

**Christ the King**  
Catholic High School



# Core and Optional Courses

2026-2028 Edition



*Love one another as I have loved you*  
(John 15)

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# Key Stage 4 Curriculum 2026-2028

As students progress through their educational journey, they encounter several key moments requiring thoughtful decisions about their future path. One such milestone comes in Year 9, when students select the subjects they will study during their Key Stage 4 curriculum. This booklet has been carefully designed to outline the curriculum they will follow over the next two years. It serves as a valuable resource to guide students in choosing courses that align with their interests, aspirations, and strengths, helping them shape a personal and fulfilling academic pathway.

During lessons, students will receive an overview of the available courses within each subject. This is their chance to explore the details of each course and ask specific questions. The courses are also described in this booklet, with the name of the teacher best equipped to answer any further questions. We encourage you to guide your child in reading this booklet thoroughly. While the process will be clearly explained to all students, if your child has additional questions, please feel free to contact Mrs. V. Willacy for further assistance.

## Supporting your child's education

At Christ the King, we are committed to working in partnership with you, as parents and carers, to nurture your child's interests and talents within a curriculum designed to both engage and challenge them. Our shared goal is to ensure your child achieves their fullest potential in public examinations. We take great care in tailoring the curriculum to meet the unique needs and aspirations of each individual. Your child's success is our top priority, and they will receive comprehensive guidance and support throughout this process.

While many GCSE courses are self-contained, most subjects require students to retain and apply knowledge acquired throughout their education so far. Excellent attendance and punctuality are vital in ensuring your child can fully benefit from lessons and stay on track with their studies. As parents and carers, we strongly encourage you to help your child meet all deadlines and fulfil their academic commitments, particularly as they complete the remainder of Year 9. Your support in fostering their diligence and responsibility will be invaluable in setting the foundation for future success.

## Structure of the Curriculum for KS4 students

### The core curriculum

All students will study a compulsory common core curriculum at GCSE level that includes:

- Religious Education (1 GCSE)
- English Language (1 GCSE)
- English Literature (1 GCSE)
- Mathematics (1 GCSE)
- Science (Triple or Combined)
  - Triple Award Science (3 GCSEs): students can choose to study this as one of their three GCSE Option choices
  - Combined Science (2 GCSEs): if students do not opt for Triple Science, they will cover this course

All students also undertake weekly core Physical Education and they experience a comprehensive program of PSHE and Citizenship within regular timetabled sessions and Enrichment Days.

## The Optional Curriculum

In addition to the core curriculum, students will undertake **THREE courses** selected from a range of optional subjects offered:

GCSE Triple Science	GCSE Spanish	GCSE History
GCSE Geography	GCSE Computer Science	GCSE Art & Design
GCSE 3D Art & Design/DT	NCFE L1/2 Childcare	Technical Award L1/2 in Hospitality & Catering
GCSE Physical Education	BTEC ICT	Technical Award L1/2 Performing Arts

The **English Baccalaureate (EBacc) pathway of Triple Science, a Modern Foreign Language and one Humanities subject is available.** The EBacc suite of qualifications provide a wide academic grounding and while they are not part of the admissions criteria for university, they are highly valued and seen as facilitating subjects.

For a small number of students, a bespoke set of options will be more appropriate. Parents will be contacted directly by Mrs Young, our SENDco if this is the case.

Student choices may be guided by teachers based on their assessments, data and aptitude in subject areas. **Students will make five option choices, in strict order of preference, for the allocation of their three options subjects.** The selection of an option will be seen as an expression of interest, and we will try to ensure all students are able to study their top three ranked subjects. However, it is important to note that it is unlikely that we will be able to meet the first three preferences for every pupil in Year 9.

We encourage parents/carers to play an active role in supporting their child by using this booklet to discuss the choices available to students prior to attending **parents evening on Monday 2<sup>nd</sup> March 2026.** When students make their choices they are encouraged to think about where studying those subjects can lead to, in terms of courses in further education, higher education and the world of work, as well as their aptitude and interest in those areas. The information for each subject is included in this booklet and forms a starting point to deciding on the five preferences.

While students may find the idea of making option choices a bit scary, it is their opportunity to personalise their curriculum. All Year 9 students will be given the opportunity to book a short meeting with an independent Careers Advisor.



# Key Dates

## From December 2025

A variety of activities take place to support Year 9 students in considering their curriculum in Key Stage 4. These include Careers Education workshops, visiting the Careers Fair with local employers and Colleges, and Careers Education through PSHE.

## Friday 23<sup>rd</sup> January 2026

Year 9 students will attend the 'What Key Stage 4 at Christ the King looks like' assembly and receive the Key Stage 4 Information booklet.

## 23<sup>rd</sup> January – 6<sup>th</sup> February 2026

Subject presentations to Year 9 students during lessons.

## Thursday 12<sup>th</sup> February 2026

Presentations will be available to view on Microsoft Teams.

We encourage parents/carers to view these presentations with their child to discuss their preferences.

## Monday 2<sup>nd</sup> March 2026

Year 9 Progress Evening

Individual 'Option Choices' appointments for all Year 9 students (with parents/carers) and a member of staff to discuss your options subject preferences

Options Preference Forms to be completed

## Friday 6<sup>th</sup> March 2026

Deadline for Options Preference Forms to be completed.

## April 2026

Provisional lists discussed with staff and governors.

## June 2026

Recommended courses sent to parents/carers.

