



CAISTOR
GRAMMAR
SCHOOL

Year 9
Options Information
2026



Contents



3	Letter from the Head of Section, Mr Wood
4	Letter from the Headteacher, Mrs Buck
5	Key Stage 4 Curriculum
6	GCSE Core Subject Information <ul style="list-style-type: none">• English• Maths• Science
10	Subject Choice Information <ul style="list-style-type: none">• Art• Computer Science• Design & Technology• Geography• History• Latin• Modern Foreign Languages – French & German• Music• Philosophy, Religion & Ethics• Physical Education
21	Careers Information & Student Support in Y10 & Y11
22	Duke of Edinburgh's Award scheme
23	Summary of Exam Board Information
24	Application Form Details

Caistor Grammar School



A Selective Academy
Church Street
Caistor
Lincolnshire LN7 6QJ
Tel. 01472 851250
enquiries@caistorgrammar.com
Headteacher: Mrs Shona Buck, B.Ed

Dear Parents,

January 2026

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

You will be aware that at the end of this academic year your child will be completing Key Stage 3. The School needs to commence the timetabling process now for the next academic year.

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

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

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

During the Options Assembly on 21st January, Mrs Buck explained the Options process to the students in more detail. There will also be an in-school **Parents' Evening on Wednesday 4th February** that will provide an opportunity to talk to staff about the choices to be made. A link to the online selection form is at the back of this booklet and you are asked to complete and **submit by 6th March** so that the process of planning the timetable for next year can begin.

Final decisions about placing students into groups can take quite some time. The process is often prolonged because we make every effort to accommodate each student's choices. We try to let the students know the outcome as soon as possible.

Please do not hesitate to call on the advice of staff at the School to assist in your deliberations – e-mail addresses can be found at the bottom of the subject information pages. In the meantime, I am very happy to have a discussion with you if you require further information.

Yours sincerely,

Mr William Wood
Head of Middle School



Caistor Grammar School

A Selective Academy

Church Street

Caistor

Lincolnshire LN7 6QJ

Tel. 01472 851250

enquiries@caistorgrammar.com

Headteacher: Mrs Shona Buck, B.Ed

Dear Parents and Students,

January 2026

GCSE Studies

All GCSE subjects taught at CGS are assessed using the national 9-1 scale. Although a '4' is classed as a pass, at Caistor Grammar School, we will be expecting the majority of our students to achieve a '5' as a minimum, which is also the Government's expectation of a 'good pass'.

In November 2025, the Government announced it will remove the English Baccalaureate (EBacc) as a school performance measure, following recommendations from the independent Curriculum and Assessment Review led by Professor Becky Francis. The review concluded that EBacc performance measures "have to some degree unnecessarily constrained students' choices".

We are committed to giving our students a broad and balanced curriculum. While EBacc is no longer required, core academic subjects like English, maths, and sciences (which we teach as three separate sciences) remain central to future pathways.

We also require that all students study at least one language, which could be either French or German or Latin. We feel that it is important for students to study a Humanities subject, either History or Geography, and have therefore made this a requirement. This breadth affords students the best chance to take the next steps into further education, apprenticeships, or employment when they complete their GCSEs.

Our Progress 8 score, the academic progress that students make from the end of Key Stage 2 to the end of Key Stage 4, based on 8 qualifications, was +0.68, in 2024, when it was last measured nationally. This means that on average, students achieved more than half a grade higher than expected in their GCSE examinations.

I am very happy to discuss issues relating to this letter or indeed any other issues relating to option choices with you.

