



# KS4 Option Information Booklet

2017 - 2019



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# **YEAR 9 COURSE SELECTION INFORMATION 2017/2019**

## **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. Ms Palmer, Head of Year 9 and Mr Short, KS4 Raising Achievement Leader, 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 Short, in charge of the Options and Mr Vaughan, Vice Principal 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. We aim to have these interviews completed by March 2017.

## **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. All 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.

### **STYLE OF ASSESSMENT**

GCSE Fine Art (AQA) 60% Coursework which students create 2 projects in year 10 followed by a personal project in year 11. 40% Controlled Test which comprises of a research based project followed by a final piece in 10 hours.

### **OVERVIEW OF COURSE**

If you enjoy looking at the world in different ways, creating dynamic and challenging artwork to express your ideas and opinions; GCSE art is the option you. You will have the opportunity to develop your own artwork, learn skills in different media and learn about different artists and designers. You build a portfolio of artwork which makes up the 60% coursework mark. You then prepare for the exam, planning then creating your final exam piece.

### **LEARNER REQUIREMENTS**

The ideal Art student will already engage with a range of techniques and be motivated and independent. They will have a passion for the subject and will enjoy many different aspects of Art.

### **EXTRA-CURRICULAR OPPORTUNITIES**

Previous visits have included London, Tate gallery, Tate Modern, V&A museum, Royal Albert Hall and more local areas such as Hestercombe gardens. In the future we hope to plan many more trips abroad such as New York.

### **FURTHER STUDY AND CAREER CONNECTIONS**

Students who study Art and Design at KS4 often pursue A Level Fine Art here at Huish Sixth. We currently have 19 students in year 12 and 12 students in year 13. A very broad range of techniques are taught such as Photography, Clay, Photoshop, Painting and Drawing, Print making and life drawing. Year 12 is an experimental year which builds confidence and knowledge which leads into Year 13 when students create their own projects followed by a personal study consisting of 3000 words.

Through education students then typically pursue a foundation diploma before going to University or can choose to go directly to degree courses.

Typical degree courses and job opportunities would be in Fine Art, Textiles, Photography, Architecture, Graphic Design, illustration, Interior design, Teaching, Gallery Curator, Web Designer, Art Therapist and Community Arts worker.

### STYLE OF ASSESSMENT

The course will be assessed at the end of year 11 through two equally-weighted written examinations. Both papers will consist of calculations, multiple-choice, short-answer and extended-writing questions. Students will be expected to have developed a secure understanding of a range of businesses to be able to discuss within extended-writing questions.

### OVERVIEW OF COURSE

This challenging new specification is structured into two themes, taking students from how entrepreneurs start businesses (Theme 1) through to growing and global businesses (Theme 2).

**Theme 1 topics include:** enterprise and entrepreneurship, spotting a business opportunity, putting a business idea into practice, Making the business effective and understanding external influences on business.

**Theme 2 topics include:** growing the business, making marketing decisions, making product decisions, making financial decisions and making human resource decisions

### LEARNER REQUIREMENTS

A successful GCSE Business student will already have a keen and curious interest in how businesses operate. You must be a motivated individual who is keen to work with others in paired and group work. You will have a genuine interest in following the news on a weekly basis in order to apply our theory to current business issues - this is a basic expectation. Programmes like Supershoppers, BBC Panorama, The Apprentice and Dragon's Den are regularly viewed and reflected upon.

### EXTRA-CURRICULAR OPPORTUNITIES

Annual visits include Jaguar Land Rover in Solihull to tour the factory and gain a deep understanding of the basic day-to-day operations of a global car manufacturer. A 3-day residential visit each July (year 10) includes a tour of Silverstone, Queen Elizabeth Olympic Park walking tour, tour of Wimbledon with workshop, Crossrail workshop, Museum of Brands with workshop, The Shard and an evening West End show.

In lessons, we take part every September in the National Coca-Cola Challenge during lessons with one entry submitted per class. Students also have the opportunity to take part in Tycoon for Schools enterprise challenge as well as attend visitor workshops organised during lesson time.

### FURTHER STUDY AND CAREER CONNECTIONS

GCSE Business students usually continue on to study A-Level Business Studies or BTEC Level 3 if they wish to follow a vocational route. New apprenticeship programmes are readily becoming available for those wishing to learn whilst working. Both university degree courses and advanced apprenticeships are popular options post-18 with degrees in a wide variety of Business-related routes including accountancy, marketing and international business management.

### **STYLE OF ASSESSMENT**

Students will study four units – two core and two optional (see below). The Finance and Business unit is assessed via a one-hour external examination with the other three units assessed internally, with external verification by the examining board (Edexcel). Each internally assessed unit has a specific assessment criteria and will be marked to determine if it meets the relevant criteria - a grade will then be awarded at the appropriate level (Level 2 – Pass, Merit or Distinction, Level 1 or Unclassified)

### **OVERVIEW OF COURSE**

The two Core units that are studied are 'Enterprise in the Business World' and 'Finance and Business'. The two further optional units chosen from a range of 6 which include; Promoting a Brand, Principles of Customer Service, Sales and Personal Selling, Introducing Retail Business, Providing Business Support and Recruitment and Selection and Employment. These four units, two core and two optional, provide the content of the course.

### **LEARNER REQUIREMENTS**

A successful GCSE Business student will already have a keen and curious interest in how businesses operate. They will be a motivated individual who is keen to work with others in paired and group work. They will have a genuine interest in following the news on a weekly basis in order to apply our theory to current business issues - this is a basic expectation. Programmes like Supershoppers, The Apprentice and Dragon's Den are viewed and reflected upon.

