	Detailed revision guides are recommended and available from the maths department, along with a practice book and solutions. These can be bought through Wisepay here and students can then collect them from their teacher.
Wider reading	N/A
Other information	All students in Year 10 have a login for kerboodle, where they can access the GCSE textbook as well as interactive resources to support their learning.

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

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

	understanding of working scientifically. Maths now makes up a fair portion of the exam, therefore maths skills will be practised in lessons and through assessments. We aim to support students with the new exam by: • Providing past paper questions in lessons and for homework • Practicing answering questions that require longer written answers and also focus on the quality of written English. Students can use websites such as: • Kerboodle - for activities and digital textbook • Seneca • BBC Bitesize • Youtube - Primrose kitten and freesciencelessons
Assessment dates in Year 10 and Year 11	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.
Essential reading	Higher CGP Grade 9-1 GCSE Combined Science: AQA Revision Guide ISBN: 1782945598
Wider reading	Higher CGP Grade 9-1 GCSE Combined Science: AQA Exam Practice Workbook and answer book ISBN: 1782944850 and 1782944907
Other information	All students have a login for kerboodle, where they can access the GCSE textbook as well as interactive resources to support their learning. In addition all students have a login for GCSEpod, Sam Learning and can use BBC bitesize.

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

	Students can use websites such as: • Kerboodle - for activities and digital textbook • Seneca • BBC Bitesize • Youtube - Primrosekitten and freesciencelessons
Assessment dates in Year 10 and Year 11	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.
Essential reading	Higher CGP Grade 9-1 GCSE Biology: AQA Revision Guide - ISBN: 1782945563 Higher CGP Grade 9-1 GCSE Chemistry: AQA Revision Guide - ISBN: 1782945571 Higher CGP Grade 9-1 GCSE Physics: AQA Revision Guide - ISBN: 178294558X
Wider reading	Higher CGP Grade 9-1 GCSE Biology, Chemistry and physics: AQA Exam Practice Workbook - ISBN: 1782944826, 1782944931 and 1782944842 Higher CGP Grade 9-1 GCSE Biology, Chemistry and physics: AQA Answers for Exam Practice Workbook - ISBN: 1782944877, 1782944931 and 1782944893
Other information	All students have a login for kerboodle, where they can access the GCSE textbook as well as interactive resources to support their learning. In addition all students have a login for GCSEpod, Sam Learning and can use BBC bitesize.

OPTION SUBJECTS

Subject:	Art, Craft & Design GCSE
Course Title Exam Board Syllabus Code	Art, Craft and Design AQA

	Art, Craft & Design	Internally marked with visiting moderator.	60% Coursework 40% Externally set task	No time limit 16 weeks preparation time followed by 10 hour exam.				
Course content	Overview Component 1: Portfolio Component 2: Externally set assignment							
Assessment	Assessment is carried out regularly from the start of the course using the following assessment objectives: • AO1: Ability to develop ideas through investigations, demonstrating critical understanding of sources. • AO2: Ability to refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • AO3: Ability to record ideas, observations and insights relevant to intentions as work progresses. • AO4: Ability to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.							
Equipment and resources	Students are provided with most of the general resources they will need for the course, however there are some essential and desirable items that will help ensure students achieve their best that can be purchased as an Art Pack through the department. <table><tr><td>Essential</td><td>Desirable</td></tr><tr><td> • A set of drawing pencils • An A1/A3 folder to store work and transport work home • Sketchbook </td><td> • A camera or phone camera. • Computer and printer at home • Drawing and painting equipment such as charcoal, graphite, watercolours, inks and acrylic paints </td></tr></table> We have a limited range of resources we are able to sell at cost to students. If you have any questions about resources or equipment, please contact the Visual Arts technician:bellamy@cotham.bristol.sch.uk				Essential	Desirable	• A set of drawing pencils • An A1/A3 folder to store work and transport work home • Sketchbook	• A camera or phone camera. • Computer and printer at home • Drawing and painting equipment such as charcoal, graphite, watercolours, inks and acrylic paints
Essential	Desirable							
• A set of drawing pencils • An A1/A3 folder to store work and transport work home • Sketchbook	• A camera or phone camera. • Computer and printer at home • Drawing and painting equipment such as charcoal, graphite, watercolours, inks and acrylic paints							
Independent work	Homework Students are set homework every week. Tasks and success criteria will be shared with students and started in class to ensure success criteria are understood. Homeworks for the whole term are uploaded to Google Classroom. Homework should take a student between 2 to 3 hours to complete every week. A one-hour after school detention is given for non-completion of homework.							