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

With very best wishes,

Shona Buck
Headteacher

KEY STAGE 4 CURRICULUM:
Students will study 10 GCSE subjects

COMPULSORY AREAS

CAREERS EDUCATION	This is covered using a whole school approach through Personal Development lessons, visiting speakers and 'drop down' days with a focus on Careers.
ENGLISH	All students will be entered for 2 GCSES: English Language and English Literature.
FOREIGN LANGUAGE	All students must do either FRENCH or GERMAN or LATIN - there is the opportunity to do two of these by choosing one other from the options list.
HUMANITIES	All students must do either GEOGRAPHY or HISTORY – there is the opportunity to do both by choosing the other from the options list.
MATHEMATICS	Is taken by all students.
PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) including RELATIONSHIPS AND SEX EDUCATION (RSE)	This is covered using a whole school approach in Personal Development lessons, 'drop down' days and visiting speakers.
PHYSICAL EDUCATION	Core PE – which is not examined – is taken by all students.
RELIGIOUS EDUCATION	This course – which is not examined - is covered using a whole school approach as part of Personal Development, lessons taught by RE specialists and 'standalone' days with a focus on religious and philosophical studies.
SCIENCE	We expect that all students will do THREE SEPARATE SCIENCES . Please see separate page for further information about Science Options.

OPTIONS LIST

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

ART	COMPUTING
DESIGN AND TECHNOLOGY	FRENCH
GEOGRAPHY	GERMAN
HISTORY	LATIN
MUSIC	PHYSICAL EDUCATION
RELIGIOUS STUDIES	<i>Information about each of these subjects is on the following pages.</i>

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

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

GCSE

Core

Subjects

The following pages give you detailed information about the core subjects which are compulsory study at Key Stage 4.



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

Assessment:

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

Paper 1	Exploration of Creative Writing
Paper 2	Writers' Viewpoints and Perspectives

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



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

Assessment:

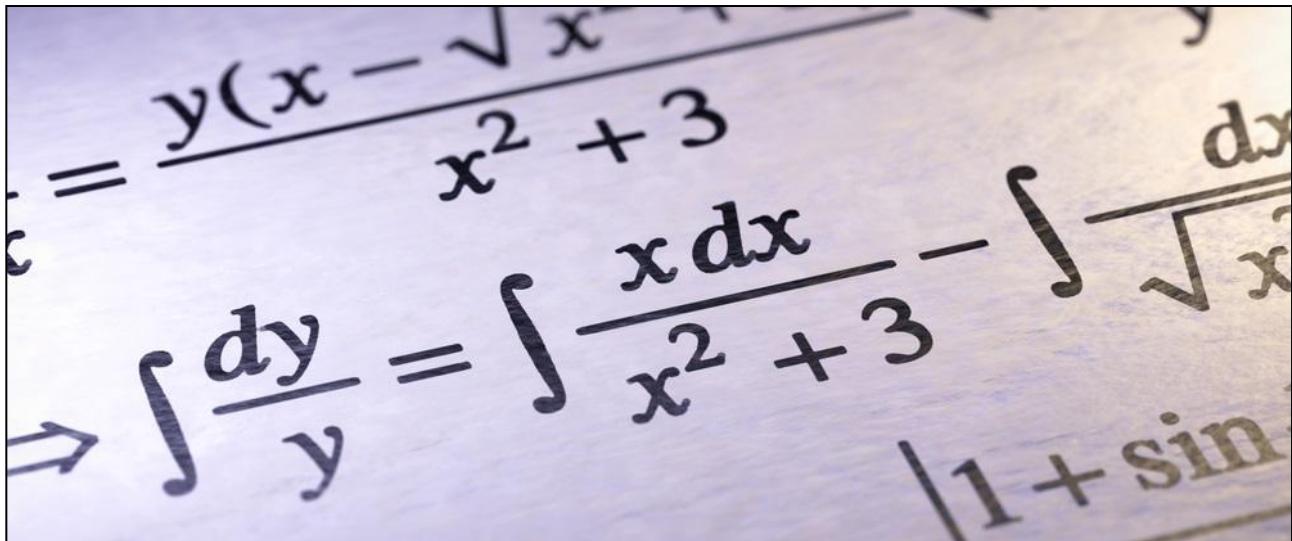
This qualification is assessed over two external written papers at the end of Year 11. There is **no** coursework or controlled assessment. Both papers are 'closed book'.

Paper 1 Shakespeare and the 19th Century Novel
Paper 2 Modern Texts and Poetry

Extra-curricular opportunities include theatre trips, theatre company workshops and creative writing initiatives.

