



HuishEpiscopi

KS4 Option Information Booklet

2016 - 2018



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YEAR 9 COURSE SELECTION INFORMATION 2016/2018

Welcome to the Year 9 Options process

As an Academy we are fully committed to ensuring that every learner is inspired, supported and challenged to be better than you ever thought they could be. This applies equally to academic achievement and the development of 'softer' skills such as leadership, punctuality and communication, which are important to employers.

Underpinning this aim is our belief that we will have very high expectations of what students can achieve, provide fantastic support and foster a love of learning that will serve your child well throughout their life.

The curriculum that your child follows is critical to ensuring that they maximise their potential and that they are able to make the most of the opportunities that are presented to them.

Our curriculum recognises that students will be required to stay on in education until they are 18 years old. Therefore many of the pathways and courses on offer can be followed seamlessly into our Sixth Form provision in Huish Sixth. Huish Sixth continues to go from strength to strength both in terms of student numbers and achievement, with the latest Department for Education data showing that it is one of the best performing Sixth Forms in Somerset and well above national levels of achievement.

All staff at the Academy appreciate that every student is an individual with their own talents, interests and aspirations. We offer a range of GCSE and BTEC qualifications to meet these aspirations. Our curriculum has been designed to offer a range of qualifications which have Post 16 pathways either at Huish Sixth or other local providers. In addition to the subjects included in our core curriculum we expect that our students will continue to study either a language or humanities subject alongside their English, Mathematics and Science qualifications.

We believe that this pathway model, tailored to your child's needs, with a range of dynamic courses making up a broad and balanced curriculum, will offer your child the very best chance of success while retaining a broad range of options to pursue at the end of Year 11.

All students at Huish will follow a core offer of key subjects including: English Language, English Literature, Mathematics, Science, Physical Education, Ethics and Personal, Social and Health Education.

We will fully support you during this period, since choosing the correct range of options is very important. We will be holding both an Options Evening as well as Parents' Evening, in addition to assemblies covering the range of subjects. Miss Palmer, Head of Year 9 and Mr Vaughan, Vice Principal, will also be on hand throughout the process to answer any questions you or your child may have. Please do not hesitate to get in touch with us if you have any queries about the process.

Once your child's choices have been made, Mr Vaughan, Vice Principal and in charge of the curriculum overall, will then review all of the choices that have been made to make sure that they are appropriate. We will then interview anyone who we feel may not have made a choice that is in their best interest. Our aim is to have these interviews completed by the end of February 2016.

Making the best course selection for you

- Think about where you have specific talents or areas of interest
- Think about the subjects that you enjoy or which might overlap and complement each other
- Think about what sort of career you would like to have or which subjects you would like to study in Huish Sixth
- Think about taking a broad range of subjects to keep your options open
- Think about the type of assessment the course you are choosing has and try to combine portfolio courses with exam based courses so that you are not overwhelmed at the end of Year 11 when all the examinations are due

Don't choose a subject:

- Just because your friends want to do it
- Because you like or don't like this year's teacher
- Just because you have never done it before

At Huish we are proud of our curriculum; it offers a wide range of courses to meet the needs and aspirations of our students. Our optional curriculum can be loosely divided into academic subjects studied as full GCSEs and vocational or work related options, frequently completed as portfolio based qualifications.

So which subjects are best for you?

Remember that our core offer provides enough academic learning to enable all students to gain at least five GCSE qualifications. In addition, we expect that our students will also complete the English Baccalaureate, which recognises achievement across a range of academic subjects.

We would encourage all students to consider our GCSE and vocational offers equally; we have chosen these qualifications because they are stimulating, challenging and provide students with progression beyond Year 11. The major difference between the qualifications is the assessment routes. GCSEs are examined formally at the end of Year 11; typically 3½ hours of examinations per subject. Many vocational subjects retain an examined element but the bulk of the assessment is carried out as the course progresses. Students complete a series of challenges and assignments which are assessed internally.

THIS COURSE WOULD SUIT

This course provides students with a wide range of creative, exciting and stimulating opportunities: allowing them to explore their own interests in Art and Design in ways which are developmental and relevant to each individual.

COURSE OVERVIEW

In Year 10 students explore broad based topic covering each of the four assessment objectives: developing ideas, experimenting with materials, observing and analysing, and creating outcomes. They can produce their work using any appropriate two or three dimensional processes, new technologies or media.

In Year 11 they create their Coursework Portfolio: two self-set projects showing off what they do best and enjoy most. This represents 60% of the GCSE. The Externally Set Task, representing 40% is a final project where students select one of the exam board set questions and complete the work over six weeks towards the end of the course. We visit London and art galleries at the start of Year 11 where the work of other artists, designers and makers are studied in order to support student's learning in the classroom. Homework: involves much of the preparation and development of ideas in a sketchbook, with use of a sketchbook, as a visual diary or journal being an important record of student's learning process. This averages two hours a week.

ASSESSMENT

Marking and assessment occurs at regular points throughout the course and is aimed at giving students accurate support and feedback aimed at supporting their learning. Both Year 11 portfolio projects are marked internally, with suggestions for improvement being given for them to act on before final submission.

Student voice: Brodie Higgs

What I enjoy most about studying Art and Design is: that it is the one subject in school where I can learn more about Photography. I am interested in the gaming industry and Graphics: so having the time to experiment, to try out different processes, packages and applications using digital and traditional photography is very interesting. I use my sketchbook to research ideas and to record each stage of my work.

Jess Viney

What I enjoy most about studying Art and Design is: That I have had such freedom with my work and strong encouragement from my teacher with my ideas. I have surfed for many years and I love the sport, which includes the surfboard art that comes with it. Through discussion, I was able to create my own design based on my hobby, adding my individual twist and working onto a surfboard; thanks to the freedom and range of resources available. It was challenging, but that has been part of the fun and enjoyment of the subject.

Henry O'Brien

What I enjoy most about studying Art and Design is: I enjoy the three dimensional making, not so much the drawing. I mainly work with metal: my last project was creating a two metre high metal man. I welded it together on my family farm using recycled materials: gate and bits of farm machinery. In Art you are encouraged to do what you enjoy most, and there are so many options and choices of outcomes.

PROGRESSION ROUTES

It is a two year, stand-alone course progressing from Key Stage Three, whilst also providing a firm foundation for further study at GCE A Level and at BTEC level. The most recent statistics (December 2011) show that around 5% of the workforce is employed in the Creative Industries, and Art and Design plays a pivotal role in this industry.

Want to find out more?

If you interested in continuing with Art and Design talk to any of your Art and Design teachers, Mrs Green, Mrs Fraser, Mr Heap or Mrs Rodgers and come along to the Option Evening where examples of good GCSE work can be seen, alongside staff answering any of your individual questions.

THIS COURSE WOULD SUIT

Students with a genuine interest of how businesses operate in today's society. Students will develop and apply their knowledge to a range of business scenarios from local to global contexts. Students will be encouraged to develop an enquiring, critical approach to distinguish facts and opinions, as well as build arguments and make informed judgements.

OPPORTUNITIES

A wide range of businesses will be investigated each term to help bring the theory alive. Over the past year, external visits to Silverstone, Chelsea Football Club, Queen Elizabeth Olympic Park and Jaguar Land Rover have enabled students to engage with a range of businesses by talking to tour guides, managers and employees about how different business functions operate.

External speakers are invited in to school to discuss business management and to spend time with students completing a range of activities to develop essential personal skills – e.g. presentation, communication and problem-solving skills, ability to work in teams and interview techniques.

During the Autumn term of Year 10, students work in groups to complete a project for the Coca-Cola Real Business Challenge. This is a national competition that requires students to research and develop an original product. Team Elate, a group of current year 10 students, have progressed through to the regional finals in February and are one of only ten teams selected from over 850 in the South West which is a fantastic achievement.

