

Key Stage 4 Options Information Booklet

St. Wilfrid's R.C. College 2022

The Humanities Curriculum



St. Wilfrid's
R.C. College

Dear Student,

You are about to enter an important stage in your school life. Over the next two years you will be following a range of examination courses that will provide you with your first school certificates and, hopefully, lead to further success in the Sixth Form and beyond.

In our school we want to provide you with the best possible education. To do this, we set high standards and help you do the very best you can. Our students have enjoyed considerable success in their examinations in the past and we are confident you will maintain this tradition in the future.

Up to now you have been studying a wide range of subjects as part of a balanced curriculum that has provided you with a firm foundation for your GCSEs. In fact, you have followed a range of subjects that has met all of the requirements of the National Curriculum.

In September you will progress to Key Stage 4, where each of the subjects taught have a specification which takes a certain amount of lesson time to get through. This makes it impossible to study an unlimited number of subjects in Years 10 and 11; you need to make some choices.

To reach the best possible solution we make sure you follow courses that you have to do to fulfil the requirements of the National Curriculum and then we give you a choice of subjects to take up the rest of your time in school. Therefore, some of your subjects will be compulsory (we call them the **core subjects**), and some are optional. The optional subjects may be traditional GCSE and/or vocational qualifications. There is more information about both of these types of qualification later in this booklet.

At St. Wilfrid's we have carefully monitored your progress over the last three years. Looking at the progress you have made in your subjects, we feel the best route for you to take is '**Humanities**'.

Please read this options booklet carefully, it will give you an overview of the route you will be following and the options you can choose within it. It is an exciting time in your education where you get to make some choices, please make sure that you consider them carefully and follow the advice that is given to you.

