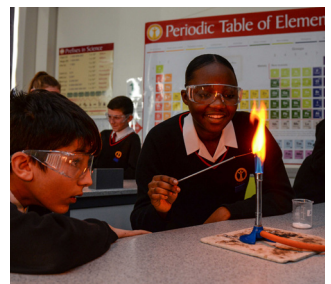




# CORPUS CHRISTI CATHOLIC HIGH SCHOOL

Together in One Body

# OPTIONS BOOKLET 2023-4



Name: .....

Form: .....



# Options Contents & Subject Listings

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# Options Information

## Year 10 and 11 Curriculum Key Stage 4

In September 2024, you will enter Key Stage 4 (Years 10 and 11). The curriculum that you will follow in Key Stage 4 contains two key elements: a core curriculum that all pupils will follow; and three further subjects from the optional subjects.

**Your Year 10 and 11 curriculum will be made up of the following subjects:**

| Compulsory          | Options                                                                                                                       |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Religious Education | Option A                                                                                                                      |
| English             | Option B                                                                                                                      |
| Mathematics         | Option C                                                                                                                      |
| Science             | <i>You need to choose six preferences, in strict order of preference, for the allocation of your three optional subjects.</i> |
| Physical Education  |                                                                                                                               |
| CPSHE               |                                                                                                                               |

The core curriculum includes Religious Education, English, Mathematics, Science, Physical Education, and Citizenship and Personal, Social and Health Education (CPSHE). The optional subjects that are available for Years 10 and 11 are set out in detail in the subject descriptions section of this booklet.

The optional subject that you will follow will be made up by choosing your first six preferences, in strict order of preference, from all the subjects on offer.

We will do all that we can to enable you to follow a curriculum that reflects your own individual preferences. 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. The preferences that you indicate will depend on your interests, what you are good at, what you have enjoyed studying in Key Stage 3, and what you are hoping to do in the future. When you are deciding on the subjects that you will list as your preferences, it is important to take full account of the advice that you will receive during the options process.

## Options Timetable

Advice and information about optional subjects, particularly those that you have not already studied, will be provided during CPSHE lessons.

### Thursday 29 February

Parents' Evening 4.00 pm, for all pupils in Year 9. After meeting with your child's subject teachers, pupils will be given the link to the electronic options form.

### Friday 8 March

Deadline for completing the on-line options form.

We will do all that we can to ensure that the courses you follow in Key Stage 4 are appropriate. If you have any questions please ask Miss Mayo or Mr Warham. **It is almost impossible to move to a different course once you have started.**

## General Advice

**Do** indicate a preference for subjects that you are good at.

**Do** indicate a preference for subjects that will help with your chosen career.

**Do** use the careers library to find out about which subjects will help your desired career.

**Do** indicate a preference for a subject that you enjoy.

**Do** aim to keep open as many avenues as possible in the future.

**Do** ask for advice from your subject teachers, Heads of department, Miss Mayo (Head of Year 9) and Mr Warham.

**Do not** indicate a preference for a subject just because it is a subject that your friends would prefer to study. It may not be the best subject for you and you may not be in the same groups in Year 10.

**Do not** indicate a preference for a subject because you like your present teacher. You will probably not have the same teachers in Year 10.





# Optional Subjects

## GCSE Fine Art

### COURSE DESCRIPTION

Art & Design is an exciting, demanding and varied course. It aims to provide opportunities to explore and experiment with a wide variety of media and practising a broad spectrum of techniques and processes within art, craft and design.

This course is ideal for pupils who already enjoy Art lessons and will provide an opportunity for you to develop a wider range of skills associated with art, craft and design, and the ability to work in an independent, confident manner, communicating ideas, information and feelings.

### COURSE OUTLINE

The course is delivered through a series of initially very structured projects, which will eventually allow for more independent creative interpretation.

You will have to complete two to three projects in which you will need to demonstrate how well you can use a range of media and techniques. The projects are structured in such a way that during the course you will experience a wide range of processes and techniques, including drawing and painting, printmaking, ceramics, digital photography, 3D sculpture and textiles. Your projects will consist of preparatory studies, experiments with media and artist research, leading to one or two final pieces, using a range of two dimensional and three dimensional media.

Your work will be assessed within the following 4 criteria

- Reflective Recording – Drawing from real life, objects and pictures, taking your own photographs, making notes on your ideas and processes you have used.
- Contextual Understanding – Looking at the work of artists and craftspeople that use the same materials and/or subject matter as your project.
- Creative Making – Experimenting and exploring different materials and techniques to create your own independently creative work.
- Personal Presentation – producing a 2 or 3 (or both!) dimensional 'final piece' as a conclusion to the project, this should include the ideas, materials and techniques you have explored and have a clear connection with 1 or more artists you have looked at and researched.

### ASSESSMENT

The projects outlined above account for 60% of the total mark for GCSE Art & Design.

The remaining 40% of the mark is the externally set task.

The theme/questions are set by the examination board [AQA]. You will be given these questions 8-10 weeks in advance to allow time for you to develop your own ideas, experiment with media and techniques and look at relevant artists' work. By the end of the preparation period you will know exactly what you are making for your final piece and how you will make it.

You will then make your final piece in exam conditions in the art rooms within ten hours which is structured into two five-hour sessions. All preparatory work is submitted with the final piece and then both coursework and the externally set task are marked by Art staff. Marks are then submitted and moderated by a representative from AQA.

### PROGRESSION

In the UK, our creative industries are the envy of the world and one of our biggest exports. Fine Art can lead to a range of exciting and varied careers. The GCSE can make an excellent and enjoyable basis for those who are interested in the following career paths: Fashion and Textiles (designer, illustrator); 3-D Design (architecture, furniture, product design); Artist; Photography; Film making and animation, website, game and graphic design; Art Therapy; Education and Community based projects. Of course, you may wish to take Fine Art because you enjoy it!

