



CATERHAM  
SCHOOL

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# THIRD YEAR

SUBJECT  
CHOICES

2026 - 27

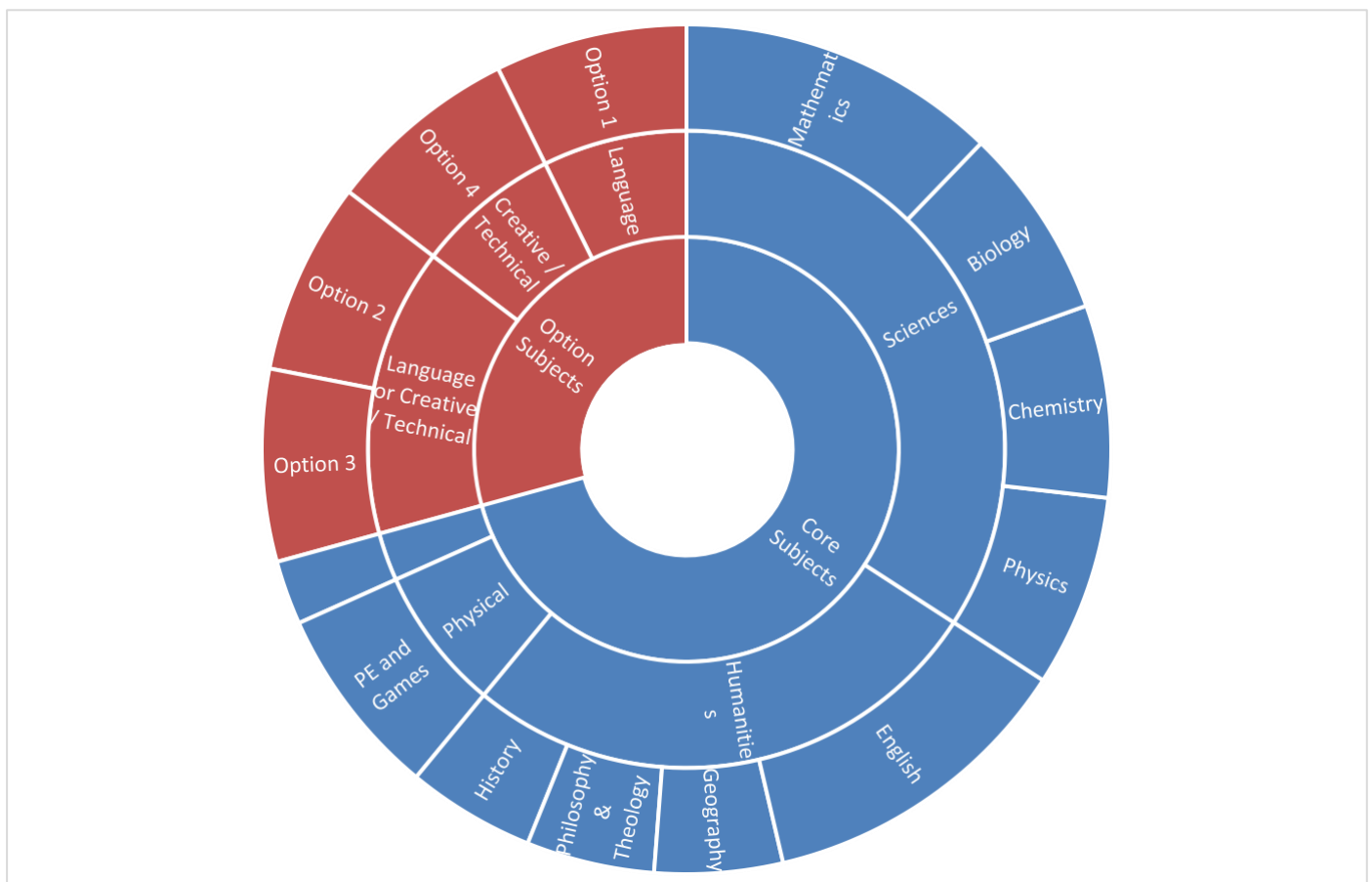


## AN INTRODUCTION TO THE THIRD YEAR CURRICULUM

The academic programme for pupils entering Third Year in September requires all pupils to study the compulsory core subjects alongside four additional subjects of their choice. The core curriculum meets both national requirements and Caterham School's aims, providing all pupils at this stage with a strong and well-rounded educational foundation.

We value the contribution of all subjects in enriching pupils' learning and developing depth of understanding and interest. However, limited curriculum time means that not all subjects studied in the First and Second Years can be continued into the Third Year. To ensure breadth of study, all pupils will take at least one modern language and one creative or technical subject.

