



HuishEpiscopi

KS4 Option Information Booklet

2022 - 2024



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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 2022. 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. This year we are having to do options a little differently. We will be launching the options process through the school's website (www.huishepicopi.net) rather than at options evening. The website will give you the opportunity to watch and listen to the same presentations that would take place during options evening. You will also have the opportunity to book an appointment with either a member of the Senior Leadership Team or your child's Head of House to support you through the process and ensure the most appropriate options are taken and we would strongly encourage you to make an appointment if you have any questions at all. These meetings will take place either on the phone or via Microsoft teams during February. If you would like to set up either a phone conversation or an online meeting, please email us on options@huishepicopi.net. In addition, your child will also be given a copy of the Options Booklet.

This year will be using an electronic options form so that you can submit your choices even if normal school is interrupted.

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 their opportunities at Huish. We will have very high expectations of what your children 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 children 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 students' choices. Where this is the case we will discuss alternative choices with each individual and their parents.

On our options form you will see there are three sections:

1. CORE Curriculum qualifications are non-negotiable and completed by all our students. They are GCSE English Language and Literature, Mathematics and Science, ASDAN Beliefs and Values and CORE PE.
2. EBACC qualifications. All students need to study either a Humanities subject or Foreign Language during Years 10 and 11. They are GCSE Geography, History, French, German or Spanish. Students select one subject from this section. All students need to

study one of these subjects to ensure that they complete the Government's Progress 8 performance indicator.

3. Other GCSE and Vocational qualifications. All students need to pick three subjects from this section.

STYLE OF ASSESSMENT

GCSE Art and Design (AQA) This course is made up of 60% Coursework and 40% Exam. Students produce 2 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. In the future we hope to plan many more trips abroad such as Paris and Barcelona.

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 focussed individual tuition and support is available. 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 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.

ASDAN Beliefs and Values Short Course

Core Religious and Citizenship Education

OVERVIEW OF COURSE

Students start the ASDAN Short Course at the start of Year 9. During one hour a week lessons in Year 9 and one hour per two weeks in Year 10 and 11, students complete a series of challenges aimed at increasing knowledge and understanding about areas of Beliefs and Values on the GCSE syllabus. The challenges also enable students to demonstrate ability to manage their own learning whilst developing personal effectiveness.

Challenges are drawn from a range of Modules: Creeds, Values, Beliefs and Decision Making, Crime and Punishment, Peace and Conflict and Inspiration.

Students will experience opportunities to reflect on the importance of Key/Core Skills. These are an everyday part of adult and working life. Students need to be able to make themselves understood when speaking and writing, planning their own learning, working with others, carrying out basic calculations and using information technology.

Exam Board	Course Code	Course Home Page
Pearson Edexcel	603/0121/1	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html

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

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.

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

The Cambridge Nationals Level 2 in Creative iMedia is assessed as follows:

- Unit R093 - Creative iMedia in the media industry: A paper-based examination, set and marked by OCR
- 2 centre-assessed tasks:
 - Unit R094 – Visual identity and digital graphics
 - Unit R097 – Interactive digital media

OVERVIEW OF COURSE

In unit **R093 – Creative iMedia in the media industry**, students will learn about the sectors, products and job roles that form the media industry. They will learn about legal and ethical issues to do with creating digital media and the processes used to plan and create digital products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn to choose the most appropriate format and properties for different media products. Completing this gives a great grounding for further study or a range of creative job roles within the media industry.

In unit **R094 - Visual identity and digital graphics**, students learn how to develop visual identities for clients. Applying the concepts of graphic design, they will create original digital graphics which incorporate visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

Unit **R097 - Interactive digital media** involves designing and creating interactive digital media products for chosen platforms. Students will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. Completing this unit will provide the basic skills for further study or a range of creative and technical job roles within the media industry.

LEARNER REQUIREMENTS

Key requirements for successful learners are:

- The ability to follow written instructions methodically
- The ability to meet deadlines that are set
- An independent approach to learning, where you are not afraid to research answers for yourself if they are not immediately obvious
- A good approach to literacy: Many parts of the controlled assessment require extended written responses
- Above all else, interest and enthusiasm for learning IT!

FURTHER STUDY AND CAREER CONNECTIONS

The Creative iMedia course 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.

Useful links:

- The Cambridge Nationals Creative iMedia home page:
<https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-j834/>

STYLE OF ASSESSMENT

GCSE Computer Science is assessed through the completion of two 1.5 hours' examinations: Unit 1: Computer Systems and Unit 2: Computational thinking, algorithms and programming.