### **EXTRA-CURRICULAR OPPORTUNITIES**

A visit in Year 10 to the Jaguar/Land Rover Head Quarters in Solihull to tour the factory and gain a deep understanding of the basic day-to-day operations of a global car manufacturer, as well as a visit to a small local business (also in Year 10) to consider how business principles are put into action on a smaller scale.

### **FURTHER STUDY AND CAREER CONNECTIONS**

BTEC Business students may continue on to study A-Level Business Studies or BTEC Level 3 if they wish to follow a vocational route. New apprenticeship programmes are readily becoming available for those wishing to learn whilst working. Both university degree courses and advanced apprenticeships are popular options post-18 with degrees in a wide variety of Business-related routes including accountancy, marketing and international business management.

### **STYLE OF ASSESSMENT**

GCSE Computer Science is 80% exam-assessed, with the remaining 20% of the grade coming from a non-examined assessment project.

### **OVERVIEW OF COURSE**

GCSE Computer Science is an engaging and stimulating course offering students the opportunity for 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.

### **LEARNER REQUIREMENTS**

The ideal Computer Science student would have enjoyed Computing at Key Stage 3 and would like to develop their skills to a deeper level. They would have a curiosity about how computers work and would be keen to learn more about how problems can be solved through programming. They would have a good grasp of maths at Key Stage 3 and be comfortable with basic algebra.

### **FURTHER STUDY AND CAREER CONNECTIONS**

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.

### **STYLE OF ASSESSMENT**

Written Examination 2 hours comprising a variety of question responses from multiple choice to long answer questions (50% of the total marks).

**Non exam assessment** - Involves candidates in an extended practical application of the subject area knowledge and skills to produce a working prototype and portfolio of no more than 20 A3 sheets which is marked by the teacher then submitted to the exam board for moderation (50% of the total marks).

### **OVERVIEW OF COURSE**

This is a new GCSE that enables candidates to develop greater depth leading on from their KS3 work. Imaginative practical work is at its heart. Students explore, design, create and evaluate prototypes to solve real world problems. They gain a broad understanding of technical, designing and making principles and there are no restrictions on materials when making prototypes.

Students will take a product design type approach and use multiple materials.

### **LEARNER REQUIREMENTS**

Candidates should have an ability to think creatively and have a desire to create products that match that creativity. They need to be willing to learn new ways of approaching the way in which products can be developed including the use of ICT. Practical abilities will be developed and candidates need to be prepared to commit spare time to furthering their work and background studies.

### **EXTRA-CURRICULAR OPPORTUNITIES**

Previous visits have included the Jaguar, Land Rover Factory. Competition entries at the fleet Air Arm Museum and Design Museum visits in London.

### **FURTHER STUDY AND CAREER CONNECTIONS**

Students who study GCSE D&T often go on to study A Level Design and Technology with the opportunity to study the subject at degree level or a whole variety of Engineering degrees. The high level of practical application and design skills development also open up opportunities to go on to apprenticeships.

## Design Technology: Technical Award in Materials Technology

### STYLE OF ASSESSMENT: 3 MANDATORY UNITS

**Unit 1: Skills demonstration** - 30% of overall qualification.

Learners undertake a number of mini projects that will allow them to be assessed against 12 practical skills.

**Unit 2: Extended making project** - 30% of overall qualification.

Learners will undertake an extended making project that showcases the skills they have developed in Unit 1 and the knowledge they have developed through Unit 3.

Learners will produce a made outcome in addition to a small portfolio to evidence the planning and development and testing and evaluation stages.

**Unit 3: Fundamentals of materials technology** - Examination unit 40% of overall qualification.

Learners will study materials and their working properties and learn about processes and manufacture. They will gain knowledge of the applications and characteristics of a wide range of woods, metals and polymers and also learn about possible careers within industry.

### OVERVIEW OF COURSE

This course is designed for those students who want to study materials in a practical way and understand the working properties of woods, metals and polymers. It will enable learners to work in a hands-on way to develop the core skills to make high-quality products using woods, metals and polymers.

Learners will have the opportunity to use traditional skills and also modern technologies. This Technical Award in Materials Technology will help learners develop the knowledge, skills and experience and could potentially open the door to a career in related industries.

### LEARNER REQUIREMENTS

The ideal student for this course would be someone who enjoys the more practical elements of their Design and Technology work. It will enable learners to work in a hands-on way to develop the core skills to make high-quality products using woods, metals and polymers.

Learners will have the opportunity to use traditional skills and also modern technologies. This Technical Award in Materials Technology will help learners develop the knowledge, skills and experience and could potentially open the door to a career in related industries.

### EXTRA-CURRICULAR OPPORTUNITIES

Students studying this course like their Design and Technology colleagues would be eligible for trips that have been run in the past to the Jaguar Land Rover factory and take part in competitions such as the BAE systems engineering challenges at the Fleet Air Arm Museum.

### FURTHER STUDY AND CAREER CONNECTIONS

These new Technical Awards deliver the practical skills and core knowledge students need to progress onto Level 3 qualifications, employment or apprenticeships. Each new Technical Award is equivalent to a single GCSE.