	Independent work Students are given feedback to let them know what they can do to progress. The feedback is recorded in their books. It is the student's responsibility to ensure that the feedback is acted on and tasks set by the teacher are completed; this may require students to work independently outside of lessons. Catch up sessions GCSE Art Club runs one lunchtime each week, as well as afterschool Upgrade sessions. To complete homework or other independent work. Occasionally, an agreement is made between the teacher, student and parent/carer that a student must attend these sessions in order to meet the expectations of the course; in these cases, a one-hour after school detention is given if they do not attend.
Support from home	Parents/carers can support students in the following ways: • Talk to them regularly about their project; it is helpful for them to discuss their ideas and talk about ways they could realise them; as well as any difficulties they have. • Support with research: look at internet sites together; take them to galleries or take them out and about to draw, photograph or collect resources. • Check they have all the materials they need: from paints to embroidery thread. It is helpful to have basic materials at home. The school can support with this. • Some techniques are time consuming and require a lot of motivation; a comfortable place to work helps, encourage them to take breaks and offer lots of praise. For photography students it can be helpful for you to drive or go with them to specific locations or help them find the right model for the shoot. • Encourage them to attend catch up sessions regularly at school.
Useful resources	https://uk.pinterest.com/ http://www.art2day.co.uk/ http://www.tate.org.uk/ https://www.vam.ac.uk/ https://www.nationalgallery.org.uk/ https://www.saatchiart.com/ https://www.studentartguide.com
Bristol museums and galleries (most are free entry)	https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/ http://www.arnolfini.org.uk/ http://www.spikeisland.org.uk/ http://www.rwa.org.uk/

Subject:	Business: Enterprise and Marketing (Cambridge National Certificate)		
Course Title	OCR Cambridge National Certificate in Enterprise and Marketing	QN Code	603/0646/4
Exam Board	J819		
Syllabus Code			

Assessment	Unit/ Code	Title	External / Internal Marking	Total Marks	Duration
	R064	Enterprise and marketing concepts	External written exam paper	80 (120 UMS)	60 GLH 1h 30min examination
	R065	Design a business proposal	Internal with OCR moderation	60 (60 UMS)	30 GLH OCR set assignment
	R066	Market and pitch a business proposal	Internal with OCR moderation	60 (60 UMS)	30GLH OCR set assignment

Course content by unit	Unit R064 – Enterprise and marketing concepts. (<i>External Exam</i>) Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers. There are two parts to the exam: • Part A - comprising of 16 multiple choice questions (MCQs) • Part B – comprising of short answer questions and three extended response questions. The extended response evaluation question will relate to LO4. Students will sit this exam in January of Y11 and can have one resit attempt which will fall in the June of Y11. Unit R065 – Design a business proposal (<i>OCR Set Assignment</i>) Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals. In their work on this unit they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills. Unit R066 - Market and pitch a business proposal. (<i>OCR Set Assignment</i>) Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation.
Additional resources & supporting activities	After school sessions take place. Students can opt in to these sessions to have the opportunity to benefit from the support of a class teacher or they may be compulsory catch up sessions, should a student be underperforming.
Assessment dates in Year 10 and Year 11.	R065 coursework will be assessed throughout year 10 and the exam will be taken in the January of Y11. Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.
Essential reading	• Cambridge National Level 1/2 Enterprise and Marketing by Leanna Oliver and Tess Baley. • Level 1/2 Enterprise and Marketing Revision guide will be available to buy through the school.
Wider reading	Awareness of business world can be gained by keeping abreast of current affairs using the BBC Business News page.

Subject:	Child Development (Cambridge National Certificate)
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	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. Unit R018: Health and well-being for child development EXAM Jan 2020 Yr11 and resit June Y11 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 R019 Understand the equipment and nutritional needs of children from birth to five years. Y11 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. 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. 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.
Assessment dates in Year 10 and Year 11.	Each term students will have an assessment based on work completed linked to examination questions. Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.
Essential reading	Cambridge National Level 1/2 Child Development by Miranda Walker textbook issued to all students.
Wider reading	http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-child-development-level-1-2-j818/ Magazines on childcare and parenting. Television programs on child birth can offer understanding of procedures in the NHS, antenatal care, postnatal care. Leaflets from local clinics to support child safety and preventing childhood illnesses.

Subject:	Computer Science GCSE				
Course Title Exam Board Syllabus Code	GCSE Computer Science AQA 8525		QN Code	601/8301/9	
Assessment	Unit/ Code	Title	External / Internal	% Total Mark	Duration
	Paper 1	Computational Thinking and Problem Solving Skills	External	50	2hr
	Paper 2	Written Assessment	External	50	1hr 45
Course content by unit	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. 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 Python, 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. 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. 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. 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.				
Additional resources & supporting activities	AQA GCSE Computing Course Website http://www.aqa.org.uk/subjects/ict-and-computer-science/gcse/computer-science-8520 Students must be strong in Maths to complete this course, a predicted grade of 5a/6c or above is required at the end of Term 2 in Year 9. GCSE Computer Science Teaching Site http://cotham-gcsecomputing.weebly.com/ Contains all lessons, additional resources and examination preparation. Python Programming Teaching Site https://cotham-python.weebly.com/				
Assessment dates in Year	Assessments take place at the end of each topic of study. These assessments do not contribute towards but inform teachers and students about their current progress.				

