

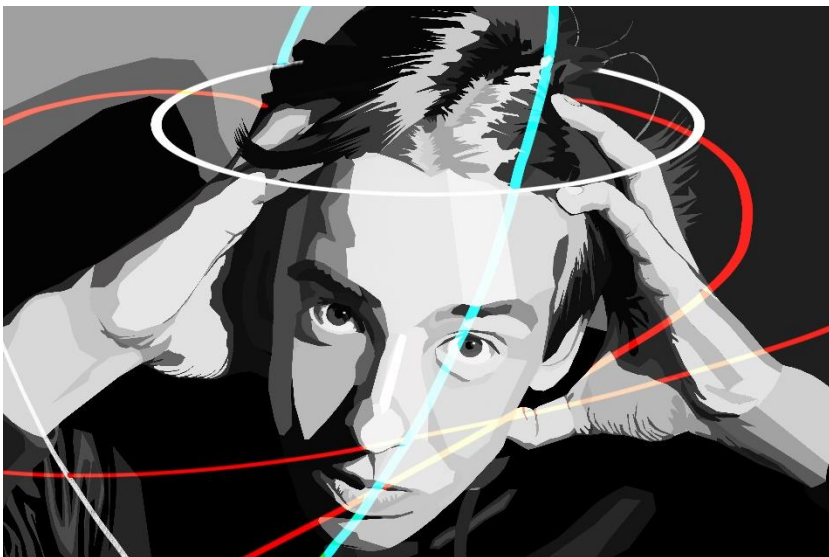
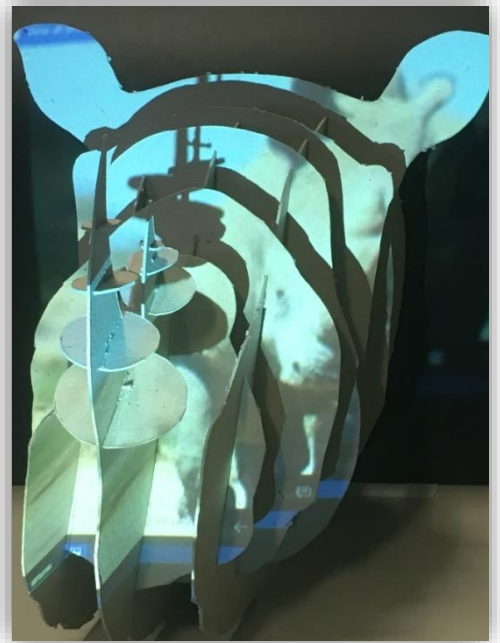
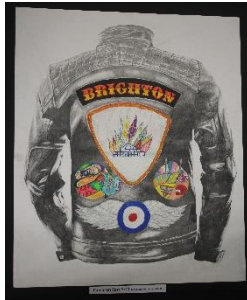
KS4 GUIDEBOOK 2020-21



Gravesend
Grammar
School

Specialising in Excellence

GCSE OPTIONS



Contents

Introduction	4
GCSE Curriculum from September 2020	5
GCSE Option Choices	6

Core Subjects

Biology (Edexcel)	7
Chemistry (Edexcel)	8
Physics (Edexcel)	9
English (AQA)	10
French (AQA)	11
Mathematics (Edexcel)	13

Humanities

Geography (AQA)	14
History (AQA)	15

Creative Learning

Art and Design (AQA)	16
Drama (AQA)	17
Music (Edexcel)	19
Physical Education (Edexcel)	21

Languages (A Modern Foreign Language is compulsory)

Modern Foreign Language - Spanish (AQA)	22
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Choices

Business (AQA)	23
Computer Science (OCR)	24
Economics (AQA)	26
Engineering (AQA)	27

Non-Examined Subjects

Philosophy & Politics	28
Physical Education	30

Extra-Curricular and Character & Wellbeing (not part of our subject options)

Careers.....	31
Extra-Curricular Activities	32

Introduction

Welcome to Key Stage 4. This booklet has been written for the benefit of Year 8 students at Gravesend Grammar School and their parents as practical guidance to help you make the right subject choices for the next stage of your education. This is an exciting moment whereby you are encouraged to take ownership of your education, continue to have that thirst for knowledge and new experiences whilst pursuing your passions further. To support you in realizing your potential we aim to provide a broad and challenging curriculum coupled with a wide array of character building extra-curricular and enrichment opportunities. Your GCSE course is intended to act as a basis for entry into our sixth form, future university courses and finding meaningful future employment.

At Gravesend Grammar School the compulsory part of the curriculum comprises GCSE courses in English Language & Literature, Mathematics, Biology, Chemistry and Physics, at least one Humanity (History and/or Geography) and a language. Additionally there is a non-examined core programme, comprising of physical education, a broader course in politics and philosophy, PSHE, citizenship, and careers guidance.

This is the first time you will take responsibility for your subject choices and make decisions that will influence the next stages of your education and your future career. Therefore, please think carefully about these decisions and choose options that play to your strengths whilst being inspired by and will enjoy. In working out the subjects that you wish to choose, you should consider:

1. Maintaining a balance so that you keep career options open;
2. Subjects that may be necessary for any future career you have in mind;
3. The subjects that you are good at;
4. The subjects that you like and are passionate about.

This booklet should be your starting point for information; it provides a clear outline of all the subjects we offer, the aims of the course, examination requirements and further support we can provide you.

Following the information evening, we ask you to make subject choices (date to be confirmed) to enable us to begin planning. The school wishes to monitor your choices and reserves the right to make adjustments where we cannot accommodate demand, or where a student's choice of subject is inadvisable, or if, through insufficient demand, a course is not viable. For this latter reason, students are asked to rank their choices in order of preference. We aim to give every student the choice that they have numbered 1 and 2. The reserve choice will only be needed if we cannot fulfil that aim.

One aim of the education we seek to provide at GGS is to provide you with the skills you require for life. The school believes that it is very important that you should continue to develop a variety of the skills and essential knowledge alongside the educational experiences that help to prepare you for the future. On a more practical level, experience has shown us that even where students do have ideas about future careers, these can change dramatically in the course of the next few years. The important thing is that career alternatives should be left open at this stage. You will now be embarking upon a more personalized curriculum whereby you will develop a timetable that interests, suits and challenges you as an individual!

James Deamer
Head of Key Stage 4

GCSE Curriculum from September 2020

This booklet is to help students make their choices. Read through the subjects' descriptions and student voice carefully and go speak to your teachers to find out more.

Please note the following important dates:

- **GCSE Options Evening – to be confirmed**
- **Parents' Evening – to be confirmed**
- **Options Form submission deadline – to be confirmed**
GCSE Option Choice form – to be completed via email link

Students will study the following subjects in Year 9:

Core Subjects	
Biology, Chemistry & Physics English Literature and Language French Mathematics One humanity from either Geography or History (You can choose to select both)	
Option subjects	
Option 1	Option 2
Economics Business Computing Engineering Geography History	Art Music Drama PE Geography History
Non Examined Courses	
Physical Education Philosophy and Politics	

PLEASE NOTE:

- If any of your selections cannot be accommodated your reserve option will be selected for you.
- Final confirmation on subjects running will be dependent on student numbers & teacher availability.

GCSE Option Choices

It is important that students choose their options carefully as decisions made now will affect their future pathway. You will be embarking upon a more personalized curriculum whereby you will now develop a timetable that interests, suits and challenges you as an individual!

Students should ask themselves...

- What subjects am I good at? – this is a key indicator for likely success in a subject
- What subjects do I enjoy the most? – this is important as enjoyment and examination success often are entwined
- What are my skills and interests? – Often these can help contextualise material learnt in lesson and extend your knowledge base in that subject.
- **Do I know what I want to do in the future?** – for students hoping to go to University, the Russell Group guide on making informed choices identifies ‘**facilitating subjects**’ at A Level. These are the subjects most likely to be required or preferred for entry to degree courses and ones that will keep the most options open. The subjects they identify from our option blocks are **Geography, History and Computer Science** alongside Mathematics, English, Physics, Biology, Chemistry and a Language (English Baccalaureate).

Future Progression & the Sixth Form at GGS:

We have a large and thriving sixth form at GGS of over 350 students across year 12 and 13. The majority of the sixth form is made up of boys who have come all the way through the school, although around 20% are students from other schools who joined in year 12. The sixth form at GGS offers exclusively academic A level courses and aims to prepare students to be experts in their field by the time they leave us at the end of year 13. The majority of our students (around 80%) go onto study at university, with around 35% of those reading degree programmes at Russell Group universities.

