



Cranbrook
School

Year 9

GCSE Options
and Course Guide

2023

CONTENTS

A message from the Headmaster	3
Introduction	3-4
Making Your Choices	5
A message from the Futures Department	6
English	7-8
Mathematics	9
Biology	10
Chemistry	11
Physics	12
MFL - French and Spanish	13
Latin	14
Religious Studies	15
Art and Design	16
Drama	17
Food Preparation and Nutrition	18
Geography	19
History	20
PE	21
Music	22
Computer Science	23
Summary Table	24

A message from the Head

This booklet explains the choices now open to you as you embark on the next stage of your education. Our aim is to ensure that you have the necessary knowledge, skills and understanding to progress successfully. The best way to do this as a grammar school student is to ensure you qualify for the English Baccalaureate at the end of Year 11. Our GCSE curriculum is tailor-made to achieve this.

GCSEs are a vital platform for further study in the Sixth Form and at university, as well as future career pathways. Whatever you do, it is important that you aim as high as possible and work hard to achieve good grades across the board. When you consider your options, you should think about what you are good at and what you enjoy doing. We offer a broad and balanced curriculum, which leaves your options open for the future.

Please make sure that you read this booklet carefully and discuss with your parents, your tutor and your various subject teachers what would be the best combination of optional subjects for you.

I wish you well in your decision-making and in your GCSE studies.

Will Chuter
Head

INTRODUCTION

As Year 9 students, you have all been following a broadly similar curriculum, consisting of a wide range of subjects. In Years 10 and 11 you will be following a reduced number of courses, most leading to GCSE examinations. We are now asking you to start thinking about which subjects you would like to continue. Shortly, you will be submitting your list of choices, and before this you should find out all you can about the subjects on offer and discuss your ideas with parents and teachers. There will be limited opportunities to change your mind after the submission date, so ensure you make informed decisions.

In the first instance, read through this booklet. Here, Heads of Department explain the content of their courses and their place in your general education. They suggest why the subject should be given serious consideration and give guidance as to how to judge whether you should choose it or not.

National expectations are that all GCSE students achieve at least a grade 4 in English Language and Maths. Nationally, grade 5 is considered a “good pass”.

NEW GCSEs

You may already be aware that new GCSEs were introduced in English and Mathematics from September 2015 and new GCSEs in other subjects followed in September 2016. GCSEs will be graded on a 9-point scale where 9 is the top grade. All of your GCSEs will be graded 9-1.

There is no direct comparison between individual grades on the new 9-1 scale and the old A*-G scale. However, Ofqual, (the government’s Office of Qualifications and Examinations Regulation) state:

- broadly the same proportion of students will achieve a grade 4 and above as historically achieved a grade C and above
- broadly the same proportion of students will achieve a grade 7 and above as historically achieved a grade A and above
- the bottom of grade 1 will be aligned with the bottom of grade G
- grade 5 will be awarded to around the top third of students gaining the equivalent of a grade C and bottom third of a grade B. This has been defined as a good pass by the Department for Education.

New Grading	Previous Grading
9	
8	A*
7	A
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above=top of C and above
AWARDING
4 and above=bottom of C and above

All subjects will be linear so students will be assessed at the end of the course and subject content will not be divided into modules. Assessment will be made by external exam, except where non-exam assessment is the only way to assess certain skills. Each Head of Department details assessment overleaf. Before turning to individual subjects, we would like you to think a little about how to begin making your selection, and offer you one or two tips.

GIVE EACH SUBJECT SERIOUS THOUGHT

There are no unimportant subjects on the list. Therefore, do not rule out any subject without thinking seriously about its possibilities both at GCSE level and beyond. Maths, English, a Language, and Science are regarded as essential for all and a practical/creative subject is encouraged, but beyond that you should think of all subjects as having equal claim to your consideration.

DON'T CLOSE DOORS

Your decision will influence not only your school career, but also possibly your adult career. You may think you know exactly what you want to do with your life, but you are likely to change your mind a number of times before you leave school. You should try not to make choices which would prevent you from taking up a possible career, Further Education or Higher Education course later on.

THINK ABOUT THE SORT OF PERSON YOU ARE

What do you particularly enjoy studying? What work patterns suit you best? What are your best and worst subjects? Which subjects are you most confident in? What do you find particularly difficult or lacking in stimulation? These are the questions you should be asking yourself and it might be a good idea to list subjects in order of your ability (as seen by yourself and your teachers) and in the order in which you enjoy them. Give reasons why subjects are high or low on these lists.

DON'T BE INFLUENCED BY YOUR FRIENDS

The very worst reason for choosing a particular subject is because your friend or your group is going to do it. You are bound to talk about it among your friends, but your friends are not very well placed to guide you in what *you* should do with *your* life. We are all different and must make choices that best fit our own needs and ambitions. Find out all you can, discuss as much as you can with different people, but in the end make up your own mind. Similarly, try not to be influenced by which teachers you like best (or least); they may never teach you again and, after all, it is the subject you are choosing, not the person.

Mrs R Rahtz, Head of KS3

You will make your choices via the Online Microsoft Form.

COMPULSORY GCSE COURSES

Everyone will study:

- English Language, English Literature, Mathematics, Science

In addition, you must choose at least one language:

- French, Spanish or Latin

In addition, you must choose at least one humanity:

- History or Geography

Everyone will follow an unexamined programme in Games, PE and PSHE

OPTIONAL GCSE COURSES

The following are additional subjects at GCSE:

Art & Design, Drama, Food Preparation and Nutrition, Geography, French, Spanish, History, Latin, Religious Studies, PE, Computer Science and Music

In addition to your modern foreign language and humanity choice you must choose **TWO** optional GCSE courses plus one **reserve**. You may, of course, choose more than one language or humanity. You are also strongly encouraged to include a practical/creative subject chosen from:

Art, Drama, Food Preparation and Nutrition, Music

You may choose two practical/creative subjects.

