



Huish Episcopi Academy

The best in everyone™

Part of United Learning

KS4 Option Information Booklet

2025-2027

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Welcome to the Year 9 options process

It is my great pleasure to welcome you to the Year 9 options process for 2025. This booklet will provide you with a wealth of information about our options process, the core and optional curriculum as well as giving you up to date and accurate information on the qualifications your child can study during Years 10 and 11. Please take some time to read this booklet together to ensure that you get the best out of the options process.

This booklet is just part of our options process. Students attended an Options Assembly outlining the process on Wednesday 15th January, which will be followed by Options Evening on Thursday 30th January. Once the Options Evening has taken place, students will receive an electronic form to complete to indicate their preferred options. At this point students are still free to change their minds, and further guidance will take place via conversations with tutors and/or meetings with Mrs Higman, our Careers Advisor, if necessary to support any students struggling with the process. All students will then confirm their final options choices in the second half of the Spring Term.

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 at Huish. We will have very high expectations of what your child can achieve, provide fantastic support, and foster a love of learning that will serve them well throughout their life. Our curriculum choices also recognise that your child will stay in education until they are 18 years old. Therefore, many of the pathways and courses we offer lead seamlessly into our Sixth Form.

Every child has different talents, interests, needs and aspirations so we have designed our optional curriculum to allow them all to thrive in a challenging but supportive learning environment. Our optional curriculum comprises a range of GCSE and vocational qualifications. Typically, GCSE assessment is through terminal examinations whereas vocational assessment is a combination of modular exams and internal assessments. Some of our curriculum areas offer both GCSE and vocational qualifications. Where this is the case, through discussion with you, we will assign your child the qualification we believe best fits their needs and aspirations.

At Huish we offer our students a free choice of options and then build our timetable around the students' choices. However, it might be that we cannot offer every possible combination of options, or that we are unable to run a particular course due to staffing constraints or if uptake is too low. Where this is the case we will discuss alternative choices with each individual, and we will be asking students to include a reserve option when completing the options form to be used if necessary.

The Key Stage 4 Curriculum

The KS4 curriculum is divided into three sections:

Core Curriculum

Subjects in the core curriculum and completed by all students. These include:

- English Language
- English Literature
- Mathematics
- Science
- RE
- Core PE
- PSHE

Option 1

All students then choose one of:

- a humanities subject (History or Geography) or
- a language (French, German, or Spanish) or
- Computer Science.

All students are required to study at least one of these subjects to ensure that they meet the requirements for the Government's Attainment 8 performance indicator.

Options 2 & 3

Students then choose two further options from the GCSE and vocational qualifications on offer. These two choices can include further subjects from the list above, for example a student might choose to study History, Geography, and French as their three options.

Core Curriculum	Option 1 (choose one of)	Option 2	Option 3
English	Geography	Free choice	Free choice
Maths	History		
Science	French		
PE	German		
RE	Spanish		
PSHE	Computer Science		

The English Baccalaureate

The English Baccalaureate (EBacc), while not a qualification in itself, represents a suite of GCSE courses recommended by the Department for Education that offer an important range of knowledge and skills to young people.

To meet the requirements of the EBacc, students would need to follow the pathway below:

- Core Curriculum: as detailed above
- Option 1: History or Geography
- Option 2: French, German, or Spanish
- Option 3: Free choice

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes.

STYLE OF ASSESSMENT

This course is made up of 60% Coursework and 40% Exam. Students produce two coursework projects in Year 10 and a third in Year 11 for their coursework portfolio, followed by a choice of project set by the exam board in the Spring Term of Year 11, culminating in a timed exam. Work is marked and assessed in school prior to being moderated by AQA.

OVERVIEW OF COURSE

If you are creative, enjoy looking at the world in different ways, creating dynamic and personal artwork to express your ideas and opinions then GCSE Art is the option for you. You will have the opportunity to develop your own artwork, learn skills in different 2D and 3D media and learn about different artists and designers. You will be encouraged to take photographs to support your work. You will build a portfolio of artwork which makes up the 60% coursework mark. You then choose an exam project from a selection set by AQA, develop and plan your ideas then create your final exam piece over a 10-hour period.

LEARNER REQUIREMENTS

The ideal art student will be motivated and independent with a desire to try new materials, ideas and techniques. They will have a passion for the subject, enjoy different aspects of art and design and want to develop their own style of artwork.

EXTRA-CURRICULAR OPPORTUNITIES

Previous visits have included London, Tate gallery, Tate Modern, Tate St. Ives, V&A museum and more local areas such as Hauser and Wirth and Hestercombe gardens.

FURTHER STUDY AND CAREER CONNECTIONS

Students who study Art and Design at KS4 will have the opportunity to study A Level Art or Photography here at Huish Sixth. We currently have 10 students in Year 12 and 9 students in Year 13, meaning that more focused individual tuition and support is available. A very broad range of techniques are taught such as Photography, Ceramics, 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 Investigation Project, including a critical essay of 1000-3000 words.