The sixth form at GGS aims to produce young adults ready to compete with the best in the wider world, not only experts in their fields, but also leaders, mentors and visionaries. There is opportunity throughout the sixth form to practice and refine these skills as there is so much more to being successful than just exam results.

Key stage 4 is the gateway to the sixth form, and the options you choose now will have a significant impact on what you are able to study later. It is strongly advised, and in many cases required to have completed the GCSE successfully in the subjects you wish to study at A level. The progress you make at KS4 will directly impact how successful you can be with your A levels, and this, in no small part, is down to making the right choices now.

Biology (Edexcel)

Why should you study Biology:

Biology plays an important role in the understanding of complex forms of life involving humans, animals and plants. Understanding these intricate details of life helps humans understand how to care for themselves, animals and plants in the proper manner. Biology helps individuals understand the interaction between humanity and the world. It also develops interests in the lives of living organisms in an effort to preserve them. Studying biology is the foundation of all characteristics of life on Earth. Apart from creating solutions to the challenges many living organisms face, it paves the way for inventions and discoveries that improve the quality of life. Without studying biology, humans would probably never realize how important maintaining a healthy ecology is for themselves, animals and plant life. Additionally, studying biology enables the use of forensics to trace and arrest errant members of the society. It also allows agriculturalists to rear unique breeds of plants and animals. The career possibilities are endless and range from medical professions through to engineering and conservation.

What is studied:

Within the course there is a wide variety of content covered. We follow the Edexcel specification and cover:

- Topic 1: Key Concept – cells, enzymes, transport across membranes and energy
- Topic 2: Cells and Control – mitosis, growth, stem cells, cancer, and nervous responses.
- Topic 3: Genetics – DNA, protein synthesis, mutations and inheritance.
- Topic 4: Natural Selection & Genetic Modification: Evolution and modification of organisms.



- Topic 5: Health & Disease: Immune response, vaccination strategies, disease studies and antibiotics.
- Topic 6: Plant Structures & Functions: Leaf structure, photosynthesis, transport in plants and plant hormones.
- Topic 7: Coordination & Control: Menstrual cycle, homeostasis, glucose control and the kidney.
- Topic 8: Exchange in Animals: Respiration, heart and blood vessel structure.
- Topic 9: Ecosystems: Environmental cycle, climate change, food security and conservation.

Assessments:

The course has 2 papers at the end of the linear course, paper 1 covering topics 1-5 and paper 2 covering topics 1, 6-9. Both scores are combined to create an overall level.

Students will have end of term assessments which will constantly review the entire course content. Along with this they will have revision review tasks to help develop and improve their revision plans.

How do we support your son?

Students are provided with a revision guide to support their learning, along with access to the online textbook and interactive tasks through Activelearn website. Additionally a biology hub for support and peer mentoring in the subject runs to support student learning.

Enrichment activities:

There are no trips at present that run within biology.

Student voice:

'Biology lessons are very interesting because of the wide variety of topics covered. Each topic is completely different to the last which keeps you constantly on your toes and keeps a fast pace within the subject going.'

'Biology is such an enjoyable subject, I am constantly learning various things about the environment the human race is surrounded in. Every lesson we have learnt something new which keeps me interested and makes me look forward to the next lesson.'



Chemistry (Edexcel)

Why should you study Chemistry:

Chemistry is a subject that opens opportunities for many different career paths. The skills learnt are transferable and include: data analysis; the scientific method; group work; communication; and application of information. A large number of chemists have gone on to successful and varied careers. Chemistry is a required subject for a number of different career paths such as dentistry, medicine and veterinary science. The subject is taught as practically as possible and allows students to learn in a number of different ways to suit their learning style.

What is studied:

1. Key concepts in chemistry
2. States of matter and mixtures
3. Chemical changes
4. Extracting metals and equilibria
5. Separate chemistry 1
6. Groups in the periodic table
7. Rates of reaction and energy changes
8. Fuels and earth science
9. Separate chemistry 2

Assessments:

The GCSE is a linear course with two final examinations, each of 1 hour and 45 minutes, which will be sat in May of year 11. There is no coursework.

Paper one includes content from topics 1-5 as shown above. Paper two includes content from topics 1, 6-9 as shown above.

Throughout the course of the year, there will be an end of topic assessment done under exam conditions in lesson. There will also be smaller assessments throughout the topics to check understanding as we progress. These results are added together to give an overall average which are used to provide predictions.

There will also be two trial exams replicating the two papers, one sat at the end of year 10 and one during the trial exam period in year 11.

How do we support your son?

All students will be given a revision guide for Chemistry which is written and published by the exam board. They will also be given an online log in to the textbook. This can be found at [pearsonactivelearn.co.uk](https://www.pearsonactivelearn.co.uk).

In addition, there are a number of free websites which can help students to progress. These include:

Seneca.com

<https://www.bbc.co.uk/bitesize/examspecs/zy984j6>

All teachers in the department are available to help and ensure the students are achieving their best and therefore if there are any problems, please don't hesitate to ask!

Student Voice:

'Chemistry is an interesting subject that allows us to understand everything around us.' – J Idogun Yr11

'I love the way we can explore the theory of chemistry through interesting practicals' – M Stibbons Yr11

'I think chemistry is a great subject due to the practical which accompany the theory learnt in class.' – P Odugbile Yr11

Physics (Edexcel)

Why should you study?

The goal of physics is to understand how things work. Courses in physics reveal the mathematical beauty of the universe at scales ranging from subatomic to cosmological levels. Studying physics strengthens quantitative reasoning and problem solving skills that are valuable in areas beyond physics. Physics challenges our imaginations with concepts like relativity and string theory, and it leads to great discoveries, like computers and lasers, that lead to technologies which change our lives—from healing joints, to curing cancer, to developing sustainable energy solutions. This inventive thinking makes physicists desirable in any field like Journalism, Finance, Medicine, Engineering, Computer Science, Astronomy Etc. GCSE physics would develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help students to answer scientific questions about the world around them, develop and learn to apply observational, practical, modelling, enquiry and problem solving skills in the laboratory, in the field and in other learning environments and also develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

What is studied:

Within the course there is a wide variety of content covered. We follow the Edexcel specification and cover:

Topic	Topic
Key concepts of physics	Forces and their effects
Motion and forces	Electricity and circuits
Conservation of energy	Static electricity
Waves	Magnetism and the motor effect
Light and the electromagnetic spectrum	Electromagnetic induction
Radioactivity	Particle model
Astronomy	Forces and matter
Energy - Forces doing work	

Assessments:

The course has 2 papers at the end of the linear course, paper 1 covering topics 1-7 and paper 2 covering topics 1, 8-15. Both scores are combined to create an overall level.

Students will have end of term assessments which will constantly review the entire course content. Along with this they will have revision review tasks to help develop and improve their revision plans.

How do we support your son?

Students are provided with a revision guide to support their learning, along with access to the online textbook and interactive tasks through activelearn website. Additionally a physics hub for support and peer mentoring in the subject runs to support student learning.

Enrichment activities:

There are no trips at present that run within physics.

Student voice:

'A smooth transition from KS3 topics to KS4 topics providing more depth and insight. It provides a challenging, but rewarding, experience that helps develop your analytical skills.'

'Physics stays interesting to me as it covers a large range of topics that, while being very different, all link together. It gives a deeper understanding of the world around us'

'Physics is a fascinating subject for those who wish to explore different challenges each day. It allows you to stretch yourself and approach things from unique and different angles.'

English Language & English Literature (AQA)

Why should you study English?

Communication is at the centre of all our lives. The English Department is committed to building an English classroom that will produce young people who can articulate their ideas well; verbally and in writing. We understand that literature offers students the opportunity to understand themselves by examining the world around them. For this reason, we are able to make every branch of English meaningful; we study vocabulary to become better articulators; we study grammar to become more efficient writers; we study literature to understand how authors use words and sentences to create meaning. At all levels, the English Department is looking to make English teaching a meaningful process, one that will encourage lifelong learning and appreciation for the written word.

What is studied:

Language:

Reading comprehension skills, creative writing and public speaking

Literature:

Novels – ‘Jekyll & Hyde’ and ‘Lord of the Flies’

Drama – ‘Macbeth’

Poetry – ‘Power & Conflict’ anthology and unseen poems



Assessments:

Language Paper 1: Explorations in Creative Reading and Writing

Language Paper 2: Writers' Viewpoints and Perspectives

Literature Paper 1: Shakespeare and the 19th-century novel

Literature Paper 2: Modern texts and poetry

Language Non-examination Assessment: Spoken Language

How do we support your child?