Key Dates:

Tuesday 24th January 10.00: Queens Hall Year 9 Talk

- Talks from Mrs Rahtz, Mr Johnson and Mrs Newman (Careers)

Tuesday 7th February: Year 9 Parents' Evening

Friday 24th February 18.00: Year 9 Parents' Options Information Evening MS TEAMS. Invitation will be emailed to parents.

- Talks from Mrs Rahtz and Mr Johnson
- Time to ask questions
- Options Form 'goes Live' directly after the meeting

Friday 24th March: Deadline for submitting options forms online.

A message from the 'Futures' department

Information on careers education, careers advice and guidance including apprenticeships and work-related learning comes under the umbrella of 'Futures' at Cranbrook School.

In Year 9, you have to make your choice of option subjects for GCSE. If you have an idea about a particular career path you might like to follow, try and find out about the subjects which might be needed for this. But whether you know what you want to do or not, all the research links below will provide you with helpful information, so take a look before you make your choices.

[TARGET careers UK | careers help and advice for school leavers](#)

[Success at School: Careers advice for schools and students](#)

[Prospects.ac.uk](#)

[CXK Home - Career Advice, Training & Development](#)

[Cranbrook School | Careers & UCAS](#)

Here are some useful tips

- Be realistic about the subjects which you choose to study. It would be silly to choose a subject in which you have limited ability
- You should enjoy your chosen subjects.
- Talk to as many people as possible about your ideas – including parents, subject teachers and tutor and students in the year above (they've already been through it!)
- You can email me for advice too – office@cranbrook.kent.sch.uk

Your choice of subjects at this stage in your school career is important but it is equally important to look at other skills as well as educational qualifications such as adaptability, versatility and the ability to cope with pressure and uncertainty. During your time in school look out for opportunities to develop these skills by taking part in extra-curricular activities, attending courses, lectures and taster-days and volunteering. Many of these are offered virtually and there is regular information published about these opportunities in the school's weekly Futures bulletin which is available through your tutor and the school website and is also emailed to your school email account on a weekly basis.

<http://www.cranbrookschool.co.uk/news/futures-bulletins>

Mrs Newman
School Careers Co-Ordinator

Qualification name	English Language
Course number	8700
Examination body	AQA
Course intent and outline content: The course aims to analyse the significance of language and structure within different written forms, and provides: <ul style="list-style-type: none"> • A grasp of basic writing skills which will be needed in later life • The ability to read relevant information and evaluate its success linguistically and structurally • The ability to construct cohesive responses in a variety of writing styles, including descriptive, narrative, persuasive and informative 	
Course Description Paper 1: Explorations in Creative Reading and Writing What's assessed Section A: Reading <ul style="list-style-type: none"> • One literature fiction text Section B: Writing <ul style="list-style-type: none"> • Descriptive or narrative writing Assessed <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE Questions Reading (40 marks) (25%)-one single text <ul style="list-style-type: none"> • 1 short form question (1x4 marks) • 2 longer form questions (2x8 marks) • 1 extended question (1x20 marks) Writing (40 marks) (25%) <ul style="list-style-type: none"> • 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 	
Paper 2: Writers' Viewpoints and Perspectives Section A: Reading <ul style="list-style-type: none"> • One non-fiction text and one literacy non-fiction text Section B: Writing <ul style="list-style-type: none"> • Writing to present a viewpoint Assessed <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE Questions Reading (40 marks) (25%) – two linked texts <ul style="list-style-type: none"> • 1 short form question (1x4 marks) • 2 longer form questions (1x8, 1x12 marks) • 1 extended question (1x16 marks) Writing (40 marks) (25%) <ul style="list-style-type: none"> • 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 	
Non-examination Assessment: Spoken Language What's assessed (AO7-AO9) <ul style="list-style-type: none"> • Presenting • Responding to questions and feedback • Use of Standard English Assessed <ul style="list-style-type: none"> • Teacher set throughout course • Marked by teacher • Separate endorsement (0% weighting of GCSE) 	

Qualification name	English Literature
Course number	8702
Examination body	AQA
<p>Course intent and outline content: The course covers a range of 19th to 21st century texts and aims to provide:</p> <ul style="list-style-type: none"> • A grasp of basic writing skills which will be needed in later life • Transferable skills • The ability to construct cohesive arguments in response to a range of challenging texts in the context of their reception and the production of their respective time periods. <p>Course Description</p> <p>Paper 1: Shakespeare and the 19th Century novel What's assessed</p> <ul style="list-style-type: none"> • Shakespeare • The 19th-century novel <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 64 marks • 40% of GCSE <p>Questions Section A Shakespeare: Students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B The 19th-century novel: Students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p> <p>Paper 2: Modern texts and poetry What's assessed</p> <ul style="list-style-type: none"> • Modern texts • Poetry • Unseen poetry <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 2 hour 15 minutes • 96 marks • 60% of GCSE <p>Questions Section A Modern texts: Students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Section B Poetry: Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p>Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p> <p>All assessments are closed book: any stimulus materials required will be provided as part of the assessment.</p> <p>All assessments are compulsory.</p>	

