

Choices **Dreams** **Aspirations**



**Year 9
Next Steps Event
Thursday 4th February 2021**

Introduction

Dear Student,

You will be aware that very soon you will be required to make your option choices of what to study at GCSE. This is an exciting time but also a time for important conversations with your family about your future.

This booklet is designed to tell you about the basic content of each subject including the ones that are compulsory and to help you to choose the courses you will study in Years 10 and 11. Please read the booklet very carefully; the next two school years are a very important part of your education. There are many people you can ask to help you with this, including your parents/carers and teachers at school. We will be inviting questions to be sent in, which we will address during the online event on 4th February 2021 but staff can also be contacted by e-mail to answer your questions.

By making the right decisions now, it will ensure that you enjoy your next few years with us and achieve the best results you can. Your success in Year 11 will pave the way for the next steps in your post-16 education. We hope that you will feel proud of your achievements and move on to courses, training and careers that will enable you to realise your dreams, whatever they may be. We ask that you go through the information contained in this booklet together with your parents/carers to discuss which courses are appropriate. We wish you every success in this process. However, please do not hesitate to contact the school if you require any further assistance in making the final decision.

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 our curriculum.

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

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

Key Dates:

Thursday 14th January 2021: Year 9 Parents' Evening – online.

Thursday 4th February 2021: 'Next Steps' event – online

February 2021: Students interviews completed by Spring half term where appropriate.

Friday 5th March 2021: Year 9 Tracking data available.

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 of your courses will be assessed through a range of examinations and assessment. Most of our courses at KS4 are GCSEs.

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 on to future success in whatever you choose. It will be important that you understand your own strengths and weaknesses in order 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 was introduced from 2015 and 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 or removal of controlled assessment or coursework for many subjects, 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.

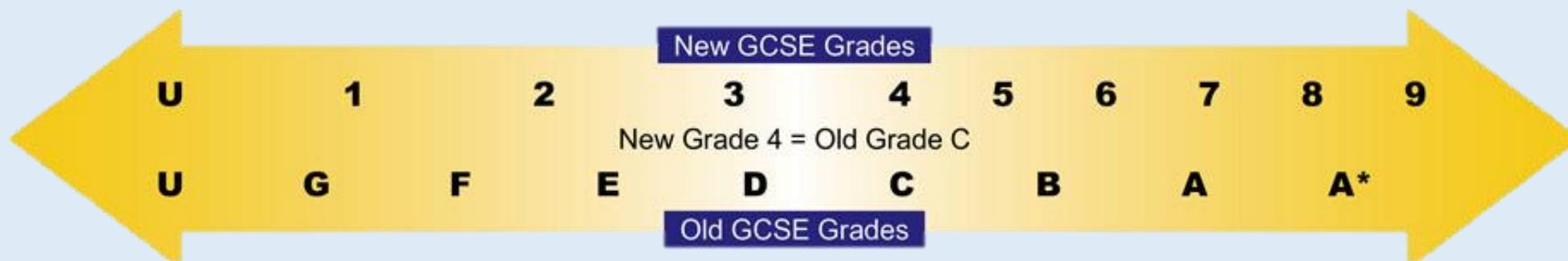
Your Opportunities:

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, generally including English and Maths, 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 also that you are able to 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 few 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 of their subjects. The reformed GCSEs are more demanding than the previous legacy GCSE courses that older siblings may have taken. They are generally 'linear', meaning you take all of 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).

The chart below shows how the 'old' 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 equivalent to C and B and grades 7 – 9 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
- Sciences
- A Humanity (Geography or History at THS)
- A Language (French, German or Spanish at THS)

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 we hope you 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

Controlled Assessment: Many subjects have coursework which counts as part of your final assessment. Your teachers mark it, but it is also sent to external examiners who moderate the marking. Controlled coursework has to be completed in school under the supervision of your teacher.

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 5 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

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 have to study.

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

Tier of entry: Some subject 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 (worth three GCSEs).

Will I get all of 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. Additionally, over subscription or staffing changes may also force us to look at reserve choices.

When do I find out which subjects I have been given from my choices? You will find out which subjects you have been allocated in the Summer term.

If I start a subject and later realise that I have made a mistake, what can I do? There are only **two 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:

<https://www.careersbox.co.uk/>

<http://www.careersadviceforparents.org/p/free-expert-advice.html>

www.ucas.com

www.bestcourse4me.com

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

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

The Pathways

Pathway A

Students with a target grade of 5 or above in English **must** choose from this pathway.

