



KS4 Options Choices

2024

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Key Dates 2024

09 Jan-Feb
2024

Options theme for
Year 9 PSHCEE.

January
18

Year 9 Assembly –
Introducing the
options process.

January
22

Issue of options booklet
by tutors giving details
of all courses.

January
25

Year 9 Assembly – New
subject presentations.

January
31

Year 9 Options
Evening.

February
08

Year 9 assembly - the
Trial Run.

February
08

Alternative Curriculum
Day – IAG and
Careers focus (to be
re-arranged).

February
09

Trial run forms given
out (returns by Wed 21
February).

March
04

Individual interviews
with all students to
discuss suitability of
chosen courses - all
week.

March
18

Final choice forms
issued by tutors.

March
22

All final option choice
forms to be completed
and returned by this
date.



General Information

Introduction

Year 9 is very exciting as you will soon be making choices about some of the subjects you want to study at KS4.

As this is such an important decision, we have planned a number of events to support you and your parents in these choices.

This booklet is designed to provide you with key information about the Year 10 and 11 curriculum for both compulsory and option subjects, and guide you to make choices that are best suited to your interests and needs.

You will get information about the different courses that are available to you and the opportunities they could lead to. It is important that you take time to think things through carefully and listen to the advice of your teachers, your family and other people who know you best.

The most important outcome is that you study the subjects that you enjoy, will be successful at and will open the best opportunities to you.

The Final Choices

Whilst we try to ensure that students get their first choices, we cannot guarantee that you will be able to take all of your first-choice subjects.

We may not be able to timetable the particular combination of subjects you select, or it may be possible that too few students wish to take a particular subject to allow it to run.

Please therefore make your reserve choice very carefully and be prepared to think again and to have other options in mind.

The timeline for choosing courses

In the early weeks of the Spring Term, Year 9 students will receive a wealth of information about the options process.

PSHE lessons, alternative curriculum events, parental events, assemblies and tutor sessions will all be devoted to this purpose.

Key Features

Key features of the Key Stage 4 Curriculum

In 2015 a progress measure was introduced for students starting Level 2 courses, which means that success at the end of Year 11 is now measured across a range of 8 subjects.

Our curriculum plan has been designed to take this 'Progress 8' measure into account, so that all students can achieve their best outcomes within this framework. The structure of the Key Stage 4 curriculum will ensure that every student follows a broad and balanced curriculum, whilst allowing some element of choice that is suited to individual aptitudes and needs.

1. The Core - National Curriculum

All students have to follow the core National Curriculum subjects of English, Mathematics, Science and Physical Education. This will take up 16 hours of your 25-hour week.

2. Options

We all have different strengths and aptitudes. Some students will achieve better outcomes if they make their option choices from the range of applied or vocational courses available. Other students will be best served by following the more traditional academic subjects. To help decide the most appropriate pathway for you, we have looked at your Key Stage 2 and Key Stage 3 attainment in all your subjects.

Guided Pathway One is a more academic route where you will study the EBacc. This route means that you will study the core subjects of English, Maths and Science along with either History or Geography and French or German. Students will then have one free option of their choice.

There will be an entry test for students on this pathway to study Triple Science, which will take place towards the end of Year 9. All students will still have one free choice.

Guided Pathway Two allows students to study the core subjects of English, Maths and Science along with History or Geography. They will then be able to study two other subjects of their choice.

How do qualifications work at Key Stage 4?

Most GCSE subjects rely mainly on formal linear (end of course) exams at the end of Year 11 with a limited percentage of marks allowed for controlled assessment (class work completed in exam conditions), in subjects where this is appropriate.

The main features of GCSEs are:

1. A grading scale of 9 to 1 is used, with 9 being the top grade. This will allow greater differentiation between students.
2. Assessment will be mainly by exam, with other types of assessment used only where they are needed to test essential skills.
3. Courses will be designed for two years of study and students will take all their exams in one period at the end of their course.
4. Exams can only be split into 'foundation tier' and 'higher tier' if one exam paper does not give all students the opportunity to show their knowledge and abilities.

What are BTECS, V-certs and Level 2 Cambridge Nationals?

We are offering a limited range of fully-accredited, high quality vocational subjects that will allow student progression post 16.

These courses are particularly well-suited to students who want to take work-related options as part of their programme.

These qualifications are mostly, but not entirely, assessed through portfolios of coursework alongside formal exams. They are ideal if you have a strong interest in the subject and enjoy project-based work rather than exams. BTECS, V-certs and Level 2 Cambridge Nationals are graded pass, merit and distinction.

Preparing for your choices

Discuss and obtain advice from everyone who knows you.

Your Tutor, Head of Year and PSHE teacher will help to guide you through the options programme.

Use PSHE time well

During PSHE time in the Spring Term of Year 9, you will be presented with a number of opportunities to consider your Key Stage 4 choices.