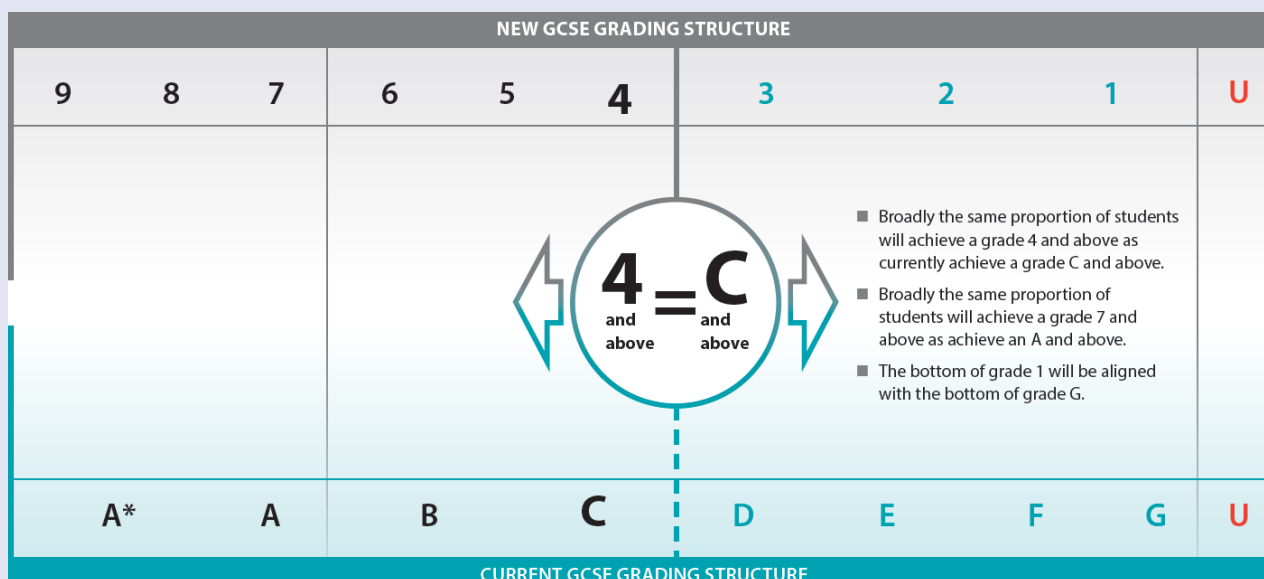
## July 2026

Options groups lists finalised and shared with staff.



# Understanding the Grade Boundaries

Since 2018, external examinations have been **graded 1 to 9**, with 9 being the top grade. Below is a diagram produced by Ofqual indicating how the grading scale compares with the legacy GCSEs using the A\*-G grading system.



The bottom of a grade 7 is comparable to the bottom of the old grade A, the bottom of a grade 4 is comparable to the bottom of the old grade C, and the bottom of the new grade 1 is comparable to the bottom of the old grade G. Employers, colleges, universities and others are aware that if they previously set entry requirements of at least a grade C at GCSE, then the equivalent now would be to require at least grade 4.

It is the governments' expectation that students must achieve a grade 4 in both English and Mathematics during their education – therefore, **students who do not achieve a Grade 4 in GCSE English and GCSE Mathematics at school will be required to continue to study English and Mathematics at college or through apprenticeships.**

**In September 2026**, the vast majority of subjects will be taught in line with the 9-1 GCSE specifications. However, Technical Awards will deliver Level 1/2 Pass, Merit, Distinction, Distinction\* awards. In short, this means your child's progress reports over the next two years and final GCSE/Technical Award grades published in August 2028 could be a mixture of grading systems.

## Further Information

**Not sure what subjects to choose or what future career path you want to follow from the option subjects? Do you need more information?**

Students have access to a wide range of online careers guidance tools and websites, all of which can be easily accessed via the school website's Careers section and the Year 9 Microsoft Teams page.

Students will undertake work within their PSHE lessons to help them prepare for their options, reviewing their own skills and strengths linking them to career pathways.

Mrs Willacy is the Careers Guidance Lead at Christ the King. If you have any queries regarding careers then please contact Mrs Willacy by email ([careers@ctk.lancs.sch.uk](mailto:careers@ctk.lancs.sch.uk)). Mrs Willacy will aim to give impartial advice and guidance on all aspects of Further and Higher Education and employment opportunities.

Visit <https://nationalcareersservice.gov.uk/> or call **0800 100 900** for further information and independent advice on careers and training opportunities and links to other useful websites and career tools.

### Colleges

[www.cardinalnewman.ac.uk](http://www.cardinalnewman.ac.uk)

[www.preston.ac.uk](http://www.preston.ac.uk)

[www.myerscough.ac.uk](http://www.myerscough.ac.uk)

[www.runshaw.ac.uk](http://www.runshaw.ac.uk)

### Apprenticeships

[www.gov.uk/apprenticeships-guide](http://www.gov.uk/apprenticeships-guide)

### Going to University

[www.ucas.com](http://www.ucas.com)

**Other useful websites which students and parents/carers might find useful:**

[nationalcareers.service.gov.uk](http://nationalcareers.service.gov.uk)

[www.mathscareers.org.uk](http://www.mathscareers.org.uk)

[www.tomorrowsengineers.org.uk](http://www.tomorrowsengineers.org.uk)

[www.stepintothenhhs.nhs.uk](http://www.stepintothenhhs.nhs.uk)

[www.icould.com](http://www.icould.com)



# Core Subjects



# GCSE Religious Studies

Compulsory for all students



**Head of Department**

**Mrs A Williams**

## What will I study?

You will focus on the study of Catholic Christianity and Judaism. You will spend around 75% of the course studying Catholic Christianity and 25% studying Judaism.

