



**Huish Episcopi Academy**

The best in everyone™

Part of United Learning

# KS4 Option Information Booklet

2026 - 2028

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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 2026. This booklet provides detailed information about the options process, the core and optional curriculum, and the qualifications your child can study during Years 10 and 11. We encourage you to take time to read this booklet together so that you can make the most informed choices possible.

This booklet forms one part of our wider options process. Students attended an Options Assembly earlier this term, which will be followed by Options Evening on Thursday 22nd January. After Options Evening, students will receive an electronic form to indicate their preferred options. At this stage, choices are not final and students may still change their minds. Further guidance will be available through tutor conversations and, where needed, meetings with Mrs Higman, our Careers Advisor, to support students who may be finding the process challenging. Students will submit their final option preferences in the second half of the Spring Term. Option allocations will then be confirmed later in the Summer Term.

The curriculum your child follows is crucial in helping them maximise their potential and make the most of the opportunities available to them at Huish. We have very high expectations of what all students can achieve and are committed to providing excellent support while fostering a love of learning that will benefit them throughout their lives. Our curriculum is also designed with the understanding that students will remain in education until the age of 18, and many of the pathways we offer lead seamlessly into our Sixth Form.

Every child has different talents, interests, needs and aspirations. Our optional curriculum has therefore been designed to allow all students to thrive in a challenging but supportive learning environment. It includes a range of GCSE and vocational qualifications. Typically, GCSEs are assessed through terminal examinations, while vocational courses combine modular exams with internal assessments. In some subjects, both GCSE and vocational routes are available. In these cases, we will discuss the options with you and assign the qualification we believe best suits your child's needs and aspirations.

At Huish, we aim to offer students a free choice of options and then build the timetable around those choices. However, on occasion, it may not be possible to run a particular course due to low uptake or staffing constraints, or to offer every possible combination of subjects. Where this happens, we will discuss suitable alternatives with individual students. For this reason, students will also be asked to select a reserve option when completing the options form.

## The Key Stage 4 Curriculum

The KS4 curriculum is divided into three sections:

### Core Curriculum

The following subjects form the core curriculum and are studied by all students:

- English Language
- English Literature
- Maths
- Science
- Religious Education (RE)
- Core Physical Education (PE)
- Personal, Social, Health and Economic Education (PSHE)

### Option 1

All students then choose **one** of the following subjects:

- Geography
- History
- French
- German
- Spanish
- Computer Science

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

### Options 2 & 3

Students then choose **two further options** from the range of GCSE and vocational qualifications on offer.

These choices can include additional subjects from the Option 1 list. For example, a student may choose to study History, Geography, and French as their three option subjects.

The table below summarises the Key Stage 4 curriculum model, showing which subjects are compulsory and how option choices are structured.

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

## The English Baccalaureate (EBacc)

The English Baccalaureate (EBacc) is not a qualification in itself. It is a measure used by the Department for Education to recognise students who study a broad and academically rigorous range of GCSE subjects that provide strong foundations of knowledge and skills.

To study a combination of subjects that would lead to the EBacc, students would typically follow the pathway below:

**Core Curriculum:** as detailed above

**Option 1:** History or Geography

**Option 2:** French, German, or Spanish

**Option 3:** Free choice

At Huish, we strongly encourage students who are able to do so to consider following the EBacc pathway. It offers a broad and balanced curriculum that supports strong academic development while helping to keep a wide range of future education and career options open.

While your child may not yet have decided on their future career path, studying EBacc subjects at GCSE can provide valuable flexibility for the future. The knowledge and skills developed through these subjects are widely valued across many sectors.

For students considering university in the future, EBacc subjects are often referred to as facilitating subjects and are recommended by many highly selective universities as part of a strong academic profile.

Languages form an important part of the EBacc. Studying a foreign language can be extremely rewarding, offering insight into other cultures and opening opportunities for travel and employment. Language learning also helps students develop confidence, resilience, and adaptability, supporting them to flourish in new environments.

If your child finds languages challenging, it is worth remembering that they will often have studied them for a shorter period of time than other subjects. While learning a language can require perseverance, it can significantly enhance future opportunities. In an increasingly global economy, language skills continue to be valued by both universities and employers.

**STYLE OF ASSESSMENT**

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

**OVERVIEW OF COURSE**

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

**LEARNER REQUIREMENTS**

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

**EXTRA-CURRICULAR OPPORTUNITIES**

Previous visits have included London, Tate Gallery, Tate Modern, Tate St. Ives, V&A Museum and more local areas such as Hauser and Wirth and Hestercombe Gardens.

