CHATHAM & CLARENDON
GRAMMAR SCHOOL

Yr 9 Options 2027 - 2029



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Years 10 and 11

Over the next two years you will be following a course that will enable you to achieve a strong GCSE profile.

Everyone will study:

English Language, English Literature, Mathematics, all three Sciences leading to a triple or double award and at least one Modern Foreign Language.

Everyone follows a programme in Games.

In addition, there are the subjects you can choose: the options.

The Options

We expect that you have been thinking about these already but now is the time to start thinking very seriously about what subjects you would like to choose and what subjects you ought to be choosing. There are no easy subjects or hard subjects. You may find some subjects easier or harder than others but the most important factors that will decide how well you do in a specific subject are your motivation, your effort, your organisation and your determination to do well.

You need to ask yourself some very searching questions:

- Is my GCSE minimum expected grade at least a Grade 5 in the subjects (or similar subjects) I would like to do?
- Have I discussed my progress with my form tutor recently?
- Have I spoken to my subject teacher?
- Have I shown good motivation so far?
- Do I really know what the subject involves?
- Have I thought ahead and considered possible career paths to see if this subject would be useful?

Don't forget that it is also essential to have a balanced option choice so that if you have a change of mind about what you want to do at a later date you can do so because you have a good range of GCSEs.

Find out as much as you can about the subjects by asking the staff who teach you. Ask lots of questions at the Options Fair.

Remember to discuss your options at home as well although when you make your final choices it must be your decision because you are the one who has got to put in all the hard work.

Teaching staff have their own views on your suitability for their subject and have put forward a recommendation on a 1-4 scale: where 4 means that you are highly unlikely to be able to do that subject.

When you discuss your possible choices with a member of the Senior Management Team later this term, they will be telling you which options are recommended.

Option Choices

We ask you to make three option choices.

You can choose from the subjects below.

You will have a choice of French or Spanish as the core language. If you wish to choose both languages you will study French as your core language and Spanish as your option.

Some notes of caution

Before you make your choice you must read the information in this booklet very carefully.

In order to ensure you have as much breadth as possible in your options you MUST choose one of the Humanities (Geography, History, Religious Studies).

You are also not allowed to select both Business Studies and Health & Social Care.

Here is the list of the option choices:

Art and Design	Business Studies	Computer Science
Design Technology	Drama	Geography
Health & Social Care	History	Music
Physical Education	Religion and Philosophy	Spanish

It is important that you think about this carefully. You may be asked to use a reserve choice if the combination of subjects you have asked for cannot be fitted into the timetable. We may also ask you to use your reserve choice if a group is oversubscribed. In this instance, your career choice, your commitment and your motivation towards work in Year 9 will be taken into consideration. The number of groups we can offer for a subject is dictated by how many staff are available to teach a subject and it is not always possible to create another group just because we have a large number of students who are requesting a certain subject. We wish we could! Sometimes the number of students who wish to choose a subject may be very small and these groups are not financially viable. For every small group that is taught groups will be correspondingly bigger in other subjects and we do try to make our option groups as small as possible.

If you are asked to use your reserve choice then we will sit down and talk to you about this and discuss what is a good way forward bearing in mind what you have put down for your career choice.

Your Career Choice

Some of you may already have a very clear idea about the career path you want to follow whilst others may not. If you are undecided at this stage try to write down the particular environment that you think you may want to work in. You might complete the form like this.

- Undecided.
- I definitely want to be a teacher.
- I think I might be a lawyer.
- I want to work with people.
- Something to do with computers.
- I want to be able to travel a lot.
- I would like to do something with aeronautics. - Working with animals appeals to me.
- I want to be a leader.
- Media and advertising really appeal to me

Filling in and submitting the form

When you fill in the form it is important to put your choice in order with your most preferred choice first and it is equally important that you think about the order for your reserve choice of subjects.

Your option choices are checked against what staff have recommended. If you do not fill in the form fully, it will be returned to you.

The deadline for handing in the form is usually the first day back of Term 4. If you are absent on the day and you do not telephone your information into school, it will be counted as late.

Late option forms will be treated differently to forms received on time and could mean that your choices will automatically be considered for using the reserved choice, if the need arises. Once you have handed in your form, you have made your choice.