## OVERVIEW OF COURSE AND STYLE OF ASSESSMENT

The GCSE is made up of three components:

- 1 Component One: Devising** - 40% of the overall GCSE - Internally Examined, externally moderated.
  - Students will devise and perform their own performance based on a selected stimulus (10%)
  - Students will be required to keep a portfolio on the devising process. Students will be expected to answer a series of set questions about their reflecting and evaluating their own process from stimulus to end performance. This will then be finalised as either a word written document, a video recording or a combination of both (30%)
- 2 Component Two: Performance from Text** - 20% of the overall GCSE - Externally examined by a visiting examiner.
  - Students will rehearse and perform two extracts from a play.
  - These will be performed either working in small groups or as a monologue/duologue.
- 3 Component Three: Theatre Makers in Practice** - A final written exam. The exam is 1 hour 30 minutes. 40% of the overall GCSE.
  - Section A: Set Text (30%)
  - Students are required to practically explore a set text, considering the play in three ways: as a performer, as a director and as a designer.
  - During the exploration/preparation process for this component, students may perform extracts from the play as part of a GCSE Showcase Evening.
  - Within the final exam students will answer questions on an unseen extract from the set text. Students will answer the questions from the perspective of performer, director and designer.
  - Section B: Live Theatre Evaluation (10%)
  - Within the final exam the students will answer two questions on the live performance they have seen.
  - Students may take their notes into the exam for this section

## LEARNER REQUIREMENTS

The course is as much about develop the positive qualities of a person as it is about the study of acting. This course would suit students who have a passion for Drama/Performing Arts and/or a desire to learn further about theatre craft and practice. It is also well suited to those wishing to generally develop their confidence, collaboration and 'presentation/interview' skills.

If you enjoy working practically, collaboratively, independently, analytically and in a vibrant, supportive and active environment then GCSE Drama is the course for you.

## EXTRA-CURRICULAR OPPORTUNITIES

The chance for involvement in many diverse Performance Evenings, Drama Productions, Visiting Professional Performances/Workshops and Theatre Visits.

## FURTHER STUDY AND CAREER CONNECTIONS

Drama is accredited as an academic subject which is rigorous and thorough in its approach to analysing and contextualising text and experiences. Due to the diverse range of transferable skills which the course offers, employers and universities praise Drama students for their ability to exhibit self-awareness, presentation skills, confidence, public speaking, team work and collaborative skills.

During the GCSE Drama course, the students will develop a strong awareness of what it takes to have excellent team work, public speaking and presentation skills.

Students who take Drama progress into Law, Business, Events Management, Film and Media, Actors, Directors, Stage Managers, Set Designers, Marketing, Teaching, Medicine to name a few.

If you are thinking of following any profession where having the ability to: motivate others, present oneself positively, be analytical, be self-aware, work as part of a team, problem solve, complete a job you have started, remain calm in a crisis are important, then Drama should be the choice of course for you.

Want to find out more?

Please don't hesitate to come to speak to Mr Horwood or Miss Moll.

## STYLE OF ASSESSMENT

**Paper 1: Explorations in Creative Reading and Writing** Time: 1 hour 45 minutes 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)

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### Writing (25%)

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

**Paper 2: Writers' Viewpoints and Perspectives** Time: 1 hour 45 minutes 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.

## OVERVIEW OF COURSE

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. Learner requirements: This is a compulsory course.

## EXTRA-CURRICULAR OPPORTUNITIES

There are many opportunities to take part in theatre trips, Youth Speaks and debating.

## FURTHER STUDY AND CAREER CONNECTIONS

A good pass 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. English opens the door to any career: apprenticeships, Journalism, Designing, Marketing, Publishing, Film Industries and many more.

### STYLE OF ASSESSMENT

**Paper 1: Shakespeare and the 19th century novel** Time: 1 hour 45 minutes 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 hours 15 minutes 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.

### OVERVIEW OF COURSE

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.

#### **Learner requirements: This is a compulsory course.**

**Extra-curricular opportunities:** There are many opportunities for theatre trips throughout the course.

**Further study and Career connections:** A good pass 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. English Literature can lead to many creative and analytical careers in comedy, writing, reviewing, publishing, legal careers and many more!

### STYLE OF ASSESSMENT

The GCSE course focuses on practical cooking skills and will help you develop an understanding of nutrition, food provenance and the working characteristics of food.

Assessment will be through two main components:

- **Written examination 50%**
- **Assessment 1 (15%)**  
The Food Investigation Assessment in Year 11 looks at the scientific principles which underlie the preparation and cooking of food, and will be completed over eight hours in school
- **Assessment 2 (35%):**  
The Food Preparation Assessment in Year 11 assesses the knowledge and skills of the student in relation to the planning, preparation, cooking and presentation of food. This will be completed in twelve hours within school

### LEARNER REQUIREMENTS

During year 10 students will be given the opportunity to explore and develop their practical cooking skills and their theoretical knowledge and understanding relating to food preparation and nutrition. Sound technical skills will be developed through practical and experimental work.

We will study six main areas:

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

By the end of the course, students will be competent young cooks who are able to plan, cook and present nutritionally balanced and well thought out meals to a high standard.

### EXTRA CURRICULAR OPPORTUNITIES

In future we hope to run a trip to The Good Food Show in Birmingham.

### FURTHER STUDY AND CAREER CONNECTIONS

Catering Courses; Food Scientist; Dietician; Food Product Design; Hospitality; Food Technology Teacher; Chef; Catering Manager; Trading Standards Officer, Food Production Manager and Food Technologist.

## STYLE OF ASSESSMENT

Three written examinations with a variety of short and long answer questions.

**Paper 1: physical geography** 1 hour 30 minutes

**Paper 2: human geography** 1 hour 30 minutes

**Paper 3: geographical skills and applications** 1 hour 15 minutes.

## OVERVIEW OF COURSE

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is interesting. Our GCSE course involves a mix of topics namely natural hazards, economic development, rivers, coasts, biodiversity, urbanisation and natural resources. The course will give you the chance to get to grips with some of the big questions which affect our world and understand the social, economic and physical forces and processes which shape and change our world.