Across Components 1 and 2, you will study key themes and compare Catholic beliefs with other Christian viewpoints to develop a broad understanding of religion today. Throughout the course, you will also use key religious teachings and sources of authority to support your learning.

## Details of External Examinations

There are 3 external examinations in which students will be assessed:

- Paper 1: Written examination: 1 hour 30 minutes; 37.5% of qualification
  - 90 marks (plus 6 for spelling punctuation and grammar)
- Paper 2: Written examination: 1 hour 30 minutes; 37.5% of qualification
  - 90 marks (plus 6 for spelling punctuation and grammar)
- Paper 3: Written examination: 1 hour; 25% of qualification
  - 60 marks



# Outline of the course

## Paper 1 – Foundational Catholic Theology

For this component students will study two themes:

- Theme 1: Origins and Meanings
- Theme 2: Good and Evil

## Paper 2 – Applied Catholic Theology

For this component students will study two themes:

- Theme 3: Life and Death
- Theme 4: Sin and Forgiveness

## Paper 3 – Study of a World Faith: Judaism

For this component students will study two themes:

- Theme 5: Beliefs and Teachings
- Theme 6: Practices

## Progression

A very good subject to study at Further and Higher Education which can lead to a variety of careers including Journalism, Social Work, Government, Caring Professions, Law, Police, Religious Vocation and Teaching.



# GCSE English Language & English Literature

Compulsory for all students

## What will I study?

With a wide range of set texts, students will develop their ability to read critically, write effectively and coherently, use grammar correctly and expand their vocabulary.

Students will develop knowledge and skills in reading, writing and critical thinking with opportunities to read widely for pleasure across a range of high-quality texts and to develop an understanding of how literature is both rich and influential.



**Head of Department**

Mr R Day

## Outline of the course

All students will be following this syllabus, which results in two qualifications: English Language and English Literature. The course also includes a Controlled Conditions Assessment in Spoken Language.



# Details of External Examinations

There are 4 external examinations in which students will be assessed:

## English Language

Unit 1 (40%): A comprehension style task assessing the understanding of a prose extract taken from 20th Century literature. One creative writing task, selected from a choice of four, testing narrative writing skills.

Unit 2 (60%): A comprehension style task assessing the understanding of two non-fiction texts, one from each of the 19th and 20th Centuries. Two writing questions testing the student's ability to write for different audiences and purposes.

## Controlled Conditions Assessments

### SPOKEN LANGUAGE

Students will be required to complete one formal presentation and respond to questions. Achievement in this area will be reported as part of the qualification but will not form part of the final mark and grade.

### ENGLISH LITERATURE

Unit 1 (40%): Responding to a Shakespeare play (such as Romeo and Juliet) by completing extract and essay questions. Two questions based on poems in the WJEC Anthology (provided by the examination board), one of which involves comparing poems.

Unit 2 (60%): Extract and essay questions based on a contemporary novel/play such as Blood Brothers or Lord of the Flies and a 19th Century novel such as A Christmas Carol. Two questions based on unseen contemporary poetry, one of which will involve comparison.

No texts are allowed to be taken into any examination.

**Please be aware that students are strongly advised to obtain their own copies of the literature texts to allow for revision and work outside of lessons.**

## Progression

Study of both areas opens up opportunities for further study at A Level and beyond. Opportunities in advertising, social media management, journalism and teaching exist for those qualified in English beyond GCSE, **whereas many employers and colleges require a minimum of grade 4 from job applicants.** Students who do not achieve a grade 4 at GCSE will be required to continue study English at college or through apprenticeships.

# GCSE Maths

Compulsory for all students

## What will I study?

Students will develop their mathematical knowledge and oral, written and practical skills in a manner which encourages confidence, enjoyment and perseverance.

They will read mathematics and write and talk about the subject in a variety of ways, develop a feel for numbers, carry out calculations and understand the significance of the results obtained and apply mathematics in everyday situations and develop an understanding and appreciation of the mathematics and its contribution to the world around them.

Students will also solve problems, present the solutions clearly and check and interpret the results and develop an ability to apply mathematical principles



**Head of Department**

Mr M Ismail

## Outline of the course

All students will be following this syllabus:

- AO1 Using and Applying Mathematics
- AO2 Number and Algebra
- AO3 Shape, Space and Measures
- AO4 Handling Data.



## Details of External Examinations

This qualification is assessed by three equally weighted examination papers:

- Each paper is 1 hour 30 minutes in length. Paper 1 is non-calculator and Papers 2 and 3 are calculator allowed.
- Students will study either the Higher tier (grades 9-4) or Foundation tier (grades 5-1) course.
- All three examination papers must be completed in the same examination series, at the end of Year 11, at the same tier.

## Progression

An understanding of mathematics is an understanding of the world around you. It will enable you to access the next steps of your life, whatever that will be, with choice and sound base of knowledge. It is an 'enabling' qualification that will open future doors, in addition to developing your analytical and problem-solving skills. This could involve following careers in; engineering, IT computing and the internet, accountancy, science and research, banking and finance and teaching.

**Many employers and colleges require a minimum of grade 4 at GCSE.** Students who do not achieve a grade 4 at GCSE will be required to continue to study GCSE Maths at college or through apprenticeships. A Level Maths courses require a minimum of grade 6 in GCSE Maths.





# GCSE Science (Combined)

Compulsory for all students not taking Science as an option

## What will I study?

The students who are undertaking the Combined Science Programme will achieve two GCSEs that cover aspects from Biology, Chemistry and Physics.

Across the three Sciences a total of 24 units will be studied across Years 10 and 11.