COURSE OVERVIEW***Unit 1: Introduction to a small business***

In this unit you will be introduced to the world of small businesses and will look at what qualities a successful business person possesses. You will find out how to develop an idea and identify an opportunity, and turn that into a successful business. You will understand how to make a business effective and manage money well. You will also see how the world around us affects small businesses and all the people involved.

Unit 2: Investigating a small business

This is a practical unit in which you will complete a controlled assessed brief set which is intended to broaden and enhance your understanding of business. You will also learn to critically reflect your own project work

Unit 3: Building a business

This unit builds on Units 1 and 2 and looks at the key issues to develop understanding of life in medium- and large- sized businesses. The unit incorporates external factors such the environment and ethical behaviour, as well as marketing and people management.

ASSESSMENT

Unit 1 – Introduction to Small Business: worth 25%, externally examined in year 11.

Unit 2 – Investigating a Small Business: worth 25%, completed in class as an internally moderated controlled assessment, completed during the summer term in year 10.

Unit 3 – Building a Business: worth 50%, externally examined in year 11.

Student voice: Mahaela Wood

- **Why I chose to study GCSE Business:** *“I have always been interested in learning about businesses in the news and I wanted to learn more about the theory behind the decisions they make. Learning about how businesses are set up by entrepreneurs, what decisions they're faced with and what strategies are taken to succeed in competitive markets has been really interesting and inspiring”.*
- **What I enjoy most about studying GCSE Business is:** *“The learning is not just about theory from a text book. It teaches you to undertake your own research and the class work has a good balance of group discussions and debates. This allows you to develop and give your own views about the world of business”.*

PROGRESSION ROUTES

The aim of this course is to bring a “*real life element*” of the business environment into the classroom. It will offer you an excellent opportunity to learn about business. This qualification builds a solid knowledge and understanding of current issues and business practices. It provides excellent preparation for further study, including A Level Business and readily compliments most subject areas.

Want to find out more?:

Please speak to Mrs Swaine. You can find out further information from the Edexcel course page below:

<http://www.edexcel.com/quals/gcse/gcse09/Business/Business/Pages/default.aspx>

THIS COURSE WOULD SUIT

Students interested in a more vocational route, practical learners, students who are likely to or interested in studying accountancy/business with an interest in understanding personal finance.

COURSE OVERVIEW

A financial capability qualification that supports students in developing the crucial life skills they need when progressing into higher education or entering the world of work. This course has been designed to prepare students to take their place in society as responsible citizens by providing them with the skills and knowledge to manage their money well and make sound financial decisions. CeFE also provides students with an understanding of the wider realm of public finance and the economy.

Qualification Structure – CeFE is made up of three mandatory units which need to be successfully completed in order for the student to achieve the award:

Unit 1: Finance, the Individual and Society

Students will understand the role of the citizen in the UK, the values held by citizens and the impact they have on personal finance. The unit will also provide students with an understanding of the:

- Difference between money and income
- Contribution of individuals and organisations to the economy of the country
- Tax and concept of foreign exchange
- Concept of the personal life cycle

Unit 2: Practices of Managing Money

PMM students will understand the concept of financial planning and personal financial budgets along with the:

- Key features of, and behaviours, associated with, a balanced personal budget
- Link between personal financial budgets and spending choices
- Impact of spending and borrowing on both the individual and society
- Tools used in managing money
- Documentation for pay and pay calculations
- True cost of spending
- Borrowing products

Unit 3: Financial Capability, work and Enterprise

FCWE has been designed to provide learners with an understanding of how a business manages money and the relationship between personal money management and business money management. The unit also provides knowledge on the inter-relationship between the individual and business, along with the ability to understand:

- The characteristics of a successful entrepreneur
- How a business manages their money
- The impact of an individual on a business
- The impact of a business on an individual
- How business decisions have an impact on society
- The impact of an individual's employment on consumer choices on society
- Skills for success

Assessment Methodology

- Unit 1: 20 stand-alone multiple-choice questions and 5 sets of stimulus material each with 3 associated questions (total 35 marks)
- Unit 2: 15 stand-alone multiple-choice questions and 5 sets of stimulus material each with 4 associated questions (total 35 marks)
- Unit 3: Pre-release case study requiring written responses to 5 associated questions (total marks 25)
- Spelling, punctuation and grammar to be marked through the written responses (total 5 marks)

PROGRESSION ROUTES

After successful completion of the CeFE, students can progress to studying:

Ifs Level 3 Certificate in Financial Studies (CeFS) / **Ifs** Level 3 Diploma in Financial Studies (DipFS). Together these qualifications can carry up to 140 UCAS Tariff points

Want to find out more?

Mr J Merrick-Wren
www.financialcapability.co.uk

THIS COURSE WOULD SUIT

The course is suitable for practical learners. It includes both practical based activities and an in-depth theoretical study of the development of a child up to the age of five years.

COURSE OVERVIEW

As you can see, the coursework is well spread out easing the pressure of work and Units 2 and 3 will be controlled assessments completed in school within 15 hours (each unit). You will however, be given plenty of time and help beforehand to prepare for these. Other assessments will be ongoing throughout the course, usually in the form of tests or homework tasks.

Year 10

Term 1 – will focus on the many types of families in which children grow up. Family is one of the biggest influences on health, growth and development of a child. This encompasses different special needs and the support available to families including Early Year's Service.

Term 2 – we will concentrate on the growing child and its physical development, looking at the environmental factors that are required for healthy development. Unit 2, the child study is also undertaken during this time.

Term 3 – our work will include the importance of pre-planned parenthood and pre-conceptional care, conception and the growth and development of the baby, including its birth and care of the new born.

Year 11

Term 1 – our focus will be food and health and the importance of healthy balanced diets. We will look at food needs during pregnancy and then the different needs of the child; breastfeeding, bottle feeding, weaning, fussy eaters, cultural variations, special dietary needs and hygiene practices and food preparation. Unit 3, the child focused task is also undertaken at this time.

Term 2 – we will concentrate on the growing child and its intellectual, emotional and social development, looking at how to provide the right environment for the child to learn the skills to become more independent.

ASSESSMENT

No tiers – all students are entered for the same examination, so that the full range of GCSE grades (A*-G) are available to all. This examination is made up of three units:

Unit 1 Written paper 1½ hours = 40% of exam – June of Year 11

Unit 2 A child study = 30% - spread over the Autumn and Spring of Year 10

Unit 3 A child focussed task = 30% - spread over the Autumn and Spring Term Year 11.

Student voice: Katie Bullen

- *I chose to study child development because "it is really interesting and engaging subject, which will be beneficial in the future jobwise and if I become a mother"*
- *"I enjoy the teaching methods, they are interesting and fun, we always have a good supportive atmosphere"*

PROGRESSION ROUTES

AS/A2 Health and Social Care, A/As Psychology/Sociology, BTEC Caring courses, leading to careers such as: Nursery Nurse, Playgroup Leader, Nanny, Teacher, Learning Support Assistant, Paediatric Nurse, Midwife.

Want to know more?

Ask your teachers. Also, check out <http://www.wjec.co.uk/> and Huish-i (Child Development section)

THIS COURSE WOULD SUIT

Students who wish to develop critical thinking, analysis and problem-solving skills through the study of computer programming. The course provides a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life.

This is the new version of the GCSE qualification whereby students will receive a numeric grade, from 9-1, rather than a letter.

