

# Key Stage 4 Curriculum

***An 'Outstanding' 11-18 School, Ofsted 2002, 2006, 2009 and 2015***

***"Students are well prepared for life in Modern Britain"***  
***Ofsted 2015***

## 2018/2020

# Options 2018

## Starting GCSEs

Beginning your GCSE courses represents a landmark in your secondary education. Many of you will sit in the same classrooms and sometimes you'll be taught by the same teachers, but studying for GCSEs will place new demands on you. You will learn new skills and strategies. Hard work and excellent attendance will be vital in securing your success.

## The Curriculum

You are required to study certain Core subjects.

In all subjects your GCSE grade depends on your performance in final written examinations at the end of Year 11.

In a few subjects there is an element of controlled assessment that will be marked in school. You will be able to choose certain subjects

## Choosing Subjects

### **Core subjects**

You will study GCSEs in English Language, English Literature, Mathematics and Combined Science (or Triple Science).

You must choose either Geography or History (you can choose both).

### **Option Subjects**

You will be able to choose three further subjects from...

Art, Business, Business (Vocational), Child Development, Computing, Drama, Food Preparation and Nutrition, French, Graphic Products, ICT, Materials Technology, Music, Sports Science (PE), BTEC Sport, Religious Studies, Textiles, Triple Science.

## How to choose your subjects?

The choice is yours but you must involve your parents and teachers. The choices you make now may affect opportunities later, so need to be made with care.

Most students have no fixed idea about what they would like to do after GCSE. In this case it is best to choose subjects you enjoy and are successful in.

If you know what career you wish to follow, you should choose the subjects that may be needed as qualifications so that you can progress them to A level.

## **PHYSICAL EDUCATION: (Non GCSE)**

All students receive one 70 minute lesson of PE a week. In year 10 students follow a prescribed programme of activities which allows them to build on activities studied in Key Stage 3 as well as experience new activities. In Year 11 students opt into activities, designing their own pathway. Students are encouraged to design a well balanced programme of activities making full use of the available facilities. It is expected that GCSE PE students use core Physical Education lessons to improve their practical GCSE PE grades. School teams will be run in a number of sports and students will be actively encouraged to participate in these and other extra-curricular activities

## **RE (Non GCSE)**

There are Religious Education Days for both Year 10 and 11 students. These days provide opportunities for students to engage with relevant, contemporary and challenging questions that impact on all of our lives: questions about spirituality, meaning and purpose, equality and diversity, authority, and global citizenship. Students engage with religious and human questions, explore religious beliefs, teachings and practise and express personal responses. Dates of these days can be found on The Cotswold School calendar.

## **PERSONAL , SOCIAL AND HEALTH EDUCATION: (PSHE)**

The purpose of the course is to help equip young people with information and skills which will be of use to them in their adult life. The PSHE programme is delivered via dedicated days spread throughout the Key Stage.

### **Year 10 Programme**

#### **Careers and Work Experience**

**Sound careers advice and Higher Education guidance are given in both group and on a one-to-one basis to ensure that students are well prepared for their life after The Cotswold School. Professional advice, careers days, work experience opportunities and guest speakers from universities, colleges and potential employers, help our students make the right choices.**

Further independent, professional advice is provided to any student who requests it (or who is recommended by their tutor) from our qualified Careers Advisor, Ruth Thomas.

Students are also encouraged to take up the many and varied opportunities to visit employment and education exhibitions, aimed at both raising aspirations and providing inspiration. Valuable practice interview sessions are provided with the support of our local Rotary Club and professionals living in our community. Meanwhile our tutors play an important role as student mentors, taking time to speak to each student 1-to-1, ensuring they are receiving support to find any information they may need.

Our approach is one that supports and encourages but also challenges.

#### **Sex and Relationships Education**

Specialists from the Sex and Relationships education team will lead a variety of sessions concerning issues such as consent, values, unplanned pregnancy, contraception, coping with stress and pressure, staying safe re alcohol/drugs/on-line.