Forms should be put in an envelope for attention of the Lower Office and handed in to the main office at the Chatham site.

What happens next?

Firstly, we enter your choices into the school administrative network and then we send this information out to you via your form tutor to check that we have entered it correctly. Then we work on the possible combinations. If there are any problems with your choices we will speak to you as soon as possible.

Good luck in choosing!

The following pages contain information regarding the different option subjects as well as information on English, Mathematics and Science core subjects.

KEY DATES will be shared with parents/carers and students throughout the options process

Art and Design

Art and Design GCSE will give the opportunity to investigatein a number of disciplines within the subject area. You will be taught how to improve your drawing and painting skills, as well as explore a variety of processes including printmaking, textiles, photography and three dimensional work.

The course is prescriptive at the start of Year 10 and includes drawing activities exploring the formal elements. This is followed by a series of workshops, teaching a number of different processes and skills. You are then given the opportunity to develop a theme in your own individual creative way. Later, projects will give you even more freedom in the direction that you take your theme and the type of art that you create. In Year 11 you will complete your coursework projects before choosing from a number of themes, set by the exam board, to investigate in an individual and creative way in preparation for a final piece of work which is completed in a 10 hour exam over a two day period.

Investigating the work of historical and contemporary artists and craftspeople is an integral part of the course and plays a large part in aiding you with the development of your own work. There is also a written element to the course, in the analysis of artwork as well as annotation of your thoughts and developments as your work progresses.

You will be expected to be highly motivated and push yourself towards ambitious, creative work of a high standard.

The course is comprised of the following units:

Unit 1: Portfolio of Work

- 96 marks – 60%
- Candidate portfolio selected from work undertaken during course of study and must include more than one project.

Unit 2: Externally Set Task

- 96 marks – 40%
- Question papers issued in January.
- Candidates respond to their chosen starting point. 10 hours of sustained focused study.

It is essential to complete the course in GCSE Art and Design in order to take the subject at A Level.

You can also then pursue higher education courses and careers within the arts, including fashion design, graphic design, fine art, illustration and photography.

The course is also ideal for students wishing to embark on a career in architecture, advertising or as a supplement to other academic subjects to develop lateral, creative thinking and problem solving skills.

Business Studies

Business Studies involves an in-depth study of the business community and the economic environment in which organisations exist. The study of the subject provides an explanation of the complicated world of work that students will shortly face.

The subject looks closely at all aspects of business life. After studying the subject the student will be able to answer questions about; why firms have particular structures; why they make the production, marketing, pricing and distribution decisions that are important for their survival; and suggest reasons for the many other trading decisions that they make. Students will also be introduced to the complicated accounting systems used by firms and they will be able to use published accounts to examine how effectively each firm has succeeded in its profit and other business aims. Industrial relations and problems concerned with employing people to work in business are also examined in detail. The role of the government in exerting an influence over the daily life of business will also be covered.

EDEXCEL Course

The syllabus is designed to fulfill three aims:

- Encourage a practical approach to learning, using the local community as a resource for study.
- Encourage candidates to develop initiative and the skills of problem solving and decision making.
- Provide common curriculum experiences in Business and Information Technology education.

Students will be assessed in two external, written exams, both 1 hour 45 minutes long and each carrying 90 marks (50% of the course). The exams consist of questions ranging from 1 mark multiple choice questions to 12 mark essay questions.

The course will enable the student to combine an exploration of the mysteries of business and finance with the development of practical and essential computing skills.

The student will have a good preparation for the related A level subjects of Economics and Business Studies, but will also have developed a valuable understanding of how the business community works. This will stand him/her in good stead for many different career choices.

Business Studies is a subject that will prove particularly useful in many varied careers. Commerce, banking, insurance, computing, journalism, management and politics are just a few of the many areas that appreciate some form of understanding of the way that the complicated business world functions.

Students must have a love and passion for Maths and a very high level of mathematical ability as a lot of the course is based on understanding the financial outcomes of business decisions and carrying out calculations.

Students must enjoy writing essay answers and be able to write long-in-depth responses.