## Head of Department

Mrs C Beetham

## Outline of the course

GCSE Combined Science offers students a broad, coherent course of study that adds to students' knowledge and understanding of the living, material and physical worlds. The course will result in two GCSEs.

### Biology

Cell biology  
Organisation  
Infection and response  
Bioenergetics  
Homeostasis and response  
Inheritance, variation and evolution  
Ecology

### Chemistry

Atomic structure and the periodic table  
Bonding, structure, and the properties of matter  
Quantitative chemistry  
Chemical changes  
Energy changes  
The rate and extent of chemical change  
Organic chemistry  
Chemical analysis  
Chemistry of the atmosphere  
Using resources

### Physics

Forces  
Energy  
Waves  
Electricity  
Magnetism and electromagnetism  
Particle model of matter  
Atomic structure

## Details of External Examinations

The qualification is assessed in six examinations which are 1 hour 15 minutes long. The qualification also includes 16 practical investigations which are assessed within the examinations. These questions will count for 15% of the overall mark. There are two tiers of assessment: foundation (1-5) and higher (5-9).

## Progression

If a Grade 4 or above is achieved, this qualification is suitable for entry to further Science Study in Further Education through a Level 3 BTEC Applied Science route. To enrol on a Science A Level programme at college, students must achieve a minimum of grade 6 in two science subjects; either through the combined science or triple pathway.



# Options Subjects



# GCSE Science (Triple)

## What will I study?

The students who are undertaking the Triple Science Programme will achieve three GCSEs in total and study Biology, Chemistry and Physics in more detail.

Students will receive a separate grade for each Science; these grades may be different.



**Head of Department**

Mrs C Beetham

## Outline of the course

### Biology

The specification is based on a series of topics related to the living world. It is designed to help students understand how Science can be used to explain the world in which they live and the impact humans have. This course will give students an excellent foundation in order to pursue further studies in the Biological Sciences or Advanced Level Biology at college.

### Chemistry

This specification is structured in a way that starts with the fundamental ideas in Chemistry, putting the building blocks in place. This enables students to develop an understanding of topics such as chemical structures and their properties, chemical reactions and how to analyse substances. This course will give students an excellent foundation in order to pursue further studies in the Chemical Sciences or Advanced Level Chemistry at college.

### Physics

The specification is designed to give students the tools and concepts they need to be able to construct a scientific approach to solving problems. Students will develop an understanding about the fundamental laws that govern natural phenomena. This course will give students an excellent foundation in order to pursue further studies in the Physical Sciences or Advanced Level Physics at college.



## Details of External Examinations

There will be two 1 hour 45 minute examinations for each science. Each examination will make up 50% of the relevant GCSE. The qualification also includes 8 practical investigations which are assessed within the examinations. These questions will count for 15% of the overall mark. There are two tiers of assessment: foundation (1-5) and higher (5-9).

## Progression

This will give students the essential skills to be able and confident to take on further studies in Sciences at A Level and in Higher Education. To enrol on a Science A Level programme at college, students must achieve at least five GCSEs at grade 5 or above, which includes a minimum of grade 6 in two science subjects, along with a grade 6 in Maths.





# GCSE Art

## What will I study?

Students will develop knowledge and understanding through a variety of learning experiences and approaches and engagement with sources, allowing students to develop the skills to explore, create and communicate their own ideas.



**Teacher of Art**

**Mr A Pearson**

## Outline of the course

GCSE Art, Craft and Design encourages students to explore a wide range of creative disciplines while developing confidence, technical skills and personal expression. Students work with both traditional and contemporary techniques and learn how artists, craftspeople and designers communicate ideas visually.

Throughout the course, students complete a series of short projects designed to build their skills and confidence in preparation for a major coursework project. They will work with a variety of media, including paint, digital imagery, ceramics and printmaking. This process helps them develop independent working skills and culminates in a final piece, created in a medium of their choice and fully developed from their own ideas. This coursework unit contributes 60% of the final GCSE grade.

The remaining 40% is awarded through the Externally Set Assignment (ESA). Released in January of Year 11, the ESA provides a choice of starting points from which students develop a personal response. After a preparatory period of investigation and planning, students complete their final outcome during a supervised 10-hour practical examination.

## Details of External Examinations

Portfolio	60%
Externally Set Task	40%

## Progression

Successful completion of the GCSE in Art could lead on to an A Level or BTEC course in a variety of specialised areas of Art and Design in Further Education and Apprenticeships.

This could then be taken to Foundation and Degree levels leading to careers in fields as varied as Graphic Design, Architecture, Games Design, Fashion, Photography, Ceramics and Illustration.



# Vocational Award in Child Development & Care in the Early Years

## What will I study?

The Level 1/2 Technical Award in Child Development and Care in the Early Years is designed for learners who want an introduction to child development and care that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the early years sector or progress onto further study.



### Designated Lead

Miss L Brown

## Outline of the course

This qualification will promote the learner's understanding of children (birth to 5 years) and will focus on:

- holistic child development
- factors that influence a child's development
- care routines and activities to support a child
- legislation, policies and procedures in the early years
- expectations of an early years practitioner
- roles and responsibilities within early years settings
- the importance of observations in early years childcare
- planning in early years childcare

## Details of External Examinations

The qualification has 2 assessments externally-set by NCFE: one non-exam assessment and one written examined assessment. Only one attempt at each assessment is permitted.