**FURTHER STUDY AND CAREER CONNECTIONS**

Students who study Art and Design at KS4 will have the opportunity to study A level Art or Photography here at Huish Sixth. We currently have 10 students in Year 12 and 9 students in Year 13, meaning that more focused individual tuition and support is available. A very broad range of techniques are taught such as Photography, Ceramics, Photoshop, Painting and Drawing, Print-making and Life Drawing. Year 12 is an experimental year which builds confidence and knowledge which leads into Year 13 when students create their own projects followed by a Personal Investigation Project, including a critical essay of 1000-3000 words.

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

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

**COURSE INFORMATION**

[Course Home Page](#)

**STYLE OF ASSESSMENT**

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

**OVERVIEW OF COURSE**

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

**LEARNER REQUIREMENTS**

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

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

**EXTRA-CURRICULAR OPPORTUNITIES**

Annual visits will be offered to business students. In previous years these have included a residential trip to Cadbury World and Alton Towers, to explore themes of Production methods, Quality control, Supply Chain and Seasonal Marketing campaigns alongside Customer service.

**FURTHER STUDY AND CAREER CONNECTIONS**

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

**STYLE OF ASSESSMENT**

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

Unit 1: Computer Systems

Unit 2: Computational thinking, algorithms and programming

**OVERVIEW OF COURSE**

GCSE Computer Science is an engaging and stimulating course offering the opportunity for students who wish to develop critical thinking, analysis and problem-solving skills through the study of computer programming. The course provides a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life.

The following topics are covered across Units 1 and 2:

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

**LEARNER REQUIREMENTS**

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

**FURTHER STUDY AND CAREER CONNECTIONS**

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

## USEFUL WEBSITES

- OCR GCSE Computer Science 9-1 [home page](#)
- Official Python [website](#), where the latest version of Python can be downloaded for free
- Codecademy – a free [website](#) that offers step-by-step lessons in Python, plus a wide variety of other programming languages
- W3schools Python [website](#) – a fantastic website that provides clear examples of coding techniques you can use for reference when writing programs
- 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
- YouTube Socratica Python tutorials [playlist](#)

### **TEXTILES OR PRODUCT DESIGN?**

At Huish Episcopi Academy we deliver Design & Technology through two different pathways: ***Textiles*** and ***Product Design***. Please indicate your preference on the options form.

### **STYLE OF ASSESSMENT**

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

### **COURSEWORK (NON-EXAMINED ASSESSMENT)**

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

### **OVERVIEW OF COURSE**

A GCSE in D&T enables candidates to develop their design skills and problem-solving abilities. They gain a broad understanding of technical design and making principles supported by a grounded understanding of material, mechanical and physical properties. Students will take an iterative design approach and will use their creativity and imagination to research, design, develop, make and evaluate prototypes that solve real and relevant problems considering the needs, wants and values of their client.

### **LEARNER REQUIREMENTS**

Candidates should have an ability to think creatively and an intellectual curiosity about the world around them. The course explores materials and processes, environmental concerns and energy; culminating in responsible user-centred design. Practical abilities will be developed throughout the course, and candidates need to be prepared to commit spare time to furthering their work and complementary studies.

### **EXTRA-CURRICULAR OPPORTUNITIES**

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

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

Students who study GCSE D&T often go on to study A level Product Design or A level Textiles with the opportunity to study the subject at degree level with many students going on to study automotive or general engineering pathways. Alternative routes have seen students follow apprenticeships with many local opportunities available. 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.

### **USEFUL WEBSITES**

<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

[GCSE Design and Technology - AQA - BBC Bitesize](#)

**OVERVIEW OF COURSE AND STYLE OF ASSESSMENT**

The GCSE is made up of three components:

**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%).

**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.

**Component Three: Theatre Makers in Practice**

- A final written exam. The exam is 1 hour 45 minutes. 40% of the overall GCSE.
- **Section A: Set Text (30%)**
- Students are required to practically explore a set text, considering the play in three ways: as a performer, as a director and as a designer.
- Within the final exam students will answer questions on an unseen extract from the set text. Students will answer the questions from the perspective of performer, director and designer.
- **Section B: Live Theatre Evaluation (10%)**
- Within the final exam the students will answer two questions on a live performance of a play they have seen as a cohort.
- Students may take their notes into the exam for this section.

**LEARNER REQUIREMENTS**

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

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

**EXTRA-CURRICULAR OPPORTUNITIES**

The chance for involvement in many diverse performance evenings, drama productions, visiting professional performances/workshops and theatre visits.

