



CATERHAM
SCHOOL

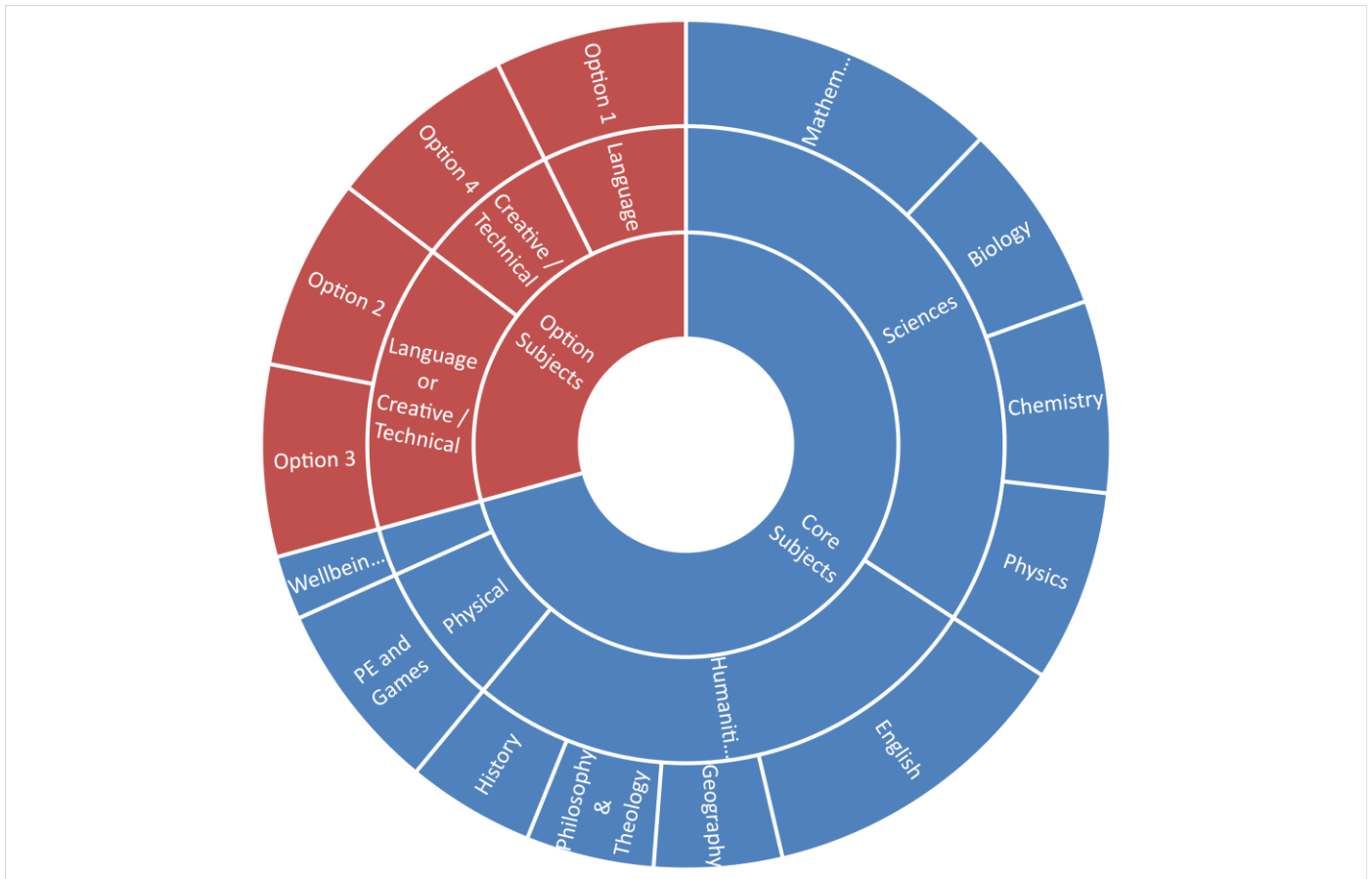
3rd Year Subject Choices 2024-25



AN INTRODUCTION TO THE THIRD YEAR CURRICULUM

The academic programme for pupils starting the Third Year in September requires all pupils to take the compulsory core subjects and to take four other subjects of their choice. The studying of core subjects meets both the national curriculum objectives and those of Caterham in providing a desirable basis to education for all pupils at this level. We recognise the value of all subjects in providing depth and interest to education. However, time does not permit all of the subjects studied in the First and Second Years to be taken in the Third Year. In order to maintain a broad curriculum, all students study at least one modern language and one creative/technical subject.

This booklet aims to give pupils and parents the information you need to help make the choices of which subjects are best for you to continue. You may also find it helpful to ask advice from subject teachers.



These are not GCSE choices so why do we ask pupils to choose options for the Third Year?

As they get older, we think it is important to give the pupils a sense of ownership about their education and to experience the challenges of decision-making. The choices allow them to pursue subjects in which they are interested in more detail, preparing them for the more in-depth study of the GCSE courses.

The decision at this stage is about what balance of Languages or Creative/Technical subjects would suit you best:

- one language and three Creative/Technical,
- two of each, or
- three languages and one Creative/Technical.

THE CORE SUBJECTS

Core subjects	
Sciences	Mathematics
	Physics
	Chemistry
	Biology
Humanities	English
	Philosophy & Theology
	History
	Geography
Physical	PE and Games
Enrichment	Wellbeing and EDGE

THE OPTIONAL SUBJECTS

Pupils will choose one subject from each of the following four option blocks (one from each column):

	OPTION BLOCK 1	OPTION BLOCK 2	OPTION BLOCK 3	OPTION BLOCK 4
Languages	French	French		
	Spanish	Spanish		
	German	German	German (beginner)**	
			Mandarin***	
		Latin	Latin	Greek
	English Additional Lang.*			
Creative/Technical		Design and Technology	Design and Technology	Design and Technology
		Art	Art	Art
		Computer Science	Computer Science	Computer Science
		Drama	Drama	Drama
