

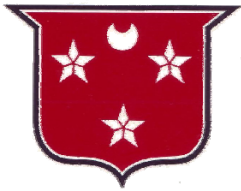
# CAISTOR GRAMMAR SCHOOL



## YEAR 9 OPTION BOOKLET

2018





# Caistor Grammar School

A Selective Academy

Church Street

Caistor

Lincolnshire LN7 6QJ

Tel. 01472 851250 Fax. 01472 852248

enquiries@caistorgrammar.com

Headmaster: Alistair Hopkins M.A. (Oxon), M.Ed

February 2018

Dear Parents,

## CURRICULUM FOR KEY STAGE 4 (14 to 16 Age Group)

You will be aware that at the end of this academic year your daughter/ son will be completing Key Stage 3 of the National Curriculum. The school needs to start organising now for the next Key Stage and some choices have to be made by you and your daughter/ son.

The compulsory group of subjects is quite large but it does allow some time for study outside the National Curriculum. We ask students to choose **three subjects** from which they will be allocated **two courses**. We ask for an order of preference and hope to be able to deliver the first two choices made but we are unable to guarantee that this will be so.

An element of **guided choice** may need to be applied in areas such as Languages and Technology because as a small school we have limited flexibility in what we can offer and over the number of teaching groups. If students do not opt in a way which fits the teaching groups, advice is sought from the subject teachers to try to provide the most appropriate groupings of students.

This booklet explains what the compulsory subjects are, what choices have to be made and explains the nature of the courses in optional subjects.

There is to be a Parents' Evening on Thursday 22<sup>nd</sup> February which will provide an opportunity to talk to staff about the choices that have to be made. A form is included with this booklet that you are asked to return between 12<sup>th</sup> and 16<sup>th</sup> March so that the process of planning the timetable for next year can begin.

Final decisions about placing students into groups can take quite a long time. The process is often prolonged because we make every effort to accommodate each student's choices. It is our intention to let the students know the outcome as soon as possible, however.

Please do not hesitate to call on the advice of staff at the school to assist in your deliberations. The Parents' Evening is the main opportunity for this but we are very happy to arrange another convenient time to see you.

Yours sincerely,

Mrs Allison Clark  
Head of Middle School

## KEY STAGE 4 CURRICULUM: ALL PUPILS STUDY 11 GCSEs

### COMPULSORY AREAS:

**MATHEMATICS** is taken by all students.

### **ENGLISH**

This will count as two subjects because our students will also enter for **ENGLISH LITERATURE**.

### **SCIENCE**

We expect that all students will do **THREE SEPARATE SCIENCES**. Please see separate page for further information about Science Options.

### **FOREIGN LANGUAGE**

All students must do either **FRENCH** or **GERMAN** or **LATIN** - there is the opportunity to do two of these by choosing one other from the options list.

**HUMANITIES** - All students must do either **GEOGRAPHY** or **HISTORY** – there is the opportunity to do both of these by choosing one other from the options list.

### **PHYSICAL EDUCATION**

Core PE – which is not examined – is taken by all students.

**RELIGIOUS EDUCATION** - All students will study GCSE Religious Education. They will start the course mid-way through Year 9 to enable enough time to cover all the units. During this time, they will study a variety of modules which will examine two religions and Thematic Studies. This includes looking at a variety of moral issues and values connected to Christianity, such as Religion Life, Peace and Conflict and Crime and Punishment. No additional coursework or controlled assessment is required. All students will follow the intended modules and relevant homework is compulsory. Students will sit their examinations at the end of Year 11.

### **CAREERS EDUCATION, Personal, Social, Health and Economic Education**

#### Options List:

In addition, there will be enough time on the timetable for each student to do two GCSE subjects from the following list. This should not include a subject they are already doing as part of the compulsory list. The choice has to be made from:

**ART, COMPUTING, DESIGN AND TECHNOLOGY, FRENCH, GEOGRAPHY, GERMAN, HISTORY, LATIN, MUSIC, PE**

There is some information about each of these subjects on the following pages.