COURSE OVERVIEW

Component 01 – Computer Systems - The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory. Topics covered include: Systems architecture; memory; storage, wired and wireless networks; network topologies, protocols and layers; network security; system software; moral, social, legal, cultural and environmental concerns

Component 02 – Computational Thinking, Algorithms and Programming - This component is focused on the core theory of computer science and the application of computer science principles. Topics covered include: Translators and facilities of languages; algorithms; high and low-level programming; computational logic; data representation

Component 03 – Programming Project (non-exam assessment) - This component is the non-exam assessment where candidates will be challenged by a range of exciting and engaging tasks to apply the knowledge and skills they have learned.

ASSESSMENT

Unit title	Assessment duration	Weighting
Component 01 – Computer Systems	1 hour 30 minutes	40%
Component 02 – Computational Thinking, Algorithms and Programming	1 hour 30 minutes	40%
Component 03 – Programming Project	Approximately 20 hours	20%

Student voice: Georgina Harper

“I chose Computer Science because I wanted to learn more about how a computer works rather than just the software that you use, like Microsoft Office. We’ve learnt a lot of that since year 7 and I wanted to try something new. You can create your own programs and be as creative as you want. It’s a challenge! You get to learn how computer hardware works and how to program. It helps you to think more logically.”

PROGRESSION ROUTES

This course provides excellent preparation for students who want to study or work in areas that rely on problem-solving skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine. GCSE Computing also counts towards to EBACC

Want to find out more?

To find out more, please speak to Mr Coldicott in school. You can also visit the following websites for further information:

OCR Course page: <http://ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/>

Python website: <https://www.python.org/>

Computing at School: <http://www.computingschool.org.uk/>

THIS COURSE WOULD SUIT:

This exciting new course focuses on designing and building interactive books using creative digital technology and would therefore suits students who enjoy both art and design as well as working with creative software. It is a highly practical course where students explore every step of the creative process from generating initial ideas to completing high quality, fully-functioning interactive books. You will have the opportunity to develop skills in photography, film-making, music technology, animation and web design using the latest industry-standard software.

COURSE OVERVIEW:

If you have ever watched the BBC show ‘The Apprentice’ you will understand how this course will be delivered: students are given a ‘brief’ (a task) and are assessed as they work towards creating a final product (interactive book).

Whilst working on their brief, students cover the following four units:

Unit One – digital media audiences and sectors

Unit Two – planning and pitching a digital medial product

Unit Three – digital moving image production

Unit Five – website production

ASSESSMENT

Students build up portfolios of work to cover the unit content. These portfolios are assessed internally and externally moderated by the exam board (Edexcel). As well as written work, students are able to submit a variety of assessment evidence for their portfolios including drawings, videos, images, photos and audio recordings.

In January of Year 11, students will have to undertake an externally assessed exam. Over a period of one hour, students will be assessed on their knowledge of media audiences and the different areas on the media they have been studying. This exam will be available for re-sit in May of Year 11 for students wishing to improve their grades.

PROGRESSION ROUTES

This qualification supports a wide variety of progression opportunities including A level/Level three media studies, art and design, ICT, computer studies and music technology.

Want to find out more?

Visit the following webpage: <http://qualifications.pearson.com/en/qualifications/btec-firsts/creative-digital-media-production-2013-nqf.html>

This course would suit

Students who have a passion for the performing Arts and/or a desire to learn about theatre craft and practice. The course suits performers, designers, aspiring playwrights and theatre journalists alike. If you enjoy working practically, independently, analytically and in a vibrant and active environment then GCSE Drama is the course for you.

Course Overview**Component 1: Devising – 40%**

- Create and develop a devised piece from stimulus
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance.
- Performer or designer routes available

Component 2: Performance from Text - 20%

- Students will either perform in and/or design for two key extracts from a performance text.

Component 3: Theatre Makers in Practice - 40%

- Practical exploration and study of one complete performance text
- Live theatre evaluation

Assessment**Unit 1**

- A portfolio covering the creating and developing process and analysis and evaluation of this process
- A devised performance

Unit 2

- Externally assessed by visiting examiner

Unit 3**Section A: Bringing Texts to Life:**

This section consists of one question broken into five parts (short and extended responses) based on an unseen extract from the chosen performance text.

Section B: Live Theatre Evaluation:

This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.

Student voice: John Rudge

"I chose to study drama at GCSE because I have always had a passion and always had a desire to broaden my knowledge within the subject. Before having taken GCSE I had participated in multiply productions with school as well as outside of school making me always want to be the best I can be. Not only does this subject give the high level of practical dramatic skills but also essay based skills. It's well and good being able to explain in an essay is a skill in itself and a skill I personally feel is important in future life. So I believed the practical elements in parallel with the essay elements was a great way to enhance my literary skills with something I am passionate about."

What I enjoy most about studying Drama is: "My favourite part by far of studying drama is the sense of achievement after creating and performing a product, whether it is a group piece or small improvisation. Due to the standard here at Huish being so high within the drama department and the attention to detail is hugely intelligent meaning any product never fails to amaze. The big part I enjoy about the learning aspect is that you not only learn how to perform but also why it works. You study the fundamental elements of drama and proxemics on stage not only enhancing you as a performer but also I found at how you see people in everyday life, which I found incredibly

interesting. Drama is by no means an easy subject, but is certainly one of the most rewarding and entertaining.”

Progression Routes

Drama is accredited as an academic subject which is rigorous and thorough in its approach to analysing and contextualising theatrical experience. Due to the diverse range of transferable skills which the course offers, employers and universities are praising Drama students for their ability to develop self-awareness, confidence, public speaking, team work and collaborative skills. Although we sometimes take these skills for granted, due to the nature of the course, the students will develop an acute awareness of what it takes to be an excellent orator. Students who take Drama progress into Law, business, events management, film and media, actors, directors, stage managers, set designers, marketing, to name a few. If you think of any profession where having the ability to motive others, be self-aware, work as part of a team is not a desired job descriptor then Drama must be the course for you.

Want to find out more?

If you have any additional questions, please speak to Mr Jones or Miss Moll.

This course is **compulsory**

Course Overview

This specification allows candidates to demonstrate their ability to investigate and analyse language, and to experiment and use language creatively. This course offers a skills-based approach to the study of English. A range of text types will be studied, including texts from the 19th century.

Assessment

PAPER 1: EXPLORATIONS IN CREATIVE READING AND WRITING

Time: 1 hour 45 mins - worth 50%

Reading (25%) One single text is used.

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

PAPER 2: WRITERS' VIEWPOINTS AND PERSPECTIVES

Time: 1 hr 45 mins - worth 50%

Reading (25%) Two linked texts are used.

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Writing (25%)

- Extended writing question (24 marks for content, 16 marks for technical accuracy)

Speaking and Listening is no longer part of the GCSE but students will get an endorsement with a grade to show the participation in speaking and listening.

Progression Routes

A C grade in English Language is essential for moving onto any Level 3 course. It also allows students to progress into Huish Sixth, where related A level courses in English Language, English Literature and Media Studies are offered.

Want to find out more?

Go to www.aqa.org.uk, speak to an English teacher or contact Miss Singleton (Head of English).

This course is **compulsory**

Course Overview

This specification allows candidates to experience texts from the British Literary Heritage and contemporary texts.

Candidates will experience a range of literary genres. The specification is based on a skills-based approach to the study of Literature.

Assessment

PAPER 1: SHAKESPEARE AND THE 19TH CENTURY NOVEL

Time: 1 hr 45 mins - worth 40%

Section A: students will answer one question on a Shakespeare play studied in class. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B: The 19th Century novel: students will answer one question on a novel studied in class. They will be required to write in detail about an extract from the novel then to write about the novel as a whole.

Paper 2: Modern texts and poetry

Time: 2 hrs 15 mins - worth 60%

Section A: Modern texts: students will answer one essay question from a choice of two about 'Blood Brothers.'