Block 1: You must choose one subject from this block	Block 2: You must choose at least one option from this block	Block 3: You must choose at least one option from this block
French German Spanish	Geography History	Art ,Child Development, Classical Civilisation, Computer Science, Drama, Design Technology, Engineering, Enterprise and Marketing, Hospitality and Catering, iMedia, Media Studies, Music, PE, Philosophy and Ethics, Separate Sciences

Pathway B

Students who have a target of a grade 4 or below in English **should** choose from this pathway.

Block 1: Students must choose at least one option from this block	Block 2: Students must choose at least one option from this block
Geography, History, Computer Science, Separate Sciences, French, German, Spanish	Art, Child Development, Classical Civilisation, Drama, Design Technology, Engineering, Enterprise and Marketing, Hospitality and Catering, iMedia, Media Studies, Music, PE, Philosophy and Ethics

Pathway C

This block is for students for whom a programme of level 2 qualifications may not be suitable and includes opportunities for supported learning or access to the level 1 construction course. Eligibility for this pathway will come from a number of sources, including subject teachers and Head of Year, SENDCO and parental request. All students applying through pathway C will be interviewed by Miss Ricketts and/or a member of the student support team.

Block 1: Students must choose at least one option from this block	Block 2: Students must choose at least one option from this block
Geography, History, Computer Science, Separate Sciences, French, German, Spanish	Art, Child Development, Classical Civilisation, Construction (Level 1 by invitation only), Drama, Enterprise and Marketing, Hospitality and Catering, iMedia, KAVE (non-option support in place of one option choice), Media Studies, Music, PE, Philosophy and Ethics

Notes to the pathways

- Students must choose **four** options.
- Students must not assume that choosing the same options as a friend will result in being placed in the same class. A number of subjects have more than one group.
- All option subjects are taught to mixed attainment 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, and students must ensure they are confident in their ability to access the course material.
- In September, students will have **ten 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.
- 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, and students must ensure the conditions of the pathway will still be met.

'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 career.

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 also have the opportunity to meet with subject staff at their respective parents' 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. There are no 'easy options'.

Remember, GCSEs have changed a lot in recent times. Your experience may be totally different to what your child's 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: http://icould.com/article/choices-at-14-choosing-your-options/ Website: http://icould.com/focus-on/choices-at-14/	

Compulsory and Option Subjects

Read options booklet

Each of the following pages give you important details about all of 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 really well and can help to see whether or not 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 event

Send in your questions as soon as possible to g.yassin@taverhamhigh.org. This is an important opportunity for you and your family to hear from Mr Yassin regarding the options process and to have your questions answered.
The options event is Thursday 4th February 2021, available from 5:30pm

'Next Steps'
1:1 interviews

'Next Steps' 1:1 interviews will be arranged where appropriate and completed by **Spring half term**. This will be a final opportunity for you to discuss your options with a senior member of staff. 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 make a decision but remember the decision is ultimately yours.

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. 50% of GCSE each.

Paper 1: Explorations in Creative Reading & Writing:

Section A (Reading): Analysis of a modern unseen prose text (20th/21st 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:

Ms Webb.
Head of English and Head of English Faculty.

j.webb@taverhamhigh.org

English Literature

Aims

The course will enable you to develop an excellent understanding of the writers' 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 19th 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 19th century novel:

1hr 45min exam.

40% of GCSE.

Section A (Shakespeare): Single question on your set Shakespeare text.

Section B (19th 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. They will be awarded two GCSEs in grades 1 – 9.

Further information available from:

Ms Webb.
Head of English and Head of English Faculty.

j.webb@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 3 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, Paper 2 and 3 are both calculator papers. You will be given a final grade based on their total from the 3 papers.

There are 2 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 and Head of Maths Faculty.
j_gerrard@taverhamhigh.org

Mr Robinson.
KS4 Maths Coordinator.
b_robinson@taverhamhigh.org

Combined Science

Aims

The aim of the Science course is to enable you to recognise the impact of Science and technology 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.

Further progression:

Studying Science will give you an excellent foundation for a large 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 Science, leading to 2 GCSEs.