Guided learning hours (GLH) (Total GLH has been rounded up to the nearest hour)		138
GLH breakdown		<ul style="list-style-type: none"><li>• 120 hours delivery</li><li>• 1 hour 30 minutes EA</li><li>• 14 hours NEA plus 2 hours preparation and research time</li></ul>
Non-exam assessment (NEA)	Weighting (50%)	Externally set, internally marked and externally moderated: <ul style="list-style-type: none"><li>• synoptic project</li></ul>
Examined assessment (EA)	Weighting (50%)	Externally set and externally marked: <ul style="list-style-type: none"><li>• written exam</li></ul>
Total	100%	Overall qualification grades: L1P, L1M, L1D, L2P, L2M, L2D, L2D*

## Progression

Students who achieve at level 1 might consider progression to level 2 qualifications in a range of technical routes that have been designed for progression to employment, apprenticeships and further study.

Students who achieve at level 2 might consider progression to level 3 qualifications post-16, such as:

- Level 3 Applied Generals
- Level 3 Technical Levels including T Level programmes (this will support progression to employment and higher education)



# GCSE Computer Science

## What will I study?

Students will develop knowledge and understanding through a variety of learning experiences and approaches and engagement with sources, allowing students to develop the skills to explore, create and communicate their own ideas.



## Teacher of Computer Science

Mr A Islam

## Outline of the course

This new GCSE specification will allow students to:

- Develop understanding of current and emerging technologies and how they work
- Use algorithms in computer programs
- Become independent and discerning users of IT
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts.
- Develop computer programs to solve problems
- Evaluate the effectiveness of computer programs/solutions and the impact of computer technology in society





# Details of External Examinations

Content Overview	Assessment Overview	
<b>J277/01: Computer systems</b> This component will assess: <ul style="list-style-type: none"> <li>1.1 Systems architecture</li> <li>1.2 Memory and storage</li> <li>1.3 Computer networks, connections and protocols</li> <li>1.4 Network security</li> <li>1.5 Systems software</li> <li>1.6 Ethical, legal, cultural and environmental impacts of digital technology</li> </ul>	<b>Written paper: 1 hour and 30 minutes</b> <b>50% of total GCSE - 80 marks</b>  This is a non-calculator paper.  All questions are mandatory.  This paper consists of multiple choice questions, short response questions and extended response questions.	50% of total GCSE
<b>J277/02: Computational thinking, algorithms and Programming</b> This component will assess: <ul style="list-style-type: none"> <li>2.1 Algorithms</li> <li>2.2 Programming fundamentals</li> <li>2.3 Producing robust programs</li> <li>2.4 Boolean logic</li> <li>2.5 Programming languages and Integrated Development Environments</li> </ul>	<b>Written paper: 1 hour and 30 minutes</b> <b>50% of total GCSE - 80 marks</b>  This is a non-calculator paper.  This paper has two sections: Section A and Section B. Students must answer both sections. All questions are mandatory.  In Section B, questions assessing students' ability to write or refine algorithms must be answered using <b>either</b> the OCR Exam Reference Language <b>or</b> the high-level programming language they are familiar with.	50% of total GCSE
<b>Programming project</b> Programming techniques <ul style="list-style-type: none"> <li>• Analysis</li> <li>• Design</li> <li>• Development</li> <li>• Testing and evaluation and conclusions</li> </ul>	<b>Practical Programming</b> All students must be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.	

## Progression

Entry to College of Further Education to Computing related courses ranging from A levels in Computer Science, Programming and Computational Thinking to careers within the Computing world ranging from Gaming to Town Planning. Employment in the ICT sector or appropriate apprenticeship and Higher Education courses.



# GCSE 3D Art & Design

## What will I study?

This particular course has been designed to allow students to develop knowledge, understanding and skills through a variety of learning experiences and approaches that encourage direct engagement with a chosen title and area of study. Through their selected title students will have the opportunity to develop skills, explore, create and communicate their ideas through integrated practical, critical and contextual study. Three-dimensional design involves, designing, prototyping and modelling or making of primarily functional and aesthetic products, objects and environments, drawing upon intellectual, creative and practical skills.



## Head of Department

Ms L Cornah

## Outline of the course

### Component 1

#### PORTFOLIO

This includes a sustained project which evidences the student's creative journey from initial engagement to the realisation of intentions. It must also include a selection of further work undertaken during the student's course of study. The portfolio must show explicit coverage of all four Assessment Objectives and must include evidence of drawing and written annotation. It is assessed holistically and is marked out of 96. This accounts for 60% of the GCSE.

### Component 2

#### EXTERNALLY SET ASSIGNMENT (ESA)

This allows students to provide evidence of their ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four Assessment Objectives. This task is given to students on or after 2nd January in the year of entry.

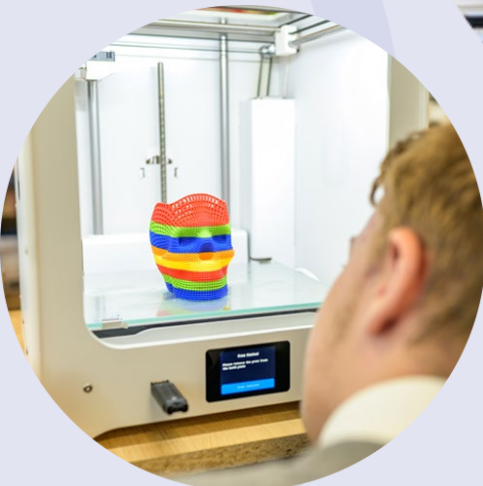
## Details of External Examinations

Portfolio equates to 60% of the total grade- out of 96 marks.

Externally set task (ESA) equates to 40% of total grade- out of 96 marks.

## Progression

This course allows progression for students wishing to go onto Further Education to study A Level or Level 3 Vocational courses. It also a route to access Apprenticeships post-16 and can be valuable in applications for Higher Education. This could then be taken to Foundation and Degree levels leading to careers in Engineering, Construction, Architecture, Graphic Design & Product Design.