Course Content

Theme 1 (Year 10)	Theme 2 (Year 11)
Starting a business	Making marketing decisions
Becoming an entrepreneur	Making operational decisions
Putting an idea into practice	Making financial decisions
External influences	Making human resource decisions

Computer Science

A Gateway to the Future of Technology

Computer Science is one of the most exciting and relevant subjects today. In a world driven by technology, understanding how computers work and how to program them gives you the power to create, solve, and innovate. This course develops logical thinking, creativity, and the technical literacy that top employers value across almost every career field.

Important: Only students who take GCSE Computer Science will have the option to study A-Level Computer Science.

What You Will Learn

You will:

- Understand and apply core principles of computer science - abstraction, decomposition, algorithms, and data representation.
- Learn to analyse and solve problems through hands-on programming and debugging.
- Develop the ability to think logically, analytically, creatively, and critically.
- Explore computer systems, how digital devices communicate, and the impact of technology on society.
- Apply mathematical reasoning and computational methods to real problems.

Programming Mastery in Python

A central part of the course is your journey through 90 progressively challenging Python programs, covering every key programming concept. By the end, you will have developed a professional-level understanding of Python syntax, logic, and problem-solving.

Programming Area	Focus Skills Developed
1. Inputs and Outputs	Building interactive programs
2. Selection	Using decision-making structures (if, elif, else)
3. Condition-Controlled Loops	Repetition and while loops
4. Number Operations & Libraries	Using maths functions and Python libraries
5. 1D Arrays & Lists	Managing and iterating through data sets
6. Counter-Controlled Loops	For loops and iteration
7. String Operations	Text processing and manipulation
8. Files & Exceptions	Reading/writing files, handling errors
9. 2D Arrays & Lists	Complex data structures and grids
10. Turtle Graphics	Creative coding with visual programming

Assessment Overview

Component	Content	Assessment	Weighting
J277/01: Computer Systems	Hardware, memory, networks, security, systems software, and digital ethics.	1h 30m written exam	50%
J277/02: Computational Thinking, Algorithms & Programming	Algorithms, programming fundamentals, robust programs, Boolean logic, and IDEs.	1h 30m written exam	50%

Skills for Success

You'll need curiosity, persistence, and problem-solving flair. Mathematics underpins the course, and you'll gain confidence using logical structures, algorithmic design, and abstraction to model and solve problems.

Future Pathways and Careers

Studying Computer Science opens doors to careers in: Software Development, Cybersecurity, Artificial Intelligence, Data Science, Game Design, Robotics, Web Development, Engineering, and Systems Analysis.

Beyond technology, your analytical mindset and programming experience will benefit careers in finance, medicine, law, research, and creative industries.

Design Technology

What is the Course About?

Central to the course is the 'design process' – a system for finding the best solution to a problem. The 'design process', as taught in school, closely follows the format used in industry and requires skill in graphics and modelling. The 'making' element of the course expands on the skills and knowledge that the student has gained during years seven to nine. The use of machine processes is encouraged to engender safe and relevant experience of manufacturing, and we now have the ability to give students CAD/CAM opportunities of a high level with our PCs, Apple Macs, 3D Printers, Laser Cutter and 3D Router.

We are always looking to expand the experiences of our student, and aim to visit important design exhibitions, and relevant businesses. It is also possible for students to select/aim for a design based work experience in Year 10.

Career implications

Product Design is an excellent course for any student wishing to enter into a wide variety of areas, and was recently voted by teachers across the country as the "most valuable subject for learning skills". Over the last few years we have had students go on to study for degrees in a wide variety of areas, such as Architecture, Product design, Industrial design, Automotive design, Engineering, Illustration, Computer Graphics, and many more. The disciplined 'Problem Solving' nature of the subject lends itself to virtually every area of learning, and therefore can serve to complement any other subject.

Method of Study and Assessment

Currently we explore thinking within sketching, rendering technique and a variety of modelling exercises. This leads onto the development of a new product which is then communicated by the production of a realistic product model using (and developing) CAD/CAM skills, and virtual modelling using high quality CAD graphics. We also delve into some of the material areas that students may not have previously experienced, with short making focussed tasks, in an effort to prepare fully for the assessed work of units one and two. Towards the end of Year 10 students will be asked to select the focus for their Major Project from a theme given to them by their teacher.