There are a number of different options on leaving school. The more traditional route is to attain either an A-Level in any number of Art & Design endorsements or a BTEC type qualification (full-time sixth form course) in a range of Art & Design endorsements.

### TEACHER TO ASK FOR FURTHER INFORMATION

Mrs R. Watson, Head of Art. Email [roha@ccc.lancs.sch.uk](mailto:roha@ccc.lancs.sch.uk)

# Optional Subjects

## GCSE Business

### COURSE DESCRIPTION

GCSE Business lifts the lid on business organisations and investigates what makes them tick. Functions such as marketing, human resources, product development and finance all have to work closely together in order to achieve the aims and objectives of the business.

You will be introduced to the world of small businesses and will look at the factors which make someone a successful business person. You will also find out how to spot and seize an opportunity, develop an idea and turn that into a successful business. You will understand how to make a business effective and manage finance. As well as what goes on inside the business, you will examine how the government, EU and world around us affects small businesses.

For pupils to benefit and achieve well in this course they need to be aware of the many opportunities that they have to further their own knowledge and understanding of the subject in their day-to-day life.

### COURSE OUTLINE

#### Paper 1 – Investigating small business

- Enterprise & Entrepreneurship
- Spotting a business opportunity
- Ideas into practice
- Making a business effective
- Understanding external influences on business

#### Paper 2 – Building a business

- Growing the business
- Marketing decisions
- Operational decisions
- Financial decisions
- Human resource decisions

### ASSESSMENT

#### Paper 1

Investigating Small Businesses Examination (1.5 hours) 50%

#### Paper 2

Building a Business Examination (1.5 hours) 50%

### PROGRESSION

GCSE Business will be relevant to those pupils who wish to progress into further and higher education or into employment.

Possible career paths include: advertising, public relations, banking, law, management, accountancy and marketing.

Colleges offer the following courses:

- Business A Level
- Accounting and Business Level 2 and 3
- Business and Law Level 3
- BTEC Business Studies Level 2
- Business Level 2 and 3
- Accounting T Level
- Management and Administration (Business) T Level
- Business Management and Leadership T Level
- IT with Business Level 1

Opportunities in Business Apprenticeships are offered by many major companies. There are a range of fantastic undergraduate courses in Business and related subjects at all universities including UCLan.

### TEACHER TO ASK FOR FURTHER INFORMATION

Mr A. McWilliams, Head of Computer Science and Business. Email [amc@ccc.lancs.sch.uk](mailto:amc@ccc.lancs.sch.uk)

# Optional Subjects

## NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years

### COURSE DESCRIPTION

This qualification provides you with an introduction to child development and care in the early years (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
- early years provision
- regulation, 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
- the purpose of planning in early years childcare

### COURSE OUTLINE

The Level 1/2 Technical Award in Child Development and Care in the Early Years is designed for any pupils who want an introduction to child development and care and to pupils who wish to pursue a career in the early years sector or progress onto further study.

It is aimed at 14 to 16-year-olds who are interested in the early years sector. The qualification is graded at level 1 pass, merit, distinction and level 2 pass, merit, distinction, distinction\* (equivalent to GCSE grades 8.5 to 1).

The study of child development and care in the early years involves gaining an understanding of child development in the early years, influences on a child's development, care routines, early years provision, legislation and the role of observations and planning.

Furthermore, you will develop the following skills that will help with future training and work in the early years sector:

- decision making
- observation
- resourcefulness
- problem solving
- planning
- evaluation
- reflection

- interpersonal skills
- professional behaviours
- respect and appreciation of others
- an ability to reflect upon their preferred learning style and identify relevant study skills

### ASSESSMENT

This qualification consists of 2 assessments done in Year 11, which are externally set:

1. Controlled Assessment (coursework) – you will have 14 hours in school to complete this.
2. Written Exam – 90 minute exam.

### PROGRESSION

Successful completion of this qualification will enable you to progress to level 2 or 3 qualifications in related subjects, such as Childcare and Health and Social Care, and/or GCSE/A Levels/T Levels.

The understanding and skills gained through this qualification could also be useful to progress onto an apprenticeship in the early years sector through a variety of occupations that are available within the sector, such as early years practitioners, early years educators and teaching assistants.

### TEACHER TO ASK FOR FURTHER INFORMATION

Mrs R. Barnes, Teacher of Child Development.  
Email [rbarn@ccc.lancs.sch.uk](mailto:rbarn@ccc.lancs.sch.uk)

or

Mrs N. Sutcliffe, Assistant Headteacher.  
Email [nsut@ccc.lancs.sch.uk](mailto:nsut@ccc.lancs.sch.uk)

# Optional Subjects

## GCSE Computer Science

### COURSE DESCRIPTION

Are you interested in how technology works?

Are you interested in using mobile phones, laptops and tablets?

Do you like to play computer games or use apps in your spare time?

If so, the GCSE Computer Science course could be the one for you!

Computer Science is one of the fastest growing fields, spanning across multiple sectors including all areas of science, business, IT, finance and many others.

If you would like to develop your programming skills and understand more about the theory of Computer Science, then this course is for you.

### COURSE OUTLINE

#### Component 01 - Computer systems

- Systems Architecture – how the parts of the computer work
- Memory & Storage – what the computer uses to store data and why
- Networks - Wired and wireless networks, Network topologies, protocols and layers
- System security – threats to computer systems and how they are prevented
- System software – how the operating system works
- Ethical, legal, cultural and environmental concerns – how Computer Science affects the world

#### Component 02 - Computational thinking, algorithms and programming

- Algorithms – how computer programs are structured
- Programming techniques – how the computer programs complete the task
- Producing robust programs – making sure that the computer programs do not crash
- Computational logic – binary logic diagrams and statements
- Translators and facilities of languages – how the computer understands the instructions
- Data representation – how the computer stores data and instructions

### ASSESSMENT

Component 01 - Computer systems Examination: 1½ hours (50%)

Component 02 - Computational thinking, algorithms and programming Examination: 1½ hours (50%)

### PROGRESSION

A qualification in Computer Science provides a platform that enables you to go on to further study or to go straight into the workplace.