For further information please contact: briony.mcneilly@caistorgrammar.com

GCSE Mathematics is a course designed to enable students of all abilities to engage with, explore and succeed in maths. The new course places an emphasis on problem solving and reasoning, as well as understanding and mastering the mathematical techniques they will require in the world of work or further study.



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

We have designed our Year 7, 8 and 9 schemes of work in order to challenge and extend all students, and in so doing minimise the change that can be felt from what is required in Key Stage 4 compared to Key Stage 3.

We will, of course continue to offer enrichment opportunities such as individual and team Maths Challenges, and there will be the opportunity for students displaying the required ability and enthusiasm to study towards the Level 2 qualification in Further Mathematics. Support is also available for students who find mathematics more challenging.

Assessment:

There are three exams, each equally weighted and lasting 1 hour 30 minutes, taken at the end of the course in year 11. One of these is a non-calculator paper.

For further information please contact: robert.hargreaves@caistorgrammar.com

All students will follow the AQA 8461, 8462, 8463 courses for the three separate sciences. Students are entered for three separate GCSE examinations in Biology, Chemistry and Physics. Each subject examination comprises two written papers. Each science subject is graded separately, and three GCSE certificates are issued.

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

Assessment:

There are two papers in each subject, both 50% of the final marks. A practical element is followed with a series of Core Practical experiments which the students must complete. Practical experiments are frequently tackled, depending in the topic.

For further information, please contact: gavin.cooke@caistorgrammar.com



Subject Choices

The following pages give you detailed information about the subjects from which you can select. Please read the information, talk to teachers, and use the opportunity that parents' evening provides to help you to make your decisions.



This is a practical course where enjoyment, enthusiasm and passion for this subject is essential. There is a significant amount of flexibility within the course for students to experiment with a wide range of processes and techniques. Year 10 is a very experimental year where working in a multitude of ways is encouraged. Students can specialise in one area of study or can undertake a broad based approach. Students will need to show interest in the work of other artists and make connections to the work of others in their own art work. Students are expected to spend at least one hour per week completing work in their own time in order to successfully complete all of the assessment criteria. Drawing is an essential part of this course and is expected to be evident in all chosen disciplines.

* Tasks and projects are set in class and for homework, to provide a starting point for a broad range of practical experiences

* There is scope for individual interpretation of a theme

* Students are expected to demonstrate they can work effectively using a range of processes and techniques, such as drawing, painting, printmaking, photography, three-dimensional media and textiles

The ability to demonstrate a journey of development is required. As this is a 100% evidence-based GCSE, willingness to invest time in this subject area throughout Years 10 and 11 is paramount to successfully pass this course. Students who succeed in this subject are self-motivated and welcome independence. They find satisfaction in improving their technical ability and have an interest in exploring, experimenting and taking risks in order to develop their skills and ideas further. This course prepares students to progress onto further study or employment. This course also provides an opportunity to develop creative thinking: this skill is highly desirable in all areas of employment.

Assessment

Internally assessed and externally moderated

Two units of work are submitted for assessment:

Portfolio of Coursework 60% of the total final grade

Externally Set Assignment 40% of the total final grade

There is no terminal examination, but a 10 hour controlled assessment to complete a final outcome will be completed towards the end of Year 11.



For further information please contact: rachel.porter@caistorgrammar.com

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

THE COURSE

In the first year, the initial focus is to improve your programming skills. You will complete a number of small challenges over the year that will build on your understanding of programming from Year 9 and work on your ability to break down programming tasks so that bigger challenges may be considered to be just a collection of smaller challenges. You will also develop your theoretical knowledge of Computer Science with topics including algorithms, networks and encryption.

The second year will start with a number of extended programming tasks that further develop the use of subroutines before the remaining time is spent learning a number of new topics such as hardware, software, database design, cyber security and the ethical and legal aspects of computing, as well as consolidating what was learnt in Year 10.



EXAMINATIONS

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

COURSE COMPONENTS

Paper 1: Computational thinking and problem solving	50%
Paper 2: Written assessment	50%

For further information please contact: michael.robinson@caistorgrammar.com.