Unit 1

Non Exam Assessment (NES) – 30-35 hours approx. – 50% of GCSE

This is the compilation of graphical evidence of the design progress in the selected project, which is started in June of Year 10. This generally takes the form of an A3 printed folio, but we are increasingly moving into the use of an 'electronic folder' which can be published onto the internet or burnt directly onto disc for viewing. This is then combined with the practical outcome (or artefact) to build a complete 'design and make' experience.

Unit 2

Written Paper – 2 hours – 50% of GCSE

This is a single paper assessing three areas included in the new GCSE Specification:

- Core Technical Principle – assessing breadth of technical knowledge and understanding
- Specialist Technical Principles - assessing a more in depth knowledge of technical principles
- Designing and Making Principles

Drama

GCSE Drama will encourage you to progressively develop your Drama, performance and communication skills. It is a subject that involves both practical and written aspects, not all lessons will be based around practical work and you will be required to submit formal written work as well as completing a variety of design tasks throughout the course. You may also need to attend after school rehearsals, evening performances and will be required to experience professional live theatre. This course is hard work but it will be lots of fun and will allow you to grow in confidence and express your creative ideas to their full potential while becoming part of our strong community within the school.

What will I do on the course?

- Study and discuss plays from the point of view of actor, director and designer.
- Write, produce, perform or carry out production design for your own piece of theatre, explore and stage plays written by other playwrights.
- Learn about various design and production techniques such as lighting, set-design, costume and sound design while developing new acting and performance skills.
- See live theatre productions and write about them critically.
- Have the opportunity to work with younger years providing workshops and training and in turn work with students in Years 12 & 13 to develop new skills and form supportive relationships.

What skills do I need to take the course?

- Good written English skills.
- Excellent co-operation and the ability to be a “team player”.
- The ability to work independently and with others, responsibly and safely.
- Commitment to attend lunchtime and afterschool rehearsals with your group, for the ‘Devised’ Component 2 exam.
- Disciplined, enthusiastic, dedicated, curious, creative and energetic.
- You don’t need to be really “confident” to take this course, sometimes the most talented Drama practitioners are quiet students who listen and observe!

How will I be assessed?

- You will sit a written examination based on one set play text and one live theatre performance.
- You will be involved in two practical exams, as an actor or designer, which will be performed in front of a public audience and an examiner.
- You will produce a Devising Log evaluating your practical work and explaining the process of devising.

What will the outcome of doing this GCSE be?

- You will be an independent learner and a critical and reflective thinker.
- You will be able to work imaginatively and creatively in collaborative contexts, problem solve and generate and develop original ideas.
- You will be more confident in yourself and when working with others.
- You will be able to reflect on and evaluate your own work and that of others.
- You will be competent in a range of practical, creative and performance skills.
- You will be equipped to take your study of Drama further.
- Most importantly, YOU WILL HAVE DEVELOPED A STRONG SET OF SKILLS WHICH WILL HELP YOU IN ANY FUTURE CAREER.

The most rewarding and enjoyable journey of your life starts here, so what are you waiting for?

English

All students study for AQA examinations in both English and English Literature at KeyStage Four. Although we follow a prescribed examination syllabus we hope to continue toencourage the student's own personal interests in wider reading and creative work.

English Language

The three main elements experienced at KS3 are developed in Years 10 and 11:

- Speaking and listening
- Reading
- Writing

There are opportunities for assessment in Speaking and Listening in individual assessments that form a separate qualification.

50% of the qualification will be an examination of reading/writing skills via a paper entitled "Explorations in Creative Reading & Writing." The skills that will be taught and examined are:

- In section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers

- In section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

The remaining 50% of the qualification will be an examination of reading/writing skills via a paper entitled "Writers' Viewpoints & Perspectives". The skills that will be taught and examined are:

- In section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader

- In section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.

English Literature

There will be 4 texts studied, one each of:
- Poetry (A set cluster of 15 poems)
-19th Century novel
- Modern prose: a play, a novel or a selection of short stories
- A Shakespeare play.

These texts will be examined via two final exams at the end of year 11. Part of one of these papers will feature an examination of an 'unseen' poem in which the student will write an evaluation and appreciation of the chosen passage. This will then be compared to a second unseen poem.