10 and Year 11	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.
Essential reading	In Class Textbook - AQA GCSE (9-1) Computer Science https://goo.gl/QQOjo6 https://www.pgonline.co.uk/resources/gcse/gcse-aqa/gcse-computer-science-8520/ AQA Computer Science for GCSE Student Book https://goo.gl/3Cmy7b GCSE Computer Science for AQA Student Book (no2) https://goo.gl/YTX9LT AQA GCSE Computer Science My Revision Notes https://goo.gl/26mpDs
Wider reading	Keep an eye on the BBC Technology news section. This has lots of articles on the latest technology being developed.
Other information	Homework will be set on a weekly basis which will comprise of both theory and practical tasks. Y11 upgrade takes place once per fortnight.

Subject:	Performing Arts: Drama		
Course Title Exam Board Syllabus Code	Btec Tech Award in Performing Arts EDEXCEL	QN Code	603/0406/ 6

Assessment	Component	Title	External / Internal Marking	% Total Mark	Duration
	C1	Exploring the Performing Arts	internal	30	
	C2	Developing Skills and techniques	internal	30	
	C3	Performing to a Brief	external	40	
Course content by component	Component 1: Exploring the Performing Arts. Students explore the processes used to create a performance During Component 1, students will: • Explore performance styles, creative intentions and purpose • Investigate how practitioners create and influence what's performed • Discover performance roles, skills, techniques and processes. Aim: get a taste of what it's like to be a professional actor. Assessment: internally assessed assignments Weighting: 30% of total course Component 2: Developing Skills and Techniques in the Performing Arts. Students develop performance skills and techniques by reproducing existing performances During Component 2, students will: • Take part in workshops, classes and rehearsals • Gain physical, interpretative, vocal and rehearsal skills • Apply these skills in performance • Reflect on their progress, their performance and how they could improve. Aim: develop skills and techniques in the chosen discipline of acting. Assessment: internally assessed assignments Weighting: 30% of total course Component 3 Performing to a Brief. Students pull together all they have learned and apply their knowledge in a performance To achieve this aim, students will: • Use the brief and previous learnings to come up with ideas • Build on their skills in classes, workshops and rehearsals • Review the process using an ideas and skills log • Perform a piece to their chosen audience • Reflect on their performance in an evaluation report. Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance. Assessment: externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief. Weighting: 40% of total course				

Additional resources & supporting activities	Performing Arts should not be studied in the isolation of the classroom. The most successful students are those that engage with the extra-curricular programme in school, attend performances or involve themselves in a performance out of school. Parental support and encouragement to motivate students to commit to these activities is crucial to their artistic development.
Assessment dates in Year 10 and Year 11	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.
Essential reading	All resources are provided to students in lessons. This includes an overview of each unit of work and the vocabulary and definitions they are to learn. The resources for each unit of work are also made available via Google Classrooms. Resources include worksheets, PowerPoints and some film footage.
Wider reading	The more performances students are introduced to, the more they will develop their skills. Useful websites such as www.stageworks.co.uk or the national theatre's official website offer a wide range of activities and ideas to develop performance and audience skills.
Other information	

Subject:	3D Design (Design and Technology)
Course Title Exam Board Syllabus Code	Art and Design AQA

Assessment	Assessment is carried out regularly from the start of the course using the following assessment objectives: • AO1: Ability to develop ideas through investigations, demonstrating critical understanding of sources. • AO2: Ability to refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • AO3: Ability to record ideas, observations and insights relevant to intentions as work progresses. • AO4: Ability to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Three-dimensional design is defined here as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills. Students must explore and create work associated with areas of study from at least two titles listed below; Three-dimensional design: for example architectural design, sculpture, ceramics, product design, jewellery and body adornment, interior design, environmental/landscape/garden design, exhibition design, three-dimensional digital design and designs for theatre, film and television. Skills Within the context of three-dimensional design, students must demonstrate the ability to: use three-dimensional techniques and processes, appropriate to students' personal intentions, for example: <i>model making, constructing, surface treatment, assembling, modelling</i> use media and materials, as appropriate to students' personal intentions, for example: <i>drawing materials, clay, wood, metal, plaster, plastic, found materials</i>				
Equipment and resources	Students are provided with most of the general resources they will need for the course, however there are some essential and desirable items that will help ensure students achieve their best that can be purchased as a 3D Design pack through the department. <table border="1"> <thead> <tr> <th>Essential</th><th>Desirable</th></tr> </thead> <tbody> <tr> <td> • A set of drawing pencils • An A1/A3 folder to store work and transport work home • Sketchbook </td><td> • A camera or phone camera. • Computer and printer at home • Drawing equipment such as charcoal, graphite, watercolours, inks and acrylic paints </td></tr> </tbody> </table> We have a limited range of resources we are able to sell at cost to students. If you have any questions about resources or equipment, please contact the Design and Technology technician: starrm@cotham.bristol.sch.uk	Essential	Desirable	• A set of drawing pencils • An A1/A3 folder to store work and transport work home • Sketchbook	• A camera or phone camera. • Computer and printer at home • Drawing equipment such as charcoal, graphite, watercolours, inks and acrylic paints
Essential	Desirable				
• A set of drawing pencils • An A1/A3 folder to store work and transport work home • Sketchbook	• A camera or phone camera. • Computer and printer at home • Drawing equipment such as charcoal, graphite, watercolours, inks and acrylic paints				

