



[Click to Start](#)

Key Stage 4 Options

Christ the King College
Year 9 Options Evening

SCIENCE

PE

D&T
DESIGN AND TECHNOLOGY

COMPUTER SCIENCE

PSHE

English

ARIS

Religious Education

maths

Option 1

Option 2

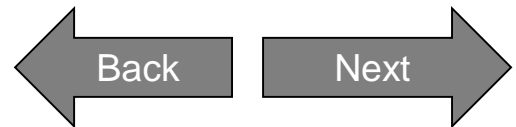
Option 3

Menu

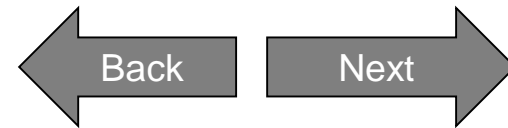
Information on choosing subjects

Subjects

EBacc	GCSE	Vocational
<u>Computer Science</u>	<u>Business Studies</u>	<u>Child Development</u>
<u>French</u>	<u>Classical Civilisation</u>	<u>Creative iMedia</u>
<u>Geography</u>	<u>Design Technology</u>	<u>Health and Social Care</u>
<u>History</u>	<u>Drama</u>	<u>Information Technology (new)</u>
<u>Latin</u>	<u>Fine Art</u>	<u>Music</u>
	<u>Food Technology</u>	<u>Sport Studies</u>
	<u>Film Studies (new)</u>	<u>Travel and Tourism (new)</u>
	<u>Graphics Communication</u>	
	<u>Media Studies</u>	
	<u>Physical Education</u>	
	<u>Photography</u>	

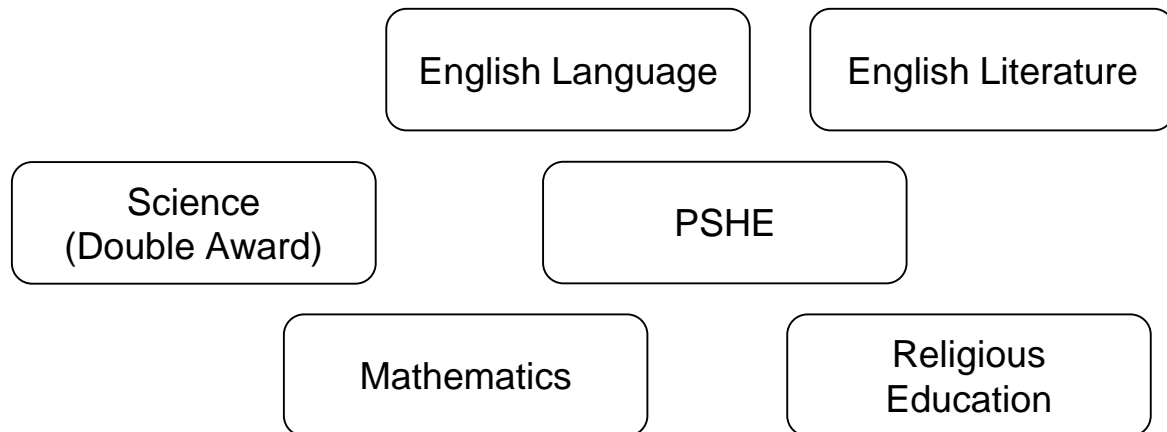


The Key Stage 4 Curriculum

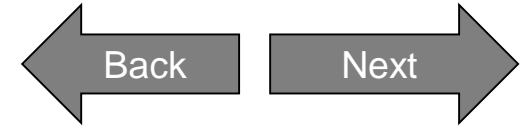


Our Key Stage 4 curriculum is broad and balanced, offering several **English Baccalaureate (EBacc)** subjects and a wide range of **GCSE** and **vocational subjects**.

You will all study:



What is the EBacc?

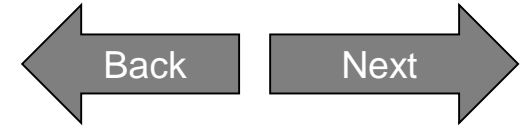


The government has constructed the English Baccalaureate which is a set of subjects at GCSE that keeps young people's options open for further study and future careers. This is not a separate certificate. The EBacc is used as a secondary school measure that measures the number of pupils that take a GCSE in these core subjects and how well the pupils do in these subjects.