## LEARNER REQUIREMENTS

The ideal geography student will have found the content of their geography lessons at Key Stage 3 interesting and engaging and will want to find out more. They will be interested in the world around them and will want to make sense of it. They will need to be able to clearly communicate their ideas in written form. If you have enjoyed geography in Year 9 you will enjoy it at GCSE.

## EXTRA-CURRICULAR OPPORTUNITIES

There will be fieldwork in both Year 10 and 11. In Year 10 students will visit the North Somerset coast to conduct some coastal fieldwork. In Year 11 students will visit Bristol to carry out an urban study. We will also be once again looking to run an overseas residential, previous residential have been to Italy and Iceland.

## FURTHER STUDY AND CAREER CONNECTIONS

Students who study geography at GCSE often go onto to study the subject at A Level and then beyond at university. Geography is recognised by the Russell group of universities as a facilitating subject and opens a wide range of career paths in both the private and public sector. A recent study of graduates found geography graduates had amongst the lowest rates of unemployment. Geography also works well in conjunction with other subjects and is broad enough in scope to open plenty of doors for those who are unsure as to what they would like to do in the future.

### **STYLE OF ASSESSMENT**

1 hour written exam (25%), verbal presentations, simulated scenarios and role play, reflective reports, written case studies and poster presentations.

### **OVERVIEW OF COURSE**

#### **Unit 1: Human Lifespan Development (25% exam)**

There are four distinct aspects to human growth and development; physical, intellectual, emotional and social development. These four aspects are closely related to each other, and a change in one can affect some, or all, of the other areas. This unit provides you with the opportunity to explore how we grow and develop throughout our lives and to investigate the factors that affect this growth and development.

#### **Unit 2: Health and Social Care Values (Coursework)**

This unit will enable you to understand the high standards expected in health and social services. You will investigate methods used to empower individual users of health and social care services to enable individuals to take control of their own care, and help them to ensure that their specific needs are met.

#### **Unit 5: Promoting Health and Wellbeing (Coursework)**

This unit explores some of the reasons why health-promotion activities are carried out, and the benefits of health-promotion work both for individuals and for the health and wellbeing of the nation as a whole. You will also explore the different forms of health-promotion activities that are used by health care workers. You will create materials for a health-promotion activity for a specified target group, related to the lifestyle choices people make.

#### **Unit 6: The Impact of Nutrition on Health and Wellbeing (Coursework)**

In this unit, you will explore the nutritional needs of individuals at different stages of their lives. You will also learn more about the specific diets that some individuals need, for example individuals with allergies or other particular dietary needs. This unit will also enable you to understand some of the personal preferences individuals may have with regard to their diet. You will apply this knowledge and understanding to create nutritional plans for individuals with special dietary needs, which will develop your nutritional planning skills.

### **LEARNER REQUIREMENTS**

Students should have a keen interest in developing an understanding in public health promotion, and ideally, a desire to pursue a career in a health or social care setting.

This is a vocational course so students should be self-motivated and have good time management skills as assessment is ongoing through a variety of methods across both years.

### **FURTHER STUDY AND CAREER CONNECTIONS**

Future study: Level 3 BTEC Health and Social Care, Level 3 BTEC Early years, A Level Sociology, A Level Psychology, Level 3 Health and Social Care Apprenticeships.

### **FUTURE CAREERS**

Nursing (adult, mental health, paediatric), Midwifery, Paramedic, Dietician, Physiotherapist, Occupational Therapist, Social Worker, Family Support Worker, Support Worker.

### STYLE OF 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

### OVERVIEW OF COURSE

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). We will be studying Glastonbury Abbey working in partnership with other local school, English Heritage and University of reading. 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?

### LEARNER REQUIREMENTS

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.

### EXTRA-CURRICULAR OPPORTUNITIES

- Site visit to Glastonbury Abbey
- Day visit to London for units 1 and 2, including the London Dungeon and Tower of London

### FURTHER STUDY AND CAREER CONNECTIONS

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

**CAREER PATHS FOR HISTORIANS INCLUDE**

- The Law at all levels including Barrister, Magistrate or Court Usher
- Journalism including TV, Radio and Print
- Teachers in Primary, Secondary and Further Education
- Hospitality and Tourism e.g. the Museum service, Tour Guide and Tour Operator
- Member of parliament
- Civil Servant
- Social Work

#### **STYLE OF ASSESSMENT**

Three internally-assessed coursework units, and one externally-assessed examined unit.

#### **OVERVIEW OF COURSE**

The Edexcel BTEC Level 2 First Award in Information and Creative Technology offers an exciting opportunity to study a wide range of topics relating to the digital world. You will learn to use software packages to a deep level and learn to develop solutions to problems using data handling packages and web development techniques, and much more. This is a more practical course than the GCSE Computer Science, and would suit students who prefer vocation subjects.

#### **LEARNER REQUIREMENTS**

The BTEC Level 2 First Award in Information and Creative Technology would suit students who have a keen interest in technology, and who would like to develop their practical skills using software to develop solutions to problems for end users. This is an ideal course for students who would like to have an IT-related qualification to include on their CV, and would like to learn to use software to a deeper level.

#### **FURTHER STUDY AND CAREER CONNECTIONS**

The Edexcel BTEC Level 1/Level 2 First Award in Information and Creative Technology provides the skills, knowledge and understanding for Level 2 learners to progress to: other Level 2 vocational qualifications; Level 3 qualifications, such as the Edexcel BTEC Level 3 Nationals in IT or an IT/Creative Media apprenticeship.