Colleges offer the following courses:

- Computer Science A Level
- Game and Graphics Level 3
- ICT Practitioners Level 3
- IT Software development Level 3 BTEC
- Computing with IT BTEC Level 1,2 and 3
- Digital production, design and development T Level
- Digital Cyber Security T Level
- Digital (software development) T Level
- Information and Creative Technology Level 2
- IT with Business BTEC Level 1

In the workplace, there is a high demand for Computer Science graduates.

This course offers you a solid foundation in Computer Science, which will help you to develop the knowledge and skills required to meet the demands of the wide range of job opportunities that will be available to you including:

- Web Developer
- Software Engineer
- Games Developer
- Computer Programmer
- Hardware Engineer
- Games Designer
- Network Manager
- Computer Technician
- Games Tester
- Database Administrator

### TEACHER TO ASK FOR FURTHER INFORMATION

Mr A. McWilliams, Head of Computer Science and Business. Email [amc@ccc.lancs.sch.uk](mailto:amc@ccc.lancs.sch.uk)

# Optional Subjects

## GCSE Drama

### COURSE DESCRIPTION

You will study for the EDUQAS GCSE in Drama. It is a varied and challenging curriculum which offers a great foundation to explore numerous themes and topics. Drama offers you a safe space to act out creative ideas in a secure environment, where you will grow in confidence and encouraged to express your opinions freely.

This is a demanding and exciting course which aims to develop your knowledge and understanding of improvisation, theatre practitioners, devised drama, play texts and live theatre. You will work with others closely to investigate, communicate, perform and evaluate a wide range of Drama and theatrical techniques from a performance perspective. There are also opportunities to develop technical aspects of theatre, deepening learning and dramatic understanding.

### COURSE OUTLINE

There is a strong emphasis on practical work and learning through structured exploration. Therefore you will be expected to perform in front of each other like regular Drama lessons at KS3. The course aims to provide an opportunity for you to acquire a wide range of Drama techniques through role play and scripted work, with the chance to demonstrate your skills regularly.

There is an emphasis on creativity and you must be able to work in teams, have good attendance and feel comfortable sharing your ideas.

Please note that although you will explore components of work practically there is also a requirement that you must write well explained and justified extended written answers.

Each unit is aimed to develop your knowledge so that you are a well-rounded and competent Drama student. You will also have ample opportunities to watch both professional and amateur theatre.

The course offers a rich and diverse learning experience where everyone is respected and encouraged to achieve highly.

### ASSESSMENT

#### Component 1 – Devising Theatre 40%

- Internally assessed by teacher
- A performance / design
- A supporting portfolio of evidence
- Written evaluation of final performance/ design

#### Component 2 – Performing from a Text 20%

- Externally assessed by a visiting examiner
- A performance based on two contrasting extracts from the same performance text
- Learn lines of dialogue or presentation notes (if doing technical theatre)

#### Component 3 – Interpreting Theatre 40%

- Written exam based on a set text provided by exam board
- A live theatre review

### PROGRESSION

Drama is very useful to develop confidence and teaches you how to communicate with others well. It provides you with transferable skills which are beneficial for a variety of professions which involve speaking to the public such as: teaching, law, media, television work, public relations and child care.

### ADDITIONAL COMMENTS

An enjoyment of team work, stage craft, theatre and acting are needed together with a love of writing about theatre. A willingness to work hard and attend extra-curricular rehearsals is vital. You must also attend theatre trips as and when organised to heighten your experience and complete two course components.

### TEACHER TO ASK FOR FURTHER INFORMATION

Mrs C. Culkin, Head of Drama.  
Email [ccul@ccc.lancs.sch.uk](mailto:ccul@ccc.lancs.sch.uk)



# Optional Subjects

## GCSE Geography

### COURSE DESCRIPTION

GCSE Geography explores the planet that you live in and provides you with a greater understanding of why things happen. It prepares you for an ever changing world and allows us to predict the Geography of the future. It will enhance a variety of skills such as: numeracy, literacy, ICT, enquiry and decision making. You will study AQA Syllabus A.

### COURSE OUTLINE

#### Physical Geography

- Earthquakes and Volcanoes.
- Climate Change and Hurricanes.
- Tropical Rainforests, Hot Deserts and The Ice World.
- Rivers and Coasts.

#### Human Geography

- Urban Environments
- Development and Population
- Global Resources.

You will take part in two fieldwork activities - one physical and one human.

### ASSESSMENT

Paper 1 – Physical (35%)

Paper 2 – Human (35%)

Paper 3 – Decision Making (30%) (Examination based on two fieldtrips)

### PROGRESSION

Geography qualifications are useful for careers in Accountancy, Insurance, Business Management, Travel and Tourism, Town Planning, Local Government, Banking and Commerce, Civil Engineering, Meteorology, Teaching, Surveying, Marketing and Public Relations.

GCSE Geography is an important qualification as it can lead to employment and help you to qualify for entrance to a range of courses at college and university.

### TEACHER TO ASK FOR FURTHER INFORMATION

Mrs R. Parkinson, Head of Geography.  
Email rpar@ccc.lancs.sch.uk

## Level 2 Graphic Design

### COURSE DESCRIPTION

The NCFE Level 1/2 Technical Award in Graphic Design complements GCSE qualifications. It is designed for pupils who want an introduction to graphic design that includes a vocational and project-based element. The qualification will appeal to pupils who wish to pursue a career in the graphic design sector or progress onto further study.