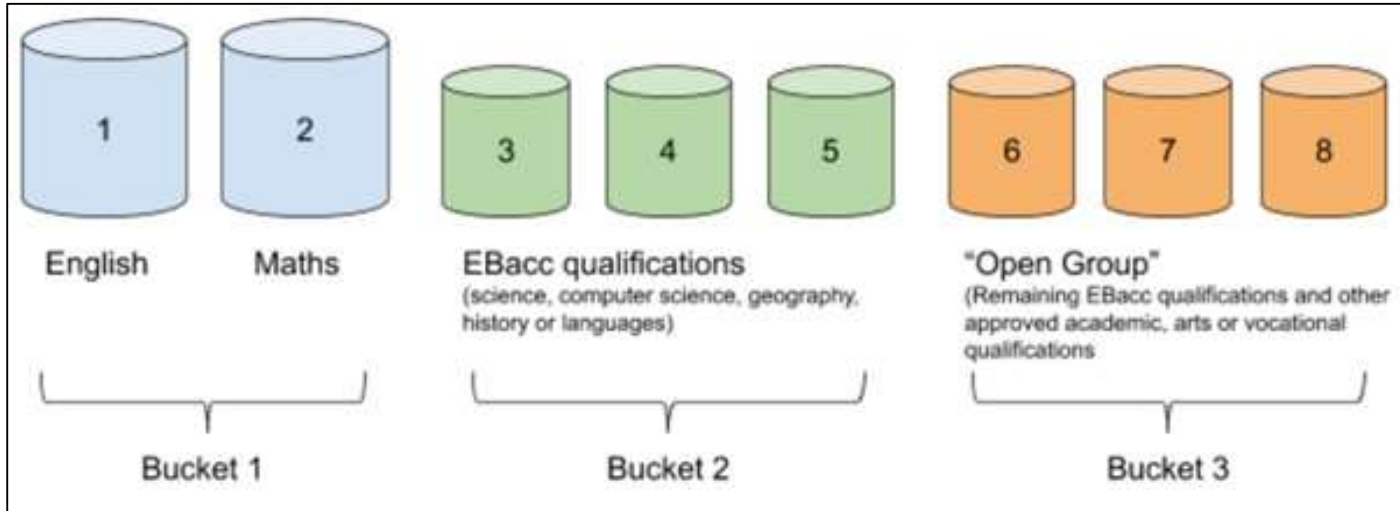
- English
- Mathematics
- Two Sciences - Computer Science or Combined Science (Double)
- Language – French, Latin or Spanish
- Humanities subject – History or Geography

You do not have to study all these subjects.

How do I choose my options?

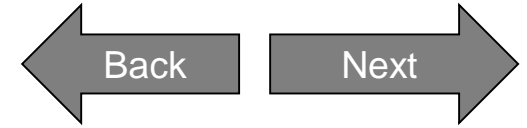


You need to choose subjects that fill all eight buckets below.



You can only fill "Bucket 2" by choosing one EBacc subject, Science will fill at least two slots.

EBacc Subjects

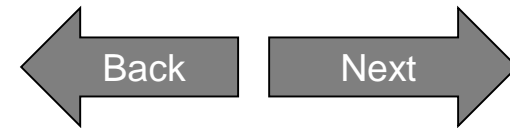


Language	Humanity	Science*
French Latin	Geography History	Computer Science

You should pick at least one of these subjects;
if you want to gain the English Baccalaureate you need to choose one language and one humanity.

*All students study Science which will count as two subjects

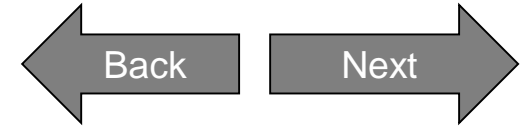
What do we offer?



GCSE	Vocational
Business Studies [G] Classical Civilisation [G] Design Technology [G] Drama [G] Fine Art [G] Film Studies [G] Food Technology [G] Graphics Communication [G] Media Studies [G] Physical Education [G] Photography [G]	Child Development [V] Creative iMedia [V] Health and Social Care [V] Information Technology [V] Music [V] Sport Studies [V] Travel and Tourism [V]

Christ the King College aims to offer as many subjects as possible but final decisions regarding the subjects offered must take into account class sizes.

Why are my options important?



Bucket 1		Bucket 2			Bucket 3		
This can only be English or Maths.		This can only be EBacc Subjects.			This can be any subject.		
English Language	Maths	Computer Science	Latin	Science (any)	RE	English Language	History
7	7	7	6	6	6	6	5
7X2 = 14	7X2 = 14	7	6	6	6	6	5
Attainment 8 Score			64	Average Point Score			6.4

The options are used to calculate your final grade, it is called the Average Point Score (APS)

Back

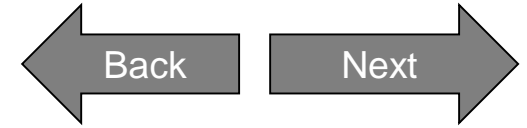
Next

What happens if I don't choose an EBacc subject?

Bucket 1		Bucket 2			Bucket 3		
This can only be English or Maths.		This can only be EBacc Subjects.			This can be any subject.		
English Language	Maths	Science	Science	BLANK	RE	Fine Art	Music
7	7	5	5	0	6	6	5
7X2 = 14	7X2 = 14	5	5	0	6	6	5
Attainment 8 Score			55	Average Point Score			5.5

You will score a 0 in Bucket 2. This is why we ask all students to choose one EBacc subject.

Student Profiles



I chose Computer Science because I loved programming in KS3 and so the significant programming element of this course was particularly attractive. I also wanted to learn more about how a computer worked, and was considering studying the subject at A Level and as a degree so felt the GCSE would be useful preparation for doing so.



I chose Spanish because I wanted to apply for University and the University College London requires their students to have a MFL GCSE for all their courses, or otherwise take language lessons alongside their degree - studying Spanish allowed me to satisfy this condition at an early stage in my education.