Independent work	Homework Students are set homework every week. Tasks and success criteria will be shared with students and started in class to ensure success criteria are understood. Homeworks for the whole term are uploaded to Google Classroom. Homework should take a student between 2 to 3 hours to complete every week. Independent work Students are given feedback to let them know what they can do to progress. The feedback is recorded in their books. It is the student's responsibility to ensure that the feedback is acted on and tasks set by the teacher are completed; this may require students to work independently outside of lessons.
Support from home	Parents/carers can support students in the following ways: • Talk to them regularly about their project; it is helpful for them to discuss their ideas and talk about ways they could realise them; as well as any difficulties they have. • encourage modelling with a range of materials listed above take photographs and document - final outcomes do not need to be perfect but will show design thinking • Support with research: look at internet sites together; take them to design museums or take them out and about to draw, photograph or collect resources of buildings, furniture, jewellery, structures. • Check they have all the materials they need to sketch. It is helpful to have basic materials at home. The school can support this. • Some techniques are time consuming and require a lot of motivation; a comfortable place to work helps, encourage them to take breaks and offer lots of praise.
Useful resources	https://uk.pinterest.com/ http://www.art2day.co.uk/ http://www.tate.org.uk/ https://www.vam.ac.uk/ https://www.nationalgallery.org.uk/ https://www.saatchiart.com/ https://designmuseum.org/design/
Bristol museums and galleries (most are free entry)	https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/ http://www.arnolfini.org.uk/ http://www.spikeisland.org.uk/ http://www.rwa.org.uk/ https://aerospacebristol.org/ M Shed

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.	Externally assessed.	50%	1 hour 45 minutes
	Component 2	Food Preparation and Nutrition in Action. Assessment 1: 8 hours Assessment 2: 12 hours	Internally assessed, externally moderated	50%	20 hours
Course content by unit	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. By studying food preparation and nutrition learners will: • 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 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 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.				
Additional resources & supporting activities	Visits will be arranged to local hotels, restaurants for example, Jamie's Italian, The Marriot Hotel. Professional chefs will be invited into school to speak and demonstrate to students. We are always keen to hear from parents who work in the food industry or have contacts within the industry.				

	It is useful and supportive to encourage students to watch relevant TV programs on food for example those on the BBC and Channel 4. The following books are supplied and used in school: EDUQAS GCSE Food Preparation and Nutrition Hodder Education/EDUQAS GCSE Food Preparation and Nutrition Illuminate Publishing
Assessment dates in Year 10 and Year 11	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.
Essential reading	Text Book EDUQAS GCSE Food Preparation and Nutrition Illuminate Publishing. ISBN 9781908682857. Practice examination questions are in the textbook and digital version. Students also have access to the digital textbook www.illuminate.digital/eduqasfood Student Username: SCOTHAM4 Student Password: STUDENT4 Revision Guide issued to students; EDUQAS Food Preparation and Nutrition Revision Guide by Jayne Hill ISBN 978-1-908682-87-1
Wider reading	https://senecalearning.com/en-GB/ please select the course as EDUQAS GCSE Food Preparation and Nutrition, this is an essential platform for revision of all the syllabus content.
Other information	Homework will always link to the commodity/nutrient being studied that term and will include GCSE questions. Practicals are set fortnightly again linked to the commodity studied, it is the student's responsibility to be ready for the practical lesson. Students are encouraged to cook at home to practice essential skills ahead of the three hour practical examination in Year 11.

Subject:	Geography GCSE
Course Title Exam Board Syllabus Code	GCSE AQA

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 15 mins (75 mins)
Course content by unit	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. 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 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. 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				
Additional resources & supporting activities	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. 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.				
Assessment in Year 10 and Year 11	Progress is measured by in class assessments, usually at the end of each unit of work/term, and the exam set for each year group. Some assessment will take place mid module for the bigger units of work.				

	Students are always provided with the structure of the assessment, mark schemes and feedback sheets through Google Classroom in advance of these assessments being written. Revision lists and content for the exam will be shared via the department page on the VLE Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments: https://drive.google.com/open?id=1fUiqEyroJYludwsZYix1a8hEYggcFRak
Essential reading	Cambridge AQA Approved 'GCSE for AQA' Geography Student Book Rebecca Kitchen et.al. ISBN - 978-1-316-60463-2 Students can also buy this as a digital copy that is compatible with tablets/iPads/smartphones etc
Wider reading	Wider reading provided on Google Classroom. Students to download the documents to read around the topics being covered A copy of wider reading for Geography can be found here: https://drive.google.com/drive/folders/1oiZLbeey0SEY024HQmG_Ddao4z8LPY3Z
Other information	There is a high demand for literacy in the new Geography specification. Terms are now more in line with the base level knowledge expected on the old AS Geography core topics. Please ensure that students are learning the terminology using the key word lists provided Geography VLE link: https://cothamschoolhumanities.weebly.com/ Humanities Clinic: Mr Lloyd runs Humanities clinic every Wednesday lunch and after school. This for students from all key stages to come along to get additional help with assessment preparation, additional assessment feedback and help with homework Stretch and Challenge Tasks for Geography: https://drive.google.com/drive/folders/1zkrOxTpBJt1jcllBr-oO4C-Xm2SS2NNq Revision Websites https://www.gcsepod.com/ https://senecalearning.com/en-GB/