### STYLE OF ASSESSMENT

**GCSE.** All students will sit 3 exams at the end of year 11 and will receive a single grade from 9 to 1. Each paper is out of 80 marks with students given 1 hour 30 minutes for each paper. A calculator is permitted for papers 2 and 3 but is not permitted for paper 1.

**Set 1 students** will take GCSE Statistics at the end of year 9 and AQA Level 2 Further Maths at the end of year 11, alongside GCSE Maths.

### OVERVIEW OF COURSE

Students will study different areas of mathematics based around number, algebra, proportion, geometry, statistics, and probability. There will be an emphasis on the development of problem solving skills and mathematical reasoning.

### LEARNER REQUIREMENTS

- This is a core subject which all students are required to take.
- Students will be required to learn all mathematical formulae for all three exams.
- Students will be expected to attend all lessons with full mathematical equipment.
- Extra-curricular opportunities:
- Maths workshops run after school once a week and are available to all students for help with any topics they require help with. There will also be structured revision sessions after school in the run up to exams.

### FURTHER STUDY AND CAREER CONNECTIONS

GCSE Maths is vital to many areas of further study. A grade 5 will be required to access further education courses at sixth forms and colleges. GCSE Maths helps students to develop the necessary skills to excel in A Level Maths. Maths is essential for students pursuing careers in business, economics, engineering and the sciences.

### **STYLE OF ASSESSMENT**

GCSE and BTEC. Written examination with short questions on a variety of media theory topics and a case study on a set topic. Multiple practical production pieces in broadcast and Emedia.

### **OVERVIEW OF COURSE**

Media Studies offers the opportunity to look in greater detail at the construction of a variety of different types of media, its impact on audiences and its importance in the 21st century. Students will study theory linked to marketing, advertising, construction and distribution of media texts and will have the opportunity to develop academic writing and analysis skills as well as production skills using equipment that is innovative and exciting.

### **LEARNER REQUIREMENTS**

The ideal media student will already engage with media products on a daily basis, enjoying films, TV, social media Youtube or computer gaming. They would have a basic understanding of ICT and be willing to invest their spare time in producing their own media and developing their knowledge of film and website production.

### **EXTRA-CURRICULAR OPPORTUNITIES**

Previous visits have included the Harry Potter Studios, into film Festival visits, Film studies university visits and a regular trip to Comic-con. In the future we hope to run residential visits to London.

### **FURTHER STUDY AND CAREER CONNECTIONS**

Students who study Media at KS4 often go on to study Media A level or BTEC level 3. The production skills and theoretical understanding gained from this course are always an advantage to level 3 learners. Degrees in Media and Communication are growing increasingly popular and often lead to careers in journalism, presenting, production and design and advertising and marketing.

### **STYLE OF ASSESSMENT**

French GCSE is assessed by 4 examinations: listening comprehension, reading comprehension, writing and translation and finally a 10-minute speaking test. The marks are awarded equally for all 4 skills. These exam skills are exactly the same as those practised in Years 7 to 9, so students need not fear them!

### **OVERVIEW OF COURSE**

French GCSE is a fascinating course that really engages learners, preparing them both for the everyday aspects of using French to communicate, whilst giving them the passion and skills to take French even further. The course hones their language skills and compliments their study of other GCSE subjects brilliantly, showing students how manipulating language can be both fun and rewarding, whether in French or English. The new GCSE also really pushes the inter-cultural aspect of learning a foreign language, and introduces students to literary texts and films from French culture.

### **LEARNER REQUIREMENTS**

French GCSE suits ALL kinds of learners. It has the academic rigour to really challenge the most intelligent students, but at the same time its focus on every day, practical language makes it accessible and useful to all. There are few things more satisfying than realising you can actually COMMUNICATE with a foreign person in their own language, whether on holiday or simply in an online forum on Social Media. Learning in a GCSE French classroom is never boring, with a huge variety of activities, teaching methods and opportunities, so if you are a learner who likes variety and challenge, French is for you. Essentially, if you are thinking of going to one of the best universities in the UK, a language is certainly a must-have. As an essential part of our multi-cultural world and international world of work, as a rule of thumb you should be thinking "If I can do a language, I certainly should!"

### **EXTRA-CURRICULAR OPPORTUNITIES**

The MFL Department offers French residential trips and an annual French exchange to Nice for those passionate about culture, art and beautiful landscapes. Our GCSE students are offered the opportunities to get ever more involved with the events run by the department, acting as language Ambassadors who pitch in with younger years, or helping out on Open Evenings. We are also looking to enter our students or national translation and language competitions, such is the talent which is regularly unearthed!

### **FURTHER STUDY AND CAREER CONNECTIONS**

If you are looking to study at one of the top universities, French or another language is a must-have. Equally, to stand out in our current global and increasingly competitive workplace, a language to at least GCSE (and hopefully A Level) really sets you apart from the crowd. Overall, French is both an academic feather in your cap, and a practical vocational skill that could make all the difference in your future. One of the most common educational themes amongst adults is, "I wish I had learnt a language at school", so make sure YOU do not miss out on this opportunity!

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.” Nelson Mandela

### STYLE OF ASSESSMENT

Students can be entered for either foundation or higher exams at the end of the two-year course. All exams will be sat in the June 2019 examination series.

There are four exams each with equal weighting:

- Paper 1: Listening (25%)
- Paper 2: Speaking (25%)
- Paper 3: Reading (25%)
- Paper 4: Writing (25%)

For full details please visit the website below

<http://www.aqa.org.uk/subjects/languages/gcse/german-8668/specification-at-a-glance>

### OVERVIEW OF COURSE

We use the AQA examination board at GCSE.