You will have the opportunity to research various careers and find out the level and type of qualifications needed for them. You will also access a range of online materials to help support your decision-making. The work you do at this stage is a very important part of the options process.

Ask for advice from subject teachers

Your class teachers are best placed to provide you with detailed information about the subjects on offer in their area.

They will be able to talk to you about the courses available at Key Stage 4 in lesson time and at the Year 9 Options Evening. Even more importantly, they will be able to give you advice about your suitability for the course. Be sure to find out all you can from your subject teachers about the type of work involved, both inside and outside the classroom. Make sure you know about the way you will learn and be assessed.





Homework and Organisation

When choosing your subjects, you must appreciate the commitment this involves.

Expect to spend one to two hours on homework during most evenings and at weekends throughout the two years of Key Stage 4. The more quickly you get into a routine, the easier it will be in the long term.

In some subjects there will be a lot of written homework, whilst others will require research or preparation for practical tasks. Some of this homework may be related to controlled assessment preparation that will contribute to your final examination result. Being organised will be very important so that all tasks are completed well and according to deadlines.

Choose subjects for the right reasons

Although there is a clear framework around which you must make your choices, there are still a number of important decisions to make.

DO choose subjects that:

- You enjoy and will be happy to study for up to three hours a week in school, as well as at home.
- You feel you are good at and in which you are likely to have the most realistic chance of getting your best examination results.
- You may need for your future education and/or career.
- Provide balance and variety. By keeping a balance at this stage, you are less likely to restrict your future options.

DO NOT

- Choose a subject because you think the work will be easy, because there are no easy options.
- Choose a subject because you get on well with a particular teacher. You may have a different teacher next year.
- Choose a subject because your friends have chosen it. Even if you do take the same subject, you may be in different classes at different times.

Preparing for the future

At this stage, most of you will not yet have firm ideas about your future career.

Even if you think you know the career path you wish to follow, you are very likely to change your mind as you progress through Key Stage 4 and 5. This is why you need to follow a balanced set of courses in Years 10 and 11, to keep your options open.

Careers Library

During Years 10 and 11 you will be given advice on the full range of opportunities open to you after Key Stage 4.

If you are already thinking about a particular career, find out as much as you can from the school careers library, careers staff, appropriate and recommended websites and people involved in that particular field.

Remember, your suitability will not only depend on your practical and academic ability and aptitudes, but also on your personal interests.

Special Exam Arrangements

Students are tested at the end of Year 9 to see if they qualify for any special exam arrangements.

The timing for the tests is arranged so that the results are valid throughout Key Stage 4. Parents should be aware that the criteria for Special Arrangements are set by the Joint Council for Qualifications and not by the school. They are different in Key Stage 2 and Key Stage 3 so support at primary school does not ensure support at GCSE. However, we will do everything we can to support students in accessing the arrangements which will allow them to do their best.

Option Choice Subjects

You can choose subjects from the following range:

Art & Design (Fine Art) (GCSE)
Art & Design (Photography) (GCSE)
Business and Enterprise (NCFE)
Child Development (CNC)
Computer Science (GCSE)

Design & Technology (GCSE)
Digital Information Technology (BTEC)
Drama (GCSE)
Engineering (V Cert)
Food and Nutrition (GCSE)
Geography (GCSE)
Health and Social Care (CNC)
History (GCSE)
Modern Languages- French/German (GCSE)
Music (GCSE)
RE: Religion, Philosophy & Ethics (GCSE)
Sport Studies (CNC)

Useful websites

<https://nationalcareers.service.gov.uk/explore-careers#>

<http://www.plotr.co.uk/advice/articles/choosing-gcse-options-19-questions-to-ask-yourself/>

The Trial Run

In early February you will be given an initial interest form which is part of the trial run.

This allows us to gauge the number of students who are interested in taking specific subjects and make decisions about which courses will run.

You will then be given an interview time to discuss your initial options and be guided by senior staff if you need or want to reconsider your option choices.

Any changes will then be processed, and your options will be sent home to parents to sign off. There is still the opportunity to change your mind at this point, but changes are likely to be limited. This is why it is important to take your time and consider things carefully.



Where next after Year 11?



THE CONSORTIUM
SIXTH FORM COLLEGE

All young people now need to stay in learning (i.e. training or education) until they are eighteen years old.

This does not necessarily mean that young people must stay in school. They must however choose one of the following options:

- Full-time education, such as school Sixth Form, a further education or Sixth Form College or a training provider
- Apprenticeships or other work-based learning routes
- Employment with training

At 16, students should consider continuing their full-time education at The Consortium Sixth Form College's

Cottingham Campus, which offers a wide range of courses, academic, applied and vocational. This provides an appropriate route for higher education at University or higher or degree apprenticeships.

We realise for some however that this might not be the right choice, especially if they are seeking intermediate/advanced apprenticeships or work based learning. We are committed to offering quality information, advice and guidance, so all students in Year 11 will have the opportunity to have a careers interview with a careers specialist to assist them with these major decisions. They will also have the opportunity to listen to guest speakers from Further Education establishments and Apprenticeship providers.