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	Germany 1890-1945: Democracy and Dictatorship Conflict and Tension between East and West, 1945-1972	External	50%	2 hours
	81452 Option 2C	Britain: Migration, Empire and the people; C790 to the present day Restoration England, 1660-1685	External	50%	2 hours
Course content by unit	<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				
Additional resources & supporting activities	History VLE link: http://cothamschoolhumanities.weebly.com/history1.html History Clinic: Mr Lloyd runs History clinic every Wednesday lunch and after school. This for students from all key stages to come along to get additional help with assessment preparation, additional assessment feedback and help with homework VLE link: http://cothamschoolhumanities.weebly.com/history-clinic.html Stretch and Challenge Tasks for History: http://cothamschoolhumanities.weebly.com/stretch-and-challenge.html Revision Websites Seneca - Homework & Revision Platform (senecalearning.com) https://www.gcsepod.com/ https://www.kerboodle.com/users/login Useful Research Websites for H/W: http://www.bbc.co.uk/history http://johndclare.net/ http://www.historylearningsite.co.uk/ Cotham YouTube Channel: http://cothamschoolhumanities.weebly.com/youtube.html Cotham Pinterest Page:				

	https://uk.pinterest.com/cothamhistory/
Assessment dates in Year 10 and Year 11	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments: https://drive.google.com/open?id=1fUiqEyroJYludwsZYix1a8hEYggcFRak
Essential reading	AQA GCSE History: Understanding the Modern World ISBN-13: 978-1-471-86294-6 AQA GCSE History: British Depth Studies c1066-1685 ISBN-13: 978-0-19-837012-3 AQA GCSE History: Germany 1890–1945: Democracy and Dictatorship ISBN-13: 978-0-19-837010-9 AQA GCSE History: Thematic Studies c790-Present Day ISBN-13: 978-0-19-837013-0 AQA GCSE History: Restoration England 1660-1685 ISBN-13: 978-1-47-186432-2 Reference versions of these books are available in Cotham School library and Kerboodle (https://www.kerboodle.com/users/login)
Wider reading	BBC History magazine catalogue available from the library and the History department Hindsight Magazine catalogue available from the library and the History department Historical Fiction book list available in the Cotham School library VLE link to the catalogues: https://drive.google.com/drive/folders/0BwtIB3i22YS1c09DLWirdG9URm8
Additional Information on Cotham History	Enrichment Activities: The History department aims to provide an enrichment activity for all year groups. In Year 10 students have the opportunity to visit the World War I battlefields of France. In Year 10 pupils must complete a historical environment study on Restoration England. We will visit a site and discuss how it reflects the history of Restoration England. The enrichment provision we offer is always under review and may be subject to change. VLE link to History trips and trip forms: http://cothamschoolhumanities.weebly.com/trips.html Additional Enrichment Opportunities in Bristol: Bristol City Museum, Georgian House, Red Lodge, M-Shed, S.S. Great Britain, Cabot Tower, St Mary Redcliffe, Bristol Cathedral, Tyntesfield and many more. Hollywood vs History Club Every Thursday 3.15-4.30 in A103 with Mr Lloyd (if there are any queries please e-mail lloydj@cotham.bristol.sch.uk) VLE link to Hollywood Vs History Club programme: http://cothamschoolhumanities.weebly.com/hollywood-vs-history-club.html Homework: Homework is set once a week and care has been taken to design tasks that engage students and inspire them to consolidate work in the classroom as well as to explore topics beyond the time available with our History curriculum. Tasks tend to either build on learning from lessons or encourage some preliminary study to inform on a lesson to come. We aim to have homework tasks marked and returned within the fortnight.