## **FURTHER STUDY AND CAREER CONNECTIONS**

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

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

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

Want to find out more? Please don't hesitate to come and speak with Ms Nias or Mr Scrivenor.

**STYLE OF ASSESSMENT**

**Paper 1: Explorations in Creative Reading and Writing** Time: 1 hour 45 minutes Worth: 50%

**Reading (25%)**

- One single text is used.
- 4 multiple-choice questions (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 19<sup>th</sup> century.

**EXTRA-CURRICULAR OPPORTUNITIES**

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

**FURTHER STUDY AND CAREER CONNECTIONS**

A good pass in English Language is essential for moving onto any Level 3 course. It also allows students to progress into Huish Sixth, where related A level courses in English Language, English Literature, and Film Studies are offered. English opens the door to any career: the creative industries, journalism, design, marketing, publishing, PR, HR, events management and many more.

**STYLE OF ASSESSMENT**

**Paper 1: Shakespeare and the 19<sup>th</sup> 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 19<sup>th</sup> 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**

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

Assessment will be through two main components:

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

**NEA 1 (15%)**

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

**NEA 2 (35%)**

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

All NEA assessments take place during Year 11.

**LEARNER REQUIREMENTS**

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

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

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

By the end of the course, students will be competent cooks who are able to plan, cook and present nutritionally balanced meals.

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

**FURTHER STUDY AND CAREER CONNECTIONS**

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

**STYLE OF ASSESSMENT**

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

**Paper 1: Physical geography** 1 hour 30 minutes 35%

**Paper 2: Human geography** 1 hour 30 minutes 35%

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

**OVERVIEW OF COURSE**

Geography helps you to make sense of the world around you. It is hands-on, it is relevant, and it is interesting. Our GCSE course involves a mix of topics namely natural hazards, economic development, rivers, coasts, biodiversity, urbanisation and natural resources. The course will give you the chance to get to grips with some of the big questions which affect our world and understand the social, economic and physical forces and processes which shape and change our world. Paper 3 is a fieldwork paper where students are examined on the two fieldtrips we undertake in Year 10 (Lyme Regis) and Year 11 (Bristol). This paper also includes an issue evaluation on a pre-released topic where students decide about a geographical issue such as building a road through the Amazon Rainforest.

**LEARNER REQUIREMENTS**

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

**EXTRA-CURRICULAR OPPORTUNITIES**

There will be fieldwork in both Year 10 and 11. In Year 10 students will visit Lyme Regis to conduct some coastal fieldwork. In Year 11 students will visit Bristol to carry out an urban study. There will also be the opportunity to take part in an overseas trip to Iceland in Year 10.

**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 investigate the factors that affect this growth and development.

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

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

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

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

**LEARNER REQUIREMENTS**

Students should have a keen interest in developing an understanding in public health promotion, and ideally, a desire to pursue a career in a health or social care setting. This is a vocational course so students should be self-motivated and have good time management skills as assessment is ongoing through a variety of methods across both years.

**FURTHER STUDY AND CAREER CONNECTIONS**

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

**FUTURE CAREERS**

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

**STYLE OF ASSESSMENT**

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

**OVERVIEW OF COURSE**

The topics studied will be:

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

**LEARNER REQUIREMENTS**

Any student with a curiosity about the world in which they live will enjoy History GCSE. If you are interested in finding out how people's lives have changed and how people in the past lived and thought differently to us, then this rewarding and exciting GCSE is the right study for you.

**EXTRA-CURRICULAR OPPORTUNITIES**

Residential trip to Berlin, Germany.

**FURTHER STUDY AND CAREER CONNECTIONS**

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

**CAREER PATHS FOR HISTORIANS INCLUDE**

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

**STYLE OF ASSESSMENT**

All students will sit 3 exams at the end of Year 11 and will receive a single grade from 9 to 1. Each paper is out of 80 marks with students given 1 hour 30 minutes for each paper. A calculator is permitted for papers 2 and 3 but is not permitted for paper 1. Any topic could occur on any paper and could occur more than once.

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

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

**OVERVIEW OF COURSE**

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

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

### STYLE OF ASSESSMENT

Students can be entered for either Foundation or Higher Tier exams at the end of the two-year course. All exams will be sat in the June 2027 examination series. There are four exams each with equal weighting:

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

For full details please visit the website [here](#).

### OVERVIEW OF COURSE

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

**My personal world:** family, friends, relationships and equality

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

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

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

**Studying and my future:** school and future opportunities

**Travel and tourism:** transport, accommodation and tourist attractions

### LEARNER REQUIREMENTS

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

### EXTRA-CURRICULAR OPPORTUNITIES

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

### FURTHER STUDY AND CAREER CONNECTIONS

Languages are highly valued by employers and universities alike. As an essential part of our 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!” 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 recently updated and students choosing it for this September will study a new, exciting curriculum. Changes in the curriculum for GCSE will give an increased focus to speaking with accurate pronunciation, as well as knowing a core set of vocabulary in depth, leading to proficiency.