### **Economic and Financial Awareness**

Experts from the National Westminster Bank will lead a range of different sessions to raise pupil awareness of personal and corporate finances.

### **Year 11 Programme**

#### **Be the Boss – Political Campaigns**

This day will focus on raising political awareness and an understanding of current affairs and key social and economic issues within society. Pupils will work in groups planning a political campaign and presentation.

#### **Senior Citizens' Christmas Party**

Students will work in groups with their team of Year 11 Form Tutors planning and preparing food, decorations, entertainment, transport etc, to ensure that senior citizens within our community have a wonderful Christmas party.

#### **University of Gloucester study skills day**

Skilled experts will lead sessions with our students on study and revision skills which will provide invaluable preparation for the forth-coming GCSE examinations

### **Charges**

In certain subjects, provision of materials or visits form an integral part of the course. Parents will be invited to provide materials or ingredients. Where parents would like to possess the finished product, the school reserves the right to charge the cost or require the supply of the necessary materials.

For visits occurring during school time, the school will invite a voluntary contribution from parents to meet costs.

For visits outside school time, parents will be charged for all allowable costs.

For residential visits, parents will also be charged the full cost of board and lodgings.

If a child is in receipt of Free School Meals, the School will help with the costs

## THE CURRICULUM 2018-2020 - Summary

Students will take courses in English Language, English Literature, Mathematics, Science, a Humanities subject plus non-GCSE RE, PSHE and PE.

The options are:

Subject	Page
Art and Design	9
Business Studies	10
Vocational Business	10
Child Development	11
Computing	12
Drama	13
Food Preparation and Nutrition	14
Geography	15
Graphic Products Technology	16
History	17
ICT	18
Materials Technology	19
Modern Foreign Languages	20
Music	21
Religious Studies	22
Sports Science	23
BTEC Level1 / 2 in Sport	24
Textiles Technology	25
Triple Science	26



## **MATHEMATICS: Edexcel 1MA1**

The assessments will cover the following content headings:

Number

Algebra

Ratio, proportion and rates of change

Geometry and measures

Probability

Statistics

Two tiers are available: Foundation and Higher (content is defined for each tier).

The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.

Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.

Each paper is 1 hour and 30 minutes long.

Each paper has 80 marks.

The content outlined for each tier will be assessed across all three papers.

Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts with an emphasis on problem solving.

The qualification will be graded and certificated on a nine-grade scale from 1 - 9 using the total mark across all three papers where 9 is the highest grade.

Individual papers are not graded.

Higher tier: grades 4 to 9 (grade 3 allowed).

Foundation tier: grades 1 - 5

**SCIENCE:** **GCSE AQA Combined Science: Trilogy 8464**

GCSE: All assessment takes the form of examinations at the end of the course. There are 6  
Assessment: exams in total: two for each Science

Tiering: Higher : 4 - 9 Decided by Jan of Yr 11, based on internal assessment  
Foundation: 1 - 5 data.

All units are taught separately in modules of Biology, Chemistry and Physics  
Each module is tested and a GCSE grade given which is used to ensure students are in the correct teaching set and entered for the correct tier (Higher or Foundation).  
There are equal numbers of Biology, Chemistry and Physics modules.  
Students entered for Triple Science will not be entered for Combined Science



## **ART AND DESIGN : Fine Art AQA 8202**

60% Portfolio

40% Externally Set Assignment with 10 hour exam

The creative sector is one of the fastest growing areas in the UK economy and has never been more relevant to the future careers of young people. Art is a subject that complements any other subject, providing skills in time management, resilience, creative problem solving and independence that are essential in life.

We follow a 'Fine Art' syllabus but students are only limited by their imaginations! We encourage students to experiment in a range of media from drawing and painting to printmaking, mixed media, digital media, photography, installation and film. Students are strongly encouraged through a mixture of workshops and tutorial style teaching to find their own strengths and develop skills in areas that suit them best. The use of a sketchbook to draw and record insights and the willingness to experiment in using colour and paint are important skills to develop.