Core

Subjects

English Language and English Literature (GCSE)

Course Content

Your study will lead to 2 GCSEs, one in English Language and one in English Literature.

In your lessons, you will read, explore and analyse different types of text, including poetry, drama, short stories, novels and non-fiction texts written over a period of time. You will have opportunities to develop higher-order reading and critical thinking skills that encourage enquiry into different topics and themes. You will write in a variety of forms which will include descriptive, informative and persuasive styles.

You will study a range of fiction and non-fiction, including texts from the 19th, 20th and 21st centuries, covering a range of genres and types. There is a focus on well-structured writing, the use of Standard English, and the importance of accurate grammar, punctuation and spelling emphasised.

In the English Literature GCSE you will study a range of texts:

- A 19th century novel
- A Shakespeare play
- A selection of poetry from 1789 onwards
- British fiction or drama from 1914

This course will encourage wide reading, and the assessments will include a number of extracts taken from the texts studied as well as the analysis of unseen poetry.

Assessment

The GCSE courses are assessed entirely through single-tier terminal examination.

In English Language reading and writing will receive equal weighting. Speaking and Listening will be assessed through a separate endorsement, with a particular focus on formal speaking skills. The mark awarded for Speaking and Listening will not count towards your final GCSE English Language grade.

Possible careers and opportunities

English is a very popular and successful subject for further study in the Sixth Form, with courses in English Literature, English Language and English Language and Literature available here or through The Consortium Sixth Form College.

For further details see:

Mrs Bahadori

(GCSE) Mathematics

Course Content

Throughout Year 10 and 11, students will continue to develop skills in 5 key areas:

- Number
- Ratio and Proportion
- Algebra
- Shape, Space and Measures
- Handling Data

You will practise and develop skills and techniques in these areas and will be set tasks which will require their use and application. For some units, you will primarily work from the differentiated textbook exercises following on from teacher/class examples. Mental arithmetic will be practised regularly and you will undertake problem solving activities in almost all lessons.

Assessment

All students are expected to take the GCSE Mathematics examination.

Your examination grade is based on 3 written examination papers taken in Year 11. You will follow either the Foundation or Higher course; there is no coursework in either. The examination grades that are available to you depend on which course you follow.

Grades Obtainable

Foundation: 1- 5

Higher: 4- 9

Teaching groups are set according to ability. The group that you are in will depend on how well you have done throughout Years 7 and 9. Some students significantly improve during Years 10 and 11 and, where appropriate, you may be moved into a different group.

Possible careers and opportunities

Many of you will continue to study aspects of Mathematics after your GCSE as it forms an important part of several A levels. Since it is highly regarded for many further and higher education courses, Mathematics is very popular at this level.

For further details see:

Mr Hedjazi

Science (GCSE Dual Award)

Course Content

Year 10 students will follow the Dual Award Science pathway.

This will result in the awarding of 2 discrete GCSE grades at the end of Year 11. This pathway allows students of all abilities to access the full range of grades from 9-1 in their exams which will be taken at the end of Year 11.

Biology

- Cell biology
- Organisation
- Infection and response Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Physics

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter Atomic structure

Assessment

This course is a 100% terminal exam.

There are 6 papers: 2 Biology, 2 Chemistry and 2 Physics. Each paper will last for 1 hour and 15 minutes and is worth 16.7% of the final grade.

The papers will be comprised of: multiple choice, structured, closed short answer, and open response questions and will also cover the methodology of the 16 required practicals that are completed throughout the course.

Possible careers and opportunities

This qualification will provide students with a pathway on to Level 3 Applied Science BTEC. Students should also be able to progress onto Advanced Level Biology, Chemistry or Physics if they achieve a minimum grade 6 in the Dual Award.

For further details see:

Mr Dinsdale

(GCSE) Triple Science

Course Content

Triple Science allows students to obtain a GCSE grade for each of the 3 separate Sciences, Biology, Chemistry and Physics.

You will be able to study the Science topics at greater depth and will gain a greater range of practical skills. You will also benefit from additional out of class experiences such as the "Science Live" trip and relevant field studies. In addition to studying a body of scientific knowledge, importance is attached to scientific skills and an understanding of how science works in the world at large as well as in the laboratory.

Biology

- Cell biology
- Organisation
- Infection and response Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Physics

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter Atomic structure

Assessment

This course is a 100% terminal exam.

There are 6 papers: 2 Biology, 2 Chemistry and 2 Physics.

Each paper will last for 1 hour and 45 minutes and is worth 50% of the final grade. The papers will be comprised of multiple choice, structured, closed short answer and open response questions and will also cover the methodology of the 24 required practicals that are completed throughout the course.

You will also be regularly assessed by your teacher by homework tasks, practice examinations and other work you do. Unit 1 and 2 will count for 35% each and Unit 3 will count for 30%. There is only one level of paper.

