

Key Stage 4 Options

2024-26



Options Evening Programme

Thursday 7th March 2024

5.30 pm and 6.30 pm

Welcome and presentations in the Main Hall
(duration 30 minutes) with:

Mr Morgan	Headteacher
Mr Smith	Deputy Headteacher
Mr Redding	Assistant Headteacher
Miss Black	Head of Year 9

6.00 – 8.00 pm

Visit departments to meet teachers and find out more about options subjects.

Introduction to **Key Stage 4 options**

Starting GCSEs

Beginning your GCSE courses represents a landmark in your secondary education. You may be sitting 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, exams and assessments

In all subjects your grade depends on your performance in 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 are required to study the core subjects, but you will be able to choose up to three option subjects.

The core subjects

Everyone will study GCSEs in English Language, English Literature, Mathematics and Science.

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

The vast majority of students must choose at least one Modern Foreign Language. If you do not wish to study a language you will need to have a discussion with a senior teacher to ensure this the correct decision for you. Refer to our FAQs on page 4.

Your option subjects

You then choose two further subjects from:

Art & Design, Business (GCSE or Vocational), Child Development, Computer Science, Drama, Food Preparation and Nutrition, French, Geography, German, History, ICT (Vocational), D&T: Product Design, Music, Religious Studies, Spanish, Sports Science (PE), BTEC Sport, D&T: Textiles.

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 they need to be made with care. Remember that you are committing to a two-year course of study. There is no option to drop a subject once you have started.

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.

For a few students, doing nine subjects is not appropriate, so we will invite them to fill one of their option choices with Personalised Study. This will help to consolidate work in their subjects, under the supervision of a member of staff.

Completing the options form

The electronic form to complete your options selection will be emailed to Year 9 students on 15th March. Please complete it by 22nd March.

Frequently asked questions

Q. What is a Cambridge National qualification?

A. These are broad and engaging level 1 and level 2 qualifications that equip students with applied knowledge and associated practical skills. Similar to a BTEC qualification, they will have a coursework element to them.

Q. Are BTEC subjects and Cambridge Nationals worth the same as GCSE subjects?

A. All subjects are worth the same: one GCSE.

Q. If I do BTEC subjects, or a Cambridge National qualification, can I still get into this Sixth Form?

A. Yes, as long as you have a minimum of five GCSEs at Grade 4 or above. These must include English and Mathematics.

Q. Can I do a mixture of BTEC, Cambridge National and GCSE subjects?

A. Yes, that is absolutely fine.

Q. Can I do more than one Design and Technology subject?

A. No because of the high coursework demands, we recommend just one D & T subject.

Q. How are my choices fitted into the option blocks?

A. Once we have everyone's options and reserve choices, a computer program sorts them to achieve the fewest clashes. This ensures that the majority of students receive their first choices. We also decide how many classes to assign for each subject.

Q. Will I get all of my first choices?

A. While most students do get their first choices, we have to allocate some reserve choices, so it is important that you select reserve choices you are willing and able to do. If there is low demand for a subject, we may not run it.

Q. Do I have to take a language?

A. Language qualifications are rigorous, academic and challenging. To take a language subject at GCSE shows grit and determination, along with a roundedness of character increasingly important in today's global community. Languages are also valued by universities and employers, and enable you to be awarded the English Baccalaureate. All current linguists should continue to study at least one language at GCSE. Students not electing to study a language will have a short meeting, along with their parents, with a senior teacher to ensure it is the correct decision for them.

Q. What Science option will I take?

A. All students study the sciences. Triple Science is for students who show a strong aptitude for Science. Students following Triple Science will achieve GCSE Biology, GCSE Chemistry and GCSE Physics. Students not taking Triple Science will be studying GCSE Combined Science. This covers all three sciences and is awarded as two GCSEs. Students following the Combined Science route and achieving good grades (Grade 6 or above) can go on to study Science A levels at The Cotswold School Sixth Form. **Unlike in previous years, Triple Science does not occupy an option block.** When you fill in your options selection form, please indicate whether you would like to be considered for Triple Science. The Science department will make the decision on whether students that have indicated a preference are appropriate for Triple Science.

Students taking triple science will spend the majority of their science lessons in classes with their combined science colleagues studying shared content.

Q. When do I find out which subjects I have been given from my choices?

A. No news is good news! Any student who has a clash in their first 3 choices and is allocated one of their reserve choices will be spoken to by Mr Redding or Mr Smith. It is vital that you give careful consideration to your reserve choices as you will not be able to change these if one of your first 3 choices is impossible. Changes at a late stage are not usually possible as classes are very likely to be full.

If you are not been spoken to by the end of April, you can safely assume you have been allocated your first choices.

Q. If I start a subject and later realise that I have made a mistake, what can I do?

A. This happens to a few students each year and you may want to request a change. Sometimes subject groups are full and students are unable to move but we do our best to help. By the end of September, we have to stop making any changes as you will have missed too much work to begin a new subject and it will be too disruptive for others in the class.

Q. Can I drop a subject and do eight qualifications?

We have high expectations of our students and the vast majority will be expected to study for nine qualifications. We do not have the staffing capacity to allow students to drop a course at any point during the two years of Key Stage 4. For a very small number of students, we will invite them to do Personalised Learning, from the outset, if we believe that they would benefit from consolidating their study.