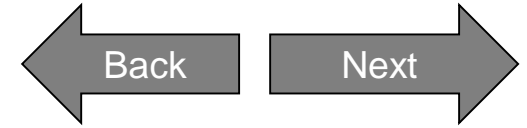


I chose French, Fine Art and Geography because I had an interest in learning about the modern world and how nature works mechanically. I enjoyed the idea of Fine Art as an artistic subject to develop my skills and abilities, and to put them into practice.



I chose Geography to gain a greater knowledge of the planet I live on and felt that it kept my options open for later on in my life when I decide what to do. I also chose Business because it seemed like a good skill to have in my future if I ever worked for a company or created one.

Student Profiles



I chose Computer Science and Design Technology because technology makes up so much of the modern world, it is important to have a good understanding of it to stay relevant in the working world. The amount of power technology grants us is so much greater when properly understood, it seemed a mistake not to take Computer Science.



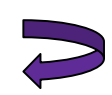
I chose Latin because I felt the analytical skills you develop through the subject are deeply valuable in life and application processes. I also chose Spanish as my family commonly go to Spain and therefore I found it a perfect subject to try and learn, I was able to make a lot of friends that were Spanish and they also helped me.



I chose History because I have a fascination with history and enjoy studying how our actions have shaped our world and helped produce the countries and people in the world today. I believe that the only way to solve the problems of the world is to study how the people of the past solved and failed to solve their own similar problems and try to learn from them.



I chose Photography because I had a DSLR camera and was interested in photography since I was young and so I thought I would take this subject as it seemed to be a lighter subject to complement my other choices. I wanted to keep options open by selecting a range of subjects that kept as many doors open as possible as at the time I was not sure what I wanted to go into.



EBacc Subjects





Overview of Course Content

Why is computer science so important?

Today, pretty much every human domain - education, health, industry, entertainment, you name it- is made better, safer, or even possible at all, thanks to advances in information technology and the underlying computer science that drives the knowledge forward.

Learning computer science not only covers all aspects of how computers function, but allows the learner a deeper understanding of how these systems keep modern day society on its toes. Learning will take place in a variety of different styles, from practical lessons through to the core concepts of how we have come as far as we have today.

Among other topics, you will learn about system security, computer architecture (inclusive of building a computer system), core steps related to solving a given problem (even outside of computer science) and the current moral and ethical issues we face as a society.

Summary of Assessment

The GCSE is assessed in two main areas:

Paper 1: Computer systems (50%)

Paper 2: Computational thinking, algorithms and programming (50%)

Programming knowledge will be assessed during the written examinations, in particular paper 2.



Learning Pathway Post 16

[Computer Science](#) provides a strong foundation for A-Level Computer Science, BTEC ICT and will also compliment other subjects with the approaches to problem solving such as; Physics, Maths, Further Maths and Economics.

Employers look out for computer literacy during the interview process as the vast majority of jobs require the use of digital devices. Most employers will value the skill set learned in this course.



Overview of Course Content

If you enjoy learning about different cultures and like the idea of being able to communicate in another language, then French GCSE is for you! In lessons you will be studying not only the language itself but also about the culture of France and all the countries that speak French around the world. Studying a language at GCSE can open the doors to lots of opportunities later in life and will give you access to communicate with millions more people around the world. A language GCSE is very highly regarded by both employers and universities.

French in Years 10 and 11 builds on the work completed and Language Skills gained during Years 7, 8 and 9. Lessons will focus on developing confidence in the four skill areas of speaking, listening, reading and writing. Study will focus on three main themes;

Theme 1: Identity and culture,

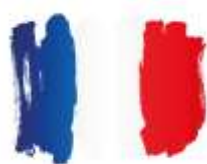
Theme 2: Local, national, international and global areas of interest,

Theme 3: Current and future study and employment.



Summary of Assessment

Examination (100%) Paper 1 Listening: 25% of GCSE Paper 2 Speaking: 25% of GCSE Paper 3 Reading and Translation: 25% of GCSE Paper 4 Writing and Translation: 25% of GCSE. Students are entered for Foundation or Higher tier in all four skills. All exams take place at the end of year 11. The speaking component of the GCSE will be examined by the teacher, but will be marked by the exam board.



Learning Pathway Post 16

Your language qualification will assist your entry into Further Education and Higher Education. A language GCSE is seen by many universities as an essential part of your studies, even if you are not planning to study languages at university. In this global employment market a foreign language can be a real advantage, and enables you to get your ideal job in marketing, travel and tourism, media, technology, engineering, financial services, business services... the list goes on. In fact, most employers are looking for languages skills. In the UK, we miss out on contracts worth £21 billion a year because of the lack of language skills in the workforce.



Overview of Course Content

“Geography is a subject which holds the key to our future.” Michael Palin

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is fun. The course you will study has a good mix of topics such as urban issues, world development, extreme environments, rivers and hazards – to name but a few. The course will give you the chance to get to grips with some of the big questions which affect our world, and understand the social, economic and physical forces and processes which shape and change our world.

There are so many ways of learning in geography. It is very practical, with opportunities to learn new skills such as modern computer based mapping (called GIS), map skills, interpreting photographs, fieldwork skills, presenting, role play and debating techniques. You will improve your literacy through your report writing and written work and make practical use of your numeracy skills when you interpret data and construct graphs. Fieldwork, or working outside the classroom, is a really important part of geography. Whether you go locally or get the chance to travel further away, it will be a brilliant opportunity to experience some of the things you have learnt about in class and see things differently.