Qualification name	Mathematics (9-1)
Course number	1MA1 Higher Tier
Examination body	Edexcel
<p>Course intent and outline content</p> <p>We teach the 9-1 Higher course for Edexcel at GCSE which aims to provide evidence of students' achievements against demanding and fulfilling content and to give students confidence that their mathematical skills, knowledge and understanding acquired during the course are rigorous compared to international qualifications. We aim to provide a strong foundation for further academic and vocational study and employment as well helping them access a full range of higher education courses in their future. This course enables students to develop fluent knowledge skills as well as understanding of mathematical concepts. Furthermore, students will acquire and select appropriate skills to solve problems, reason and communicate mathematically and to draw inferences and conclusions that will help them in a range of situations. The 9-1 GCSE is wide, broad and rigorous and offers a very secure foundation for all further pathways through life, be they mathematical or not. All students study the higher course but through careful setting of students and adaptive teaching, we ensure that all students receive a challenging curriculum in the subject.</p> <p>Course Description</p> <p>We have a lot of the experience on the newer Maths GCSE which is graded from 1 – 9 (9 being the highest). The new course is more rigorous and places a higher emphasis on understanding and application of key concepts including more difficult problem-solving questions. The three final examinations will each cover the content taught over a three-year period. It is important to note that the Mathematics GCSE will have a weighting equivalent to two GCSEs in national performance measures.</p> <p>Key concepts in the course are:</p> <ul style="list-style-type: none"> • Application of number, shape, data handling and algebra. • The use and standard application of mathematical knowledge • Reason, interpret and communicate mathematically including the use of proof • Solve mathematical problems in a range of contexts <p>Paper 1 is non-calculator, paper 2 and 3 require a scientific calculator.</p> <p>Students will be expected to recall standard results in mathematics as well as formulate new ideas on how these can apply in different situations. The content of the course is largely similar to previous GCSEs and focuses on 4 key areas of number, algebra, geometry and data although some more challenging ideas such as pre-calculus have been introduced. In order to give students a full opportunity to grasp this style of applying mathematics we have started the course in Year 9.</p>	
Course assessment	Three terminal examinations only.
Terminal examinations:	Three papers each with duration of 90 minutes. One examination paper will set questions to be done without the use of a calculator. Each of the three papers has equal weighting to the final grade.
Controlled Assessments:	None
<p>Please note that there may be an option for students in set 1 to take the AQA Level 2 Certificate in Further Maths at the end of year 11. This is usually run outside of curriculum time and is dependent on student interest and staffing. No group takes the GCSE in year 10, and this is not offered as a choice for individual students.</p>	

Qualification name	Biology
Course number	8461
Examination body	AQA
<p>Course intent and outline content</p> <p>We teach the Higher-Tier course for AQA which aims to build upon students understanding of the Biology taught at KS3. The intent is to build students' understanding of the world around them so that they can develop their resilience and analytical skills. We aim to provide a variety of stretch and challenge activities that will embed strong learning skills that will be valuable in higher education and in future employment. Furthermore, students will acquire and develop their communication skills in explaining problems and suggesting valid conclusions. Students will also explore the content with a variety of practical tasks that will enable them to manipulate apparatus and design investigations to ensure that good data is collected.</p> <p>Course Description</p> <p>The new GCSE biology course has been tweaked from the previous specification. It has become more challenging and demanding to bridge the gap to A-level studies and beyond. All of the examinations are linear and do not include any coursework. The change in course involves a greater emphasis on mathematical and practical skills. Pupils will be required to attempt specific practical activities throughout the course that will be tested in their terminal examinations.</p> <p>The content is very exciting and covers a broad range of topics including: keeping healthy, living together, the human body, evolution and the environment.</p> <p>Biology is taught by subject specialists in two purpose-built labs. There is also access to other labs as well as a Lecture Theatre. The department is well resourced and aims to undertake as much practical activities as possible. The goal of the biology department is to provide a safe and stimulating environment that enables students to work independently and explore their own understanding of the world around them.</p>	
<p>Course assessment</p> <p>Terminal examinations: Two 1 hour and 45-minute examinations. Both examinations will cover all biology chapters and the required practicals that are required as part of the GCSE course.</p> <p>Controlled Assessments: None</p>	

Qualification name	Chemistry
Course number	8462
Examination body	AQA
<p>Course intent and outline content</p> <p>Chemistry looks at the composition and properties of matter. It seeks to describe and explain how substances undergo chemical reactions and change from one substance to another. Chemistry holds a central position between physics and biology and has a very wide range of real-life applications. Topics range from the highly conceptual, like the structure of the atom, through to the very pragmatic, like the study of protein structure or the manufacture of aluminium. Chemistry is respected as a rigorous academic subject. Successful chemistry students are good at understanding conceptual models and think analytically. They can apply many ideas at once, in a range of environments and construct logical arguments often backed up with mathematical precision. These skills will always be in demand and chemists are recruited far beyond the obvious careers of research and industry.</p> <p>The aims of our GCSE Chemistry specification are to encourage candidates to:</p> <ul style="list-style-type: none"> • Acquire a systematic body of chemical knowledge, and the skills needed to apply this in new and changing situations in a range of domestic, industrial and environmental contexts • Acquire an understanding of key scientific ideas, how they develop, the factors which may affect their development and their power and limitations; • Plan and carry out a range of investigations, considering and evaluating critically their own data and that obtained from other sources, and using ICT where appropriate • Evaluate in terms of their scientific knowledge and understanding, the benefits and drawbacks of scientific and technological developments, including those related to the environment, personal health and quality of life, and considering ethical issues • Select, organise and present information clearly and logically, using appropriate scientific terms and conventions. <p>Course Description</p> <p>We follow the AQA GCSE Chemistry specification, with emphasis on mathematical and practical skills as well as the core chemistry content and provides sufficient level of demand to bridge the gap to A-level studies and beyond. The course is taught from the beginning of Year 9.</p> <p>The course includes:</p> <ul style="list-style-type: none"> • Atomic theory and the structure and bonding of matter • Elements of the periodic table and their reactions • Energy changes in chemical reactions • Organic chemistry • Quantitative chemistry; writing equations and calculating moles, masses and volumes • Chemical analysis • How the use of raw materials can affect the global environment <p>Chemistry is taught by subject specialists in purpose-built labs. The department is well resourced and aims to undertake as much practical activity as possible in addition to the 8 core practicals required by the course. Students are expected to undertake a certain amount of independent learning and there are a number of online facilities and resources to help with this.</p>	
<p>Course assessment</p> <p>Terminal examinations: Two 1 hour and 45 mins examinations.</p> <p>Controlled Assessments: None</p>	