Details:

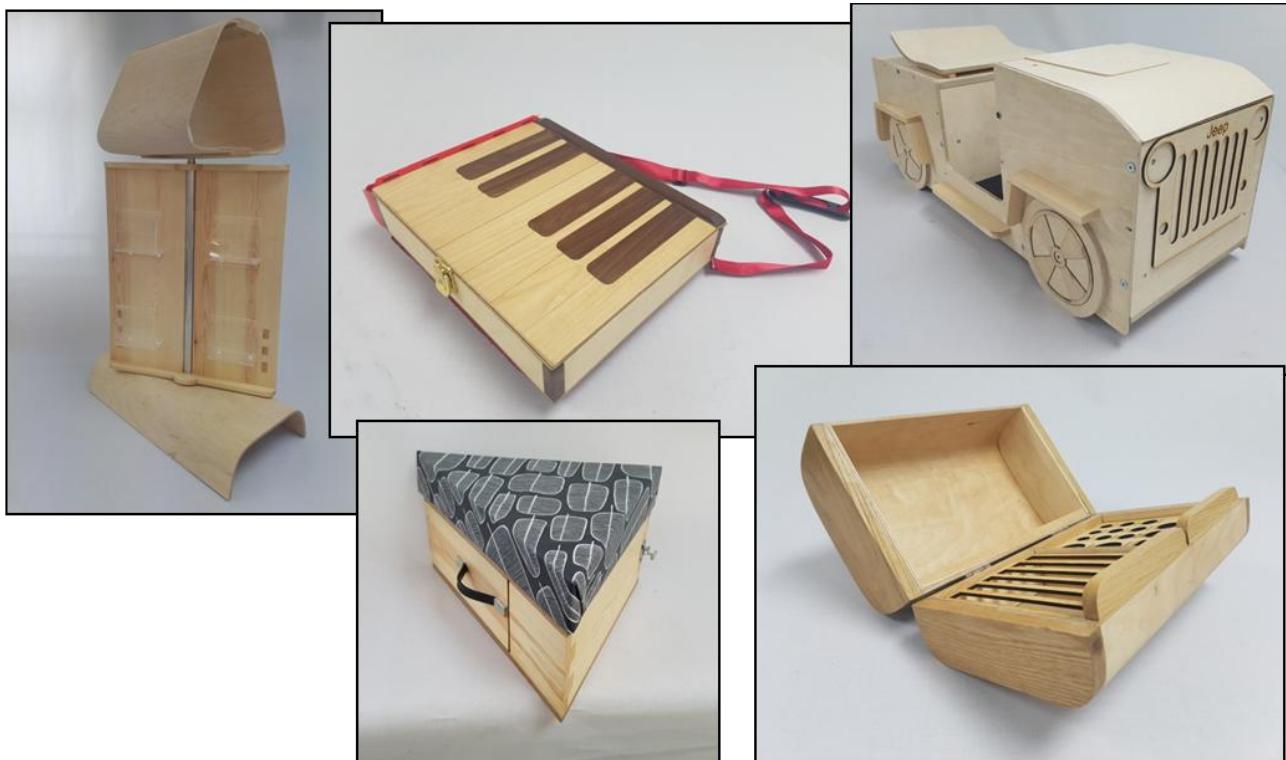
The GCSE in Design & Technology aims to continue to expand on knowledge discovered in Key Stage 3. Students will study core areas of the subject including metals, plastics, graphical communication, print and packaging, electronics and textiles. The greater focus of the course revolves around the specialism of timbers: how we utilise them to manufacture products.

During the course students will complete two components of Assessment:

Component 1	1hr 45minutes - written exam	50% of qualification (100 marks)
Component 2	Non-examined assessment: Portfolio of design and final project	50% of qualification (100 marks)

This course is designed for those who are passionate about how the world around us is designed creatively and manufactured to enable our society to succeed. Students should demonstrate a good level of critical thinking and problem solving while having a creative nature to develop exciting products.

The course has a direct progression into our A Level Product Design, or Level 3 BTEC Engineering and supports pathways to university into careers such as Engineering (all areas of), Architecture, Manufacturing, and Design (all types) and develop students' skills such as ICT, project management, graphical communication, thinking skills and physical skills.