English Language & English Literature

All students will follow a combined course, which in most cases will lead to two GCSE certificates in English Language and English Literature.

During your English lessons, students will study for two GCSEs: English Language and English Literature. Key skills in reading comprehension and inference are covered as well as the creative use of language for a variety of purposes and audiences. Alongside the functional aspect of English, students are encouraged to embrace literature and will study a wide range of texts from Shakespeare and 19th century literature through to modern poetry, drama and prose.

Year 10

Students will begin Year 10 with a focus on Language Paper 2. In the second half term they will begin the 19th Century novel – A Christmas Carol. After Christmas, students will begin the Conflict cluster of poetry and move on to English Language Paper 1. After Easter, students will revise Language Paper 2 ahead of their mock exams, and study Modern Drama in English literature– An Inspector Calls.

Year 11

In Year 11 students will build on their knowledge and experience of both English literature and English language skills. They will start the year with their Shakespeare play– Macbeth, alongside revising Language Paper 1 and independently revising A Christmas Carol. During this time, students will also complete their Speaking and Listening assessment. These components will form their first mock exam. After Christmas, students will study the 2nd half of the Conflict cluster, alongside revising Language Paper 2 and independently revising An Inspector Calls. This will form their 2nd set of mock exams. After this, the rest of the year will be tailored around each class's revision needs ahead of the exams.

Internal Assessment English Language and English Literature are both assessed by external examination only. During the course of Key Stage 4, students will undertake assessments which mirror the exams they will take at the end of Year 11 in order to best prepare them and to monitor their progress.

External Assessment

Language: Paper 1 - Non-fiction texts (50%) / Paper 2 – Contemporary texts (50%)

Course Title	GCSE English Language	GCSE English Literature
Exam Board	Edexcel	AQA
Website	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-language-2021.html www.aqa.org.uk	

Next Steps Students are equipped with many transferable reading and writing skills. Many colleges require a grade 4 (C grade) for entry to further education courses. Both English Language and English Literature are available to study at A level at The Cotswold School. Students can opt to take one or both of these A levels as separate courses.

Head of Department Mr A Down

Mathematics

The key to unlocking options and opportunities in future education and careers.

GCSE Mathematics is a compulsory core subject which is studied by all students. Students are set on ability.

Students work towards either a higher or foundation tier entry. The final decision on the appropriate tier of entry for each student is made halfway through Year 11.

Year 10

Students in each set follow specific programmes tailored to their ability with regular tests at the end of a set of topics. Students can expect homework to be set every week and all students sit an end-of-year exam under formal conditions.

Year 11

Students continue to follow specific schemes of work based on their setting and have regular tests at the end of a set of topics. All students sit a formal mock exam before Christmas and again before Easter. They are then entered for either higher or foundation tier GCSE in the summer.

There are focused intervention programmes and revision sessions for students throughout Year 11.

Internal Assessment	Regular assessment, end of year formal exam.
External Assessment	There are three formal GCSE examinations at the end of Year 11; two calculator papers and one non-calculator. Each paper is one and a half hours
Course Title	GCSE (9-1) in Mathematics
Exam Board	Edexcel Pearson
Specification Code	1MA1
Website	qualifications.pearson.com
Next Steps	Students can go on to study A level Maths and Further Maths
Head of Department	Mr G Thomas

Combined Science

"Science is nothing but organized common sense" - Thomas Huxley

Combined Science allows students to become scientifically literate adults

All students study all three sciences and many take a double GCSE in Combined Science. It is awarded by the exam board as two GCSEs and the students can achieve split grades (e.g., 8-7 or 5-4). Students can go onto study A Levels in Science having studied a combined science.

The content is divided equally between Biology, Chemistry and Physics, each taught by a subject specialist. Practical work is used whenever possible to enhance students' understanding and there is a set of required practicals that students must complete.

Due to the content-heavy nature of the course, students must work hard to learn the scientific facts as they go along. Specifically, a formula sheet is no longer supplied and students must learn all the equations for Physics.

Year 10

Biology:

Cells and Organisation
Disease and Bio-energetics

Chemistry:

Atoms, Bonding and Moles
Chemical Reactions and Energy Changes

Physics:

Energy and Energy Resources
Particles at work

Year 11

Biology:

Biological Responses
Genetics and Reproduction

Chemistry:

Rates, Equilibrium & Organic Chemistry
Analysis & the Earth's Resources

Physics:

Forces in Action
Waves and Electromagnetism

Internal Assessment Students will take tests at various points throughout the course, typically at the end of each topic. Students will get specific feedback on areas that they can improve on to help them revise.

External Assessment Six exams taken at the end of Year 11.
Two Biology, two Chemistry and two Physics papers, each 1 hour 15 mins long at Higher or Foundation

Course Title Combined Science Trilogy

Exam Board AQA

Specification Code 8464

Website www.aqa.org.uk

Next Steps It is possible to continue to A level Sciences from Combined Science.

Head of Department Mr M MacMorland

Triple Science

"We do these things not because they are easy, but because they are difficult" - John F. Kennedy

Triple science gives students the opportunity to deepen and explore their scientific knowledge

Triple Science is for students who show a strong aptitude for Science. Students following Triple Science will achieve GCSE Biology, GCSE Chemistry and GCSE Physics. Triple Science does not occupy an option block. When you fill in your child's options selection form, please indicate whether you would like to be considered for Triple Science. To be selected students will have to meet an academic threshold and show enthusiasm for science.