### COURSE OUTLINE

This qualification has been designed to sit alongside the requirements of core GCSE subjects and is appropriate for pupils who are motivated and challenged by learning through hands-on experiences and through content which is concrete and directly related to those experiences.

This qualification focuses on an applied study of graphic design and pupils will gain a broad knowledge and understanding of working in the sector.

This qualification will promote the pupil's understanding of:

- components of graphic design
- the work of graphic designers
- requirements of a graphic design brief
- planning, development and experimentation
- graphic design production
- displaying, presenting and promoting graphic design work

### ASSESSMENT

The qualification has 2 assessments externally-set by NCFE: one non-exam assessment (60%) and one written examined assessment (40%).

### PROGRESSION

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

- Level 3 National Diplomas or Extended Diplomas
- A Level in Graphic Design

Pupils could progress into employment or onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the graphic design industry through a variety of occupations that are available within the sector.

A technical award in Graphics Design leads into careers such as:

- graphics designer
- product/brand manager
- illustrator
- web designer
- graphic crafts maker
- brand designer
- creative director

### TEACHER TO ASK FOR FURTHER INFORMATION

Mr S. Holden, Head of Design and Technology.  
Email shol@ccc.lancs.sch.uk  
or Mr T Wilson, Deputy Headteacher.  
Email twil@ccc.lancs.sch.uk

# Optional Subjects

## GCSE Food Preparation and Nutrition

### COURSE DESCRIPTION

This new GCSE Food Preparation and Nutrition examination is an exciting and creative course which focuses on practical cooking skills to ensure pupils develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing pupils' practical cookery skills to give them a strong understanding of nutrition. This qualification is linear. Linear means that pupils will sit all their exams and submit all their non-exam assessment at the end of the course.

The majority of the topics will be delivered through preparation and making activities.

### COURSE OUTLINE

This course has a combination of both theory and practical lessons.

#### Subject Content

Food preparation skills are integrated into six core topics:

1. Food commodities.
2. Principles of nutrition.
3. Diet and good health.
4. The science of food.
5. Where food comes from?
6. Cooking and food preparation.

### ASSESSMENT

Theoretical knowledge of food preparation and nutrition from Sections 1 to 6 above

- Written exam: 1 hour 45minutes, 100 marks (50% of the GCSE).
- Type of questions on the written paper:  
Multiple choice questions (20 marks)  
Five questions each with a number of sub questions (80 marks)
- Non- Exam Assessment (NEA):- Food preparation and cooking techniques will be assessed through the non-exam assessment (NEA) element of the specification.
- Task 1: Food investigation – (Practical Short Task with a written report including photographic evidence of the practical investigation)

Pupils will be given a Task to show their understanding of the working characteristics, functional and chemical properties of ingredients.

- Task 2: Food preparation assessment:- ( A final Practical Exam and a written folder of evidence). Photographic evidence of the three dishes must be included.
- Pupils will prepare, cook and present a final menu of three dishes within a single period of no more than three hours. This is to test a pupils' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Photographic evidence of the three dishes must be included.

### PROGRESSION

Upon completion of this course, pupils will be qualified to go on to further study and careers such as:

- Teaching
- Nutritionist
- Food Designer
- Dietitian
- Chef
- Restaurant business
- Food Development
- Hospitality and Leisure Industry
- Hotel Management

### ADDITIONAL COMMENTS

This course requires a high level of commitment from pupils. Pupils must have good practical skills and a positive work ethic. In order to reach their potential they must be prepared to organise ingredients on a weekly basis.

A pupil's commitment to 'home study' and lunchtime and/or after school time, if needed, is vital to achieve a successful completion of this course.

### TEACHER TO ASK FOR FURTHER INFORMATION

Mr S. Holden, Head of Design and Technology.  
Email [shol@ccc.lancs.sch.uk](mailto:shol@ccc.lancs.sch.uk)

# Optional Subjects

## GCSE Modern Foreign Languages

### COURSE DESCRIPTION

We are pleased to offer two courses; GCSE German and GCSE French. The French option is only available to those pupils who have studied the language previously. The aim of this course is to develop the ability to use a modern foreign language effectively in each of the four key skills: listening, speaking, reading and writing.

An outline of the course

You will develop your language skills through six key themes:

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

There will also be many opportunities to develop an insight into the culture and civilisation of French and German-speaking countries, as appropriate.

### ASSESSMENT

We are currently following the Pearson/Edexcel syllabus. All four skill areas (Listening, Speaking, Reading and Writing) are assessed by terminal examination and are worth 25% each of the final mark.

The Speaking examinations will take place shortly before the main examination period in late April/early May 2025 and will involve role play, discussion of visual stimuli and conversation, as well as the new addition of a reading aloud task.

Listening and Reading comprehension papers will involve responding to audio and written stimuli as appropriate, answering questions both in English and in the target language. The Reading examination will also include a translation from the target language into English, as well as the addition of a dictation task on the Listening examination.

The Writing examination will involve responding appropriately to different scenarios and stimuli, as well as translation into the target language.

### PROGRESSION

A GCSE qualification will enable you to pursue further qualifications such as AS/A Level and BA (Hons)

degrees. Employers are increasingly requesting people with the ability to speak a foreign language. Having a pass in a modern foreign language (4 or above) is an element of the English Baccalaureate. It could give you an advantage when applying to Colleges and Universities and will be viewed favourably by potential employers.