After A level, students then typically pursue a Foundation Diploma before going to university or can choose to go directly onto degree courses.

Typical degree courses and job opportunities would be in Fine Art, Textiles, Photography, Architecture, Animation, Graphic Design, Illustration, Interior Design, Arts Production for Screen and Theatre, Teaching, Gallery Curator, Web Designer, Art Therapist and Community Arts worker.

COURSE INFORMATION

[Course Home Page](#)

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 business theory and concepts to be able to discuss within extended-writing questions.

OVERVIEW OF COURSE

Learners apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Learners develop an understanding of how these contexts impact business behaviour, developing core skills of analysis and evaluation to make recommendations for businesses using application and knowledge to inform their decisions.

LEARNER REQUIREMENTS

This subject should be considered seriously by any student who may wish to go and work in a company, from a family-owned enterprise to a government-run organisation. The subject will lend itself to the operation of any business, how to keep track of finances, what decisions are best avoided in terms of growth, and the different ratios and mathematics needed to oversee the company's costs and profits. Pupils will need to apply their mathematical skills to real-world examples and apply their language skills to write reports in good English. Pupils will draw on their knowledge and understanding to:

- Use business terminology to identify and explain business activity
- Apply business concepts to familiar and unfamiliar contexts
- Develop problem-solving and decision-making skills relevant to business
- Investigate, analyse and evaluate business opportunities and issues
- Make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills

EXTRA-CURRICULAR OPPORTUNITIES

Annual visits will be offered to business students. In previous years these have included a trip to 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. Guest speakers will be arranged via video call and in-person throughout the course to enrich the learning experience.

FURTHER STUDY AND CAREER CONNECTIONS

Business Studies GCSE provides a broad understanding of the world that would benefit any young person whether they are aiming for further education or to enter the workplace. As well as possibly leading to Level 3 BTEC courses or A levels, a Business Studies GCSE would be an asset to anyone considering running their own business.

STYLE OF ASSESSMENT

GCSE Computer Science is assessed through the completion of two examinations, each lasting 1 hour 30 minutes:

Unit 1: Computer Systems

Unit 2: Computational thinking, algorithms and programming

OVERVIEW OF COURSE

GCSE Computer Science is an engaging and stimulating course offering 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.

The following topics are covered across Units 1 and 2:

Unit 1 – Computer systems	Unit 2 – Computational thinking, algorithms and programming
1.1 Systems architecture	2.1 Algorithms
1.2 Memory and storage	2.2 Programming fundamentals
1.3 Computer networks, connections and protocols	2.3 Producing robust programs
1.4 Network security	2.4 Boolean logic
1.5 Systems software	2.5 Programming languages and Integrated Development Environments
1.6 Ethical, legal, cultural and environmental impacts of digital technology	

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.

USEFUL WEBSITES

- OCR GCSE Computer Science 9-1 home page:
<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>
- Official Python website, where the latest version of Python can be downloaded for free:
<https://www.python.org/>
- Code Academy – a free website that offers step-by-step lessons in Python, plus a wide variety of other programming languages: <https://www.codecademy.com>
- W3schools Python website – a fantastic website that provides clear examples of coding techniques you can use for reference when writing programs:
<https://www.w3schools.com/python/>
- Raspberry Pi official website – the Raspberry Pi is a very affordable, credit card-sized computer which you can program in Python, and use in a huge range of interesting projects:
<https://www.raspberrypi.org/>
- YouTube Socratica Python tutorials playlist: <https://bit.ly/2oQoY6i>

TEXTILES OR PRODUCT DESIGN?

At Huish Episcopi Academy we deliver Design & Technology through two different pathways. Some students choose to study through the medium of ***Textiles*** and some through ***Product Design***. Please indicate your preference on the options form.

STYLE OF ASSESSMENT

2-hour written examination comprising a variety of question responses from multiple choice to long answer questions. This examination is in the summer term of Year 11 (50% of the total marks).

COURSEWORK (NON-EXAMINED ASSESSMENT)

The exam board set a design task on June 1st towards the end of Year 10. In response to this task candidates will produce a high-quality working prototype and design portfolio of 20 x A3 sheets which is marked by the teacher then submitted to the exam board for moderation. This work is generally completed by the Easter break in Year 11 (50% of the total marks).

OVERVIEW OF COURSE

A GCSE in D&T enables candidates to develop greater depth leading on from their KS3 work. The design process and the documentation of your design thinking leading to 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 an iterative design type approach, and they will use their creativity and imagination to design and make prototypes that solve real and relevant problems considering their own and others wants and values.

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

The course will include trips and visits to various places of interest. Previous visits have included the Jaguar Land Rover Factory, competition entries at the Fleet Air Arm Museum, Design Museum visits in London, Bath Fashion Museum, Harry Potter Studios, and visits from local artists, designers and craftspeople.