Practical work is used whenever possible to enhance students' understanding and there is a set of required practicals that students must complete.

Year 10

Biology:

Cells and Organisation
Disease and Bio-energetics

Chemistry:

Atoms, Bonding and Moles
Chemical Reactions and Energy
Changes

Physics:

Energy and Energy Resources
Particles at Work

Year 11

Biology:

Biological Responses
Genetics and Reproduction

Chemistry:

Rates, Equilibrium & Organic
Chemistry
Analysis & the Earth's Resources

Physics:

Forces in Action
Waves, Space and
Electromagnetism

Internal Assessment Students will take tests at various points throughout the course, typically at the end of each topic. Students will get specific feedback on areas that they can improve on to help them revise.

Major exams will take place at the end of Year 10 and twice in Year 11.

External Assessment Six exams taken at the end of Year 11.

Two Biology, two Chemistry and two Physics papers, each 1 hour 45 mins long at Higher tier.

Course Title GCSE Biology, GCSE Chemistry and GCSE Physics

Exam Board AQA

Specification Code 8461, 8462, 8463

Website www.aqa.org.uk

Next Steps Separate Sciences are ideal preparation for Science A levels and onto degree level.

Head of Department Mr M MacMorland

Art & Design

Visual understanding and creativity are essential skills in our modern world.

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 perception, time management, resilience, creative problem solving and independence that are essential in life. Visual understanding and creativity are essential skills in a world of ever-expanding forms of visual communication.

We follow the AQA 'Fine Art' syllabus but students are only limited by their imaginations! We encourage students to experiment in a range of 2D and 3D media ranging from drawing and painting to printmaking, mixed media, digital media, photography, installation and film. Students are encouraged through a mixture of workshops and tutorial style teaching to find their own strengths and develop skills in areas that suit them best. There are museum and gallery visits in both Year 10 and 11. 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.

Year 10

Students will create portfolios of work from a given topic. The two main topics during Year 10 will be 'structures' and 'objects'. Through these projects, students will develop their skills in observational drawing, artist analysis, media and technique experimentation and development of a personal response. Students will gain inspiration from a wide range of artists.

Year 11

Students will begin the year by completing the coursework element of the GCSE. This will focus on the topic of their own choosing, as part of which students will study the work of suitable artists. The students will then be given an externally set assignment from the exam board to produce the exam portfolio, unit 2 of the GCSE.

Internal Assessment The Portfolio consists of 2 ½ projects completed between September 2024 and December 2025

External Assessment The Externally Set Assignment is a project which starts in January 2026 with a theme chosen from an exam paper and the final response completed in 10 hours of exam in April 2025

Course Title Fine Art

Exam Board AQA

Specification Code 8202

Website www.aqa.org.uk

Head of Department Mr S Hillier

This popular GCSE course aims to develop students' understanding of business and encourages creative thinking and decision making. Students learn about the world of business through research and investigation as well as practical tasks. Students are not expected to have a knowledge of business but should be interested in learning about the world around them, how businesses are set up and what it is that makes someone a great entrepreneur.

Year 10

Unit 1 – Investigating Small Business

Unit 1 focuses on key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. Students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Students will develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates.

Year 11

Unit 2 – Building a Business

Unit 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Unit 2 also considers the impact of the wider world on the decisions a business makes as it grows. Students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Students will learn about how the functional areas of operations, finance, marketing and human resources influence business activity and how interdependencies and relationships between them underpin business decisions.

Internal Assessment n/a

External Assessment Two examinations, 1hr 45 minutes each:

Paper 1 will assess the Unit 1 content and is worth 50% of the qualification
Paper 2 will assess the Unit 2 content and is worth 50% of the qualification

Both papers include calculations, multi-choice questions, short answer and extended writing questions.

Course Title GCSE Business

Exam Board Edexcel

Specification Code 1BS0

Website <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/>

Head of Department Mrs N Hester

Year 10

Unit R067: Enterprise and Marketing Concepts

Students will learn how market research gives an entrepreneur an insight into the wants and needs of their customers, so that products and services can be developed to satisfy them. They will explore the marketing mix and learn about the types of ownership and sources of capital available to businesses.

Unit R068: Design a Business Proposal

Students will learn how to develop market research tools and use these to complete market research. They will use their research findings to decide who their customers will be, create a design mix and produce product design ideas. They will seek and act on feedback and cost their business proposal and consider its viability.

Year 11

Unit R067: Enterprise and Marketing Concepts – continued

Unit R069: Market and Pitch a Business Proposal

Students will learn how to design a brand that will make their product stand out in the market and create a promotional campaign suitable for their target customers. They will create a presentation to pitch to an audience and will reflect on their pitching skills, brand, promotional campaign and the likely success of the product.

Internal Assessment

Units R068 and R069 are both non-examined assessments (NEAs). They are internally assessed and externally moderated. They are each worth 30% of the overall qualification.

External Assessment

Unit R067 is externally assessed at the end of Year 11 and is worth 40% of the overall qualification.

The external assessment will consist of a 75 minute examination.

A range of different types of questions will be used, including multiple choice, short/medium answer questions and extended response analysis and evaluation questions. Some of the questions will be context based and learners will be asked to apply their knowledge of enterprise and marketing concepts to produce a relevant response.