Geography

"Geography is the subject which holds the key to our future" – Michael Palin

"Geography prepares for the world of work – geographers, with their skills of analysis are highly employable!"

"Without Geography – You are .....nowhere!"

What is the course about?

Geography tackles the big issues: environmental responsibility, global interdependence, cultural understanding and tolerance, commerce, trade and industry. The world we live in will change more in the next 50 years than it has ever done before. The course we follow helps to explain why this happens and helps to prepare you for these changes.

Method of Study and Assessment

The AQA Geography Syllabus is divided into 3 papers; the details are shown in the paragraphs below. There are three exams in total at the end of the course, with a compulsory requirement for both human and physical fieldwork.

Paper 1 - 35% of marks - Living with the Physical Environment

- The Challenge of Natural Hazards
- Physical Landscapes in the UK
- The Living World



Style of Assessment

- 1 hour 30 minute examination at the end of the course

Paper 2 - 35% of marks - Challenges in the Human Environment

- Urban Issues and Challenges
- The Changing Economic World
- The Challenge of Resource Management

Style of Assessment

- 1 hour 30 minute examination at the end of the course

Paper 3 - 30% of marks - Geographical Application and Skills

- Issue Evaluation
- Fieldwork

Fieldwork will likely be in collaboration with the FSC (Field Studies Council) at Juniper Hall in Surrey. This usually involves two separate fieldwork days, a rivers day and an urban regeneratiuon study. There is small financial cost and assistance can be offered to those eligible.

Style of Assessment

- 1 hour 30 minute examination at the end of the course

The study of GCSE Geography can help you to:

- Develop a knowledge and understanding of current events from the local area to the global.
- Investigate the earth and its peoples.
- Study the features of the earth – such as mountains, rivers and seas – and how they were formed.
- Develop a range of useful skills such as map reading, data collection, ICT and problem solving.
- Gain an understanding and appreciation of the cultures and backgrounds of people from all over the world.

Where will Geography take me?

- Well for a start – you will probably visit lots more countries than your parents and travel to areas of the world only normally seen on television.
- Geography could lead you to exciting career prospects – remember geography achieves good examination results nationally and is one of the most versatile subjects.
- Geography is classified as a science subject in many universities when studied at A Level.

Health and Social Care

Are you interested in working in Health and Social Care?

Are you considering being a Nurse, Doctor, Surgeon, working with children or working in a profession with a range of people with different needs, then Health and Social Care could be for you. The Level 1/Level 2 Cambridge National in Health and Social Care is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that would be used in the Health and Social Care Sector.

You may be interested in this if you want to use what you learn in practical, real-life situations, such as, recommending support for individuals, creating, and delivering a creative activity and creating and delivering a health promotion campaign.

This will help you to develop independence and confidence in using skills that would be relevant to the Health and Social Care sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations in Health and Social Care based around communication, researching, planning, and creating activities.
To work in a Health or Social Care setting, it is essential to understand the rights of individuals, person-centred values and how they can be applied. This qualification will help you to develop this knowledge and to understand the importance of effective communication skills when working in these settings.
You will also develop the skills needed to ensure a safe and hygienic environment for those in care.

What will you study?

The course is **40% Exam** and **60% Coursework**

1. The two mandatory units are:	**2. Optional units**
• R032: Principles of care in health and social care settings This unit is assessed by an exam In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care. Topics include: - Topic Area 1 The rights of service users in health and social care settings - Topic Area 2 Person-centred values - Topic Area 3 Effective communication in health and social care settings - Topic Area 4 Protecting service users and service providers in health and social care settings **• R033: Supporting individuals through life events** This unit is assessed by a Set Assignment In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include: - Topic Area 1 Life stages - Topic Area 2 Impacts of life events - Topic Area 3 Sources of support	You will take one of these units **• R034: Creative and therapeutic activities** This unit is assessed by a Set Assignment In this unit you will research therapies and learn about how they can benefit people. You will also learn about the benefits of creative activities and you will plan and deliver a creative activity to a group or individual. Topics include: - Topic Area 1 Therapies and their benefits - Topic Area 2 Creative activities and their benefits - Topic Area 3 Plan a creative activity for individuals or groups in a health and social care setting - Topic Area 4 Deliver a creative activity and evaluate your own performance **• R035: Health promotion campaigns** This unit is assessed by a Set Assignment In this unit you will research health promotion campaigns and learn about their benefit to society. You will also plan and deliver your own health promotion campaign. Topics include: - Topic Area 1 Current public health issues and the impact on society - Topic Area 2 Factors influencing health - Topic Area 3 Plan and create a health promotion campaign - Topic Area 4 Deliver and evaluate a health promotion campaign