For further information please contact: phil.donington@caistorgrammar.com

INTRODUCTION

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

AIMS

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

COURSE CONTENT

1 The Physical Environment

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



2 The Human Environment

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

3 Geographical Skills including Fieldwork

- Assessment
- One day of fieldwork in Year 10 or Year 11

There is no coursework at Geography GCSE.

The exam has 3 papers

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

For further information please contact: james.kay@caistorgrammar.com

Why choose History at GCSE?

- History is exciting, enjoyable, full of interesting human stories, it helps you make sense of the world today, it sharpens your skills of analysis, argument, and communication.
- History is excellent for *any* career where you use evidence or make decisions or produce informed writing such as journalism, law, medicine, business, finance, tourism, politics to name but a few.
- History is highly regarded by universities, colleges and employers.
- History is one of the possible entry subjects to access the following A-Levels at CGS (besides History): Classical Civilisation, Sociology, Psychology, Religious Studies (where not studied at GCSE).
- The History department has a consistently strong profile at GCSE and provides optional weekly revision support in Y11 Autumn, Spring and Summer terms.

Course content

Four diverse and fascinating historic periods to study:

‘Conflict and Tension: 1918 to 1939’ - explore the peace-making process after the First World War with the Treaty of Versailles, the doomed League of Nations as an organisation for lasting peace (!) and the contributions of Hitler, Stalin, and Chamberlain to the outbreak of the Second World War.

‘America: 1920 to 1973 - Opportunity and Inequality’ - explore who did and who did *not* live the ‘American Dream’. This includes flapper girls, Prohibition, Al Capone and gangsters, the Ku Klux Klan, McCarthyism (communist witch-hunt), rock and roll, civil rights campaigns for African Americans and women.



‘Britain: Health and the people: c.1000 to the present day’ - explore the cause and treatment of illness, the development of surgery and hospitals that underpins modern medicine. This includes the Black Death, surgery before anaesthetics, vaccination, penicillin, the NHS, 21st century alternative medicines and medical technology.



‘Elizabethan England: c1568-1603’ - explore the last 35 years of Elizabeth I’s reign such as court life, theatres, pressures for marriage and succession, treatment of the poor, the threat from Mary Queen of Scots and from the Spanish Armada. There is also a historic site study which students may have the opportunity to visit.

Assessment

There are **two exams**, each worth **50%** with short answer questions on knowledge and sources and one longer one on knowledge per paper. These provide the opportunity to build on your skills from Key Stage 3. **Paper 1** will test Conflict and Tension + America.

Paper 2 will test Britain: Health and the People + Elizabethan England.

Learning from the past can indeed lead to an exciting future!

For further information please contact: rachel.dowthwaite@caistorgrammar.com

Why choose Latin at GCSE?

- Latin offers a valuable, informative and stimulating experience of a language and civilisation that have had a huge and lasting influence on the modern world.
- Latin boosts your confidence in using and understanding the English language; more than 90% of words of more than one syllable have Latin origins. These words are at the heart of culture, education and science.
- Latin provides an enhanced awareness of how modern languages work, especially French, Spanish and other Romance Languages.

Work Expected Outside Lessons

All necessary skills in both language and literature will be explained during lesson time. Homework time will be used to practise and consolidate these skills. Careful and thorough learning is essential in this subject. You will be expected to make sensible use of homework time, for the revision of vocabulary, grammar and sources.

Assessment

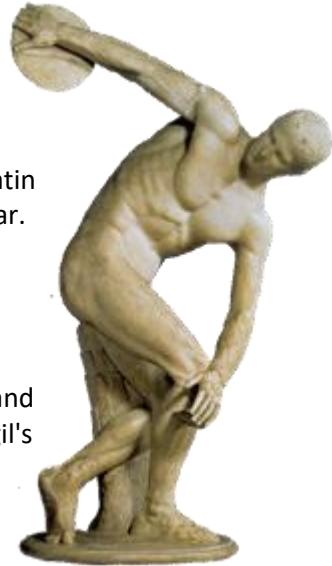
All assessment is taken in written examination format at the end of the two-year course.