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.

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
a. 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. GCSE Computing also counts towards the EBACC.

Useful links:

- 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>

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).

Textiles or Product Design? – at Huish we deliver Design & Technology through several different pathways. Some students choose to study through the medium of Textiles and some through Product Design. Please indicate your preference on the application form.

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. 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 and 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 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, shoe and accessory, fashion stylist, photographer, or 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>
www.technologystudent.com

OVERVIEW OF COURSE AND STYLE OF ASSESSMENT

A practical, engaging and challenging course. Across the two years you will create your own original work, design and stage scripts whilst developing confidence, teamwork and performance skills. The course balances the study of scripts and theatre evaluation with practical exploration and creating.

For all practical performance exams students can opt to be assessed as a design candidate and instead of performing focus on stage design, costume, sound or lighting.

The GCSE is made up of three components:

Component One: Devising - Internally examined

Students will work in groups to devise and perform their own performance based on a thought-provoking stimulus.

Students will be required to keep a reflective portfolio on the devising process, they will answer seven questions which ask them to analyse and evaluate their process and performance. This will be finalised as a word document or video recorded response.

Component Two: Scripted Performance – Externally examined

Students will learn, rehearse and perform two extracts from a given play.

These will be performed either working in small groups or as a monologue/duologue.

Component Three: Theatre Makers in Practice - A final written exam. The exam is 1 hour 45 minutes and there are two sections:

Section A: Set Text

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

As part of the course we will take students to watch some live theatre. 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 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. Drama is a fantastic opportunity to have an 'out of your seat' practical lesson and is great for balancing out more academic subjects. Drama also supports other creative subjects such as music.

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, team work 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 - 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, lead (and many more) 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 Stephens or Ms 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)

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.

A useful website for seeing resources is the Huish English website:

<https://sites.google.com/huishepiscopi.net/huishenglish/home>

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!

A useful website for seeing resources is the Huish English website:

<https://sites.google.com/huishepiscopi.net/huishenglish/home>

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 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 is for you.

EXTRA-CURRICULAR OPPORTUNITIES

All GCSE Film students will hopefully have the opportunity to visit the Harry Potter Experience at Warner Brothers Studio in London (Covid restrictions allowing) and will also spend a significant amount of time working on your 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%**
- **Non-Exam Assessment (NEA) 50%**

NEA 1 (15%)

A scientific food investigation looking at the preparation and cooking of food, and will be completed over eight 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. This exam and coursework will be completed in twelve hours within school.

All 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.

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.

Geography GCSE

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 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

2 hour written exam (40%), verbal presentations, simulated scenarios and role play, reflective reports, written case studies and poster presentations.

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, such as 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, and the opportunity to practise applying them
- 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.

Component 1: Human Lifespan Development (Coursework)

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.

Component 2: Health and Social Care Services and 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.

Component 3: Health and Wellbeing (40% exam)

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.

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

A 1 hour written examination worth 20% for each of the units described below

OVERVIEW OF COURSE

Students will study 5 units:

- 1 **'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? Why did the Spanish Flu kill more people than the Great War?
- 2 **'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'
- 3 **History Around Us – Glastonbury Abbey-** a study of a local site including a field visit. 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? **'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? Did the lives of African American lives improve by the end of the 19th century?
- 4 **'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? 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, it leads directly into any A Level History course at any establishment and is a popular A level option at Huish Sixth. History 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

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. 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 at the end of year 10. Please note – this is dependent on them 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, 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.
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 help 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.

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!

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 2021 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:

<https://www.aqa.org.uk/subjects/languages/gcse/french-8658/specification-at-a-glance>

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 complements 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 able 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

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 2021 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. German GCSE is a fascinating course that really engages learners, preparing them both for the everyday aspects of using German to communicate, whilst giving them the passion and skills to take German even further.

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

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

There are numerous jobs which require knowledge of a language. 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.

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.

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!

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 2021 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

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/specification-at-a-glance>

OVERVIEW OF COURSE

Spanish GCSE is a fascinating course which gives students the linguistic tools necessary to communicate in one of the world's most widely spoken languages, (437 million speakers) spoken in 22 countries and by nearly a fifth of the population of the United States. As well as offering an insight into the varied cultural heritage of the wider Hispanic community, the GCSE course hones the students' language skills and complements their study of other GCSE subjects showing students how manipulating language can be both fun and rewarding, whether in Spanish or English.