Possible careers and opportunities

This qualification will provide students with a solid foundation and an enhanced transition into A level Sciences in Biology, Chemistry and Physics. This course is perfect for students considering a career or further study in a scientific or technical field.

For further details see:

Mr Haywood

Physical Education

Course Content

A high-quality physical education curriculum enables all students to enjoy and succeed in many kinds of physical activity.

They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others performances and find ways to improve them.

**All students are expected to do
1 hour per week in Key Stage 4.**

For further details see:

Mr Naylor and Mrs Jenkins

Assessment

PE develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of the school.

As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at the school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

PE helps students develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

Possible careers and opportunities

Being physically fit ensures that young people can meet the physical demands of their environment and be fit for life.

Option

Choice Subjects

Art & Design (Fine Art)

(GCSE)

Course Content

GCSE Fine Art is intended for students who have a genuine interest in Art and Design.

The course will build on the skills, knowledge and understanding acquired by students through the Key Stage 3 Art National Curriculum programmes of study. It is expected that students will have developed appropriate attainment, understanding and skills for their programme of study to be rewarding.

The course is taught in a sequential programme of assignments which will lead to the full GCSE level qualification. It is essential that each unit is successfully completed before each candidate can progress to the next assignment. You will have to record observations, experiences, ideas, information and insights in a wide range of visual forms. You will also learn to analyse and evaluate images, objects and artefacts and develop responses which will include evidence of drawing for different purposes and needs and written annotation.

For further details see:

Mrs Berry/Mr Clinton

Assessment

The GCSE course is a broad based course which is comprised of 2 components:

1. Portfolio: 60% of GCSE - During the course students will cover a variety of themes and techniques. It is expected that towards the end of the course some assignments may require additional time for completion. During Year 11 students must produce an extended project. At the end of their course in Year 11 students also select the best work from their earlier assignments for their final coursework assessment. This exhibition could include work from the following areas: Painting and Drawing, Mixed Media and Three Dimensional Studies.

Possible careers and opportunities

Studying either Art and Design or Photography at this level is the natural route for students who wish to pursue a career/degree opportunity in the visual and related arts. Students can either progress to related A level studies or to vocational programmes of study depending on their level of attainment, expertise and experience.

Art & Design

(GCSE) (Photography)

Course Content

GCSE Photography is intended for students who have a genuine interest in Photography.

The course will develop a range of photographic techniques including lighting, viewpoint, aperture, depth of field, shutter speed and digital processes. This course will build on some of the skills, knowledge and understanding acquired by students through the Key Stage 3 Art National Curriculum programmes of study.

The course is taught in a sequential programme of assignments which will lead to the full GCSE level qualification. It is essential that each unit is successfully completed before each candidate can progress to the next assignment. You will have to record observations, experiences, ideas, information and insights in a wide range of visual forms. You will also learn to analyse and evaluate images, objects and artefacts and present articulate, personal, coherent and informed visual responses.

Assessment

The GCSE course is a specialised course which is comprised of 2 components:

1. Portfolio: 60% of GCSE- During the course students will cover a variety of themes and techniques. It is expected that towards the end of the course some assignments may require additional time for completion. During Year 11 students must produce an extended project. At the end of their course in Year 11, students also select the best work from their earlier assignments for their final coursework assessment. This exhibition could include work from the following areas: portraiture, location photography, studio photography and experimental imagery.
2. Externally set assignment: 40% of GCSE - The starting point for this examination is provided by the Examination Board. You are allowed unlimited preparation time for this piece of work and you are allowed 10 hours under examination conditions to produce the final work. The examination is issued during the Spring Term in Year 11.

Possible careers and opportunities

Studying Photography at this level is the natural route for students who wish to pursue a career/degree opportunity in the visual and related arts. Students can either progress to related A level studies or to vocational programmes of study depending on their level of attainment, expertise and experience.

For further details see:
Mrs Berry

Business and Enterprise (NCFE Level 1/2 Tech Award)

Course Content

The NCFE Technical Award in Business and Enterprise is a vocational qualification that covers a full introduction to Business in Year 10 and 11.

The qualification gives a real insight into the challenges facing modern businesses.

For further details see:

Mr Leeming

Assessment

You will study a total of 2 units.

Core units

1. Introduction to Business. External written exam 40%
2. Understanding Resources for Business and Enterprise planning. Internal project 60%

You will complete a project that will be internally assessed and moderated by the exam board as well as a unit that Pearson set and mark externally, in the form of an exam. You must pass the two core units to achieve a pass or higher overall.

Possible careers and opportunities

After studying the NCFE in Business you may continue onto any business related course at level 3 if you achieve the equivalent of a grade 4 or above (a level 2 pass or above). These may include the Btec Level 3 Extended Certificate or A level Business.

You may also continue on to a Business apprenticeship or onto further study of other vocationally linked courses such as Travel and Tourism.