		Music	Music	Music

In selecting options, there are a number of important points to consider.

GCSE subject choice

All of the subjects in the option blocks are also offered at GCSE. If a subject is not taken in the Third Year, it will not be possible to choose it at GCSE.

*English as an Additional Language - Non-native speakers of English

If you are new to the School, your written and spoken English will be assessed when you arrive. If you need extra help with English, you will probably be timetabled for EAL in Block 1 but this will be agreed after your assessment. **If you have not studied any of French, German or Spanish before and are a non-native English speaker, you should choose creative/technical subjects in option blocks 1, 2 and 4. Then in options block 3, choose either beginner German (if you are keen on languages) or a further creative/technical subject.**

**German (Beginner)

The beginner German course is designed to take pupils from scratch to GCSE standard in three years. Almost all of those who choose this option have already spent at least two years learning another similar language. Those who are weak linguists are likely to find this programme very challenging. Unless specifically stated, the other Third Year language courses offered are continuation courses and are also not suitable for native speakers.

***Mandarin

Mandarin is not suitable for either native or confident speakers or for complete beginners. Native speakers typically work independently towards the Chinese IGCSE in the 4th Year. This course is directed towards those who have studied a small amount of Mandarin, as first and second year students at Caterham will have done, around 30 hours in total.

NB: Some courses may not be run if numbers opting are insufficient to make them viable. Should any course be withdrawn, those who have chosen it will be given the chance to reconsider their options.

ENRICHMENT

WELLBEING

At Caterham School we recognise the crucial role that individual wellbeing plays in allowing our pupils to thrive and succeed. Our wellbeing lessons are designed to be flexible and sensitive to the needs of individual students and foster a spirit of openness that appreciates diversity. They allow for discussion of important subjects in a safe and non-judgemental environment and give pupils opportunities beyond their academic studies.