Yours faithfully,

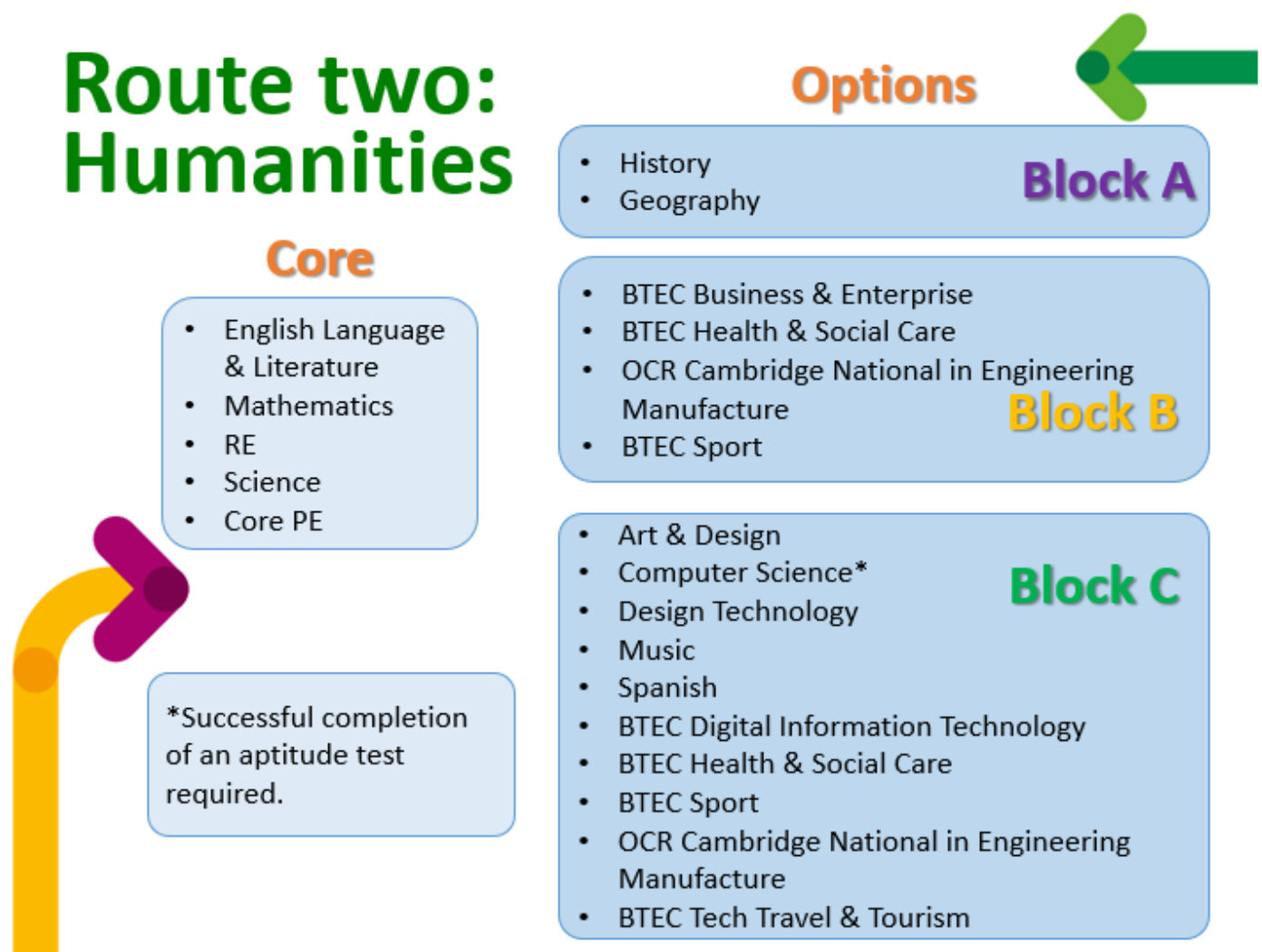
Mrs R. Maxwell
Assistant Headteacher

What is the Humanities Curriculum?

This curriculum route allows students to undertake traditional core GCSE subjects alongside optional traditional GCSE and/or a vocational subject. This route will offer better opportunities for students who are unlikely to attain the MFL subject required for success in the English Baccalaureate (EBacc); the humanities route is tailored to students who may thrive in subjects other than MFL.

What are my options within this route?

You must take the core subjects. As well as this, you must make some choices, and choose **one '1st choice' subject from each option block**, the blocks are outlined below. From Block A you will pick either history or geography. From Blocks B and C you can make your own selection.



Notes:

- *1 Computer science requires students to demonstrate an aptitude for the mathematical/programming/logic elements of the course; there is an aptitude assessment to complete before being accepted onto this course.
- *2 Only one information technology-based course may be selected; you are not able to study both Computer Science and BTEC IT.
- *3 Music requires a proficiency in a musical instrument or an ability to sing. If unsure, please discuss your suitability with your music teacher.

The Core Subjects

***The core subjects are followed by all students at St. Wilfrid's R.C. College.
They provided the essential basis for study beyond Key Stage 4.***

The courses that you must follow in Years 10 and 11 are:

- GCSE Mathematics
- GCSE English Language & Literature
- GCSE Religious Education
- GCSE Combined Science
- GCSE History or Geography
- Core PE (not examined)

Types of Qualification – an Overview

GCSE

- GCSE qualifications are graded using the 9-1 system
- Assessment is usually terminal examination papers; this means that you are assessed purely through written examination papers at the end of Year 11
- In a small minority of subjects, there is a coursework component to the course. This coursework is usually completed under controlled conditions
- The vast majority of GCSE courses require large bulks of knowledge to be recalled and understood

Vocational

- Graded using the BTEC system (Distinction*, Distinction, Merit, Pass)
- One BTEC qualification is equivalent to one GCSE qualification
- Assessment of BTEC courses is usually a combination of portfolio work (coursework) and terminal examination papers
- BTEC courses are often work-related, and are valued by further education institutions and colleges



St. Wilfrid's
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Making the Right Choice

We are asking you to make choices about which subjects to study in Years 10 and 11. You may not have decided on a career path yet and you are finding your choices difficult. Do not worry about this; you are not alone. Even if you have a good idea now about a future career you may find that you change your mind in the months to come.

In our school we help you through this time in two ways. Firstly, we have designed the option system in such a way that it will give you a balanced choice of subjects that will let you take different career paths in the future, even if you do change your mind. Secondly, we provide you with ongoing careers education throughout Years 9, 10 and 11.

You should choose a subject because you really want to do it and not just because your friends have chosen it. Remember, you may not be put in the same class as they are and so you should not let this influence your choices. Also be aware that we cannot guarantee your favourite teacher so do not pick an option because you like your current teacher. It is the subject that matters.

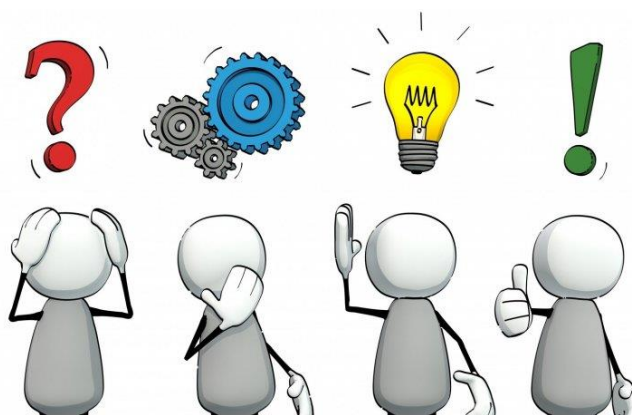
Your parents/carers play an important part in giving you support and guidance. They will have read your school reports and followed your progress very closely, so they are in a good position to give you unbiased advice.

What happens next?

When you have finally made up your mind about which subjects to take, you will need to complete an options form. This will be shared with you soon, and a clear deadline will be set for its return.

Sometimes there is a situation where too few, or too many, students choose a particular subject. If we do not have enough resources to put on extra classes, we may need to use your backup choice. This happens on very few occasions and we try as far as possible to give you what you ask for. We will only use your backup choice if we really need to. If this happens, we will speak to you about the change.