Qualification name	Physics
Course number	8463
Examination body	AQA
<p>Course intent and outline content:</p> <p>The requirements of the National Curriculum are covered by following the AQA specification.</p> <p>GCSE Physics offers students a firm foundation to study A-level Physics as well as a good background that will be useful in other science or technology courses at A level and post-18. Students will learn to model physical processes and should be able to apply these ideas to the world around them. Physics will study phenomena over the widest range of scale, from subatomic processes to the motion of galaxies.</p> <p>The scheme of work offers multiple opportunities for students to develop strong practical skills and to improve their ability to learn independently.</p> <p>Every student can legitimately aspire to a minimum of a level 7 in the final GCSE with the most able students stretched to level 9 and beyond. There should be no impact on pupil achievement due to gender, race or any other circumstance. Pupil premium money will be used to help support disadvantaged pupils wherever possible.</p> <p>Course Description</p> <p>Please note that this course starts at the beginning of Year 9.</p> <p>The course content includes:</p> <ul style="list-style-type: none"> • Forces • Energy • Waves • Electricity • Magnetism and electromagnetism • The particle model of matter • Atomic structure • Space physics. • <p>Physics is taught by subject specialists in 2 purpose-built labs. There is also access to other labs as well as a Lecture Theatre. The department is well resourced and aims to undertake as much practical activity as possible including data logging activities.</p>	
<p>Course assessment</p> <p>Terminal examinations: Two written papers, each 1 hour 45 minutes long. Each paper examines half of the course specification with the concept of 'energy' acting as a common theme between the two papers.</p> <p>There are a certain number of compulsory experiments that occur over the three-year GCSE course. The written papers will include questions based on these practicals to assess students' knowledge and understanding of experimental techniques and the analysis of data.</p>	

Qualification name	MFL-French & Spanish
Course number	1(FR0) & 1(SP0)
Examination body	Pearson Edexcel
<p>Course intent and outline content:</p> <p>The course will build on knowledge acquired in Key Stage 3. It will cover:</p> <ul style="list-style-type: none"> • Expansion of time frames, with more complex structures and tenses in line with exam requirements. • Increased fluency • Expansion of comprehension skills to include inference • Use of the four skills to communicate effectively. <p>Each student will have their own textbook.</p> <p>Course Description</p> <p>French and Spanish are both offered for GCSE and the Edexcel specifications are followed. Pupils are generally set in both French and Spanish. All students have to take at least one modern foreign language to GCSE level at Cranbrook School, although many choose to take two and some find that Latin combines well with one, or more, modern languages.</p> <p>The 5 broad topics covered for GCSE (in both languages) are: Identity and Culture, Local Area/ Holidays and Travel, School, Future Aspirations/ Study / Work, International and Global Dimension.</p> <p>There are 4 terminal examinations, each worth 25% of the final grade: Listening-(45mn Higher Tier; 10 questions), Reading-(1hour Higher Tier; multi response and short answer questions, 1 translation question) Writing-(1h15 Higher Tier; 1 translation and 2 open response questions) Speaking-(10/12mn; 1 role-play, 1 picture-based task, 1 conversation)</p> <p>Edexcel (Higher/Foundation) are the text books used for both French and Spanish. These are supplemented by a wealth of appropriate resources and revision materials for the needs of all our students.</p> <p>Course assessment Terminal examinations:</p> <p>Paper 1: Listening and understanding in Spanish/French* (Paper code: 1SP0/IFR0/1F and 1H) Paper 3: Reading and understanding in Spanish/French*(Paper code: 1SP0/1FR0/3F and 3H) Paper 4: Writing in Spanish/French *(Paper code: 1SP0/1FR0/4F and 4H) Paper 2: Speaking in Spanish/French *(Paper code: 1SP0/1FR0/2F and 2H) *Internally conducted during the course and externally assessed The option of sitting the Foundation papers will be decided after the second Year 11 Mocks in the spring term.</p>	