Third Year pupils will take part in a carousel of Wellbeing and Edge lessons; 2 rotations of Wellbeing and 1 of Edge. Each rotation will last for 9 weeks. Pupils will focus on adolescent development and the development of healthy relationships both on and offline, providing honest and medically accurate information allowing pupils to learn about their bodies, the emotional and physical changes that puberty brings and sexual and reproductive health in a way that is appropriate to their age and maturity. Pupils will be given opportunities to reflect on values and influences that may shape their attitudes to relationships, gender and sex, whilst nurturing respect for different views.

Pupils will then cover a substances and stimulants course which will focus on drug awareness, looking after themselves and others, as well as the impact of stimulants and sleep on their wellbeing.

EDGE

Giving pupils time and space to challenge themselves, solve real-life problems, collaborate and learn and apply new skills is fundamental to the EDGE program which has now become embedded in the school's curriculum. In Third Year we schedule EDGE alongside Wellbeing as an important learning opportunity. The focus of the course in this year is around entrepreneurship and business skills, with pupils researching, identifying a business case and opportunities to solve problems, understanding possible audience and markets and putting this all into practice in a real way, culminating in an EDGE MarketPlace where pupil teams will have the opportunity to share their business ideas.

COURSE DETAILS

Languages

French

Today's world is multilingual. Speaking another language is not just a skill. It has become a must. Speaking French will allow pupils to enter a wide range of professions and keep all options open, beyond the limits of the curriculum. The Third-Year course gives pupils engaging, flexible and relevant content, allowing them to build on what they have learnt and start on the lively and exciting GCSE topics: who am I? cultural life, daily life, local area, holiday and travel, school, future aspirations, study and work, international and global dimension. The examination skills of listening, reading, speaking and writing will enable them to gain confidence and develop their language, ready to take on the challenges of the GCSE course once in the Fourth Year. Pupils will also be able to take part in the cultural and study visit to Nice and the French Riviera, which will allow them to immerse themselves in the language and the culture.

German (beginner)

Pupils in the Third Year can take a beginners' course in German. The language will be delivered through a whole range of accessible and engaging topics which will appeal to pupils in this year group. Examples of these topics include shopping, travel, relationships, healthy living and the environment. It is envisaged that by the end of the Third Year pupils will have reached the same level as their peers who started German in the First Year, and will thus be well placed to tackle the IGCSE course in the two years that follow. This is an exciting opportunity for pupils not only to discover more about Germany and its culture but also to get to grips with a language which continues to be synonymous with the business world. Pupils will also benefit from the recently established email exchange with our partner school in Germany. The subject is suitable both for passionate linguists who want to add a third language to their repertoire, and for those who want an alternative to a language already being studied. Pupils who find languages challenging are likely to find this course difficult and should ask their language teachers for advice.

German (continuation)

During Third Year German, pupils will embark on the IGCSE course in earnest, building very much on the vocabulary and grammar visited in the previous two years, but also moving on to discuss a wide variety of contemporary issues in a more in-depth and mature manner. Topics include reflecting upon environmental concerns, discussing issues affecting youngsters, talking about jobs and work experience and debating the pros and cons of the internet. All of this is done through four broad skill areas: listening, reading, speaking and writing. This is an exciting and varied course suitable for those who have enjoyed their German so far, and which will allow pupils not only to gain in confidence in all aspects of the language but also to become more familiar with issues affecting their everyday lives. The Third Year is also an ideal time to participate in the German trip incorporating a visit to our partner school in Bavaria.