Summary of Assessment

The GCSE is assessed in three written exam papers, these are all taken at the end of Year 11.

- Paper 1: Global Geographical Issues (37.5%)
- Paper 2: UK Geographical Issues (37.5%)
- Paper 3: People and Environment Issues – Making Geographical Decisions (25%)



Learning Pathway Post 16

Geography GCSE allows you immediate access to A level Geography, and also vocational qualifications in Travel and Tourism. As with other Humanities subjects, the evaluation and analysis skills you develop may be used in a variety of careers.



Overview of Course Content

People who study history are fearless explorers of the past. Learning about past events and the people who've influenced history will allow you to understand how the world got to the point it's at now and how it will continue to develop in the future.

History teaches us to ask two very important questions: why and how. This is key to sharpening your critical thinking abilities, which combine analysis, research, essay writing and communication skills to help you to solve problems and form arguments for debate.

Topics of study

Paper 1: Understanding the modern world

Germany 1890-1945, Democracy and Dictatorship
Conflict and Tension in Asia 1950-1975

Paper 2: Shaping the nation

Britain Health and the people: c1000 to the present day.
Elizabethan England: c1568-1603

Summary of Assessment

Final assessment is via two 2-hour exams, each topic is 50% of the GCSE.

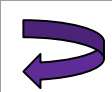
Students must demonstrate their understanding of historical knowledge, source/interpretation evaluation and write essays about the importance of historical factors/events/characters.

Students will need good independent time management to answer all exam questions effectively.



Learning Pathway Post 16

In addition to pursuing History into A-level, the study of History supports students in a variety of subjects including Classics, Latin, English, Languages, Media Studies, Law, Politics, Philosophy, Psychology, Economics, Biology, Sociology and RE



Overview of Course Content

Latin is made up of three aspects:

- Core Latin Language
- Roman Civilization
- Latin Literature

In Year 10, you will study Latin Language with Roman Civilisation, based around the Cambridge Latin Course and Latin to GCSE by Henry Cullen and John Taylor. You will also begin to learn the set vocabulary list. In Year 11, you will also begin studying Latin Literature. A pass in Latin counts as a qualification for the English Baccalaureate.

Latin is a very demanding GCSE suitable for academically ambitious students. It requires a high level of knowledge recall and so suits those with a good memory. University admissions tutors are always impressed by a student who has studied Latin: so few schools are able to offer the subject now that anyone with Latin stands out from the crowd. If you know Latin, learning Classics and modern foreign languages such as Italian, French and Spanish is made much easier. Latin also gives you a much richer understanding of English and History.



Summary of Assessment

There are three exams:

- an exam of 1 hour 30 minutes for Latin Language (representing 50% of the qualification);
- one of 1 hour 15 minutes for Latin Literature (30%);
- and one of 1 hour for Roman Civilisation (20%).

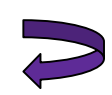


Learning Pathway Post 16

In addition to pursuing the study of Latin beyond GCSE, those wishing to pursue many careers, including in law and journalism, would benefit from a background in Latin. The academic rigour and discipline of the subject provide an excellent foundation for further study across the board.

Or you could become Prime Minister.





Other Subjects





Overview of Course Content

Business Studies provides you with a unique insight into the world of work. Through its study, you will discover what it takes to start up and operate a business successfully. You learn about the process of setting up and growing, important business tools such as business plans and essential business functions such as marketing, finance and human resources. Very much a 'real world' subject, you will investigate the activities and experiences of real businesses and the markets in which they operate. It will help you understand the impact of current issues such as Brexit, globalisation and the environment. The knowledge, and the holistic understanding that you develop, is invaluable to prepare for the workplace.

Business Studies is a new subject for you, but builds on some of the topics covered in Key Stage 3 in PSHE, Mathematics and ICT. GCSE Business Studies provides you with opportunities to acquire and develop a range of skills such as research, making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of team.



Summary of Assessment

Learning Pathway Post 16

Assessment is 100% by exam.

Paper 1 Investigating small business: 90 minutes (50%)

Paper 2 Building a business: 90 minutes (50%)

Both papers include a mix of calculation, multiple-choice, short and extended writing questions



A great pathway into Business Studies, Economics and Accountancy A Levels. It provides valuable skills relevant for careers in Marketing, Administration, Human Resources, Accountancy and Purchasing or when setting up your own business. However, The skills you will learn in this course and the knowledge of the operation of business organisations will help you whatever career you choose.





Overview of Course Content

Child Development is an exciting and interesting subject which looks at the children develop from birth to five years old. Where it is a vocational subject lessons focus on skills you may need if you went into a career involving children in the future such as primary school teacher, early years worker, speech and language therapist, play therapist.

This course is a BTEC so there is a mix of coursework style assignments which are assessed by the class teacher and one exam usually taken in Year 10. Therefore this course suits learners that prefer learning that is chunked over the two years by completing assessments as you go, rather than having to retain knowledge over the two years for exams in Year 11 like traditional gcse.