All of the option forms are then processed and the lists given to the Heads of Department who will decide which class you will go into if there is more than one class.



Your Guide to Key Stage 4 Courses

The following pages give you the details of all of the courses that are available in Years 10 and 11, including the core subjects. Each of the available courses are listed below.

Core Subjects

- English & English Literature
- Mathematics
- Religious Education
- Combined Science
- Core PE

GCSE Courses

- Geography
- History
- Computer Science
- Spanish
- Mandarin
- Art & Design
- Design Technology
- Music

Vocational Courses

- BTEC Digital Information Technology
- BTEC Business & Enterprise
- BTEC Health & Social Care
- BTEC Sport
- OCR Cambridge National in Engineering Manufacture
- BTEC Tech Travel & Tourism

You should read this information carefully as it will tell you about what you will study in each course and how it is assessed. These are things that you should take into account when choosing the right course for you.

Core subject: GCSE English Language & English Literature

All pupils will study GCSE English Language and English Literature. The three main forms of assessment in each of these courses are reading, writing and speaking and listening.

Pupils will read a wide range of texts including: non-fiction and media writing, a Shakespeare play, a text from an English Literary Heritage writer, a 19th century novel, pre and post-1914 poetry as well as a modern play. Pupils will work independently, in pairs and groups as part of their work in GCSE English Language and English Literature.

How will you be assessed?

For most pupils, exams will be taken at the end of year 11. The course is now fully linear.

GCSE English Language	GCSE English Literature
<p>Reading and writing external examination 100% (2 exams: Paper 1 will be based on analysing an unseen fictional extract and producing a narrative or description of your own; Paper 2 involves exploring viewpoints and perspectives of 2 non-fiction extracts (1 pre-1900) and then presenting your own viewpoints and perspectives in a piece of non-fiction writing)</p> <p>Spoken Language internal assessment (you will give a presentation in front of the class, including answering questions, and will be awarded a Distinction, Merit or Pass)</p>	<p>Poetry and prose external examinations 100% Texts include: "Much Ado About Nothing" by Shakespeare; "Jekyll and Hyde" by Stevenson; "An Inspector Calls" by Priestley; the Power and Conflict cluster of Poetry in the AQA Anthology.</p> <p>Again, this is assessed in 2 separate exams.</p>

Did you know?

English is a core subject in the National Curriculum.

Many students go on to study English Language and/or English Literature at Advanced Level.

Further information is available from Mrs Collings-Backhouse and Miss Wild



Core subject: GCSE Mathematics

Counting on Success

Mathematics is a course that caters for students of all abilities. The course covers the following areas of maths

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

The course aims to enable you to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.



How will you be assessed?

You will be entered for examinations to suit your ability. There are two tiers of examination which are called Foundation and Higher. The tier of entry is decided by your teacher at an appropriate point on the course.

There are 3 examination papers for each of the two tiers of the exam. All three papers are 1 hour 30 minutes and are each worth a total of 80 marks. Paper 1 is non-calculator, Papers 2 and 3 are calculator papers.

Did you know? . . .

All students must follow a course in Mathematics because it is a core subject in the National Curriculum.

It is possible to achieve up to a grade 5 in the Foundation examination.

Successful students can go on to study A Levels in Mathematics and Further Mathematics, but need to have achieved at least a grade 7 at GCSE level.

Further information is available from Mrs Armstrong

Core subject: GCSE Religious Education

Thinking, discussing, challenging...

Religious Education (RE) is an interesting and challenging course that caters for students of all abilities.

RE plays an important part in the whole life of our Catholic School. You will find that learning about and discussing the ethical and philosophical issues that affect our lives and concern us all in today's world will give you a deeper understanding of religion, faith and prayer and the part it plays in our daily life.

We aim to promote an enquiring, critical and sympathetic approach to the study of religion and to develop the skills you will need to do that in a mature, sensible and thoughtful way.

We will help you identify and explore questions about the meaning and purpose of life. You will be asked to explore questions of faith and ethics; to examine various issues surrounding them, and to make informed judgements based on your study.

How will you be assessed?

Following the changes to the GCSE curriculum, there is no longer any coursework element to RE, and it is organised as follows:

You will follow an Edexcel Route A course with 3 units of work comprising of Catholic Christianity, Judaism and Philosophy and Ethics. Your GCSE exam will be at the end of Year 11 and your final grade will be made up of these 3 units added together.

Did you know? . . .

All students follow the same single-tier entry GCSE course in Religious Education in our school: everyone can do well!

The course provides an excellent foundation for those students who want to go on to study Philosophy and Ethics at A Level.

Further information is available from Mrs Johnson



Core subject: GCSE Science (Combined or Triple)

At Key Stage 4, the science team will be running two different Edexcel GCSE courses; the pupils will either take Combined Science or follow the individual sciences (triple) route.



Getting the Choice Right

It is essential that students are placed onto a course of study that allows them to fulfil their potential and also offer them progression Post-16. Students will be selected for their GCSE Science course based upon evidence from year 9 assessment data in conjunction with the professional opinions of the science staff to direct the students into the appropriate Key Stage 4 course.