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

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 the students 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 Large.
Head of Science Faculty.
p_large@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 as well as encouraging students to make the most of opportunities at school. 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. In order to address this, in Personal Development we look at how to make the most of our personal skills and enable you to become confident, resilient, happy members of the school and wider community.

Content

KS4 PD topics (Core)

Taught in 'rotation' with Religious Studies.

You will study:

Drug Education, Sex and Relationship Education, Diversity: Including topics such as disability, Islamophobia, sexuality and homophobia, gender stereotypes and immigration.

Next steps and Career Education

Within all topics we include work thinking about: British Values and Democracy, Financial Awareness and 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:

Mrs Barker.
Head of Personal Development and Head of Social Sciences Faculty.

s_barker@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 KS4, 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 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 Taylor.
Head of Physical Education.

d_taylor@taverhamhigh.org

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 21st 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 Human Relationships:

- Family
- Parents
- Homosexuality
- Marriage
- Roles of Men and Women

Unit 2 Animal Rights:

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

Year 11:

Unit 1 Medical Ethics:

- Genetic Engineering
- Cloning
- Embryo Research
- Human Experimentation
- Morality

Unit 2 Modern Relationships in a changing world

- Polygamy
- Purpose of marriage

Unit 3 Obscure Religions

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.

Other information

More detailed information can be obtained from Religious Studies staff.

Further information available from:

Miss Green.
Head of Religious Studies,
Philosophy and Ethics.

r_green@taverhamhigh.org

Option Subjects

Art

Business (Enterprise & Marketing)

Child Development

Classical Civilisation

Computer Science

Construction Level 1

Design and Technology

Drama

Engineering

Hospitality and Catering

French

Geography

German

History

IT/Creative iMedia

Media Studies

Music

Philosophy 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 2 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.

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. Students will develop a piece within a period of time towards the end of the summer which will be part of your mock exam.

Year 11:

We begin looking in more detail at how the world has direct impact on the human condition where we study portraiture and look in more complexity at how we are affected by our environment. At the end of Year 11 you will sit a final exam.

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: AQA.

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:

Mrs Cubitt.
Acting Head of Art.

r_cubitt@taverhamhigh.org

Business (Enterprise & Marketing)

Aims

The world of Business is ever evolving and this course will equip you with the knowledge and skills to start your own enterprise or be successful in the world of commerce. Not only will you learn how to start an enterprise and market it successfully but you will also develop key employability skills such as communication, teamwork, research and presentation skills through the practical elements of the business course.

Further progression:

This course provides a strong base to study Business, Enterprise or Marketing post-16 at A Level or another Level 3 qualification. It also helps to provide the transferable skills required to go into an apprenticeship.

Content

You will study the following three units:

- 1) Enterprise and marketing concepts:** This covers the main activities needed to support a start-up business. You will also learn how to attract and retain customers, the techniques to use when developing products and how to investigate what makes a product viable.
- 2) Design a business proposal:** You will design a product proposal to meet a business challenge scenario. You will identify a customer profile for your product design, develop market research tools and use these to complete market research for your product.
- 3) Market and pitch a business proposal:** You will create a brand identity and promotional plan for your product as well as pitch your product proposal to an external audience.

Assessment

External assessment – Unit 1:

Written exam

- 1 hour 30 minute
- 80 marks
- Set and marked by OCR.

The question paper has two parts:

Part A: Multiple choice questions
Part B: Short answer questions and three extended response questions.

Internal assessment – Unit 2 & Unit 3

- Each unit is worth 60 marks
- Portfolios of work which address the OCR set assignments
- Internally marked and moderated by OCR

Students will learn business theory and also develop skills in researching information and presenting in a variety of different formats, from written reports to oral presentations.

Other information

This is an OCR Level 1 / 2 Cambridge National Certificate in Enterprise and Marketing.

Further information available from:

Mrs Robertson.
Head of Business Studies and Economics.

l_robertson@taverhamhigh.org

Child Development

Aims

This course is designed for students aged 14–16 who have an interest in children’s learning and development and wish to develop the skills and learn the theory that 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:

It 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 student who study this course go onto careers relating to this course, often known as ‘key workers’ e.g. midwife, paramedic, occupation therapist, radiologist, play worker, teacher, nursery practitioner

Content

Unit 1: This unit underpins all of the other learning for this qualification. You will learn the essential knowledge for understanding child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, care, conditions for development, childhood illness and childhood safety.