**IMPORTANT NOTE:** We will do our best to provide the courses in the subjects that all our students request

#### **BUT:**

1. There may be clashes between the different combinations requested that prevent us meeting this ideal completely
2. There may be so few students requesting a particular course that it is not viable for us to run it.



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Dear Parents and Students

## **Re: The GCSE system**

As you will be aware, we are coming to the end of a period of change in the KS4 public examination system. From September 2018, all GCSE subjects taught at CGS will be assessed using the new 9-1 scale. To explain the transition, at the rear of this booklet, we have published a postcard that explains the move from grades to numbers. As you will see, the new number system does not have a direct correlation. The old grades A\* and A, have now been divided between numbers 7, 8 and 9. Although a '4' is now a pass (a low 'C'), at Caistor Grammar School, we will be expecting our students to achieve a '5' as a minimum, which is also the Government's expectation of a good pass.

We are also committed to giving our students a broad and balanced curriculum. Clearly, it is essential that this contains English and Maths and Science (which we teach as the three separate Sciences). We also require that all students study at least one language, which could be either French or German or Latin. We also feel that it is also important for students to study a Humanities subject, either History or Geography, and they have therefore made this a requirement. This breadth affords students the best chance to take the next steps into further education, apprenticeships or employment when they complete their GCSEs.

The Government believe the English Baccalaureate is the best way of acknowledging students who have followed a broad curriculum at Key Stage 4. To gain the English Baccalaureate, students will need to have grade 4 or better passes at GCSE in the following subjects.

English, Mathematics, two Sciences, a language (which includes Latin or a Modern Foreign Language) and either History or Geography. It seems generally desirable for students to gain the English Baccalaureate and it is possible that some universities will start to expect it in some courses. However, there is no indication as yet that it is a compulsory achievement for future progress. Caistor Grammar School had 88% of its students achieving the Baccalaureate last year, compared to the national average of 24%.

It should be noted that Computer Science has been given a special status as a Baccalaureate subject; it can be an alternative to single or double award sciences. However, all our students will study three Sciences.

I will be giving a 15-minute presentation to parents throughout the Year 9 Parents' Evening. Times will be published on the evening. I am very happy to discuss issues relating to this letter or indeed any other issues relating to option choices with either them or you at any time, but especially at the Year 9 Parents' Evening in between presentations. Alternatively, I am more than happy to speak to parents at school.

This is an important period for Year 9 students and their parents and I am pleased that they are taking it very seriously. You will read elsewhere in this booklet about the range of support which is available to students carrying out GCSE courses. I believe that we have an exemplary record as a school in guiding and supporting our students to achieve their ambitions during GCSE study. I hope you will find this reassuring.

With very best wishes.

Yours sincerely

Alistair Hopkins  
Headmaster

# ENGLISH

Students will draw upon a variety of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop high-order reading and critical thinking skills that encourage enquiry into different topics and themes from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries.

This qualification is assessed over two external written papers at the end of Year 11. There is **no** coursework or controlled assessment.

Students will make a spoken presentation on a topic of their choice that will be formally assessed by the English Department. This presentation will not contribute to the final award but will be officially recorded on the GCSE certificate.

# ENGLISH LITERATURE

Students will make a detailed critical study of one Shakespeare play, one 19<sup>th</sup> century novel, one 20<sup>th</sup> drama text and a range of poems from the Romantic period to the present day.

This qualification is assessed over two external written papers at the end of Year 11. There is **no** coursework or controlled assessment.

For further information please phone or email [briony.mcneilly@caistorgrammar.com](mailto:briony.mcneilly@caistorgrammar.com)

# SCIENCE

All students will follow the AQA 2016 course of the three separate sciences. Students are entered for three separate GCSE examinations in Biology, Chemistry and Physics. Each subject examination comprises two written papers. Each science subject is graded separately and three GCSE certificates are issued.

The three sciences are taught by specialist teachers for each subject and students are prepared for the Higher tier papers. The opportunity will be available after the Mock examinations in Year 11 for students to take the Foundation tier papers in a science where they might be weaker or possibly to take core papers only and be entered for GCSEs in Combined Science instead of the three separate sciences. Entry for GCSEs in Combined Science would lead to 2 separate science grades. These decisions will be considered in the light of the student's overall performance in science and other areas of the curriculum.

