



**Year 9**

**Next Steps Evening**

**Thursday 29 January 2026**

**5:30pm - 7:30pm**

A link to complete online options choices will be sent out following Options Evening

# Introduction

Dear Student,

Welcome to Taverham High School Academy. This booklet has been created to provide you with an overview of the subjects available, including both compulsory and optional courses, to help you decide on the courses you will study in Years 10 and 11. These next two school years are a crucial part of your education, so it's important to read this booklet carefully. It is designed to guide you and your parents/carers in making informed choices that will support your future aspirations and help you achieve the best possible results.

There are many people available to support you in this decision-making process, including your parents/carers and teachers. Additionally, you will have the opportunity to ask questions during the options evening, and staff are available via email if further clarification is needed. By making thoughtful and informed decisions now, you can ensure that your time with us is both enjoyable and successful. Your achievements in Year 11 will open doors to the next steps in your education, whether that involves further studies, training or embarking on your chosen career path. We encourage you to review this booklet carefully with your parents/carers and have discussions about which courses will best suit your strengths, interests and ambitions. If you have any questions or require further assistance, please don't hesitate to contact the school. We wish you every success as you embark on this exciting journey.

All students are required to study Mathematics, English Language, English Literature and Science at GCSE level. Other subjects, such as Personal Development, Physical Education and Religious Studies, do not lead to examinations but remain compulsory elements of the curriculum.

In the remaining 20 hours per fortnight students choose four subjects each for 5 hours, from an extensive list which includes: Art, Business, Child Development, Classical Civilisation, Construction, Computer Science, Dance, Design and Technology, Drama, Engineering, Hospitality and Catering, French, Geography, German, History, IT/Creative iMedia, Mandarin, Media Studies, Music, Philosophy and Ethics, Physical Education (GCSE), Spanish and Separate Sciences. Most students will therefore be entered for 9 GCSEs in total.

To support the students with making their choices we will be providing the following:

## Key Dates

**Thursday 29 January 2026:** KS4 'Next Steps' Evening 5:30pm-7:30pm

**27 February 2026:** 'Next Steps' interviews completed (on request)

**6 March 2026:** 'Next Steps' deadline – 5:00pm

**May 2026:** 'Next Steps' outcomes confirmed to students and families

# Key Stage 4 & Your Future

## Key Stage 4

When you begin Year 10 you will be entering a vital phase of your education known as Key Stage 4. This booklet has been written to explain to you and your parents/carers what is involved. All your courses will be assessed through a range of examinations and assessment. Most courses at KS4 are GCSEs and new GCSEs have been introduced by the government.

The selection of optional subjects at KS4 is one of the crucial moments in any student's secondary education. You will be following a two-year Key Stage 4 programme, starting in Year 10. We aim to ensure that the information and guidance provided will support you and your parents/carers through the options process and ensure that your informed choices lead to the maximisation of your potential. It will be important that you understand your own strengths and weaknesses to optimise your chances of success. Equally, we recommend that you select courses in which you have a real aptitude as well as interest.

The educational landscape has changed considerably, and this has impacted on the curriculum that you will follow. Major GCSE reform has been introduced from 2015. The new courses have greater content and build in higher levels of challenge. Grades are awarded from 9-1 instead of the old A\*- G and there has been a reduction in controlled assessment or coursework for many subjects and the complete removal of such in some, leading to an increase in the weighting of assessment in the terminal examinations. At Taverham High School Academy we have taken all the necessary steps to ensure you are well prepared for these changes. Taverham High School Academy is a fully inclusive school; our aim is to offer a broad and balanced curriculum which enables accessibility for all and one which is varied and meets the needs and aspirations of our students. We ensure the combination of courses you will study provides suitable progression routes into post-16 study and beyond, this is of paramount importance to us.

## Your Opportunities

The opportunities available to you in the future will very much depend upon what you achieve during the next two years. For example, to be able to follow many sixth form and college courses you will have to gain at least five GCSE passes and the more passes you have the more opportunities are available to you. However, all achievements are important, from taking part in extra-curricular opportunities to basic things like showing that you have excellent attendance and punctuality records, that you are well mannered and polite and that you are trustworthy and reliable. Employers are looking for many of these skills and that you can work with other people, that you can solve problems and that you are prepared to continue to improve your own learning.

# Reformed GCSEs

As I am sure you are aware, the past ten years have seen significant changes both to the content and rules governing assessment of GCSEs in England. Current Year 9 students will be taking reformed GCSEs for all their subjects. From first teaching in September 2015 (examination in Summer 2017) reformed GCSEs have been introduced over three years. The reformed GCSEs are more demanding than the previous legacy GCSE courses. They are linear where you take all your subject qualification examinations at the end of the course and either have a reduced non-examination assessment or no non-examination assessment at all (100% examination).

To allow and enable post-16 training providers and employers to identify these reformed GCSEs, they will be graded 9–1, instead of A\*–G. As a result, you will receive 9-1 grades.

This 9-1 assessment scale replaces the current A\*–G scale, and it is currently believed that broadly the same proportion of students who achieve a grade C or above will achieve a grade 4 or above.

However, it is being stressed by the Office of Qualifications and Examinations regulation (Ofqual) that thinking of a grade 4 as the new grade C is ‘too simplistic’ and the Department for Education has defined a ‘good pass’ as a grade 5.

As a result of this change to the assessment scale you will be set target grades and provided with ‘working at grade’ and ‘forecast grade’ data in line with the 9-1 scale in your GCSE subjects.

## Reformed GCSE changes include:

- Replacing modular assessment with terminal linear assessment. You will be examined at the end of Year 11 rather than at regular intervals throughout the course.
- Single tier exams in most subjects (no longer foundation and higher).
- Grades 9-1 to replace current A\*–G.
- A reduction in opportunities to re-sit individual units.
- Greater emphasis upon written examinations at the expense of coursework and controlled assessment with more marks being awarded for spelling, punctuation, and grammar (SPAG).
- An increase in the amount of content that students are expected to cover in each specification.
- Specific changes to assessment in individual subject areas such as the removal of controlled assessment and separate reporting of the speaking and listening component of the English Language GCSE.

# Reformed GCSEs

The Government's reforms to GCSE, which are intended to drive up standards and bring England into line with other high performing countries (as measured by international tests such as PISA) represent a significant change to the way in which, and the level at which, you are assessed at the end of Year 11.

The chart below shows how the existing A\*-G grades map across to the new 9-1 grading system. By replacing the current A\* with grades 8 and 9, the new system allows for greater differentiation between the highest grades:



The new courses are more challenging than ever, with all the exams set at the end of Year 11.

Grades 1 - 3 are the equivalent of the current grades G – D, grades 4 – 6 are equivalent to C and B and grades 7 – 9 are equivalent to A and above.

The Department for Education (DfE) consider a good pass to be a 5 and above (equivalent to the top of a C and above)

The DfE consider an awarding pass to be a 4 and above (equivalent to the bottom of C and above).

The remainder of this booklet will outline the options process and give detailed information about the range of subjects on offer.

# English Baccalaureate (EBacc)

The Government's intention is that as many students as possible have the opportunity to study the suite of qualifications which lead to the English Baccalaureate (EBacc). This is a performance measure for schools which assures our learners receive a broad and balanced education and keeps young people's options open for further study and future careers. The EBacc consists of:

- English Language and Literature
- Mathematics
- Science
- A Humanity (Geography or History)
- A Language (French, German, or Spanish)

A study by the UCL Institute of Education shows that studying subjects in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and Mathematics.

## Raising the Participation Age (RPA)

The Government has increased the age to which all young people in England must continue in education or training. As a result, you will be required to continue in education or training until your 18th birthday.

RPA means that you will be required to choose one of the following options once you complete your time at Taverham High School Academy:

- Full-time education, such as a school, college, or home education
- An apprenticeship
- Part-time education or training if you are employed, self-employed or volunteering full-time (which is defined as 20 hours or more a week)

At Taverham High School Academy we have a thriving Sixth Form and wish you to view your studies at KS4 as part of the continuing journey with us from Year 7 all the way to Year 13 and beyond.

# Terminology

**Core Curriculum:** All students study for courses in these subjects, they are compulsory.

**English Baccalaureate:** The English Baccalaureate (EBacc) was introduced as a performance measure for schools. It is not a qualification but a suite of subjects. The measure recognises students that have achieved a grade 4 or better in five subjects: GCSE English, Mathematics, a Science or Computer Science, a Modern Foreign Language, and History or Geography.