The first 6 weeks of the 'Structures' project lays the foundation for future independence through a series of skills workshops and introduction to the four Assessment Objectives. These are: Developing ideas from artists and other sources, Refining ideas through experimentation, recording observations and insights and producing a personal, meaningful response. Beyond this, students choose their own path from the 'Structures' starting point and continue to produce a complete project.

Following this, students work highly independently, following their own interests, strengths, skills and ideas in two more projects; 'Objects' and 'Own Choice'. Our aim is to guide pupils into becoming confident, independent young artists, not afraid to try new things and producing varied individual work. Ultimately our art students achieve extremely high results and enjoy the course!

### Assessment

The Portfolio consists of 2 ½ projects completed between September 2018 and December 2019. The Externally Set Assignment is a project which starts in January 2020 with a theme chosen from an exam paper and the final response completed in 10 hours of exam in April 2020.

Projects are broken down into stages with clear and regular deadlines. Students are very well supported in their lessons and assessment is via ongoing one to one verbal feedback and provisional assessments with written feedback. We also expect students to be prepared to work independently for 2-4 hours per week at home.

## **GCSE BUSINESS Edexcel 1BS0**

Assessment: Paper 1: 50% of the qualification  
Paper 2: 50% of qualification  
(Both papers will consist of calculations, multi-choice questions, short answer and extended writing questions)

Tiering: None

Rationale The GCSE Business course focuses on developing students into enterprising individuals. Students will develop skills such as building arguments, making informed judgements and appreciating different perspectives.  
The specification introduces students to key concepts, issues and skills involved in starting a small business. This understanding is built upon further through the consideration of how to grow a business successfully. The elements of marketing, human resources, operations, finance and the wider world are studied; enabling students to gain knowledge of all aspects and how these may be impacted by different situations and contexts.

## **CAMBRIDGE NATIONAL ENTERPRISE & MARKETING J819**

This vocational course offers a more practical experience. This qualification is equivalent to a GCSE and offers students the chance to get to grips with key aspects of running small businesses with a focus on enterprise and marketing

Assessment: Unit 1: External Examination (90 mins)  
Unit 2: Internal Assessment  
Unit 3: Internal Assessment

In Unit 1, students will learn about the techniques business use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers. They will also learn about key aspects of small businesses including ownership and functional activities such as marketing, human resources and finance. Unit 2 consists of a business challenge, in which students will create a business proposal and in Unit 3 they will prepare for and pitch their business proposal.

The majority of the course assessment will be by coursework and assignments. Approximately two thirds of the course will be assessed internally.

## CHILD DEVELOPMENT Cambridge National Certificate Level 1/2

Who is this qualification for?

This qualification is for learners aged 14-16 who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.

What will the student study as part of this qualification?

All students will study three mandatory topics as follows:

Health and well-being for child development

Understand the equipment and nutritional needs of children from birth to five years

Understand the development norms of a child from birth to five years.

Year 10 *(1 hour and 15 min 80 mark exam paper externally assessed) 50% final grade*

Unit 1: Health and well-being for child development

The first topic of study underpins all of the other learning in this qualification. Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety. Knowledge gained would be of use for further studies in PHSE, Biology and other child development qualifications.

Year 11 *(internally assessed course work) 25% final grade*

Unit 2: Understand the equipment and nutritional needs of children from birth to five years

In the second topic of study, students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes. Evaluation skills are developed, which would be of use in further studies in a number of areas.

Year 11 *(internally assessed course work) 25% final grade*

Unit 3: Understand the development norms of a child from birth to five years.

In the third topic of study, students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms. Researching, planning, observing and evaluating skills would be useful in further studies as these are transferable skills and could be applied to many subject areas.