Unit 2: You will gain knowledge of the equipment needs of babies and young children and an understanding of the factors needing to be considered when choosing appropriate equipment to meet these needs.

Unit 3: You will develop activities to observe developmental norms in children up to the age of 5. This will include researching, planning, carrying out activities with children and observing and reviewing these activities.

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.

Unit 1: Health and Wellbeing for Child Development - Exam (50%)

Unit 2: Understanding the Equipment and Nutritional Needs for Children from Birth to Five Years – Research Task (25%)

Unit 3: Understand the Development of a Child from Birth to Five Years – Research Task (25%)

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 solid understanding of children’s learning and development that will help you make choices about further study and career options. You will finish the course having developed a wide range of skills.

Further information available from:

Mrs R Golding.
Lead teacher of Child Development & Health and Social Care.

r_golding@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:

- Myth and religion
- Women in the ancient world
- The Homeric world
- Roman city life
- War and warfare

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.

Other information

We are the only state school in Norfolk which teaches Classical Civilisation at KS3, 4 and 5.

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.
Head of Classical Civilisation
and Head of Social Sciences
Faculty.

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

Computational thinking and problem solving: Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science are assessed in this Assessment Objective. This is a practical assessment exam (50%).

Written Assessment:

This is a written exam that assesses theoretical subject knowledge via a number of response questions (50%).

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:

Mr Wilson.
Head of Computer Science / IT.

s.wilson@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 in order to provide a foundation of basic knowledge and skills that you can build on should you choose to do so.

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.

Content

This will be a Level 1 BTEC course.

Subject content (to be confirmed)

It 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:

Depending on the choice of course (to be confirmed):

Either

External assessment: on screen e-assessment (x2)
Internal project assessment

Or

A range of internally assessed practical units

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 Eastick.
Head of Design Technology and
Head of Creative and Technical
Studies Faculty.

j_eastick@taverhamhigh.org

Mr Housden.
Teacher of Construction

w_housden@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 work place.

Content

Core technical principles:

In order 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.
Teacher of Design and Technology.

w_housden@taverhamhigh.org

Mr Mitchell.
Teacher of Design and Technology.

t_mitchell@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 30 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:

Mrs Cornish.
Head of Drama.

k_cornish@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.
Head of Design Technology and
Head of Creative and Technical
Studies Faculty.

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 three distinct themes, which apply to all four question papers.

Theme 1: Identity and Culture:

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals

Theme 2: Local, national and global areas of interest:

- Home town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

Theme 3: Current and future study and employment:

- My studies
- Life at school
- Education post-16
- Jobs, career choices and ambitions.

Assessment

The exam board used is AQA. 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:

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

Paper 3 – Reading:

Understanding and responding to different types of written language.

Paper 4 – Writing:

Communicating effectively in writing for a variety of purposes.

Other information

For a lot of you, taking a language GCSE is compulsory, for some of you it isn't but you can still take it as an option.

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:

Miss Campbell.
Acting Head of Languages.

s.campbell@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.

The changing economic world.

The challenge of resource management.

Unit 3: Geographical application

Issue evaluation: (enquiry based on a contemporary geographical issue).

Fieldwork: 2 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 15 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

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 three distinct themes, which apply to all four question papers:

Theme 1: Identity and Culture

- Self and relationships
- Technology and social media
- Health and fitness
- Entertainment and leisure
- Food and drink
- Festivals and celebrations

Theme 2: Local, national and global areas of interest

- Local areas of interest
- Transport
- Local and regional features and characteristics
- Holidays and tourism
- Environment
- Social issues

Theme 3: Current and future study and employment

- School/college life
- School/college studies
- Work experience and part-time jobs
- Skills and personal qualities
- Applying for work/study
- Career plans

Assessment

The exam board used is Eduqas. 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:

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

Paper 3 – Reading:

Understanding and responding to different types of written language.

Paper 4 – Writing:

Communicating effectively in writing for a variety of purposes.

Other information

For a lot of you, taking a language GCSE is compulsory, for some of you it isn't but you can still take it as an option. 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:

Miss Campbell.
Acting Head of Languages.

s.campbell@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 pertinent questions and express your own viewpoints and interpretations. 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 19th Century.

Modern Depth Study:

Life in Germany 1918-1945: 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 – exam is 1 hour 15 minutes and is 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 – exam is 1 hour and 45 minutes and is 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 – exam is 1 hour and 20 minutes and is 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.