- *Afterschool and Lunchtime Revision Clinics*
- *Online Resource Area*
- *Free Revision Workbooks*

Enrichment activities:

- *Theatre Visits*
- *Wide Reading Opportunities*
- *Young Writers' Club*

Student voice:

"English is important because the skills that are acquired are useful in many other subjects." (Charles)

"English makes us better and more confident writers and communicators - a key life skill." (David)

"The best thing about English at GGS is the amount of support available." (Matthew)

"The best thing about GCSE English at GGS is the way we go into so much detail when analysing the books we study." (William)

"The best thing about GCSE English at GGS is the way we approach the books we study. I like the fact that we go into a lot of detail in every aspect of the novel from characters to key themes and symbols." (Nathan)

"I think that the best thing about GCSE English at GGS is the fact that you get to read and learn about a variety of different novels and poems from a variety of different time periods, that otherwise, you may have never read." (Maciej)

French (AQA)

Why should you study French:

Transferable skills learned and developed during French language lessons at KS3, and use of the language websites we subscribe to, will support learning and continued progress in language learning during the accelerated three-year French GCSE course. An ideal course for students with a genuine interest in French culture and language!

Studying French at GCSE is likely to give you the edge over a similar applicant without a linguistic background wishing to enter university or gain employment, as the course enhances your linguistic, cultural and cognitive flexibility. Further to GCSE, taking a language at A' level will be helpful for the future. You will develop advanced communication skills because of the discipline required to master the subject. Close to half of businesses (45%) recognise foreign language skills as beneficial to them with European languages heading the list of those in demand – French 53%, German 49%, Spanish 36% (Source: CBI Pearson Education and Skills' Survey 2015).

French, as with other modern and classical languages, is viewed as a previously-named 'facilitating' subject by the Russell Group of universities, as it offers a high-level of academic challenge; by choosing French GCSE, you are keeping open a much wider range of options available to you for the future. French is a major world language, being the mother tongue of 119 million people in 30 different countries and spoken by 264 million people worldwide. Together with English, it is the only other language spoken on every continent.

What is studied:

GCSE Level French develops confidence in listening, speaking, reading, writing, and translation skills, and knowledge and understanding of grammatical structures and cultural awareness.

SPECIFICATION: The syllabus will help expand students' cultural knowledge, whilst developing language skills.

CORE CONTENT: Students study all of the following themes on which the assessments are based.

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

Assessments:

The qualification is linear, thus students will sit their final examinations at the end of the course in Year 11, and thus there is ample time over the course of Year 9, 10 and 11 to develop confidence for progress and success at GCSE.

Paper 1: LISTENING	Assessment: Written (25%): 35 minutes, 40 Marks (Foundation)/ 45 minutes, 50 Marks (Higher). Understanding and responding to different types of spoken language. (Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.) Section A – questions in English, to be answered in English or non-verbally. Section B – questions in French, to be answered in French or non-verbally.
Paper 2: SPEAKING	Assessment: (25%) (60 Marks) 7–9 minutes (Foundation Tier) + preparation time. 10–12 minutes (Higher Tier) + preparation time exam. Role-play, photo card stimulus, general conversation. Communicating and interacting effectively in speech for a variety of purposes
Paper 3: READING	Assessment: Written (25%) (60 marks): 45 minutes (Foundation), 1 hour (Higher) Understanding and responding to different types of written language. Section A: questions in English, to be answered in English or non-verbally. Section B: questions in French, to be answered in French or non-verbally. Section C – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier).
Paper 4: WRITING	Assessment: Written (25%): 1 hour, 50 Marks (Foundation), 1 hour 15 minutes, 60 Marks (Higher). Communicating effectively in writing for a variety of purposes. Foundation and Higher Tier tasks include: producing short messages in response to a photo, short passage creative writing, structured and open-ended writing tasks, and translation into French.

Enrichment activities:



Educational visits have been arranged to France, Pas-de-Calais and Normandy to enhance language learning and cultural knowledge and understanding. Students studying French currently benefit from French revision sessions/ clinics and small conversational classes with a French assistant to develop fluency and confidence. In previous years, we have developed opportunities for cultural links with schools in the Loire Valley and Montélimar.

Student voice:

French was one of those things we were “taught” in primary school, but never properly. The primary school taste of languages really made me want to learn and connect with other cultures through the use of other languages, and GCSE French gave me the foundations to be able to have a conversation with a large number of people from across the globe. French can also help in many aspects of life, which is why it’s a very valuable subject to take.

Another great benefit of learning French is that it’s a non-taxing subject. Whilst you may be a mathematical thinker, or love your humanities, there’s a great deal of learning to be done for both. French, however? Once you’ve nailed the tenses, and perhaps pushed further into higher level structures, the main learning to be done is vocabulary. Whilst that may seem long and arduous, it’s relatively easy to learn due to near cognates and various patterns. Such vocabulary can also be useful in other fields, which, in my mind, solidifies why French is such an excellent option to choose, and a privilege to be offered”.

S. Paternoster. Took GCSE French Summer 2019.

"GCSE French has so many links to other subjects, especially humanities. Whilst quite demanding, doing a language can be very rewarding, and is a great skill to have. It also opens up options for travelling or living abroad in the future, as French is a commonly spoken language. I liked the GCSE course as the links to culture made it more interesting than simply learning vocabulary."

M. Fooks. Took GCSE French Summer 2019.

I chose French GCSE as it is fascinating to learn about the different patterns and structures of foreign languages. It’s also very interesting to compare these to English and understand the roots and origins of words. French has taught me a lot about my native language such as different tenses. It wasn’t until I began learning French that I started to comprehend tenses in English. French is a much-respected language by universities. As someone who wants to pursue a career in law, a very competitive area, I understand the importance of setting yourself aside from the crowd”

R. Hooker. Took GCSE French Summer 2019.

Mathematics (Edexcel)

Why should you study Maths:

Mathematics underpins a number of career opportunities in the sciences. As well as these various pathways in finance and accounting are available to successful students in mathematics.

What is studied:

The four fundamental topics areas are Number, Algebra, Geometry and Statistics.

- Number includes ratio, proportion, percentages and mental arithmetic.
- Algebra includes solving equations, manipulating expressions and graphs.
- Geometry includes area of polygons, Pythagoras theorem, trigonometry and vectors.
- Statistics includes representing data using charts and graphs, analysing data with averages and probability.



Assessments:

Most topics have assessments, there are four end of term tests throughout the year as well as end of year exams.

How do we support your son?

- Maths clinic runs every lunchtime for Key Stage 4 students
- We use the interactive website mymaths.co.uk within lessons
- There are various revision resources available on numerous websites including:
 - Mrbartonmaths.com
 - Drfrostmaths.com
 - Corbettmaths.com

Enrichment activities:

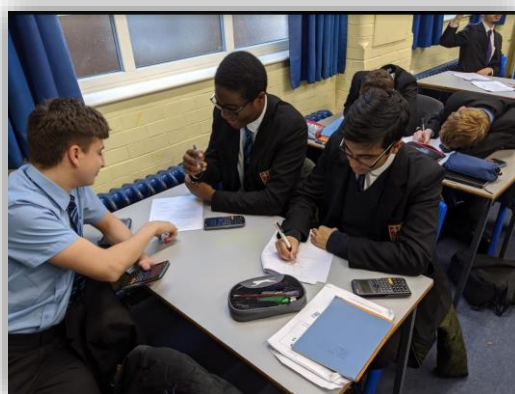
The UKMT Intermediate Mathematics challenge runs every year

Student voice:

“Maths has always been one of my favourite subjects. It appeals to a logical, analytical mindset.”

“Maths is the language of the universe. I like maths because I like problem solving.”

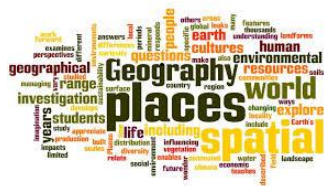
“It is a well-respected subject by university. I’m sure I will be using these statistical skill in my future employment.”



Geography (AQA)

Why should you study Geography:

There is no such thing as a Geography Job only Jobs that Geographers do.



Skills that are developed include: Communication, ICT, Research, Team work, Analysis, GIS, Map skills, Debating, Evaluation and Enquiry skills.