**GCSE** (General Certificate of Secondary Education): a system of examinations with the new GCSE grading structure in place. Students will now be awarded grades 9-1, with 9 being the highest.

**Level 1 Course:** Level 1 qualifications are equivalent to GCSE passes at grades 1, 2 or 3.

**Level 2 Course:** This is the level of study broadly equivalent to a full GCSE is marked using a pass, merit & distinction grading criteria. Level 2 passes are equivalent to GCSE grade 4. Level 2 merit, distinction, and distinction\* is equivalent to GCSE passes at grades 6, 7 or 8.

**Non-Examined Assessment (NEA):** Many subjects have coursework, practical assessments, and projects which count as part of your final qualification. These are assessed by teachers, but sent to external examiners who moderate the marking. Non-examined assessment must be completed in school under the supervision of your teacher.

**Portfolios:** extended pieces of coursework. Some courses are assessed largely by portfolio e.g. BTEC and Vocational courses.

**Syllabus or Specification:** this is an outline of what you must study.

**Terminal Examinations:** examinations at the end of your course held in May/June in Year 11.

**Tier of entry:** some subjects have two tiers of entry, and the exam papers/assessment structures are slightly different at each tier even though the content studied is usually the same.

- **Foundation tier:** this allows students to achieve 5 – 1 grades.
- **Higher tier:** this allows students to achieve 9 – 4 grades.

**Vocational Courses:** the course content is primarily based on practical skills and assessment tends to be based on coursework.

# Frequently Asked Questions

**How many subjects do I have to choose?** All students will have to choose **four** main subjects and **three** reserve subjects.

**What is a BTEC subject and what is the main difference between that and a GCSE?** A BTEC is a subject that is assessed mainly on coursework. Typically, it suits students who perform better in classwork than in examinations.

**What is a Technical Award/Cambridge National qualification?** These are broad and engaging level 1 and level 2 qualifications that equip students with applied knowledge and associated practical skills. Similar to a BTEC qualification they will have a coursework element to them.

**Are BTEC subjects, Technical Awards and Cambridge Nationals worth the same as GCSE subjects?** All subjects at level 2 are broadly equivalent to one GCSE.

**Which Science option will I take?** All students study Physics, Chemistry and Biology and will sit exams at the end of Year 11. Most students will achieve GCSE Combined Science. This award covers all three sciences and is equivalent to two GCSEs. Students who show exceptional aptitude for Science during Year 9 may choose to study for three separate GCSEs in Science.

**Will I get all my first choices?** While most students do get their first choices, we do have to allocate some back-up choices, so it is important that you select back-up choices that you are willing and able to do. If you have a specific career direction in mind you should write it on the options form so that we can take this into account when we allocate subjects.

**When do I find out which subjects, I have been given from my choices?** You will find out which subjects you have been allocated by the end of the spring term.

**If I start a subject and later realise that I have made a mistake, what can I do?** There are only **three weeks** at the start of term when we look at requests for changes and make them if we can. Sometimes subject groups are full and students are unable to move but we do our best to help.

**Are there websites to provide guidance when making my choices?** We recommend the following websites:

[GCSE options 2025: What GCSE options are there? - BBC Bitesize](#)

[Careerpilot : Get information : GCSEs : Choosing your GCSEs](#)

[Home](#) (Help You Choose)

[Unifrog - The universal destinations platform.](#)

[icould - Career ideas and information for your future](#)

<https://www.prospects.ac.uk/job-profiles>

<https://nationalcareersservice.direct.gov.uk/job-profiles/home>



# Options Choices

Art  
Business  
Child Development  
Classical Civilisation  
Computer Science  
Construction Level 1  
Dance  
Design and Technology  
Drama  
Engineering  
Hospitality and Catering  
French  
Geography  
German  
History  
IT/Creative iMedia  
Mandarin  
Media Studies  
Music  
Philosophy, Religion and Ethics  
Physical Education  
Spanish

## Notes for selecting option choices:

- Students must choose **four** options.
- As part of the four options, students must choose a minimum of one from the following subjects: triple science, computer science, history, geography, French, Spanish, German, Mandarin.
- Students must not assume that choosing the same options as a friend will result in being placed in the same class. Several subjects have more than one group.
- All option subjects are taught to mixed ability groups, and we aspire for all students to aim for the highest grade possible. We will challenge and support all students to achieve, regardless of their target grade.
- Subjects such as engineering and computer science have a significant amount of mathematical content; students must ensure they are confident in their ability to access the course material.
- In September students will have **fifteen school days** within which to change courses. After this point no further course changes will be permitted.
- The school reserves the right to alter the courses on offer subject to number of applications and staffing.
- When filling in the form, students will need to make **four** first choices, then **three** reserve choices.
- Reserve choices must be given in order of preference; students must ensure the conditions of the second bullet point will still be met.
- Option 'blocks' will be constructed after initial choices have been made, aiming to fulfil as many of the four first choices as possible.

# 'Which Option Subjects Should I Choose?'

## There are many good reasons for studying a subject at GCSE

- You may need it for your career - very few students in Year 9 know exactly which career, higher or further education path they would like to embark on. Certain subjects may become an essential requirement for certain careers, but at this stage our curriculum is designed to minimise the possibility of restricting future career paths.
- You may need a particular GCSE to access your chosen post-16 course.
- You may be good at the subject.
- You may enjoy the subject as it excites, motivates and interests you.
- It may provide you with a good balance of subjects.

Please do not make the mistake of thinking that every subject you take must be directly related to your career aims. Some subjects, such as Drama and Music, encourage self-confidence and clear communication which are useful for many types of careers.

## Things to remember when making your choices:

- It is your decision.
- Do not make decisions based on your friends' choices just because you want to stay in the same classes.

## How can I support my child?

By monitoring their progress, encouraging them to complete their homework and attend any revision, study or intervention sessions at lunch or after school.

## How do I know about the progress being made by my child?

All students are tracked regularly and assessed against pre-determined targets. Parents are then informed about the current grade in each subject, attitude towards learning and the progress being made. Parents can meet with subject staff at their respective progress evenings. Parents are, of course, welcome to speak to subject teachers at any time.

## Some things for parents/carers to consider with students:

Some students might say they like a subject but really they believe it is an easier option. This isn't true. All subjects will be demanding at GCSE level and students will have to work hard to gain a good qualification.

Remember, GCSEs have changed a lot since your day! Your experience may be totally different to what theirs will be; share your knowledge and experience but keep in mind as well that our students are preparing for a totally different world!

# 'How Do I Start to Choose?'

Listed below are a series of questions that will help guide your decision-making process.

How do I know where I am? Think about your progress, reports, and comments from your teachers. These all contribute to knowing where your strengths lie.

Subjects I like:	Subjects I am good at:
Subjects I dislike:	Subjects I am not good at:

Have you thought about what career you are looking for? If the answer is yes, which subjects do you need to help you move in this direction? If the answer is no, what range of subjects would be best for you in the longer term?

Possible career choice:	Subject combination:

There are many resources that can help you make your decision. Have you used the following?

Resources:	Resources used:
Teachers, Family, On-line information. ICould: Advice on choosing options, and a video on 'focus on choices at 14.' Website: <a href="http://icould.com/article/choices-at-14-choosing-your-options/">http://icould.com/article/choices-at-14-choosing-your-options/</a> Website: <a href="http://icould.com/focus-on/choices-at-14/">http://icould.com/focus-on/choices-at-14/</a>	

# Compulsory and Option Subjects

## Read options booklet

Each of the following pages give you important details about all the courses on offer including course content, types of assessment and possible progression routes. They also have the exam board details so you can find out even more from their websites.

## Speak to your teachers

Your teachers know you extremely well and can help to see whether the subject or course will be suitable for you. Don't forget your form tutor. They can help to look at your combination of choices to see if they go well together.

## Attend options evening

Every core subject and option subject will be represented. You will be free to walk around the school with your parents/carers and speak to staff about all the different courses you are interested in. This is an important opportunity for you and your family to speak with subject teachers before you make your final choices.

**Options evening is Thursday 29 January 2026, 5:30pm-7:30pm.**

## 'Next Steps' 1:1 interview

'Next Steps' 1:1 interview: will be arranged and completed by the first week back after **spring half term**. This will be a final opportunity for you to discuss your options with a senior member of staff if you request. They can help you choose between courses if you are struggling to decide or confirm that the courses you are thinking of choosing are appropriate for you.

## Make decision

Talking to people about your thoughts and listening to others' advice can help you decide, but remember the decision is ultimately yours.