FURTHER STUDY AND CAREER CONNECTIONS

Students who study GCSE D&T often go on to study A Level Design and Technology or A level art or textiles with the opportunity to study the subject at degree level or a whole variety of engineering degrees. Design & Technology can also lead into careers in many areas of fashion and interior design, shoes and accessories, fashion stylist, photographer, journalist or theatre/costume designer. The high level of practical application and design skills development also open up opportunities to go on to apprenticeships.

USEFUL WEBSITES

- <https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>
- [GCSE Design and Technology - AQA - BBC Bitesize](#)

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 analysing and evaluating their own process from stimulus to end performance which will then be finalised as a Word written document (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 given 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 45 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.
 - 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 a live performance of a play they have seen as a cohort.
 - Students may take their notes into the exam for this section.

LEARNER REQUIREMENTS

The course is as much about developing the positive qualities of a person as it is about the study of dramatic art. 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 textual and practical 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 ability, teamwork and collaborative skills.

We have a fantastic success rate for our students going on to further education in the performing arts, be that at university, drama school or starting their own companies, or becoming actors, directors and/or designers. Students who take Drama also progress into law, business, events management, film and media, marketing, teaching, medicine, and caring to name but 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 and 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 and speak with Ms Nias or Mr Scrivenor.

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)
- 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 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%)

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

Speaking and Listening is assessed via the Spoken Language Endorsement. Students must plan and deliver a short talk to the class, and take questions. The endorsement is graded Pass/Merit/Distinction and this result will be printed on students' examination certificates, but this spoken language task is stand-alone, and does not form part of the English Language GCSE grade.

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.

EXTRA-CURRICULAR OPPORTUNITIES

There are opportunities to take part in theatre trips, our creative writing club, and Library 'books and biscuits' events.

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 Film Studies are offered. English opens the door to any career: the creative industries, journalism, design, marketing, publishing, PR, HR, events management 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 Macbeth. 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 Christmas Carol'. 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 'An Inspector Calls.'

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.

EXTRA-CURRICULAR OPPORTUNITIES

There are opportunities for theatre trips and screenings 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, law and many more!

STYLE OF ASSESSMENT

Two written examinations and NEA:

1. Component 1: Key Developments in US Film 1 hour 30 minutes
2. Component 2: Global Film: Narrative, Representation and Film Style 1 hour 30 minutes
3. Component 3: NEA - Non-examined assessment – screenplay and evaluative analysis (30% of qualification)

OVERVIEW OF COURSE

Studying film allows you to understand important issues and developments within history, society and culture, using film as the medium with which to gain a greater insight into these areas. The development of deeper critical and creative thinking gained by studying film can enhance many different career paths and is a much sought-after transferable skill in both employment and further study.

In Film Studies, we study six films from different categories (Hollywood, British, Independent, Non-English language). All six of these films are assessed through a combination of short, stepped questions and longer responses. These essay skills link well with English Literature in terms of how students have to analyse and explore the text. Essentially the course is delivered in a similar way to how we approach the teaching of a novel or a play; the difference being that the students are applying the same skills to the study of moving image.

LEARNER REQUIREMENTS

A GCSE Film Studies student will have an interest in watching a variety of films from different eras and cultures. They may be creative and enjoy making products using digital technology such as computers and cameras. They will enjoy lively classroom discussions and working with others to analyse, discuss, present, create etc. and will be able and happy to communicate their ideas in written form. Although it is not taught at KS3, if you have enjoyed English, history, art, drama, music and ICT, or just have a passion for films then GCSE Film Studies is for you.

EXTRA-CURRICULAR OPPORTUNITIES

All GCSE Film Studies students will have the opportunity to develop skills with Adobe Photoshop and we want to engage learners with helping to promote the school and curriculum areas through helping create some promotional material. Learners will also spend a significant amount of time working on practical coursework.

FURTHER STUDY AND CAREER CONNECTIONS

Students who study GCSE Film have the option of going on to study it at A level. At university level, film and media are popular arts subjects in the UK with most Russell Group universities now offering it as a degree. The creative industries represent one of the fastest growing sectors in the UK economy with career opportunities in traditional fields such as advertising, broadcasting and journalism as well as in new industries such as web design, social media and computer gaming.

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% 1 hour 45 mins**
- **Non-Exam Assessment (NEA) 50%**

NEA 1 (15%)

A scientific food investigation looking at the preparation and cooking of food will be completed over ten hours in school with accompanying coursework.

NEA 2 (35%)

The food preparation assessment considers the knowledge and skills of the student in relation to the planning, preparation, cooking and presentation of food. Students will be required to produce three dishes to a theme within a three-hour practical exam. The portfolio is not to exceed 20 sides of A4 or A3 equivalent.

All NEA assessments take place during Year 11.

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.

Across the course, the following six main areas are studied:

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 cooks who are able to plan, cook and present nutritionally balanced meals.