Child Development

(Cambridge Nationals Level 1/2)

Course Content

Cambridge Nationals in Child Development will allow you to learn practically, with real life situations to include:

preparing suitable meals for a child, planning suitable activities, preventing accidents in a child care setting as well as enhancing your research and communication skills.

Core Units:

RO57: Health and well-being for child development (Externally Assessed)

RO58: Create a safe environment and understand the nutritional needs of children from birth to five years (Internally Assessed)

RO59: Understand the development of a child from one to five years (Internally Assessed)

Assessment

You will complete a coursework portfolio which will be internally assessed and a set unit that is examined externally, in the form of a paper-based exam. The exam makes up 40% of the overall weighting for the course. The other two units make up the remaining 60% of the overall weighting. You must pass the two core units to achieve a pass or higher overall.

Possible careers and opportunities

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.

For further details see:

Mr Naylor or Mrs Jenkins

Computer Science (GCSE)

Course Content

The OCR GCSE (9-1) Computer Science is split into 3 components:

Component 01 – Computer Systems. This is focused on computer systems covering the physical elements of Computer Science and the associated theory (systems architecture, memory, storage, networks, software and moral, social, legal, cultural and environmental concerns).

Component 02 – Computational thinking, Algorithms and Programming. This component is focused on the core theory of Computer Science and the application of Computer Science principles (translators and facilities of languages, algorithms, programming, computational logic and data representation).

Component 03 – Programming Project. This component is where candidates will be challenged by a range of exciting and engaging tasks to apply the knowledge and skills they have learned. Areas covered will be programming techniques, design, development, effectiveness and efficiency, technical understanding and testing, evaluation.

For further details see:

Mrs Dimmack

Assessment

Component 01 Computer Systems – 1 hour and 30 minutes written examination paper. 50% of total GCSE.

Component 02 Computational Thinking, Algorithms and Programming – 1 hour and 30 minutes examination paper. 50% of total GCSE.

Component 03 Programming Project – Non-exam assessment. Students will spend 20 classroom hours engaging with the Programming Project.

Possible careers and opportunities

This qualification is effective preparation for a range of qualifications including:

- A level Computer Science
- Cambridge Technicals – IT Level 3 or Digital Media Level 3 (these are OCR vocational qualifications that offer an alternative to A levels for students aged 16+).

It also provides a good grounding for other subject areas that require problem solving and analytical skills.

Design & Technology

(GCSE)

Course Content

This course is designed for pupils who have an interest in all aspects of Design and Technology and enjoy the practical activities undertaken within a variety of material specialisms.

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing, making and applying technical and practical expertise.

This GCSE allows students to study core technical, designing and making principles, including a broad range of design processes, materials techniques and equipment.

Possible careers and opportunities

On successful completion of the GCSE Design and Technology course it is possible to undertake an AS/A2 course in Design and Technology. The GCSE Design and Technology course also provides a good foundation for any design based vocational qualification.

Assessment

What's assessed?

Principles of Design and Technology- This component brings together the learners 'core' and 'in-depth' knowledge and understanding. (100 marks)

- **'Core'** knowledge of Design and Technology principles demonstrates learners' broad understanding of principles that all learners should have across the subject. (60%)
- **'In-depth'** knowledge allows learners to focus more directly on at least one main material category, or Design Engineering. (40%)

Iterative Design Challenge- Coursework focusing on the following topics (100 marks)

- Explore
- Create
- Evaluate

As an outcome of their challenge, learners will produce a chronological portfolio and one final prototype.

How it's assessed?

- **Written exam** (50% of the GCSE Grade): 2 hours
- **Coursework** (50% of the GCSE Grade): This will include a working prototype and a portfolio of evidence supporting the project.

For further details see:

Mrs Fox and Mr Baker

Digital Information Technology (BTEC)

Course Content

This course is designed for those learners who enjoy a hands on approach to learning.

It is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection.

The course gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- Development of key skills that prove your aptitude in Digital Information Technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data
- Processes that underpins effective ways of working in Digital Information Technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- Attitudes that are considered most important in Digital Information Technology, including personal management and communication
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security, virtual teams, legal and ethical codes of conduct

For further details see:

Mrs Dimmack

Assessment

Component 1: User Interface Design Principles and Project Planning Techniques

- Internally marked written assessment (30% of total marks)

Component 2: Collecting, Presenting and Interpreting Data

- Internally marked written assessment (30% of total marks)

Component 3: Effective Digital Working Practices

- An externally marked written examination (40% of the total marks)

All results are awarded on the following scale:

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

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

Possible careers and opportunities

The skills, knowledge and understanding you will develop through this qualification are very relevant to both work and further study. They will support you in a range of subject areas such as A levels in Business or Geography, or Cambridge Technicals in IT. They can also support your progression into employment through Apprenticeships in areas such as Digital Marketer or Business Administrator.

(GCSE) Drama

Course Content

The AQA Drama course has been designed to be practical, engaging and creative.