**Complete your online options form.**

# Compulsory Subjects

**Studied by all students for  
two years:**

## **GCSE Courses**

English Language  
English Literature  
Mathematics  
Science (Combined)

## **Core Curriculum (non-GCSE)**

These are subjects which all  
students must participate in  
but are not examined.

Personal Development  
Physical Education  
Religious Studies

# English Language

## Aims

The course will enable you to develop an excellent understanding of the writers' craft in order to analyse a text effectively and write with originality and flair.

## Further Progression

GCSE English Language and GCSE English Literature offer a solid foundation for progression to other studies including A Level English Literature, English Language, combined A Level Language and Literature and Media Studies.

## Content

You will study a range of texts from fiction and non-fiction, across a range of genres and spanning several centuries.

You will also develop and craft your writing skills. You will hone your creative writing as well as your writing to persuade.

The course is assessed at the end of Year 11 as detailed in the assessment section. You will be given opportunities via end of unit assessments to test your skills.

## Assessment

English Language:  
2 x 1hr 45-minute papers with a reading and writing section. Each paper 50% of GCSE.

### **Paper 1: Explorations in Creative Reading & Writing:**

**Section A (Reading):** analysis of a modern unseen prose text (**20<sup>th</sup>/21<sup>st</sup> century**), answering 4 questions (40 marks)

**Section B (Writing):** single creative writing task, inspired by the topic of Section A (40 marks)

### **Paper 2: Writers' Viewpoints & Perspectives:**

**Section A (Reading):** analysis of two linked non-fiction texts from different eras and genres, answering 4 questions (40 marks)

**Section B (Writing):** single creative writing task on the theme from Section A (40 marks)

## Other Information

Examination Board: AQA

You must study English Language alongside English Literature. You will be awarded two GCSEs in grades 9-1

## Further information available from

Miss Hollis  
English KS4 Coordinator

[m.hollis@taverhamhigh.org](mailto:m.hollis@taverhamhigh.org)

# English Literature

## Aims

The course will enable you to develop an excellent understanding of the writer's craft in order to analyse a range of fiction texts and poetry.

## Further Progression

GCSE English Language and GCSE English Literature offer a solid foundation for progression to other studies including A Level English Literature, English Language, combined A Level Language and Literature and Media Studies.

## Content

You will study a 19<sup>th</sup> century novel, a modern text (prose or drama), a play by Shakespeare and a cluster of poems from the AQA poetry anthology.

## Assessment

### **Paper 1: Shakespeare & the 19<sup>th</sup> century novel:**

1hr 45min exam

40% of GCSE

**Section A (Shakespeare):** single question on your set Shakespeare text

**Section B (19<sup>th</sup> century novel):** single question on your set novel

### **Paper 2: Modern Texts & Poetry:**

2hrs 15min exam

60% of GCSE

**Section A (Modern Texts):** one question from a choice of two on modern prose or drama set text

**Section B (Poetry):** one comparative question on one named poem and one other from the AQA Poetry Anthology Power & Conflict cluster

**Section C (Unseen Poetry):** two questions, one on an unseen poem and another comparing the poem to another unseen poem

## Other Information

Examination Board: AQA.

You must study English Language alongside English Literature. You will be awarded two GCSEs in grades 1 – 9

## Further information available from:

Miss Hollis  
English KS4 Coordinator

[m.hollis@taverhamhigh.org](mailto:m.hollis@taverhamhigh.org)

# Mathematics

## Aims

Maths is a core subject and therefore compulsory to all students. The skills you acquire within Maths are transferable and will be used across lots of other subjects.

## Further Progression

For students wanting to study Maths at A Level it is essential that they have studied the Higher Tier in GCSE Maths.

## Content

The content of GCSE Maths is delivered in much the same style as Key Stage 3 lessons.

You must be able to accurately recall facts, terminology, definitions and interpret notation correctly on a range of different mathematical areas.

You are also required to demonstrate your understanding of mathematical problems in context and be able to reason, interpret and communicate their solutions.

## Assessment

You are required to sit a linear assessment consisting of three exam papers. Each exam paper is 1.5 hours long and is worth a total of 80 marks.

Paper 1 is a non-calculator paper; Papers 2 and 3 are both calculator papers. You will be given a final grade based on their total from the three papers.

There are two tiers of entry, and you will be entered into the most appropriate tier based on your ability. The higher tier of entry is aimed at students who are likely to achieve a grade 6 or above. The foundation tier of entry is aimed at students likely to achieve a grade 5 or below.

## Other Information

Examination Board: AQA

More detailed information can be obtained from the mathematics staff

## Further information available from:

Mr Gerrard.  
Head of Maths Faculty  
[j\\_gerrard@taverhamhigh.org](mailto:j_gerrard@taverhamhigh.org)

Mr Robinson  
KS4 Maths Coordinator  
[b\\_robinson@taverhamhigh.org](mailto:b_robinson@taverhamhigh.org)



# Combined Science

## Aims

The aim of the science course is to enable you to recognise the impact of science on everyday life, make informed personal decisions about issues and questions that involve science and to understand and reflect on the information included in media reports. By the completion of the course, you will have gained a broad body of scientific knowledge and understanding across the three sciences: biology, chemistry and physics.

## Further Progression

Studying science will give you an excellent foundation to achieve success in a huge range of further qualifications and careers. A good knowledge of science will mean you could go on to science-based subjects like Healthcare, Engineering, Electronics and Environmental Science.

## Content

You will follow the AQA GCSE specification for combined science trilogy, leading to 2 GCSEs.

The course alternates between Biology, Chemistry and Physics, with each being further divided into discrete topics.

This course will lead to two combined science GCSEs.

A series of required practical experiments will be incorporated into the course which helps develop key scientific practical skills and inspire a love for science.

The course covers a wide range of fundamental scientific principles relevant to all our lives; it provides a solid foundation of science literacy and gives insight as to how scientists develop an understanding of the world we live in.

## Assessment

You are assessed through examinations at the end of Year 11; the practical work that you undertake in class will be assessed within these examinations.

**Biology paper 1**  
1 hour 15 mins  
**Biology paper 2**  
1 hour 15 mins

**Chemistry paper 1**  
1 hour 15 mins  
**Chemistry paper 2**  
1 hour 15 mins

**Physics paper 1**  
1 hour 15 mins  
**Physics paper 2**  
1 hour 15 mins

## Other Information

You will study the AQA Combined Science: Trilogy Course. You study science in Years 10 and 11, continuing the courses already in progress. You are placed in sets based on your achievement and potential shown at the end of Year 9.

## Further information available from:

Mr Hart  
Head of Science Faculty  
[m.hart@taverhamhigh.org](mailto:m.hart@taverhamhigh.org)

# Personal Development

## Aims

Personal Development is taught to everyone at Taverham High from Year 7 to Year 11. In Years 10 and 11, we focus on topics in the wider world and issues that may affect them in the future.

The topics studied encourage you to become more aware of current affairs and social issues and develop informed opinions. We want you to prepare for your adult life by identifying personal strengths as well as learning how to build healthy relationships. Year 10 will be an exciting transitional time but there may also be apprehensions and anxieties. To address this, in Personal Development we look at how to make the most of your personal skills and enable you to become confident, resilient, happy members of the school and wider community.

The is also a big focus on careers in KS4 Personal Development to ensure every student is ready for their next steps.

## Content

### KS4 PD topics (Core)

Year 10: taught in 'rotation' with Religious Studies

Year 11: taught once per fortnight

You will study:

### **Drug Education, Relationship and Sex Education, Diversity:**

including topics such as consent, contraception, healthy relationships, drug and alcohol education, disability, Islamophobia, sexuality and homophobia, gender stereotypes and immigration.

### **Next Steps and Career Education**

Including Next Steps applications (e.g. college applications), CV writing, interview skills and character development.

Other topics include work on British Values and Democracy, Financial Awareness, Emotional Wellbeing and Mental Health.

## Assessment

During the year, teachers will assess according to the key skills displayed in lessons through pupils' written work, group work and contributions to debate and discussions.

## Other Information

In addition to lessons delivered by teachers within school, we also have lessons provided by Norfolk Casualty Reduction Team and from the Matthew Project in Norwich.

## Further information available from:

Miss Adams  
Head of Personal Development

[s.adams@taverhamhigh.org](mailto:s.adams@taverhamhigh.org)

# Physical Education (Core)

## Aims

Through your National Curriculum PE lessons, you are helped to make informed choices about lifelong involvement in physical activity.