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

	Cotham Pinterest Page: https://uk.pinterest.com/cothamhistory/
Assessment dates in Year 10 and Year 11	<u>Year 10</u> <u>Period study: The Persian Empire, 559–465 BC</u> Assessment Point 1 - Normally completed by the end of October Assessment Point 2 - Normally completed by the end of November Assessment Point 3 - Normally completed by the end of December <u>Depth study: Alexander the Great, 356–323 BC</u> Assessment Point 4 - Normally completed by the end of February Assessment Point 5 - Normally completed by the end of March Assessment Point 6 - Normally completed by the end of April Assessment Point 7 - Year 10 Mock Exam Normally completed by the end of June <u>Year 11</u> <u>The foundations of Rome: from kingship to republic, 753–440 BC</u> Assessment Point 1 - Normally completed by the end of October Assessment Point 2 - Normally completed by the end of November Assessment Point 3 - Normally completed by the end of December <u>Cleopatra: Rome and Egypt, 69–30 BC</u> Assessment Point 4 - Normally completed by the middle of February Assessment Point 5 - Normally completed by the middle of March Assessment Point 6 - Normally completed by the middle of April VLE link to KS4 History resources: http://cothamschoolhumanities.weebly.com/key-stage-41.html Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.
Essential reading	OCR Ancient History GCSE Component 1: Greece and Persia By Sam Baddeley, Paul Fowler, Lucy Nicholas, James Renshaw OCR Ancient History GCSE Component 2: Rome By Robert Cromarty, James Harrison, Steve Matthews Livy: The Early History of Rome, Books I-V (Penguin Classics) (Bks. 1-5) Selected passages.
Wider reading	Holland, T. <i>Persian Fire</i> (New York: Anchor 2006) An exciting and detailed introduction to the Persian Wars for the general reader Bowden, H., <i>Alexander the Great, A Very Short Introduction</i> (Oxford: Oxford University Press, 2014) Beard, Mary, <i>SPQR</i> (London: Profile, 2016) Excellent introduction to this period Renshaw, James, <i>In Search of the Romans</i> (London: Bristol Classical, 2008) Targeted at GCSE learners. Historical Fiction book list available in the Cotham School library VLE link to the catalogues: https://drive.google.com/drive/folders/0BwtIB3i22YS1c09DLWlrG9URm8

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

Subject:	Religious Studies GCSE		
Course Title	GCSE Religious Studies A	QN Code	601/8400/0
Exam Board	AQA (Full Course)		
Syllabus Code	8062DA		

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Paper 1	Study of Religion (Beliefs and Practices) - Islam & Buddhism	External written exam	50%	1 hour and 45 minutes
	Paper 2	Themes in Ethics & Philosophy	External written exam	50%	1 hour and 45 minutes
Course content by unit	Paper 1 Muslim Beliefs Muslim Practices Buddhist Beliefs Buddhist Practices Paper 2 Religion and Life Social Justice and Human Rights Crime and Punishment Peace and Conflict				
Additional resources & supporting activities	In lessons we use- ● OUP AQA Religious Studies - Islam ● OUP AQA Religious Studies - Buddhism ● Hodder AQA Religious Studies A and recommend that students buy their own copy for use at home (secondhand copies can be purchased from Amazon for approximately £12) The REP VLE hosts all of our knowledge organisers and practice question grids, as well as information about assessment and home learning: https://cothamschoolhumanities.weebly.com/religion-ethics--philosophy.html Seneca - Homework & Revision Platform (senecalearning.com) Podcasts Recommended: Philosophise this: Podcast episodes on key Philosophers Panpsycast: Podcast episodes on Key ethical issues				
Assessment dates in Year 10 and Year 11	<u>Religion and life</u> Full Knowledge Check (multiple choice) – all content & 4 + 5 Mark question <u>Religion and Life + Human rights and social justice</u> Half a Mock paper & Full Knowledge Check (multiple choice) – all content <u>Muslims Beliefs</u> Full Knowledge Check (multiple choice) – all content & 4 + 5 Mark question <u>Muslim Practices</u> Full Knowledge Check (multiple choice) – all content <u>Crime and Punishment</u>				

	Full Knowledge Check (multiple choice) – all content & 4 + 5 Mark question <u>Peace and Conflict</u> Half a Mock paper & Full Knowledge Check (multiple choice) – all content <u>Buddhist Beliefs</u> Full Knowledge Check (multiple choice) – all content & 4 + 5 Mark question <u>Buddhist Practices</u> Full Knowledge Check (multiple choice) – all content
Essential reading	Textbooks listed above
Wider reading	Karen Armstrong - A History of God Michael Rosen and Annemarie Young - What Is Humanism?
Other information	

Subject:	Interactive Media VCERT				
Course Title Exam Board Syllabus Code	NCFE Level 2 Technical Award in Interactive Media			QN Code	603/0852/7
Assessment	Unit/Code	Title	External / Internal	% Total Mark	Duration
	Unit 01	Investigate interactive media production	Internal	15	30GLH
	Unit 02	Plan and prepare for an interactive media product	Internal	15	30GLH
	Unit 03	Development and production of an interactive media product	Internal	15	40GLH
	Unit 04	Present and promote an interactive media product	Internal	15	20GLH
	Practical Exam	Onscreen Exam assessing skills from units 1 to 4	External	40	15Hrs
Course content by unit	Unit 1 - Investigate interactive media production Learners will experiment with interactive media products and understand the elements of the development process using hardware and software solutions. Unit 2 - Plan and prepare for an interactive media product Learners will produce a proposal and plans for an interactive media product meeting the requirements of a brief. Unit 3 - Development and production of an interactive media product Learners will understand how to use appropriate software and hardware for the development and creation of an interactive media product and its assets. Unit 4 - Present and promote an interactive media product Learners will present and promote an interactive media product in the creative media industry.				
Additional resources & supporting activities	Resources are provided for students via Google Classroom. GCSEPod ZigZag eRevision				
Assessment dates in Year 10 and Year 11	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.				
Essential reading					
Wider reading					
Other information	Students should familiarise themselves with using Powerpoint, video editing (Camtasia), sound editing (Audacity) and photo editing (Photoshop, Pixlr)				