All students are required to provide and bring in their own ingredients at KS4 and we aim to cook at least once a fortnight throughout Year 10. During Year 11 the practicals will only take place during NEA 1 and 2.

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, New Product Developer, Food Retailing 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 35%

Paper 2: Human geography 1 hour 30 minutes 35%

Paper 3: Geographical skills and applications 1 hour 30 minutes 30%

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. Paper 3 is a fieldwork paper where students are examined on the two fieldtrips we undertake in Year 10 (Lyme Regis) and Year 11 (Bristol). This paper also includes an issue evaluation on a pre-released topic where students decide about a geographical issue such as building a road through the Amazon Rainforest.

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 Lyme Regis to conduct some coastal fieldwork. In Year 11 students will visit Bristol to carry out an urban study.

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

Terminal 2 hour written exam (40%) and internal coursework exams (60%).

OVERVIEW OF COURSE

The award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover:

- skills and processes, e.g. interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing.
- attitudes, namely the care values that are vitally important in the sector.
- knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

This qualification builds on and uses the knowledge and skills you are learning in your GCSEs, such as English. It will complement the more theoretical aspects covered by GCSE Biology or PE.

**Component 1: Human Lifespan Development
(Coursework 30% internal exam)**

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

**Component 2: Health and Social Care Services and Values
(Coursework 30% internal exam)**

The high standards expected in health and social services are researched. You will investigate person centred care that enables individuals to take control of their own care and help them to ensure that their specific needs are met.

**Component 3: Health and Wellbeing
(Terminal 40% external exam)**

Investigation of health-promotion activities are carried out, looking at the benefits of health-promotion work for all. This will be linked with roles of health care workers. You will apply health-promotion activity for a specified target group, related to the lifestyle choices people make.

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

GCSE History is assessed through 3 written examinations at the end of Year 11.

OVERVIEW OF COURSE

The topics studied will be:

- Medicine in Britain, c1250–present (thematic study). This unit examines changing ideas about the cause, treatment and prevention of illness from the medieval period to the present day. Medicine in Britain is an interesting and unpredictable enquiry which will spark your curiosity about the minds of our ancestors.
- The British Sector of the Western Front 1914–18: injuries, treatment and the trenches. This study focuses on the medical problems faced by doctors and soldiers on the front line of the Western Front during WW1. Find out how WW1 military developments led to new and increasingly challenging medical problems for doctors and nurses.
- Early Elizabethan England, 1558–88. This depth study examines the reign of the most successful of all Tudor monarchs and how she overcame threats to her power including numerous assassination attempts, rebellions and the infamous Spanish Armada.
- Superpower relations and the Cold War, 1941–91. This unit analyses the dramatic events of the bitter rivalry between the USA and the USSR, including the nuclear arms race, the Cuban Missile Crisis and the creation of the Berlin Wall. Find out about the most defining and important moments of the modern world.
- Weimar and Nazi Germany, 1918–39. During this fascinating study of humanity's darkest hour, you will learn about the rise of the most recognisable historical figure of all – Adolf Hitler. Why did people vote for the Nazi Party? What was life like in Nazi Germany? Why were minorities persecuted and how were the worst crimes in human history able to happen?

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 lived and thought differently to us, then this rewarding and exciting GCSE is the right study for you.

EXTRA-CURRICULAR OPPORTUNITIES

Residential trip to Berlin, Germany.

FURTHER STUDY AND CAREER CONNECTIONS

History GCSE is a highly valued academic qualification which sets you apart from other students. A GCSE in History is evidence of your ability to think analytically, examine evidence and use it to create convincing and powerful arguments. A GCSE in History enhances your abilities in a range of other curriculum areas such as English Literature, English Language, RE, and Film Studies to name a few. Additionally, GCSE History provides an essential pathway to the study of History at A level as well as being a preferred GCSE for any student who wishes to study other A levels such as Politics, Philosophy, Law, Sociology, English and Performing Arts.

CAREER PATHS FOR HISTORIANS INCLUDE

Careers within the law including barrister, magistrate or solicitor; Journalism; Teaching; Heritage e.g. museums, National Trust, English Heritage; Politics e.g. MPs; Civil Service; Social Work; Historical research; Creative arts e.g. authors of historical fiction.

STYLE OF ASSESSMENT

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. Any topic could occur on any paper and could occur more than once.

Set 1 students will sit AQA Level 2 Further Maths at the end of Year 11, alongside GCSE Maths. This is a qualification that serves as a good stepping stone between GCSE and A level Maths. For those students that are not planning to go on to do A level Maths it is a qualification that shows that the student is a very able mathematician and that they have studied Maths to a slightly higher level than the standard GCSE.

Set 1 and 2 students will also have the opportunity in Year 10 to attend after school sessions and take GCSE Statistics (Higher Tier) at the end of Year 10. Please note, this is dependent on students being able to attend after school lessons twice a week. This GCSE is particularly useful for anyone going on to do A levels in Psychology, Biology, Maths, or Geography.