For further information, please phone or email [gavin.cooke@caistorgrammar.com](mailto:gavin.cooke@caistorgrammar.com)

# MATHEMATICS

This year group will be the third year group to take the new GCSE in Mathematics. There are several changes from the old GCSE Mathematics course. There is a greater subject content, and greater focus on ensuring every student masters the fundamentals of Mathematics. There is also a far greater emphasis on problem solving and mathematical reasoning.

There are three exams, each equally weighted and lasting one hour 30 minutes, taken at the end of the course in year 11. One of these is a non calculator paper. There is no controlled assessment. We will use the AQA exam board.

It is expected that most of our students will take the Higher Tier exams, covering grades 4 to 9, although it may become clear that it is better for a few students to take the Foundation Tier examinations, which cover grades 1-5. The decision to enter students for Foundation or Higher Tier will be taken during year 11.

Although these changes may appear daunting, I believe that the new GCSE has a lot of potential to inspire and motivate all of our students to want to study Mathematics, and to achieve their potential. We have already redesigned our Year 7, 8 and 9 schemes of work in order to best prepare current students for the new GCSE, and many GCSE topics have already been studied in our year 9 course.

We will, of course continue to offer lots of enrichment opportunities such as individual and team Maths Challenges, and there may be the opportunity for able students to take a Level 2 qualification in Further Mathematics in year 11. Support is also available for students who find mathematics more challenging.

If you have any further questions about Mathematics GCSE, please do not hesitate to contact me by phone or email at [chris.frost@caistorgrammar.com](mailto:chris.frost@caistorgrammar.com)

# ART

This is a practical course where enjoyment, enthusiasm and passion for this subject is essential. There is a significant amount of flexibility within the course for students to experiment with a wide range of processes and techniques. Y10 is a very experimental year where working in a multitude of ways is encouraged. Students can specialise in one area of study or can undertake a broad based approach. Students will need to show interest in the work of other artists and make connections to the work of others in their own art work. Students are expected to spend at least 1 hour per week completing work in their own time in order to successfully complete all of the assessment criteria. Drawing is an essential part of this course and is expected to be evident in all chosen disciplines.

- Tasks and projects are set in class and for homework, to provide a starting point for a broad range of practical experiences
- There is scope for individual interpretation of a theme
- Students are expected to demonstrate they can work effectively in a range of ways, such as drawing, painting, printmaking, photography, three dimensional media, graphics and textiles

The ability to demonstrate a journey of development is required. As this is a 100% evidence based GCSE, willingness to invest time in this subject area throughout Y10 and Y11 is paramount to successfully pass this course. Students who succeed in this subject are self motivated and welcome independence. They find satisfaction in improving their technical ability and have an interest in exploring, experimenting and taking risks in order to develop their skills and ideas further. This course prepares students to progress onto further study or employment. This course also provides an opportunity to develop creative thinking; a skill which is highly desirable in all areas of employment.

## **Assessment**

### **Internally assessed and externally moderated**

Two units are work are submitted for assessment:

**Portfolio of Coursework** 60% of the total final grade

**Externally Set Assignment** 40% of the total final grade

There is no terminal examination, but a 10 hour controlled assessment to complete a final outcome will be completed towards the end of Y11.

For further information please phone or email [Rachel.Porter@caistorgrammar.com](mailto:Rachel.Porter@caistorgrammar.com)

# COMPUTER SCIENCE

## INTRODUCTION

In this modern age, being able to understand how computers and other devices work and to be able to code effectively are skills that almost as fundamental as being able to read and write. This course will help you to become a better problem solver, competent programmer and computer scientist. The subject is part of the **English Baccalaureate**.

## THE COURSE

In the **first year**, the initial focus is to improve your programming skills. You will complete a number of small challenges over the year that will build on your understanding of programming from Year 9 and prepare you for the Non-Exam Assessment in Year 11. You will also develop your theoretical knowledge of Computer Science with topics including algorithms and encryption.