Students will be selected for one of the following courses:

Edexcel GCSE Combined Science

This course provides students with a good background in the Sciences. It covers a range of interesting and challenging topics from biology, chemistry and physics. Students will achieve a double weighted GCSE grade in 'Combined Science'; most students in Year 10 will follow this route.



Edexcel GCSE Biology, Chemistry & Physics

This course covers additional material when compared to the 'Combined Science' course and therefore requires more lesson time. Like the combined science course the scientific disciplines are taught separately but unlike the combined science award there are separate GCSE's awarded for each subject. By offering a triple award course we allow the students to gain a deeper understanding and knowledge of the individual scientific subjects. The additional content in this course is more challenging and is therefore only appropriate for students selected by the science department.

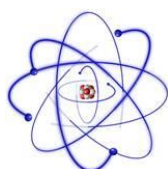
What does my child have to do to follow an AS/A2 course post-16?

The Science faculty will take students who meet the entry requirements for AS/A2 study from either course. There is no reason a Combined Science student cannot be as successful as a triple award student at AS/A2.



Did You Know?

Success in Key Stage 4 Science will allow you to study Biology, Chemistry or Physics at Post-16, which can lead to thousands of potential careers.



Further information is available from Mr B Windass (Head of Science)

Core subject: Core Physical Education (PE)

Physical Education is part of the curriculum for every pupil at St. Wilfrid's.

Pupils in Year 10 & 11 receive two hours of PE across *Week 1 & 2*.

PE lessons form a welcome break from the classroom and offer the opportunity to take part and enjoy a wide range of physical activities. Students are encouraged to develop their skills in both traditional and modern sports with a healthy attitude towards exercise.

With the aim of ensuring all pupils are physically active, pupils will have the opportunity to complete structured modules comprising of athletics, badminton, basketball, cricket, dodgeball, football, handball, health related fitness, rounders, softball, table tennis, tennis, trampolining and volleyball.

Further information is available from Mr P. Riddle

@stwilfridspe 



Remember...

- PE provides you with the opportunity to participate in a competitive and non-competitive environment.
- Your PE lessons are an ideal opportunity to experience both traditional sports and some that are perhaps new to you, to hopefully develop a passion and prepare you for lifelong participation in sport and fitness beyond school.
- PE also allows you to adopt roles other than performance, including leadership, coaching and officiating and through these various responsibilities you can develop skills which allow you to be effective in competitive, creative and challenging situations.

Option subject: GCSE Geography

We create our **geography**, and yet we are affected by **geography**.
Geography, it's a world thing.

The study of geography in schools is more relevant in today's fast changing world than at any time in the past, **without it we will never overcome the serious global issues that we face today - and tomorrow.**

The course is taught by studying four core areas; Physical Geography, Human Geography, Geographical Skills and Local Fieldwork Investigation. Through these you will learn about the effect of the environment on man, the issues caused by man's use or misuse of the environment, and about the need for a sustainable approach to management.

You will also be given the opportunity to develop your problem solving and decision making skills and to carry out fieldwork outside the classroom, developing further skills in data collection, presentation, analysis, producing conclusions and suggesting solutions. These skills are not only useful in Geography but also in other subjects and are in demand in the world of work.



How will you be assessed?

There will be three exams; one of which will be fieldwork based.

Paper 1: Changing Physical and Human Landscapes (1 hour 30 minutes - 35% of GCSE)

Landscapes and Physical Landscapes, Rural-Urban Links and Tectonic Hazards and Landscapes.

Paper 2: Environmental and Development Issues (1 hour and 30 minutes - 35% of GCSE)

Weather, Climate and Ecosystems, Development and Resource Issues and Social Development.

Paper 3: Applied Fieldwork Enquiry (1 hour and 30 minutes 30 - 30% of GCSE)

You are also required to undertake **two** pieces of fieldwork; one which must be human geography and one which must be physical geography. These are to be carried out in two contrasting environments outside of the school environment.

Part A: Fieldwork methodology, representation and analysis.

Part B: How fieldwork enquiry may be used to investigate geography's broad conceptual frameworks.

Part C: Assess the application of broad geographical concepts to a wider UK context and assess the ability to make and justify a decision.

All exams will take place at the end of Year 11.

Did you know? . . .

- Geography is a useful subject for a wide range of careers such as Politics, Business and Management, Environmental Health, Civil Engineer, Marketing, Public Relations and more... Geography develops a range of thinking skills that can be applied to a range of jobs; so don't just think if you take Geography you will have to study volcanoes for the rest of your life!

Further information is available from Mrs K Gray

Option subject: GCSE History

Who should take History?

Studying history attracts the kind of student who likes to think, debate and express an opinion. History helps you to develop your skills to look beyond what you see and to question the nature of evidence. History helps students to understand how the world has changed, and why our world is the way it is.