Greek (Classical)

Greek is available as an option subject in the Third Year for able Classicists who have made a strong start with Latin. Pupils opting to take Greek are expected to have begun Greek as a co-curricular club in the Second Year or to have reached the minimum standard of Common Entrance Level 1. Greek is not offered as an *ab initio* course in the Third Year. The course-book used is *Hellenikon*, an in-house production, which has been written specifically for 13-15-year-old students and aims to cover the remaining GCSE vocabulary and grammar quickly and efficiently. This course is supplemented by various digital resources developed by the Classics Department to facilitate and enhance the student's learning. By the end of the Third Year, pupils will have learnt about three-quarters of the required vocabulary and grammar and will be in a very strong position should they decide to select Greek as a GCSE option.

Latin

Latin is a popular option subject for Third Year pupils, offering them an opportunity to build on the firm linguistic foundations provided by First- and Second-Year study. Internal and external pupils who continue with Latin in the Third Year are expected to have reached the minimum standard of Common Entrance Level 2. There is no *ab initio* Latin course offered in the Third Year. The course-book used is *Discenda*, a specially written iBook written by the department and tailored around the demands of the GCSE syllabus. Pupils learn grammar and the remaining GCSE vocabulary methodically, and, through a mixture of consolidation and practice, fine-tune their language work. Elements of Classical Civilisation are also covered (either in project work, or by using film, videos etc.) to put the linguistic work in context. By the end of the Third Year, pupils will have learnt almost all of the vocabulary and grammar required by the GCSE syllabus and will be well placed to gain notable success should they decide to continue with Latin to public examination level.

Mandarin

China's global economic and political importance makes Mandarin learning an appealing decision. It is also a one-of-a-kind experience, as it is so different from Indo-European languages. Mandarin opens up a window into the world's richest and most ancient culture and philosophy and opens up mind to new ways of thinking. The British Council's most recent Languages for the Future report ranked Mandarin Chinese as the second most important language for people in the UK to learn.

The Third Year Mandarin course builds on what pupils have learnt in the introductory course and covers some GCSE topics: me, school life, daily life, travel, food, shopping and how life is different from that of UK etc. Unlike introductory courses in the first and second year, which concentrate on speaking and conversation (with a small number of characters to write), we will be putting more focus on reading and writing characters, alongside speaking and listening. We will be working on Chinese characters in order to prepare the pupils for GCSE, should they consider it in the future. We will also be doing activities such as Kungfu, Chinese calligraphy and painting etc. to give them the opportunity to immerse themselves within the culture.

Spanish

During Third Year Spanish, pupils will embark on the GCSE course in earnest, building very much on the vocabulary and grammar visited in the last two years. We use the *Viva* textbook, which is structured to cover the key areas of vocabulary and grammar required for GCSE, and which build on knowledge already gained previously. We make significant use of our online vocabulary resource called *Quizlet*.

Our aim is that all pupils would be capable of achieving a grade 5 at GCSE by the end of the Third Year if they were to sit the foundation papers at this stage. This then means that the Fourth and Fifth Year course can concentrate on extending the pupils' grammar and vocabulary to enable them to aim for the highest grades at GCSE.

The Third Year course is lively, covering areas such as holidays, shopping, talking about film and television as well as health issues. The *Viva* course is particularly strong in relating classroom activities to real life situations in Spain, equipping pupils with relevant language skills which will serve them well beyond the demands of a curriculum.

Creative/Technical Subjects

Art

Art in the Third Year at Caterham takes on a more in-depth approach with the concept of 'development' and 'exploration' and media experimentation. Having been introduced to a variety of skills and media in the first two years, pupils learn the more complex and refined processes of drawing, printmaking, painting, ceramics, sculpture and textiles. You will have greater opportunities to experience more technical processes, for example learning to use digital media to create artworks. All processes are backed up by looking at a variety of new and interesting artists. You will start the year with a theme and your teacher will take you through new ways of looking, recording, experimenting and making.

Studying Art in the Third Year helps a pupil consider the world around them and become more analytical, aiding independent learning and problem solving. Art allows students to learn advanced skills, techniques and processes which are not addressed elsewhere in the curriculum.