# GCSE Geography

## What will I study?

Students theoretically travel from the classroom around the world to explore a range of incredible environments and develop a strong knowledge on how the world works and their place within it. This course provides a balanced framework of key human and physical themes, along with understanding the links between them. Students are encouraged to consider different viewpoints, values and attitudes through looking at a broad range of exciting case studies.



## Teachers of Geography

Mrs L Edwards  
Miss E Dickson

## Outline of the course

Topics of study include climate change, sustainable development, poverty and deprivation, global shifts in economic power, natural disasters, growing cities, the opportunities and challenges of extreme environments and a better understanding of our local area, the Northwest. The course is continuously being updated with relevant case studies and changing ideas as we better understand our planet and growing population. There are also various opportunities for fieldtrips to support students learning and to collect fieldwork.



# Details of External Examinations

## Paper 1: Living with the Physical Environment:

Section A: The challenge of natural hazards (earthquakes, volcanoes, hurricanes, climate change)

Section B: The living world (ecosystems such as tropical rainforests and hot deserts)

Section C: Physical landscapes in the UK (coasts and rivers)

**Written examination 1 hour 30 minutes (35%)**

## Paper 2: Challenges in the Human Environment:

Section A: Urban issues and challenges (Rio de Janeiro, Brazil)

Section B: The changing economic world (Lagos, Nigeria)

Section C: The challenge of resource management (Water) Worldwide and UK

Section D: Geographical skills

**Written examination 1 hour 30 minutes (35%)**

## Paper 3: Geographical Applications:

Section A: Issue evaluation (pre-release based on any given topic in the curriculum)

Section B: Fieldwork (Local river study / Preston regeneration)

Students undertake two geographical enquiries, each of which must include the use of primary data, collected as part of fieldwork exercise.

**Written examination 1 hour 30 minutes (30%)**

## Progression

Students can study the subject further at A Level and Degree Level. As a broad subject it combines and complements study in Science, Business Studies and Maths. The variety of map, graphical and written skills make it attractive to a range of employers and continues to have one of the highest rates of graduate employment. Studying geography opens up careers in a range of fields, including those in the education, environmental, industry, transport, energy, tourism and public sectors.





# GCSE History

## What will I study?

History allows us to understand our past, which in turn allows us to understand our present. If we want to know how and why our world is the way it is today, we have to look to history for answers. People often quote George Santanya "Those that do not learn from history are condemned to repeat it" but if we study the successes and failures of the past, we may be able to learn from our mistakes and avoid repeating them in the future. Studying history can provide us with insight into our cultures of origin as well as cultures with which we might be less familiar, thereby increasing cross-cultural awareness and building a more inclusive society.



## Head of Department

Mr S McKenna

## Outline of the course

Students will study three topics:

- (Thematic study and historic environment): Crime & Punishment 1050- Modern day
- (Period study) Superpower relations and the Cold War, 1941–91 (and British depth study option) Early Elizabethan England, 1558–88
- (Modern depth study) Weimar and Nazi Germany, 1918–39

## Details of External Examinations

There are 3 examinations in which students will be assessed:

- Paper 1: (Thematic study and historic environment): 30% 1 hour 20 minutes
- Paper 2: (Period study and British depth study option) 40% 1 hour 50 minutes
- Paper 3: (Modern depth study) 30% 1 hour 30 minutes

## Progression

History equips students with analytical and thinking skills necessary for a wide range of employment opportunities including; law, civil service, accountancy, marketing, journalism, and teaching. History provides students with a wide range of transferable skills. Principally, students develop the ability to understand and analyse issues and events to a high level of competence.

Other skills include:

- a talent for clear expression, both oral and written
- presenting ideas and arguments in a concise manner
- gathering, investigating and assessing material
- using research to support a conclusion or to generate ideas
- organising material in a logical and coherent way

This course can enable access to A-Level courses in Further Education, is a valued Ebacc course for Higher Education and desirable in Apprenticeships.

Future careers: Law, journalism, media, archiving, teaching and much more.



# Vocational Award in Hospitality & Catering

## What will I study?

Students will develop a range of specialist and general skills related to a range of hospitality and catering providers.



### Head of Department

Ms L Cornah

## Outline of the course

### Unit 1

This unit enables students to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, Health & Safety and food safety.

### Unit 2

This unit enables students to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.



# Details of External Examinations

## Unit 1 40%

### THE HOSPITALITY & CATERING INDUSTRY

One Externally Assessed Examination (80 marks)  
1 hour 20 minutes

## Unit 2 60%

### HOSPITALITY & CATERING IN ACTION

Internally Assessed Task (120 marks)  
Controlled assessment: approximately 12 hours.

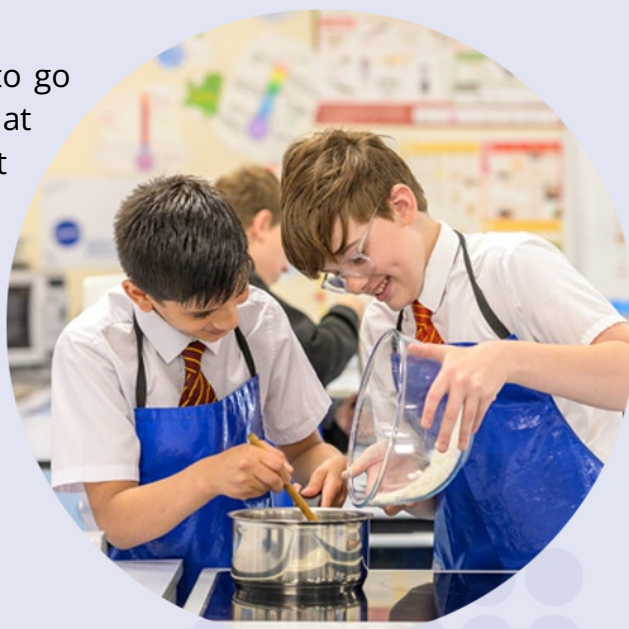
An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.