Section B: Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from the Power and Conflict section of the anthology.

Section C: Unseen poetry: students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Progression Routes

A C grade in English Literature is essential for moving on to study A Level English Literature. It also allows students to progress into Huish Sixth and beyond to university, to study related courses.

Want to find out more?

Go to www.aqa.org.uk , speak to an English teacher or contact Miss Singleton (Head of English).

COURSE OVERVIEW:

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

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

ASSESSMENT

The exam is worth 50% and assesses the students' theoretical knowledge of food preparation and nutrition from the sections above.

The remaining 50% is split into two tasks:

Task 1: Food investigation; each student produces a written or electronic report (1,500–2,000 words) including photographic evidence of a practical investigation showing their understanding of the working characteristics, functional and chemical properties of ingredients.

Task 2: Food preparation assessment; The students' knowledge, skills and understanding in relation to the planning, preparation, cooking, is assessed through a written or electronic portfolio including photographic evidence of three final dishes that they have prepared, cooked and presented. Finally a menu of three dishes has to be produced within a single period of no more than three hours, planning in advance how this will be achieved.

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

THIS COURSE WOULD SUIT

If you have enjoyed Geography during Years 7-9 then you should continue with the subject at GCSE. Geography is the exploration of our planet; if you are interested in the world around you, be that the natural or the human environment, then opt for GCSE Geography. There are so many ways of learning in Geography. It is often practical with opportunities to learn new skills such as modern computer based mapping (called GIS), map skills, interpreting photographs, getting out of the classroom and developing fieldwork skills, presenting, role play and debating techniques. It is important to note that Geography is an academic subject and the quality of your written communication is very important to your chances of success in the subject. If you are unsure of whether or not Geography is the subject for you then look at the links below and speak to your Geography teacher who will answer any questions you have.

COURSE OVERVIEW

GCSE Geography is split into two areas of study these are Human Geography and Physical Geography. Human Geography includes urban and rural issues, economic development and global issues and the challenges of managing the earth's finite resources. Physical Geography includes natural hazards, ecosystems (rainforests, deserts and polar regions), rivers and coasts. Fieldwork is an integral part of Geography and students will undertake two fieldtrips one to a coastal area and one to an urban area.

ASSESSMENT

Geography has three examinations all of which will be taken at the end of Year 11.

Paper 1: Living with the physical environment. 1 hour 30 minute examination starting with multiple choice questions and moving on to more extended written questions.

Paper 2: Challenges in the human environment. 1 hour 30 minute examination starting with multiple choice questions and moving on to more extended written questions.

Paper 3: Geographical applications. 1 hour 15 minutes. This will involve a decision making exercise and issue evaluation based on a pre-released booklet. There will also be a written assessment of student's fieldwork skills.

Student voice: Georgina Stark

- *Why I chose to study Geography: I thought it would be a useful and interesting subject and I enjoyed the subject in Year 9, I am glad I chose Geography and am looking to continue with the subject at A Level.*
- *What I enjoy most about studying Geography: I enjoy the subject and am in particular interested in Human Geography, the teachers give you plenty of support and help and the lessons are often interesting.*

PROGRESSION ROUTES

A Level Geography is one of the most popular subjects at Huish Sixth; it is also recognised as a facilitating subject by the Russell Group of universities. Geography also works well in tandem with most subjects due to its broad base and the fact that it touches on so many subject areas. Geographers can make sense of the world around them and this allows progression into vast array of courses and careers.

Want to find out more?

<http://www.rgs.org/OurWork/Schools/Careers+and+Further+Study/Progressing+with+geography+at+school/Thinking+about+taking+GCSE+geography.htm>

<http://www.sln.org.uk/geography/schools/blythebridge/GCSEWhyStudy.htm>

<http://www.youtube.com/watch?v=uCrGZ6DL5dc>

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

THIS COURSE WOULD SUIT

Any student with a curiosity about the world in which they live will enjoy History GCSE. If you are interested in finding out how people's lives have changed and how people in the past may have thought differently to us, you could do well at History GCSE. If you like to solve problems and would like to find out why there are sometimes different, but equally valid, points of view on the same subject then History may well be the subject for you. History students will also need to have an interest in reading and should enjoy extended writing.

COURSE OVERVIEW

Students will study 5 units:

- 1 **A Thematic Study** on 'The People's Health, c1250 to present' including topics such as: What does the Black Death tell us about medieval public health? Was there a 'Gin Lane' in every town and city during the Renaissance? How did Cholera help clean up Britain in the 19th century? Why did the Spanish Flu kill more people than the Great War?
- 2 **A British Depth Study** on 'The Elizabethans, 1580-1603' including topics such as: Was Elizabeth I the best 'Spin Doctor' in History? Why was Mary Queen of Scots executed? Were the poor treated harshly in the Elizabethan age? Was it really 'Merry England'? Did England want to rule the world?
- 3 **History Around Us** – the study of a local site in its historical context (including a field visit) possible sites for us may be Stonehenge, Glastonbury Abbey, Cadbury Castle and Chepstow Castle (other suggestions welcomed!). Students will consider: What are the strengths and weaknesses of physical remains as evidence of its past? How do artefacts, images, documents and oral testimony provide further evidence about the site? How does the site fit in the wider historical story of the area?
- 4 **A Period Study** on 'The Making of America, 1789-1900' including topics such as: Why did America want slaves? How did the Indians survive on the Plains? What really caused the Civil War? Who was Jim Crow? How and why was Native American culture destroyed in 50 years? Did the lives of African American lives improve by the end of the 19th century?
- 5 **A World Depth Study** on 'Living under Nazi Rule, 1933–1945' including topics such as: How did Hitler achieve total power in 1934? What was the machinery of 'Terror' in Nazi Germany? Was living in Nazi Germany always terrifying? Is World War Two a 'total war' in Germany? What was life like in Nazi occupied Europe?

ASSESSMENT

Three written examinations:

- **British History** – The People's Health and The Elizabethans (40 marks and 20% of total GCSE each) – Exam 1 hour 45 minutes long
- **History Around Us** - the study of a local site in its historical context (40 marks + 10 SPaG and 20% of total GCSE) – Exam 1 hour long
- **World History** - The Making of America, 1789-1900 and Living under Nazi Rule, 1933–1945 (40 marks and 20% of total GCSE each) – Exam 1 hour 45 minutes long

Student voice: Bethan Allen

- *I chose to study History GCSE because I have always been interested in how we got to where we are today, and History GCSE covers a wide range of topics that are all very interesting.*
- *What I enjoy most about studying History is that each lesson you learn more about the world and how it's constantly changing. It's never boring and the teachers always support you through everything you do!*

PROGRESSION ROUTES

History GCSE is a highly valued academic qualification and forms part of the EBACC. It leads directly into any A level History course at any establishment and is one of the most popular A level options at Huish Sixth but is also considered to be an indicator of academic ability and students with a top grade are usually considered to be literate with good critical analysis skills. It is good preparation for all literacy based further and higher education courses

Want to find out more?

See Mrs Maxwell or any member of the History Department or go to any of the following sites to find out about the versatility of a History qualification: The Historical Association www.history.org.uk; 'Which' magazine on <http://university.which.co.uk/advice/how-important-are-gcse-choices-when-it-comes-to-university>.

Try <http://www.ocr.org.uk/qualifications/gcse-history-b-schools-history-project-j411-from-2016/> to find out more details about the course.

THIS COURSE WOULD SUIT

Students who have an interest in how digital technology impacts on the lives of individuals, organisations and society, and who enjoy problem-solving using existing technologies. This course teaches students about current and emerging digital technologies and the issues raised by their use in a range of contexts. They also learn a wide range of skills in software such as databases, spreadsheets, web authoring packages, and graphics-editing software.