There are three main themes which are taught over the two year GCSE course:

- Theme 1: Identity and Culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

We delve into these topics to cover subtopics like friendships, family, hobbies, celebrations, music, marriage, technology, internet, travel, adventure, careers, festivals and the Olympics.

### LEARNER REQUIREMENTS

The ideal German language student will ideally be someone who has an ambition to be able to communicate in another language and has actively completed exercises on memrise, duolingo, used their language when they've had the opportunity to, either covertly or overtly, and listened to German language videos/blogs/songs.

They will understand that an extra language is an added advantage in today's world and could afford them opportunities in their careers both at home and abroad. Language learning is often synonymous with travel and adventure.

### EXTRA-CURRICULAR OPPORTUNITIES

Previous visits have included regular trips to the Christmas Markets in Cologne and to Berlin.

### FURTHER STUDY AND CAREER CONNECTIONS

There are numerous jobs which a language can be part of your job or your job. For example: You could work for/in/as: GCHQ/MI6, Armed Services, Engineering, Architecture, Marketing, Media and Journalism, Teacher, Travel and Tourism, Banking, Translator, Interpreter, Civil Service, Transport, Science, Pharmaceutical work and Computing to name a few.

*This excerpt was taken from a recent study by Adzuna of live jobs in the UK requiring a language in 2016. Top of the list is German.*

German — £34,534. Germany is one of Britain's biggest trade partners and has strong financial services and business ties with the UK. Speaking German will not only get you, in general, the highest-paid job, it is also the language that is in highest demand across job postings.

<http://www.independent.co.uk/news/business/analysis-and-features/the-top-9-languages-for-the-highest-paid-jobs-in-britain-a7329201.html>

### **STYLE OF ASSESSMENT**

Spanish GCSE is assessed by 4 examinations: listening comprehension, reading comprehension, writing and translation and finally a 10-minute speaking test. The marks are awarded equally for all 4 skills. These exam skills are exactly the same as those practised in Years 7 to 9, so students need not fear them!

### **OVERVIEW OF COURSE**

Spanish GCSE is a fascinating course that really engages learners, preparing them both for the everyday aspects of using Spanish to communicate, whilst giving them the passion and skills to take Spanish even further. The course hones their language skills and compliments their study of other GCSE subjects brilliantly, showing students how manipulating language can be both fun and rewarding, whether in Spanish or English. The new GCSE also really pushes the inter-cultural aspect of learning a foreign language, and introduces students to literary texts and films from Hispanic culture.

### **LEARNER REQUIREMENTS**

Spanish GCSE suits ALL kinds of learners. It has the academic rigour to really challenge the most intelligent students, but at the same time its focus on everyday, practical language makes it accessible and useful to all. There are few things more satisfying than realising you can actually COMMUNICATE with a foreign person in their own language, whether on holiday or simply in an online forum on Social Media. Learning in a GCSE Spanish classroom is never boring, with a huge variety of activities, teaching methods and opportunities, so if you are a learner who likes variety and challenge, Spanish is for you. Essentially, if you are thinking of going to one of Britain's best universities, a language is certainly a must-have. As an essential part of today's multicultural world and international world of work, as a rule of thumb you should be thinking "If I can do a language, I certainly should!"

### **EXTRA-CURRICULAR OPPORTUNITIES**

The MFL Department offers residential trips and exchanges to Spain, and cross-curricular visits to Barcelona for those passionate about culture, Art and Architecture.

Our GCSE students are offered the opportunities to get ever more involved with the events run by the department, acting as language Ambassadors who pitch in with younger years, or helping out on Open Evenings. We are also looking to enter our students or national translation and language competitions, such is the talent which is regularly unearthed!

### **FURTHER STUDY AND CAREER CONNECTIONS**

If you are looking to study at one of the top universities, Spanish or another language is a must-have. Equally, to stand out in today's ever more global and competitive workplace, a language to at least GCSE (and hopefully A Level) really sets you apart from the crowd. Overall, speaking Spanish is both an academic feather in your cap, and a practical vocational skill that could make all the difference in your future. One of the most common educational themes amongst adults is "I wish I had learnt a language at school", so make sure YOU don't miss out on this opportunity!

### **STYLE OF ASSESSMENT**

Students are required to sit a 1 hour written examination based on the workings of the music industry which is worth 25% of the qualification. This contains both short answer and extended response questions, testing students understanding of a job roles and organisations within the Industry. The remainder of the course is assessed through practical assignment tasks.

### **OVERVIEW OF COURSE**

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 5: Music Performance**

Students are required to perform two pieces to an audience, tracking their progress over time.

#### **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.

### **LEARNER REQUIREMENTS**

This course would suit Students with a love of performing music (any instrument /ability level). Students should have an interest in the workings of the music industry including the role of music technology in music production. Students must have an enthusiasm to work co-operatively as part of a group as well as an ability to work independently.

### **EXTRA-CURRICULAR OPPORTUNITIES**

The music department at Huish Episcopi offers a varied and inclusive range of extra-curricular music activities that run on a weekly basis. Involvement in such activities are highly encouraged at Key Stage 4 in order to ensure students receive a well-rounded musical experience. This, coupled with annual musical productions, frequent performance opportunities both within and beyond the Academy as well as trips to see orchestral concerts are all offered to music students at Key Stage 4.

### **FURTHER STUDY AND CAREER CONNECTIONS**

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).

### STYLE OF ASSESSMENT

Students are required to sit a 1 ½ hour listening examination at the end of year 11. This contains both short answer and extended response questions, testing students understanding of a variety of musical terminology as well as their knowledge of set study pieces. The remaining 40% of the qualification is based on composition and performance-based coursework tasks which are internally assessed and externally moderated.