**N.B. Hospitality & Catering is not subsidised therefore students following this course will be expected to provide their own food materials throughout the module.**

Grades = L1 Pass, L1 Merit, L1 Distinction, L1 Distinction\*, L2 Pass, L2 Merit, L2 Distinction, L2 Distinction\*

## Progression

This course allows progression for students wishing to go onto Further Education in order to study qualifications at Level 3 or A Level. It also a route to Apprenticeships at post 16. One Technical Award is equivalent to one GCSE when applying to do further study in general or vocational qualifications.



# BTEC ICT

## What will I study?

Students will develop important technical skills in data interpretation, data presentation and data protection. Students will learn about Cybercrime, understanding the different types of threats and how to protect against them.



## Teacher of ICT

Mr A Islam

## Outline of the course

This qualification will enable students to use project-planning tools, models and techniques within an IT, computing and digital context. Digital projects today often involve working with diverse teams across different locations so students will develop an understanding of what a virtual work environment is and how cloud technologies allow remote teams to work together more effectively.





## Details of External Examinations

Work is assessed through a mixture of designing and creating digital products, presentations and written assignments. Over the course of the two years students will be required to complete 3 components of work.

### Component 1: Exploring User Interface Design Principles And Project Planning Techniques

(Internally Assessed and externally moderated – 30%)

Students will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

### Component 2: Collecting, Presenting And Interpreting Data

(Internally Assessed and externally moderated – 30%)

Students will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.

### Component 3: Effective Digital Working Practices

(Externally Assessed – 40%)

Students will explore how organisations use digital systems and the wider implications associated with their use.

## Progression

Study of the qualification as part of Key Stage 4 learning will help students to make more informed choices for further learning, either generally or in this sector. The choices that students can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Students who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to Higher Education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares students to enter employment or apprenticeships, or to move on to Higher Education by studying a degree in the digital sector

Students who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- Study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, to apprenticeships or to further study at Level 3. For these students, the attitudes and the reflective and communication skills covered in this qualification will help them achieve
- Study of IT Support or Digital Technology through the study of a Technical Certificate. Students who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead ultimately to employment in the digital sector.

# Vocational Award in Performing Arts

## What will I study?

This subject is suited to students who prefer practical work and some theoretical learning.

This is a vocational qualification which is equivalent to one GCSE and fulfils entry requirements for Post 16 study



**Teacher of Performing Arts**

Mrs F Rawson

## Outline of the course

### Unit 1

Performing Controlled assessment: 10 hours 30% of qualification.  
This will be performing an existing piece of work.

### Unit 2

Creating Controlled assessment: 10 hours 30% of qualification.  
This will be creating a new piece of work.

### Unit 3

Performing Arts in Practice External controlled assessment: 20 hours  
40% of qualification.

This is a brief set by the examination board about creating a performance and can be either as a performer or from a production point of view.

## Students must choose:

Students must use a performance skill for unit 1. Units 2 and 3 can be completed as a performer or through production.

### PERFORMANCE SKILLS ON OFFER ARE:

1. Drama
2. Music
3. Musical theatre

### PRODUCTION SKILLS ON OFFER ARE:

1. Costumes
2. Sound
3. Make-up and hair
4. Set design

# Details of External Examinations

## Unit 1 – Performing

Internally Assessed Task (60 marks)

Candidates will submit a record/portfolio of work and recordings that outline progress at three stages:

- Beginning of the process
- During the process
- The final performance

## Unit 2 – The Production / Performance

Internally Assessed Task (60 marks)

Candidates will submit a record/ portfolio of work and recordings that outline progress at three stages:

- Beginning of the process
- Development of product/performance
- Performance/presentation

## Unit 3 – The Performing Arts Experience

Externally Assessed Task (80 marks)

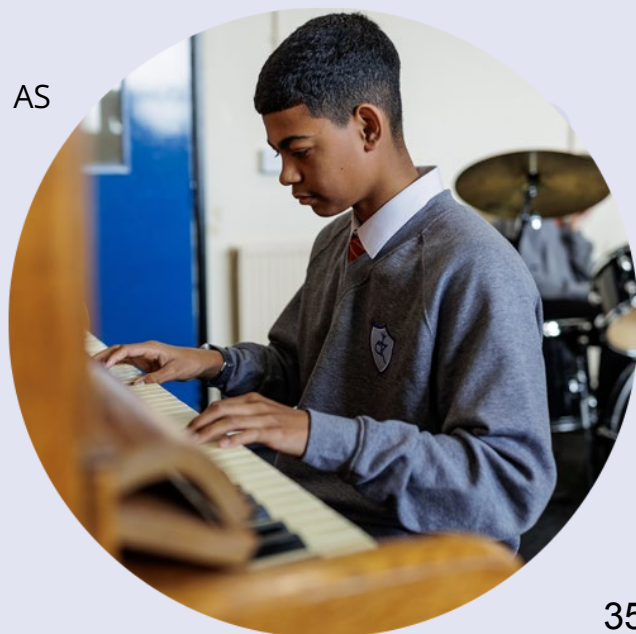
Candidates will undertake a series of set tasks that are to be applied to a prescribed context set by WJEC.