At Key Stage 4, you will be given further opportunities to develop skills in a range of activities, to develop a deeper understanding of techniques and tactics and how to improve as a coach/official. Throughout this key stage, students are expected to take increased responsibility for personal involvement in physical activity.

Our overall aim is to promote a lifelong involvement in physical activity or sport.

## Content

You are required to participate in physical education twice per week as a core provision. There is a wide range of activities offering different experiences to suit the individual needs of our students and groups. Some activities build on those covered in Key Stage 3, whilst others are new to you, such as trampolining, dodgeball and other recreational games. You are expected to take responsibility in your lessons, taking on different roles such as a performer, coach or official.

## Assessment

Assessment takes place within the normal teaching programme, taking account of your effort to improve both practical skills and your knowledge and understanding of background theory. You will be assessed through your attitude to learning and your engagement in PE and sport through extra-curricular hours.

## Other Information

The ability to take part in meaningful physical exercise is an important life skill.

PE provides the foundation to help you include physical activity as part of a healthy lifestyle.

## Further information available from:

Mr Edmunds  
Head of Physical Education

k.edmunds@taverhamhighschool  
.onmicrosoft.com

# Religious Studies

## Aims

Religious Studies is taught to everyone at Taverham High School from Year 7 to Year 11. In Years 10 and 11, we focus on topics which allow you to debate about 21<sup>st</sup> century issues. The topics we study encourage you to take an active interest in the world around us. We want to make sure you are well prepared for adult life and Religious Studies makes you reflect and engage with your own beliefs and understandings.

## Content

### Year 10

#### Unit 1 Prejudice and Discrimination

Sexism  
Racism  
Homophobia  
Ageism  
Religious Discrimination

#### Unit 2 Animal Rights

Animal Testing  
Animal Rights Groups  
Jains and Animals  
Christianity and Animals  
Fur and Vegetarianism

### Year 11

#### Medical Ethics

Genetic Engineering  
Cloning  
Embryo Research  
Human Experimentation  
Morality

## Assessment

During the year, teachers will assess according to the key skills displayed in lessons through your written work, group work and contributions to debate and discussions as well as a knowledge check quiz at the end of each unit.

## Other Information

More detailed information can be obtained from Religious Studies staff.

## Further information available from:

Miss Harnden  
Acting Head of Social Sciences  
Faculty

[d.harnden@taverhamhigh.org](mailto:d.harnden@taverhamhigh.org)

Art  
Business  
Child Development  
Classical Civilisation  
Computer Science  
Construction Level 1  
Dance  
Design and Technology  
Drama  
Engineering  
Hospitality and Catering  
French  
Geography  
German  
History  
IT/Creative iMedia  
Mandarin  
Media Studies  
Music  
Philosophy, Religion and Ethics  
Physical Education  
Spanish  
Separate Sciences

# Art

## Aims

Art is a rigorous course which will enable you to develop a variety of practical and thinking skills across a range of fine art disciplines. It encourages you to apply and refine your own interests based on a unique visual journey which develops over two years. There is an analytical element which requires you to annotate and analyse through writing within the sketchbook. You will learn to be independent, driven practitioners and artists ready to partake in further study.

## Further Progression

Art leads to many careers within the creative industries due to the creative ability to design and think. It can lead directly to design-based careers, both within web and graphics, illustration, professional artist, curation, fashion, advertising, media, stage design and theatrics, including make-up artist and special effects technicians.

## Content

The world around us is full of inspiration that artists have drawn on to create interesting and unique art. Your coursework will be an exploration of this theme. Fine Art course would suit students who enjoy being practical and who are highly focused individuals.

**Year 10:** you will develop ideas based around the environment and the organic. You will draw from life, take photographs, research artists and develop your own ideas/designs for a ceramic piece, as well as exploring mixed media practices, digital manipulation and printing.

**Year 11** enables students to focus on a personal investigation. This is an opportunity to specialise in the media and processes that best suit your abilities, style and interests. The themes vary depending on your specific skills and interests, making this course highly personal and independent.

## Assessment

You are assessed on:

Development of ideas through researching artists and designers that are relevant to ideas.

Developing ideas by taking your own photographs, drawing from, and recording, first-hand experience.

Refinement of ideas through experimentation with materials and techniques. Planning and designing different ways work could take form.

Technical skill and application of consistent practical strength in the recording of ideas and from sources.

Producing final responses and pieces which show clear and relevant connections to planning, research and experimentation.

## Other Information

Examination Board: Edexcel

Having a passion and willingness to draw is an advantage.

You will benefit from having basic art materials at home as well as access to a computer and colour printer. Access to a digital camera is not essential but desirable.

## Further information available from:

Ms. K Daniels  
Head of Art

[k.daniels@taverhamhigh.org](mailto:k.daniels@taverhamhigh.org)

# Business

## Aims

The world of Business is ever changing, and this course will equip you with the knowledge and skills to start your own business or be successful in the world of commerce.

The course introduces you to each of the main functional areas in a business, giving you an insight into how businesses work. You will also develop quantitative skills through calculating concepts such as costs, revenue and profit.

## Further Progression

This course provides a strong base to study a business-related qualification as post-16 level. This could be A Level Business, A Level Economics or another level 3 business qualification.

## Content

### Business 1

- Business Activity
- Marketing
- People

### Business 2

- Operations
- Finance
- Influences on business
- The interdependent nature of business

Each topic uses real world business examples and case studies so you can see what business theory looks like in reality. You will also have the opportunity to work in teams to market a product and create a business plan and business pitch Dragons Den style. This gives you the opportunity to put what you have learnt into practice and develop important transferable skills.

## Assessment

The course is assessed through two written exams at the end of Year 11.

### Business 1: Business activity, marketing, and people

- 80 marks
- 1 hour 30 minutes
- 50% of total GCSE

### Business 2: Operations, finance, and influences on business

- 80 marks
- 1 hour 30 minutes
- 50% of total GCSE

## Other Information

### Exam Board: OCR

This is a GCSE qualification which gives you a well-rounded introduction to the subject. It is relevant to the world of business today and encourages you to become financially and commercially aware.

## Further information available from:

Mrs Leary  
Head of Business Studies and Economics

[h.leary@taverhamhigh.org](mailto:h.leary@taverhamhigh.org)

# Child Development

## Aims

This course is designed for students aged 14–16 who have an interest in children’s learning and development. Students will develop skills and a theoretical understanding, which can prepare them for further study and employment within the health and social care sector. It will particularly appeal to learners who are looking for a course that is practical in nature.

## Further Progression

The course is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology. Often students who study this course go onto a range of careers e.g. midwife, paramedic, occupational therapist, radiologist, play worker, teacher, nursery practitioner.

## Content

**R057:** in this unit, you will learn about the importance of both pre-conception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe environment.

**R058:** in this unit, you will learn how to create a safe environment for children from birth to five years in childcare settings. You will investigate and choose equipment that is both suitable and safe for use and will learn about their nutrition and dietary needs.

**R059:** in this unit, you will learn the expected developmental norms for children from one to five years. You will use observation and research techniques and skills to investigate these development norms and explore your findings. r development.

## Assessment

You will complete three mandatory units (one externally assessed and two internally assessed).

Internal assessment is known as portfolio work (also known as coursework).

External assessments are also known as exams.

**R057:** health and well-being for child development  
Exam: 40% weighting

**R058:** create a safe environment and understand the nutritional needs of children from birth to five years  
Coursework: 30% weighting

**R059:** Understand the development of a child from one to five years  
Coursework: 30% weighting

## Other Information

This qualification is for students who wish to develop applied knowledge and practical skills in child development. The course will provide you with a grounded understanding of children’s learning and development that will help you make choices about further study and career options. The exam board studied is OCR.

## Further information available from:

Miss S. Adams  
Teacher of Child Development  
[s.adams@taverhamhigh.org](mailto:s.adams@taverhamhigh.org)

Miss O. Greenway  
Teacher of Child Development  
[o\\_greenway@taverhamhigh.org](mailto:o_greenway@taverhamhigh.org)



# Classical Civilisation

## Aims

OCR's GCSE (9–1) in Classical Civilisation will encourage you to gain a broad knowledge and understanding of a range of literary and cultural materials from the classical world and the ability to use these to acquire knowledge and understanding of aspects of the classical world.

## Further Progression

OCR's GCSE (9–1) in Classical Civilisation will help you to understand the legacy of the classical world, whilst developing your knowledge and skills in preparation for further educational opportunities, including A Level Classical Civilisation at Taverham Sixth Form.