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 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 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 trips to Spain. Students have previously visited Seville and Barcelona. In 2019 a party of 34 students visited Andalucía, Southern Spain, taking in the historic city of Cádiz, the world famous Alhambra palace, a visit to one of Europe's largest water parks, attending Spanish lessons and even learning to Flamenco dance!

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!

Music BTEC First Award

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 role 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 as both a solo artist and as part of an ensemble, 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 BTEC Level 3 Digital music production and BTEC Level 3 Music Performance.

Music GCSE

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.

Area 1: Musical Forms and Devices

Area 2: Music for Ensemble

Area 3: Film Music

Area 4: Popular Music

Two of the eight questions are based on extracts set by Eduqas.

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 2 pass gained 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.

Students may find this link useful:

<https://www.studentartguide.com>

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 sport on a regular basis either within or outside of the Academy.

EXTRA-CURRICULAR OPPORTUNITIES

Ordinarily, an extensive extra-curricular programme is offered within the Academy 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 the Academy. 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

Students have to sit a 1 hour and 15-minute written exam, comprised of short answer questions and 1 extended answer question. The paper is on 'Reducing the risk of sports injuries and dealing with common medical conditions'. The exam is worth 40 % of the final grade. The remaining 60% of the course consists of two course work based units. These are; 'Applying the principles of training; Fitness and how it affects skill performance', and 'The body's response to physical activity, and how technology informs this'. Students will be assessed on written assignments and awarded either a pass, merit or distinction.

COURSE OVERVIEW

Elite sport has embraced Sport Science disciplines wholeheartedly in the past few decades, moving from a perspective which assumed the primacy of natural talent in producing outstanding performance to one which considers every minute detail of an athlete's training programme, environment and psychology in the pursuit of excellence. The Cambridge National in Sport Science offers learners the opportunity to study fitness principles, sports technology, the human body and factors that influence injury.

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 is essential. They need to be able to take on board advice of their teacher to improve their work.

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. Students will also participate in a Personal Fitness Programme using Academy facilities.

FURTHER STUDY AND CAREER CONNECTIONS

Students can go on to study the Cambridge Technical in Sport or A Level PE at the Academy. The Cambridge National is a great grounding for anyone hoping to coach or teach sport 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
- Perception
- Development
- Research methods

Paper 2 – social context and behaviour

- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

OVERVIEW OF COURSE:

GCSE psychology gives learners an opportunity to discover more about the human mind and behaviour. The course also provides them with knowledge they can apply elsewhere which will be beneficial in their future. For example, learning about how our memory works can give them practical techniques for revision. Additionally, the communication topic can help teach students the best techniques for successful job interviews. It will also give learners a better insight and awareness of things like peer pressure and psychological conditions such as depression.

LEARNER REQUIREMENTS:

A successful psychology student will have a keen interest in human behaviour and the working mind. They will be able to discuss their thoughts in pairs and small groups as they challenge their own thinking as well as that of their peers. Psychology is a science so students should also have an interest in human biology and how it can affect behaviour, as well as the scientific process in terms of creating hypotheses and conducting experiments. Students will also need to analyse data so a good grasp of mathematics will be useful.

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 is hugely useful for a wide range of careers, for example:

- Counsellor
- Family support worker
- Forensic psychologists
- Teacher
- Social/Youth worker
- Market researcher
- Sport and exercise psychologists

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. Students in the past have organised visits to a Sikh Gurwara 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. Furthermore, studying Religious Studies 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.

Science GCSE

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 six exams of duration 1hr 15 min 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 1hr 45 min, at the end of Year 11. They will obtain a SEPARATE GCSE grade for each of the sciences, i.e. 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.

FURTHER STUDY AND CAREER CONNECTIONS:

GCSE qualifications at all levels in Sciences are well respected by employers. Both Science courses described above will provide a good basis for pupils wanting to study science courses in further education.

Careers Information

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.

CAREERPILOT WEBSITE www.careerpilot.org.uk

Get the information you need to help you make the right choices at 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

INTRODUCING EMMA HIGMAN, INDEPENDENT CAREERS ADVISER

I am an Independent 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, 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. Parents are also invited to attend appointments or contact me directly for advice emmahigman@huishepiscopi.net

HUISH FUTURES (GOOGLE CLASSROOM)

Class Code: 2rsrybg

All students are encouraged to join Huish Futures. Information is updated regularly to keep students informed about careers events, apprenticeship fairs, employer information and university updates.