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: there will be structured revision sessions after school in the run up to exams as well as the option for Set 1 and Set 2 students to study GCSE Statistics in Year 10.

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, colleges and, later on, universities. Whilst it may be unlikely that you will need to calculate pi or solve trigonometry equations as a chef, learning basic maths skills at GCSE level helps to build up essential skills that are used on a daily basis. Skills such as problem solving, analysing data, communication, logical thinking and attention to detail. A good GCSE in Maths will improve your earning power. Good maths skills help open up more career options which are often better paid. They are of particular use if you are thinking of pursuing careers in business, economics, engineering and the sciences.

The GCSE for French has been updated and students choosing it for this September will study a new, exciting curriculum. Changes in the curriculum for GCSE will give an increased focus to speaking with accurate pronunciation, as well as knowing a core set of vocabulary in depth, leading to proficiency.

STYLE OF ASSESSMENT

Students can be entered for either Foundation or Higher Tier exams at the end of the two-year course. All exams will be sat in the June 2026 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 [here](#).

OVERVIEW OF COURSE

We use the Edexcel examination board at GCSE. The thematic contexts and subjects covered are:

My personal world: family, friends, relationships and equality

Lifestyle and wellbeing: physical and mental well-being, food and drink, sports

My neighbourhood: places in town, shopping, the natural world and environmental issues

Media and technology: music, TV, film, social media and gaming

Studying and my future: school and future opportunities

Travel and tourism: transport, accommodation and tourist attractions

LEARNER REQUIREMENTS

The exam skills are similar to those practised in Year 9, so should be familiar and accessible to all students. It has the academic rigour to really challenge the most able students, but at the same time its focus on everyday, practical language makes it accessible and useful to all. French GCSE is a fascinating course that really engages learners, preparing them for the everyday aspects of using French to communicate.

EXTRA-CURRICULAR OPPORTUNITIES

The MFL department offers trips to France. Our GCSE students get involved with the events run by the department, acting as language ambassadors and helping out on Open Evenings. There are also national translation and language competitions, such as the talent which is regularly unearthed!

FURTHER STUDY AND CAREER CONNECTIONS

Languages are highly valued by employers and universities alike. 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!" If you are looking to study at university, skills in French will always be a convincing argument in your favour and many courses at the country's most prestigious universities will expect applicants to have at least a GCSE in a foreign language. 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.

The GCSE for German has been updated and students choosing it for this September will study a new, exciting curriculum. Changes in the curriculum for GCSE will give an increased focus to speaking with accurate pronunciation, as well as knowing a core set of vocabulary in depth, leading to proficiency.

STYLE OF ASSESSMENT

Students can be entered for either Foundation or Higher Tier exams at the end of the two-year course. All exams will be sat in the June 2026 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 [here](#).

OVERVIEW OF COURSE

We use the Edexcel examination board at GCSE. The thematic contexts and subjects covered are:

My personal world: family, friends, relationships and equality

Lifestyle and wellbeing: physical and mental well-being, food and drink, sports

My neighbourhood: places in town, shopping, the natural world and environmental issues

Media and technology: music, TV, film, social media and gaming

Studying and my future: school and future opportunities

Travel and tourism: transport, accommodation and tourist attractions

LEARNER REQUIREMENTS

The exam skills are similar to those practised in Year 9, so should be familiar and accessible to all students. It has the academic rigour to really challenge the most able students, but at the same time its focus on everyday, practical language makes it accessible and useful to all. German GCSE is a fascinating course that really engages learners, preparing them for the everyday aspects of using German to communicate.

EXTRA-CURRICULAR OPPORTUNITIES

The German department offers an annual trip to Cologne during the academic year. We encourage all Year 10 students to participate, as it gives them the invaluable opportunity to practise and consolidate language skills acquired during the year. Students also get the opportunity to watch a German play, performed by a travelling German theatre company.

FURTHER STUDY AND CAREER CONNECTIONS

Languages are highly valued by employers and universities alike. 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!” If you are looking to study at university, skills in German will always be a convincing argument in your favour and many courses at the country’s most prestigious universities will expect applicants to have at least a GCSE in a foreign language. 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.

The GCSE for Spanish has been updated and students choosing it for this September will study a new, exciting curriculum. Changes in the curriculum for GCSE will give an increased focus to speaking with accurate pronunciation, as well as knowing a core set of vocabulary in depth, leading to proficiency.

STYLE OF ASSESSMENT

Students can be entered for either Foundation or Higher Tier exams at the end of the two-year course. All exams will be sat in the June 2026 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 [here](#).