Consistently among the Highest rates of employability for University graduates. More information can be found here: <https://www.rgs.org/geography/choose-geography/careers/employability/>

What is studied:

Transition topic- The Geography of Disease (Epidemiology) based around Plague including Game.

AQA GCSE Spec

Unit 1 Physical Geography:

Natural Hazards (Tectonics, Tropical Storms and Climate Change)

Living world (Hot Deserts)

UK Landscapes (Rivers and Glaciers)

Unit 2 Human Geography

Changing Economic World

Urban Issues and Challenges

Challenge of Resource Management (Food)

Unit 3

Pre- Release

Skills

Fieldwork



Assessments:

Regular assessment, knowledge recall assessments, multiple choice quizzes, quizlets, Seneca Learning and Model answers.

How do we support your son?

GGs Geography website <https://sites.google.com/gravesendgrammar.eu/ggs-geography/home>

Independent Learning Squares.

Seneca Learning <https://www.senecalearning.com/>

Cool Geography <http://www.coolgeography.co.uk/>



Enrichment activities:

Fieldwork opportunities in Year 9 and 10 (Olympic Park regenerations and Rivers study)

Optional GCSE Trip Biennially (previous destinations have included Iceland and The Azores)

Student voice:

"I like to learn about the environment, it interests me and how my actions influence other places" (Year 9 student)

"Looking at how countries have changed and their culture interests me, and Geography enables me to find out about a huge variety of places" (Year 9 student)

"The skills in Geography will help me greatly in pursuit of my career as a pilot" (Year 11 student)

"Thinking critically about current affairs and issues around us will help in the future" (Year 11 student)

"I enjoyed it greatly in year 8 and it will enable me to do a wide range of options beyond GCSE" (Year 11 student)

History (AQA)

Why should I Study History:

History is the study of people, it is what they do, why they do it and the impact of those choices. Not just the Kings and Queens of old but the impact that anyone can have on the world around them. History is the key to unlock a range of further careers. The skills of evidence interrogation, argument building, critical thinking and the ability to argue your case above others are all key skills desired by employers. It sits as an academic discipline that produces excellent all round students who have the confidence and ability to tackle the most complex problems.

What is studied:

GCSE History ensures that the experiences of people are at the centre of what we do. We chart the development of parliamentary democracy in Britain from 1125 through to the present day. Along the way major political decisions that defined not only a generation but forged a national identity are analysed. In the international arena, we first study the peace treaties after World War One. Students assess the efforts of the League of Nations to keep peace around the world. They also question Britain's policy of appeasement towards Hitler's Germany and how Europe was once again dragged into a devastating war. Students study Russia in the time of revolution and dictatorship. They question how the downfall of a 300 year dynasty in a popular revolution formed the basis of a totalitarian regime under the command of Stalin. They study how Stalin controlled the people of Russia and how his deadly interpretation of Communism often had tragic consequences for citizens of the state. Finally students consider the reign of Elizabeth I. She is often heralded as one of Britain's greatest monarchs who presided over the famous victory over the Spanish Armada. But what did it mean to be a female Protestant monarch in a world of Catholic Kings? How did she command and demand respect from her subjects and other monarchs?

Assessments:

Regular assessments take place throughout the GCSE to fully prepare our students to be successful in their exams.

How do we support your son?

The History Department has developed a number of resources that supports your son through his GCSE. All of these are available on the independent learning area and will be given to each student in lessons. History support is available after school once a week where anyone is welcome to come and speak to History staff.

Enrichment activities:

A visit to the town of Ypres and surrounding areas is organised for year nine students. This allows us to contextualise our work on WW1 with visits to the many significant sites on the Western Front.



Student voice:

'History at GCSE is one of the most interesting subjects I take. I loved the year nine curriculum which is all about the 20th Century. It has helped me understand how the world has developed into where we are now'.

'History at GCSE make me question everything! I really enjoy getting to grips with political cartoons and trying to decipher their message. Also not trusting things at face value has helped me in my other subjects. I look at things now in a new light'.

'History lessons are always interesting. We do lots of different things depending on what the topic is. I like the way everything fits together, it makes sense! The way in which everything is connected and linked makes me realise the impact even little decisions can have'.

Art, Craft and Design (AQA)

Why should you study Art, Draft and Design?

The creative industries are the fastest growing industries in the UK. The creative industries generate more than £100bn a year to the UK economy and employ more than 2m people.

Art is a route into these creative careers, which we in the UK are world leaders in. Art, Craft and Design can also support a range of other careers through the transferable skills, such as communication, manual dexterity, a skill in decline but valued by the medical profession, resilience and problem solving.

What is studied:

Work in year 9 is structured so that students create work during short, interactive and practical projects based on a number of themes, which will build their skills and allow them to develop their own individual ideas.

Year 10 and Year 11 projects allow the students to personalise their approach more, developing work which responds in a wide range of media to themes such as portraits and a visit to Brighton.

A wide range of techniques, tools and media are used, such as ceramics, painting and drawing, printmaking, sculpture, digital art, photography and painting.

Assessments:

Component 1 is coursework, worth 60% of the grade and worked on throughout the course, with multiple opportunities to improve and develop the work as their skills progress. Component 2 is set by the exam board, with a range of starting points worked on to produce a final outcome during 10 hours of exam, in April of Y11.

How do we support your son?

Students are given examples of a range of work and responses. Meetings for parents are held, where parents and students can informally talk about ways to support students to get the best grade possible. Support materials are shared regularly, with personalised marking and support booklets to take students through the course. After school sessions and time at lunch are available for practical work and support from the art staff.

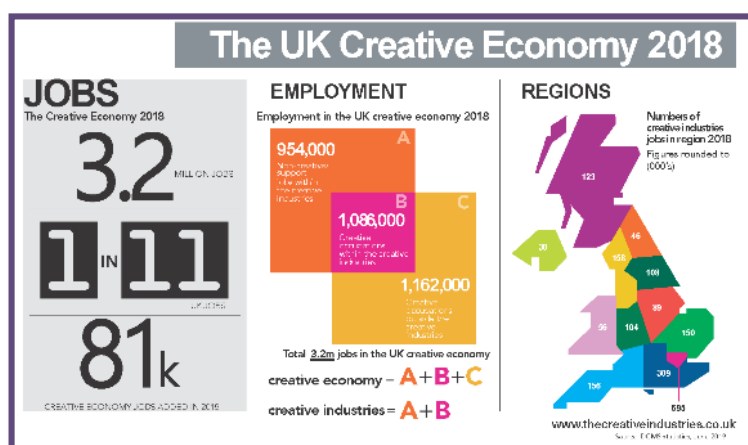
Enrichment activities:

Students will be offered visits to unusual sites to inspire work, such as a museum of musical instruments, taxidermy, objects from around the world and an aquarium. A visit to draw goats at a goat sanctuary, with the resulting photography and drawings used to inspire sculpture. A visit to Brighton to begin a project of the student's own choice and visits to galleries to support exam themes are taken in year 10 and 11.

Student voice:

I chose art because it's a great subject for being able to explore different ideas, it gives me a chance to learn more about the world, not just the art world but topics like coral reef bleaching used as a starting point for ceramic work. I've enjoyed the drawing the most as I'm still learning and improving all the time.'

'I enjoy art because I get to be creative and work in a different way - I really look forward to my lessons and when I see it on my timetable I'm really excited - I have really enjoyed the projects, using new techniques that I would never have expected. We've been on some really unusual trips which I've really enjoyed.'



Drama (Edexcel)

Why should you study Drama:

Drama enables students to develop a wide range of skills. Communication, confidence, creative thinking, understanding human emotions, it inspires talent and encourages independent learning. Drama allows students to explore texts and themes through a range of practical and written activities. It promotes literacy skills such as Textual Analysis, Essay writing, using subject specific terminology and reviewing productions.

Drama has opportunities for collaboration, teamwork, performance and gaining technical knowledge. The emphasis is on practical involvement using a wide range of explorative strategies. Our purpose built Drama Space has a professional lighting rig, portable staging and blackout curtains. These are all amazing facilities which enable the creation of engaging theatre.

Drama can be an aid to many other subjects as it develops confidence in the use of the voice and provides essential skills that are vital in the world of work. These areas include law, medicine, media, education and business.

What is studied:



The course allows students to explore the role of an actor or designer using different styles, devising strategies and practical exploration of texts. They are also taught how to analyse live theatre and how to write from the perspective of a director and a performer.