The **second year** will start with the **Non-Exam Assessment** where you will be expected to complete an extended program in project over 20 classroom hours. The remaining time will be spent learning a number of new topics such as hardware, software, networks, cyber security and the ethical and legal aspects of computing, as well as consolidating what was learnt in Year 10.

## EXAMINATIONS

There are two written papers. **Paper 1** tests your problem solving and computational thinking skills, and your understanding of programming techniques. **Paper 2** will question you on your theoretical knowledge of the subject.

### COURSE COMPONENTS

**Paper 1:** Computational thinking and problem solving 50%

**Paper 2:** Written assessment

50%

If you have any questions about Computer Science GCSE then please do not hesitate to contact me via email [chris.frost@caistorgrammar.com](mailto:chris.frost@caistorgrammar.com).



# DESIGN AND TECHNOLOGY

Are you interested in becoming an **Engineer, Architect or Product Designer?** – these are some of the career paths our A Level students will be following having studied D&T to GCSE and beyond!

The GCSE course in Design and Technology enables students to develop an awareness and understanding of real-life design opportunities and develop a better understanding of users' needs and wants. Design skills and knowledge of materials and manufacturing processes will be developed to enable students to create, develop, prototype and finally test practical solutions to meet these needs and wants.

The course will be assessed through a **Design Challenge** Project (50%) which follows a similar structure to the design process students have been encouraged to use throughout Years 7, 8 and 9, and one **Written Examination** Paper (50%).

The **Design Challenge** project offers the opportunity for students to demonstrate their understanding and skills in designing to create solutions to meet the needs identified. This project will take place during the second half of the GCSE course with students producing a portfolio and final prototype(s) which will be assessed and contribute 50% of their final GCSE grade.

The **Written Exam** component will test students' knowledge and understanding of the subject including student's mathematical skills as applied within a design and technology context.

EXAM BOARD:- EDEXCEL

## **2018 D&T COURSEWORK EXHIBITION**

**Week beginning Monday 12<sup>th</sup> March – open all week at lunchtimes**  
**Open to Parents on Wednesday 14<sup>th</sup> March 2018 5.00-7.00pm in Old Hall**

The department's annual coursework exhibition is a great opportunity to view the work of this year's D&T students working at GCSE, AS and A2 level D&T. It takes place in the school's Old Hall during the week beginning 27<sup>th</sup> February and is available for students to view each lunchtime and parents and friends to view on **Wednesday 14<sup>th</sup> March between 5.00 and 7.00pm**. If you're interested in studying GCSE D&T then please come and have a look and speak to the students involved.

## **FURTHER DETAILS**

If you or your parents would like to know more about this GCSE D&T option or simply see more examples of what is involved, then please see Mr Dobson or Mr Birch or send an email to Mr Dobson via [graham.dobson@caistorgrammar.com](mailto:graham.dobson@caistorgrammar.com)

# GEOGRAPHY

## **INTRODUCTION**

The AQA A GCSE specification will build on many of the topics covered in Geography during Years 7, 8 and 9 and will emphasise the links between people and their environment. It will encourage students to consider their own attitudes as well as enabling them to make informed decisions on a range of issues.

## **AIMS**

1. To stimulate an interest in Geography, and an appreciation of the environment.
2. To acquire knowledge and understanding of a range of places, environments and patterns on scales from the local to global.
3. To develop an understanding of physical and human processes, including the causes and effects of decision making.
4. To develop an awareness of how people and environments interact.
5. To acquire and apply a range of skills and techniques including map work, fieldwork and information technology.

## **COURSE CONTENT**

- 1 **The Physical Environment**
  - The Challenge of Natural Hazards
  - Physical Landscapes in the UK
  - The Living World
- 2 **The Human Environment**
  - Urban Issues and Challenges
  - The Changing Economic World
  - The Challenge of Resource Management
- 3 **Geographical Skills including Fieldwork**
  - Assessment

There is no coursework at Geography GCSE.