OVERVIEW OF COURSE

We use the Edexcel examination board at GCSE. The thematic contexts and subjects covered are:

My personal world: family, friends, relationships and equality

Lifestyle and wellbeing: physical and mental well-being, food and drink, sports

My neighbourhood: places in town, shopping, the natural world and environmental issues

Media and technology: music, TV, film, social media and gaming

Studying and my future: school and future opportunities

Travel and tourism: transport, accommodation and tourist attractions

LEARNER REQUIREMENTS

The exam skills are similar to those practised in Year 9, so should be familiar and accessible to all students. It has the academic rigour to really challenge the most able students, but at the same time its focus on every day, practical language makes it accessible and useful to all. Spanish GCSE is a fascinating course that really engages learners, preparing them for the everyday aspects of using Spanish to communicate.

EXTRA-CURRICULAR OPPORTUNITIES

The MFL department offers trips to Spain. Students have previously visited Seville and Barcelona. Our GCSE students get involved with the events run by the department, acting as language ambassadors and helping out on Open Evenings. There are also national translation and language competitions, such is the talent which is regularly unearthed!

FURTHER STUDY AND CAREER CONNECTIONS

Languages are highly valued by employers and universities alike. 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!" If you are looking to study at university, skills in Spanish will always be a convincing argument in your favour and many courses at the country's most prestigious universities will expect applicants to have at least a GCSE in a foreign language. 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.

STYLE OF ASSESSMENT

As a creative subject with a focus on music practice, there is no written examination. Pearson set assignments that are completed in controlled conditions within a given time frame (in the classroom setting).

OVERVIEW OF COURSE

If you are interested in the music industry, consider yourself to be more of a popular musician, or want to develop your musical abilities from whatever stage you might be at, then this could be the course for you!

BTEC Tech Award in Music Practice gives learners an opportunity to explore music in a practical setting and to develop understanding of the techniques used to create and perform music. You will explore a variety of musical styles, how to create and produce, and techniques that underpin them. The best thing about this course is that students will develop transferable and employability skills such as responding to a brief, self-development, planning, time management, and communication in an enjoyable and practical environment.

There are three components:

1. Exploring music products and styles
2. Music skills development
3. Responding to a music brief

LEARNER REQUIREMENTS

This course would suit students with a love of performing and/or creating music (any instrument /ability level). Learners are required to develop their skills as a performer, composer or producer over time, so it is important that they are committed to practising the skills areas that they chose. Learners should have an interest in the workings of the music industry including the role of music technology in music production. Learners must have an enthusiasm to work co-operatively as part of a group and, as much of the course is portfolio based, they must be able to work independently and meet deadlines.

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 these activities is highly encouraged at Key Stage 4 in order to ensure students receive a well-rounded musical experience.

FURTHER STUDY AND CAREER CONNECTIONS

The BTEC Tech Award in Music Practice can lead to Level 3 subjects (A levels) in Music, Music Technology or Level 3 BTEC subjects such as Performing Arts or Music Practice. It can lead to a degree or career within the arts and can support in developing confidence and creativity. There are also many transferable skills that will help to develop you as an individual and as an employee. Many of the top universities also love to see music having been studied by their candidates.

STYLE OF ASSESSMENT**Component 1: Performing (30%)**

Total duration of performances: 4-6 minutes

Non-exam assessment: Internally assessed, externally moderated

A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.

Component 2: Composing (30%)

Total duration of compositions: 3-6 minutes

Non-exam assessment: Internally assessed, externally moderated

Two compositions, one of which must be in response to a brief set by Eduqas. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.

Component 3: Appraising (40%)

Written examination: 1 hour 15 minutes (approximately). This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study. Two of the eight questions are based on extracts set by Eduqas.

Area 1: Musical Forms and Devices

Area 2: Music for Ensemble

Area 3: Film Music

Area 4: Popular Music.

LEARNER REQUIREMENTS

This course would suit students with a passion for music and for those already playing and/or receiving instrumental tuition (ideally grade 2 pass). Private instrumental tuition offers a significant advantage to GCSE music students; it is not an essential pre-requisite but should be considered if they choose to take the course. Students should enjoy listening to music of a wide range of genres from classical to rock. Students should also be confident in working independently on practical coursework and meeting deadlines. An understanding of music theory is helpful but not essential. However, students must have a desire to develop 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 these activities is highly encouraged at Key Stage 4 in order to ensure students receive a well-rounded musical experience.

FURTHER STUDY AND CAREER CONNECTIONS

GCSE music can lead to A level Music or Level 3 BTEC subjects like Music Performance. It can lead to a degree or career within the arts and can support in developing confidence and creativity. There are also many transferable skills that will help to develop you as an individual and as an employee. Many of the top universities also love to see music having been studied by their candidates.

STYLE OF ASSESSMENT

The GCSE consists of two 1-hour exam papers, making up 60% of the qualification. The papers have multiple choice, short-answer, and extended writing questions. The 'Non-Examined Assessment' (NEA) involves Analysing and Evaluating Performance (10%) and practical skills where candidates will be assessed in 3 practical activities (30%), 1 of which must be an individual sport, 1 a team sport and 1 a free choice from the practical specification. Students are advised that this is predominantly a classroom-based course due to the 70% theory content.