It is anticipated that this qualification will also enable you to progress onto OCR level 3 in Health and Social Care that we offer in Sixth Form

History

AQA History

What is the course about?

The course enables students to study a broad chronological and geographical range of history. Students will get the opportunity to investigate history from the Medieval to the Modern period as well as the chance to study world, European and British history.

History is widely recognized as a respected academic discipline which develops meaningful, transferrable skills appropriate for many future careers. The GCSE History course will enable students to research some topics in real depth gaining a thorough understanding of the modern world and gaining an appreciation of the world in which they live today.

Furthermore, there will be opportunities to explore the history of Britain over a substantial time period enabling students to identify trends, patterns and turning-points in history.

The course is divided into four sections:

Paper 1: Understanding the modern world

Part 1: Germany 1890-1945: democracy and dictatorship

a) Germany and the growth of democracy 1890-1929
b) Germany and the Depression 1929-1934
c) The experience of Germans under the Nazis

Part 2: Conflict and tension between East and West 1945-1972

a) Origins of the Cold War
b) Development of the Cold War
c) Transformation of the Cold War

Paper 2: Shaping the nation

Part 3: Thematic studies

Britain: Power and the people 1170-today

a) Challenging authority and feudalism
b) Challenging royal authority
c) Reform and reformers
d) Equality and rights

Part 4: British depth study

Norman England 1066-1100

How will I be assessed?

You will complete two exams in the summer of Year 11. The first exam will contain questions on the international section and the second exam will focus on the British topics. Both examinations last 2 hours and each section is worth 25% of the final grade.

Mathematics

Mathematics is a core subject studied by all students in Year 10 and 11.

Throughout the GCSE course in mathematics we aim to provide a broad, coherent, satisfying and worthwhile programme of study with a strong emphasis on problem solving. We encourage students to develop confidence in, and a positive attitude towards mathematics and to recognise the importance of mathematics in their own lives and society in general. We strive to provide a strong mathematical foundation for students who go on to study mathematics at a higher level post-16.

The GCSE qualification is assessed in two tiers with an overlap between at grades 4 and 5. This means that the Foundation tier covers grades 1 to 5 and the Higher tier covers grades 4 to 9. We expect the vast majority of our students to be working at the Higher tier with a small group selected during year 11 working towards the Foundation tier.

Our students will be taught to

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Assessment

GCSE Mathematics is a linear course; all students will sit three papers at the end of Year 11. Each paper is worth a third of the qualification.

There are three papers of 1 hour 30 minutes each:
Paper 1 Non Calculator, Paper 2 Calculator and Paper 3 Calculator

Modern Foreign Languages

Why do we study languages?

- Through the study of languages you can learn to understand and appreciate other peoples and cultures and learn how to play your part as a citizen in the world community.

- Learning a language will give you a wider choice of careers to choose from. Here are just a few of the areas where a working knowledge of another language is particularly valued: journalism and the media, law, engineering, business and marketing, ICT, sport and leisure, travel and tourism, customer services, border control, customs and excise and the diplomatic service and, of course, teaching in industry or in schools and universities.

Which language should I chose?

- Everybody will be studying at least one modern foreign language in Years 10 and 11 - French or Spanish.

- Think very carefully about the language you choose. Which do you enjoy more? Could one be more useful in a future career?

- Do you visit France more than Spain? Or Spanish speaking countries more than French speaking countries? Being in the country and seeing the language around you improves your vocabulary and develops your understanding of the culture, therefore gaining you marks in the reading and listening exams.

- You can, of course, choose to study both languages. This will give you a real advantage in your working life. You won't get confused if you choose both. On the contrary, the more languages you study the easier they become because you can make links between them

What will I learn?