Whilst studying GCSE Drama, students will learn about different practitioners including Stanislavski and Frantic Assembly. They will explore naturalistic theatre, physical theatre and verbatim theatre. They may choose to complete the course as either a designer or a performer or a combination of both. The design elements available are costume and make-up, set and props, lighting or sound.

Assessments:

Component 1: Devising Theatre 40%

Students will create and develop a devised piece based on a stimulus.

They will perform this as an assessment. They will also keep a written record of the process which they will then type up into a portfolio. This is assessed by their teacher and moderated by the examination board.

Component 2: Performance from a Text 20%

Students will either perform in and/or design for 2 key extracts from a published play.

This is assessed by a visiting examiner.

Component 3: Theatre Makers in Practice. Written Examination 40%

Section A: Students will answer questions on an extract from a play that they have studied in lessons. From the perspective of a performer and a designer.

Section B: Students will answer questions on a Live Theatre Production that they have been to see.

This is marked by an external examiner.

How do we support your son?

We provide a safe and supportive environment in which your son is encouraged to express his creativity. Lessons are designed to be practical and exploratory within a disciplined framework. A range of revision resources are available which focus on both performance and technical skills. Our school library has a selection of books on Drama and Theatre to support learning. We also have our own Drama library containing a range of scripts, books on Theatre History, Theatre in Education and specific skills.

BBC Bitesize has a useful revision section for Drama.

Edexcel publishes their own valuable resources and exemplar materials which we share with our students.

Enrichment activities:

Students will be required to write about a Theatre Production that they have seen in their Component 3 examination. We will organise visits to the theatre to see innovative and suitable productions for this purpose. These are an enjoyable part of the course and very educational.

Our School Productions will provide further opportunity for students to gain valuable performance and technical experience which will help them in their studies.

Our Technical Crew meet weekly to learn about sound, lighting and set design.

Several students have, in the past, taken on Stage Management roles which have enabled them to gain insight into the requirements of the job.

The involvement in productions is key in providing a hands on experience of how to create, rehearse and perform Drama. It is also a wonderful opportunity to see how we get from Page to Stage. Students are also involved in promoting shows, designing programmes, constructing sets and showing off their artistic abilities.

Student voice:

"Drama has been a great deal of fun, as well as hard work. I have made some very good friends as well. The best part is seeing what you have created on stage. I took Drama to learn about the theatre and it has been excellent."

"I have really enjoyed studying different styles of Drama. I have practically explored a range of excellent plays." My favourite subject is Drama. From the Devising work we do, to the group collaboration and also the Live Theatre Visits. We take part in such a wide range of activities. It's brilliant."



Music (Eduqas)

Why should you study Music?

The benefits of studying music go beyond musical ability and include a sense of community and belonging, boosting self esteem and confidence, developing physical skills and coordination, cultivating social skills and teamwork, refining discipline and patience, introductions to other cultures, encouraged creative thinking, improves academic and problem solving skills, helps to maintain good mental health and most importantly, it's **enjoyable!**



Career opportunities in music are vast and students could pursue as job as a backing singer, blogger, booking agent, composer, DJ & digital music, event manager, instrument technician, live sound technician, producer, management, marketing, music PR, music teacher, music therapist, musical director, music journalist, musician (session musician, band member, orchestral player, singer), radio producer, recording engineer, songwriter, sound engineer, stage management , tour manager but to name a few.

Even without directly going into a music-related career, the skills you develop are easily transferable to other areas.

What is studied:

Musical Forms and Devices

.Learners are encouraged to engage with a variety of music to provide a context for different musical structures used by composers.

Music for Ensemble

Focusing on texture and sonority, several examples of musical groups are explored and students will consider how music is composed for small groups of instruments and voices.

Film Music

Analysis and composition of how film music is created, developed and performed and the impact it has on the audience while using technology to create mood and atmosphere.

Popular Music

Students are encouraged to perform, compose and explore the musical idioms associated with a variety of popular music.

Composition

All students are required to create and develop musical ideas in relation to given and chosen briefs while showing musical coherence and understanding.

Performance

Learners are encouraged to develop their knowledge and understanding of music through performing.



Assessments:

<i>Performance (30%)</i> Solo Performance (15%) Ensemble Performance (15%)	<i>Composition (30%)</i> To a set brief (15%) Free choice (15%)	<i>Analysis (Exam) (40%)</i> One written exam paper under exam conditions with questions on studied and unknown pieces of music.
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How do we support your son?

Online support through Google Classroom, one-to-one sessions and online revision material.

Enrichment activities:

- Several School Music Ensembles; Choir, Band, Recorders, Samba etc.
- School Trips; performance and appreciation.

Student voice:

"GCSE Music is a great GCSE as it will teach you about a wide variety of music genres. You will adapt and expand your musical brain to compose, describe and perform pieces."

"It is the only subject that I feel challenges all areas of my thinking and is something people are sure to enjoy"

"Studying music is a way of taking out all the stress that occurs in life. It changes the way you hear pieces of music and appreciate them. Music is intertwined with several other subjects and creates clear links with other parts of like. Music is something that is accessible for all and flourishes in all forms."



Physical Education (Edexcel)

Why should you study Physical Education:

Edexcel GCSE (9-1) in Physical Education has been designed to provide a smooth progression from GCSE to A level. It builds on the understanding developed at Key Stage 3, supporting a smooth transition to the next level of study. Encourages students to become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.

It helps students develop important transferable skills for progression to the next level, including numeracy, communication and an understanding of practical performances.

The blend of scientific and social knowledge positions candidates to access a range of qualifications.

Some career options include;

- Sports science.
- PE teacher.
- Physiotherapist.
- Professional sportsperson.
- Sports coach/consultant.
- Sports policy at local and national level.
- Diet and fitness instructor.
- Personal trainer.

What is studied:

Component 1 <i>Fitness and Body Systems</i>	Component 2 <i>Health and Performance</i>	Component 3 <i>Practical Performance</i>	Component 4 <i>Personal Exercise Programme (PEP)</i>

Assessments:

- Year 9 - 11: Regular end of topic tests
- Year 11 Term 3: Personal Exercise Programme (PEP)
- Year 11 Term 4: Final Practical Exam and Moderation

How do we support your son?

Examboard Textbook

Knowledge Organiser

Everlearner (Online resource)

GCSE Bitesize (<https://www.bbc.co.uk/bitesize/examspecs/zxbg39q>)

Enrichment activities:

Involvement in Extracurricular Sports

Student voice:

'I chose PE because I really like sport and want to understand more about how my body works'.

'I love sport and just wanted to do as much as possible. It is great that we get to focus on certain practical performances and learn about so much within the World of Sport'.

'I want to be involved in Sport when I grow up, playing, coaching or similar, so I chose GCSE PE as I felt this would help me in the future'.

Spanish (AQA)

Why should you study Spanish?

Spanish is the second most spoken language by native speakers in the world, with more than 400 million Spanish speakers in 21 countries, including Argentina, Mexico and Colombia. Also, Spanish has emerged as the most important language for the UK in a report released by the British Council.

With an ever increasing presence in the global market, emerging economies in Latin America mean that work and business opportunities that require a knowledge of Spanish are increasing year on year.

What is studied:

Students will be tested in listening, reading, speaking and writing and will develop transferable skills, relevant to further study and the world of work. The specification comprises three themes; Theme 1: Identity and Culture, Theme 2: Theme 2: Local, national, international and global areas of interest and Theme 3: Education and Employment. Students will be expected to develop and use their knowledge and understanding of this grammar progressively throughout the GCSE course.

Assessments:

Listening, Reading, Writing and Speaking (all 25%)

How do we support your son?

CGP AQA GCSE Spanish revision guides are available for purchase through the school. Students also have access to support sessions after school and help from subject mentors to help them enhance their knowledge and understanding

Enrichment activities:

Current students have the opportunity to visit the Costa Brava in Year 9 for a cultural language visit.



Student voice:

"As a facilitating subject, studying Spanish puts me at a significant advantage when applying to top universities but perhaps more importantly, as the second-most spoken language in the world, studying Spanish will help me immeasurably after I graduate, as employers highly value proficiency in a modern foreign language. In addition, it makes being a tourist in Spain (as well as 20 other Spanish speaking countries) much, much easier!"

"Studying Spanish has developed my skills of analysis, debate and generally helped me to understand key issues in today's society. Also speaking a language is a very unique asset which can open many doors in later life."