Summary of Assessment

Learning Pathway Post 16

Component 1: Children’s growth and development 30%
Internally assessed : Assignment based unit

Component 2: Learning through play 30%
Internally assessed : Assignment based unit

Component 3: Supporting Children to Play, Learn and Develop 40%
Externally assessed: Exam

- Next steps after completion of this course can include:
- Level 3 Childrens Care, learning and development
 - Level 3 Health and Social care
 - Apprenticeships

All of the above can then lead into a career pathway in working with young children



Overview of Course Content



Thematic Study – Myth and Religion

Using texts and archaeological sources, students will examine the religions of ancient Greece and Rome, comparing similarities and differences between the two by examining topics such as gods and goddesses, temples, festivals and views on death and burial. Students will also explore the idea of the universal hero through the story of Hercules, learn the founding myths of cities such as Rome and Athens, examine the stories of famous Greeks or Romans journeying to the Underworld, and study how these are represented in art.

Literature and Culture – War and Warfare

Students will delve into war and warfare in the ancient world by examining training, equipment and major battles involving both Sparta and Athens in the 5th Century BC (covering both the Persian and Peloponnesian Wars) and then the same again for the Roman army. For the literature focus, students will study of excerpts of from texts such as the epic poems The Iliad and The Aeneid, considering the concept of the hero and what that can tell us about the societies involved.



Summary of Assessment

There is a one-hour thirty minute exam for each of the two units listed above. Each exam is worth 50% of the total marks.



Learning Pathway Post 16

Like all essay-based subjects, Classical Civilisation builds your ability to construct a coherent argument and analyse and discuss source material. It therefore provides a good basis for a broad range of A-levels as well as careers where the ability to express yourself is important, such as Law and Journalism.





Overview of Course Content

Do you enjoy using computers and enjoying the wide variety of applications available? Do you want to develop your skills on computers? Do you want a set of skills that will compliment jobs that use computers?

Creative iMedia is a practical subject which incorporates Photoshop, programming and web development into three pieces of coursework (that's right $\frac{3}{4}$ of this qualification is assessed in class!!). You will have control over the overall product which will be based on a clients requirements - the design is your choice!

The last $\frac{1}{4}$ of your qualification is an exam which is among the shortest in duration, it will look at the different aspects of 'pre-production' or the planning that takes place before something is created.

This course is suitable for anyone who is interested in computers, design and creating their own work. Creative iMedia will also compliment other subjects in the options block through the use of desktop applications and design applications.

Summary of Assessment

R081: Pre- Production Skills (Exam 25%)

R082: Creating Digital Graphics (Coursework 25%)

R085: Creating a Multipage Website (Coursework 25%)




R092: Developing Digital Games (Coursework 25%)



Learning Pathway Post 16

Creative iMedia opens up a wide variety of learning pathways, including web development, ICT and avenues into the film industry.

This course also equips you with a wide variety of core literacy skills which will help better prepare you for future education and employment.

 <p>GCSE</p>	<h1>Design Technology</h1>	<p>Exam Board: Eduqas</p>
<h2>Overview of Course Content</h2>		
<p>GCSE Design and Technology is an exciting mix of practical and design based learning. It provides students with the opportunity to identify and solve real problems by designing and making products using wood, metal or plastics. You will develop interdisciplinary skills and the capacity for imaginative, creative thinking, creativity and independence. Aside from the satisfaction of solving problems your own way, and learning how to build your designs to a professional standard, you will learn how to confidently and articulately communicate your ideas.</p> <p>The course builds upon the knowledge gained at Key stage 3 and allows students the independence to develop their project work to meet their own interests and ambitions. We are fortunate in having very good Computer Aided Design (CAD) and Manufacturing (CAM) facilities including laser cutting and 3D printing. Students use these extensively at GCSE alongside machinery and hand tools.</p> 		
<h3>Summary of Assessment</h3>	<h3>Learning Pathway Post 16</h3>	
<p>Controlled Assessment Design and make task Task: 50% (During Year 10, students will undertake a range of designing and making project tasks that will develop their knowledge and understanding in Design skills, Technical knowledge and CAD CAM.</p> <p>At the beginning of Year 11, students will be given a brief for the 30 hour Controlled Assessment. Students are free to choose and work with a wide range of materials including textiles to design and make a product and use the knowledge and experience gained throughout the course. This task is worth 50% of the final grade.</p> <p>Written Examination: 50% of the final grade. Students undertake one 2 hour examination that tests their knowledge and understanding of Design and Technology.</p>	<p>D&T Resistant Materials offers direct access to A Level Product Design and will assist students' entry into a very wide range of further and higher education courses.</p> <p>Career opportunities are broad and include engineering, design, manufacturing, architecture and modern apprenticeships, industrial design, graphic design, product design and much more.</p> 	



Overview of Course Content

GCSE Drama provides students with a solid foundation in creative, **practical** and performance skills. Students will explore a wide range of activities that are **stimulating, creative** and **confidence-boosting**, drawing from a variety of drama opportunities including acting set plays, devising their own work and watching live theatre. Students will develop an **analytical** framework and the language to be able to understand and **articulate** how theatre is constructed and its effect on an audience.

GCSE Drama encourages students to develop **critical thinking** skills and become effective, **collaborative and independent** learners. With the focus on working imaginatively, collaborating creatively and communicating effectively, GCSE Drama provides a solid foundation for further studies in many related fields.