Students will receive the equivalent to 1 GCSE in the form of a Level 1 pass up to a Level 2 distinction

## **COMPUTER SCIENCE**

## **OCR J276**

### Assessment:

Three units of assessment:

Component 01 (Computer systems) – Externally assessed theory exam (40%)

Component 02 (Algorithms) – Externally assessed theory exam (40%)

Component 03/04 – Internally assessed programming project (20%)<sup>1</sup>

You should be on target to achieve at least Grade 6 in Mathematics to be considered for Computer Science

### Tiering:

None

### Component 01

Systems Architecture

Memory

Storage

Wired and wireless networks

Network topologies, protocols and layers

System security

System software

Ethical, legal, cultural and environmental concerns

### Component 02

Algorithms

Programming techniques

Producing robust programs

Computational logic

Translators and facilities of languages

Data representation

### Component 03/04

Programming techniques

Analysis

Design

Development

Testing and evaluation and conclusions

---

<sup>1</sup> Currently under government review

**DRAMA: WJEC 3609QS**

Assessment: Practical and controlled assessment 60%  
Written exam 40%

Tiering: None

At the heart of Drama GCSE is the pure enjoyment of creating live theatre. The subject is fun, exciting and challenging. Drama fosters creativity and independence, lessons are active and collaborative. The majority of lessons are practical, as even the written aspects of the course are rooted in performance. Students work with others, so lessons are lively and encourage debate and discussion in order for everyone to make progress.

The influences we study cover a broad spectrum of theatre history and elements of world theatre which provide students with a range of cultural influences and an understanding of Drama as an art form. The practical and collaborative nature of the assessments means that students must take responsibility, not just for their own work, but also for the work of others, so students must be prepared to collaborate and commit.

In Year 10 students will study a range of drama skills and work on scripted and devised projects, taking influence from varied styles, practitioners and writers. Students will also have an opportunity to perform in public- an excellent opportunity to boost their confidence and refine their performance skills.

In Year 11 this preparatory work is applied to the two practical assessments; one devised and one scripted. The devised work stems from a stimulus provided by the exam board and may cover a broad range of themes or issues. The controlled assessment is a written reflection of the devising process and evaluation of performance.

Seeing live theatre is an essential part of the course. This feeds into practical work but is also an assessed element of the written paper. The Drama department runs regular theatre trips to local theatres and further afield. We work hard to minimise the financial impact of these trips but there will be some cost to parents.

The written exam is 1 ½ hours long and candidates answer questions on a practical interpretation of a set text from the point of view of an actor, director and designer as well as evaluating live theatre. Drama provides an outstanding opportunity for students to develop their creativity, self-confidence, communication and independence. It compliments many other subjects, particularly within the humanities



**DESIGN AND TECHNOLOGY:**  
**Eduqas C560P1 (Written) C560P2 (on screen)**  
**Food Preparation and Nutrition**

Assessment:                      Component 1  
Written exam paper 'Principles of Food Preparation and Nutrition' 50%  
Component 2  
Non-Examination Assessments 'Food Preparation and Nutrition in Action' 50%

Non-Examination Assessments:      Two practical assessments.  
Assessment One to be completed in the Autumn Term of Year 11  
Food Investigation Assessment (15%)  
Assessment Two to be completed in the Spring Term of Year 11  
Food Preparation Assessment (35%)

Tiering:                              None

The course content will allow students:

- To demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment.
- 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.
- To understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.
- To understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.
- To demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- To understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

## GEOGRAPHY: AQA 80 35 GCSE Geography

Geography is a subject that goes beyond the realms of map skills and capital cities! It will make you think about the World around you, your place within it and the impact our actions have upon it. The content is current, dealing with issues that face us today.

A broad range of topics are covered, utilising a wide range of transferable skills – from problem solving and team work to data handling and map interpretation; these will all help students to academic success and in their life outside the classroom. Geography is a sought after discipline in the workplace; this is due to the lateral thinking and team work skills that it fosters alongside the academic rigour that it demands. The course is delivered using a range of dynamic and current events, supported by the wide range of resources available to the department. Students achieve extremely well and a high proportion choose to go on to study the discipline further.