Many business leaders have stated that now the United Kingdom has left the European Union, there will be an even greater demand for linguists in every sector of the British economy. Having a qualification in a language can increase your earning power by up to £15,000, with German being the language which is currently most in demand. This is due to the huge amount of business we do with Germany and also many British companies being German-owned. French is also very much needed by many sectors of the British economy and political institutions, as France are our nearest geographical neighbours and primary business and logistical partners, and also as French is now considered the principal language of the European Union. Those who can speak a number of different languages are particularly highly sought after.

Apart from specific career paths such as translators, interpreters or teachers, there is a growing need for linguists in other fields such as Business, Travel and Tourism, Hotel and Catering, Sports, Journalism and Law. Foreign languages also combine well with subjects such as Mathematics, Economics, History and Geography, amongst others, at A-Level.

### ADDITIONAL COMMENTS

You will need a bilingual dictionary and access to the Internet via a PC to access a variety of resources. However, these may be completed in school in your own time if necessary.

You will be provided with a host of resources including revision booklets and online subscriptions to support your learning.

### TEACHERS TO ASK FOR FURTHER INFORMATION

Mrs G. Black, Head of Modern Foreign Languages  
email [gbla@ccc.lancs.sch.uk](mailto:gbla@ccc.lancs.sch.uk)

Mr N. Warham, Assistant Headteacher  
email [nwar@ccc.lancs.sch.uk](mailto:nwar@ccc.lancs.sch.uk)

Mrs M. Barton, Teacher of Modern Foreign Languages;  
Email [mbar@ccc.lancs.sch.uk](mailto:mbar@ccc.lancs.sch.uk)

Mrs R. Barnes, Teacher of Modern Foreign Languages  
Email [rbarn@ccc.lancs.sch.uk](mailto:rbarn@ccc.lancs.sch.uk)



# Optional Subjects

## GCSE History

### COURSE DESCRIPTION

You will study a broad range of British and World History covering topics and themes from the last 1000 years of History. There is something for everyone in this syllabus and you will be able to develop your Key Stage 3 studies further whilst also encountering new and exciting topics. This syllabus contains British and World History that covers Medieval, Tudor, Victorian and 20th Century topics. There will also be an opportunity to visit a specific historical environment. The syllabus we have chosen to follow is Edexcel History (9-1).

### COURSE OUTLINE

- Crime and punishment in Britain from 1000AD to the present day. This includes a study of the Historical Environment of Whitechapel during the time of Jack the Ripper.
- Early Elizabethan England 1558-1588
- Superpower Relations and the Cold War 1945-1995
- Weimar and Nazi Germany 1919-1939

### ASSESSMENT

Written examinations make up 100% of the assessment of this course and there are 3 written papers that will be taken at the end of the course. Assessment objectives will test pupils ability to use detailed subject knowledge and analyse and interpret a range of historical sources.

**Paper 1:** Crime and Punishment in Britain 1000ad-present and the Historical Environment of Whitechapel

**Paper 2:** British Depth Study (Early Elizabethan England) and Period Study (Cold War)

**Paper 3:** Depth Study- Weimar and Nazi Germany 1919-1939

### PROGRESSION

History qualifications can be useful in a variety of occupations. These include Law, Banking, Insurance, Archaeology, Teaching, Journalism, Accountancy, the Civil Service, Record Keeping and Analysis of Statistics.

Historical knowledge is increasingly sought in the world of marketing, advertising, and performing arts and certain work in nursing and medical records can find use in the analytical skills encouraged by the subject.

Opportunities with political parties, culminating in local or national representation are not beyond possibility. Many avenues therefore are open to people with History qualifications at all levels.

### TEACHERS TO ASK FOR FURTHER INFORMATION

Mr P. Veevers, Head of History.  
Email [pvee@ccc.lancs.sch.uk](mailto:pvee@ccc.lancs.sch.uk)

Mr M. Harwood, Assistant Headteacher.  
Email [mhar@ccc.lancs.sch.uk](mailto:mhar@ccc.lancs.sch.uk)

# Optional Subjects

## Music: Eduqas Level 1/2 Vocational Award in Performing Arts (Music Pathway)

### COURSE DESCRIPTION

This exciting, new course has a focus on creativity and is suited to you if you enjoy practical work, in addition to theoretical learning. The course is 100% coursework and will count as equivalent to one GCSE. It works well alongside your other GCSE's and allows you to explore different opportunities within the music industry including composing, performing, and promoting music. It allows you to develop your knowledge, skills and creativity in a practical setting and you will be supported and encouraged to work to your creative strengths. The music department is well equipped with musical instruments, Mac computers and professional composition software, which gives you an immersive experience and insight into the music sector. In addition, you will develop transferable skills such as responding to a brief, self-development, planning, time management, teamwork, and communication.

### COURSE OUTLINE

#### Unit 1: Performing (30%)

You will learn the skills and techniques needed for a successful performance of an existing piece of music. You will research music, rehearse, develop skills on your chosen instrument (or singing), perform and then review and reflect. You will be entitled to individual instrumental lessons, on your chosen instrument, which will be free of charge. These lessons, along with work in classroom lessons, will help you develop your skills on your chosen instrument in preparation for your performance.

#### Unit 2: Creating (30%)

You will learn how to create and refine your own original music through music composition techniques. You will explore and develop music through multiple styles and learn how to write effective music. You will create your own compositions to meet a brief and then review, reflect, and refine your work. You will be given a licence to professional composition software; Soundtrap, which we will learn how to use in lessons, and you can continue to explore at home.

#### Unit 3: Performing Arts in Practice (40%)

The music industry is huge, and it is important to learn about a wide range of jobs essential to make up the music industry. As well as different job roles, you will explore elements such as event management, promotion and health and safety. You will plan performance work, promote, and pitch your ideas and then evaluate and reflect. You will learn about areas of the performing arts industry that need to be considered when responding to a commission and will consider these when pitching your ideas.