### OVERVIEW OF COURSE

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: Understanding Music (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:

#### Unit 2: Performing Music (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.

#### Unit 2: Composing Music (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).

### LEARNER REQUIREMENTS

This course would suit students with a passion for listening to music of a wide range of genres from classical to rock. They should have 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 should also be confident in working independently on practical coursework. An understanding of music theory is helpful but not essential. However, students must have a desire to progress their knowledge in this area.

### EXTRA-CURRICULAR OPPORTUNITIES

The music department at Huish Episcopi offers a varied and inclusive range of extra-curricular music activities that run on a weekly basis. Involvement in such activities are highly encouraged at Key Stage 4 in order to ensure students receive a well-rounded musical experience. This, coupled with annual musical productions, frequent performance opportunities both within and beyond the Academy as well as trips to see orchestral concerts are all offered to music students at Key Stage 4.

### FURTHER STUDY AND CAREER CONNECTIONS

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

### **STYLE OF ASSESSMENT**

GCSE. 60% written examination with short multiply choice, short-answer, and extended writing questions. Non examined assessment- Personal Exercise Programme (10%) and practical skills where candidates will be assessed in 3 practical activities (30%).

### **COURSE OVERVIEW**

GCSE Physical Education offers the opportunity to find out how your body adapts to exercise theoretically. Students will study theory linked to anatomy and physiology, physical training, health, fitness and well-being and sport psychology. Students will also perform a range of team and individual sports applying their skills and techniques in formal and competitive situations.

### **LEARNER REQUIREMENTS**

The ideal candidate will have a keen interest in sport and exercise. They would be expected to participate in sport on a regular basis either within or outside of the Academy. Students should be aware that the course is predominately assessed theoretically, but will be taught through a practical setting where appropriate.

### **EXTRA-CURRICULAR OPPORTUNITIES**

An extensive extra-curricular programme is offered within the Academy covering a range of individual and team sports. A regular trip is run to Bath University where students get to perform a range of fitness tests using state of the art facilities and equipment provided by the university.

### **FURTHER STUDY AND CAREER CONNECTIONS**

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

### **STYLE OF ASSESSMENT**

The course is predominantly coursework based. There is no written examination, although Unit 1 is assessed via an online external assessment. Students will be assessed on written assignments and presentations to be awarded either a pass, merit or distinction. The course comprises of four units in total.

### **COURSE OVERVIEW**

Students will learn new skills in a range of sports and learn how to improve the performance of themselves and others. Students will learn how the body is affected by sport and how to develop a personal training program safely as well as gaining valuable leadership skills and coaching skills. The course is a mix of practical and theory, working both in the classroom and in the sports environment. A small part of the course may involve working with primary school students, either as a coach or running competitions. You need to be organised and able to adhere to deadlines since the course is assessed predominantly through coursework. Students can track their progress throughout the course, allowing them to understand where they are in their learning and areas of development. This process leads to students achieving beyond their expectations.

### **LEARNER REQUIREMENTS**

The ideal candidate will have a keen interest in sport and exercise. Students do not need to be great sports performers themselves but should watch sports regularly, participate in sport and know aspects of fitness. A basic understanding of ICT. They need to be able to take on board advice of staff to improve their work.

### **EXTRA-CURRICULAR OPPORTUNITIES**

Students will visit Bath University to see the Olympic facilities and use these to be fitness tested by experts. Students will also participate in personal fitness programmes using academy facilities. Students have also visited local primary schools to deliver coaching sessions to younger students in previous years.

### **FURTHER STUDY AND CAREER CONNECTIONS**

BTEC Sport students have a fantastic grounding in many aspects of sport so can go on to study BTEC Sport Level 3, A Level PE or OCR Technical in Sport. BTEC Sport is a great grounding for anyone hoping to coach or teach sport in any capacity in the future.

### STYLE OF ASSESSMENT

Two written examinations:

Beliefs, teachings and practices of two religions (50% of total exam) – 1 hour 45 minutes

Four religious, philosophical and ethical themes (50% of total exam) – 1 hour 45 minutes

### OVERVIEW OF COURSE

**Component 1: The study of two religions:** beliefs, teachings and practices from: Buddhism • Christianity • Hinduism • Islam • Judaism • Sikhism.

**Component 2: Four Religious, philosophical and ethical studies themes**

Theme 1: Religion and life.

Theme 2: Religion, peace and conflict.

Theme 3: Religion, crime and punishment.

Theme 4: Religion, human rights and social justice.

### LEARNER REQUIREMENTS

Any student who likes to engage in discussion and debate about life in a modern pluralistic society, will enjoy this course. You do not need to have any faith background, you will be developing knowledge and understanding of religions as well as non-religious beliefs. The best learners will be open-minded students who genuinely want to understand the influence of religion on individuals, communities and societies.

### EXTRA-CURRICULAR OPPORTUNITIES

Day visit to places of worship associated with the religions chosen. Visits to or from members of faith communities.

### FURTHER STUDY AND CAREER CONNECTIONS

A GCSE in RE will help you to develop the skills to construct well-informed and balanced arguments. It is considered a good base for any academic A levels that require critical thinking skills.

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

### **STYLE OF ASSESSMENT**

100% via six written examinations at the end of the course in Year 11

### **OVERVIEW OF COURSE**

Students study equal amounts of Biology, Chemistry and Physics. Throughout the course, students are taught a variety of techniques and skills to enable them to work scientifically. This includes carrying out a minimum of 21 required practicals that will be examined in the written examinations.