Course Title Cambridge National in Enterprise & Marketing

Exam Board OCR

Specification Code J837

Website <https://ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-2-j837/>

Head of Department Mrs N Hester

Child Development

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.

All students will study three mandatory topics as follows:

- Year 10 & 11 - Unit R057: Health and well-being for child development
- Year 10 - Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years
- Year 10 & 11- Unit R059: Understand the development of a child from one to five years

Year 10

In the first topic of study, students will gain knowledge of the equipment needs of 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. The second topic covers the developmental norms of children from birth to 5 years. Students will carry out a play session with a child and evaluate it.

Year 11

The third 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.

Internal Assessment Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years (internally assessed course work) 30% of final grade
Unit R059: Understand the development of a child from one to five years

External Assessment Unit R057: Health and well-being for child development - 40% of total grade
1 hour and 15 min - 80 mark exam paper (externally assessed)

Course Title Child Development

Exam Board OCR - Cambridge National

Specification Code J809

Website vocational.qualifications@ocr.org.uk

Head of Department Mrs N Lewis

Computer Science

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

The role of computer science in underpinning the development of scientific, engineering and business technology is growing rapidly. Businesses require large numbers of technologically-aware individuals. A range of opportunities exist in cyber security, robotics, data mining and Artificial Intelligence. There are also interesting roles in gaming, mobile and web related industries, PR and advertising. This specification has been designed with these opportunities in mind. As part of this course, students will develop their problem solving skills; extend their design and coding skills; develop their knowledge of hardware components; understand how computer systems communicate with each other; and discuss the impact of the internet and computer systems on all areas of our lives.

Year 10

Computer Systems 01

- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- Ethical, legal, cultural and environmental concerns

Year 11

Computational Thinking, Algorithms, & Programming 02

- Abstraction, Decomposition
- Design, coding & testing
- Searching & sorting algorithms
- Boolean logic
- Integrated Development Environment
- Software languages and translators
- Practical programming skills

Internal Assessment	n/a
External Assessment	Component 01 (Computer systems) – Externally assessed theory exam (50%) Component 02 (Algorithms) – Externally assessed theory exam (50%) with questions to test coding skills.
Course Title	Computer Science
Exam Board	OCR
Specification Code	J277
Website	https://www.ocr.org.uk/computing
Head of Department	Mrs M Bogdiukiewicz

The Vocational Award in ICT develops students' knowledge and understanding of the IT sector and provides them with opportunities to develop associated practical skills. Unit 1 allows learners to explore the wide range of hardware, application and specialist software. Unit 2 introduces learners to a broad working knowledge of spreadsheets, databases, image manipulation and automated documents.

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

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.

Year 10

Unit 2 ICT in Context

Unit 2 enables learners to gain a sound working knowledge of databases, spreadsheets, image manipulation and automated documents. They will apply their knowledge and understanding to solve problems in vocational settings.

An assignment brief will be provided by Eduqas which will include a scenario with several tasks to complete.

- How IT can be used to fulfil the needs of organisations and individuals
- Planning, creating, editing and using databases, spreadsheets, images and automated documents
- Validation and verification of data

Year 11

Unit 1 ICT in Society

Unit 1 allows learners to explore the wide range of uses of hardware, application and specialist software in society. They will investigate how information technology is used in a range of contexts, including business and organisations, education and home use.

Questions requiring objective responses, short and extended answers, based around applied situations. Students will be asked how IT can be used to fulfil the needs of organisations and individuals

- How data and information is used and transferred
- Legal, moral, ethical, cultural and environmental impacts of IT
- The need for cybersecurity

Internal Assessment Unit 2: ICT in context
Controlled assessment 40 hours
Externally moderated 60%

External Assessment Unit 1 ICT in society
On-screen examination 1 hour 20 minutes.
40%

Exam Board Eduqas **Code** 5539

Course Title Vocational award in ICT
Level 1 and Level 2

Website https://www.eduqas.co.uk/qualifications/level-1-2-vocational-award-in-ict/#tab_keydocuments

Head of Department Mrs M Bogdiukiewicz

Drama

We create an engaging, fun and exciting learning environment. The vast majority of lessons are practical – involving group rehearsal and performance.

At the heart of Drama GCSE is the pure enjoyment of creating live theatre. 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.

We cover a broad spectrum of theatre history and theatrical styles which provide students with a wide range of cultural influences and an understanding of Drama.

The 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.

Seeing live theatre is an essential part of the course which feeds into practical work but is also an assessed element of the written paper. We run regular theatre trips and work hard to minimise the financial impact of these trips but there will be some cost to parents.

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.

We will introduce the set text and begin to explore it from the point of view of an actor, director and designer.

Students will have an opportunity to perform to each other which provides an excellent opportunity to boost their confidence and refine their performance skills.

Summer term, students will start Component 1.

Year 11

Component 1 exam will be completed in the Autumn term.

Pupils refine their understanding of the set text—working practically as well as refining their examination technique.

The whole cohort will go to see a production to analyse and evaluate in the final written exam. (Component 3)

The scripted performance (Component 2) will take place in February.