Summary of Assessment

Component 1: Written paper examination at the end of Year 11. Responding to theatre craft and a studied play. (40% of the GCSE)

Component 2: Devising log (60 marks) which goes alongside a Devised performance (20 marks) (40% of the GCSE) Students may choose to create the log through verbal recording or written means and will be supported with this process. This is internally and externally moderated.

Component 3: Performance of scripted extracts: Performance of Extract 1 (20 marks) and Extract 2 (20 marks) are worth 20% of the GCSE and are assessed by an external examiner.

Learning Pathway Post 16

Your Drama qualification will assist your entry into Further Education in all subjects, boost your **cultural and collaborative skills**, as well as potentially prepare you for career paths in the **Performing Arts industry** which could include Acting, Lighting, Sound, Costume, Directing, Set, Stage Management and **many other industries** that seek confident and creative individuals.



**Overview of Course Content**

When we sit down to watch a film, we can be transported anywhere. Film is an art form which has the **power to change** the way its audience **views the world**. Indeed, in a society in which 85% of adults watch at least one film every three months, it is clear to see that **film matters**. GCSE Film Studies will enable you to develop a greater appreciation of different genres of film and to understand the history of film. The set texts are all chosen due to the range of **contemporary issues** they raise and, most importantly, the **diverse range of perspectives** they offer and the stories they tell. It will also allow you to develop a critical approach to analysing film and relate films to the social and cultural contexts in which they exist. This course helps to develop key literacy, analytical, evaluative, creativity and ICT skills. In addition to this, you will develop key skills in **communication**, teamwork and time management.

**Summary of Assessment**

Component 1: Developments in US Film (written exam; 35%) - This assesses knowledge and understanding of three US films, including a US film comparative study; key developments in film and film technology and US independent film.

Component 2: Global Film: Narrative, Representation and Film Style (written exam; 35%) - This assesses knowledge and understanding of three global films produced outside the US, including one global English language film one global non-English language film and one contemporary UK film.

Component 3: Production (Non-examined assessment) - 30%
Students will undertake one practical production task from a brief (genre-based film extract) and one Evaluative Analysis, where learners analyse and evaluate their production in relation to comparable, professionally-produced films or screenplays.

Learning Pathway Post 16

GCSE Film Studies offers direct access to A Level Media Studies and/or A Level Film Studies, and will assist your entry into a wide range of Further and Higher Education courses.

Career opportunities are incredibly **broad** but include film and media production, distribution, and exhibition; arts and cultural management; public relations and advertising; journalism; education; civil service and government.





Overview of Course Content

Fine Art practice is best described as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance. Fine Art practices include; drawing • painting • sculpture • installation • lens-/light-based media • photography and the moving image • printmaking • mixed media • land art. Students will explore their ideas and experiment with a range of media and techniques and may work in any medium or combination of media. They will research different artists and learn to critically analyse their work using specialist terminology. The emphasis is on creative thinking and personal expression through the development of practical skills and the understanding and application of visual language.



Summary of Assessment

Unit 1 (Coursework) - This Unit will consist of the student's portfolio selected from work undertaken during course of study. Work is set and marked by the centre and moderated by AQA examination board. The Unit contributes 60% of the overall marks awarded. Unit 2 (Externally Set Task) – This Unit will consist of a 10 hour examination in which students respond to their chosen starting point. Question papers are issued to candidates in January of Y11 and students work on preparatory studies in the Spring Term . The Unit contributes 40% of the overall marks awarded.

Learning Pathway Post 16

GCSE Fine Art offers direct access to A-level Art and Design and other further education courses. Students will start to compile a portfolio of work which can be extended at A- level and used to apply for higher education courses and apprenticeships. There are a wide range of potential career opportunities in the Creative Industries.





Overview of Course Content

The new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.



Summary of Assessment

Theoretical knowledge of Food Preparation and Nutrition
Written Exam: 1 hour 45 minutes - 50% of the GCSE
Coursework tasks NEA1 and NEA 2 - 50% of GCSE

NEA 1: Practical Food Investigation

Written or electronic report (1,500 - 2000 words) including photographic evidence of the practical investigation. 30 marks.

NEA 2: Food Preparation Assessment

Written or electronic portfolio including photographic evidence of 3 final dishes which have been planned, prepared and cooked within a single period of 3 hours. - 70 marks

Learning Pathway Post 16

The Food Industry is Britain's biggest employer, thus career opportunities are very broad but include Development Chefs, Food Manufacturing, Retailing, Hospitality, Catering, Dietetics, Nutritionists, Home Economists, Teachers and much more.





Overview of Course Content

Graphic communication is the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief. This subject includes; communication graphics • design for print • advertising and branding • illustration • package design • typography • interactive design (including web, app and game) • multimedia • motion graphics • signage • exhibition graphics. Students will explore their ideas and experiment with a range of media and techniques. They can work entirely in digital media or non digital media, or in a mixture of both, provided the aims and assessment objectives are met. They will research different artists and designers and learn to critically analyse their work using specialist terminology. Intentions should be realised through purposeful engagement with visual language in order to communicate personal ideas, meanings and responses.