### STYLE OF ASSESSMENT

Students can be entered for either Foundation or Higher Tier exams at the end of the two-year course. All exams will be sat in the June 2027 examination series. There are four exams each with equal weighting:

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

For full details please visit the website [here](#).

### OVERVIEW OF COURSE

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

**My personal world:** family, friends, relationships and equality

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

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

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

**Studying and my future:** school and future opportunities

**Travel and tourism:** transport, accommodation and tourist attractions

### LEARNER REQUIREMENTS

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

### EXTRA-CURRICULAR OPPORTUNITIES

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

### FURTHER STUDY AND CAREER CONNECTIONS

Languages are highly valued by employers and universities alike. As an essential part of our 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!” 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 recently updated and students choosing it for this September will study a new, exciting curriculum. Changes in the curriculum for GCSE will give an increased focus to speaking with accurate pronunciation, as well as knowing a core set of vocabulary in depth, leading to proficiency.

### STYLE OF ASSESSMENT

Students can be entered for either Foundation or Higher Tier exams at the end of the two-year course. All exams will be sat in the June 2027 examination series. There are four exams each with equal weighting:

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

For full details please visit the website [here](#).

### OVERVIEW OF COURSE

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

**My personal world:** family, friends, relationships and equality

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

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

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

**Studying and my future:** school and future opportunities

**Travel and tourism:** transport, accommodation and tourist attractions

### LEARNER REQUIREMENTS

The exam skills are similar to those practised in Year 9, so should be familiar and accessible to all students. It has the academic rigour to really challenge the most able students, but at the same time its focus on everyday, practical language makes it accessible and useful to all. 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 Andalucía 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 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 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!” 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 this is a creative subject with a focus on music practice, this pathway is largely coursework-based. Pearson set assignments that are completed in controlled conditions within a given time frame (in the classroom setting). Presentation methods include practical products, supporting PowerPoint presentations and two short written elements under exam conditions (Component 3 only)

**OVERVIEW OF COURSE**

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

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

There are three components:

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

**LEARNER REQUIREMENTS**

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

**EXTRA-CURRICULAR OPPORTUNITIES**

The music department at Huish Episcopi offers a varied and inclusive range of extra-curricular music activities that run on a weekly basis. Involvement in these activities is highly encouraged at Key Stage 4 in order to ensure students receive a well-rounded musical experience.

**FURTHER STUDY AND CAREER CONNECTIONS**

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

## STYLE OF ASSESSMENT

### Component 1: Performing (30%)

Total duration of performances: 4-6 minutes

Non-exam assessment: Internally assessed, externally moderated

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

### Component 2: Composing (30%)

Total duration of compositions: 3-6 minutes

Non-exam assessment: Internally assessed, externally moderated

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

### Component 3: Appraising (40%)

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

**Area 1:** Musical Forms and Devices

**Area 2:** Music for Ensemble

**Area 3:** Film Music

**Area 4:** Popular Music.

## LEARNER REQUIREMENTS

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

## EXTRA-CURRICULAR OPPORTUNITIES

The music department at Huish Episcopi offers a varied and inclusive range of extra-curricular music activities that run on a weekly basis. Involvement in these activities is highly encouraged at Key Stage 4 in order to ensure students receive a well-rounded musical experience.

## FURTHER STUDY AND CAREER CONNECTIONS

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

**STYLE OF ASSESSMENT**

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

**COURSE OVERVIEW**

GCSE PE is a fascinating and challenging qualification. Students will study theory linked to a wide range of Sports Science inspired units; anatomy and physiology, movement analysis, physical training, health, fitness and well-being, sports psychology, and socio-cultural issues in sport. Students will also perform a range of team and individual sports applying their skills and techniques in formal and competitive situations.

**LEARNER REQUIREMENTS**

The ideal candidate will have a keen interest in sport, exercise and science. They must participate in competitive sport on a regular basis either within or outside of school, ideally in at least two sports.

**EXTRA-CURRICULAR OPPORTUNITIES**

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

**FURTHER STUDY AND CAREER CONNECTIONS**

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

## STYLE OF ASSESSMENT

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

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

### **Component 2: Taking Part and Improving Other Participants Sporting Performance**

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

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

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

## COURSE OVERVIEW

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

### **Component 1: Preparing participants for sport and physical activity**

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

### **Component 2: Taking part and improving performance**

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

### **Component 3: Developing fitness for performance**

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

## LEARNER REQUIREMENTS

The ideal candidate will have a keen interest in sport and exercise. Students do not need to be great sports performers themselves but should watch sports regularly, participate in sport and know aspects of fitness.