Subject:	Modern Foreign Languages - French or German or Spanish GCSE		
Exam Board Syllabus Code	AQA	QN Code	8658F (French Foundation), 8658H (French Higher), 8668F (German Foundation) 8668H (German Higher) 8698F (Spanish Foundation) 8698H (Spanish 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 - Reading	Reading Foundation Reading Higher	external	25	45 minutes 60 minutes
	Unit 3 - Speaking	Foundation/Higher	external	25	7-12 minutes
	Unit 4 - Writing	Writing Foundation Writing Higher	external	25	1 hour 5 minutes 1 hour 20 minutes
Course content by unit	Those taking French or German will continue to follow the GCSE course they started in Year 9. The GCSE languages course teaches practical language skills and an understanding of the European dimension of our lives; exciting courses that allow students much greater autonomy than before, as well as a chance to reach their true potential. Topics covered in Year 9: Theme 1: Identity and culture - Me, my family and my friends, technology in everyday life, free-time activities, customs and festivals Topics covered in Year 10 and Year 11: Theme 1: Free time activities, customs and traditions Theme 2: Local, national, international and global areas of interest - Home town, neighbourhood and region, social issues, global issues and travel and tourism Theme 3: Current and future study and employment- My studies, life at school and college, Education post 16 and careers. Revision of all 3 themes. Assessment At the end of the course in Year 11, students will be entered into either Foundation or Higher Tier papers in Listening, Reading, Writing and Speaking. The Speaking test consists of tasks such as role-play, photo card and conversations. Writing will be assessed through translations and structured writing.				
Additional resources & supporting activities	Quizlet - log-on and password. All new specification vocabulary available to practise Memrise - Search for AQA French, Spanish and German courses to practise www.languagesonline.org.uk - Excellent for grammar practice Seneca - log-on and password Kerboodle - all students will be given log in details Weekly vocabulary testing. Students will be given vocabulary lists to learn. Topic vocabulary and high frequency words. Fortnightly translation tasks to practise this skill. Parents can help by checking their child's VLE account for useful resources and Google Classroom to make sure that all set HW is completed to a high standard. Regular HW completion to a good standard is vital for achieving a good grade.				

Assessment dates in Year 10 and Year 11	Year 10 Assessment point 1 - Usually completed by December. Listening, Reading and Writing Topics; Home town, global and social issues. Assessment point 2 - Usually completed by June May Speaking photocard + general conversation (Theme 1 + Theme 2) Listening, Reading (All three themes) Writing (Themes 1+2) http://cothamschoolmfl.weebly.com/gcse-vocabulary.html Year 11 Mock Exams 1- completed by November. Reading, Listening & writing - from all three themes Speaking Mock exam - role play + general conversation.(all three themes) http://cothamschoolmfl.weebly.com/gcse-vocabulary.html Year 11 Mock Exams 2 - Usually completed in January Listening, Reading and Writing Revise GCSE vocabulary from all three themes http://cothamschoolmfl.weebly.com/gcse-vocabulary.html GCSE Speaking Mock Exams to take place in March. GCSE Listening/Reading/Writing to take place in May/June Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.
Essential reading	Vocabulary Lists - found on http://cothamschoolmfl.weebly.com/gcse-vocabulary.html It is essential to learn all the vocabulary from each theme. Revise AQA GCSE German - Revision Workbook, Pearson ISBN 9781447941149 £5.99 Revise AQA GCSE French - Revision Workbook, Pearson ISBN 9781447941064 £5.99 Revise AQA GCSE Spanish - Revision Workbook, Pearson ISBN 9781292131412 £5.99
Wider reading	<u>GCSE Grade 9-1 Courses</u> Revision guides by CGP. GCSE French AQA Revision Guide - for the Grade 9-1 Course (with Online Edition) ISBN: 978 1 78294 537 6 Available online £5.95 GCSE German AQA Revision Guide - for the Grade 9-1 Course (with Online Edition) ISBN: 9781782945529 £5.95 GCSE Spanish AQA Revision Guide - for the Grade 9-1 course (with Online edition) ISBN: 9781782945468 Available online £5.95