Paper 1 – Latin Language (50%)

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

Papers 2 and 3 – Latin Literature (50%)

Students will study passages from real Latin authors on themes and stories of the Roman World. The students will study the theme of Heroes and Villains – a selection of Latin texts and sources on Romans good and bad for the examination years of 2027-2029 and the poet Virgil's account of Hercules and his defeat of the monster Cacus for the examinations in 2026-2027. In the examination, students will be required to demonstrate knowledge of the prescribed passages and respond to aspects of literary style, all of which have been thoroughly prepared in the lessons in advance.

**Where can a GCSE in Latin lead to?**

As well as being exciting and inspiring, the course will help you develop analytical skills and intellectual flexibility which will be useful in a wide range of jobs or in further study. It is very much valued, both by employers and universities, as a strong indicator of intellectual ability. What many employers are looking for is a person who can solve problems, think precisely and communicate clearly; all of these qualities are developed by studying Latin. Although Latin cannot be continued to A level students can pursue their interests in the ancient world through A level Classics, enabling them to continue the study and the language at university.

For further information, please contact: ruth.wildman@caistorgrammar.com

WHY LEARN A FOREIGN LANGUAGE?

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

**COURSE CONTENT**

We will follow the Edexcel (Pearson) board's GCSE course in both French and German. The GCSE is accessible to candidates of all abilities with both foundation (1-5) and higher (4-9) tiers and there is plenty of scope for stretching and challenging the most able. All students at GCSE develop competence in the **four** language skills of **listening** (55 minutes), **speaking** (10-12 minutes), **reading** (1 hour) and **writing** (1 hour 20 minutes) and are examined in each of the skills at the end of the course. All four skills have equal weighting (25%). Students cover a variety of topics, including family and home life, lifestyle and well-being, school and



education, media and technology, local area and environment and future jobs and careers. There is no coursework, so students can enjoy continuous and thorough teaching and develop their skills to the highest possible level.

WORK EXPECTED OUTSIDE OF LESSONS.

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

ADDITIONAL INFORMATION

We also offer various opportunities for students to improve their language skills. There are regular lunchtime drop-ins and a mentoring programme, which offer extra support when needed. There is the opportunity to go to Germany on an exchange and to Paris on a language immersion visit. Students can also take part in the language leaders programme in Yr10 or help mentor younger students at KS3.

For further information on **French** please contact: kathryn.bradbury@caistorgrammar.com

For further information on **German** please contact: rebecca.turner@caistorgrammar.com

GCSE MUSIC consists of **three sections**:

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

1. PERFORMING MUSIC – 30%

Students perform two pieces.

Performance 1: Solo performance of a minimum of one minute (30 marks)

Performance 2: Ensemble performance of a minimum of one minute (30 marks)

Students must perform for a minimum of four minutes. Both the solo and ensemble performances can be comprised of one or more pieces of music. The performances are recorded and internally assessed and sent to Edexcel for moderation.



Students should aim to be grade 5 standard by the end of the course.

2. COMPOSING MUSIC – 30%

Students compose two compositions.

Composition 1: Composition to an Edexcel set brief (30 marks)

Composition 2: Composition freely devised by the student (30 marks)

The compositions are internally assessed and sent to Edexcel for moderation.

3. UNDERSTANDING MUSIC – 40%

This is a written examination that lasts 1 hour and 45 minutes. It comprises of analysis of course content set by Edexcel and taught through the two years of the course.

This includes the analysis of instrumental music from 1700-1820, music for stage and screen, popular vocal music, and fusions. Other styles of music will also be covered.

The paper involves two sections: the first consists of musical analysis of extracts within the paper; the second is an extended essay comparing a set work taught in the year against an unseen work.