Internal Assessment	Component 1 - Devised Performance - 40% of overall grade Pupils devise their own performance, working in groups of 3-5. They can be assessed as an actor or designer. The practical work is accompanied by a piece of controlled assessment (750 words) about the creative process, and an evaluation of the final performance.
External Assessment	Component 2 - Scripted Performance - 20% of overall grade Pupils perform in groups, two extracts from a play, to an external examiner. Pupils can choose to be assessed as a designer. Assessment takes place in Jan/Feb of Year 11. Component 3 - Written Examination - 40% of overall grade Write about a set text from the perspective of an actor, director and designer; analyse and evaluate a piece of live theatre.
Course Title	GCSE Drama
Website	https://www.eduqas.co.uk/qualifications/drama-and-theatre/gcse/
Next Steps	Come and speak to Mrs Roberts or Miss Lawrie-Plews. To help prepare for the GCSE course, try to take part in performance opportunities and see some live theatre.
Head of Department	Mrs A Roberts

Food Preparation & Nutrition

Applying scientific theory, relating to food preparation and nutrition, learnt through as many practical means as possible.

The specification sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Students will learn information about how you can apply nutrition through practical work and cooking of food. Students will also look at sources of food and food provenance.

Throughout Year 10 students will learn and practice food preparation skills.

Year 10

Practical lessons - learning food preparation skills, including the application of food science. Students will also apply nutritional knowledge to dishes produced and explore the different types of food science and functions. This prepares students for their NEA (Non-Exam Assessment) in Food Science and NEA in Food Preparation.

Theory lessons - Students will build knowledge on the specification topics in order to apply this in the practical classroom. This equips students with the knowledge required for their written examination.

Year 11

The focus of Year 11 is to complete two pieces of NEA and revisit the knowledge learnt in Year 10 in order to revise for their written examination.

NEA Food Science investigation 15%

NEA Food Preparation 35%

Revision programme for the end of Year 11– revisiting topics learnt in Year 10– written examination 50%

Internal Assessment	15% Food Science Investigation– Year 11 students spend up to 8 hours experimenting with different types of food products before producing a report including photos. 35% Food Preparation Assessment– Year 11 (task to be set by the examination board). Produce three dishes showing as many technical skills as possible. Maximum 12 hours, three hours for practical production.
External Assessment	50% Written examination at the end of Year 11 which includes descriptive and essay/ extended writing style questions.
Course Title	GCSE Food Preparation and Nutrition
Website	www.eduqas.co.uk
Next Steps	Studying Food Preparation and Nutrition at GCSE can lead to a number of exciting careers such as Catering, Hospitality, Chef, Nutritionist, Dietician, Food Manufacturing.
Head of Department	Mr S Kelly

Geography

Geography 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.

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 won't just help you achieve academic success but will be valuable in your life outside the classroom. Geography is a sought-after discipline in the workplace; this is due to the skillsets that it fosters, alongside academic rigour.

Students achieve extremely well and a high proportion choose to go on to study the discipline at a higher level.

NOTE: There are two compulsory fieldwork experiences - this is an exam board requirement. They will be examined on this experience in Paper 3 - Geographical Application.

Year 10

Students will be taught by two teachers and will cover the following topics:

Teacher 1	Teacher 2
UK Landscapes - Coasts	Resources
UK Landscapes - Rivers	Water Resources
Ecosystems	Urban Change

Fieldwork will be carried out in the Spring term of Y10 (Physical) and Autumn term of Y11 (Human)

Year 11

Teacher 1	Teacher 2
Hazards - Tectonic	Economic World
Hazards - Weather	Economic World - Nigeria
Climate Change	Changing Econ. World - UK

Geographical skills are developed throughout all modules (cartographic, graphical, numerical (including statistical data), literacy and the formulation of investigations) We also offer support throughout Y10 and Y11 via lunchtime sessions.

Internal Assessment

Students are regularly assessed via a range of media. Here are the core methods utilised:

- Low Tariff questions completed within the context of our lessons
- File reviews—staff and self. This includes the completion of RAG sheets
- Mid/end of unit tests—carried out during lessons.
- Homework tasks that extend understanding and practising exam responses.
- You will sit an end of year exam in Y10 and 2 mock exams throughout Y11. All are based on AQA past papers.

Students are expected to actively engage with the feedback they receive.

External Assessment

3 written examinations:

Paper 1—Living with the Physical Environment -1 hour 30 minutes (35%)

Paper 2—Challenges in the Human Environment—1 hour 30 minutes (35%)

Paper 3—Geographical Applications—1 hour 30 minutes (30%). This is based on a pre-release booklet and the two field visits that students are required to participate in throughout the course.

Course Title

Geography

Website

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance>

Head of Department

Mrs H Gleed

Exam Board AQA **Specification Code** 8035

History

"A people without a knowledge of their past history, origin and culture, is like a tree without roots". Marcus Garvey

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.

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

Year 10

We study one of the topics for Paper 2 focusing on key periods of change in British History, "Shaping the Nation". As a consequence students will be exploring 'Health and the People, c1000 to the present day'. The course explores the development of medicine and health care as well as the understanding of science and the treatment of disease. At the same time, we study 'Germany 1890-1945, Democracy and Dictatorship' where we explore German history from the Kaiser, through the turmoil of World War One to the rise of Hitler and his control of the German nation.