History is a highly respected academic subject. Employers and universities recognise GCSE History as developing transferrable skills like analysis, independence, explanation and dedication – skills which are relevant to most professions and your future education.

You may also have the opportunity to take your learning outside of the classroom through visits to locations in the UK and abroad. Previously visits have taken place to the First World War Battlefields in northern France and Belgium, and Berlin, Germany.



How will you be assessed?

Paper 1: Thematic study and historic environment

1 hour and 15 minutes 30% of GCSE (52 marks - 16 for the historic environment, 36 for the thematic study)

Content overview

Medicine in Britain, c1250–present *and* The British sector of the Western Front, 1914–18: injuries, treatment and the trenches. Examples include:

- Epidemics such as the Black Death, Great Plague of London, Cholera
- Changes in treatments from bloodletting and prayer to anaesthetics, antiseptics, and antibiotics
- Changes in ideas about the causes of disease from God's punishments to genetic factors

Paper 2: Period study and British depth study

1 hour and 45 minutes 40% of GCSE (64 marks - 32 for the period study and 32 for the British depth study)

Content overview

Early Elizabethan England, 1558–88. Examples include:

- Elizabeth's religious challenges e.g. plots against the queen.
- Challenges with foreign powers including piracy, exploration and the Spanish Armada.

Superpower relations and the Cold War, 1941–91. Examples include:

- The Berlin Wall: building, divisions and its collapse
- Cuban Missile Crisis 1962

Paper 3: Modern depth study

1 hour and 20 minutes. 30% of GCSE (52 marks)

Content overview

Weimar and Nazi Germany, 1918–39. Examples include:

- Hitler's rise to power
- Life in Nazi Germany: opposition, women and children, persecution of minorities

All exams will take place at the end of Y11.

Did you know?

History is an excellent subject for a wide range of careers including Law, Politics, Business and Management, Marketing, Armed Forces, Games Design, Archivists, Education and many more...

Further information is available from Miss I. Goodall

Option subject: GCSE Computer Science

What is Computer Science?

This course gives students a real, in depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing. Students will understand current and emerging technologies and how they work and look at the use of algorithms in computer programs by developing computer programs to solve problems. It's a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life.

Assessment

This course has a total of **two** assessed components. Both are external written examinations which are worth 50% each and will contribute to 100% of the final grade. Students are also given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations.

Selection

Computer science requires students to demonstrate an aptitude for the mathematical/programming/logic elements of the course; **there is an aptitude assessment to complete before being accepted onto this course**. If you are not successful in the aptitude assessment, you will not be allowed to take computer science. Information about this assessment will be shared with students who select the course as one of their options.

Course information

- Component 1 – Computer Systems
 - 1.5 hour written examination
 - 80 marks
 - 50% of the final grade
 - Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.
- Component 2 – Computational Thinking, Algorithms and Programming
 - 1.5 hour written examination
 - 80 marks
 - 50% of the final grade
 - Students apply knowledge and understanding gained in component 1. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators

Job opportunities

- Computer Programming
- Game Design
- App Design
- Web Development
- Software Engineering

How can I find out more?

Talk to your ICT teacher who can show you examples of work, and give you more details on the content, software and opportunities relevant to this course.



Further information is available from Mr P. Dann

AQA Fine Art

Every Picture Tells a Story

This course is designed to offer students the widest possible experience and choice of every aspect of Art and Design.

Our facilities will provide students at all key stages with the opportunity to explore conventional practice in drawing and painting with 3 dimensional studies, integrating some lens based media, printmaking and creative textiles. Students will through thorough investigation and experimentation find their own creative strengths to present a more individual response at KS4 and KS5 as a final portfolio of work.

How will you be assessed?

Students are assessed in two ways.

In the spring term of Year 11 students carry out an externally set assignment lasting 10 hours. (spanning 2 days). This external examination is worth 40% of the final marks.

At the beginning of the summer term, the best coursework assignments are mounted and marked. This work is worth 60% of the final marks.

The final grade is reached when the work is exhibited and the two marks are combined.

Did you know? . . .

- **The creative sector in Britain is thriving. As well as shaping the UK's history and culture, the industry has an economic significance that shouldn't go unnoticed. Contributing well over £100bn to Britain's economy, the industry is outpacing the general economy. Further growth is expected, with 1 million more jobs anticipated by 2030.**



Art & Design

- Is a chance for you to develop your creative skills.
- Is a chance to explore a range of artistic practises which provides an excellent foundation if you are looking for a career in Art and Design.

Further information is available from Mrs S Gribben (Head of Art)

Option subject: GCSE Design & Technology

Committed to a technological future...

Everything that you touch has been shaped and developed by people in the design industry. AQA GCSE Design and Technology will equip you with the skills and knowledge you need to make exciting, interesting and innovative products. You will design, make, test and evaluate different products in a range of media and apply what you learn to the design and manufacture of real products.