- The topics are the same for French and Spanish

- You will learn to communicate in French or Spanish

- You will build on some of the topics that you have started to learn in KS3: Family, Music, Cinema, TV, Sport, Food, Eating Out, School and add some new topics: Technology, Social Media, the environment, poverty

How will I be tested?

You will complete 4 exams for French or Spanish: a reading exam, a listening exam, a writing exam and a speaking exam.

These exams will be similar to your KS3 tests so the format will be familiar



Music

Music GCSE is ideally suited to those who already play an instrument or sing and wish to take their enjoyment of music further.

It comprises three elements – Performance, Composition and Listening and Understanding Music. The aims of the GCSE are as follows:

- It allows students who love music to further develop their appreciation and understanding of the subject
- It offers a broad range of Areas of Study
- It allows the use of music technology in performance and as a compositional tool
- It is good preparation for further musical study and provides a foundation for Advanced Subsidiary and Advanced
- GCE in Music and Music Technology
- It encourages students to evaluate their own and others' music
- It encourages students to become effective and independent learners and critical and reflective thinkers.

Performance (30% of the grade)

Performance is assessed at about the equivalent of grades 2-4 (or above), is worth 30% of the course and will be assessed practically in Year 11. You may play an instrument or sing.

It consists of one (or more) solo performance and one (or more) ensemble performance, for example a duet or performance with one of the school bands/ensembles. The total time you perform for must be a minimum of four minutes.

You may find it hard to cope with this area of the course if you have not been having lessons on an instrument before this point (or have not had singing experience if you are a singer), but it is not impossible. Most of our students will have been having lessons on an instrument or voice for at least two years.

In Year 10 and 11 you will need to have regular instrumental or vocal lessons weekly throughout the course as specific instruments are not taught within the classroom (each GCSE group typically comprises students playing as many as 12 different instruments for example) and only 'general' performance lessons are given. A bursary is available for those who might find it hard financially to pay for regular lessons.

Composition (30% of the grade)

Composition continues in the manner of Year 9 although sophisticated music software packages now allow students to create in ways they have not had access to before, and each student has their own computer for this purpose. Students write music in a variety of styles and present their two best compositions towards the end of Year 11.

Listening and Understanding (40% of the grade)

Listening and Understanding is assessed by exam and students study 8 set works and a range of comparative music ranging from Western Classical music to Jazz, Rock/Pop and World genres. The set works studied in detail are as follows:

Area of study	Set works
Western Classical Music	J S Bach: 'Badinerie' from Suite No. 2
Rock and Pop Music	'Africa' by Toto

In addition to these pieces students will listen in the exam to unprepared pieces similar in style and be asked to comment on their similarities and differences to set works, and will also be asked to notate a small extract of music they hear, using standard music notation.

Extra Curricular Music

All students taking music GCSE are expected to involve themselves in the musical life of the department (as well as outside of school) and we expect students to attend choir (which substantially develops their musical ear) and at least one other ensemble a week, in or out of school.

This course offers students with a genuine enthusiasm for the subject a varied and interesting course to follow, which will increase their knowledge, understanding and, hopefully, enjoyment of Music.

Physical Education

'I've always believed that if you put in the work, the results will come.'
(Michael Jordan, Chicago Bulls)

What is the Course About?

GCSE Physical Education (OCR) is a challenging but rewarding course which involves theoretical principles and practical activities. The course offers students an opportunity to foster an enjoyment of physical activity and to develop an understanding of effective and safe practical performance. The course is divided into 30% practical and 70% theory.

Practical Assessment (30%):

Students are assessed in their ability to perform in three sports. These activities are selected for the final practical moderation from at least two different activity groups, either team sports or individual sports.

There are a number of practical activities which may be selected for moderation, the sport MUST however be on the specification list. Due to this breadth of potential practical choices, students selecting activities not covered within curricular provision (such as boxing, golf etc.) will need to show an ability to work independently with support and staff guidance.

Examination Assessment (60%):

There are two examinations for the course. Both exams are equally weighted at 30% towards the overall grade. The first exam covers anatomy and physiology, movement analysis, physical training and the use of data. The second exam covers health, fitness and well-being, sport psychology and socio-cultural issues.