This booklet is designed to support pupils and parents in making informed decisions about which subjects to continue. Advice from subject teachers may also be helpful when making these choices.



### These are not GCSE choices, so why do pupils select options for the Third Year?

As pupils progress through the school, it is important that they begin to take greater ownership of their education and develop confidence in making informed decisions. Choosing options allows them to explore subjects of particular interest in greater depth and helps prepare them for the more demanding study required at GCSE level.

At this stage, the decision is about finding the balance between languages and creative or technical subjects that best suits. Pupils will choose **one language and three creative or technical subjects**; or **two of each**; or **three languages and one creative or technical subject**.

## THE CORE SUBJECTS

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

## THE OPTIONAL SUBJECTS

Pupils will choose four subjects from the list shown on the right.

For pupils (mainly international pupils) who have not previously studied any European languages other than English, all four choices should be Creative or Technical subjects. (Mandarin is only suitable for pupils who have completed the introductory level covered during Caterham's First and Second Years.)

All other pupils must select at least one Creative or Technical subject and at least one Modern Language.

French, German and Spanish are available either as continuation courses for pupils who have studied the language previously, or as beginner courses for those who have experience of a different European modern language and wish to learn a new one.

When selecting options, pupils and parents should consider the following important points.

### GCSE subject choice

All subjects listed are also available at GCSE. If a subject is not studied in the Third Year, it will not normally be possible to choose it as a GCSE option.

|                             | OPTIONAL SUBJECTS     |
|-----------------------------|-----------------------|
| Modern Languages            | French                |
|                             | Spanish               |
|                             | German                |
|                             | Mandarin              |
| Classical Languages         | Latin                 |
|                             | Greek                 |
| Creative/Technical Subjects | Art                   |
|                             | Computer Science      |
|                             | Design and Technology |
|                             | Drama                 |
|                             | Music                 |

## **Non-native speakers of English**

Pupils who are new to the School and are non-native English speakers will have their written and spoken English assessed on arrival. If additional support is required, the appropriate level of timetabled lessons or other assistance will be agreed following this assessment in September.

Non-native English speakers who have not previously studied French, German or Spanish should select four Creative or Technical subjects. Parents are welcome to contact the School by email if they wish to discuss this further.

## **Mandarin**

Mandarin is not suitable for native or confident speakers, nor for complete beginners. Native speakers typically work independently towards the Chinese IGCSE in the Fourth Year. This course is designed for pupils who have completed a small amount of prior study in Mandarin, as provided in Caterham's First and Second Years (approximately 50 hours in total).

**Please note:** Some courses may not run if insufficient numbers choose them. If a course is withdrawn, pupils who selected it will be given the opportunity to review and amend their choices.

## **WELLBEING**

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

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

Pupils will then cover a substances and stimulants course which will focus on drug and alcohol awareness, looking after themselves and others, as well as the impact of stimulants on their wellbeing. Finally, there is a physical wellbeing module which will focus discussions on nutrition, sleep and digital wellbeing.

## **EDGE**

EDGE equips pupils with the skills, confidence and mindset needed to thrive beyond education. Alongside their academic subjects, they learn to think critically, solve problems and navigate an increasingly digital world. These are skills that universities, employers and the modern workplace consistently value and seek.

In Third Year, pupils develop these attributes through a programme that includes media literacy and bias awareness, an introduction to cryptography and escape room design, and an outdoor challenge focused on teamwork and resilience. They learn how to question information, spot misinformation, design and build puzzles and work under pressure, strengthening creativity, logic, collaboration and persistence as they prepare for the years ahead.

# COURSE DETAILS

## Art

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

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

If students continue onto GCSE, their Third Year work can count towards this qualification. Also, it prepares students for either of our Art GCSE options in 4th year : Fine Art or Fashion Textiles

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

## Computer Science

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

*Steve Jobs, former CEO and creator of Apple*

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

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

The course puts developing your Python programming knowledge at its core. Throughout the year, we will focus on mastering the fundamental programming principles of sequence, selection and iteration, building a rock-solid foundation that will serve you throughout your computing journey. When you have started to develop these fundamental Python programming skills, we will turn our attention to developing your problem-solving abilities. You will tackle increasingly complex programming challenges that mirror

realworld scenarios, learning to break down problems, design elegant solutions and debug your code like a professional programmer.

As the year progresses, we will investigate some of Python's more powerful features, allowing you to use your newly honed problem-solving skills to write sophisticated programs for complex situations. You will also explore fascinating theoretical topics including artificial intelligence and computer system hardware, where you'll get to design your own ultimate gaming PC — a project that consistently ignites enthusiasm and creativity. At this point, both your understanding and confidence will really start to develop.