How will the course be structured?

The course is made up of three elements:

Elements covered	What would this include?	How is this assessed?
Living with the physical environment	The challenges of natural hazards: Tectonic hazards Climate hazards Climate change The living world Ecosystems Tropical Rainforests Cold environments Physical landscapes in the UK Coastal landscapes River landscapes	Written exam: 1 hour 30 minutes (35% of GCSE grade)
Challenges in the human environment	Urban issues and challenges Urban issues in LIC's and NEEs Opportunities and challenges of urban growth Urban sustainability The changing economic world Development and quality of life Rapid economic development in LICs and NEEs Economy of the UK and its future The challenge of resources Resource management A focus on either food, water or energy as a resource.	Written exam: 1 hour 30 minutes (35% of GCSE grade)
Geographical applications (and Geographical skills)	Fieldwork and issues evaluation Carrying out the enquiry process Critical thinking  ALL students will be required to participate in TWO fieldwork experiences.	Written exam: 1 hour 15 minutes There is no CONTROLLED ASSESSMENT element. (30% of the GCSE grade)

Geographical skills are utilised throughout all modules delivered (Cartographic, graphical, numerical (including the use of statistical data), literacy and the formulation of enquiry and arguments.)

Tiering: None

To find more information about the course, follow the link below:

<http://www.aqa.org.uk/subjects/geography/gcse/geography-80>



**DESIGN AND TECHNOLOGY: AQA 8552**

**Specialism - Graphic Products Technology**

Assessment:

Paper 1 (Examination) 50%

Non-examined assessment (Coursework) 50%

Coursework

Major project to be completed before Easter of Year 11

Tiering

None

Study topics:

**Core technical Principles**

New and emerging technologies  
 Energy generation and storage  
 Developments in new materials  
 Systems approach to designing  
 Mechanical devices  
 Material categories  
 Material properties

**Specialist technical principles**

Selection of materials or components  
 Forces and stresses  
 Ecological and social footprint  
 Sources and origins  
 Using and working with materials  
 Stock forms, types and sizes  
 Scales of production  
 Specialist techniques and processes  
 Surface treatments and finishes

**Designing and making principles**

Investigation, primary and secondary Data  
 Environment, social and economic challenge  
 The work of others  
 Design strategies  
 Communication of design ideas  
 Prototype development  
 Selection of materials and components  
 Tolerances  
 Material management  
 Specialist tools and equipment  
 Specialist techniques and processes



**HISTORY: AQA GCSE HISTORY 8145 BA/BC (entry code depends on topic)**

Assessment: Paper 1 (Understanding the Modern World) – written examination 1 hour 45 minutes  
Paper 2 (Shaping the Nation) – written examination 1 hour 45 minutes

Tiering: None

History is a very popular and highly valued GCSE. The new GCSE course offers a broad coverage of British, European and World history over a wide time period. It will develop your understanding and knowledge of the past as well as increasing your key skills.

For Paper 1, Understanding the Modern World, we will be studying Germany, 1890-1945, Democracy and Dictatorship. This topic, covers Germany from the Kaiser, through the turmoil of World War One to the rise of Hitler and his control of the nation. It includes political, economic and social topics that are fascinating and very popular. Following on from this we will study The Cold War, especially looking at conflict and tension in Asia, 1950-1975. Through this topic we will explore the Korean and Vietnam wars in some depth. As well as military history, students learn about the causes of the conflicts, the impacts on the countries affected and will also build a better understanding of the modern world today.