The theoretical content is significant but can be directly related to practical sporting examples and practices. The exams are very challenging and often differentiates between those achieving 8-9 grades and those achieving 5-7 grades.

An additional 10% of the grade is made from the coursework that is carried out as a performance analysis of another students. This coursework puts the theory they Are learning in the classroom into practice and is completed in school under controlled conditions.

General Information

All pupils are expected to complete coursework and homework, both practically and theoretically. Prospective students must understand the necessity of both aspects of the course if they are to be successful. All pupils are expected to contribute to school sport and sporting activities. A positive, enthusiastic attitude is essential.

Due to the nature of the course, students should also be committed to developing their practical areas in their own time. GCSE Physical Education is an interesting, rewarding course which offers students a useful link towards higher level Physical Education and Sport.

For any questions please refer to the specification which can be found at the following website:

https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016

Or alternatively email the Head of Physical Education: **lmorgan@ccgrammarschool.co.uk**

Religion and Philosophy

What is the course about?

Students will study Religion and Philosophy at full GCSE level (AQA Religious Studies, specification A). This will give them the opportunity to build upon the knowledge and skills acquired in the subject in the lower school. Half the course is an in-depth study of religious beliefs and practices; the other half, an investigation of various themes in philosophy and ethics.

The course offers all students equal opportunities to demonstrate their attainment, regardless of gender, religion, ethnic and social background; it is accessible to students of all religious and non-religious persuasions. It contributes to cross-curricular areas of social education such as providing a deeper understanding of diverse cultures and traditions. It allows progression into general post-16 education and provides students with an appropriate foundation for studying A Level Religion and Philosophy.

What does the course provide for the student?

Students are encouraged to:

- Adopt an enquiring, critical and reflective approach to the study of religion and philosophy.
- Explore religions and beliefs, reflect on fundamental philosophical questions, engage with them intellectually and respond personally.
- Enhance their spiritual and moral development, and contribute to their health and well-being.
- Enhance their social development and their understanding of different cultures.
- Develop their interest in and enthusiasm for the study of religion and philosophy by relating it to the wider world.
- Reflect on and develop their own values, opinions and attitudes in light of their learning.

How is the Course Assessed?

The AQA syllabus is divided into two components:

Component 1: The Study of Religions: Beliefs, Teachings and Practices. Students must study two religions - Christianity and Hinduism in the case of CCGS. There is one exam for this component which is 1 hour 45 minutes long. It is 50% of the GCSE.

Component 2: Thematic Issues. There are four ‘themes’: ‘Relationships and Families’, ‘The Existence of God and Revelation’, ‘Peace and Conflict’ and ‘Crime and Punishment’. There is one exam for this component which is 1 hour 45 minutes long. It is 50% of the GCSE.

Science

Science GCSE will be studied by all in Year 9. As a consequence you will finish Year 11 with either two or three GCSEs in one of the following combinations:

- The separate sciences: biology; chemistry; physics, sometimes called ‘triple award science’
- Combined science ‘trilogy’, sometimes called ‘double award science’

The whole year group will start on the separate science route and will be divided into seven science sets, four boys and three girls groups, each with a mixture of students from different classes. Every group will have timetabled lessons in biology, chemistry and physics, with three different specialist science teachers.

Triple Award Science

Biology 1 (50%)	**Biology 2 (50%)**	**GCSE Biology**
Chemistry 1 (50%)	**Chemistry 2 (50%)**	**GCSE Chemistry**
Physics 1 (50%)	**Physics 2 (50%)**	**GCSE Physics**

Double Award Science

Biology 1 (16.7%)	**Biology 2 (16.7%)**	**GCSE Combined Science (Double GCSE which is equivalent to 2x GCSEs)**
Chemistry 1 (16.7%)	**Chemistry 2 (16.7%)**	
Physics 1 (16.7%)	**Physics 2 (16.7%)**	

There is no longer any controlled assessment (ISAs) but your practical skills will be assessed in the final examinations.

Towards the end of Year 10 we will make the final decision about the best science course for you to pursue in Year 11.

The groups studying triple award science will need to work at a faster pace; there will be less time to teach new concepts and to consolidate learning. These students will need to be well motivated with good mathematical skills.



CHATHAM & CLARENDON GRAMMAR SCHOOL

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