There are two routes as follows:

#### **Combined Science**

The majority of students will follow this route. They will study all three sciences 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 larger exams in all three science subjects at the end of Year 11 to gain THREE GCSE grades.

### **LEARNER REQUIREMENTS**

The ideal science student should be curious about how the natural world around them works. They will appreciate the relevance of science to their everyday lives. They should be willing to solve problems and be especially critical of “scientific” claims made in the media. Having good levels of literacy and numeracy is essential. Above all, they should be keen to both ask questions and search for answers.

### **EXTRA-CURRICULAR OPPORTUNITIES**

Revision and support sessions are available to students and opportunities to attend Science lectures.

### **FURTHER STUDY AND CAREER CONNECTIONS**

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 pupils wanting to study any of the Sciences at A level.

### STYLE OF ASSESSMENT

Technical award - Fashion and Textiles

Three mandatory units:

**Unit 1 – skills demonstration 30%** - an internally assessed project based on 12 set practical skills.

**Unit 2 – extended making project 30%** - an internally assessed project, students will undertake an extended project showcasing skills and knowledge they have developed in unit 1 and 3. The project will be in response to a design brief and will develop skills in areas of planning, making, evaluating and communication.

**Unit 3 – written exam 40%** - 1 hour 30 minutes based on the fundamentals of the fashion and textile industry.

### OVER VIEW OF THE COURSE

This course will suit anyone who enjoys fashion and textiles and designing and working with fabric. Students will study a range of traditional and modern textiles techniques producing textiles based outcomes.

### LEARNER REQUIREMENTS

This course will suit anyone with an interest in fashion and textiles and will develop a wide range of skills and knowledge of the fashion and textiles industry. The course will incorporate a wide range of traditional and modern textiles techniques and specialisms, and is designed to enable students to be creative and explore many ranges of processes and techniques within textile design.

Students will learn about the key elements of fashion and textiles, industrial and commercial practice, including fashion/ costume design, interior design, printed and/ or dyed textiles, fabric, and materials, constructed, stitched and embellished textiles.

### EXTRACURRICULAR OPPORTUNITIES

The course will include trips and visits to various places of interest including Bath fashion museum, Harry potter studios, and visits or from local artist, designer, or craftspeople.

### FURTHER STUDY AND CAREER CONNECTIONS

The new technical awards deliver practical skills and the core knowledge needed for Level 3 qualifications, employment, or apprenticeship, equally the skills would be well suited to lead onto A level textiles design courses and further progression onto fashion and textile degree courses.

Textiles can also lead into careers in many areas of fashion and interior design, shoe and accessory, fashion stylist, photographer, or journalist or theatre/costume designer.

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 6<sup>th</sup>, 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 2017-2019**

Name .....

Tutor group .....

PATHWAY	COMPULSORY GCSE	FACILITATING GCSE		HIGH LEVEL QUALIFICATION		
<b>HUIH TECHNICAL BACCALAUREATE</b>	English Language <input checked="" type="checkbox"/> English Literature <input checked="" type="checkbox"/> Maths <input checked="" type="checkbox"/>	Double Science <input checked="" type="checkbox"/>	Geography <input checked="" type="checkbox"/>	Tick three subjects Art GCSE <input type="checkbox"/> PE BTEC <input type="checkbox"/> ICT BTEC <input type="checkbox"/> Media BTEC <input type="checkbox"/> Business BTEC <input type="checkbox"/> Music BTEC <input type="checkbox"/> DT Textiles <input type="checkbox"/> Drama <input type="checkbox"/> Design Technology <input type="checkbox"/> Health and Social Care BTEC <input type="checkbox"/> Reserve .....		
<b>HUIH BACCALAUREATE</b>	English Language <input checked="" type="checkbox"/> English Literature <input checked="" type="checkbox"/> Maths <input checked="" type="checkbox"/>	Double Science <input checked="" type="checkbox"/>	Tick one below French <input type="checkbox"/> Geography <input type="checkbox"/> German <input type="checkbox"/> History <input type="checkbox"/> Spanish <input type="checkbox"/>		Tick three subjects Computing/ICT <input type="checkbox"/> PE Studies <input type="checkbox"/> Music <input type="checkbox"/> Drama <input type="checkbox"/> Design Technology <input type="checkbox"/> Media <input type="checkbox"/> Art and Design <input type="checkbox"/> Business <input type="checkbox"/> Food Nutrition <input type="checkbox"/> Textiles <input type="checkbox"/> Geography <input type="checkbox"/> History <input type="checkbox"/> Health and Social Care BTEC <input type="checkbox"/> RE <input type="checkbox"/> Reserve .....	
<b>HUIH BACCALAUREATE PLUS</b>	English Language <input checked="" type="checkbox"/> English Literature <input checked="" type="checkbox"/> Maths <input checked="" type="checkbox"/>	Double/Triple Science <input checked="" type="checkbox"/>	Tick one in each section French <input type="checkbox"/> Geography <input type="checkbox"/> German <input type="checkbox"/> History <input type="checkbox"/> Spanish <input type="checkbox"/>		Tick two subjects French <input type="checkbox"/> RE <input type="checkbox"/> Spanish <input type="checkbox"/> PE Studies <input type="checkbox"/> German <input type="checkbox"/> Drama <input type="checkbox"/> Music <input type="checkbox"/> Media <input type="checkbox"/> Design Technology <input type="checkbox"/> Business <input type="checkbox"/> Art and Design <input type="checkbox"/> Textiles <input type="checkbox"/> Food Nutrition <input type="checkbox"/> History <input type="checkbox"/> Geography <input type="checkbox"/> Health and Social Care <input type="checkbox"/> Computing/ICT <input type="checkbox"/> Reserve .....	