### ASSESSMENT

As a creative subject with a focus on music practice, there is no end of year 11 written exam. All components are assessed through engaging, open, and flexible set

tasks that are completed gradually over the two-year course. At the end of the course, pupils who have met the Level 2 assessment criteria, will be awarded with a Level 2 Pass, Merit, Distinction or Distinction\*, which are equivalent to grades 4-9 on a GCSE course.

For Units 1 and 2 you will undertake a series of projects (not exams) in response to briefs given by the exam board. The tasks for each unit will take 10 hours and will be worth 30% of your qualification. These will be submitted as a portfolio. You will spend time in lessons preparing for the tasks out of these hours. You will be required to log your progress throughout the tasks to show the development of your skills, which can be presented in your own creative way. You will then be required to analyse your work once the practical components of the tasks have been completed.

In Unit 3 you will undertake another project in response to a brief, which will take 20 hours and be worth 40% of your qualification. You will be given a scenario and will need to undertake several tasks. This will also be submitted as a portfolio.

### PROGRESSION

The music sector is an exciting, growing industry with a wide range of jobs ranging from performing, composing, and producing to music journalism, management roles and technical roles. This course complements the learning in GCSE programmes by broadening experience and skills participation in different types of musical techniques for different musical styles. It is a great stepping-stone into further vocational or academic study in the music sector. You might consider progression to: A levels or Level 3 vocational courses e.g., BTEC National in Music, which prepares you to enter employment or apprenticeships, or to move on to higher education by studying a degree in the music sector. Alternatively, music knowledge and skill are invaluable as a lifetime hobby if not chosen to be your career pathway.

### ADDITIONAL COMMENTS

Enthusiasm to get involved along with willingness to creatively explore ideas are essential to enjoy and succeed in this course. You will be expected to attend individual instrumental lessons, on your chosen instrument, outside curriculum lessons, which will be offered to by the school you free of charge. An enjoyment of teamwork during practical tasks as well as self-motivation and organisation during assessment tasks will be required during the course. You will be expected to work hard but also to enjoy the experience.

### TEACHER TO ASK FOR FURTHER INFORMATION

Miss S. Lofthouse, Head of Music.  
Email [slof@ccc.lancs.sch.uk](mailto:slof@ccc.lancs.sch.uk)

# Optional Subjects

## GCSE Photography

### COURSE DESCRIPTION

Photography is an exciting, demanding and varied course. It aims to provide opportunities to explore and experiment while practising a broad spectrum of techniques and processes within Digital Photography and Art.

This course is ideal for pupils who may already enjoy Art lessons and are visually creative but lack confidence with drawing skills. This course will provide an opportunity for you to develop a wider range of skills associated with visual and digital arts and the ability to work in an independent, confident manner, communicating ideas, information and feelings.

### COURSE OUTLINE

The course is delivered through a series of initially very structured projects, which will eventually allow for more independent creative interpretation.

You will have to complete two to three projects in which you will need to demonstrate how well you can use a range of media and techniques. The projects are structured in such a way that during the course you will experience a wide range of processes and techniques within digital photography.

Your projects will consist of preparatory studies, experiments with digital and other media and artist research, leading to one or more final pieces.

Your work will be assessed within the following 4 criteria:

- Reflective Recording – taking your own photographs, creating your own compositions, making notes on your ideas and processes you have used.
- Contextual Understanding – Looking at the work of artists and craftspeople that use the same materials and/or subject matter as your project.
- Creative Making – Experimenting and exploring different media and techniques to create your own independently creative work.
- Personal Presentation – producing a 2 or 3 (or both!) dimensional 'final piece' as a conclusion to the project, this should include the ideas, materials and techniques you have explored and have a clear connection with 1 or more artists you have looked at and researched.

### ASSESSMENT

The projects outlined above account for 60% of the total mark for GCSE Photography.

The remaining 40% of the mark is the externally set task.

The theme/questions are set by the examination board [AQA]. You will be given these questions 8-10 weeks in advance to allow time for you to develop your own ideas, experiment with media and techniques and look at relevant artists work. By the end of the preparation period you will know exactly what you are making for your final piece and how you will make it.

You will then make your final piece in exam conditions in the art rooms within ten hours which is structured into: one five-hour session then the remaining five hours within lesson time. All preparatory work is submitted with the final piece and then both coursework and the externally set task are marked by Art staff. Marks are then submitted and moderated by a representative from AQA.

### PROGRESSION

In the UK, our creative industries are the envy of the world and one of our biggest exports. Photography can lead to a range of exciting and varied careers. The GCSE can make an excellent and enjoyable basis for those who interested in the following career paths: Fashion and Textiles (designer, illustrator); 3-D Design (architecture, furniture, product design); Artist; Photographer; Film making and animation, website, game and graphic design; Art Therapy; Education and Community based projects. Of course, you may wish to take Photography because you enjoy it!

There are a number of different options on leaving school. The more traditional route is to attain either an A-Level in any number of Art and Design endorsements or a BTEC type qualification (full-time sixth form course) in a range of Art and Design endorsements.

### TEACHER TO ASK FOR FURTHER INFORMATION

Mrs R. Watson, Head of Art.  
Email [roha@ccc.lancs.sch.uk](mailto:roha@ccc.lancs.sch.uk)



# Optional Subjects

## GCSE Design Technology (Resistant Materials)

### COURSE DESCRIPTION

Design Technology sets out the knowledge, understanding and skills required to undertake the design processes of exploring, creating and evaluating. The subject has developed from craft-based roots into a modern, creative and rigorous subject, and with the current skills shortages in the creative, manufacturing and engineering industries – Design & Technology is a valuable subject for young people to study.