## Content

Topics you will study will include:

- Mythology and Religion in Greece and Rome  
This includes myths such as Herakles, Theseus, Romulus and Remus and myths about the Olympian gods.
- Roman Everyday life  
This topic looks at the remains of cities such as Rome and Pompeii.

## Assessment

OCR's GCSE (9–1) in Classical Civilisation consists of two components that are externally assessed.

You will sit two 90-minute examination papers each carrying 50% of the marks. The papers require you to answer short answer and extended written answers.

## Other Information

We are the only state school in Norfolk which teaches Classical Civilisation at KS3, KS4 and KS5.

This qualification provides the ideal foundation for you to progress to OCR's A Level in Classical Civilisation. Several universities also offer the opportunity to take Classics on to degree level.

## Further information available from:

Mrs Barker  
Teacher of Classics

[s\\_barker@taverhamhigh.org](mailto:s_barker@taverhamhigh.org)

# Computer Science

## Aims

Computer Science is not all about coding and computer architecture, it promotes much wider skills.

Computer Science teaches you how to solve complex problems by structuring problem solving techniques.

You will learn how to manage and develop complex projects, skills that will be useful in all aspects of your studies and future careers.

## Further Progression

GCSE Computer Science is essential if you wish to either study Computer Science at Advanced or Degree Level. Other pathways include higher apprenticeships and IT technical support roles.

## Content

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Fundamentals of cyber security
7. Ethical, legal, and environmental impacts of digital technology on wider society, including issues of privacy
8. Aspects of software development
9. Non-exam assessment

## Assessment

### OCR Computer Science (J277)

#### Paper 1

Written paper: 1 hour and 30 minutes  
50% of total GCSE

#### Paper 2

Written paper: 1 hour and 30 minutes  
50% of total GCSE

#### Non-exam assessment:

The non-exam assessment (NEA) assesses your ability to use the knowledge and skills gained through the course to solve a practical programming problem.

## Other Information

Examination Board: OCR

You will be required to undertake investigative coding outside the classroom to strengthen skills learnt during lessons.

## Further information available from:

Mrs Moore  
Head of Computer Science / IT  
[d.moore@taverhamhigh.org](mailto:d.moore@taverhamhigh.org)

# Construction Level 1

## Aims

You will develop basic knowledge of the construction industry and the skills required to perform a variety of construction tasks.

The course will be planned to provide a foundation of basic knowledge and skills that you can build on should you choose to do so.

## Content

This will be a Level 1 BTEC course.

### Subject content will include:

- Safety and security in construction
- Developing construction projects
- Planning work sequences
- Calculating materials
- Completing construction tasks
- Planning construction projects

## Assessment

### How it's assessed:

There is no exam for this subject. Each practical unit is assessed based on criteria set by the exam board. Each module can be graded as pass, merit or distinction.

Each module should contain evidence through coursework to show that learners have met the criteria.

After initial assessment, the work is internally verified and then externally moderated before the qualification is awarded.

## Other Information

Examination Board: Edexcel.

This course will be offered to select pupils for whom it is deemed appropriate.

You will not be able to select this as one of your options but may be invited on the course following an interview.

## Further information available from:

Mr Housden  
Head of Design & Technology

w\_housden@taverhamhigh.org

## Further Progression

You may consider studying a Level 2 Construction course or apply for an apprenticeship.

You may seek employment and training with a construction company.

# Dance GCSE

## Aims

You will develop your knowledge and understanding of the wide range of dance choreographed and performed in the United Kingdom.

## Further Progression

If you wish to study Dance or Performing Arts at Level 3 or beyond then this is the course for you. Equally, if you enjoy Dance and want the opportunity to be able to learn more about choreographers and choreograph your own dances then this course gives you the opportunity to do so.

## Content

As part of the theory unit 'Dance Appreciation', you will study six short professional dance works. Together the six works include:

- different dance styles and fusions of style
- a selection of established and emerging choreographers
- different numbers and combinations of dancers
- a variety of choreographic approaches
- different choreographic structures and many more

As part of the practical components, you will look at:

- physical skills
- technical skills
- expressive skills
- mental skills

These skills will need to be applied to solo/group/set phrase performances. You will also learn about ASDR as well as aural and performance environments to help develop choreography.

## Assessment

The practical elements consist of:

Choreography (30% - 40 marks)

- Solo or group choreography – a solo (**two to two and a half** minutes) or a group dance for two to five dancers (**three to three and a half** minutes)

Performance (30% - 40 marks)

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)

Theory (40% - 80 marks)

- Written exam: 1 hour 30 minutes

## Other Information

You will study the AQA GCSE Dance course. If you choose this option, you will ideally have passion and enthusiasm for dance and the ability to perform in front of assessors and peers. Confidence is essential alongside creativity.

## Further information available from:

Mrs Church (programme leader)  
s\_church@taverhamhigh.org

Miss Birkin  
Subject Teacher  
d.birkin@taverhamhigh.org

# Design and Technology

## Aims

GCSE Design and Technology will prepare you to participate confidently and successfully in an increasingly technological world. You will get the opportunity to work creatively when designing and making and apply technical and practical expertise. This GCSE allows you to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment.

## Further Progression

You could continue in education to study A Level Product Design and then on to a degree at university or art college. Alternatively, you could follow a vocational course, get an apprenticeship or get training in a workplace.

## Content

### Core technical principles:

To make effective design decisions you will need technical knowledge and understanding.

### Specialist technical principles:

In addition to the core principles, you should develop an in-depth knowledge and understanding of specialist technical principles.

### Designing and making principles:

You will need to demonstrate and apply knowledge and understanding of designing and making principles.

## Assessment

### How it's assessed:

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

### Non-exam assessment (NEA):

You will need to demonstrate your ability to apply your knowledge and skills developed in learning the technical principles, undertaking a project that consists of a substantial design and make task, the assessment criteria for which are:

- Investigating
- Designing
- Making
- Analysing and evaluating

### Non-exam assessment (NEA):

- 30–35 hours approximately
- 100 marks
- 50% of GCSE

## Other Information

Examination Board: AQA

More detailed information can be obtained from Design & Technology staff

## Further information available from:

Mr Housden.  
Head of Design and Technology

w\_housden@taverhamhigh.org

# Drama

## Aims

You will study the Edexcel GCSE in Drama, which focuses on you working together imaginatively and creatively, developing, and communicating ideas through performance, reflecting on your own and others' work and exploring key texts and practitioners in the dramatic arts.

## Further Progression

The course is excellent preparation for A Level Drama in the sixth form. It can lead to careers in directing, teaching, arts administration, theatre technical management, set/lighting design, costume design, community arts and youth work.

## Content

Component 1 is focused on devising theatre, where you are required to research, develop, and perform an issue-based piece of drama, then produce a 2000-word portfolio essay analysing and evaluating the creative process.

Component 2 involves developing your skills and understanding when working with performance texts; here, you undertake a practical exploration of a complete play and are assessed through a live performance played to a visiting examiner.

The final component is based on understanding theatre makers practice and involves you studying a second performance text and learning how to reflect on and evaluate live professional theatre; the knowledge and skills acquired are assessed through a written examination at the end of the course.

## Assessment

Drama at GCSE level is assessed through two coursework components and one written examination:

**Unit 1:** Devising (40%)  
Create and perform a devised play from a stimulus

Write a portfolio essay describing, analysing and evaluating creative process

**Unit 2:** Performance from Text (20%)  
Study a play text in detail

Perform two key scenes in front of a visiting examiner

**Unit 3:** Theatre Makers in Practice 1 hour 45 mins (40%)  
Practical study of one play text and write about it in an exam

Evaluation of a live performance

## Other Information

Examination Board: Edexcel.

You must be willing to commit extra time in lunchtimes and after school when we are rehearsing for productions; you must also participate in extra-curricular trips to the theatre.

## Further information available from:

Miss Andrews  
Head of Drama

[r.andrews@taverhamhigh.org](mailto:r.andrews@taverhamhigh.org)

# Engineering

## Aims

Engineering is an increasingly innovative and exciting area to work in. It affects every aspect of modern life – from skyscrapers to smart phones, cars to carrier bags. The GCSE introduces you to a host of new technologies, helping you to gain practical skills and understanding of engineering. It will particularly appeal to those who enjoy being creative, with an affinity for drawing, design, maths and problem-solving.

## Further Progression

Studying A Levels, combining subjects such as Engineering, Maths and Physics, leading to a degree in Engineering, Maths or Science. You could also attend a technical college such as the UTCN. This would be good preparation before starting a higher level apprenticeship or going to university.