COURSE OVERVIEW

GCSE PE is a fascinating and challenging qualification. Students will study theory linked to a wide range of Sports Science inspired units; anatomy and physiology, movement analysis, physical training, health, fitness and well-being, sports psychology, and socio-cultural issues in sport. 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, exercise and science. They must participate in competitive sport on a regular basis either within or outside of school in ideally at least two sports.

EXTRA-CURRICULAR OPPORTUNITIES

An extensive co-curricular programme is offered within school covering a range of individual and team sports. An inspirational and aspirational trip to the University of Bath's Human Performance Centre enables students to perform a range of fitness tests using state of the art facilities and equipment provided by the University.

FURTHER STUDY AND CAREER CONNECTIONS

Students can go on to study the Cambridge Technical in Sport or A level PE, both of which are offered at Huish Sixth. This course offers great grounding for anyone hoping to coach or teach sport in any capacity in the future. GCSE PE also has links to medicine and physiotherapy due to the anatomy and physiology content.

STYLE OF ASSESSMENT

Component 1: Preparing Participants to take part in Sport and Physical Activity

Students must complete 3 NEA tasks, including written work and practical work. This component is worth 30% of the final grade.

Component 2: Taking Part and Improving Other Participants Sporting Performance

Students must complete 4 NEA tasks, including written work and practical work. This component is worth 30% of the final grade.

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

This component is externally examined. Students will sit one exam paper at the end of Year 11 and is worth 40% of the final grade. The exam paper is worth 60 marks and includes multiple choice, short answer and extended answer questions.

COURSE OVERVIEW

This course offers practical learning to build knowledge and technical skills, focusing on communication, leadership, organisation, and time management. All participants will study the following content areas:

Component 1: Preparing participants for sport and physical activity

Covers types of physical activity, providers, participant needs, barriers to participation, and solutions. Includes equipment, technology, and an applied understanding of physiology and anatomy to plan and deliver effective warm-ups.

Component 2: Taking part and improving performance

Focuses on fitness components, their role in sports, practical participation, rules, and improving performance through planning and delivering drills and conditioned practices.

Component 3: Developing fitness for performance

Explores fitness testing, training, and programming to enhance performance for various participants in sport and physical activity.

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.

EXTRA-CURRICULAR OPPORTUNITIES

Students will visit the University of Bath Human Performance Centre to see the Olympic level facilities and use these to be fitness tested by experts.

FURTHER STUDY AND CAREER CONNECTIONS

Students can go on to study the Cambridge Technical Level 3 in Sport and Physical Activity or A level Physical Education at Huish Sixth. The BTEC Level 1/2 Tech Award in Sport is a great grounding for anyone hoping to coach or teach sport or fitness in any capacity in the future.

STYLE OF ASSESSMENT

Students will be assessed at the end of Year 11 in two written exams, each making up 50% of the GCSE. Questions will range from multiple-choice, short answers to longer extended questions. The topics which will be covered throughout the course are as follows:

Paper 1 – cognition and development

- Memory (types of memory, theories of forgetting)
- Perception (the difference between sensation and perception, visual illusions, theories of how we form perception)
- Development (stages of development in children, theories of learning, early brain development)
- Research methods (how we conduct research in Psychology)

Paper 2 – social context and behaviour

- Social influence (personal and social factors that might affect human behaviour)
- Language, thought and communication (differences between animal and human communication, theories on the development of communication)
- Brain and neuropsychology (regions and functions of the brain, the nervous system)
- Psychological problems (social and biological explanations for depression and addiction)

OVERVIEW OF COURSE

GCSE Psychology takes a scientific approach towards trying to understand the human brain and behaviour. After learning how we conduct research, students look at the topics detailed and develop the skills to apply theories to real world issues (e.g. how theories of memory can help us understand effective revision and how incorrect memories can be really important in courts) but also to evaluate them...what reasons do we have to trust or not trust certain theories or studies?

LEARNER REQUIREMENTS

Psychology combines skills learned in Maths, English and other sciences and applies them to the particular study of human behaviour and the brain. Successful students are those who are willing to re-read information and ask questions about their studies but most importantly have a desire to learn about themselves and others using a scientific approach.

FURTHER STUDY AND CAREER CONNECTIONS

Students who study GCSE Psychology will often go on to study it at A level and then at university. Being the study of the human mind and behaviour, psychology affects all areas of life and is useful for a wide range of careers, for example:

- All public services
- Counsellor / therapists
- Social work
- Psychologists
- Criminal Justice System (law, police, prisons)
- Teacher
- Market researcher
- Sport and exercise psychologists

STYLE OF ASSESSMENT

Three written examinations:

Four religious, philosophical and ethical themes (50% of total exam) – 2 hours

Beliefs, teachings and practices of Christianity (25% of total exam) – 1 hour

Beliefs, teachings and practices of Islam (25% of total exam) – 1 hour

OVERVIEW OF COURSE

Component 1: Four Religious, philosophical and ethical studies themes

Theme 1: Issues of Relationships (Relationships, Sexual relationships and Issues of equality; gender prejudice and discrimination).