"By choosing to study Spanish at GCSE, I have been able to problem-solve and improve my communication skills by freely interacting with people, regardless of language barrier, which further boosts my confidence and independence as an individual. The range of topics covered within the subject gives you the chance to express your opinion, as well as understand cultures and traditions in Spanish speaking countries."



Business (AQA)

Why should you study?

Students who are successful in the subject will be able to apply business concepts to familiar and unfamiliar contexts. They will develop problem solving and decision making skills relevant to business and be able to investigate, analyse and evaluate business opportunities and issues. It is hoped that this course will raise students' awareness of complex business issues and whet their appetite for study of either Business or Economics at more advanced levels, leading to a wide range of career opportunities following school or university.

What is studied:

Business activity – the purpose of businesses; setting up and planning a business; types of ownership; aims and objectives; and growing as a business

Influences on business – how external factors such as the economy, ethics, technology and globalisation impact a business' decisions

Business operations – how businesses procure and produce products; the concept of quality; the sales process

Human Resources – the importance of people to a business; how to maximise the potential of individuals

Marketing – understanding customer wants and needs; how to research markets and take a product to market

Finance – how businesses fund their activities; the concepts of revenue, cost and profit and their importance; how to manage cash; analysing financial performance

Assessments:

2 x 1hr 45m GCSE exams.

Assessments throughout the three years prepare students for the requirements of final exams. These take a variety of forms including essays, exam style questions, presentations, calculations and group reports.

How do we support your son?

Independent learning system (Google Drive) full of exam technique and revision guidance; Business clinic every Tuesday evening (drop in sessions for support with homework and classwork); revision guides and workbooks provided in Year 11; resources linked to real world businesses to help students place learning in context

Useful websites:

www.newsnw.co.uk; www.tutor2u.co.uk (@tutor2u); www.economist.com (@theeconomist); www.fortune.com (@fortunemagazine); www.ft.com (@financialtimes); www.forbes.com (@forbes)

Enrichment activities:



In Year 9 students complete an enterprise project where they are challenged with setting up and running their own business. We can use the lessons learnt from this to support the study of the theory later on. We also run a speaking competition that allows students to compete against each other by putting together a strong argument outlining their views. This skill is integral to the subject and will assist all students in their future careers.



Student voice:

'I took GCSE Business because I wanted to be able to understand why businesses do the things they do. Understanding marketing and accounting will help me in my future.'

'My favourite part of GCSE Business is that I see what we are talking about in lessons all the time. I now know why products are priced £1.99 not £2 and why the fresh food is at the front of supermarkets. Being able to see lessons in the real world makes them much more enjoyable.'

'I really enjoyed the enterprise project. It gave me an excellent understanding of the challenges that businesses face and showed me that I could be a successful entrepreneur. We imported products from China and made over £100, I didn't think I'd be able to do that before I started'

Computer Science (OCR)

Why should you study Computer Science?

This exciting GCSE gives you an excellent opportunity to investigate how computers work, how they're used and to develop your computer programming and problem-solving skills. The course is also the first step towards a great career with good prospects and security. Career opportunities include:

- Computer Programmer
- Hardware Engineer
- Software Developer
- System Manager
- Web Developer
- Software Engineer
- Database Administrator
- IT Architect
- Network Administrator
- Systems Analyst
- Security Analyst
- Information Security Officer
- Security Engineer
- Security Architect
- Security Administrator
- Security Consultant
- Security Software Developer
- Cryptographer

What is studied:

- Systems Architecture
- Memory and Storage
- Computer Networks, Connections and Protocols
- Network Security
- System Software
- Ethical, Legal, Cultural and Environmental Impacts of Digital Technology
- Algorithms
- Programming Fundamentals
- Producing Robust Programs
- Boolean Logic
- Programming Language and Integrated Development Environments

Assessments:

- Mini tests during lessons
- Completion of worksheets from the GCSE Computing Workbook or other sources
- Variety of recall assessments including an “Escape the Room” competition and learning grids
- Java coding assignments which increase in difficulty throughout the course
- Twice termly summative assessments

How do we support your son?

- Weekly Computing Clinic
- Google Classroom – Lesson Resources & Assignments
- Craig ‘n’ Dave – Flipped Learning & Revision Classroom
- Google Revision Classroom – Year 10 & Year 11
- GCSE Computing Workbook with Reading and Question Pages
- Paid subscription to the Teach-ICT website
- Rigorous assessment of Paraphrasing Parachutes
- Regular Recall Assessments
-



Enrichment activities:

Trip to ‘The Centre for Computing History’ in Cambridge. The main purpose of this trip is to enable students to experience firsthand the use of Computer Science in the real world and appreciate the developments of technology and computing through time.

Student voice:



"In Computer Science I have loved learning about how computers work and how we get from programming code down to 1s and 0s that computers can understand. I have learnt much more than I thought I would in a large variety of topics. When I first chose computer science, I was worried about the coding side of things as I had previously struggled with it. However, learning Java has been amazing and it is great to see how your code can actually make something happen!"

JG – Year 10

"I enjoy Computer Science more than any other subject, the learning atmosphere is fun and strict at the same time. I am also pretty fond of the learning system, I particularly liked the 'Paraphrasing Parachutes', this is where we create a presentation slide of all the important information related to a topic area so it is easier/clearer to revise for tests."

JS – Year 10

"Currently, I am in year 11, and so have been studying Computer Science for 3 years now at GCSE level and I've had so much fun. My favourite part of the course was when we were able to learn how to write code in Java all the way up to level 8 Java. The lessons are very enjoyable and interesting as they are usually very interactive and not just always the teacher talking for an hour with you doing nothing but taking notes. It's actually very rarely that way."

MR – Year 11

Economics (AQA)

Why should you study Economics?

GGS offers students the opportunity to sit GCSE Economics, based on the ongoing success and popularity of the subject at A Level. Whilst this is a very demanding GCSE, requiring high levels of written skills, the rewards will compete with the very best students in the country.

Economics is an extremely enjoyable and interesting subject. It will really open students' eyes and challenge them to think in different ways about the world around them. The Economics GCSE is designed to gain a good understanding of the major issues and how these affect us in our daily lives and in the future.



Every lesson will challenge students to think and ask questions about what's really going on in the global economy. There will be the opportunity to take part in group work and small role play situations where, for example, students might have to assume the role of the Prime Minister in order to better understand the impact of Government policy on modern society.

In the longer run, GCSE Economics will lead to either A Level Economics or Business in the sixth form and eventually university.

GCSE Economics students will be much better prepared to:

- Use a critical approach to distinguish between fact and opinion, build arguments and make informed judgements
- Appreciate the range of perspectives of different stakeholders in the economy
- Consider the extent to which business and economic activity can be ethical and sustainable
- Plan and undertake investigations and research

What is studied:

Students will be taught to think from a microeconomic perspective and learn about the fundamental problem of how best to allocate scarce resources like materials, time and investment. Understanding of how the laws of supply and demand affects the price of things like oil, gold, shares, cars and houses will also be included. Students will also learn about the dynamics of the Government's macroeconomic policy and how this affects things like interest rates, exchange rates, taxation, unemployment and at the core of macroeconomic policy is the control of inflation which is why your Dad now pays £10 for the haircut he used to get for £2 when he had hair!!

Assessments:

Terminal examinations are taken at the end of Year 11. More information regarding both content and examination structure can be found on the AQA website at: <http://www.aqa.org.uk/subjects/economics/gcse/economics-8136/specification-at-a-glance>

How do we support your son?

- Economics support classes run every Thursday 3.30p.m. - 4.30p.m. for help with homework, consolidation, queries from class, revision or whatever is needed
- Year 12 mentors support the GCSE students in class, having been the first cohort to benefit from the new GCSE in Economics
- Additional revision lessons will run prior to the end-of-year exams and, of course, in the approach to the actual GCSE examinations



Enrichment activities:

CORE-SEC is a national competition that all students participate in, working in teams to create a video which relates Economics to one of the key issues in today's world. This year's topic was climate change.

The Year 9 Speaking Competition involves working alongside all the Year 9 Business students to research and structure a 5 minute presentation on one of three titles. The shortlist of class winners present to the Headteacher, Head of Key Stage 4 and the whole year group - a truly nerve-wracking experience.

Student voice:

Approximately 50% of last year's Year 11 decided to opt for Economics at A Level, demonstrating their enjoyment and wish to learn more.

Engineering (AQA)

Why should you study Engineering:

Humankind cannot exist without technology and inventions that make our lives easier on a daily basis and solve some of our most complex problems.