## EXTRA-CURRICULAR OPPORTUNITIES

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

## FURTHER STUDY AND CAREER CONNECTIONS

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

**STYLE OF ASSESSMENT**

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

**Paper 1 – Cognition and Development**

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

**Paper 2 – Social Context and Behaviour**

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

**OVERVIEW OF COURSE**

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

**LEARNER REQUIREMENTS**

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

**FURTHER STUDY AND CAREER CONNECTIONS**

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

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

**STYLE OF ASSESSMENT**

Three written examinations:

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

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

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

**OVERVIEW OF COURSE**

Component 1: Four religious, philosophical and ethical studies themes

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

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

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

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

**LEARNER REQUIREMENTS**

Discussion and debate about life in a modern pluralistic society will be relevant skills for this course. Students do not need to have any faith background as they will be developing knowledge and understanding of religions as well as non-religious beliefs. The best learners will be open-minded students who genuinely want to understand the influence of religion on individuals, communities and societies.

**EXTRA-CURRICULAR OPPORTUNITIES**

Day visit to places of worship associated with the religions chosen. Students in the past have organised visits to a Sikh Gurdwara in Leicester, a Buddhist Monastery in Devon and a Mosque in Bristol to meet members of those religious communities.

**FURTHER STUDY AND CAREER CONNECTIONS**

A GCSE in RE will help you to develop the skills to construct well-informed and balanced arguments. It helps you to understand that any worldview is likely to influence and be influenced by: beliefs, values, behaviours, experiences, identities and commitments. Furthermore, studying RE develops a range of transferable skills (e.g. literacy and expression, negotiating, organising, problem solving, research) that are not limited to your academic study and can be applied to other contexts. The subject is considered a good base for any academic A levels that require critical thinking skills.

A qualification in this subject can be useful if you are thinking of pursuing a career in advertising, diplomacy, human resources, journalism, law, media, medicine, publishing, social and welfare or teaching.

**STYLE OF ASSESSMENT**

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

**OVERVIEW OF COURSE:**

Students study **equal amounts** of Biology, Chemistry and Physics. Throughout the course, students are taught a variety of techniques and skills to enable them to work scientifically. This includes carrying out a number of required practicals that will be examined in the written examinations. There are two routes as follows:

**COMBINED SCIENCE**

The majority of students will follow this route. They will study all three sciences and sit six exams lasting 1 hour 15 minutes each at the end of Year 11. The marks are then combined to give them two GCSEs in Combined Science.

**GCSE SEPARATE SCIENCES (often referred to as Triple Sciences)**

Students in the top set on the Huish side and top set on the Episcopi side will work at a faster pace to cover more content. They will sit six exams lasting 1 hour 45 minutes at the end of Year 11. They will obtain a separate GCSE for each of the sciences, i.e. three GCSE grades. Triple science classes need to cover content at a faster pace and are expected to do additional independent study.

**LEARNER REQUIREMENTS**

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

**FURTHER STUDY AND CAREER CONNECTIONS:**

GCSE qualifications at all levels in Science are well respected by employers. Both routes above are suitably challenging to provide the basis for pupils wanting to study any of the Sciences at A level. A levels in Biology, Chemistry and Physics are currently available at Huish Sixth.

## Careers Information

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

**UNIFROG:** all students have access to the Unifrog Careers Platform where they can find a wealth of information to support them with option choices and career planning. Parents can also access the platform. See the [careers section](#) on the school website for login details.

### **CAREERPILOT WEBSITE**

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

### **CAREERS & OPTIONS RESOURCES**

Please follow this [link](#) for access to further information provided by Somerset Careers Hub.

### **CAREERS GUIDANCE: EMMA HIGMAN, INDEPENDENT CAREERS ADVISER**

Emma is a Level 7 qualified and experienced careers adviser working at Huish Episcopi Academy, offering impartial careers information, advice and guidance to students across Years 9-13. She is based in the Careers Office in Huish Sixth. Students can request appointments via their tutors. Parents are very welcome to attend appointments or contact me directly for information and advice [emmahigman@hea.ac.uk](mailto:emmahigman@hea.ac.uk)

**Thursday drop-in:** Year 9 students are invited to meet with Mrs Higman in the Careers Hub which is located in the library during lunchtimes on Thursdays each week.