## Content

### Subject content:

- Engineering materials
- Engineering manufacturing processes
- Systems, structural, pneumatic
- Testing and investigation
- The impact of modern technologies
- Practical engineering skills

### Non-exam assessment (NEA): Practical engineering

- Knowledge and understanding of engineering principles
- Application of skills, knowledge and understanding in a practical context
- Analysis and evaluation of evidence

## Assessment

### How it's assessed:

- written exam: 2 hours
- 120 marks
- 60% of GCSE

### Non-exam Assessment

- brief set by AQA
- 80 marks
- 40% of GCSE

### Students produce:

- engineering drawings or schematics to communicate a solution to the brief
- an engineering product that solves a problem

## Other Information

Examination Board: AQA

There is a considerable maths content in the course, which will count towards 25% of the exam. It is recommended that you have at least a grade 5 target for maths if you are considering studying Engineering.

More detailed information can be obtained from subject staff.

## Further information available from:

Mr Eastick  
Teacher of Design Technology and  
Head of Creative and Technical  
Studies Faculty

[j\\_eastick@taverhamhigh.org](mailto:j_eastick@taverhamhigh.org)



# French

## Aims

French is the language of our closest European neighbours. It is spoken in many other parts of Europe and the world including Canada and many countries in Africa. In opting to study French, you would be able to communicate more confidently and accurately with French speakers and learn more about the lifestyle and culture of Francophone countries.

## Further Progression

French at GCSE not only allows, but also prepares you to follow A Level courses after GCSE. French can be studied at university or degree level, either on its own or alongside nearly any other subject.

## Content

The GCSE course covers six distinct themes, which apply to all four question papers.

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

## Assessment

You will have a listening, reading, writing and speaking exam at the end of Year 11. There are two tiers, foundation and higher. Each exam is worth 25% of the final grade.

### Paper 1 – Speaking in French

Communicating and interacting effectively in speech for a variety of purposes

### Paper 2 – Listening and understanding

Understanding and responding to different types of spoken language

### Paper 3 – Reading and understanding

Understanding and responding to different types of written language

### Paper 4 – Writing in French

Communicating effectively in writing for a variety of purposes

## Other Information

Exam board: Edexcel.

The ability to speak French and English is an advantage on the international job market. A knowledge of French opens the doors of French companies in France and other French-speaking parts of the world.

## Further information available from:

Mrs L. Smith  
Head of Languages  
[l.smith@taverhamhigh.org](mailto:l.smith@taverhamhigh.org)

Ms R. Turner  
Head of Languages  
[r\\_turner@taverhamhigh.org](mailto:r_turner@taverhamhigh.org)



# Geography

## Aims

You will develop an understanding of key processes and features in the UK and around the world. The course aims to highlight important challenges and opportunities the human race is facing including natural hazards, climate change, poverty, global shifts in economic power, the importance of new technologies and the sustainable use of the planet's resources.

## Further Progression

GCSE Geography is a great foundation to study A Level Geography. The skills you use in your geographical studies make you of potential interest to a wide range of employers. Geographers use the skills acquired to work as surveyors, cartographers, architects, nature conservation wardens, environmental and transport consultants.

## Content

### **Unit 1: Living with the Physical Environment**

The challenge of natural hazards (volcanoes, earthquakes, tropical storms, extreme weather in the UK and climate change).  
Physical landscapes in the UK (relating to rivers & coasts).  
The living world: (the characteristics and sustainable management of hot environments and tropical rainforests).

### **Unit 2: Challenges in the Human Environment**

Urban issues and challenges (comparing city life around the world)  
The changing economic world (money's impact on our lives)  
The challenge of resource management (energy, water and food)

### **Unit 3: Geographical Application**

Issue evaluation: enquiry based on a contemporary geographical issue  
Fieldwork: two fieldwork enquiries in which you collect, analyse, present, interpret and evaluate primary data.

## Assessment

Assessment is by examination at the end of Year 11.

### **Unit 1: Living with the Physical Environment**

1 hour 30 mins (35%)

### **Unit 2: Challenges in the Human Environment**

1 hour 30 mins (35%)

### **Unit 3: Geographical Applications and Fieldwork**

1 hour 30 mins (30%)

## Other Information

Examination Board: AQA  
The study of Geography stimulates an interest in, and a sense of wonder about, places. It helps you to make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected.

## Further information available from:

Miss Gaylor  
Head of Geography  
[r\\_gaylor@taverhamhigh.org](mailto:r_gaylor@taverhamhigh.org)

Mr. Cromwell  
Head of Historical and Global  
Faculty and teacher of Geography  
[k.cromwell@taverhamhigh.org](mailto:k.cromwell@taverhamhigh.org)

Mr Barrett  
Teacher of Geography  
[g.barrett@taverhamhigh.org](mailto:g.barrett@taverhamhigh.org)

# German

## Aims

In opting to study German, you would be able to communicate more confidently and accurately with German speakers and learn more about the lifestyle and culture of German speaking countries.

## Further Progression

German at GCSE not only allows, but also prepares you to follow A Level courses after GCSE. German can be studied at university or degree level, either on its own or alongside nearly any other subject.

## Content

The GCSE course covers six distinct themes, which apply to all four question papers.

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

## Assessment

You will have a listening, reading, writing and speaking exam at the end of Year 11. There are two tiers, foundation and higher and each exam is worth 25% of your final grade.

**Paper 1 – Speaking in German**  
Communicating and interacting effectively in speech for a variety of purposes

**Paper 2 – Listening and understanding**  
Understanding and responding to different types of spoken language

**Paper 3 – Reading and understanding**  
Understanding and responding to different types of written language

**Paper 4 – Writing in German**  
Communicating effectively in writing for a variety of purposes

## Other Information

Exam board: Edexcel.

More people speak German as their native language than any other language in Europe. Not only the residents of Germany speak German, it is also an official language of Austria, Switzerland, Luxembourg and Liechtenstein.

## Further information available from:

Mrs L. Smith  
Head of Languages  
[l.smith@taverhamhigh.org](mailto:l.smith@taverhamhigh.org)

Ms R. Turner  
Head of Languages  
[r\\_turner@taverhamhigh.org](mailto:r_turner@taverhamhigh.org)

# History

## Aims

The History course will enable you to form a deeper understanding of the world we live in and how it has changed over time. It will develop your skills to look beyond the headlines, ask important questions and inspire you to express your own viewpoints and opinions and interpretations of the past and the present. You will build on research, evaluation and analysis skills.

## Further Progression

History at GCSE prepares you to follow A Level history at post-16. It can also prepare you for studying other subjects such as sociology, politics or law. History is a much-respected academic subject that can lead to any job requiring research skills, good verbal and written communication and an understanding of people.

## Content

### Thematic Study:

Crime and punishment through time; focusing on change and continuity. A study of an historic environment is included, focused on Whitechapel in the late 19<sup>th</sup> Century.

### Modern Depth Study

Life in Germany 1918-1939: an examination of how Hitler came to power and how Germany changed once the Nazis had control.

### British Depth Study

The reign of Henry VIII and the role of his key advisors, 1509-1540.

### Period Study

Superpower relations and the Cold War 1941-1991.

## Assessment

The course is 100% examination and there are three exams.

### Paper 1

Thematic Study and Historic Environment – the exam is 1 hour 15 minutes and sat at the end of Year 11. You answer questions that assess your knowledge and understanding of the topic (30%).

### Paper 2

Period Study and British Depth Study – the exam is 1 hour and 45 minutes and sat at the end of Year 11. You answer questions that assess your knowledge and understanding of the topics (40%).

### Paper 3

Modern Depth Study – the exam is 1 hour and 20 minutes and sat at the end of Year 11. You answer questions based on use of source material, your knowledge and understanding of the topic and on differing interpretations (30%).

## Other Information

### Examination Board: Edexcel

In Year 10 or Year 11 you may visit the Castle Museum in Norwich as part of your Thematic Study, once it has reopened fully following their rebuilding project.

## Further information available from:

Mr Williams  
Head of History

[j\\_williams@taverhamhigh.org](mailto:j_williams@taverhamhigh.org)

# Hospitality and Catering

## Aims

The WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed to support you to understand this vocational sector and the potential it can offer for careers or further study.

## Further Progression

Further study would provide you with the opportunity to develop a range of skills that would support progression to employment, ranging from waiting staff, receptionists and catering assistants to chefs, managers and food technologists in food manufacturing.