How do you stay safe at night, warm in the winter, travel to school? The answers to all these questions involve varying levels of Engineering. It affects us all everyday of our lives.

With this in mind, there is a large shortage of engineers in the UK creating many career opportunities in the field, ranging from chemical, electrical, mechanical engineering and beyond. Many of these careers offer a very good salary and due to the demand and are frequently seen on the list of highest paid jobs in the UK.

However, the main reason you should study engineering is that it is a subject where you can apply your knowledge of Maths and Science into physical solutions to problems and extend your knowledge of the built world around us. If you want to make a difference in the world and improve it for us all, then engineering is for you.

What is studied:

Materials, their properties and uses

Processes for manipulating materials to create products

Considerations for engineers when they are thinking of solutions – energy production, extraction of raw materials etc.

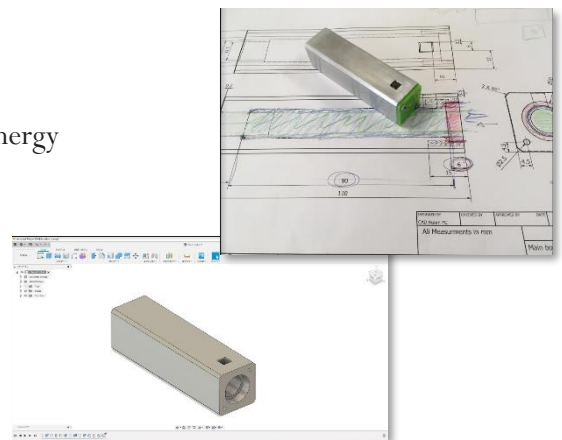
Mechanical and digital systems – circuits and sensors, gears levers cams etc.

Pneumatic and structural systems

Testing and investigation of engineering solutions

The impact of modern technologies

Practical Engineering skills



Assessments:

Pupils will be assessed on their practical and documenting of the design process through a Non-exam assessed piece of work worth 40% of their GCSE Grade and a 2 hour written exam worth the remaining 60%.

Throughout the course pupils will be assessed on their practical and theory knowledge through written and online assessments with the inclusions of some practical assessments.

How do we support your son?

There are after school clinics to catch up on work or re-cover key topics and practice skills. There is also access to an online textbook and support through the school classroom.

Enrichment activities:

Pupils are encouraged to be working on their own practical projects alongside studying engineering and this is something that the engineering department likes to help facilitate through the use of equipment to support the pupil's projects



Student voice: *"I chose engineering as my GCSE subject because I found it very interesting and fun. And, compared to other subjects, it is much more enjoyable and engaging for me. I also like the practical lessons that we do in engineering and in the future I would like to become an engineer."*

"I chose engineering because I like to learn about how things are made, it helps me understand science better and I can see how theories relate to real life. I also like making things and learning how to use new machinery. I also like cars and planes and engineering helps me understand them."

"Engineering is really engaging and I like that engineering is all around us and it helps me explain how things work. I often like to tell my parents what I have learned about in engineering and teach them about objects at home that I am able to as examples from the theory we have learnt. I also want to be an engineer when I am older."

Philosophy and Politics

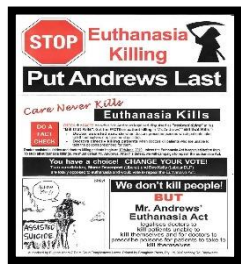
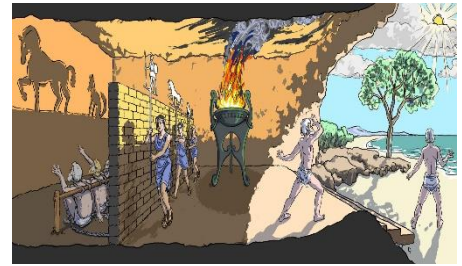
Why we study Philosophy and Politics:

Curiosity:

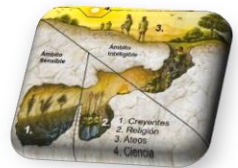
There are two main reasons why we teach Philosophy and Politics at Gravesend Grammar. The first is simple curiosity. Our students demonstrate a natural desire to know, to learn and to understand, this subject provides the perfect basis to satisfy that curiosity by attempting to answer two simple questions:

1. What can we know?
2. How should we live our lives?

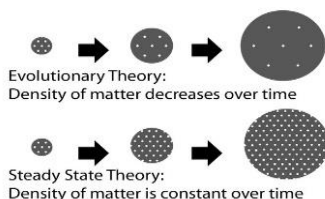
These questions in turn gave rise to others:



Can we ever have absolutely certain knowledge? What constitutes a good reason for believing something? Must we always have evidence in order to know? Are there things about the world that are, in principle, impossible to know? Are mind and body distinct? Are people ever really free? Is there a God? Do numbers exist? Is beauty in the eye of the beholder? Why should we obey the law? Under what conditions is it right to restrict a person's liberty? Is capital punishment immoral? Do trees have rights? How can moral disagreements be rationally settled? Which takes precedence over the other — the Right or the Good? What is truth? Is the



sentence "This sentence is false" true or false?



Questions such as these have given rise to the main great sub disciplines within philosophy, including: epistemology (the theory of knowledge), metaphysics (the theory of being), logic (the theory of reason and of inference), value theory (including ethics, politics and aesthetics), and the history of philosophy. Throughout KS4 our Philosophy and Politics Department commits itself to providing a learning that extensively explores these disciplines.

Transferable Skills

The second reason we teach philosophy is that many of the skills and abilities that are learned in philosophy are transferable, not just to other academic disciplines, but to other endeavours as well. This is partly because philosophy touches on so many other subjects and partly because its methods are widely applicable to other areas of intellectual accomplishment. Communication skills, critical reasoning skills, and general problem-solving skills are all enhanced by work in philosophy. They are also essential to many other disciplines and projects. In addition, philosophy helps students develop sound methods of research and analysis.

What we study in Philosophy and Politics:

Year 9

Plato's Cave- Understanding the Birth of Western Philosophy, Is there a God? , Environmental Ethics, The Morality of Poverty

Year 10

Epistemology, Philosophy of Crime and the Criminal, War, Peace and Human Rights, Racism with Philosophical and Political concepts, Women's Rights, Animal Ethics



Year 11

Euthanasia - A moral dilemma? , Abortion Ethics, God and Monsters - science and ethics, Gender Neutralism - an ethical dilemma?



Assessments:

Students will complete one assessment at the end of each term, their knowledge and understanding will constantly be reviewed throughout the terms.

How do we support your son?

Students are encouraged to develop their ability to freely express their opinions in a critically constructive manner through debate and discussion. We provide a reading list encompassing relevant and recommended books which students can locate in our library download via specific websites or purchase. We apply a rigid assessment evaluation process where students are given the opportunity to develop and improve their assessment grade each term. Our staff are committed and are available to support students in all aspects of their learning.

Enrichment Activities:

We hold a weekly Philosophy and Politics Club called Plato's Cave where students can meet in an informal setting and comfort of the school library where they can discuss matters of a philosophical and political nature most pressing to them.

The Department arranges an annual Philosophy and Politics Conference for Y13s inviting outside speakers to deliver interesting and relevant lectures.

The Department also arranges overseas trips to places where students can explore philosophical and political concepts studied in school, for example , Italy - Rome , Vatican City etc and New York - United Nations , 9/11 memorial, Harlem - Civil Rights Movement.

Physical Education Department

During Key Stage 4 students get to experience a huge array of sports and activities both in the curriculum and outside of the classroom.

Our Curriculum provision of 21 Sports/Activities is supported by our Extra-Curricular programme where you can take your skills to the next level and possibly represent the School in 12 Sports; Rugby Union, Hockey, Athletics, Cricket, Badminton, Swimming, Football, Table Tennis, Frisbee, Basketball, X-Country and Fitness.

Our Department mission statement is:

Play¹ - Enjoy² - Improve³ - Compete⁴

1 - Experience

2 - Intrinsic Reward

3 - Progress/Knowledge/Skill

4 - Lifelong Participation



This ethos enables all students to excel, pushing the top students to compete but allowing the other end of the spectrum to play. We hope that all students however are given the opportunity to run through our complete mission statement through House competition and recreational involvement in some after School clubs.

We have had a number of successes in Key Stage 4 across the range of sports we offer. Our Intermediate Swim team qualified for the National School's Team Championships, which was hosted in London at the National Aquatics Centre. This was the first time as a School we have qualified for this event.