Year 11

We study 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 same time, we also study The Cold War, focusing on conflict and tension in Asia, 1950-1975. Through this topic we look at the causes, events and consequences of the Korean and Vietnam wars in depth. As well as military history, students learn about the impacts on the countries affected and build a better understanding of the modern world today.

Internal Assessment

- Regular practice assessment questions in class
- Online quizzes and in-class tests
- Mock exams in Year 10 and 11.

External Assessment

- 2 x 2hr exams at the end of Year 11 covering all 4 topics studied.

Course Title GCSE History

Exam Board AQA

Specification Code History 8145

Website <https://www.aqa.org.uk/subjects/history>

Next Steps 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. Every year, many students go on to read History at university.

Head of Department

Mrs E Wahlen

Modern Foreign Languages

Learn about French, German and/or Spanish languages and culture and develop excellent communication skills.

The GCSEs in **Spanish, French** and **German** each consist of four externally examined papers. Listening, Speaking, Reading and Writing are all equally weighted at 25% for each skill area. Students will complete the speaking element in April/May and the listening, reading and writing elements in May/June of the year of exam entry (Year 11 for the majority of students).

Themes covered in KS4:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Skills developed:

Translations (from target language into English and from English into target language)

Formal and informal letter writing

Role play scenarios

Spontaneous speaking

Reading for gist

Decoding skills

Grammatical knowledge

Internal Assessment An extensive range of internal assessments will be carried out over the two years of study including full Mock examinations to ensure students are equipped with the vocabulary, grammatical knowledge and skills needed to be able to sit the four elements of the GCSE. All students will take the four elements at a single tier of entry; foundation or higher.

External Assessment Foundation exam: Listening 40 minutes, Speaking 7-9 minutes, Reading 50 minutes, Writing 60 minutes

Higher exam: Listening 50 minutes, Speaking 10-12 minutes, Reading 60 minutes, Writing exam 75 minutes

Course Title GCSE Spanish/GCSE French/GCSE German

Exam Board Edexcel

Specification Code GCSE—1SP1 (Spanish), GCSE - 1FR1 (French), GCSE—1GN1 (German)

Website [http:// qualifications.pearson.com](http://qualifications.pearson.com)

Head of Department Miss E Tingle

Music

Component 1: Performing 30%; Solo performing and ensemble performing, any style of music of around grade 2 or higher standard.

Component 2: Composing 30%. Students compose two compositions of at least three minutes combined duration. One composition to a brief set by Eduqas of at least one minute in duration.

Component 3: Appraising 40%. Areas of study 1: Musical Forms and Devices, Area of Study 2: Music for Ensemble. Area of Study 3: Film Music. Area of Study 4: Popular Music

Year 10

We look at all four areas of study this year, starting with **Film Music**: How music is used to manipulate us. We use the elements of music to describe how this is done. In **Music for Ensemble**, we look at orchestras through to Rock bands, musicals to Jazz trios.

Pupils complete their first composition in a style of their choice.

Pupils make practice performance recordings.

Year 11

We complete our preparation for the listening exam by reviewing the topics including: **Musical Forms and Devices**, discussing music from 1600—1900 and how this music has created the rules we follow today.

Pupils will also study Popular Music covering all styles from 1950—today.

Pupils complete their second composition. This is to a brief set by the exam board.

Pupils make their performance recordings. You must submit a minimum of two recordings of performances you have made, these must be between 4 – 6 minutes when combined. A minimum of one performance must be an ensemble performance of at least one minute.

Internal Assessment Controlled Assessment (Performance) 30%: These can be in any style of your choice. You can perform vocally or on an instrument. You may perform in an ensemble with pupils on the course or people outside the course or school. This is your time to shine!

Controlled Assessment (Composition) 30%: You must submit two compositions that you have made with recordings and either scores or a description of how you created your pieces. These can be in any style of your choice. A sample is then externally moderated from pupils work.

External Assessment Listening Examination 40%. This is based on our study of four areas of music. Musical Forms and Devices, Music for Ensembles, Film Music and Popular music. In the exam you answer questions on eight pieces of music.

Course Title GCSE Music

Exam Board Eduqas

Specification Code C660QS

Website <http://www.eduqas.co.uk/>

Next Steps To take Music you need to play an instrument or sing to a standard of grade 2/3 or above. It helps to read music and if you currently do not have this skill, you will need to learn it. The key thing is that you are interested in music as a whole and want to be inspired by new styles as well as research styles that interest

Head of Department Ms S Buckley

D&T: Product Design

Developing technological capability in order to investigate, design, prototype and manufacture a range of products in media such as timbers and plastics.

Design and Technology—Product Design is an exciting and engaging subject that aims to develop design and problem solving skills that will prepare students for the modern world. Students that choose this subject may like working in a traditional way using wood and metalworking tools and machines, or may prefer using computer aided design technology such as 3D printing, robotics or laser cutting. Whatever the students preference, we encourage their creativity and nurture their talent to become well rounded designers and problem solvers in an exciting and fun environment to learn in.

Year 10

Practical lessons—Students develop a range of practical skills alongside core Computer Aided Design (CAD) skills.

Theory lessons—Students will acquire knowledge on a range of topics, this will equip them with the information and skills required for their written examination. Theory topics are focused around materials, processes, manufacturing and sustainability within design.

Year 11

The focus for Year 11 is to complete a Non-Exam Assessment (NEA). This will consist of a design folio and a manufactured prototype.