COURSE OVERVIEW

Unit 1: Living in a Digital World

In this unit we will explore how digital technology impacts on the lives of individuals, organisations and society. We learn about current and emerging digital technologies and the issues raised by their use in a range of contexts (learning and earning, leisure, shopping and money management, health and wellbeing and on the move).

You will develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.

Unit 2: Using Digital Tools

This is a practical unit which is assessed internally and moderated externally. In the unit, you will complete a controlled assessed brief set by the exam board which is intended to broaden and enhance your ICT skills and capability. You will work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. You will learn to reflect critically on your own and others' use of ICT and to adopt safe, secure and responsible practice.

ASSESSMENT

Unit title	Assessment duration	Weighting
Unit 1: Living in a Digital World	1 hour 30 minutes Examination takes place in June, at the end of Year 11.	40%
Unit 2: Using Digital Tools	Controlled assessment, which will take place at various points throughout Year 10 and Year 11	60%

Student voice: Amelia Noonan

"I chose to take IT because it is important for the world around us. Almost any job nowadays contains computers or databases, and technology is advancing so quickly that I thought that IT would be essential. It is also an enjoyable subject and teaches you a lot of new things about technology which help you to understand how the digital world works that we use every day."

PROGRESSION ROUTES

This qualification builds a solid skill set in a wide range of ICT software packages, as well as knowledge and understanding of current issues in the digital world. It provides excellent preparation for further study, including GCEs, BTECs and Diplomas in IT, Computing and related subjects.

Want to find out more?

To find out more, please speak to Mr Coldicott, Mr Hughes or Mrs Swaine in school. You can find out further information from the Edexcel course page below:

Edexcel course page: <http://www.edexcel.com/quals/gcse/gcse10/ict/Pages/default.aspx>

Mathematics is a **compulsory** core subject that is taken by all students throughout the Academy.

The final exam can be taken either at Higher Tier, where it is possible to achieve grades 9 – 4 or Foundation tier where the grades available are 5 – 1. Any student who fails to achieve the lowest grade available at either tier is awarded a U.

Set one students will have started their preparation for GCSE in Year 9 with a view to covering the grade 8/9 topics in years 10 and 11 alongside level 2 AQA Certificate in Further Maths.

COURSE OVERVIEW

Both papers will build on and extend skills and concepts learnt throughout Key Stage 3 as well as introducing a number of new topics. There will also be a strong emphasis on functional questions that test students' ability to "Use and Apply" the maths that they have learnt in "real life" situations. There are six areas that are assessed in Maths namely: Number, algebra, proportion and rates of change, geometry and measures, probability, and statistics.

ASSESSMENT

Assessment will be in the form of three exams at the end of year 11. Students will receive a single grade from 9 to 1. Each paper is out of 100 marks with students given 1 hour 30 minutes for each exam. A calculator is permitted for two of the three papers.

Tier	Paper		Time	When	Grades Available
Higher	1	Calculator	1 hour 30 mins	Year 11 – June	9 – 4
	2	Non Calculator	1 hour 30 mins	Year 11 – June	
	3	Calculator	1 hour 30 mins	Year 11 – June	
Foundation	1	Calculator	1 hour 30 mins	Year 11 – June	5 – 1
	2	Non Calculator	1 hour 30 mins	Year 11 – June	
	3	Calculator	1 hour 30 mins	Year 11 – June	

PROGRESSION ROUTES

Set 1 students will have completed their GCSE in Statistics in Year 9. In Year 11 they will take their GCSE Maths but also an additional qualification in Further Maths which is a bridging qualification between GCSE and AS maths. It is held in high regard by employers and universities. Students who have gone on to do A Level Maths have found the experience of studying for the Further Maths invaluable.

Any student achieving grade 7 or above on the Higher tier GCSE paper is welcome to study A level Maths at Huish Sixth.

Students achieving grades 8/9 are welcome to study A level Further Maths at Huish Sixth.

Want to find out more?

Contact Mrs Michelle Evans - Head of Department

THIS COURSE WOULD SUIT

Students' who have an interest, first and foremost, in communication around the globe, be it as a translator, interpreter or a visitor, as well as discovering and travelling the world; learning about and understanding other cultures; being adventurous whether its tasting new cuisine; climbing Everest or setting up a world wide web business.

COURSE OVERVIEW

The course is broken down into four main topics and divided down into further subtopics. For all three languages, we study: **Out and about** - Visitor information/weather and environment/local amenities/accommodation/public transport; **Customer service and transactions** - Cafés and restaurants/shops/dealing with problems; **Personal information** - General interests/leisure activities/family and friends/lifestyle; **Future plans, education and work** - Internet language/job advertisements/job applications/CV/school/work experience

ASSESSMENTS

There are four key skills in a language and thus the exams are assessed individually.

Unit 1 Listening and Understanding (summer terminal exam at the end of Year 11) - 25% (40 mins)

Unit 2 Speaking (summer oral exam at end of Year 11) - 25% (9-11 mins)

Unit 3 Reading and Understanding (summer terminal exam at the end of Year 11) - 25% (40 – 50 mins)

Unit 4 Writing (translation and writing exam at end of Year 11) - 25% (45 mins – 1 hour)

Unit 2 is conducted internally, in an interview between class teacher and pupil. However it is marked externally.

Student voice: Robyn Braddock

- *Why I chose to study French, Spanish AND German: "These were my favourite subjects at Key Stage 3, so it was an easy choice. I love listening to foreign music on the bus or when I'm travelling, and I love trying to work out what the lyrics mean. Basically, I love words!"*
- *What I enjoy most about studying languages is: "Knowing you can go to another country and at least try to speak to them. There is nothing more satisfying than having a conversation with a foreign person in their own language, no matter how simple it is."*

PROGRESSION ROUTES

With a GCSE in French, obviously you can go on to study at A' Level. Beyond A' Level, languages have become such a crucial and useful skill that all universities will offer either a degree in pure languages, or combinations of a language plus another of your favourite subjects. Thus combinations like History & French, Politics & French and French & another language, are becoming ever more popular and common. One of the huge benefits of taking a language at GCSE is that even if you do not carry on studying it at A' Level, universities will allow you to come back to your language when you are studying with them, as long as you have shown the ability to succeed at GCSE level. If you decide to enter the workplace then employers are extremely keen to see an aptitude for languages on your CV.

Want to find out more?

You can find the specification for all 3 of the languages we offer on the Edexcel website, going to www.edexcel.com . If you're interested in studying a language at GCSE or beyond, come and speak to Mr Gardner or any member of the Modern Foreign Languages team who will be happy to help you out. If you're interested in a career in languages, visit the CILT website at www.languageswork.org.uk to find out just how many jobs out there need people who can speak a language!

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Students who have an interest, first and foremost, in communication around the globe, be it as a translator, interpreter or a visitor, as well as discovering and travelling the world; learning about and understanding other cultures; being adventurous whether its tasting new cuisine; climbing Everest or setting up a world wide web business.

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- *What I enjoy most about studying languages is: "Knowing you can go to another country and at least try to speak to them. There is nothing more satisfying than having a conversation with a foreign person in their own language, no matter how simple it is."*

Progression Routes

With a GCSE in German, obviously you can go on to study at A' Level. Beyond A' Level, languages have become such a crucial and useful skill that all universities will offer either a degree in pure languages, or combinations of a language plus another of your favourite subjects. Thus combinations like History & German, Sociology & German and Philosophy & German are becoming ever more popular and common. One of the huge benefits of taking a language at GCSE is that even if you do not carry on studying it at A' Level, universities will allow you to come back to your language when you are studying with them, as long as you have shown the ability to succeed at GCSE level. If you decide to enter the workplace then employers are extremely keen to see an aptitude for languages on your CV.