It will provide opportunities to explore Drama as a practical art form and work independently to create your own drama performances making informed artistic choices. The course will help you develop as an actor-performer with a range of transferable skills to become an independent critical thinker and an effective decision-maker – all personal attributes that can make you stand out.

Possible careers and opportunities

AQA GCSE in Drama will allow students to progress and explore the subject at A level or other vocational programmes of study depending on the level of attainment achieved.

Assessment

1: Written Examination - Understanding Drama:
40% of GCSE 1 hour and 45 minutes

The paper is divided into 3 compulsory sections:

- Section A: Theatre roles and terminology
- Section B: Study of set text
- Section C: Live theatre production.

2: Practical component - Devising Drama:
40% of GCSE

For this component students are required to complete the following 2 assessment tasks:

- produce an individual Devising Log documenting the devising process
- contribute to a final devised duologue or group performance

3: Practical component - Texts in practice:
20% of GCSE

For this component students must complete 2 assessment tasks:

- study and present a key extract (monologue, duologue or group performance) from a play chosen by the student
- study and present a second key extract (monologue, duologue or group performance) from the same play

For further details see:

Mr Hilton

Engineering (V Cert)

Course Content

This qualification is designed for learners who want an introduction to Engineering that includes a vocational and project-based element.

The course is designed to provide learners with the skills, knowledge and understanding of the applied study of good engineering practices and an understanding of working in the sector. The qualification will appeal to learners who wish to pursue a career in the engineering sector or progress onto further study.

Unit 1

In this unit the learner will develop knowledge and understanding of how different engineering disciplines have shaped the world we live in. In turn, you will gain an understanding of how Science and Maths are applied to engineering solutions and how to read and interpret engineering drawings.

You will have the opportunity to explore the properties and characteristics of materials in relation to why specific materials are selected for engineering applications. By the end of this module, you will understand the use of tools and equipment within the engineering industry.

Unit 2

In Unit 2, you will produce hand drafted and CAD engineering drawings, as well as produce a production plan for the manufacture of an engineered product. This will demonstrate the application of skills and techniques to prepare, mark-out, modify, join and finish materials.

Assessment

UNIT 1 (EXAM) 40% OF OVERALL GRADE

- 80 marks
- 1 hour 30 minutes
- A mixture of multiple-choice, short- answer and extended-response questions.

UNIT 2 (COURSEWORK) 60% OF OVERALL GRADE

- Recall knowledge and show understanding (Research- 10%)
- Apply knowledge and understanding (Design- 15%)
- Analyse and evaluate knowledge and understanding (Problem Solving: How Will It Go Together?- 20%)
- Demonstrate and apply technical skills and processes (Practical- 45%)
- Manage and evaluate the project (Evaluation- 10%)

IF YOU DON'T COMPLETE YOUR COURSEWORK IN TIME, OR IF YOU WISH TO IMPROVE IT, YOU ARE ALLOWED TO RESUBMIT WORK

For further details see:

Mr Baker

(GCSE) Food and Nutrition

Course Content

This course is designed to enable students to:

- Demonstrate effective and safe cooking skills using a variety of foods, techniques and equipment
- Develop knowledge and understanding of properties, processes as well as nutritional content of food
- Understand the relationship between diet, nutrition and health
- Understand ethical and cultural influences on food availability, production and choice
- Demonstrate knowledge of food safety in preparation, processing, cooking and storing of food
- Explore a range of ingredients and processes from different culinary traditions

In order to be successful in the course you must be well organised and be prepared to provide ingredients required weekly for practical lessons

Assessment

Exam Board: OCR

- 50%- Written exam at the end of the course – 1 hour 30 minutes
- 35%- Food Preparation Task completed from November in Year 11. This assesses planning, preparation, cooking, and presentation of food. It includes a 3 hour practical assessment
- 15%- Food Investigation Task completed September – November in Year 11. This assesses the scientific principles underlying the preparation and cooking of food and includes practical skills.

Possible careers and opportunities

GCSE Food Preparation and Nutrition gives an ideal starting point for careers involving food science and nutrition.

For further details see:

Miss Baron

Geography (GCSE)

Course Content

The course is split into 3 sections:

1. Living with the Physical Environment

Challenge of Natural Hazards: Tectonic hazards, tropical storms, extreme weather in the UK, climate change.

Physical Landscapes in the UK: 2 from coastal, river, glacial landscapes.

The Living World: Local ecosystems, tropical rainforests, one from hot deserts and cold environments.

2. Challenges in the Human Environment

Urban Challenges: Global patterns, 2 contrasting cities, sustainable urban futures.

The Changing Economic World: Global patterns, closing the development gap, contrasting studies of economic development.

The Challenge of Resource Management: Overview of resources in the UK, global resource security-one from food, water, energy.

3. Geographical Applications

Issue Evaluation: Theme of issue can be selected from any part of the specification. Based on secondary sources.