For further information please contact: frances.thompson@caistogrammar.com

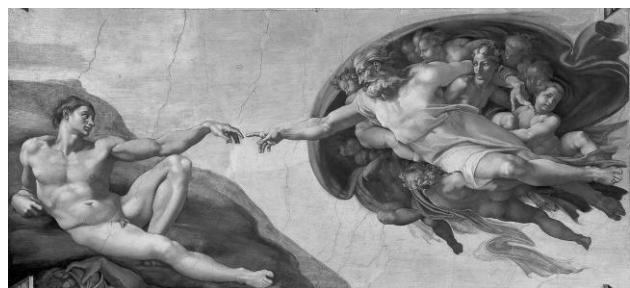
Aims

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study and work.

Assessment

2 exams valued at 50% each (both 1 hour and 45 minutes long)

One paper is on two religions (Christianity and Judaism), the other paper is on Thematic Studies (this includes looking at a variety of moral issues and values connected to religion, such as Religion & Life e.g. Abortion, Animal Rights, Euthanasia; Peace & Conflict e.g. War, Nuclear Weapons, terrorism; Relationships and Families e.g. Homosexuality, Sex/Contraception, marriage, divorce, gender roles and Crime & Punishment e.g. aims of punishment, prison, the death penalty).

**Why Choose Religious Studies?**

RS is a great qualification for any job that involves working with people, as RS helps you understand people and why they act in the way they do. As you go through life, whether it be work or elsewhere, there will be people from different faiths, cultures and backgrounds, RS will help you understand some of the people you meet so you can get on in life.

Students who have studied GCSE RS have gone on to study and work in law, psychology, education, social work, medics (doctors, dentists and nursing - particularly because of the ethical aspects of the course), the RAF, the police, history/archaeology, politics, chemistry and languages. Look no priests or vicars! They have also gone on to study at some of the best universities the country has to offer, including Cambridge, Durham, York and Leeds.

We also have an incredibly strong GCSE (and A Level) profile.

This is a GCSE option for those who aren't narrow minded, who want to see how the world works, who want to study a subject that covers modern relevant topics and current affairs that affect people's lives right now and possibly in the future.

We provide you with detailed pre-printed workbooks, that are unique to our School and written specifically with our students in mind, to avoid dull long winded textbooks and copious amounts of note taking.

What are you waiting for? Choose RE, choose life.

For further information please contact: andy.hay@caistorgrammar.com



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

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

Students will also be assessed in three activities as a player/performer.

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

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

Entry requirements:

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



For any further information please contact: andrew.shutes@caistorgrammar.com

Careers information & Student Support in Year 10 & 11

Careers Information

The School's independent Careers Adviser has spoken to all Year 9 form groups about decision making and will be available for consultation via appointment at the Year 9 Parents' Evening on Wednesday 4th February.



Year 9 students have completed the Future Skills Questionnaire (FSQ) which is a tool to measure learners' career-readiness. The FSQ covers key aspects of knowledge, skills and attitudes that are important for successful transitions. Year 9 students have also been introduced to Careers websites, (icould.com, ucas.com) which they can access either from home or from school. There is an extended list of useful careers links on the school website. Students and parents also have access to a Careers Bulletin via Sway. This is updated frequently as we are informed of new opportunities that are advertised to students from a variety of organisations which can be accessed to help prepare them for their chosen career and next steps.

Work experience

At the end of Y10, students spend a week on work experience.

Peer mentoring by 6th form students

If you are struggling or lack confidence in one of your GCSE subjects, we can link you up with a Sixth Form mentor to help you get up to speed.

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



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

When do students become involved in the mentoring programme?



This generally happens following student assessments, end of year exams, mock exams, and reports. If your attainment or attitude to learning grades are below what would be expected, it is very likely that you will be monitored and supported by a member of the 6th form mentoring team.

Requests for help from parents and students are also a starting point for joining the programme.

If you feel you need help or are interested in the mentoring programme, please speak to Mrs Ellerby to arrange this. As well as supporting individual students on a one-to-one basis there are several activities that we carry out through the school year to help your organisational skills and improve motivation.

Achieve something really special in the world's leading achievement award for young people.

Make friendships, try new experiences, learn new skills, give back to your community, increase your fitness and explore the countryside on your own weekend expedition.

Start in Year 9 at Bronze, complete your Bronze and experience what DofE has to offer or progress to Silver with your friends in Year 11. Complete the full DofE offering by starting Gold in Year 12 and completing in Year 13.