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- *What I enjoy most about studying languages is: "Knowing you can go to another country and at least try to speak to them. There is nothing more satisfying than having a conversation with a foreign person in their own language, no matter how simple it is."*

PROGRESSION ROUTES

With a GCSE in Spanish, obviously you can go on to study at A' Level. Beyond A' Level, languages have become such a crucial and useful skill that all universities will offer either a degree in pure languages, or combinations of a language plus another of your favourite subjects. Thus combinations like History & Spanish, Sociology & Spanish and Spanish & Philosophy are becoming ever more popular and common. One of the huge benefits of taking a language at GCSE is that even if you do not carry on studying it at A' Level, universities will allow you to come back to your language when you are studying with them, as long as you have shown the ability to succeed at GCSE level. If you decide to enter the workplace then employers are extremely keen to see an aptitude for languages on your CV.

Want to find out more: You can find the specification for all 3 of the languages we offer on the Edexcel website, going to www.edexcel.com . If you're interested in studying a language at GCSE or beyond, come and speak to Mr Gardner or any member of the Modern Foreign Languages team who will be happy to help you out. If you're interested in a career in languages, visit the CILT website at www.languageswork.org.uk to find out just how many jobs out there need people who can speak a language!

THIS COURSE WOULD SUIT

- Students with a love of performing music (any instrument /ability level).
- Students with an interest in the workings of the music industry including the role of music technology in music production.
- Students with an enthusiasm to work co-operatively as part of a group as well as an ability to work independently.
- Students with strong skills in time-management

COURSE OVERVIEW

The course itself is split into four equally weighted units where students can achieve a Distinction*, Distinction, Merit or Pass. (Roughly equivalent to A*, A, B or C at GCSE respectively).

The four units to be studied are as follows:

UNIT 1: The Music Industry

This unit gives students an overview of the music industry, with a particular emphasis on the job roles that exist within it e.g. a performer, a promoter and the self-employed producer.

UNIT 2: Managing a Musical Product

Students undertake the planning, promotion and rehearsal required for the presentation of a musical product i.e. a live music concert. This unit provides opportunities for both performers and technologists.

UNIT 6: Introducing Music Recording

Students learn how to use recording equipment safely and are required to plan and carry out a multi-track recording session.

Unit 7: Introducing Music Sequencing

This unit requires students to explore music sequencing techniques through use of Logic Pro before creating a sequenced musical performance on this software.

ASSESSMENT

The Level 2 Award from Edexcel is continually assessed via vocational assignments that make up 75% of the final grade which are spread throughout the two years. There is a short externally assessed online exam at the end of the 'Music Industry' Unit that counts for the remaining 25% which is sat in June of Year 10. Students will then be assessed against criteria to achieve a Pass, Merit or Distinction grade.

Student voice: Oli Delafeld

- *Why I chose to study Music BTEC: I chose to study music BTEC because I am interested in a career in musical theatre and studying music is a big part of that. Knowing what rehearsal, planning and preparation goes on behind the scenes as well as the job roles available in the industry really interested me.*
- *What I enjoy most about studying Music BTEC is: There is quite a lot of scope to select practical projects that suit you. I have been able to select tasks that make most use of my vocal and performance skills and I enjoy that.*

PROGRESSION ROUTES

Music is one of the most popular Level 2 BTECs and is taught in over 2,500 Secondary Schools nationally. It is recognised by colleges and universities and is considered to be excellent preparation for further musical study, specifically the AS/A Level in Music Technology and also the Level 3 Diploma in Music Technology (available for study at Huish Sixth).

Want to find out more?

vstoffell@educ.somerset.gov.uk (Head of Music) or (Edexcel BTEC First Award specification)
<http://www.edexcel.com/quals/firsts2012/music/Pages/default.aspx>

THIS COURSE WOULD SUIT

- Students with a passion for listening to music of a wide range of genres from classical to rock.
- Students with strong instrumental performance skills (grade 4 minimum). Private instrumental tuition offers a significant advantage to GCSE music students but is not an essential pre-requisite.
- Students with a confidence to work independently on practical coursework.
- Students with an understanding of music theory and notation or a desire to progress their knowledge in this area.
- Students with a desire to progress in an academic music career.

COURSE OVERVIEW

The course itself is divided into three equally weighted units (see below). GCSE Music lessons will be a combination of practical and creative musical learning (3 of 5 hours over two weeks) and listening and theory tuition (2 of 5 lessons over two weeks):

Unit 1: Performing (30%)

All students on the course must compete two public performances - a solo piece and an ensemble piece (whether a band or duet). The minimum standard for this performance is grade 4 or equivalent. Students are expected to regularly practise their instrument during the course to improve their skills. There is an emphasis on involvement in a wide variety of musical experiences both in and out of school.

Unit 2: Composing (30%)

Students work alone to create two compositions of at least 3 minutes combined duration. One piece will be to a brief set by the exam board. The other will be a free choice composition based on the student's personal skill set. Students can either compose acoustically on their own instrument or by using mac-based ICT (Sibelius or Logic Pro).

Unit 3: Appraisal (40%)

Students study musical repertoire from a wide range of genres and styles including instrumental music from 1700-1820, popular and classical vocal music, music for stage and screen and compositions influenced by world music. Learning is assessed through a 1 hour 45 minute written examination in May 2018. Students are required to analyse notated scores of set study pieces, identifying visually and aurally various musical features and devices. Set pieces include:

Areas of Study	Set Works
Instrumental Music 1700–1820	J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'
Vocal Music	H Purcell: Music for a While Queen: Killer Queen (from the album 'Sheer Heart Attack')
Music for Stage and Screen	S Schwartz: Defying Gravity (from the album of the cast recording of Wicked) J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)
Fusions	Afro Celt Sound System: Release (from the album 'Volume 2: Release') Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

ASSESSMENT

Units 1 and 2 are internally assessed and externally moderated coursework assignments.

Unit 3 is an externally assessed examination.

Student voice: **Matt Zagni**

- *Why I chose to study Music GCSE: I chose GCSE music because I wanted to develop my understanding of theoretical musical techniques as well as my practical performance skills – it's also a pretty fun subject.*
- *What I enjoy most about studying: I like everything really – the performing part of the course is particularly enjoyable, especially when we work in groups.*

PROGRESSION ROUTES

GCSE music provides an excellent preparation for musical studies at a higher level and has many career uses in theatre, education, youth and community work, arts administration, sound engineering and obviously jobs in the music industry. Music can enhance personal qualities, which would be of benefit to any future career. It develops self-expression and confidence and shows a prospective employer that the individual has a broad outlook on life as well as self-organisation, motivation and commitment. GCSE Music is a suitable qualification for further study at A Level Music

Want to find out more?

vstoffell@educ.somerset.gov.uk (Head of Music) or (Edexcel GCSE music course specification)

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html>

THIS COURSE WOULD SUIT

All students who have a keen interest in designing and making products. It suits many different learning styles; practical, 'hands on types', problem solvers, creative thinkers and those who love the idea of making a difference to the manufactured world.

COURSE OVERVIEW

This is very much a hands on course. Designing and making is a complex activity. What better way to explore materials, test out ideas, assess methods of manufacture and try out different creative methods by actually doing it! A lot of time is spent being creative, modelling and making. Yes, there is some academic study, but this supports your activities and helps you understand the underpinning knowledge needed to be successful. Overall, this can be a very satisfying GCSE, plus you will learn tangible skills along the way.

Year 10 involves building up skills and knowledge through experience. You will design and make challenging products involving a variety of materials and manufacturing processes. You will learn how to achieve high quality work. Projects involve multi construction methods, ergonomics, electronics, graphics, CAD/CAM (laser and 3D printing technologies) which are all related to human needs and sustainability issues.