For Paper 2, Shaping the Nation, we will be studying Health and the People, c1000 to the present day. This is a thematic unit which requires students to make comparisons and connections across a thousand-year time period. The course explores the development of medicine and health care as well as the understanding of science and the treatment of disease. Key factors for the development of medicine, such as religion, war and technology are analysed and compared. We then look at a key period of British history: Elizabethan England, c1568-1603. This topic brings together an understanding of the Elizabethan court, life in Tudor England, exploration, Elizabeth's relationship with Mary Queen of Scots and war with Spain. The topic also includes a historic environment element which changes every year. At the end of year 10 pupils are invited to go on a day trip to London which focuses on Elizabethan England and includes a trip to a Victorian operating theatre and a 'cholera walk'.

Lessons are engaging, lively and use a variety of learning approaches and teaching styles. The department is very well resourced. The course builds upon pupils' knowledge and skills gained in Key Stage 3 and operates as a stepping stone to further study at A-Level and beyond. Students enhance their abilities as critical and reflective thinkers with enquiring minds, developing the ability to ask relevant questions about the past and to investigate them critically. They also learn to organise and communicate their historical knowledge and understanding in creative and different ways and reach substantiated judgements. For these reasons and others, History is a highly regarded subject by employers in a wide variety of professions. Law, journalism, politics, media, business, education and others are all possible career paths with History. We have a proud tradition of very high performance from all abilities and prepare students very well for the challenges of GCSE.

## ICT Cambridge Nationals Information Technology

Assessment: 2 units of assessment:  
Unit 1 – Externally assessed 1 hour theory exam (50%)  
Unit 2 – Centre assessed OCR set task (50%)

You should demonstrate an ability and eagerness to extend your ICT skills by the end of Year 9 to be considered for ICT.

Tiering: None

R012 – Tools and techniques for ICT applications.

From personal computers to smartphones, computing devices are an essential feature of the modern world. Technology may be changing every day, but the knowledge and understanding of how to use computers effectively and safely is the same regardless of the technology being used. Computers are powerful devices for the storage and manipulation of data, but how can they be used effectively and the important data they use be stored securely?

This unit covers project planning and application of ICT systems with emphasis on data storage, manipulation and legislation. They will learn about cyber security and how to mitigate the risks of cyber - attacks.

R013 – Using ICT to create business solutions

This unit will enable learners to develop ICT skills that will equip them to operate effectively in a business environment and complements the theory covered in R012. In this unit they will plan, execute and evaluate a system solution for a given client. They will select and use software to create, edit and format content to meet the specified business purposes.

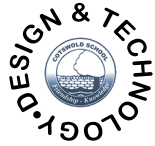
Learners will use a wide range of applications that are commonly used in businesses, hospitals and in higher education. They will learn how to select the most appropriate software to complete tasks to meet specified business requirements in a variety of contexts.

### Grading

All results are awarded on the following scale:

Level 2 – Distinction\* (\*2), Distinction (D2), Merit (M2), Pass (P2)

Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Unclassified.



Assessment:

**DESIGN AND TECHNOLOGY: AQA 8552**

**Specialism - Materials Technology**

Paper 1 (Examination) 50%

Non-examined assessment (Coursework) 50%

Coursework

Major project to be completed before Easter of Year 11

Tiering

None

Study topics:

**Core technical Principles**

New and emerging technologies

Energy generation and storage

Developments in new materials

Systems approach to designing

Mechanical devices

Material categories

Material properties

**Specialist technical principles**

Selection of materials or components

Forces and stresses

Ecological and social footprint

Sources and origins

Using and working with materials

Stock forms, types and sizes

Scales of production

Specialist techniques and processes

Surface treatments and finishes

**Designing and making principles**

Investigation, primary and secondary Data

Environment, social and economic challenge

The work of others

Design strategies

Communication of design ideas

Prototype development

Selection of materials and components

Tolerances

Material management

Specialist tools and equipment

Specialist techniques and processes

## MODERN FOREIGN LANGUAGES

### French Edexcel 1FRO

<u>Content</u>	<p>GCSE French</p> <p>These courses aim at proficiency in all the four skills (listening, reading, speaking and writing) covered in the exam. By the end of the course students will be able to communicate and understand the language in everyday situations</p> <ul style="list-style-type: none"><li>* Holidays</li><li>* Leisure</li><li>* Family</li><li>* Food</li><li>* Lifestyle</li><li>* School and work</li><li>* Coping out and about</li></ul>
<u>Assessment</u>	<p>Listening, Speaking, Reading, Writing – 25% for each skill which is assessed at the end of Year 11 exam</p>
<u>Tiering</u>	<p>Higher tier Grades 4 - 9 Foundation Grades 1 - 5</p>