They will include:

- Planning performance work
- Promoting and pitching
- Evaluating and reflecting

## Progression

Technical certificates, technical levels, BTEC level 3-5, AS and A levels in Drama and Media.



# NCFE Level 1/ 2 Technical Award in Health and Fitness

## What will I study?

The **NCFE Level 1/2 Technical Award in Health and Fitness** is a two-year course designed for students who have demonstrated strong interest and enthusiasm for Physical Education during Key Stage 3.

This qualification focuses on developing knowledge and practical understanding of health, fitness, and well-being.



## Head of Department

Mr B Jackson

## Outline of the course

The course consists of five extra lessons over the two-week timetable (in addition to the mandatory four lessons of core PE over the two-week timetable). The options PE lessons will be mainly classroom theory based. However, some theoretical content will be delivered through practical activities. Students will complete a Non-Examination Assessment (NEA) in the form of an externally set synoptic project (worth 60%) in addition to an Examined written assessment (worth 40%).



## Details of Internal and External Assessments

Component	Assessment	Content overview
Examined Assessment (Written Exam)	Written examination: 1 hour 30 minutes 40% of the qualification 80 marks Examined on a mixture of multiple choice, short-answer and extended-response questions	<b>Topic 1:</b> Structure and function of body systems <b>Topic 2:</b> Effects of health and fitness activities on the body <b>Topic 3:</b> Health and fitness and the components of fitness <b>Topic 4:</b> Principles of training <b>Topic 5:</b> Testing and developing components of fitness <b>Topic 6:</b> Impact of lifestyle on health and fitness <b>Topic 7:</b> Applying health and fitness analysis and setting goals <b>Topic 8:</b> Structure of a health and fitness programme and how to prepare safely
Non-examined Assessment (NEA) (Coursework)	Controlled Assessment (Coursework): 60% of the qualification 88 marks	The NEA will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area.

## Progression

1. Entry to a College of Further Education to follow A Level or BTEC PE
2. Studying Physical Education at NCFE, A Level or through a BTEC route can lead into the following career choices: the Sport and Leisure industry, Armed Forces, Teaching, Sports Science, Physiotherapy, Sports Medicine, the Police Force and many more





# GCSE Spanish

## What will I study?

GCSE Spanish will prepare the student to understand and respond to spoken and written language and communicate in speech and written language showing knowledge of grammar and grammatical structures. Students will also be introduced to vocational skills such as translation and have the opportunity to study songs, poetry and literature in Spanish.



## Teachers of Spanish

Miss A Collado  
Mrs P Horrocks

## Outline of the course

The following themes are covered:

- Media and technology
- Travel and tourism
- Media and technology
- Lifestyle and wellbeing
- Studying and my future
- My neighbourhood



# Details of External Examinations

Each assessment is worth 25% of the overall mark.

## Speaking

- Foundation (7-9 minutes) or
- Higher (10-12 minutes)

## Listening

- Foundation (45 minutes) or
- Higher (1 hour)

## Reading

- Foundation (45 minutes) or
- Higher (1 hour)

## Writing

- Foundation (1 hour 15 minutes) or
- Higher (1 hour 20 minutes)

## Progression

**This course is ideal for those students who wish to study Spanish and/or other languages at A Level.**

This course is desirable as an EBacc subject in both Further and Higher Education and those wishing to work in professions such as law, medicine, education, travel and tourism both at home and in Spain, Central and South America and the USA.



# Holidays

As you are aware, there is a clear link between the attainment and attendance of students. At Christ the King Catholic High School we are keen to ensure that our students attend whenever possible. **We set a minimum attendance target of 100%** for each student and ask parents/carers to help us to support their children to attend school regularly and on time.

***HOLIDAYS IN SCHOOL TIME MAY BE LESS EXPENSIVE  
BUT YOUR CHILD'S EDUCATION  
IS PRICELESS***

We therefore urge parents/carers **not** to take holidays during school time.

## **REMEMBER**

A two week holiday taken in school time means your child has 50 hours of missed learning. If your child is in Year 10 or 11 this could mean the difference between pass and fail at GCSE.

Studies show:

ATTENDANCE %	Impact on GCSE Results
<b>97% +</b>	85% of students will achieve 5 or more GCSEs at Grade 4 or above
<b>93.5% +</b>	74% of students will achieve 5 or more GCSEs at Grade 4 or above
<b>92.5% - 93.49%</b>	60% of students will achieve 5 or more GCSEs at Grade 4 or above
<b>88% and below</b>	26% of students will achieve 5 or more GCSEs at Grade 4 or above

**5 or more GCSE passes at Grade 4 can increase earnings by 42%**

# Contact Information

We are here to help, if you have any questions or queries you can contact the following staff members using the details below:

**Mrs A Williams – Head of Religious Studies**

awilliams@ctk.lancs.sch.uk

**Mr R Day – Head of English**

rday@ctk.lancs.sch.uk

**Mr M Ismail – Head of Mathematics**

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**Mrs C Beetham – Head of Science**

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**Ms L Cornah – Head of Creative Arts**

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**Mr A Pearson – Teacher of Art**

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**Miss L Brown – Teacher of Child Development**

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**Arif Islam – Teacher of ICT and Computer Science**

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**Mr S McKenna – Head of Humanities**

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**Mrs L Edwards – Teacher of Geography**

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**Mr B Jackson – Head of Physical Education**

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**Mrs P Horrocks – Spanish Lead**

phorrocks@ctk.lancs.sch.uk

**Mrs F Rawson – Teacher of Performing Arts**

frawson@ctk.lancs.sch.uk



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