Year 11 is mostly devoted to the controlled assessment task of designing and making a product to fit a chosen brief. This involves 45 hours of controlled assessment time, plus homework and development. Study for the written paper exam continues but gains greater focus after March.

ASSESSMENT

Unit 1 – written paper (40%) 2 hours

Unit 2 – Controlled Assessment project (60%) – 45 hours

Student voice: Toby Pitman

- *I chose to study Product Design Innovative products because I really enjoy "the freedom and independence to make great things"*
- *"Overall it's the most interesting and creative subject at Huish"*
- *"You learn lots of new skills, like designing, researching and making"*

PROGRESSION ROUTES

Future employers, colleges and universities like product design students. They know students can work to deadlines, that they can problem solve, have discipline, determination and are creative. Highly desirable attributes for any student! However, post GCSE, you can study A level Product Design, go to university to study 3D Design/Engineering – skies the limit. Design and Engineering is an expanding sector and highly regarded as a career.

Want to know more?

Ask your teachers.

Also, check out www.technologystudent.com;
www.designcouncil.org.uk;
www.dezeen.com

THIS COURSE WOULD SUIT

Students with a good practical background to the subject and it is essential that students should have regularly represented the Academy in sports in Years 7, 8 and 9, or external sports clubs. This commitment to Academy sport is expected to continue in Years 10 and 11 to assist with their practical performance. This course would also suit students with a sound scientific understanding as the written paper (worth 60 %) is based upon sports science components.

Along with other benefits, GCSE PE will appeal to you if you have a keen interest to find out how your body adapts to exercise theoretically; you take part in sport/recreation outside of class time; want to improve your own performance in a range of sports roles and are considering a sports-related career or an A Level/Sport/BTEC Sport Award and Active Leisure Diploma/Apprenticeship in Sport/Higher Education Course.

COURSE OVERVIEW

The Edexcel Physical Education GCSE combines theoretical knowledge (60% written paper); non-examined assessment through the design and application of a Personal Exercise Programme (10%) and practical skills where candidates will be assessed in 3 practical activities (30%).

ASSESSMENT

The assessment consists of two externally-examined written papers and two non-examined assessment components.

Component 1: Fitness and Body Systems	%	Marks	Time/pre release	Availability
1 Applied anatomy and physiology 2 Movement analysis 3 Physical training 4. Use of data	36%	90 marks Multiply choice, short-answer, and extended writing questions.	Written examination: 1 hour and 45 minutes	May/June
Component 2: Health and Performance	%	Marks	Time/pre-release	Availability
1 Health, fitness and well-being 2 Sport psychology 3 Socio-cultural influences 4 Use of data	24%	70 marks Multiply choice, short-answer, and extended writing questions.	Written examination: 1 hour and 15 minutes	May/June
Component 3: Practical Performance	%	Marks	Time/pre release	Availability
During individual and team activities the following will be assessed: 1 Skills/techniques performed in isolation 2 The application of skills in a formal/competitive situation	30%	105 marks (35 marks per activity) Students must complete three physical activities from a set list. One must be a team game. One must be an individual activity. The final can be a free choice.	Assessed by teacher and moderated by Pearson	Any point during the course
Component 4: Personal Exercise Programme (PEP)	%	Marks	Time/pre-release	Availability
Aim and planning analysis Carrying out and monitoring the PEP Evaluation of the PEP	10%	20 marks Students must produce a Personal Exercise Programme (PEP)	Assessed by teacher and moderated by Pearson	Any point during the course

Written Paper: Full Course

The paper is in three parts: **part one:** multiple-choice questions; **part two:** short answer questions; **part three:** two extended answers questions – nine marks each. Calculators can be used in the examination.

Practical Assessment

Students must complete **three** physical activities from a set list. Each of the three activities is marked out of 35. Students will be assessed on their ability to:

- 1 Perform their activity's skills/techniques. This is assessed out of 10 marks.
- 2 Apply their activity's skills/techniques in formal/competitive situations with motivation to win the game/succeed against a time/distance target or achieve a score/rating. This is assessed out of 25 marks.

Personal Exercise Programme

The aim of the PEP is for students to develop their ability to analyse and evaluate their personal fitness to improve/optimize performance in physical activity and sport. Carrying out and producing the PEP may take place over multiple sessions up to a combined duration of 12 hours.

PROGRESSION PATHWAYS

After successful completion of this course, students can progress onto a variety of sport related courses including the BTEC Level 3 Certificate or Diploma in Sport, A Level Physical Education (available in Huish Sixth Form), and Sport Development and Leisure Management courses.

Want to find out more?

Further information can be found at <http://qualifications.pearson.com/en/qualifications.html>

THIS COURSE WOULD SUIT

The BTEC Level 2 First Award in Sport is a vocationally related qualification, where learners can gain knowledge, skills and understanding through practical participation and performance in a range of sports, exercise and health-related fitness activities. This course engages young learners in taking responsibility for their own learning and to develop essential work-related skills, such as working to deadlines and presenting information effectively. **This course is equivalent to one GCSE.**

COURSE OVERVIEW

The course is split into four equally weighted units.

What Units will I study?	Overview
Fitness for Sport and Exercise	Through participating in a range of fitness tests students will learn about components of fitness and how to measure them correctly.
Practical Sports Performance	Students will participate in two different sporting activities, increasing knowledge and understanding of skills and techniques, and rules and regulations
Training for Personal Fitness	Students will design, complete and review a 6-week personal training programme.
Leading Sports Activities	Students will plan, lead and review a sports activity.

ASSESSMENT

The Level 2 Award from Edexcel is continually assessed via vocational assignments that make up 75% of the final grade. There is a short externally assessed online exam at the end of the Fitness for Sport and Exercise Unit that counts for the remaining 25%. Students will then be assessed against criteria to achieve a Pass, Merit or Distinction grade.

Student voice: Shane Crocker

- *I wanted to take a sporting activity at examination level because it was my best and most successful subject.*
- *I enjoyed the practical aspect of the subject.*

PROGRESSION PATHWAYS

After successful completion of this course, students can progress onto a variety of sport related courses including the BTEC Level 3 Extended Diploma in Sport (available in Huish Sixth Form), Sport Development and Leisure Management. Able Learners at Level 2 may also consider a GCE in Physical Education.

Want to find out more?

This course provides a good foundation for learners into Post-16 education or to jobs within the leisure or sports industry.

Further information can be found on Edexcel web site: <https://www.edexcel.com/quals/firsts2012>

THIS COURSE WOULD SUIT

If you enjoy thinking, exploring and debating then Religious Studies is for you! *“Thinking is more interesting than knowing” (Goethe).*

COURSE OVERVIEW

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

The course comprises of two components:

Component 1: Beliefs, teachings and practices.

Students must study two of the following religions:

- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism
- Sikhism.

Component 2: Philosophical and Ethical Studies.

Students must study Religion in the context of four themes:

- Families
- Life (origins of the Universe. Abortion, Euthanasia and the Afterlife)
- Existence of God
- Peace and Conflict
- Crime and Punishment

ASSESSMENT

It has a simple, clear assessment structure that consists of two written examinations of 1 hour 45 minutes. There are no tiers.

Student voice: Verity Sutcliffe and Maddie Simmons

“We took Philosophy and Ethics for a variety of reasons. We wanted to become open minded and appreciative of the world and its many cultures. We were excited about the prospect of having the time and being in the right atmosphere to reflect on whether our own morals are correct and discuss what makes something right or wrong. We like the fact that we are consulted about the topics that we study. The various ways of learning and revising keep us interested and motivated. Both of us plan to take Philosophy and Ethics at A Level. It is such an intriguing topic and it will help us regardless of what career path we choose.”