Qualification name	Latin
Course number	C99OPB
Examination body	EDUQAS (WJEC)
<p>Why study Latin?</p> <p>Studies in both the US and the UK have shown that the study of Latin has an enormously beneficial impact on students' English literacy, with positive effects on both spelling and vocabulary. Students who study this fascinating and enjoyable subject develop a number of transferable skills including problem-solving, logic and analysis. In addition to learning the language we also place great emphasis on learning about Roman history and how such a fascinating civilisation impacts modern British society.</p> <p>Where can Latin take me?</p> <p>All classes are taught by subject specialists and the department runs frequent trips to locations such as Lullingstone Roman villa and Bath, and there is a trip to Rome itself planned for October 2023 and again in 2024. Many Latin students go on to study Classical Civilisation at A-level, and each year some sixth formers choose to continue their classical education at top universities. In 2023 we saw almost 30% of the Year 13 class opting for a classical degree. At GCSE the department consistently gets impressively high value added scores with many students achieving two (or sometimes more!) grades higher than their baseline predictions.</p> <p>Course Aims</p> <p>The aims of the course are to:</p> <ul style="list-style-type: none"> • Further students' grammatical and vocabulary knowledge to enable them to translate more complex Latin passages accurately. • Put linguistic ability into context through the study of GCSE-level abridged Latin literature, allowing more able students to practise the true purpose of learning Latin: reading real Latin text. • Enhancing students' cultural and historical knowledge of the ancient world through the study of civilisation topic instead of additional literature, which enhances the ability to empathise with other cultures and to compare them with modern British practices. <p>Course Description</p> <p>There are three aspects to the course, all of which will be examined in the final GCSE:</p> <ul style="list-style-type: none"> • Latin Language – 50% of the GCSE, studied in both year 10 and 11. • Latin Literature and Sources (Themes) – Love and Marriage. This component is taught in year 11 and consists of a number of extracts from real Roman authors on a theme. This is 30% of the GCSE. • Roman Civilisation – City of Rome. This topic is enhanced by the departmental trip to Rome and covers topics such as rich/poor housing, the Colosseum and Circus Maximus, the port of Ostia and the mythological founding of the city by Romulus and Remus. You will learn to show knowledge of the topic, analyse source material and evaluate the evidence. This is 20% of the GCSE. <p><i>PLEASE NOTE: You cannot choose Latin as a GCSE option in Year 10 if you have never previously studied it as a subject.</i></p>	
<p>Course assessment:</p> <p>Latin Language exam = 1 hour 30 minutes. This will comprise of translation and comprehension.</p> <p>Latin Literature exam = 1 hour 15 minutes. The literature exam is an 'open book' paper where the text and vocabulary will be provided rather than learnt by heart.</p> <p>Roman Civilisation exam = 1 hour. You will be examined on a number of visual and literary sources, all of which will have been covered in lessons.</p>	



Qualification name	Religious Studies
Course number	8062
Examination body	AQA
<p>Course intent and outline content:</p> <p>Students should extend and deepen their knowledge and understanding of religious and world views, explaining local, national and global contexts. Building on their prior learning, they appreciate and appraise the nature of different religions and world views in systematic ways. They should use a wide range of concepts in the field of Religious Studies confidently and flexibly to contextualise and analyse the expressions of religions and world views on the values and lives of both individual and groups, evaluating their impact on current affairs. They should be able to use different disciplines of religious studies to analyse the nature of religion.</p> <p>Course Description</p> <p>This GCSE ensures students have a diverse choice of intriguing subjects to explore.</p> <p>Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills which will help prepare them for further study.</p> <p>The GCSE course is split into two main components: the study of two world religions, and the study of key philosophical and ethical issues. Students will study Christianity and Islam and aspects of Buddhism. The key beliefs, practices and the role of each of the religions in the global community will be explored. Students will also cover the different religious perspectives on the philosophical and ethical issues within religious and non-religious systems such as atheism and humanism.</p> <p>Component 1: The study of religious beliefs, teachings and practices</p> <p>Christianity</p> <ul style="list-style-type: none"> • Beliefs and teachings • Worship and festivals • The role of the church in the local and worldwide community <p>Islam</p> <ul style="list-style-type: none"> • Key Beliefs • Authority • Worship • Duties and festivals <p>These topics cover a variety of beliefs and practices such as, life after death, God, jihad, salvation, Christmas, angels, pilgrimage and holy books.</p> <p>Component 2: Thematic Studies</p> <ul style="list-style-type: none"> • Theme A: Relationships and families. • Theme B: Religion and life. • Theme C: The existence of God and revelation. • Theme D: Religion, peace and conflict. • Theme E: Religion, crime and punishment. • Theme F: Religion, human rights and social justice. <p>These topics cover a wide range of issues such as, how the universe began, crime and punishment, sexuality, poverty, abortion, euthanasia, human rights and animal testing.</p> <p>Course assessment - Terminal examinations: Two separate examination days which take place in year 11. Two 50 min papers are sat on the first date – Christianity and Islam. Thematic studies are sat on the second date sat at the end of Year 11.</p> <p>Controlled Assessments: None</p>	