## Content

### You must demonstrate knowledge and skills:

- Hospitality and Catering provision, including health and safety
- Propose a Hospitality and Catering provision to meet specific requirements
- Understand the importance of nutrition when planning menus
- Understand menu planning
- Safely prepare, cook, and present nutritional dishes
- Explain how dishes on a menu address environmental issues
- Explain how menu dishes meet customer needs
- Use food safety practices
- Demonstrate knowledge and understanding of the hospitality sector
- Understand the relationship between diet, nutrition, and health

## Assessment

### Unit 1:

#### The Hospitality and Catering Industry

External assessment

#### Aim and purpose

The purpose of the unit is for you to apply your knowledge and understanding of the Hospitality and Catering industry to propose new Hospitality and Catering provision to meet specific needs.

### Unit 2:

#### Hospitality and Catering in Action

Internal assessment

#### Aim and purpose

The applied purpose of the unit is for you to safely plan, prepare, cook and present nutritional dishes.

## Other Information

More detailed information can be obtained from subject staff or by visiting the exam board's website:

<https://www.wjec.co.uk/qualifications/hospitality-and-catering/hospitality-and-catering-level-1-2-award.html>

## Further information available from:

Mrs Shirinian  
Subject Teacher  
[n.shirinian@taverhamhigh.org](mailto:n.shirinian@taverhamhigh.org)

# IT/Creative iMedia

## Aims

The course provides you with essential knowledge, transferable skills and tools to improve your learning in other subjects. The course aims to enhance your employability when you leave education and contribute to your personal development and future economic well-being. The qualification will encourage independence, creativity and you will develop an awareness of the digital media sector.

## Further Progression

OCR Cambridge Nationals provide a strong base for progression to further study, whether it is on to Level 3 vocational courses, A Levels, apprenticeship or work.

## Content

The Cambridge Nationals in Creative iMedia will equip you with a range of creative media skills.

It provides opportunities for you to develop desirable transferable skills through undertaking research, planning, reviewing, working with others and communicating creative concepts effectively.

Using these skills, you will ultimately be creating fit-for-purpose creative media products.

The Cambridge Nationals in Creative iMedia will also challenge you by introducing demanding material and techniques. It will encourage independence and creativity through tasks that engage with the most taxing aspects of the National Curriculum.

## Assessment

### **R093: Pre-production skills (40%)** Examination in Year 11

Explore the media sectors, products, and job roles. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products.

### **R094: Creating digital graphics (30%)**

Coursework task. Designing and creating a company identity and media product.

### **R097: Interactive digital media (30%)**

Coursework task. Designing and creating a multimedia product for a company – editing and combining text, images, sound and video for a purpose.

## Other Information

Examination Board: OCR

The qualification design, including the range of units available, will allow you the freedom to explore the areas of creative media that interest you.

This will provide good opportunities to enhance your learning in a range of curriculum areas.

## Further information available from:

Mrs Moore  
Head of Computer Science / IT  
[d.moore@taverhamhigh.org](mailto:d.moore@taverhamhigh.org)

# Mandarin

## Aims

GCSE Mandarin will help you to develop the ability to communicate effectively in Mandarin across a range of contexts, including speaking, listening, reading and writing. You will also gain insights into Chinese culture, traditions and societal norms, promoting a broader cultural awareness and appreciation.

## Content

The GCSE course covers three distinct themes, which apply to all four question papers.

- Identity and Culture
- Local, national, international and global areas of interest
- Current and future study and employment

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

## Assessment

You will have a listening, reading, writing and speaking exam at the end of Year 11. There are two tiers, foundation and higher and each exam is worth 25% of your final grade.

### Paper 1 – Listening

Understanding and responding to different types of spoken language.

### Paper 2 – Speaking in Mandarin

Communicating and interacting effectively in speech for a variety of purposes.

### Paper 3 – Reading and understanding

Understanding and responding to different types of written language.

### Paper 4 – Writing in Mandarin

Communicating effectively in writing for a variety of purposes.

## Other Information

The course studied will be AQA.

Mandarin proficiency enhances employability in an increasingly globalised job market, offering a unique edge in diverse industries where bilingualism and cultural knowledge are assets.

## Further Progression

This course aims to provide a foundation for further study in languages, boosting overall academic performance and offering a competitive edge for university applications and career prospects. Some examples of future career prospects include International Business, Diplomacy and International Relations, Tourism and Hospitality, Translation and Interpretation and Education.

## Further information available from:

Mrs L. Smith  
Head of Languages  
[l.smith@taverhamhigh.org](mailto:l.smith@taverhamhigh.org)

Ms R. Turner  
Head of Languages  
[r\\_turner@taverhamhigh.org](mailto:r_turner@taverhamhigh.org)



# Media Studies (GCSE)

## Aims

The media play a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints, and messages they offer.

This course offers you the opportunity to develop knowledge and understanding of these key issues. It also provides you with the ability to debate important questions about the media.

## Further Progression

GCSE Media Studies complements a wide range of other subjects, including English Language and Literature, ICT, Design and Technology.

It would be an excellent platform to progress to the study of A Level Media in the Sixth Form. It also links with A Level Sociology, English language, Photography and History.

## Content

You will study of a range of rich and stimulating media products in terms of a theoretical framework, which includes media language, representation, media industries and audiences. Working from the product outwards, you will develop appreciation and understanding of the media.

The following forms are studied: newspapers, television, music video, online/social and participatory media, advertising and marketing, film, video games, radio and magazines.

In addition, you will develop your planning, research and production skills to create a media product in response to a brief set by the exam board.

Two examinations are sat at the end of Year 11, as detailed in the assessment section.

**Exam Board: Eduqas**

## Assessment

**Component 1: Exploring the Media (1hr 30 minutes) 40%**

**Section A (Exploring Media Language and Representation)** analysis of media language in two print-based media forms, including an unseen text.

**Section B (Exploring Media Industries and Audiences)** analysis of industry and audience relating to two further media texts.

**Component 2: Understanding Media Forms and Products (1hr 30 minutes) 30%**

**Section A (Television):** analysis of media language or representation, and industries, audiences or contexts from the set television programme.

**Section B (Music):** analysis of media language or representation, and industries, audiences or contexts from the set music video and online media.

## Assessment (continued)

**Component 3: Creating Media Products (Non-Exam Assessment) 30%**

An individual media production for an intended audience in response to a choice of briefs set by the exam board.

## Set Products

The exam board list of texts, or 'set products', includes Trigger Point, Fortnite, The Guardian Newspaper, GQ Magazine, No Time to Die (film), Quality Street advert, NHS 111 Campaign, and The Sun newspaper.

## Further information available from

Ms Webb (assistant headteacher)  
j.webb@taverhamhigh.org  
Miss Hague (media teacher)  
f.hague@taverhamhigh.org

# Music

## Aims

The OCR GCSE Music course will enable you to develop into an excellent all-round musician, by improving performance, composition and listening skills.

Musicians of all types are welcome and extensive previous musical experience is not necessary. What is important is that you are passionate about music, prepared to work hard and show commitment.

## Further Progression

GCSE Music offers a solid foundation for progression to other music studies, including A Level Music, Music Technology and Level 3 Diplomas. Our course provides the opportunity for you to develop valuable transferable skills such as self-confidence, concentration, creativity, evaluation and teamwork.

## Content

If you enjoyed Music in KS3 then this course is for you. You will build and develop the skills you have acquired in more depth.

**Performance:** musicians must demonstrate solo and ensemble skills on any instrument or voice. This involves performing in class and if you wish to, in public. There is no need to have taken any ABRSM or Rockschoool exams, although this can be helpful. You do not need to be able to play more than one instrument or to play the piano but must have a principal instrument.

**Composition:** you must compose two pieces, one free choice and one to a set brief from OCR. These pieces can be in any style and produced using manuscript, Sibelius, Cubase or any other recognised means.

**Listening:** you will study set works of a range of music genres.

## Assessment

**Performance:** recordings of two performances, one as a soloist and one as an ensemble musician, are assessed (30%).

**Composition:** both the free choice and set brief compositions are assessed (30%).

**Listening:** an exam sat in the summer of Year 11, with a variety of questions based on areas of study and other related pieces of music (40%).

## Other Information

Having instrumental/vocal lessons during the GCSE is not essential, but it is desirable as you will need to perform as a soloist and as part of a group. (singing counts as an instrument for performance).

Within the music industry there are 117,000 full time jobs shaping the future of music. The musicians, composers, songwriters and lyricists alone contributed £1.9 billion to the economy. Last year music contributed a staggering £4.1 billion to the UK's economy.