**Religious Studies:** Eduqas C120P3

GCSE Religious Studies is a vibrant and fulfilling course that aims to develop learners' knowledge and understanding of religious and non-religious beliefs, such as atheism and humanism. It will look at teachings, practices, and sources of authority, including through their reading of key texts of the religions they are studying (Christianity and Islam).

Through the topics covered students will develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject whilst also engaging with questions of belief, value, meaning, purpose, truth, and their influence on human life. Skills of evaluation and critical thinking are nurtured and developed through debates and their written work,

Religious Studies challenges learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and it contributes to their preparation for adult life in a pluralistic society and global community.

50% of the course is on Beliefs, teachings and practices of two religions (Christianity and Islam)

50% of the course of on Religion, philosophy and ethics in the modern world from a religious perspective

This is done from one perspective (Christianity) (2 hour paper)

Four themes are to be studied:

Issues of Relationships (sexual relations, relationships, gender prejudice)

Issues of Life and Death (the world, human life, death and the afterlife)

Issues of Good and Evil (crime and punishment, forgiveness, good evil and suffering)

Issues of Human Rights (human rights, social justice, prejudice and discrimination, wealth and poverty)

No coursework

Tiering: None

**SPORTS SCIENCE (PHYSICAL EDUCATION) :**  
**AQA 8582**

Tiering: None

This course builds on the knowledge, understanding and skills established by the National Curriculum in Key Stage 3. This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course. It is made up of a theory component (60%) and a Practical/Controlled Assessment component (40%).

Theory of Physical Education: 60% of Total Marks	
Paper 1: The human body and movement in physical activity and sport	Paper 2: Socio-cultural influences and well-being in physical activity and sport
What's assessed? •Applied anatomy and physiology •Movement analysis •Physical training •Use of data	What's assessed? •Sports psychology •Socio-cultural influences •Health, fitness and well-being •Use of data
How it's assessed? •Written exam: 1 hour 15 minutes •78 marks •30% of GCSE	How it's assessed? •Written exam: 1 hour 15 minutes •78 marks •30% of GCSE
Questions:- •Answer all questions. •A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.	Questions:- •Answer all questions. •A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.
1. Non-exam assessment: Practical performance in physical activity and sport: 40% of Marks	
Practical Performance x 3 Activities	Analysis and Evaluation of Performance
What's assessed? •Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).	What's assessed? •Analysis and evaluation of performance to bring about improvement in <u>one</u> activity.
How it's assessed? •Assessed by teachers •Moderated by AQA •75 marks •30% of GCSE	How it's assessed? •Assessed by teachers •Moderated by AQA •25 marks •10% of GCSE
• For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).	•Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

**Team Activity List:**

Association Football, Badminton, Basketball, Camogie, Cricket, Dance, Gaelic Football, Handball, Hockey (Must be field hockey), Hurling, Lacrosse, Netball, Rowing (Cannot be assessed with sculling, canoeing or kayaking), Rugby League, Rugby Union and Volleyball.