By the end of the year, your programming and problem-solving skills will have developed substantially and you will be able to harness the incredible power of the Python programming language, finding and creating solutions on your own. You will possess almost all of the programming knowledge and skills you will need to tackle the tasks for GCSE Computer Science, giving you a significant head start should you choose to continue with the subject. **You can only study Computer Science as a GCSE if you have taken this course in the Third Form.**

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

*Albert Einstein, physicist*

## Design & Technology

Third Year is designed to transform pupils into **strategic design thinkers**, moving beyond basic making toward solving sophisticated real-world challenges. For pupils who enjoy the creative process or are considering the subject for GCSE, this year provides a unique environment to develop the high-level cognitive and technical skills sought after in the modern world.

Pupils will engage in a **dynamic, project-led curriculum** that bridges the gap between digital imagination and physical reality. By navigating the "Explore, Create, Evaluate" cycle, pupils develop the resilience and agility needed to tackle complex problems from multiple angles. The course focuses on **Human-Centred Design**, challenging pupils to balance high-end aesthetics with structural integrity, user ergonomics, and environmental sustainability.

Our workshop is a **tech-forward hub** where traditional craftsmanship meets the latest digital tools. Pupils will master professional-grade software—including **Rhinoceros 3D**, **Adobe Illustrator**, and **2D Design**—while leveraging **AI-assisted ideation** and **VR (Virtual Reality)** to stress-test their designs in immersive environments. Concepts are brought to life through rapid prototyping using **laser cutters**, **3D printers**, and mobile iPad applications, ensuring pupils are fluent in the digital language of the future.

While this course provides a direct bridge to professions such as Product Design, Architecture, Engineering, and UX Design, its truest value lies in its **extraordinary diversity**. Design and Technology is unique in the curriculum for blending artistic flair with technical logic; the transferable skills of project management, iterative testing, and creative problem-solving are invaluable assets in any future career path, regardless of the industry.

### Future Pathways:

Product Designer, Industrial Designer, Furniture Designer, Exhibition or Set Designer, Packaging Designer, Point-of-Sale Designer, Design Engineer, CAD Technician, Materials Engineer, Automotive Engineer, Manufacturing Technician, Architect, Architectural Technologist, Interior Designer, Sustainable Design Consultant, UX (User Experience) Designer, UI (User Interface) Designer, Ergonomist, Service Designer, Product Manager, Procurement Manager, Design and Technology Teacher, or Patent Attorney.

## Drama

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

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

### 1) *Styles and Practitioners*

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

### 2) *Film Studies*

Pupils will learn about a variety of film genres before working as part of a production company to create their own short film. There is also an opportunity to collaborate with those studying Music on this project.

Each LCP project is characterised by three distinct phases:

#### *Learn*

- Pupils learn about key elements of the topic, explore a variety of key skills, and undertake their own research. They must create a portfolio of research which demonstrates their understanding and prepares them for the second phase. *Create*
- Pupils create a final 'product' based on what they have researched and prepared within the 'Learn' phase. Depending on the topic, this could be a performance, script, design, short film etc.

#### *Present*

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

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

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

## Music

In the Third Year, pupils will have the opportunity to go into a great deal of depth and develop their skills, knowledge and understanding of the three main disciplines of the subject: Performing, Composing and Appraising through the medium of two Learn, Create, Present projects. This will prepare them for the GCSE course in Fourth Year, should they continue with their Academic Music studies.

### **Autumn Term and first half of Spring Term: LCP1**

**Learn:** Pupils advance their knowledge and understanding of many different genres of music, including musical theatre, film, orchestral and fusion music. The course ties in with elements of the GCSE in an approachable format. Repertoire studied include such favourites as *Wicked*, *Cabaret*, *Chicago* and *Six* in the musical theatre genre, heavyweight giants of film composition including John Williams, Danny Elfman and Hans Zimmer and classical composers such as Vaughan Williams, Brahms, Beethoven and Shostakovich.

**Create:** Pupils submit a 'Create Proposal' at the end of the Autumn Term which outlines their ideas for a bespoke, individual project which ties in with their learning. This could take the form of a performance, composition, presentation or a combination of all three. Proposals have included composing a piece of fusion music using logic software, learning to play a new instrument and composing a piece of music to perform, and learning a song from *Wicked* and presenting a power point on the musical alongside a performance.