### Why learn D&T?

Secondary Design and technology builds on the skills and knowledge children have already learnt at Key Stage 3. It leverages increasingly sophisticated resources, including dedicated teaching environments, manufacturing equipment and specialist teaching. As pupils progress, they are given the opportunity to focus on specific aspects of the subject such as product design and graphics. However, at its core, is creativity and imagination. Pupils learn to design and make products that solve genuine, relevant problems within different contexts whilst considering their own and others' needs, wants and values. To do this effectively, they will acquire a broad range of subject knowledge and draw on additional disciplines such as mathematics, science, engineering, computing and art.

### What is Design and Technology?

Design and Technology is an area of study that focuses on planning, designing and creating things (called "products") which people use. While studying this subject, you can learn how to design and make anything from electronics, clothes, furniture and storage solutions. Pupils focus on resistant materials technology during the course, working with materials such as metals, plastic, and wood, using them to make interesting products.

### What skills will I get with design and technology?

By studying design and technology, you'll be able to build up your creativity, problem solving, planning, and evaluation skills. Since many projects are done via group work, you'll also gain communication and teamwork skills.

### What careers can I do with design and technology?

Design and technology can set you up for a career in a wide variety of industries such as fashion, engineering, architecture, information technology, careers in hospitality, and even education. Popular careers for people with design and technology qualifications include: fashion designer, tailor, product designer, architect, software engineer, civil engineer, carpenter, amongst others.

### What degrees and other qualifications do I need design and technology for?

If you want to study design and technology at university level, some courses require you to have completed the subject as part of your A-levels. Although some

university courses may not list design and technology as an entry requirement, it can still be very helpful for courses in architecture, engineering, information technology and computer science. A GCSE or A-level in design and technology can also be useful for apprenticeships in carpentry, construction, food manufacture, fashion and textiles, interior manufacturing, and engineering technology.

### ASSESSMENT

The Non-Exam Assessment (NEA portfolio) will contribute towards 50% of the pupils' overall mark. The NEA project in its entirety should take between 30-35 hours to complete and consist of a working product and design portfolio.

There is also a written exam which take 2 hours to complete and represents the other 50% of GCSE.

This specification is designed to be taken over two years and encourages pupils to:

- demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas whilst designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- develop decision making skills, including the planning and organisation of time and resources when managing their own project work
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes
- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- consider the costs, commercial viability and marketing of products
- demonstrate safe working practices
- use key design and technology terminology including: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics.

### TEACHER TO ASK FOR FURTHER INFORMATION

Mr Holden, Head of Design and Technology.  
Email [shol@ccc.lancs.sch.uk](mailto:shol@ccc.lancs.sch.uk)

# Optional Subjects

## GCSE Separate Sciences

### COURSE DESCRIPTION

At Corpus Christi Catholic High School we follow AQA GCSE specifications for Science. Pupils will either study GCSE courses in the separate sciences of Biology, Chemistry and Physics or a combined Science course equivalent to two GCSE qualifications.

### COURSE OUTLINE

Pupils study a broad and balanced traditional science curriculum. Biology topics include cell biology, ecology, homeostasis, infection and response, bioenergetics and inheritance. Chemistry topics include atomic structure and bonding, quantitative chemistry, rates of reaction, organic chemistry, chemical analysis, the atmosphere and using resources. Physics topics include forces, waves, electricity, magnetism energy and matter. Pupils that choose separate sciences follow the same topics in a more detail and an additional space topic in physics.

The GCSE Combined Science course has 16 practical investigations which all pupils must complete.

The separate science courses have 24 practical investigations which all pupils must complete.

### ASSESSMENT

GCSE Combined Science – six examinations each 1h 15 minutes in duration. Two examinations for Biology, two examinations for Chemistry and two examinations for Physics. No controlled assessment.

GCSE Separate Sciences – six examinations each 1hr 45 minutes in duration. Two examinations for Biology, two examinations for Chemistry and two examinations for Physics. No controlled assessment.

All examinations are available for entry at higher or foundation level. Pupils receive grades 9-1 for each qualification.

### PROGRESSION

Pupils attaining higher GCSE grades will be able to progress to A Level study in Physics, Chemistry and Biology. It is an essential stepping stone for those pupils that are wanting to enter any scientific career. The triple science qualification is recommended for pupils that also have a good level of English and Mathematics.

### ADDITIONAL INFORMATION

Pupils wishing to study separate science qualifications in Biology, Physics and Chemistry are invited to express their interest.

### TEACHER TO ASK FOR FURTHER INFORMATION

Mr A. Leek, Head of Science.  
Email [alee@ccc.lancs.sch.uk](mailto:alee@ccc.lancs.sch.uk)

# Optional Subjects

## GCSE Physical Education

### COURSE DESCRIPTION

This course is ideally suited to those who have a particular talent or enthusiasm for physical activities and are capable of pursuing a theoretical course of study in anatomy, physiology and exercise, sporting issues within our society and education involvement within our society.

### COURSE OUTLINE

The practical section of the course focuses on the development of performance in a number of the following sports: Badminton, Athletics, Handball, Table Tennis, Football, Netball.

The theoretical component is divided into two separate exams, both worth 30% each of the overall GCSE (60% total);

**Paper 1** includes:

- Applied anatomy and physiology- Bones, Muscles, Heart and Lungs
- Movement analysis- How we move, Antagonistic pairs, Levers,
- Physical training- Training methods, Principles of training
- Use of data

**Paper 2** includes:

- Sports psychology- Positive thinking, imagery
- Socio-cultural influences- Participation rates, factors affecting participation
- Health, fitness and well-being- warm ups, Diet.
- Use of data

### ASSESSMENT

Assessment involves a 40% practical performance in three different sports chosen from their best practical marks. The practical mark includes an assessed piece of coursework based on the strengths and weaknesses of one of their chosen sports.

The two exams involve a mixture of multiple choice/ objective test questions, short answer questions and extended answer questions.