The exam has 3 papers

- The Physical Environment (35% of the marks)
- The Human Environment (35% of the marks)
- Geographical skills and evaluation (30% of the marks)

For further information please email [james.kay@caistorgrammar.com](mailto:james.kay@caistorgrammar.com)

# HISTORY

## AIMS

History is continuously changing the world around us and historic events have helped to shape our society. Studying GCSE History will help you to answer important questions such as, *Why do wars happen ?* and *Why do we have a welfare system ?* Learning about past events and the people who have influenced history will allow you to understand how the world got to the point it is at now and how it will continue to develop in the future.

You will learn a range of important skills that will help you with A Levels and are valued by employers. These include excellent communication and writing skills, how to construct an argument, research and problem skills, investigation and problem-solving skills, analytical and interpretation skills. Studying history can also lead to many exciting career options including, journalism, law, business, politics, archaeology, marketing and teaching.

## COURSE CONTENT

The course offers fascinating historic periods to study and the opportunity to build on your knowledge and skills gained at Key Stage 3. In the unit, *Conflict and Tension, 1918 to 1939* we explore the peace making process after the First World War with the Treaty of Versailles, the doomed League of Nations as an organisation for lasting peace and the role of events, individuals such as Hitler, Stalin and policies which led to the Second World War.

In the unit, *America, 1920 to 1973, Opportunity and Inequality*, we explore how some Americans lived the 'American Dream' whilst others grappled with poverty, discrimination and prejudice. From the 1920s iconic flapper girl, Prohibition, gangster crime with Al Capone, the Ku Klux Klan, to the 1930s and 1940s with the Great Depression, the New Deal, the Second World War, the 1950s with McCarthyism, Rock and Roll, Martin Luther King and to the 1960s and 1970s with Malcolm X and also the feminist movement.

We also have a thematic study of how medicine and public health developed in the unit, *Britain: Health and the people: c1000 to the present day*. We explore medieval supernatural ideas about illness, the Black Death, developments in surgery to overcome the problems of pain, pus and blood, the prevention of disease such as vaccination, the introduction of the National Health Service and modern treatment of disease. The role of factors such as war, the government and key individuals in medical history are considered throughout.

For our British depth study, in the unit *Elizabethan England, c1568-1603* we explore aspects and issues of the last 35 years of Elizabeth I's reign such as court life, fashion, the Globe theatre, English sailors such as Sir. Francis Drake, the pressing question of Elizabeth's marriage and succession, treatment of the poor, religion, rebellions, the threat from Mary Queen of Scots and the planned invasion from Spain with the launch of the Armada.

## NATURE OF EXAMINATION

There are two exams, each worth 50% and last for 1 hour 45 minutes. These exams consist of short answer questions on knowledge and sources and longer questions on knowledge.

Paper 1 will test *Conflict and Tension* and *America*.

Paper 2 will test *Britain: Health and the people* and *Elizabethan England*

For further information please phone or email [rachel.dowthwaite@caistorgrammar.com](mailto:rachel.dowthwaite@caistorgrammar.com)

# MODERN LANGUAGES

## FRENCH AND GERMAN (AQA GCSE)

### **WHY LEARN A FOREIGN LANGUAGE?**

Learning a foreign language gives an insight into the culture and civilisation of these European countries which have seen some of the most important historical events and produced some of the most renowned literature, music, art and philosophy in the world. In today's increasingly international community, knowledge of another language is regarded as a great asset by many companies and French and German are regarded as the most desirable modern languages by British companies. Learning a language at this level will also give you an advantage in your future university applications over those who have not pursued French and German. Languages are regarded as rigorous academic subjects and so are valued in many courses at universities. For some competitive courses at top universities, a language to at least GCSE level is a requirement.

Learning language is of course also fun and rewarding: it will open your eyes to many new experiences and ways of looking at the world.

### **COURSE CONTENT**

We follow the AQA board's GCSE course in both French and German. The new GCSE will be accessible to candidates of all abilities with both foundation and higher tiers and there is plenty of scope for stretching and challenging the most able. All students at GCSE develop competence in the four language skills of listening, speaking, reading and writing and are examined in each of the skills at the end of the course (Summer 2020). All four skills have equal weighting (25%). Students cover a variety of topics, including family and home life, school and education, local area and environment and future jobs and careers. The new GCSE course has the great advantage that it does not involve any controlled assessment, so students can enjoy continuous and thorough teaching and develop their skills to a high level across the two years.