GCSE Design and Technology focuses on the design and development of products for our day to day lives. The course will develop your understanding of design through a range of practical design and make projects, focusing on sustainable and mass manufactured items, with opportunity to use a broad range of materials such as acrylic, woods, metals, paper and card, ceramics and textiles. You will be encouraged to experiment with materials and equipment developing your skills and use both hand tools and CAD/CAM. All products will be packaged or accompanied by some form of graphical card and paper based product.

Regardless of which materials you choose to use, you will go through the same design process to make a finished product. An example brief might be:

Example task:
Design a product based on the theme of 'healthy lifestyle'

Some example products might be:

Environment balancing fan



Interactive game or display



Innovative food storage or preparation products



Cutting edge exercise equipment



How will you be assessed?

GCSE Design and Technology consists of two units:

- A piece of coursework (a design portfolio and 3-dimensional outcome). 50% of total marks. This is the major GCSE project and accounts for approximately 35 hours.
- A written examination (2 hours). 50% of total marks. The paper has three sections and candidates must answer all questions. There is one tier of entry.

Did you know...?

This GCSE could be your passport to a wide range of careers. Depending on the materials you choose to study, you could work in:

- Graphic design or architecture, generate computer cartoons or CAD modelling.
- Furniture or automotive design, manufacturing, advertising or engineering.

Further information is available from your DT teacher.

Option subject: GCSE Music

“Music is the universal language of mankind...”

The Edexcel Music GCSE course combines academic study with extensive practical music making and creative composition.

Who is this course aimed at?

You must enjoy music as a subject in school but also take an interest in listening to, composing or playing widely, different types of music outside of the classroom. You will need to have been committed and enthusiastic about your learning in KS3 music lessons and feel you have reached a good level of understanding in the different musical techniques, composition and theory you have been taught throughout Years 7 to 9. You need to be able to perform on any instrument or voice at a good standard. To do well in performance in you need to be working at around grade 3 ABRSM level or higher by January in Year 11. To achieve this, you must commit to taking instrumental/vocal lessons from the beginning of Year 10 if you haven't begun already. You must be motivated to practise your instrument independently at home or at lunchtimes in order to improve as a performer. If you would like to ask questions or check anything about any of this, please come and talk to a music teacher!

How is the course organised?

The course is broken down into 3 areas: performing, composing and appraising. In Year 11 you will need to perform a total of 4 minutes of music, with at least one minute being a group performance in a recording. You will complete 2 compositions, one in Year 10 and one in Year 11. The listening and appraising part of the course is taught throughout both years and is assessed in a listening exam which tests your ability to answer short and extended questions on music you have studied and unknown music.

How is the course assessed?

60% of the Music GCSE course is completed as coursework. 40% by 1 exam.

- Performance: A recorded 4-minute performance (At least 1 minute as part of an ensemble) at Grade 3 ABRSM standard or above (30% of the course).
- Composition: 1 free composition, and 1 composition from a brief (30% of the course).
- Listening and Appraising: Study 8 set work pieces through analysing the musical techniques by ear and in the written music. Tested in an exam at the end of Year 11 (40% of the course).

Where will this course lead me?

Provided you are a strong performer and you achieve a grade 6 or above at GCSE, this course prepares you excellently to continue to A-Level in music and will also prepare you for other music courses. It is the ideal starting point for a future career in music or the arts and in preparation for studying music at university. Music is also considered an attractive qualification for those applying for highly competitive subjects at university level such as Medicine, Veterinary Studies and Dentistry as it shows a commitment to wider independent learning. Those studying A-Level music at St. Wilfrid's have gone on to study for a wide range of degrees at university such as: Medicine, Biomedical Sciences, Law, Biology, English Literature, Drama, Geography.

Follow us on Twitter... @wilfridmusic



Further information is available from your music teacher.



Option subject: BTEC Digital Information Technology

What is BTEC Digital Information Technology?

The digital sector is a major source of employment in the UK. Despite a turbulent economy in 2020 the Digital sector in the UK advertised 90,000 jobs per week during. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy. The BTEC Tech Award in Digital Information Technology will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills, such as user interface (UI) design and development and learn how to develop a project plan for your own UI designs. Everyone taking this qualification will study three components, covering the following content areas: User Interface and User Experience (UI/UX), project management, and cloud computing. Once you have completed the qualification, you will have developed a practical understanding of the digital sector.

Assessment

This course has a total of **three** components. **Two** components are internally assessed controlled assignments (coursework) which makes up 60% of the final grade. There is **one** written examination which will contribute 40% of the final grade.

Grading

The course is equivalent in level and teaching time to one GCSE and graded by pass, merit and distinction.

Course Information

120 guided learning hours.