What is DofE?



The DofE is a life-changing adventure you don't want to miss.

Work towards and complete your own programme of activities in 4 sections. Activities take a minimum of one hour per week over a set period of time, so they can be fitted in around your studies and life outside school.

Volunteering 3 months	Physical 3 months	Skills 3 months	Expedition 2 days 1 night
---	---------------------------------------	-------------------------------------	--

Plus a further **3 months** in either the
Volunteering, Physical or Skills section

There are a wide range of activities you can choose from including football, running, gym work, coaching a football team, helping at brownies or scouts, playing an instrument, learning photography skills and learning to cook to name just a few!

You may want to try something new or just get better at something you are already doing. You just need to choose something you will enjoy.



We run weekly lunchtime sessions which you will need to attend to practice the skills needed to plan, prepare and then go on your own group expedition. Skills include: planning skills, navigation, first aid, cooking outdoors and camping skills. Just remember to bring your lunch along to the lunchtime session



How do I get involved?

Places are limited and many students want a place on the programme so when the sign up period opens you will need to complete and return an application form before the deadline to be considered for a place. Commitment to the weekly dinnertime sessions, the expedition weekends and the hour per week volunteering, physical and skill sections will be considered when offering places.



For more information contact DofE Manager: emma.dodsworth@caistorgrammar.com

School Library

The School library supports GCSE studies in a number of ways. For student use there are available:

- A reference set of revision guides for all subjects plus a complete set of revision guides for loan.
- A range of publications supporting study and revision techniques
- Wider reading resources for all GCSE subjects
- A comprehensive careers library is available to inform decision making at 16+
- Additionally, fiction and nonfiction books, e-books and magazines support issues regarding physical and mental health.

SUMMARY OF EXAM BOARD INFORMATION FOR GCSE

✓ The information below can be used to gain further information about the GCSE courses

SUBJECT	CONTACT	Exam Board	E-MAIL ADDRESS
Art & Design	Mrs Rachel Porter	Edexcel 1FA0	rachel.porter@caistorgrammar.com
Computer Science	Mr Michael Robinson	AQA 8525	michael.robinson@caistorgrammar.com
Design & Technology	Mr Phil Donington	Edexcel 1DT0	phil.donington@caistorgrammar.com
English	Mrs Briony McNeilly	English Language: AQA 8700 English Literature: AQA 8702	briony.mcneilly@caistorgrammar.com
French	Mrs Kathryn Bradbury	AQA 8658	kathrynbradbury@caistorgrammar.com
Geography	Mr James Kay	AQA 8035	james.kay@caistorgrammar.com
German	Miss Rebecca Turner	AQA 8668	rebecca.turner@caistorgrammar.com
History	Mrs Rachel Dowthwaite	AQA 8145	rachel.dowthwaite@caistorgrammar.com
Latin	Miss Ruth Wildman	EDUQAS	ruth.wildman@caistorgrammar.com
Maths	Mr Robert Hargreaves	AQA 8300	robert.hargreaves@caistorgrammar.com
Music	Mrs Fran Thompson	Edexcel 1MU0	frances.thompson@caistorgrammar.com
Physical Education	Mr Andy Shutes	AQA 8582	andrew.shutes@caistorgrammar.com
Religious Studies	Mr Andy Hay	AQA 8062	andy.hay@caistorgrammar.com
Science	Mr Gavin Cooke	AQA 8461, 8462, 8463, 8464	gavin.cooke@caistorgrammar.com

CAISTOR GRAMMAR SCHOOL KEY STAGE 4 OPTIONS CHOICES 2026



Please complete the online form carefully, using the following link, or QR code below.

<https://forms.office.com/e/2s0haTPaRc>

Indicate your choices as directed and submit **by 6th March 2026**. You will receive an e-mail confirming receipt of your choices.

If you change your mind about your subject options before the deadline, simply fill out the form again. Mr Frost will process the latest version of your form once the deadline has passed.

Parents are asked to confirm choices on the last page of the online form.

Caistor Grammar School Key Stage 4 Options Choices 2026