### **WORK EXPECTED OUTSIDE OF LESSONS.**

There will be written homework every week in addition to regular vocabulary learning and revision of work done in class for internal assessment tests. There are many fun ways of improving your language skills outside of class, for example, subscribing to language magazines, borrowing films from the French and German library and accessing French and German TV and music via the internet. In these subjects, the most successful students appreciate the need to work consistently throughout the two years and steadily build up their skills through regular learning.

For further information on French please phone or email [andy.holland@caistorgrammar.com](mailto:andy.holland@caistorgrammar.com)

For further information on German please phone or email [dan.wilton@caistorgrammar.com](mailto:dan.wilton@caistorgrammar.com)

# LATIN

Latin GCSE enables learners to gain an understanding of the Roman world through reading and responding to its language and literature. Students will use their knowledge of vocabulary and grammar to understand straightforward Latin. They will develop their knowledge of Latin literature and its associated values and society through the study of original texts. Original evidence will also be studied to draw informed conclusions about Roman life.

## **Work Expected Outside Lessons**

All necessary skills in both language and literature will be explained during lesson time. Homework time will be used to practise and consolidate these skills.

Careful and thorough learning is essential in this subject. You will be expected to make sensible use of homework time, for the revision of vocabulary, grammar and poetry.

## **Paper 1** – Latin language 1 hr 30 mins

This takes the form of a momentum test with an incline of difficulty comprising translation and comprehension from Latin into English. In addition, students will be required to demonstrate understanding of grammar.

## **Paper 2** – Latin Literature and sources 1 hr 15 mins

Students will study a theme of the Roman World, for example Love and Marriage, or Rich and Poor. Ancient source materials will be studied in class (e.g. paintings, mosaics, sculpture, poetry, graffiti). Questions will be asked on the sources in the exam: this will be an open book exam.

## **Paper 3** – Literature 1 hr

A Latin narrative will be translated and studied in class, together with passages in English which will extend the storyline. Stories will focus on myths and legends such as Echo and Narcissus.

Students will be required to demonstrate knowledge of the prescribed passages and respond to aspects of literary style.

All students should have an engagement with the subject from their lessons so far, and recognise the need for thorough learning of grammar and vocabulary. Knowledge and understanding of Latin will deepen their understanding of English and other languages.

Although Latin cannot be continued to 'A' level students can pursue their interests in the ancient world through 'A' level Classics, enabling them to continue the study and the language at university.

For further information, please phone or email [julie.wolseley@caistorgrammar.com](mailto:julie.wolseley@caistorgrammar.com)

# MUSIC

Exam Board: EdExel

**GCSE MUSIC consists of three sections:**

1. Understanding Music
2. Performing Music
3. Composing Music

## **UNDERSTANDING MUSIC – 40%**

This is a listening and contextual understanding paper of one hour and thirty minutes with listening exercises using excerpts of music.

### **Questions:**

Section A: Listening (68 marks)

Section B: Contextual Understanding (28 Marks)

## **PERFORMING MUSIC – 30%**

Candidates are required to perform two pieces on their main study (instrument or voice). One piece will be a solo performance, and the other a group performance. These are both worth 36 marks each. These are recorded, internally assessed and moderated by Edexcel. Performances must be a minimum of four minutes and a maximum of seven minutes, a minimum of one minute must be the ensemble performance. Students should aim to be grade 5 standard by the end of the course.

## **COMPOSING MUSIC – 30%**

Candidates are required to compose two pieces of music.

Composition 1: Composition to a brief (36 marks)

Composition 2: Free composition (36 marks)

Each composition must be a minimum of three minutes long and a maximum of four and a half minutes.