The students will follow the design process to research, design, model, manufacture and evaluate a product working under a design context set by the examination board.

The NEA is worth 50% of a student's final grade and encourages creativity and high level manufacturing.

Internal Assessment 50% Non-Exam Assessment. The students will start their coursework in June of Year 10. The project will run until March/April of Year 11.

The design context of the NEA will be set by the examination board.

External Assessment 50% Written examination at the end of Year 11.

Candidates will answer all questions in three sections.

Section A: core principles based on all areas of Design and Technology.

Section B: specialist principles based on materials, components and manufacturing processes in the material area chosen.

Section C tests the designing capability of the students.

Course Title GCSE Design and Technology

Exam Board Eduqas

Spec' Code C600QS

Website <https://www.eduqas.co.uk>

Next Steps This course can lead on to a number of exciting careers, such as Product Design, Engineering, Industrial Design, Construction Development, Manufacturing, etc.

Head of Department Mr S Kelly

Religious Studies

A vibrant and fulfilling course that aims to develop learners' knowledge and understanding of religious and non-religious beliefs, such as atheism and humanism.

Religious Studies looks at the teachings, practices, and sources of authority of the religions we are studying (Christianity and Islam) as well as moral arguments concerned with the ethical and philosophical topics.

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 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 is on religion, philosophy and ethics in the modern world.

Year 10

Component 1

- Issues of Relationships (sexual relations, relationships, gender prejudice)
- Issues of Life and Death (the world, human life, death and the afterlife)

Component 2

- Christian Beliefs and Teachings

Component 3

- Islam Beliefs and Teachings

Year 11

Component 1

- 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)

Component 2

- Christian Practices

Component 3

- Islam Practices

Internal Assessment n/a

External Assessment 1 x 2 hour paper: Religious, Philosophical and Ethical Studies in the Modern World
1 x 1 hour paper: Christianity Beliefs Teachings and Practices
1 x 1 hour paper: Islam Beliefs Teachings and Practices

Course Title Religious Studies (Route A)

Exam Board Eduqas

Specification Code C120P3

Website <https://www.eduqas.co.uk/qualifications/religious-studies/gcse/>

Head of Department Mrs H Sweetlove

Sports Science

This course builds on the knowledge, understanding and skills established during Physical Education 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 in Year 11. It is made up of a theory component (60%) and a Practical/Controlled Assessment component (40%) which are outlined below.

Students taking this course should be competing in at least one sport to a good standard outside of school. Their performance in three sports will contribute to a large proportion of their overall grade.

Year 10

Physical Training (Health and fitness, Components of fitness, Fitness Testing, Principles of Training, Training Thresholds, Training Methods, Injury Prevention, Training Seasons, Altitude Training, Warm-ups and Cool-downs)

Sport Psychology (Skill and Ability, Goal Setting, Information Processing, Guidance and Feedback, Arousal, Aggression, Personality Types, Motivation)

Applied Anatomy and Physiology (Skeletal system, Muscular system, Respiratory system, Cardiovascular system, Effects of exercise, Recovery Process)

Year 11

Socio-cultural influences (Participation, Commercialisation, Technology, Ethical conduct, Performance Enhancing Drugs, Spectator behaviour)

Health, fitness and well-being (Health, Sedentary lifestyles, Somatotypes, Energy use, Diet and Nutrition, Water Balance)

Internal Assessment

2 x Theory Papers - 1 hour 15 mins each.

Paper 1: The Human Body and Movement in Physical Activity & Sport.

Paper 2: Socio-cultural Influences and Well-being in Physical Activity & Sport.

78 marks available on each paper 60% of overall grade

External Assessment

Practical Performance in 3 activities (1 team, 1 individual and 1 of either category).

75 marks in total (30% of overall GCSE): 10 marks for performance of skills and 15 marks for full context performance in each sport.

Coursework (Analysing and Evaluating Performance).

25 marks in total (10% of overall GCSE)

Course Title Physical Education

Exam Board AQA

Spec' Code 8582

Website <https://www.aqa.org.uk/>

Next Steps Sports Coach, Fitness instructor, Teaching, Physiotherapist, Leisure Centre Manager, Sports Therapist, Sports Professional

Head of Department Mrs H Joynes

BTEC First Award Sport

Pearsons BTEC Tech Award in sport takes a coursework-based approach to learning. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, rules and regulations in sport and roles in sport. They will learn about the components of fitness, principles of training and how to develop specific skills within a sport. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

Year 10

Component 1: Preparing Participants to take part in Sport and Physical Activity

A. Explore types and provision of sport and physical activity for different types of participant.

B. Examine equipment and technology for different types of participants to use when taking part in sport and physical activity.

C. Be able to prepare participant to take part in sport and physical activity.

Component 2: Taking Part and Improving Other Participants Sporting Performance

A. Understand how different components of fitness are used in different physical activities.

B. Be able to participate in sport and understand the roles and responsibilities of officials.

Year 11

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

AO1 - Demonstrate knowledge of facts, components of fitness, fitness tests, training methods and principles in relation to improving fitness in sport.

AO2 - Demonstrate an understanding of facts, components of fitness, fitness tests, training methods and principles in relation to improving fitness in sport.

AO3 - Apply an understanding of facts, components of fitness, fitness tests, training methods and principles in relation to improving fitness in sport.