PROGRESSION ROUTES

As daily media reports show, religion is at once both a force for global co-operation and conflict. Studying religion helps you become better informed about the contemporary world and to understand a range of world views and lifestyles, particularly important in a multi-cultural community.

A qualification in this subject can be useful if you are thinking of pursuing a career in media, law or social and welfare.

Want to find out more?

See Mrs Oldershaw in Room 23

Please note that all exam boards are following a new Programme of Study following a review of the National Curriculum. This means that Year 9 students will be the first to complete these new courses.

Science is one of the compulsory core subjects in the National Curriculum. All students will study equal amounts of Biology, Chemistry and Physics. Teaching of the GCSE courses will start in February of Year 9.

COURSE OVERVIEW

There are two routes through the GCSE courses, as follows.

Combined Science

The majority of students will follow this route. Students study Biology, Chemistry and Physics and sit exams in each at the end of Year 11. The marks are then combined to give them TWO GCSEs in Combined Science.

GCSE Separate Sciences (often referred to as Triple Sciences)

Students in the top set on the Huish side and top set on the Episcopi side will work at a faster pace to cover more content. They will sit longer exams in Biology, Chemistry and Physics at the end of Year 11 to gain THREE GCSE grades.

ASSESSMENT

- 100% via exams at the end of Year 11.
- GCSE Combined Science: 6 x 1Hr 15min exams (Biology, Chemistry, Physics) – Foundation + Higher tiers.
- GCSE Separate Sciences - 6 x 1Hr 45min exams (Biology/Chemistry/Physics).

PROGRESSION ROUTES

GCSE qualifications at all levels in Sciences are well respected by employers. Both Science courses described above are suitably challenging to provide the basis for students wanting to study any of the Sciences at A level.

Want to find out more?

Further details about the Science courses can be found on the AQA website
<http://www.aqa.org.uk/subjects/science/gcse>

THIS COURSE WOULD SUIT

Textile Design course will appeal to anyone who enjoys designing and working with fabric. Students will study a range of traditional and modern textile techniques producing textile based outcomes.

COURSE OVERVIEW

This course incorporates a range of traditional and modern textiles techniques and specialism's, and is designed to enable students to explore many ranges of processes, medias and techniques within textile design.

Students should produce practical and critical/contextual work in one or more areas including; fashion and/or costume design, printed and/or dyed fabrics and materials, constructed and/or stitched or embellished textiles. You will have opportunities to experiment with felt making, printing, embellishments, fabric manipulation, dyeing, and machine and hand embroidery skills.

ASSESSMENT

There are four equally weighted assessment objectives.

AO1 Develop ideas

AO2 Refine ideas

AO3 Record ideas

AO4 Present a personal response

Unit 1 - A portfolio of work worth 60%, selected form work undertaken during the course of study and will include more than one project.

Unit 2 - Externally set task worth 40%, a unit with unlimited preparation time in which students will have 10 hours controlled time to complete the outcome/s.

Student voice: Ellie Graham

Why I chose to study textiles: because I love being creative, learning techniques and new skills.

What I enjoy most about studying textiles is: constructing products and producing sketchbooks that show inspirational ideas and designs.

PROGRESSION ROUTES

This course supports routes into Textiles or Art and Design A levels or other further education courses, which can lead to further progression into fashion and textiles degrees courses. Textiles can also lead to careers in many areas of fashion and interior design, Shoe or Accessory Designer, Stylist, Teaching, Fashion Journalist or Photographer, Theatre or Costume Designer, or jobs in the fashion retail industry.

Want to know more?

Ask your teachers or visit <http://www.textileartist.org/> and <http://www.style.com/>

As you move through the Academy, it is likely that you may need help to make decisions about your future. You might have a job idea in mind or you may need help with choosing subjects or courses. There is always help available for you.

IT Software - Launchpad

Launchpad is a web based careers software package that can be used either at home or in the Academy to help make appropriate futures choices.

KS3 - <http://www.cascaid.co.uk/lp/>

Visit the above website and register a new account using the licence code: (see form tutor for current code)

Towards the end of the Autumn Term all Year 9 students have had the opportunity to register and use Launchpad during a PSHE session. Launchpad is an innovative programme that introduces Key Stage 3 students to their options and supports their subject choice and career path.

Please encourage your son/daughter to take advantage of this resource. To help support students, parental guides can be found on the Cascaid website.

Careers Library

The Careers Library (within the Resource Centre) has a range of books, magazines and prospectuses designed to help you make the right choice. It is available each lunchtime and all year groups are welcome to use it.

Careers Clinic

A drop-in careers clinic is held every Tuesday lunchtime in the Careers room in Huish 6th, run by Emma Higman. All year groups are welcome to attend.

National Careers Helpline/Website

This careers service can be found at: <https://nationalcareersservice.direct.gov.uk> or Call 0800 100 900

Apprenticeships

Information about Apprenticeships along with current vacancies can be found at: <http://www.apprenticeships.org.uk/>

Careers Guidance – introducing Emma Higman Independent Careers Adviser

My name is Emma Higman and I am a Careers Adviser working in Huish Academy. I am available in the Academy on Tuesdays and Thursdays to offer impartial careers information, advice and guidance to students in Years 9-13. I am based in the Careers Room, downstairs in Huish Sixth.

If you would like an appointment to discuss your career ideas or if you are having difficulty choosing your next steps, ask your tutor to arrange a careers interview for you. I will then make an appointment to see you. Alternatively drop in to see me at my lunchtime clinic on a Tuesday lunchtime.

KEY STAGE 4 OPTION FORM 2016-2018

Name

Tutor group

CORE Curriculum The CORE curriculum is non-negotiable and taken by all students	
English Language GCSE <input checked="" type="checkbox"/>	Mathematics GCSE <input checked="" type="checkbox"/>
English Literature GCSE <input checked="" type="checkbox"/>	
Science GCSE <input checked="" type="checkbox"/> (Triple Award Set 1 only, all other students Double Award)	World Studies Project qualification <input checked="" type="checkbox"/>
Core PE <input checked="" type="checkbox"/> (all students participate in two hours of PE per week)	

EBACC subjects (please choose three subjects; mark with 1, 2, and 3 in order of preference)	
Geography GCSE <input type="checkbox"/> French GCSE <input type="checkbox"/> Spanish GCSE <input type="checkbox"/>	History GCSE <input type="checkbox"/> German GCSE <input type="checkbox"/> Computing GCSE <input type="checkbox"/>

Optional subjects Pick three subjects from this list of qualifications	
GCSE choices Art and Design <input type="checkbox"/> Business Studies <input type="checkbox"/> Child Development <input type="checkbox"/> Computer Science <input type="checkbox"/> Drama <input type="checkbox"/> Food Preparation and Nutrition <input type="checkbox"/> Geography <input type="checkbox"/> History <input type="checkbox"/> ICT <input type="checkbox"/> French <input type="checkbox"/> German <input type="checkbox"/> Spanish <input type="checkbox"/> Music <input type="checkbox"/> Product Design <input type="checkbox"/> PE <input type="checkbox"/> Religious Education <input type="checkbox"/> Textiles <input type="checkbox"/>	Vocational and BTEC choices Certificate in Financial Education <input type="checkbox"/> BTEC Media Studies <input type="checkbox"/> BTEC Music Technology <input type="checkbox"/> BTEC Sport <input type="checkbox"/>

Reserve choices Please give two additional choices	
Reserve Option 1:	Reserve Option 2:

In order to qualify for the full English Baccalaureate qualification, you must choose either History or Geography and a Modern Foreign Language.