For further information please phone or email [frances.thompson@caistorgrammar.com](mailto:frances.thompson@caistorgrammar.com)

# PHYSICAL EDUCATION

If you are interested in opting for GCSE Physical Education' please read thoroughly the information below. The department will happily assist where necessary. This will be broken down into two very clear areas. These two areas are, 60% Theory and 40% practical.

The 60% theory will consist of two written exams that will be equally weighted, 30% each. Students will sit two separate exams that will both be 1 hour 15 minutes in duration.

Students to be assessed in **three activities** as a **player/performer.**

One assessment must be in a team sport or activity, one assessment must be in an individual sport or activity and a third can be from either a team or an individual sport or activity.

Team activities			Individual activities		
Association football	Badminton	Basketball	Amateur boxing	Athletics	Badminton
Camogie	Cricket	Dance	Canoeing	Cycling	Dance
Gaelic football	Handball	Hockey	Diving	Golf	Gymnastics
Hurling	Lacrosse	Netball	Equestrian	Kayaking	Rock climbing
Rowing	Rugby League	Rugby Union	Rowing	Sculling	Skiing
Squash	Table tennis	Tennis	Snowboarding	Squash	Swimming
Volleyball			Table tennis	Tennis	Trampolining
Specialist team activities			Specialist individual activities		
Blind cricket	Goal ball	Powerchair football	Boccia	Polybat	
Table cricket	Wheelchair basketball	Wheelchair rugby			

## Entry requirement.

40% of the final grade comes from students' practical ability. Therefore, we encourage that 'Standard 4' is achieved at the end of Key Stage 3, which is a grade B. Students **MUST** gather and submit evidence of their performances for all three areas that they are to be assessed in. For this reason students opting for GCSE Physical Education **MUST** have a genuine interest and regularly participate at Club Level outside of the School environment. This will assist in acquiring the evidence that they require.

For any further information regarding this course please contact Mr Shutes, Head of Physical Education or email [Andrew.shutes@caistorgrammar.com](mailto:Andrew.shutes@caistorgrammar.com)

# Mentoring in Year 10 & 11



A “Mentor” is a word that dates back to the Ancient Greeks and literally means “a wise or trusted counsellor.” Our mentoring programme aims to enable students to make better progress within school, to help you to fulfil your potential and crucially to give you the widest range of choices when the time comes for you to leave CGS.

Although we focus largely on academic mentoring we use strategies that help the whole person and we hope our mentees leave us with increased confidence, self-esteem, personal motivation and raised aspirations.

## WHEN MIGHT I BECOME INVOLVED IN THE

### MENTORING PROGRAMME?

- This generally happens following student assessments, end of year exams, mock exams and reports. **If your attainment or effort grades are below what would be expected** it is very likely that you will be monitored and supported by a member of the mentoring team.
- Requests for help from parents and students are also a starting point for joining the programme.  
If you feel you need help – please ask us.

As well as supporting individual students on a one to one basis there are several activities that we carry out through the school year to help your organisational skills and improve motivation, such as our time management seminar.

### PEER MENTORING BY VI FORM STUDENTS

If you are struggling or lack confidence in one of your GCSE subjects we can link you up with a Sixth Form mentor to help you get up to speed. Just ask Mr Croft to arrange this.

### EXTRA GUIDANCE FOR OPTION CHOICES

The school’s independent Careers Adviser is speaking to all Year 9 form groups about decision making and will be available for consultation via appointment at the Y9 Parents’ Evening on Thursday 22<sup>nd</sup> February.

All Y9 have been given an introduction to Cascaid’s Careerscape programme, which they can access either from home or from school. There is a section about subject choices which is particularly useful.

The school’s Careers Library has a selection of books linked to GCSE choices.

Y9’s might also find the website <https://www.lincolnshire.gov.uk/teeninfo/links> worth visiting. This contains information about opportunities in the area, and has links to Passportfolio which might be helpful.