Summary of Assessment

Unit 1 (Coursework) - This Unit will consist of the student's portfolio selected from work undertaken during course of study and must include more than one project. Work is set and marked by the centre and moderated by AQA examination board. The Unit contributes 60% of the overall marks awarded.

Unit 2 (Externally Set Task) – This Unit will consist of a 10 hour examination in which students respond to their chosen starting point. Candidates may enter the examination with ideas and studies collected and prepared in unlimited time. Question papers are issued to candidates before the date of the examination. The Unit contributes 40% of the overall marks awarded.

Learning Pathway Post 16

A level Graphics as well as other further education courses such as Higher National Diploma in Graphic Design. There is a wide range of careers one can follow. These include illustration, animation, art teaching, computer games designer, desktop publisher, web designer and art director





Overview of Course Content

This is a fantastic course that looks how we can care for people in both a healthcare setting or social care setting, over the two years we look at how people develop from birth to later adulthood and how we can support and care for these individuals. This course is a great step for those wanting to go into a health and social care career such as midwifery, nursing, physiotherapist, paramedic. Or is simply an interesting course that can provide students with skills needed in life such as care, respect and dignity towards others.

This course is a BTEC so there is a mix of coursework style assignments which are assessed by the class teacher and one exam usually taken in Year 10. Therefore this course suits learners that prefer learning that is chunked over the two years by completing assessments as you go, rather than having to retain knowledge over the two years for exams in Year 11 like traditional gcse.



Summary of Assessment

Learning Pathway Post 16

Component 1: Human Lifespan development 30%

Internally assessed : Assignment based unit

Component 2: Health and Social care services and values 30%

Internally assessed : Assignment based unit

Component 3: Health and Wellbeing 40%

Externally assessed: Exam

Next steps after completion of this course can include:

- Level 3 Childrens Care, learning and development
- Level 3 Health and Social care
- Apprenticeships

All of the above can then lead into a career pathway in working in the health and social care section through either an apprenticeship or degree.



Overview of Course Content

ICT usage is becoming increasingly widespread in day-to-day life, as people become progressively dependent on their digital devices. In 2018, Ofcom reported that 78% of UK adults owned a smartphone and 64% of adults described the internet as 'an essential part of their life'. In the workplace, ICT is also vital for the smooth running of many everyday tasks as well as enabling organisations to operate in a more efficient manner. There are a number of key skills that employers look for which centre around having an understanding of, and the practical ability to use, a range of computer programmes, software and other applications. The course will cover software including; database, spreadsheet, word processing and image editing.

Unit 1 allows learners to explore the wide range of uses of hardware, application and specialist software in society. They will investigate how information technology is used in a range of contexts, including business and organisations, education and home use. Unit 2 enables learners to gain a broad working knowledge of databases, spreadsheets, automated documents and images and to apply their knowledge and understanding to solve problems in vocational settings.



Summary of Assessment

Unit 1 – ICT in Society (40%)

- 1.1 How IT can be used to fulfil the needs of organisations and individuals
- 1.2 How data and information is used and transferred
- 1.3 Legal, moral, ethical, cultural and environmental impacts of IT and the need for cybersecurity

Unit 2 - ICT in Context (60%)

- 2.1 Planning, creating, modifying and using databases
- 2.2 Planning, creating, modifying and using spreadsheets
- 2.3 Planning, creating and modifying an automated document
- 2.4 Planning, creating, manipulating and storing images



Learning Pathway Post 16

The Vocational Award in ICT has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

Typical career paths may include; Small business owner, Web designer, Systems analyst, Computer games developer, User experience developer, graphic designer and Finance Officer.



Overview of Course Content

GCSE Media Studies attracts students because of its ability to make learning interesting, relevant to the lives of young people and because it allows students to be creative. It offers rigorous but accessible learning on a subject of key importance for young people and helps them to understand the world they experience. With extensive links with local and national media outlets, the course offers students the opportunity to meet professionals currently working in the industry, as well as possible work experience placements and visits to working newsrooms and studios.



Summary of Assessment

Written examination x 2 - 70% (35% each)

At the end of Year 11, students take two x 1 hour 30mins exams that tests their knowledge and understanding of different media forms. Both papers are assessed through a variety of multiple choice questions, short and extended answer questions.

Component 1 – Television and advertising and marketing of video games.

Component 2 – Magazines, music videos, radio, newspapers and online news.

Non-examined assessment (NEA) - 30%

Students will undertake one practical production task from a brief (changed annually). Students will produce a statement of intent and a finished product. The possible briefs include television, radio, newspapers and magazines, music videos, video games, online/social media and cross-media advertising and marketing.

Learning Pathway Post 16

GCSE Media Studies offers direct access to A Level Media Studies and/or A Level Film Studies, and will assist your entry into a wide range of Further and Higher Education courses.

Career opportunities are incredibly broad but include journalism, publishing, advertising, web design and television and film production.





Overview of Course Content

If you are interested in improving your skills on an instrument/voice OR producing and recording music, then this course is for you. The Level 2 Certificate in Performance or Technology is equivalent to one GCSE and is focused on the practical work most music students want to be doing. The course is very student led and flexible - you will make as many of the decisions about what you are studying as possible. If you choose Performance, the main core unit is about putting on a concert, as part of a group or a soloist. If you choose Technology, the main core unit is to produce an original track, then there is an optional unit to produce a recording in the studio, or to compose your own music.



