



KS4 Option Information Booklet

2024-2026



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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 2024. 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 will be attending an Options Assembly outlining the process on Wednesday 17th January, followed by Options Evening on Tuesday 23rd January. Students will then be given two weeks to complete the electronic options form, leaving plenty of time for you to discuss their choices with them, and to seek additional guidance if required.

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 if uptake is too low. Where this is the case we will discuss alternative choices with each individual and their parents, and we will be asking students to choose a reserve option when completing the options form to be used if necessary.

The KS4 curriculum is divided into three sections:

1. Core Curriculum qualifications are non-negotiable and completed by all our students. They are GCSE English Language and Literature, Mathematics, Science, RE, Core PE, and Character Development.
2. EBacc qualifications. All students choose at least one of:
 - a. a humanities subject (History or Geography)
 - b. a language (French, German, or Spanish)
 - c. Computer Science.

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 two further subjects from this section.

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		
Character Development	Computer Science		

STYLE OF ASSESSMENT

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 focused 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.

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

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

GCSE Computer Science is assessed through the completion of two 1.5 hour 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
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. GCSE Computing also counts towards the EBACC.

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>

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 Academy 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 options form.*

NON-EXAMINED 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

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 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 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>
- www.technologystudent.com
- [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.
 - 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 - 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)
- 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%)

- 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, 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 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 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 long**
- **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.

Students are required to 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

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 on 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 to 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

Paper 1 - Thematic study and historic environment (1 hour & 15 minutes) worth 30%

Section A: historic environment - one knowledge question plus a two-part question based on two sources.

Section B: thematic study - three knowledge questions.

Paper 2 - Period study and British depth study (1 hour & 45 minutes) worth 40%

Period study – three knowledge questions

British depth study – A single 3-part knowledge question

Modern depth study Time 1 hour 20 minutes Worth: 30%

Section A: one question based on a provided source and one knowledge question.

Section B: a single four-part question, based on two provided sources and two provided interpretations

OVERVIEW OF COURSE

The topics studied will be:

- Medicine in Britain, c1250–present (thematic study) and the British sector of the Western Front 1914–18: injuries, treatment and the trenches (historic environment) including ideas about the causes of disease; approaches to treatment & prevention & a disease case study in 4 different chronological periods. Individuals include: Hippocrates; William Harvey; Pasteur; Jenner, Snow & Fleming. Diseases include: The Black Death; the Great Plague; Cholera & Lung Cancer
- The British sector of the Western Front 1914–18: injuries, treatment and the trenches (historic environment) including an understanding of how the war was fought in the British sector including Ypres, the Somme, Arras & Cambrai. The nature of wounds, injuries & methods of treatment including new techniques like X-rays, blood transfusions & aseptic surgery
- Early Elizabethan England, 1558–88 (British depth study) including: Issues of being the ‘Virgin Queen’, religion, the threat of Mary Queen of Scots, plots, revolts & spies & the Spanish Armada
- Superpower relations and the Cold War, 1941–91 (Period study) including: The development of the cold war e.g. the division of Berlin; the Hungarian Uprising & Soviet invasion; the Bay of Pigs; the Prague Spring; the Berlin Wall & the Cuban Missile Crisis; the Soviet invasion of Afghanistan; the fall of the Berlin Wall and the collapse of the Soviet Union
- Weimar and Nazi Germany, 1918–39 (Modern period Study) including: The legacy of World War One & the establishment of the Weimar government; challenges faced & the recovery of the Weimar Government; the rise of Hitler & the Nazis, Munich Putsch; Mein Kampf; failure of Weimar, growing popularity of Hitler; Reichstag fire; the Night of the Long Knives; Hitler Youth; policies towards women, opposition & persecution of minorities such as Jews & Gypsies

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

Visit to London

Possible visit to the Western Front

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

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 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 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.

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 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 below:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html>

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 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 below

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2024.html>

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 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 below

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html>

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. 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 exam. 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 practise 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 such activities are highly encouraged at Key Stage 4 in order to ensure students receive a well-rounded musical experience.

FURTHER STUDY AND CAREER CONNECTIONS

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.

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 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 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.

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 the Academy in ideally at least two sports.

EXTRA-CURRICULAR OPPORTUNITIES

An extensive co-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**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 will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will develop key practical skills for working with other people, which include communication, leadership, organisation and time management. These are essential in the sport industry as this will primarily involve working with customers and supporting their individual needs. Everyone taking this qualification will study the following content areas:

Component 1: Preparing participants to take part in sport and physical activity

This includes the different types of physical activity and providers, the needs of participants, barriers to participation and ways to overcome these barriers. Equipment and technology required to take part in sport is also included. Learners will also develop an applied understanding of physiology and anatomy as they learn how to plan and deliver a warmup to prepare participants to take part in sport and physical activity.

Component 2: Taking part and improving other participants sporting performance

This includes the components of fitness and how they are used in different types of sport; practical participation in sport and the rules and regulations in sport and ways to improve other participants sporting performance through planning and delivery of sports drills and conditioned practices.

Component 3: Developing fitness to improve other participants performance in sport and physical activity

This covers fitness testing, training and programming for different types of participants to improve their sport and physical activity performance.

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.

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 the Academy. 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 mind 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

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 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 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. 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.

Science GCSE

Science (Combined) - AQA 8464
Science (Separate) Biology - AQA 8461
Science (Separate) Chemistry - AQA 8462
Science (Separate) Biology - AQA 8463

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 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. Students will not start to accelerate with the extra content until sets are finalised in the Autumn Term of Year 10.

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 Science are well respected by employers. Both Science courses described above are suitably challenging to provide the basis for pupils wanting to study any of the Sciences at A Level.

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 Episcopi 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@hea.ac.uk

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.