**Present:** In the final week of LCP1, pupils present their project to the class for assessment.

### **Second half of Spring Term and Summer Term: LCP2**

Pupils have the opportunity to work with their peers in the Drama Department in an exciting, collaborative LCP project.

**Learn:** Pupils will learn about a variety of film music genres including horror and film noir, before working as part of a production company (with drama pupils) to create the music for their own short film. Pupils learn about key elements of the topic, explore a variety of key skills, including the application of music technology and undertake their own compositional research.

**Create:** Pupils work within their production company to create suitable music for their chosen film genre. This could be live, recorded or using our music tech suite to create music via logic software.

**Present:** To complete the project, pupils present their film to an audience and evaluate their work.

The course will introduce pupils to concepts, techniques and skills that will be developed further at GCSE, whilst also encouraging creativity and collaboration throughout. The project-based approach places a large focus on independence and resilience, and those who opt for the subject will have to employ initiative and problem-solving skills in every lesson. The freedom of choice in each project will also allow pupils to explore their interests in the subject and to appreciate music as a versatile and exciting art form. Pupils who choose Music are also encouraged to get involved in co-curricular music as this will further enhance their musical development and put all of the classroom work into practice.

# Languages

## Modern Languages

### Beginner Languages

Pupils in the Third Year can take a course in French, German or Spanish which is suitable to beginners. The language will be delivered through a whole range of accessible and engaging topics which will appeal to pupils in this year group. Examples of these topics include shopping, travel, relationships, healthy living and the environment. It is envisaged that by the end of the Third Year pupils will leverage the skills that they have learnt from studying another similar European language to reach a similar level as their peers who started that language in the First Year, and will thus be well placed to tackle the (I)GCSE course in the two years that follow. This is an exciting opportunity for pupils not only to discover more about Europe and its varied culture but also to broaden their appreciation for the similarities and differences of languages. Beginner languages are suitable both for passionate linguists who want to add another language to their repertoire, and for those who want an alternative to a language already being studied. Pupils who find languages challenging are likely to find this course difficult and should therefore take advice from their teachers in weighing up difference options.

The Mandarin course is not offered as a language for complete beginners. Those who choose this course should have an introductory level of Mandarin, similar to that covered within introductory lessons in Caterham's first and second year, roughly equivalent to a total of 50 hours of study.

### French

Today's world is multilingual. Speaking another language is not just a skill. It has become a

must. Speaking French will allow pupils to enter a wide range of professions and keep all options open, beyond the limits of the curriculum. The Third-Year course gives pupils engaging, flexible and relevant content, allowing them to build on what they have learnt and start on the lively and exciting IGCSE topics: Social Networks, Health and the Human Body, the World of Work, Holidays and Travel and international and Global dimensions. The examination skills of listening, reading, speaking and writing will enable them to gain confidence and develop their language, ready to take on the challenges of the IGCSE course once in the Fourth Year. Pupils will also be able to take part in the cultural and study visit to Strasbourg or Lille, which will allow them to immerse themselves in the language and the culture.

### German

In Third Year, pupils embark on the IGCSE course in earnest, building on the vocabulary and grammar visited in the previous two years, but also moving on to discuss a wide variety of contemporary issues in a more in-depth and mature manner. Topics range from discussing holidays, hobbies and shopping to reflecting upon environmental concerns. All of this is done through four broad skill areas: listening, reading, speaking and writing. The Third Year course also includes a film studies element, where pupils prepare for, watch and subsequently review a German language film. This provides engagement with wider cultural aspects of language learning, while also providing a taster of aspects of more advanced German study.

This is an exciting and varied course suitable for those who have enjoyed their German so far, and which will allow pupils not only to gain in confidence in all aspects of the language but also to become more familiar with issues affecting their everyday lives. The Third Year is also an ideal time to participate in a residential trip, involving either a visit to our partner school in Bavaria or a combined trip with French to Strasbourg and Freiburg.

## Spanish

During Third Year Spanish, pupils will embark on the GCSE course in earnest, building very much on the vocabulary and grammar visited in the last two years. We use the Viva textbook, which is structured to cover the key areas of vocabulary and grammar required for GCSE, and which build on knowledge already gained previously. We make significant use of our online vocabulary resource called Quizlet. Our aim is that all pupils would be capable of achieving a grade 5 at GCSE by the end of the Third Year if they were to sit the foundation papers at this stage. This then means that the Fourth and Fifth Year course can concentrate on extending the pupils' grammar and vocabulary to enable them to aim for the highest grades at GCSE.

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

## Mandarin

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

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

## Classical Languages

### Greek (Classical)

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

### Latin

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

**If you have any further queries, please do not hesitate to contact**  
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