**CAISTOR GRAMMAR SCHOOL KEY STAGE FOUR CHOICES 2018**

NAME:	FORM
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Please fill in this form carefully. It is a good idea to fill in this copy for your own records. Please UNDERLINE your choices. Please return the **LIGHT BLUE** copy to Mrs. A Clark at the school **between 12<sup>th</sup> and 16<sup>th</sup> March 2018.**

- |    |        |                  |                             |
|----|--------|------------------|-----------------------------|
| 1. | Choose | <b>FRENCH</b>    | For Office Use<br><b>Fr</b> |
|    | or     | <b>GERMAN</b>    | <b>Gr</b>                   |
|    | or     | <b>LATIN</b>     | <b>La</b>                   |
|    |        | <b>GEOGRAPHY</b> | <b>Ge</b>                   |
|    | or     | <b>HISTORY</b>   | <b>Hi</b>                   |
- (Please underline only two)*

2. You will be able to do **TWO** further subjects. Please underline **THREE** subjects from the following list. Then put a number **1** against your first choice, a number **2** against your second choice, a number **3** against your third choice. **DO NOT** underline any subject in this list that you have already underlined above!

- |           |                                |           |
|-----------|--------------------------------|-----------|
|           | <b>ART</b>                     | <b>Ar</b> |
|           | <b>DESIGN &amp; TECHNOLOGY</b> | <b>D</b>  |
|           | <b>FRENCH</b>                  | <b>Fr</b> |
|           | <b>GEOGRAPHY</b>               | <b>Ge</b> |
| <b>or</b> | <b>HISTORY</b>                 | <b>Hi</b> |
|           | <b>GERMAN</b>                  | <b>Gr</b> |
|           | <b>COMPUTING</b>               | <b>C</b>  |
|           | <b>LATIN</b>                   | <b>La</b> |
|           | <b>MUSIC</b>                   | <b>Mu</b> |
|           | <b>PE (GCSE)</b>               | <b>Pe</b> |

3. Now check that the form states your choices correctly and then sign it!

These are my choices.....(STUDENT'S SIGNATURE)

I confirm the choices made above ..... (PARENT'S SIGNATURE)

**Please do not return completed form until after the Parents' Evening on 22<sup>nd</sup> February. Forms should be returned to Mrs Clark between 12<sup>th</sup> and 16<sup>th</sup> March.**

**CAISTOR GRAMMAR SCHOOL KEY STAGE FOUR CHOICES 2018**

NAME:	FORM
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Please fill in this form carefully. It is a good idea to fill in this copy for your own records. Please UNDERLINE your choices. Please return the **LIGHT BLUE** copy to Mrs. A Clark at the school **between 12<sup>th</sup> and 16<sup>th</sup> March 2018.**

		For Office Use
1.	Choose	<b>Fr</b>
		<b>FRENCH</b>
	or	<b>Gr</b>
		<b>GERMAN</b>
	or	<b>La</b>
		<b>LATIN</b>
		<b>Ge</b>
		<b>GEOGRAPHY</b>
	or	<b>Hi</b>
		<b>HISTORY</b>
		<i>(Please underline only two)</i>

2. You will be able to do **TWO** further subjects. Please underline **THREE** subjects from the following list. Then put a number **1** against your first choice, a number **2** against your second choice, a number **3** against your third choice. **DO NOT** underline any subject in this list that you have already underlined above!

	<b>ART</b>	<b>Ar</b>
	<b>DESIGN &amp; TECHNOLOGY</b>	<b>D</b>
	<b>FRENCH</b>	<b>Fr</b>
	<b>GEOGRAPHY</b>	<b>Ge</b>
or	<b>HISTORY</b>	<b>Hi</b>
	<b>GERMAN</b>	<b>Gr</b>
	<b>COMPUTING</b>	<b>C</b>
	<b>LATIN</b>	<b>La</b>
	<b>MUSIC</b>	<b>Mu</b>
	<b>PE (GCSE)</b>	<b>Pe</b>

3. Now check that the form states your choices correctly and then sign it!

These are my choices.....(STUDENT'S SIGNATURE)

I confirm the choices made above ..... (PARENT'S SIGNATURE)

**Please do not return completed form until after the Parents' Evening on 22<sup>nd</sup> February. Forms should be returned to Mrs Clark between 12<sup>th</sup> and 16<sup>th</sup> March.**