Qualification name	Art and Design
Course Title	GCSE Art and Design (9-1)
Examination body	Edexcel
<p>Course intent and outline content:</p> <p>Trips to Art Galleries are an integral part of the course, we are extremely fortunate at Cranbrook School that we are a short train or coach ride from London where there are world class galleries and museums. We also have access to lecture programmes where we get the opportunity to meet and engage with professional practicing artists. Based on the last 2 years we expect to continue to visit the National Gallery and the Royal Academy of Art to experience first hand work of the artists you will be studying on the course as well as attended a lecture programme where you will meet current contemporary artists.</p> <p>Course Description</p> <p>The KS4 curriculum becomes more original. It requires students to actively engage in the creative process of art so that they can develop as effective, independent learners. The content of the course provides a safe learning environment to enable pupils to explore their own values, culture, gender, practical persuasion and identity within context. Their responses are valued and explored in order to add personal meaning to their work.</p> <p>It has two parts:</p> <ul style="list-style-type: none"> • Component 1: Personal Portfolio, which is 60% of the GCSE examination • Component 2: The Externally Set Assignment, which is 40% of the GCSE grade <p>Content overview</p> <p>Personal Portfolio - Students create a personal portfolio of work that demonstrates the knowledge, understanding and skills.</p> <ul style="list-style-type: none"> • Develop and explore ideas • Research primary and contextual sources • Experiment with media, materials, techniques and processes • Present personal response(s) to theme(s) set by the centre <p>The Externally Set Assignment</p> <ul style="list-style-type: none"> • The ESA paper will be released February in Year 11 • The 10-hour sustained focus period under examination conditions • Students' work must comprise preparatory studies and personal response(s). • Preparatory studies will comprise a portfolio of development work based on the ESA broad-based thematic starting point • Students' work must show evidence of all four Assessment Objectives • All work is internally marked using the assessment and internally standardised <p>Qualification aims and objectives</p> <p>This GCSE Art and Design qualification requires students to:</p> <ul style="list-style-type: none"> • Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds • Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products • Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills • Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence • Develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries • Develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work 	
<p>Course assessment</p> <p>Terminal examinations: 10-hour examination; Summer 2025</p> <p>Controlled Assessments: Throughout Year 10 and 11</p>	

Qualification name	Drama
Course number	8261
Examination body	AQA
<p>Course intent and outline content:</p> <p>The course provides students with the opportunity to create meaningful theatre, with a clear focus on the theoretical and practical application of this process. They will achieve this through the exploration of a range of stimuli, texts and styles. Students will diarise their findings, which naturally creates an opportunity to develop their analytical and evaluative writing skills. They will also be given the opportunity to contextualise a range of plays and texts over the duration of this key stage, as well as continuing their progress with confidence and communication.</p> <p>Course Description</p> <p>Drama provides you with the opportunity to develop different practical approaches to theatre by exploring various characters, genres, style and text. The practical work is a strong element of this subject, covering 60% of the marks. Alongside the skills mentioned, drama also allows students to develop the more-subtle skills: speaking to an audience, team work and developing ideas. 40% of the final mark is a written paper, where the students analyse work they have studied. We use the two years to prepare for this through rehearsal diaries, detailed analysis of texts and reviews of live productions.</p> <p>The course structure:</p> <p><u>Component 1: Understanding drama</u></p> <p>What's assessed:</p> <ul style="list-style-type: none"> • Knowledge and understanding of drama and theatre • Study of one set play from a choice of six • Analysis and evaluation of the work of live theatre makers <p>How it's assessed:</p> <ul style="list-style-type: none"> • Written exam: 1 hour and 45 minutes • 80 marks • 40% of GCSE <p><u>Component 2 - Devising drama (practical)</u></p> <p>What's assessed:</p> <ul style="list-style-type: none"> • Process of creating devised drama • Performance of devised drama (students may contribute as performer or designer) • Analysis and evaluation of own work <p>How it's assessed:</p> <ul style="list-style-type: none"> • Devising log • Devised performance • 80 marks in total • 40% of GCSE <p>This component is marked by teachers and moderated by AQA.</p> <p><u>Component 3 – Texts in practice (practical)</u></p> <p>What's assessed:</p> <ul style="list-style-type: none"> • Performance of two extracts from one play <p>How it's assessed:</p> <ul style="list-style-type: none"> • Performance of Extract 1 (20 marks) and Extract 2 (20 marks) • 40 marks in total • 20% of GCSE <p>This component is marked by AQA.</p>	
<p>Course assessment</p> <p>Terminal examinations: Written examination. Summer 2025</p> <p>Coursework: Devising Component: Internally assessed and externally moderated Texts in Practice Component: Externally assessed.</p>	

Qualification name	Food Preparation and Nutrition
Course number	8585
Examination body	AQA
<p>Course content and outline content:</p> <p>The course will build on the knowledge and understanding and skills learnt at KS3. Practical skills will be extended, to introduce wider and more complex techniques required to prepare and cook varied and nutritionally beneficial food.</p> <p>Course Description</p> <p>This qualification is linear. Linear means that students will sit all their exams and submit all their Non-Exam Assessment at the end of the course. The examination and NEA moderation for this cohort will be in 2022.</p> <p>The majority of the specification will be delivered through preparation and making activities. Students must be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation. The range of food and ingredients studied will reflect the recommended guidelines for a healthy diet based on the main food nutritional groups of carbohydrates; starches and sugars, vitamins and minerals, proteins, fats. Food safety and hygiene will be fundamental to the delivery of the course and social, economic and ethical considerations will also be included in student learning.</p> <p>What will you learn?</p> <p>At GCSE, students will study 5 main areas - Food preparation skills will be Integrated into the understanding of the 5 sections:</p> <ul style="list-style-type: none"> • Food, nutrition and health • Food science • Food safety • Food choice • Food provenance <p>The skills developed during a Food Preparation and Nutrition course would be especially useful for those considering careers in nutrition, new product design, advertising, consumer and environmental offices, product buying, food research and development, dietetics, nursing and medical, sports science, catering, event management, media such as food journalism, magazine and television production. The subject also links well with other subjects such as science, sport, English, maths and humanities.</p>	

Course assessment

Non-Examined Component (NEA) - Practical investigations are a compulsory element of both NEA tasks.