### PROGRESSION

The skills you will acquire will be useful for A level Physical Education and Btec Level 3 in Sport and careers such as PE teaching, physiotherapist, sport science, coaching, leisure and tourism.

### TEACHER TO ASK FOR FURTHER INFORMATION

Mrs J. Wright, Head of Physical Education.  
Email [jwri@ccc.lancs.sch.uk](mailto:jwri@ccc.lancs.sch.uk)



# Optional Subjects

## Level 2 Cambridge National Sports Studies

### COURSE DESCRIPTION

Pupils will study OCR Level 2 Cambridge National PE, which covers two internally assessed coursework units and one externally assessed unit in the form of an exam. Some units are weighted slightly differently. Mandatory units are weighted higher (includes the exam) than the optional units. The three units completed will be combined for the overall grade at the end of year 11.

On the course one of the mandatory units involves two topics that are practical based where pupils will be assessed and graded on a team or an individual sport. While the rest is coursework and exam based. This allows those taking Sports Studies to be still assessed in their practical performance. The course does also require participant to be actively engaged in extra-curricular activities afterschool and outside of school. Although there are topics of practical within the course the majority of the course will be classroom based across the two years.

### COURSE OUTLINE

Subject topic areas explored:

#### Unit R186- (COURSEWORK)

##### Sport and the Media

20% of the overall course

- **Topic Area 1:**  
The different sources of media that cover sport. /12
- **Topic Area 2:**  
Positive effects of the media in sport. /16
- **Topic Area 3:**  
Negative effects of the media in sport. /16

**(R186) Total out of 40 marks**

#### Unit R185- (COURSEWORK)

##### Performance & Leadership in Sports Activities

40% of the overall course

- **Topic Area 1:**  
Key components of performance in 2 sports- each marked out of 14. /28
- **Topic Area 2:**  
Applying practice methods to support improvement in a sporting activity. /14
- **Topic Area 3:**  
Organising and planning a sports activity session. /14
- **Topic Area 4:** Leading a sports activity session. /14
- **Topic Area 5:** Reviewing your own performance in planning and leading a sports activity session. /10

**(R185) Total out of 80 marks**

#### Unit R184 - (EXAM)

##### Contemporary Issues in Sport

40% of the overall course

- **Topic Area 1:** Issues which affect participation in sport
- **Topic Area 2:** The role of sport in promoting values
- **Topic Area 3:** The implications of hosting major sporting events for a city or country
- **Topic Area 4:** The role national governing bodies (NGBs) play in the development of their sport
- **Topic Area 5:** The use of technology in sport

**(R184) Total out of 70 marks**

### INDIVIDUAL UNITS OF COURSEWORK

|      | Weighting of unit | Lv1 Pass | Lv1 Merit | Lv1 Distinction | Lv2 Pass | Lv2 Merit | Lv2 Distinction | Lv2 Distinction * |
|------|-------------------|----------|-----------|-----------------|----------|-----------|-----------------|-------------------|
| R186 | 20%               | 12       | 16        | 20              | 24       | 28        | 32              | 36                |
| R185 | 40%               | 24       | 32        | 40              | 48       | 56        | 64              | 72                |

*There are no grade boundaries for the exam unit R184. These are set based on results achieved nationally.*

### PROGRESSION

The skills you will acquire will be useful for A level Physical Education and Btec Level 3 in Sport and careers such as PE teaching, physiotherapist, sport science, coaching, leisure and tourism.

### TEACHER TO ASK FOR FURTHER INFORMATION

Mrs J. Wright, Head of Physical Education.  
Email [jwri@ccc.lancs.sch.uk](mailto:jwri@ccc.lancs.sch.uk)

# External 14-16 Provisions

## Level 1/2 Construction

### COURSE DESCRIPTION

Do you enjoy developing your skills through working in a practical workshop environment? If so, this hands on construction course is ideal for you. From structural engineering to plastering, the construction sector holds a wide variety of roles in which you will have the opportunity to participate.

At Preston College, our partnership with the Eric Wright Learning Foundation allows us to provide real life work experience in a controlled environment. This course offers pupils the opportunity to experience a largely practical based qualification which covers several trade skills areas.

### COURSE OUTLINE

**What will I learn?** The structure of the Level 1 qualification focuses largely on practical and skills based activities including brick laying, plastering, joinery, painting and decorating and team work skills. Relevant health and safety guidance will be provided throughout the duration of the course to enable safe working practices. Your practical work will take place in our on site Eric Wright construction centre, where you will develop a range of skills applied in the construction industry.

**How will I be taught?** Pupils will be taught by industry trained tutors in state-of-the-art workshops at Preston College.

**What can I do next?** On completion of the course, you will have the opportunity to progress on to Level 1 courses in Brickwork, Painting and Decorating, Plastering, Joinery or General Construction.

### Is there anything else I need to know?

Several of our pupils have gone on to gain apprenticeships within their chosen area and eventually return to form part of our employer link partnership, who send their own employees to train as skilled trades people with us.

### ASSESSMENT

You will be assessed through online assessments, written assignments and practical tasks. You will also undertake a project which will count towards your overall grade.

### TEACHER TO ASK FOR FURTHER INFORMATION

Mr N. Warham, Assistant Headteacher.  
Email [nwar@ccc.lancs.sch.uk](mailto:nwar@ccc.lancs.sch.uk)

## Important points to note for External 14-16 Provisions

Vocational courses at Preston College are very popular. Attendance, punctuality and good behaviour are key elements that we have to consider when selecting pupils who express a preference for these courses. A signed 'Code of Conduct' will be required to attend college provision.

All courses will be delivered at Preston College. For the academic year 2024/25 sessions will take place one afternoon per week. Pupils will be able to make their own way home or return to school to catch the late bus.



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