Fieldwork: 2 fieldwork enquiries, contrasting environments, physical and human geography, enquiry process.

You will have a wide variety of lessons ranging from videos, computer research, debates, role-plays and even model making. Geography is about the real world and we will run trips. These include both a human and physical Geography visit over the two years of the course.

Assessment

You will be formally assessed by a physical Geography exam, a Human Geography exam and an exam based on pre-release material and geography fieldwork.

You will also be regularly assessed by your teacher by homework tasks, practice examinations and other work you do. Unit 1 and 2 will count for 35% each and Unit 3 will count for 30%. There is only one level of paper.

Possible careers and opportunities

A level Geography is a popular subject at Cottingham High. Within the Consortium it is also possible to study Geology and Earth Science. Geography qualifications are highly regarded by colleges, universities and employers. They show you have a broad knowledge of the world and have developed a range of skills including research techniques, analysis and presentation of data, computer, debating and literacy skills amongst others. Geography can be used in lots of jobs such as journalism, tourism, engineering, economics and business, weather forecasting, military careers, environment careers and even law.

For further details see:

Mr Brookes

Health & Social Care

(Cambridge Nationals Level 1/2)

Course Content

Cambridge Nationals in Health and Social Care can help you take your first steps towards a career caring for people and communities.

You'll learn the essential skills needed to support people with a wide range of needs, within a community.

Core Units:

RO32: Principles of care in health and social care settings (Externally Assessed)

RO33: Supporting individuals through life events (Internally Assessed)

RO34: Creative and therapeutic activities (Internally Assessed)

Assessment

You will complete a coursework portfolio which will be internally assessed and a set unit that is examined externally, in the form of a paper-based exam. The exam makes up 40% of the overall weighting for the course. The other two units make up the remaining 60% of the overall weighting.

Possible careers and opportunities

The skills gained in this subject will help you progress onto further study in the health and social care sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Health and Social Care; A levels in Psychology, Biology or Sociology and the following apprenticeships: Adult care worker, Allied Health Profession Support, Health and Social Care, Healthcare science assistant or Maternity and Pediatric Support.

For further details see:

Mr Naylor or Mrs Jenkins

History (GCSE)

Course Content

The course is split into 4 sections, over 3 exam papers, focused on a mixture of International History and British History.

Paper 1: Thematic study and historic environment

Option 11: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

Paper 2: Part 1: British depth study

Option B1: Anglo-Saxon and Norman England, c.1060-88

Part 2: Period study

Option P4: Superpower relations and the Cold War, 1941-91

Paper 3: Modern depth study

Option 30: Russia and the Soviet Union, 1917–41

You will be given access to text books, a range of sources, both written and pictorial, videos and a variety of other resources where suitable. Tasks will offer a number of learning experiences which will require both short and more extended written exercises. You will be expected to analyse evidence and be able to use them critically to construct reasoned conclusions about various key themes and questions. There will be an opportunity for a residential overseas trip at Easter in both years.

For further details see:

Mr Wadley

Assessment

Paper 1: Thematic study (32 marks + 4 SPaG) AND
Historic environment (16 marks)
52 marks – 30% of overall grade

Medicine in Britain, c1250-present

- 20% of overall GCSE - 3 Questions

The British sector of the Western front, 1914-18; injuries and treatment in the trenches

- 10% of overall GCSE - 3 Questions

Paper 2: Period study (32 marks) AND British depth study (32 marks) 64 marks – 40% of overall grade

Anglo-Saxon and Norman England, c.1060-88

- 20% of overall GCSE - 3 Questions

Superpower relations and the Cold War, 1941-91

- 20% of overall GCSE - 3 Questions

Paper 3: Modern depth study (48marks + 4 SPaG)
30% of overall grade

Russia and the Soviet Union, 1917-41

- 30% of overall grade - 6 Questions

Possible careers and opportunities

History is offered to A level students at Cottingham High School and is both a popular and successful subject in our Sixth Form. History is an excellent foundation for the study of any Arts / Social Science subject at a higher level. It will also enhance the development of your literacy skills and allow you to keep an important balance in your chosen curriculum. As a subject it will allow you to have a wider range of options to study at 16+, and is well respected as a qualification by universities around the country. There are many careers and conversion options to careers that also greatly value a History qualification.

Modern Languages - (GCSE) French/German

Course Content

The GCSE course in modern languages aims to build on the work you have done at Key Stage 3 and prepare you for further study.

You will develop your language skills in a variety of ways and will have opportunities to work in pairs and groups with your teacher or the foreign language assistant. We use a wide range of approaches based on the latest course books, digital media resources and extensive supplementary materials.