If students continue onto GCSE, their Third Year work can count towards this qualification.

Art fosters imagination, sensitivity, conceptual independent thinking, observation skills, analytical and practical abilities. The ability to think creatively is also highly valued in today's fast-changing job market, where roles in the creative economy are the least likely to be affected by the advance in digital automation. One in eleven adults in the UK work in the creative industries and one in eight in London. There are many exciting pathways that a visual art qualification can support: Film, Design, Architecture, Animation, Photography, Fashion, Illustration and Fine Art. Art skills also translate well in a variety of other areas such as Medicine, Dentistry and Psychology.

Computer Science

"Everybody should learn to program a computer, because it teaches you how to think."

Steve Jobs, former CEO and creator of Apple

Take a look at the world around you. How close to a computer are you? When was the last time you used one? When was the last time you were creative with one? Life without computers is almost unimaginable. There is nothing that does not involve computing in some way.

Computer Science is an extremely popular option in the Third Year, taken by well over half the students each year. It offers a great opportunity to really get to grips with computer systems and how they work, whilst also taking significant steps towards thinking like a computer programmer. At the same time, you will increase your creative problem-solving skills which are essential to almost every aspect of modern life, not just computer programming. The year will begin with an exploration of the fundamentals of Python, the world's most popular programming language (TIOBE, December 2022). Python is used in a wide variety of situations, from Google and YouTube to weather forecasting, searching for the Higgs Boson at CERN, and sending rovers to look for life on Mars, as well as the more creative, artistic fields such as 3D animation with Blender and Houdini. It is also playing an important role in the developing fields of machine learning and AI.

The course puts learning practical skills at its core. When you have started to develop a few of the fundamental Python programming skills, we will turn our attention to developing your problem-solving skills. We will do this by simulating a space mission to Mars using Lego EV3 robots. You will be guided through programming the robots using a variety of motors and sensors before using them to solve some complex problems to make the mission a success. Continuing the theme of physical computing, we will also program drones to fly in pre-determined formations and Sphero Robots to recreate classic arcade games.

We will then return to our main programming language, Python, and begin investigating some of its more powerful features, allowing you to use your newly honed problem-solving skills to write programs for increasingly complex situations. At this point your understanding and confidence will both start to develop.

By the end of the year, both your programming and problem-solving skills will be developing and you will start to be able to harness the incredible power of the Python programming language, finding and creating solutions on your own. You will now possess most of the programming skills you will need to tackle the tasks for the GCSE. You can only study it as a GCSE if you have taken this course in the Third Year.

For more reasons why you should study Computer Science, head to bit.ly/YstudyCS.

“Computers are incredibly fast, accurate, and stupid. Human beings are incredibly slow, inaccurate, and brilliant. Together they are powerful beyond imagination.”

Albert Einstein, physicist

Design & Technology

Third Year takes a more in-depth approach of those skills obtained in the First and Second Year. For those that simply enjoy the subject and/or wish to proceed on to GCSE, this will prove to be a very valuable year.

Students will participate in a dynamic learning experience that integrates theoretical knowledge with hands-on practical skills. This will be delivered primarily through project work. The projects encompass various design processes, materials, and manufacturing techniques, fostering creativity and problem-solving abilities among students. They will explore topics such as the design process (explore, create, evaluate), prototyping, and the use of cutting-edge technologies to bring concepts to life. Additionally, students will develop a deep understanding of the relationship between design and function, considering user needs, aesthetics, and sustainability. Students will get many opportunities to utilise CAD/CAM and will explore software including 2D Design, Rhinoceros 3D CAD and Adobe Illustrator. They will also gain experience of using laser cutters and 3D printers.

Pupils thinking about the following professions should strongly consider taking Design & Technology: Architecture, Interior Design, Industrial Design, Product Design, Automotive Design, Mechanical and Civil Engineering, Jewellery Design, Fashion Design and Computer Animation.