AO4 - Make connections with concepts, facts, components of fitness, fitness tests, training methods and principles in relation to improving fitness in sport.

Internal Assessment	Component 1: Preparing Participants to Take Part in Sport and Physical Activity Component 2: Taking Part and Improving Other Participants Sporting Performance
External Assessment	Component 3: Developing Fitness to Improve Other Participants Sporting Performance Written exam - 1.5 hours worth 40%
Course Title	BTEC Tech Award in Sport
Exam Board	Pearson Edexcel
Specification Code	BPPK9
Website	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-2022.html
Next Steps	Sports Coach, Fitness instructor, Teaching, Physiotherapist, Leisure Centre Manager, Sports Therapist, Sports Professional
Head of Department	Mrs H Joynes

D&T: Textiles Technology

Developing technological capability in order to investigate, design, prototype and manufacture a range of products using textiles.

Design and Technology— Textiles Technology is an exciting and engaging subject that aims to develop design and problem solving skills that will prepare students for the modern world.

Students will develop a variety of practical skills through mini projects in Year 10 to prepare them for their final project in Year 11. Theory of Design and Technology concepts is taught alongside practical lessons and students will be expected to use ICT and CAD/CAM to enhance the quality of their work.

Year 10

Practical lessons—Students develop a range of practical skills alongside core Computer Aided Design (CAD) skills.

Theory lessons—Students will acquire knowledge on a range of topics, this will equip them with the information and skills required for their written examination. Theory topics are focused around materials, processes, manufacturing and sustainability within design.

Year 11

The focus for Year 11 is to complete a Non-Exam Assessment (NEA). This will consist of a design folio and a manufactured prototype.

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Section B: specialist principles based on materials, components and manufacturing processes in the material area chosen.

Section C tests design capabilities.

Course Title GCSE Design and Technology

Website www.eduqas.co.uk

Next Steps Studying Design and Technology - Textiles Technology at GCSE can lead on to a number of exciting careers. e.g. Product Design, Fashion Design. Textile Manufacturing. Media.

Head of Department Mr S Kelly

Personal, Social & Health Education (PSHE) in KS4

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/Safeguarding Curriculum is delivered via dedicated mornings spread throughout the Key Stage and tutor-led sessions during registration.

Careers and Work Experience

Sound careers advice and Higher Education guidance are given to ensure that students are well prepared for their life after The Cotswold School. We help our students make the right choices by providing professional advice, careers days, work experience opportunities and guest speakers from universities, colleges and potential employers.

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

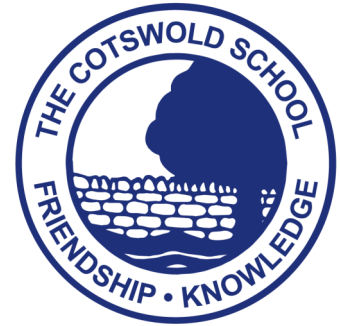
Students are also encouraged to take up the many and varied opportunities to visit employment and education exhibitions, aimed at both raising aspirations and providing inspiration. Valuable practice interview sessions are provided with the support of our local Rotary Club and professionals in our community. 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.

Relationships and Sex Education

Form Tutors and Pastoral Leaders will lead sessions on Healthy Relationships, Consent and How to Stay Safe Online. Open conversation and debate will lead students to understand positive decision making, how to be assertive and recognising when behaviours are unhealthy or unsafe. We will lead larger sessions for all students on Contraception, Pregnancy and Termination, as well as the impact of Sexually Transmitted Infections. Sexuality and identity is a key theme throughout this topic.

Life in Modern Britain

Tolerance, respect and an understanding of the laws surrounding equality in our society feature throughout Key Stage 4. We will study the protected characteristics of the Equality Act 2010. Democracy, our political system and citizenship will also be discussed. We take the opportunity to teach some basic First Aid via the St Johns Ambulance and students will discuss themes such as racism and ethical behaviours towards animals in a series of lessons based around authentic resources and films. There will be opportunities for students to work with senior citizens in our local community as they plan and host a Christmas Party, and visits will take place to local colleges and universities in order that students can see the pathway ahead of them as they prepare for their further education choices. We support students with their mental health, in particular in preparation for their examinations. Effective study and revision skills is a recurring theme throughout Key Stage 4.



Subject	Room
PE and Sport BTEC	Sixth Form Common Room
Religious Studies	P2
Science (information only)	S10
French	L5
German	L4
Spanish	L3
Business	B1
Computer Science	CS1 and CS4
Art and Design	A1
Drama	Theatre
Music	Music Tech
Geography	G2
History	H2
Food and Nutrition	DT1
Product Design	DT3 and DT4
Textiles	DT5
Child Development	SOC4

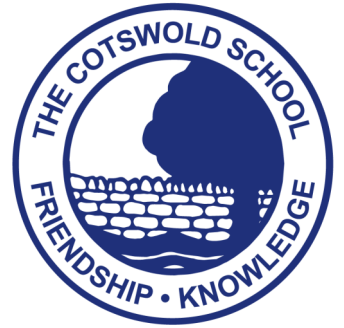
If you have further questions, please contact Head of Year **Miss Black** who may direct you to our subject leaders.

The deadline for submitting the electronic options form is **Friday 22nd March**.

Notes

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