Task 1: Food investigation: a written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation. Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Task 2: Food preparation assessment: A written or electronic portfolio including photographic evidence of three final dishes to be prepared under controlled assessment conditions. Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task will be assessed. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

Assessment (NEA) 50% of GCSE to include **Task 1** and **Task 2**

Examined Component 50% of GCSE (100 marks) Written examination 1 hour 45 minutes.

Qualification name	Geography
Course number	8035 (AQA GCSE Geography)
Examination body	AQA
<p>Course intent and outline content:</p> <p>At KS4 all students will be able to deepen their knowledge of geography. They will have a better understanding of people – environment – interactions, and will be able to achieve the geographical foundations via the consistent use of theory, practice and management. They will develop more independent learning and decision making, and they will plan and undertake a human and physical enquiry which will enable the development of a variety of relevant skills. Exam technique and extended writing skills will be honed, as will their ability to justify and evaluate. Students will develop their values and understanding of British and global issues via the use of contemporary and relevant case studies. Challenge and support will be provided for the wide ability levels to ensure that all students can either achieve or exceed their targets.</p> <p>Course Description</p> <p>Geography is about the world that you live in. It is the study of both the natural and human environment and, importantly nowadays, the relationship and impact between the two. It is a good subject because you will be able to relate to all the topics that are studied, many of which deal with very important issues for both our country and the world. For example, “Is international aid always a benefit?”, “Should we stop coastal management in some areas of the UK?” “Why are climatic hazards on the increase?”, “How can we reduce the impacts of hazards in poor areas?”, “Can the world support its growing population?”, “Does Europe need increased immigration?”, “Is global warming really a problem?”, “How can we develop economically without destroying the environment?” There are not always easy answers, but never has there been a more important time to understand the consequences of human activity on our natural and social world.</p> <p>The Geography GCSE course reflects a combination of modern highly relevant geographical issues such as uneven economic development, sustainability and globalisation along with some of the more traditional topic areas within human and physical geography. This course is challenging and enables students to appreciate the importance of geography for understanding the world around them, drawing on up to date and relevant case studies.</p>	

There are four key areas covered during the course which are:

- 1: Living with the physical environment
- 2: Challenges of the human environment
- 3: Geographical applications
- 4: Geographical skills

For more information please visit:

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>



Course assessment

Terminal examinations: Three examinations. Summer 2025

Controlled Assessments: None

Qualification name	History
Course number	1H10
Examination body	Edexcel
Course intent and outline content: <p>The teaching of History has at its heart three key intentions. Regarding knowledge and understanding, History promotes recall of facts and concepts, sequencing and chronology of key study units and topics and their application. On understanding, we aim to articulate key concepts such as change and continuity, cause and consequence, significance, using evidence. Equally important are literacy for learning and enquiry skills. In the case of the latter this means bringing knowledge, understanding and structured writing together to demonstrate persuasive writing and intellectual curiosity. New concepts are introduced, e.g. interpretations versus sources; breadth of study of 1000 years.</p>	
Course Description <p>There are many reasons for studying History. It will give you the background knowledge you need to understand the modern world you will soon be entering as a responsible citizen, elector and hopefully critic. It will also give you the chance to develop valuable skills which you will need in many life situations, for example:</p> <ul style="list-style-type: none">• reading complex material and extracting essential information• constructing a clear and logical account of a complex problem• detecting bias, spotting the weak points in an argument (lawyers were often good historians at school) <p>History is an umbrella discipline through which you encounter many other disciplines: economics, geography, ethics, political philosophy and psychology, art history. The study of History can enrich in other ways: by fostering empathy, kindling the imagination, encouraging you to make value judgments and giving perhaps more scope for debate than any other school subject. It is intellectually rewarding but it is also exciting and that is not to be despised as a reason for continuing with it.</p>	
COURSE CONTENT	



The topics studied in the history course are very varied. One paper focuses on medicine through time since 1250 to today and its role in historical events from the Black Death to Florence Nightingale to the war effort during World War Two. There is a special paper on casualties and the trenches of World War One. To complement this, a residential trip to the battlefields of Belgium and Northern France is undertaken in the summer of year 10.

European and world history is studied in two papers: one on Germany 1919-39 – an examination of circumstances after defeat of Germany that gave rise to Hitler and the Nazi party; the other on the Cold War – the transition of the US and USSR as wartime allies to conflict and rivalry as the world's two superpowers.

The British history side of the course features in the other papers and there is also a depth study on the end of Anglo-Saxon rule and the establishment of the Normans.

Through studying such a range of topics students should be able to get a grasp on the facts that have shaped Britain and its place in the modern world.

Course assessment

Terminal examinations: Three examination papers. Summer 2025

Qualification name	PE
Course number	J587
Examination body	OCR

Course Description

GCSE Physical Education is an exciting combination of the study of sport and physical activity in a practical and theoretical setting; on many occasions practice and theory are combined in interactive and action-packed lessons. It is recommended that students have good practical skills and game awareness in at least 1 major game and 1 individual pursuit. The OCR course involves two 1-hour written exams which account for 60% of the overall grade. The remaining 40% comes from a non-examined assessment, which involves a practical performance in 3 different activities and an analysis of performance in 1 activity.

Component 01: Physical Factors Affecting Performance

Students explore how parts of the human body function during physical activity and the physiological adaptations that can occur due to diet and training. They also develop skills in data analysis, and an understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

There are two topics:

- Applied anatomy and physiology
- Physical training.

Marks: 60

Duration: 1 hour

Weighting: 30%

Component 02: Socio Cultural Issues and Sports Psychology

Students develop their knowledge of the social-cultural and psychological influences on levels of participation in sport, and also how sport impacts on society more broadly. This includes the individual benefits to health, fitness and well-being of participating in physical activity, as well as the influences of commercialisation, sponsorship and the media.