As a department we are constantly striving for success and numbers are ever increasing in our main School sports of Rugby, Hockey, Athletics and Cricket.



Careers & Work Experience

The Careers programme at Key stage 4 is delivered through curriculum based activities, assemblies and separate events starting in Year 9 and building through to year 11. Topics relating to careers and the world of work are covered in PSHE and in year 9 a professional CV writer delivers sessions in English lessons exploring use of language to give your CV impact. A range of visiting speakers in assemblies give insight into different aspects of the world of work and future study options. Year 10 also undertake small group guidance sessions and the schools qualified careers advisers Year 11. Further details of the school be found on the Careers page of the



a visit to a local University. Focused individual interviews are delivered by in preparation for post-16 choices in careers programme and resources can school website.

Work experience is an important aspect of career learning a development. It is recognised as an essential requirement by the Gatsby benchmarks and forms part of the statutory guidance for Careers from the DfE. At GGS we set aside one week for work experience towards the end of Year 10 to ensure that every student can undertake this valuable opportunity.

The value of work experience has two aspects: insight into the work place, and skill development. Every student should have at least one experience of the work place before the end of Key Stage 4 and taking a whole week block to do this gives greater scope for understanding the everyday realities of working life such as organising travel, presenting yourself appropriately and proving yourself reliable through punctuality and following instructions. In addition, a week in a specific work place can give valuable insight into a particular field of work, either to reinforce existing career aspirations or to expand horizons by experiencing something unfamiliar. Successful career choices will depend on good quality research into areas of interest and for the most competitive fields, understanding why you have chosen that path is essential; work experience provides an excellent example of experiential research and can be used as evidence on a CV or university application. The second aspect of value to work experience is the opportunity to develop key skills. Whatever your future career plans, there are a wide range of skills that all employers will want evidence of: communication, collaboration, leadership, problem-solving; work experience offers the opportunity to develop these skills beyond what you have achieved through school activities. Furthermore, being able to provide evidence of using these skills in a work based context will give employers, and universities alike, greater confidence that you can transfer these skills successfully to a new environment.



Students have attend work experience at wide range of businesses and organisations including banks, legal firms, vets, hospitals and care homes, schools and a wide range of other businesses. Students comment on their work experience:



“The high points would be getting to know students and helping them to overcome obstacles they thought they couldn’t face beforehand.”



“I was able to communicate clearly to other people in the office as well as work in a team. I also widened my understanding of different aspects of the job.”



“My work experience has helped my firm up my career plans: I know that architecture is something I want to do and project management is also an option

Challenge and **Opportunity** in a Caring Environment

Extra-Curricular Activities and Stretch and Support Classes at Gravesend Grammar School

At Gravesend Grammar School, we believe that the development of the “Whole Student” is integral to a successful school career. We offer a myriad of opportunities outside of the classroom, ranging from sporting to artistic and from academic to adventurous. We encourage all students to take advantage of these opportunities, to gain a well-rounded education.

The provision below is current, but we are always open to new ideas from our student body.

American Football Club	Junior Orchestra
Athletics Club	Law Society
Badminton	Medical Society
Basketball	Pottery Club
Boxercise Club	Recorder Club
Chess Club	Robotics Club
Combined Cadet Force	Rugby Club
Cricket Club	Running Club
Cross Country Club	Samba Club
Debate Society	Senior Choir
Dungeons and Dragons	Senior Mathematics Challenge
Duke of Edinburgh Bronze	Swimming Club
Duke of Edinburgh Silver	Swing Band
Drama Club	Symphony Orchestra
Football Team (KS5)	Table Tennis Club
Guitar Club	Ultimate Frisbee Club
Hockey Club	Young Writers' Club
Junior Choir	

Academic Stretch and Support

We also offer a wide range of academic stretch and support classes, which take place after school and at lunchtimes. These allow students to ask questions in a smaller group setting and get academic support where needed. These are conducted by teachers aim to support students in achieving their potential.

Student Mentors

We have a number of Student Mentors who are assigned to each academic subject. They are students in the Sixth Form who are currently studying the subject for A-Level. They work with younger students to provide support and challenge in an academic setting. This is monitored and organised by our Subject Leaders.



Combined Cadet Force (Royal Navy) at Gravesend Grammar School



Students at GGS can join CCF(RN) at the start of Year 9.

The aim of the CCF is to enable the development of personal responsibility, leadership and self-discipline.

Afloat training is the defining activity of the Naval Cadet Forces. The Royal Navy proficiency syllabus bases its training emphasis on leadership, afloat activities and adventurous training. Annual camps are held at Britannia Royal Naval College, HMS Bristol and the Garelochhead Training Area.

In addition to these camps there are over a hundred courses to choose from throughout the year, many leading to nationally-recognised qualifications. As well as the afloat activities, cadets can do scuba diving, mountaineering, mountain biking, rock climbing, leadership, first aid, NPLQ, flying and there is even a band course for budding musicians. These courses are sponsored by the Navy and therefore cost a fraction of the civilian equivalent.

Cadets also routinely have the opportunity to take part in Channel sailing, national regattas and the Round the Isle of Wight Race, achieving notable results.

Cadets can use these courses to go towards the completion of the Duke of Edinburgh's Award scheme as well as experience living away from home in military accommodation and meeting cadets from around the United Kingdom

What do our current cadets say:

"I originally joined as I thought it would look good on my CV but I am really enjoying the activities" - JL

"I joined to get new skills" - DG

"I joined to develop my leadership skills" - SF

"I joined as I had heard good things about it from older cadets" - AS

"I'm really enjoying learning new things" - KA



The Duke of Edinburgh's Award

At Gravesend Grammar School, we offer opportunities for students to take part in the Bronze, Silver and Gold Duke of Edinburgh's Award. This is a very popular scheme and we try to accommodate all who want to participate. Participants are required to complete a number of sections: Volunteering, Physical Skills, Expedition and Residential (Gold only). Participants also plan, train for and complete unaccompanied, self-reliant expeditions with an agreed aim.

Bronze DofE

We offer the Bronze DofE to Year 9 students. The School promotes and recruits participants in Term 1, with formal training sessions taking place after school every week from Term 2 until Term 6.

It is expected that the participants take ownership of their activities (Volunteering, Physical and Skills), from the planning phase to completion. They will need to complete each activity for at least one hour per week.

It will usually take a participant at least 6 months to complete the Bronze programme:

- Volunteering section: 3 months
- Physical section: 3 months
- Skills section: 3 months
- Expedition section: 2 days/1 night

They also have to spend an extra three months on one of the Volunteering, Physical or Skills sections. It is their choice which one and, though they can change their mind later, they should decide which section they want to do for longer at the beginning.

For the Expedition section, the students embark on a Practice expedition and an Assessed expedition. They are both two days and one night in duration and take place in the Kentish countryside. We provide all of the necessary training for them to succeed in this section.



Silver DofE

We offer the Silver DofE to Year 10 students. The School recruits participants in Term 2, with formal training sessions taking place after school from Term 3 until Term 6.

It will take participants at least six months to achieve their Silver DofE if they have already achieved their Bronze, or 12 months if they have jumped straight into Silver.

- Volunteering section: 6 months
- Physical and Skills sections: One section for 6 months and the other section for 3 months
- Expedition section: 3 days/2 nights
-

For direct entrants to Silver DofE, they must undertake a further 6 months in either the Volunteering or the longer of the Physical or Skills sections.

For the Expedition section, the students embark on a Practice expedition and an Assessed expedition. They are both three days and two nights in duration and take place in the Kentish and Sussex countryside. We provide all of the necessary training for them to succeed in this section.

Gold DofE

We offer the Gold DofE to Year 12 students. The School recruits participants in Term 2, with formal training sessions taking place from Term 3 to Term 6.

It will take at least 12 months if participants have achieved their Silver DofE, or 18 months if they start at Gold level without doing the Silver – even if they have achieved their Bronze. The big difference at Gold is they will also do a Residential section – staying away from home for five days and four nights doing a shared activity with people they do not know.

- Volunteering section: 12 months
- Physical and Skills sections: One section for 12 months and the other section for 6 months
- Expedition section: 4 days/3 nights
- Residential section: Undertake a shared activity in a residential setting away from home for 5 days and 4 nights

If they did not do Silver, they must undertake a further 6 months in either the Volunteering or the longer of the Physical or Skills sections.

For more information, please contact Mr. Newman, Mr. Townsend, Mr. Standen or Mr. Poon.