Component 1 – Exploring User Interface Design Principles and Project Planning Techniques

- **Aim:** Candidates will understand interface design for individuals and organisations. They will be able to use project planning techniques to plan, design, develop and review a user interface for a given scenario.
- Internally assessed assignment (coursework)
- 30% of the final grade

Component 2 – Collecting, Presenting and Interpreting Data

- **Aim:** Candidates will understand how data is collected and used by organisations and its impact on individuals. They will learn spreadsheet modelling tools, formatting and features to create a dashboard using data manipulation tools. They will then draw conclusions and review data presentation methods.
- Internally assessed assignment (coursework)
- 30% of the final grade

Component 3 – Effective Digital Working Practices (Exam)

- **Aim:** Explore how organisations use digital systems and the wider implications associated with their use
- Scenario based externally assessed written examination (1 hour 30 minutes)
- 40% of the final grade

Job Opportunities

- IT consultant
- Cloud architect
- Computer forensic investigator
- Mobile application developer
- Web developer
- Software engineer



How can I find out more?

Talk to your ICT teacher who can show you examples of work, and give you more details on the content, software and opportunities relevant to this course.

Further information is available from Mr P. Dann

Option subject: BTEC Business & Enterprise

Would you like to run your own business or help to run a business? Or, simply learn more about how businesses operate? Then this could be the course for you.



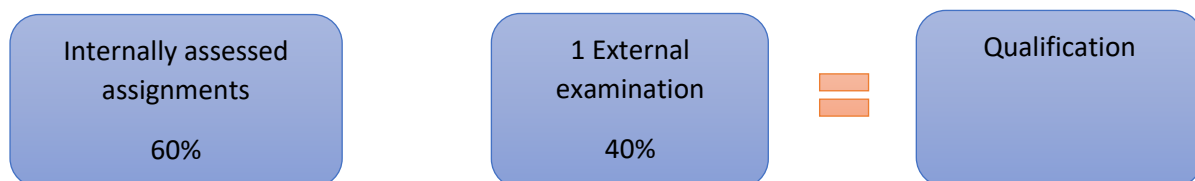
What will I learn?

You will learn about many aspects of the business world including starting a new business, managing money and adapting to changing environments. Students will develop a sound business knowledge that they can take in to the business world and will be able to spot business opportunities using examples from popular TV programmes such as Dragon's Den and The Apprentice. This course will help students understand how businesses communicate with each other and their customers. This course will give students skills that will help them in the workplace and throughout their working life.

What will I study?

<u>Component 1</u> Exploring Enterprise Coursework	<u>Component 2</u> Planning an Enterprise Coursework	<u>Component 3</u> Promotion and Finance For Enterprise Exam
You will: <ul style="list-style-type: none">✓ Examine the characteristics of enterprises✓ Explore how market research helps enterprises meet customer needs and understand competitor behaviour.✓ Investigate the factors that contribute to the success of an enterprise	You will: <ul style="list-style-type: none">✓ Explore ideas and plan for a micro-enterprise activity✓ Pitch a micro-enterprise activity✓ Review your own pitch for a micro-enterprise activity.	You will learn: <ul style="list-style-type: none">✓ How businesses and promote their brand✓ Complete Business documents✓ Interpret and use promotional and financial information in relation to a given enterprise.

How will I be assessed?



Careers in Business ...

- Business administration and Finance
- Accountancy
- Marketing
- Banking
- Human Resources

Further information is available from Mrs F. McKenzie (Head of Business Studies)

Option subject: BTEC Health & Social Care

About the Qualification

This is a level 1/2 qualification and is equivalent to one GCSE. The qualification is graded Pass, Merit and Distinction (it is not graded 9-1).

How will I be assessed?

This will be through a mixture of assignments and an exam. You will be formally assessed throughout Yr10 and Yr11 of the course.

What will I learn?

The content is split into three sections called components, this is what you will learn about in each one:

Component 1 (30%)	Component 2 (30%)	Component 3 (40%)
Human Lifespan Development This is assessed through assignments and cover the following topics: <ul style="list-style-type: none">• growth and development across life stages• factors affecting growth and development• different type of life events• coping with change caused by life events	Health and Social Care Services and Values This is assessed through assignments and cover the following topics: <ul style="list-style-type: none">• health and social care services• barriers to accessing services• care values• reviewing your own application of care values	Health and Wellbeing Human Lifespan Development This is assessed through an external exam <ul style="list-style-type: none">• factors affecting health and wellbeing• physiological indicators• lifestyle indicators• health and wellbeing improvement plans• obstacles to implementing plans

Careers in Health and Social Care

There are so many careers in health and social care that can include nursing, midwifery, childcare, sports science, community care, primary education, management, social work and health psychology, to name but a few. These careers not only allow you to work with a wide range of people in society but they allow you to share your caring nature for others and make a difference in people's lives.

Is this the course for me?

Health and Social Care is the right subject for you if you are:

- interesting in the topics that we will learn about,
- have a passion for learning,
- love to help people,
- are organised,
- and dedicated to working hard to meet deadlines set throughout the course.



More information is available from Mrs. Suleman (Head of Health and Social Care)

This course has 3 components:

Components 1 and 2 are internally assessed and externally moderated

Component 1: Preparing Participants to Take Part in Sport and Physical Activity

Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

Component 2: Taking Part and Improving Other Participants Sporting Performance

Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing

Things to consider...