Drama

Drama in the Third Year adopts a project-based approach which aims to develop and strengthen key transferable skills that will be valuable to all pupils moving forward. There are opportunities for actors, designers and those wanting to improve their oracy and presentation skills.

Across the year, pupils will undertake **two** Learn, Create & Present (LCP) Projects:

1) *Styles and Practitioners*

Pupils will be introduced to a variety of dramatic styles and practitioners, before selecting one for further practical study as part of a group.

2) *Film Studies*

Pupils will learn about a variety of film genres before working as part of a production company to create their own short film.

Each LCP project is characterised by three distinct phases:

Learn

- Pupils learn about key elements of the topic, explore a variety of key skills, and undertake their own research. They must create a portfolio (in a form of their choosing) which demonstrates their understanding and prepares them for the second phase.

Create

- Pupils create a final ‘product’ based on what they have researched and prepared within the ‘Learn’ phase. Depending on the topic, this could be a performance, script, design, short film etc.

Present

- To complete the project, pupils present their product to an audience and evaluate their work.

The course will introduce pupils to concepts, techniques and skills that will be developed further at GCSE, whilst also encouraging creativity and collaboration throughout. The project-based approach places a large focus on independence and resilience, and those who opt for the subject will have to employ initiative and problem-solving skills in every lesson. The freedom of choice in each project will also allow pupils to explore their interests in the subject and to appreciate drama as a versatile and exciting art form.

Given the independent nature of the projects, the level of practical work undertaken will be dependent on the desires of the pupils. Those who do not wish to perform can complete the course without having been *assessed* in their acting, however, all pupils will work as actors at points throughout the two projects, developing their performance skills as part of the course. All pupils are expected to experiment and play with a variety of skills, so a willingness to get stuck in is essential!

Music

In the Third Year, pupils will have the opportunity to go into a great deal of depth and develop their skills, knowledge and understanding of the three main disciplines of the subject: Performing, Composing and Appraising.

Autumn Term: Pupils will consolidate and improve their skills and understanding of music theory and develop skills in how to create musical ideas and realise these through writing traditional notation. Pupils will learn how to create exciting and musically-stimulating melodies (tunes) and how to match harmonies (chords) that sound pleasing when played together. Pupils will have the opportunity to learn how to notate their ideas on Sibelius, which is the industry standard for instrumental and vocal notation. Following this, pupils will learn about composing and have the opportunity to compose their own songs.

Spring Term: Pupils will learn about music for Film, Television and Gaming and how music is an integral tool that can transform a scene and the watching/gaming experiences of the consumer. Pupils will learn how to de-construct scenes and the music within them and identify key ways in which composers manipulate moods and emotions of the consumers through using different compositional devices and ideas. Following on from this, pupils will be using Sibelius, GarageBand and/or Logic Pro in the Music Technology Suite to create music to a film/game clip or cut scene.

Summer Term: We will be looking at some of the musical masters of the past and how composers such as Mozart created masterpieces and why they were so effective. Pupils will gain further knowledge of composing through learning how to analyse a piece of music in depth and identify compositional techniques and methods that they may use in the future.

On top of being an excellent choice for the music enthusiast, this is a course that will also prepare pupils for GCSE Music, covering core musical skills and theoretical development. Pupils who choose Music are also encouraged to get involved in co-curricular music as this will further enhance their musical development and put all of the classroom work into practice.

Although not compulsory, there is an expectation that pupils enrolling for Music in the Third Year will have some involvement in co-curricular music; this gives pupils additional opportunities to experience music and further develop their musicianship.

If you have any further queries, please do not hesitate to contact pupil.progress@caterhamschool.co.uk .



CATERHAM
SCHOOL

Harestone Valley Road,
Caterham, Surrey. CR3 6YA
Telephone: 01883 343028

Email: enquiries@caterhamschool.co.uk or pupil.progress@caterhamschool.co.uk
www.caterhamschool.co.uk