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

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Component 1	Performing Music	Internal	30%	2 years
	Component 2	Composing Music	Internal	30%	2 years
	Component 3	Appraising Exam	External	40%	2 years
Course content by unit	Component 1: Performing Music Over the 2 years of the GCSE students will prepare a minimum of 2 solo and 2 ensemble performances on their musical instrument (any instrument, including voice and drum kit). At the end of Year 11 the marks from the strongest solo and ensemble performance will be submitted to the exam board for moderation. When a performance deadline is due some lesson time will be given over to performance practice so the teacher can give feedback and set targets. There is an expectation that students will regularly practise and prepare performance work as part of their homework. Component 2: Composing Music (using musical instruments or music technology) During Year 10 students will complete 3 short composition tasks and 1 full composition (which includes a score/written work), and in Year 11 two full compositions. At the end of Year 11 the marks from the strongest 2 full compositions will be submitted to the exam board for moderation. students are issued with briefs to compose for, and will have the opportunity to do a free composition. All composition work takes place in lesson time and students are free to compose using their instrument or using the computers. 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 students will also have to appraise unfamiliar music which will be supported through wider listening during lessons.				
Additional resources & supporting activities	students will be supplied with a workbook at the start of the course. Additional resources that support the Edexcel GCSE in Music specification are also available from the publishers Rhinegold Education, Pearson Education and CGP. There are a number of online resources that students will also be signposted to.				
Assessment dates in Year 10 and Year 11	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.				
Essential reading	Pearson education have not endorsed any student publications for the new GCSE Music specification.				
Wider reading	www.cothamschoolmusic.wordpress.com BBC bitesize – excellent				

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

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

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

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

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

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

Course content by unit	<u>The course is split into four units</u>				
	Units	Content	Assessment		
	Unit 1: Reducing the risk of sports injuries	LO1: Understand different factors which influence the risk of injury LO2: Understand how appropriate warm up and cool down routines can help to prevent injury LO3: Know how to respond to injuries within a sporting context LO4: Know how to respond to common medical conditions	• Written examination paper • 1 hour • The assessment consists of multiple choice, short answer, and one extended answer questions • 60 marks • 25% of qualification		
	Unit 2: Applying principles of training	LO1: Know the principles of training in a sporting context LO2: Know how training methods target different fitness components LO3: Be able to conduct fitness tests LO4: Be able to develop fitness training programmes	• Internally assessed coursework • OCR moderated • 10 hours on the assessment • 25% of the qualification		
	Unit 3: The body's response to physical activity	LO1: Know the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles LO2: Understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness	• Internally assessed coursework • OCR moderated • 10 hours on the assessment • 25% of the qualification		

		LO3: Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems LO4: Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems	
	Unit 4: Sport Psychology	LO1: Understand the relationship between personality and sports performance LO2: Know how motivation can affect sports performance LO3: Know how aggression can affect sports performance LO4: Understand the Impact of Arousal & anxiety on Sports Performance	● Internally assessed coursework ● OCR moderated ● 10 hours on the assessment ● 25% of the qualification
Why should I study this course?	This course will give you the opportunity to gain a nationally recognised, vocationally specific, qualification to progress onto higher education. This course is assessed mainly via coursework, although there is one exam. You will complete 4 units over the 2 years.		
L2 Assessment /240 marks	Pass 144 marks Merit 168 marks Distinction 192 marks Distinction* 216 marks		
What can I do with my qualification?	The course can lead to higher education courses including A Level PE, L3 BTEC Sport, Cambridge Technicals L3 and L2 Apprenticeship Framework.		
Specification link	https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j802-j812/		

Subject:	Sociology GCSE		
Course Title	GCSE Sociology	QN Code	603/0798/5.
Exam Board	AQA		
Syllabus Code	8192		

Assessment	Unit/ Code	Title	External / Internal Marking	% Total Mark	Duration
	Paper 1	The sociology of families and education	External written exam	50	1 hour 45 mins
	Paper 2	The sociology of crime and deviance and social stratification.	External written exam	50	1 hour 45 mins
Course content by unit	Paper 1 is comprised of the following topics: ❑ The sociology of families including functions of families, family forms, conjugal role relationships, changing relationships within families, criticisms of families and divorce. ❑ The sociology of education including roles and functions of education, the relationship between education and capitalism, educational achievement and processes within schools. ❑ Relevant areas of social theory and methodology. Paper 2 is comprised of the following topics: ❑ The sociology of crime and deviance including the social construction of crime and deviance, social control, criminal and deviant behaviour and data on crime. ❑ The sociology of social stratification including functionalist theory of stratification, socio-economic class, life chances, poverty as a social issue, power and authority and power relationships. ❑ Relevant areas of social theory and methodology. Sociological research methods will be assessed in both papers. This will include research design, qualitative and quantitative methods, different types of data, primary and secondary sources, interpretation of data, practical and ethical issues. Please visit the AQA website for a more detailed breakdown of topics covered.				
Additional resources & supporting activities	• All students are given a revision guide, 'AQA Revision guide' by Ian Woodfield. • Students will also have access to a textbook during lesson time. • The internet provides a wealth of useful websites which we will use throughout the course including TedTalks, Thinking Allowed by Laurie Taylor and Society in The Guardian. • Learning can be supported by Seneca Learning, BBC Bitesize and keeping abreast of current affairs.				
Assessment dates in Year 10	Please refer to the Assessment Calendars for Year 10 and Year 11 for details of assessments.				
Essential reading	Textbook listed above.				
Wider reading	• Why I'm no longer talking to white people about race by Reni Eddo-Lodge • Women don't owe your pretty by Florence Given • Gang leader for a day by Suhr Venkatesh • Demonisation of the working classes by Owen Jones • The McDonaldisation of Society by George Ritzer				