There are three topics:

- Socio-cultural influences
- Sports psychology
- Health, fitness and well-being.

Marks: 60

Duration: 1 hour

Weighting: 30%

Component 03: Performance in Physical Education

Students are assessed in performing three practical activities and one performance analysis task. In the practical performance, they demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions. They are also required to demonstrate their ability to analyse and evaluate their own performance to produce an action plan for improvement.

Marks: 80

Duration: -

Weighting: 40%

Qualification name	Music
Course number	1MUO
Examination body	Edexcel
Course Description	
<p>In recent years, some students who have taken GCSE Music have gone on to study the subject further to eventually study at Conservatoire and University level. Most students study the subject simply because they enjoy music making and want to learn how to enjoy it even further.</p> <p>The GCSE music course develops students' interest in a wide variety of music from the Classical period to the present-day including music for the stage and screen and rock/pop music. Students will learn about a wide range of different styles of music and the course allows opportunities to develop existing musical interests further. Theoretical knowledge will follow on from the course followed by pupils in Year 9 and will facilitate composition work.</p> <p>Any instrument (including voice) can be offered for the performance part of the course and compositions will be made using music technology software. There is no requirement to have taken any theory or practical examinations to be able to take GCSE Music although instrumental/vocal lessons are strongly advised as a performance level of grade 4 standard is required upon entry in year 10.</p> <p>Studying GCSE Music combines creativity, imagination and academic study in a way that is unique. Practical, interpretative, creative, aural and knowledge skills will all be acquired from studying this course. In addition, studying music produces team players, analytical thinkers and students who are disciplined, determined and resilient.</p>	

The units are split up as follows:

Unit 1: (30%) Performing – one solo performance, one ensemble performance of grade 4 equivalent standard (4 minutes in total);

Unit 2: (30%) Composing – two short compositions, one to a brief (3 minutes in total).

Unit 3: (40%) Music – Appraising: a 1 $\frac{3}{4}$ hour written paper with questions related to set works, unfamiliar listening and dictation.

Course assessment:

Continual Assessment throughout Year 10 and 11

Terminal examinations: Externally assessed performance and composition work and
1 hour 45-minute examination in 2025

Qualification name	Computer Science
Course number	J277
Examination body	OCR
<p><u>Course intent and outline content:</u></p> <p>GCSE computer science will encourage students to:</p> <ul style="list-style-type: none"> • Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms and data representation • Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs • Think creatively, innovatively, analytically, logically and critically • Understand the components that make up digital systems, and how they communicate with one another and with other systems • Understand the impacts of digital technology to the individual and to wider society • Apply mathematical skills relevant to Computer Science. <p><u>Course Description</u></p> <p>Paper 1: Computer Systems</p> <p>This component will assess:</p> <ul style="list-style-type: none"> • Systems architecture • Memory and Storage • Computer networks, connections and protocols • Network security • Systems software • Ethical, legal, cultural and environmental impacts of digital technology <p>Assessed</p> <ul style="list-style-type: none"> • Written paper: 1 hour and 30 minutes • 50% of total GCSE • 80 marks <p>This is a non-calculator paper.</p> <p>All questions are mandatory.</p> <p>This paper consists of multiple-choice questions, short response questions and extended response questions.</p> <p>Paper 2: Computational thinking, algorithms and programming</p> <p>This paper will assess:</p> <ul style="list-style-type: none"> • Algorithms • Programming fundamentals • Producing robust programs • Boolean logic • Programming languages and Integrated Development Environments <p>Assessed.</p> <ul style="list-style-type: none"> • Written paper: 1 hour and 30 minutes • 50% of total GCSE • 80 marks <p>This is a non-calculator paper</p> <p>This paper has two sections: Section A and Section B. Students must answer both sections.</p> <p>In section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with (Python).</p> <p>*Practical Programming</p> <p>All students will undertake a programming task, either to a specification or to solve a problem (or problems), during the course of study. Students may draw on some of the content found in both components when engaged in Practical Programming.</p>	

HOW DO I MAKE MY CHOICES?

After deciding your choice of option subjects:

1. Use the table below to make a note of your choices.
2. Use the link which will be emailed to parents to take you to the Options Form online. The form will open 6.45pm, Friday 24th February (following the conclusion of Year 9 Parents' Option Information Evening) and close on Friday 24th March. Complete this form when you have carefully considered your choices.

SUMMARY TABLE

This is a summary of the options available to you

A 1st LANGUAGE CHOICE (choose one)	C OPTION CHOICES (2 in order of preference plus reserve)
French	Art and Design
Spanish	Food Preparation and Nutrition
Latin	Drama
	Geography
B 1st HUMANITIES CHOICE (choose one)	History
History	Latin
Geography	Religious Studies
	Spanish
	French
	PE
	Music
	Computer Science

Don't forget to indicate a reserve choice (R) in Option Choices C.

Please note that to allow maximum flexibility of choice, the groups of subjects that will be taught at the same time on the timetable (known as Option Blocks) will be based on the choices which the Year 9 pupils actually make; they are not predefined. It is possible that a few combinations of subjects may not be possible, in which case students will have to amend their choices. Fortunately, such cases are fairly rare; in recent years it has been possible to meet a vast majority of subject choices.

Note: It is also possible that for a particular subject there will be insufficient pupils to form a viable group. In such cases, it will again be necessary for these pupils to reconsider their subject choices.