Theme 2: Issues of Life and Death (The world, The origin and value of human life and Beliefs about death and the afterlife).

Theme 3: Issues of Good and Evil (Crime and punishment, Forgiveness, Good, evil and suffering).

Theme 4: Issues of Human Rights (Human rights and social justice, Prejudice and discrimination and Issues of wealth and poverty).

LEARNER REQUIREMENTS

Discussion and debate about life in a modern pluralistic society will be relevant skills for this course. Students do not need to have any faith background as they 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. Students in the past have organised visits to a Sikh Gurdwara in Leicester, a Buddhist Monastery in Devon and a Mosque in Bristol to meet members of those religious 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 helps you to understand that any worldview is likely to influence and be influenced by: beliefs, values, behaviours, experiences, identities and commitments. Furthermore, studying RE develops a range of transferable skills (e.g. literacy and expression, negotiating, organising, problem solving, research) that are not limited to your academic study and can be applied to other contexts. The subject 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 advertising, diplomacy, human resources, journalism, law, media, medicine, publishing, social and welfare or teaching.

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 number of 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 six exams of duration 1 hour 15 minutes 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 six exams of duration 1 hour 45 minutes at the end of Year 11. They will obtain a separate GCSE for each of the sciences, i.e. three GCSE grades. Triple science classes need to cover content at a faster pace and are expected to do additional independent study.

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. A great science student can take the knowledge they learn and apply it to a variety of situations.

FURTHER STUDY AND CAREER CONNECTIONS:

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

STYLE OF ASSESSMENT

The GCSE Statistics course is assessed through two written examinations. Each paper will be 1 hour 30 minutes long, and each is worth 50% of the course. Both exams take place in the summer of Year 11 and include a mix of questions covering the full range of course content. We will only be offering GCSE Statistics as an option to choose in Years 10 and 11 at Foundation Tier. GCSE Statistics Higher Tier will be offered as an after-school additional qualification to students in Set 1 and Set 2 that is completed in Year 10.

OVERVIEW OF COURSE

GCSE Statistics focuses on the collection, analysis, presentation, and interpretation of data. Students will explore key statistical methods, including:

- Collecting data: understanding methods of gathering reliable data
- Analysing data: interpreting data sets to identify trends and insights
- Presenting data: creating clear and effective graphs and charts
- Probability: understanding and calculating the likelihood of events

This course provides a practical understanding of statistics, equipping students with skills that are directly relevant to real-world scenarios and academic pursuits.

LEARNER REQUIREMENTS

The GCSE Statistics course is ideal for students who are:

- Considering subjects with a mathematical element, such as sciences, geography, or design technology
- Keen to strengthen their mathematical skills and improve their GCSE Maths grade
- Interested in exploring how data shapes our understanding of the world.

If you are a student who enjoys working with numbers and data, this course will help you build confidence and practical skills that apply across various subjects and future opportunities. The overwhelming benefit of taking GCSE Statistics is that students will be having an additional six hours of Maths based lessons per fortnight. This significantly improves students' confidence and performance in Maths, often leading to higher GCSE Maths grades. For students concerned about achieving a Grade 4 or 5 in Maths, Statistics is a sensible choice, providing vital reinforcement and support. It is a practical, logical subject that complements Maths and opens doors to further study and career opportunities.

FURTHER STUDY AND CAREER CONNECTIONS

Students who take GCSE Statistics are well-prepared for further study in Maths, Statistics, or related fields at A-Level. The skills developed in this course are also highly valued in a wide range of careers, including Data analysis, Engineering, Sciences, Economics and finance, and Social sciences.

Careers Information

As you move through school, 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.

CAREERPILOT WEBSITE www.careerpilot.org.uk

Get the information you need to help you make the right choices at ages 14, 16, and 18. The Careerpilot website is for young people and parents, information on job sectors, routes to qualifications and much more.

APPRENTICESHIPS

Information about Apprenticeships along with current vacancies can be found at:
www.gov.uk/apply-apprenticeship

CAREERS GUIDANCE: EMMA HIGMAN, INDEPENDENT CAREERS ADVISER

Emma is a Level 7 qualified and experienced careers adviser working at Huish Episcopi Academy, offering impartial careers information, advice and guidance to students across Years 9-13. She is based in the Careers Office in Huish Sixth. Students can request appointments via their tutors or drop in during break and lunchtime.

Parents are welcome to attend appointments or contact me directly for information and advice
emmahigman@hea.ac.uk

HUISH CAREERS (GOOGLE CLASSROOM)

Class Code: 2rsrybg

All students are encouraged to join 'Huish Careers'. Information is updated regularly to keep students informed about careers events, apprenticeships, employer information and university updates.