- You should have an interest in, and a passion for, sport and physical activity...
- You need to be aware that there are practical and theoretical elements...
- Does Sport seem a sensible choice when considering your post-Year 11 plans...

This is what past pupils had to say about BTEC Sport at St. Wilfrid's...

- *"If you currently like PE then I would definitely recommend that you take BTEC Sport. I like that we learn content and then we work on a coursework assignment based on the content delivered. The course is really interesting and I am looking forward to doing BTEC Sport Level 3 at Sixth Form..."*
- *"I really enjoyed learning about different fitness components and how they could be applied to different sports. I now feel as though I know how to train and improve different types of fitness to improve performance in sport and physical activity..."*

Component 3 is externally assessed (examination)

Further information is available from Mr P. Riddle or the PE Team

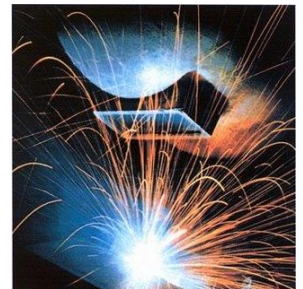
Fed up with sitting behind a desk and never getting the chance to do practical work? Then Engineering needs you!

This course is for pupils who enjoy hands on learning in a workshop environment and are good at problem solving. You need to be open to exploring new ideas and be able to communicate your ideas clearly.

What will I Study?

The OCR Cambridge National in Engineering Manufacture is made up of 2 internal units and an external exam but the content can be shaped to suit your interests and career aspirations, covering topics such as:

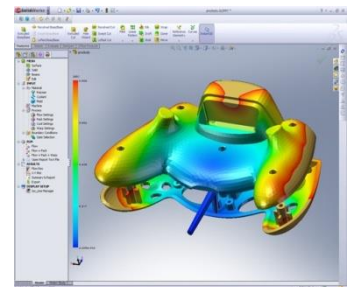
- Safe working in the workshop and how to deal with an emergency
- Basic mechanical and electrical principles to make products work
- Using Engineering skills to communicate your ideas
- Computer Aided Design techniques in engineering using industry standard software such as Solidworks and 2D Design.



How will it be taught?

You will:

- Be involved in learning in both classroom and workshop environments studying theory and practice
- Use computers to design and make products
- Use practical skills including new and industrial machining techniques
- Design, make and investigate engineering products and systems
- Take part in a range of individual and group activities including investigations into different areas of engineering and design solutions.



How will I be assessed?

- The two internal units are coursework based and internally assessed through assignments that are set and marked by your teacher. Each internal unit is linked to a practical task set by the exam board.
- One external unit is assessed through a formal exam paper. All units are then assessed, graded and an overall grade for the qualification is awarded.
- The course is equal to 1 GCSE and you can pass the course at three different levels which are equivalent to GCSE grades - Pass (Grade C), Merit (Grade B) or Distinction (Grade A).

Did you know?

- If you successfully pass this course you can enrol to do further level 3 study such as BTEC Level 3 Engineering or A Level Design, or do an apprenticeship in your area of interest.
- OCR Manufacture is based on vocational 'real life' learning so your work is closely linked to industry and using your skills to get the career you want.

Further information is available from Mrs V Woodhouse

What does the BTEC Travel & Tourism course involve?

Travel and tourism is one of the UK's largest sectors, currently employing over 2.5 million people.

Have you ever thought about how many different types of tourism there are, and how important the travel and tourism sector is to the UK economy? Or about the industries within the sector, their varied roles, and how they work together? Have you considered how technology is changing the way tourists and travellers engage with the sector and its organisations?



What will I study?

UK Travel and Tourism Sector

You will gain an understanding of the range of organisations involved with different types of tourism in the UK, including their roles, how they work together and how they use technology to meet changing customer needs. This understanding is useful for a wide range of travel and tourism jobs, including travel services, tourism services, conferences and events, visitor attractions and passenger transport.

UK & International Travel & Tourism Destinations

Do you know the major tourist destinations in the UK and in the wider world? And how they appeal to different types of visitors? Can you locate major worldwide airports? Do you know where other gateways, such as UK seaports, are located? These two units will give you an understanding of what the UK travel and tourism industry has to offer to tourists as well as those popular overseas destinations.

Customer Service within the Travel & Tourism Industry

Customer service in the travel and tourism sector is about knowing your customers' needs and expectations about the products and services they are using and have purchased.

All types and sizes of travel and tourism organisation aim to be successful and to ensure this is possible they must make sure that the products and services that their customers receive meet their needs, are what they expect, give full satisfaction and at times exceed expectations.

How am I assessed?

The first unit 'UK Travel & Tourism Sector is an examination. The remaining two units are all based upon a portfolio of learning that you complete. This will be externally assessed and marks awarded based upon the BTEC criteria.

Careers in Travel and Tourism

There are lots of exciting opportunities in the UK and overseas businesses such as a travel agent, cabin crew, working for a Tour operator planning package holidays or working overseas as a holiday representative.