The course is based around a number of key themes:

Identity and Culture

- Me, my family and friends
- Modern technology
- Free-time activities

Current and Future Study and Employment

- My studies
- Life at school
- Education Post-16

Local, National and International Areas of Interest

- Global issues
- Travel and tourism
- Hometown, neighbourhood and region
- Social issues

Assessment

You will be assessed in all 4 skills at the end of Year 11:

- Paper 1 **Listening** Examination 25%
- Paper 2 **Speaking** Examination 25%
- Paper 3 **Reading** Examination 25%
- Paper 4 **Writing** Examination 25%

Possible careers and opportunities

The study of modern languages at GCSE is an essential base for those wishing to pursue the AS and A2 qualification in French. Foreign language skills are highly valued by employers and at university level may be studied in combination with many other subjects such as Business, Law, Marketing, Economics and Engineering.

For further details see:

Mr Walker

Music (GCSE)

Course Content

The GCSE Edexcel Music course is very practical and is based on the 3 elements of listening, composing and performing.

As 30% of the examination is for performing music, you should be able to sing or play a musical instrument before you consider taking this subject. Both of your performances need to be around 2 minutes long to be valid for entry. You will also be expected to demonstrate your performing skills by singing or playing a solo as well as an ensemble piece. This must be completed by the end of April of Year 11.

You will be expected to produce 2 compositions, which need to be completed by the end of April of Year 11. They form 30% of the overall total mark and each piece should be 2 minutes in length. You will record your compositions and create some form of notation using technology to show what you have composed. This will also be completed by the end of Year 11.

You will study a wide variety of classical, popular and world music from the 15th century to the present day. In addition, you will learn some music theory, music technology and performance techniques too. The written examination forms 40% of the total mark, the rest is coursework.

For further details see:

Miss Brown

Assessment

The assessment will cover all 3 elements:

- Composition Coursework- 30%
- Performance of a Solo and Ensemble piece- 30% (15% each)
- Listening Exam- 40%

Possible careers and opportunities

1. AS and A level Music may be studied in the Sixth Form as part of a joint course within The Consortium Sixth Form College and consists of advanced composition, the study of harmony and counterpoint, the study of a number of set works, in depth history of music and a recital or project.

2. AS and A level Music Technology may be studied in the Sixth Form as part of a joint course within The Consortium Sixth Form College and consists of arranging and recording and the production of sequenced versions of a number of pieces.

(GCSE) RE: Religion, Philosophy & Ethics

Course Content

GCSE RE is taught across Year 10 and 11 and examined at the end of Year 11.

You will consider a number of ethical and philosophical issues which include:

- Issues of Relationships
- Issues of Life and Death
- Issues of Good and Evil
- Issues of Human Rights

You will be expected to explore your own views and those of different Christian denominations as well as one other religion. This will be done via a wide range of teaching methods that will include using video stimulus, researching and taking part in debates. Whilst you have to understand how to answer GCSE questions, you will also be asked to do mini research projects, examining moral and ethical issues.

There are also two sections of the course that focus on the study of religion (Christianity and Judaism) as well as religion in Britain. This includes focusing on key beliefs/concepts and key figures/prophets within in each faith. As this is a full course qualification, we will also explore major festivals, celebrations and rites of passage within the religions above.

This area is vital to understand the national and global world we live in.

It will assist those wishing to go into a career where they will work with others and the public.

Assessment

You will study Religion, Philosophy and Ethics (EDUQAS) over Years 10 and 11.

There is no coursework and at the end of Year 11, you will take 3 one hour exams.

Possible careers and opportunities

Religious Studies is now a very popular subject for further study in the Sixth Form. We cover Philosophy and Ethics, looking at all aspects of religion. Religious Studies is available at The Consortium Sixth Form College. Philosophy, Ethics and Religion can help with the following careers:

- Lawyer
- Social Worker
- Pilot
- Aircraft Cabin Crew
- Police Officer
- Teacher

For further details see:
Miss Steed

Sport Studies

(Cambridge Nationals Level 1/2)

Course Content

Cambridge Nationals in Sport Studies will allow you to learn practically, by understanding and applying fundamental principles and concepts that can be related to specific sports.

It will develop your independence and confidence as a sports performer and leader, as well as developing your research skills and knowledge within Sports Media.

Core Units:

R184: Contemporary Issues in Sport (Mandatory- Externally Assessed)

R185: Performance and leadership in sports activities (Mandatory- Internally Assessed)

R187: Sport and the media (Optional- Internally Assessed)

For further details see:

Mr Naylor or Mrs Jenkins

Assessment

You will complete a coursework portfolio which will be internally assessed and a set unit that is examined externally, in the form of a paper-based exam. The exam makes up 40% of the overall weighting for the course. The mandatory internally assessed unit makes up 40% of the overall weighting and the remaining 20% is the optional internally assessed unit.

Possible careers and opportunities

These skills will help you progress onto further study in the Exercise, Physical Activity, Sport and Health sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Sport and Physical Activity, AS or A levels, such as Physical Education, Psychology, Sociology, Sport or Media or an apprenticeship in Community activator coach, Leisure team members, Personal trainer or Outdoor activity instructor.

**Cottingham High School
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