**Individual Activity List:**

Amateur Boxing, Athletics, Badminton, Canoeing/kayaking (slalom). Cannot be assessed with canoeing/kayaking sprint, rowing or sculling, Cycling Track or road cycling only (Cannot be assessed in track cycling and in road cycling), Dance (Can only be used for one activity), Diving (Platform diving only), Golf, Gymnastics (artistic) Floor routines and apparatus only), Equestrian, Rock climbing (Can be indoor or outdoor climbing), Sculling Cannot be assessed with rowing, canoeing or kayaking, Skiing or Snowboarding (not both, Outdoor/indoor on snow) Squash, Swimming, Table tennis, Tennis, Trampolineing

## **BTEC Level 1/2 First Award in Sport (NQF) - equivalent to 1 GCSE**

Exam Board: Edexcel [www.edexcel.com/quals/firsts2012/sport](http://www.edexcel.com/quals/firsts2012/sport)

**Course content: The course consists of four main components, two in each year of study**

### **Year 10 Unit 2 – Practical Sports Performance**

This unit focuses on developing and improving your own practical sports performance in two sports. Through participation it is expected that you will develop knowledge of the associated rules, regulations, scoring systems, skill, techniques and tactics. There will also be a section asking you to review your own sports performance and consider ways to improve.

### **Year 10 Unit 5 – Training for Personal Fitness**

This unit builds on the knowledge gained from unit 1 and involves designing, completing and reviewing a 6 week fitness training programme.

### **Year 11 Unit 1 – Fitness for Sport and Exercise**

This unit covers components of fitness, principles of training, methods of fitness training and fitness testing. Lessons will mainly be based in a practical setting, but preparation for the onscreen test will be done in the classroom.

### **Year 11 Unit 6 – Leading Sports Activities**

This unit involves planning, leading and reviewing sports activity sessions, using examples of successful sports leaders as guidance.

### **Assessment**

Assessment External Unit 1: Fitness for Sport and Exercise consists of an onscreen test lasting 1 hour, containing different types of questions, which are externally marked by the exam board. This test will be sat after Christmas in Year 11.

Internal Unit 2: Practical Sports Performance, Unit 5: Training for Personal Fitness and Unit 6: Leading Sports Activities consist of coursework assignments that must be completed by specific deadlines.

**PLEASE NOTE: Students are not able to study PE GCSE and Sport BTEC, as the subjects are considered to be too similar**





## DESIGN AND TECHNOLOGY: AQA 8552

### Specialism – Textiles Technology

<u>Assessment:</u>	Paper 1 (Examination) 50%
	Non-examined assessment (Coursework) 50%
<u>Coursework</u>	Major project to be completed before Easter of Year 11
<u>Tiering</u>	None

#### Study topics:

##### **Core technical Principles**

New and emerging technologies

Energy generation and storage

Developments in new materials

Systems approach to designing

Mechanical devices

Material categories

Material properties

##### **Specialist technical principles**

Selection of materials or components

Forces and stresses

Ecological and social footprint

Sources and origins

Using and working with materials

Stock forms, types and sizes

Scales of production

Specialist techniques and processes

Surface treatments and finishes

##### **Designing and making principles**

Investigation, primary and secondary Data

Environment, social and economic challenge

The work of others

Design strategies

Communication of design ideas

Prototype development

Selection of materials and components

Tolerances

Material management

Specialist tools and equipment

Specialist techniques and processes





# The Cotswold School

## GCSE Options 2018

Name.....Teaching Group..... Tutor Group .....

### Humanities Option

All students must choose either Geography or History (tick which Humanities subject you would like to do in the 'Subject Options' table)

### Twilight Options

French and Music are also available as after school options

If you would like to study either of these after school, please indicate your choice with a tick.

French	Music

### Subject Options

1. Art and Design
2. Business Studies
3. Business Vocational
4. Child Development
5. Food Preparation & Nutrition
6. Computer Science
7. Drama
8. French
9. Geography
10. History
11. ICT (Cambridge National)
12. Music
13. Sports Science (PE)
14. BTEC Sport
15. Graphic Products Technology
16. Religious Studies
17. Materials Technology
18. Textiles Technology
19. Triple Award Science

Humanities choice	Geography	History
1 <sup>st</sup> Choice		
2 <sup>nd</sup> choice		
3 <sup>rd</sup> choice		
1 <sup>st</sup> reserve subject		
2 <sup>nd</sup> reserve subject		