## Further information available from:

Mr Timbers  
Head of Music

[d\\_timbers@taverhamhigh.org](mailto:d_timbers@taverhamhigh.org)



# Philosophy, Religion and Ethics

## Aims

The course will enable you to develop your knowledge and understanding of religious and non-religious beliefs. You will develop your ability to construct well-argued, well-informed and balanced arguments.

You will also reflect on your own values, beliefs and attitudes.

## Content

The course is laid out as two sections. Component 1 is just straight Philosophy and Ethics. This is where you will engage in debate and discussion. Components 2 and 3 are what give you depth and breadth of knowledge. They give you the knowledge you need to be a well-rounded individual who understands different people and societies. You will understand why people place such importance on certain practices.

### Component 1 topics

Issues of Relationships  
Issues of Life and Death  
Issues of Good and Evil  
Issues of Human Rights

### Component 2 topics:

Beliefs and Teachings  
Practices

### Component 3 topics

Beliefs and Teachings  
Practices

## Assessment

There are three written papers at the end of Year 11.

### Paper 1:

Religious, Philosophical and Ethical Studies in the Modern World.

2 hours 50% of GCSE

### Paper 2:

Study of Christianity  
1 hour 25% of GCSE

### Paper 3:

Study of Islam  
1 hour 25% of GCSE

All assessment is taken under exam conditions and answers are assessed on AO1 and AO2 'assessment objectives'

AO1 – Knowledge and Understanding

AO2 – Analyses and Evaluation

## Other Information

Examination Board: Eduqas

The course has changed considerably from the past. You are now able to debate contemporary issues of human rights, social justice, wealth, poverty, crime, the aims of punishment, relationships in the 21<sup>st</sup> century, gender roles, same-sex relationships, life and death and much more.

## Further Progression

GCSE Philosophy and Ethics will help you get into jobs relating to the Police, Nursing, Midwifery, the Armed Forces, Teaching, Law, Medicine, Social Work, Journalism and the list goes on and on. Philosophy and Ethics is also a valuable qualification when going to university for degrees based on Humanities, Arts, Sciences, Law and English.

## Further information available from:

Miss Harnden  
Acting Head of Social Sciences Faculty  
[d.harnden@taverhamhigh.org](mailto:d.harnden@taverhamhigh.org)  
Miss V Phillips  
Teacher of RS, Philosophy and Ethics  
[v.phillips@taverhamhigh.org](mailto:v.phillips@taverhamhigh.org)

# Physical Education (GCSE)

## Aims

The emphasis throughout the course is on introducing the concepts with Physical Education and relating these to performance whilst developing your knowledge, competence and confidence in a wide variety of skills that will enable you to confidently move forward in life. The theoretical side of the course is complemented by the practical element where you will get to put this newly learned theory into practice and improve and develop in your chosen activities.

## Further Progression

It also allows progression onto the A Level course and the diploma range in sport courses. It also leads fantastically into sociology and psychology and is an excellent additional qualification for those undertaking the sciences with the intention to move through into medicine or physiotherapy routes.

## Content

### Performance

You will experience a range of team and individual sports in this 40% non-exam assessment giving you the opportunity to apply the theory to your own sporting performance in three different activities as well as allowing you to analyse performance in your chosen sport.

### Theory

The theory part of the course covers:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health fitness & well-being

## Assessment

### Non- Exam Assessment (NEA)

Three practical performances

NEA: one Performance Analysis task

### Exam Assessment

A total of two hours assessment split over two examination papers (2 x 1 hour) taken at the end of the two-year course.

A wide range of question types including multiple choice, single mark, short answer and extended response questions.

The opportunity to demonstrate your knowledge of the theory and performance skills in both your NEA and through the examinations.

## Other Information

Examination Board: OCR

Playing sport outside of PE lessons is not essential, but it is desirable.

When choosing three sports to perform in, one sport must be a team sport, one must be an individual sport and your last choice can be either.

## Further information available from:

Mr Edmunds  
Head of Physical Education

[k.edmunds@taverhamhigh.org](mailto:k.edmunds@taverhamhigh.org)

# Spanish

## Aims

In opting to study Spanish, you would be able to communicate more confidently and accurately with Spanish speakers and learn more about the lifestyle and culture of Spanish speaking countries.

## Further Progression

Spanish at GCSE not only allows, but also prepares you to follow A Level courses after GCSE. Spanish can be studied at university or degree level, either on its own or alongside nearly any other subject.

## Content

The GCSE course covers six distinct themes, which apply to all four question papers.

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

## Assessment

You will have a listening, reading, writing and speaking exam at the end of Year 11. There are two tiers, foundation and higher and each exam is worth 25% of your final grade.

### Paper 1 – Speaking in Spanish

Communicating and interacting effectively in speech for a variety of purposes

### Paper 2 – Listening and understanding

Understanding and responding to different types of spoken language

### Paper 3 – Reading and understanding

Understanding and responding to different types of written language

### Paper 4 – Writing in Spanish

Communicating effectively in writing for a variety of purposes

## Other Information

Exam board: Edexcel

There are nearly 500 million native speakers around the world, making it now the second most spoken language in the world.

## Further information available from:

Mrs L. Smith  
Head of Languages  
[l.smith@taverhamhigh.org](mailto:l.smith@taverhamhigh.org)

Ms R. Turner  
Head of Languages  
[r\\_turner@taverhamhigh.org](mailto:r_turner@taverhamhigh.org)

# Separate Sciences

## Aims

To give you an in-depth look at many of the fundamental scientific principles and ideas needed to study science in further and higher education.

This course develops many transferable skills, the most important being the ability to make sound judgements, based on scientific evidence.

## Further Progression

Separate science is a highly sought after qualification in a huge number of potential careers. Essential in careers such as medicine, veterinary care or dentistry. A good knowledge of science will mean you could go on to achieve success in several science-based subjects such as engineering, electronics, sound engineering and environmental science.

## Content

Separate science is taught alongside the content for the combined science GCSE, so that you get a deeper understanding of scientific concepts necessary for studying sciences at A Level.

This course will lead to a separate GCSE in each of Biology, Chemistry and Physics. A series of required practical experiments will be incorporated into the course which helps develop key scientific practical skills and inspire a further love for the subjects.

You will study a range of topics including cutting-edge gene technologies, research in space, production of chemicals used in everyday life and new energy technologies important in sustaining our energy needs in years to come.

## Assessment

100% of the assessment for this course is by examination at the end of Year 11.

**Biology paper 1:**  
1 hour 45 mins (50%)  
**Biology paper 2:**  
1 hour 45 mins (50%)

**Chemistry paper 1:**  
1 hour 45 mins (50%)  
**Chemistry paper 2:**  
1 hour 45 mins (50%)

**Physics paper 1:**  
1 hour 45 mins (50%)  
**Physics paper 2:**  
1 hour 45 mins (50%)

## Other Information

You will study the AQA Biology, Chemistry and Physics courses. If you choose this option, you will ideally have good mathematical and literacy skills.

Choosing separate science will count as one of your options.

## Further information available from:

Mr Hart  
Head of Science Faculty  
[m.hart@taverhamhigh.org](mailto:m.hart@taverhamhigh.org)

## Key Stage 4 Options

Making curriculum choices in Year 9 is a very important part of your time in school. It is an opportunity for you to take control of your education and shape the way you want your future to be. The options you choose for Years 10 and 11 will affect how you spend your time at school for the next two years. The choices you make may also influence what course or job you decide to do after Year 11.

You now have fantastic opportunities available to you that will help you get the future that you want. Years 10 and 11 are not just about GCSEs. There are other qualifications such as Cambridge Nationals as well. These qualifications are taught in different ways, and it may be that one type suits YOU more than others.

It is important to choose subjects that will interest you and motivate you. Spend some time thinking about what you enjoy doing, what keeps you interested in something and what makes you work hard. Remember that you are not alone in making these decisions; everyone in Year 9 is going through the same process. Teachers, friends, parents, carers and family will be able to guide, advise and support you in this important decision-making process.

### Seven good reasons for choosing an option

- you are good at the subject
- you think you will enjoy the course
- it fits your career ideas and plans
- it goes well with your other choices
- it helps to give you plenty of choice post 16
- you think you might want to continue studying it post 16
- your research shows that it will interest you and motivate you to learn

### Six bad reasons for choosing an option

- your friends have chosen it
- you think it will be easy
- you think it's a good option for a boy/girl
- someone else thinks it is a good idea
- you like the teacher you have now
- you did not have time to research your options properly