Summary of Assessment

As this is a vocational course, there is no exam and the final grade is based on the work done over the 2 years. It is made up of 2 compulsory core units:

- Music Knowledge Development – research project on 2 styles of music
- Live Music Performance (**Performance** – putting on a concert)
or Music Sequencing and Production (**Technology** – producing a track)

You then choose an optional unit, either:

Instrumental Study (developing your playing / singing technique), Sound Recording (using the studio) or Composing Music (writing your own music)

Learning Pathway Post 16

At Christ the King you can continue your studies with the Level 3 (A level equivalent) version of this course. Extra topics at Level 3 include music marketing and promotion, making music videos, advanced recording, teaching and more. After Level 3 study you can go on to study music or music technology at a wide range of universities. Various careers involve music or music tech, such as performing, teaching, studio engineering, live sound for venues/theatres, TV/film music or sound.





Overview of Course Content

In GCSE Physical Education (PE) the specification has been designed to allow learners to study PE in an academic setting. Students investigate the link between physical activity and health and how athletes adapt physically and mentally to the changing sports environment. The course also looks at the reasons behind sporting success and failure and looks at the impact of technology and commercialism on participation and performance.

There is also a practical element to the course where students are assessed in three sports, therefore in order to access this course it is recommended that students are participating in sport outside of college to a high level and that they could select three sports from the prescribed list: [GCSE PE activity list](#)



Summary of Assessment

Component 1: Fitness and Body Systems 36%

Written exam in Year 11 (1 hour and 45 mins)

Component 2: Health and performance 24%

Written exam in Year 11 (1 hour and 15 mins)

Component 3: Practical performance 30%

Assessment consists of students completing three physical activities from a set list

Component 4: Personal exercise programme 10%

Coursework based assessment

Learning Pathway Post 16

This course ensures a sensible progression onto the following:

- A Level PE
- BTEC Level 3 Sport

All of the above can then lead into a career pathway in working in the sport and exercise sector through either an apprenticeship or degree.



Overview of Course Content

Photography is the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images. Themes may include Portraiture • location photography • studio photography • experimental imagery • installation • documentary photography • photojournalism • moving image: film, video and animation • fashion photography. Students will explore their ideas and experiment with a range of media and techniques and may work in any medium or combination of media. They will research different Photographers and learn to critically analyse their work using specialist terminology. The emphasis is on creative thinking and the effective production of images through confident camera control, the use of digital manipulation software and the understanding and application of visual language.



Summary of Assessment

Unit 1 (Coursework) - This Unit will consist of the students' portfolio selected from work undertaken during course of study. Work is set and marked by the centre and moderated by AQA examination board. The Unit contributes 60% of the overall marks awarded. Unit 2 (Externally Set Task) – This Unit will consist of a 10 hour examination in which students respond to their chosen starting point. Candidates may enter the examination with ideas and studies collected and prepared in unlimited time. Question papers are issued to candidates in January of Y11. The Unit contributes 40% of the overall marks awarded.

Learning Pathway Post 16

GCSE Photography offers direct access to A-level Photography as well as other further education courses such as Higher National Diploma in Photography or Graphic Design. There is a wide range of careers one can follow. These include a wide range of film and video specialisms, photographer, photojournalist and art director, cameraman.





Overview of Course Content

Sport, activity and fitness is a great course for you if you are interested in sports and how the human body reacts to sports and training. Throughout the two years you will learn about sports injuries, technology in sport, sports leadership and training and nutrition. The course is taught through a mix of classroom based lessons and practical learning, you are also assessed on your ability to plan and lead a session. So if you just enjoy sport but don't play to a high level outside of school then this course is recommended over the GCSE PE course which requires students to be participating in at least 2 sports outside of college..

This course is a BTEC so there is a mix of coursework style assignments which are assessed by the class teacher and one exam usually taken in Year 10. Therefore this course suits learners that prefer learning that is chunked over the two years by completing assessments as you go, rather than having to retain knowledge over the two years for exams in Year 11 like traditional gcse's.



Summary of Assessment

Component 1: Understand the Body and the Supporting Technology for Sport and Activity 30%

Internally assessed : Assignment based unit

Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity 40%

Externally assessed: Exam

Component 3:Applying the Principles of Sport and Activity 30%

Internally assessed : Assignment based unit

Learning Pathway Post 16

Once completing this course you can move into the following areas:

- A Level PE
- BTEC Level 3 Sport
- Apprenticeships in sport

All of the above can then lead into a career pathway in working in the sport and exercise sector through either an apprenticeship or degree.



Overview of Course Content

The Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism , is for students who want to acquire knowledge and technical skills through vocational contexts by exploring the aims of different travel and tourism organisations, the features of tourist destinations, how organisations meet customer requirements, and the influences on global travel and tourism. The course recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs.



Summary of Assessment

Learning Pathway Post 16

Component 1 Travel and Tourism Organisations and Destinations (internally assessed)

Component 2 Influences on Global Travel and Tourism (externally assessed - exam)

Component 3 Customer Needs in Travel and Tourism (internally assessed)

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 Travel and Tourism, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the tourism sector.