There are several visits that the department run to enhance the study of the subject. In Year 10 you will visit the Castle Museum as part of your Thematic Study. In Year 11 you have the opportunity to visit Berlin which links to both the Modern Depth Study and Period Study.

Further information available from:

Mrs Richardson.
Head of History.

m_richardson@taverhamhigh.org

Hospitality and Catering

Aims

The WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed to support you 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 in:

- 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 in order 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

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 our 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.

Through the use of 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

R081: Pre-production skills (25%)
Understand pre-production skills: Working to a client brief, set time frame to meet a deadline.

R082: Creating digital graphics (25%)
Apply the skills, knowledge and understanding gained in the unit and vice versa.

R091: Designing a game concept (25%)
Understand the capabilities and limitations of a range of platforms. You will gain the knowledge to create a games design concept proposal that can be presented to a client.

R092: Developing digital games (25%)
Understand the basics of creating digital games and their environments for the creative and digital media sector.

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:

Mr Wilson.
Head of Computer Science / IT.

s.wilson@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 form an excellent platform to progress to the study of A Level Media in the Sixth Form.

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.

Assessment

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

Section A (Exploring Media Language and Representation): Analysis of media language in 2 print-based media forms, including an unseen text.

Section B (Exploring Media Industries and Audiences): Analysis of industry and audience relating to 2 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.

Other information

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: Luther, Fortnite, The Guardian Newspaper, GQ Magazine, Spectre (film), Quality Street, This Girl Can, and The Sun Newspaper.

Further information available from:

Ms Webb.
Head of English and Head of English Faculty.
j.webb@taverhamhigh.org

Music

Aims

The 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 have to 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 Rockschoo exams, although this can be helpful. You do not need to be able to play more than one instrument or to play the piano.

Composition: You have to 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 isn't essential, but it is desirable as you will need to perform.

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 lyricist 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

Philosophy 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.

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.

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. Component 2 and 3 are what give you depth and breadth of knowledge. They give you the knowledge you need in order 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 3 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 A01 and A02 'assessment objectives'.

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 21st century, gender roles, same-sex relationships, life and death and much more.

Further information available from:

Miss R Green.
Head of RS, Philosophy and Ethics.

r_green@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, 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 (2x 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 Taylor.
Head of Physical Education.

d_taylor@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 three distinct themes which apply to all four question papers.

Theme 1: Identity and Culture

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals

Theme 2: Local, national and global areas of interest

- Home town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

Theme 3: Current and future study and employment

- My studies
- Life at school
- Education post-16
- Jobs, career choices and ambitions

Assessment

The exam board used is AQA. 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:

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

Paper 3 – Reading:

Understanding and responding to different types of written language.

Paper 4 – Writing:

Communicating effectively in writing for a variety of purposes.

Other information

For a lot of you, taking a language GCSE is compulsory, for some of you it isn't but you can still take it as an option.

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:

Miss Campbell.
Acting Head of Languages.

s.campbell@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:

If you want to follow a career in medicine, veterinary care or dentistry then triple science is for you. A good knowledge of science will mean you could go on to science based subjects like engineering, electronics and environmental science. It will also prepare you for all sorts of other jobs like law, accountancy or business.

Content

Separate science is taught alongside the content for the combined science GCSE, so that students get the 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 set practical experiments will be incorporated into the course which helps develop key scientific skills required for further study at A Level.

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 course. 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 Large.
Head of Science and Head of Science Faculty.
p_large@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



Options Form 2021 – Please cut this form from the options booklet and bring it to your interview

Section 1: Personal Details

Name		Tutor group	
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Date of interview		Day		Time		Member of staff		Location	
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Section 2: Careers Aspirations

Do you have a specific career in mind?	Yes	No	If 'yes' please give details
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What are your current plans after year 11?	Sixth Form	College	Apprenticeship
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Are you currently planning on going to university when you are 18?	Yes	No
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Section 3: Choices

Which pathway are you applying for?	A	B	C
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Choice 1	Choice 2	Choice 3	Choice 4	Reserve 1	Reserve 2	Reserve 3

Section 4: Checklist

Have you...	Tick
Chosen 4 options plus 3 reserves	
Made sure your options fit with your pathway	
Made sure you have not duplicated your choices	
Talked through your choices with your family	
Filled in your name, tutor group and interview details	
Researched whether you need specific subjects to support your career aspirations	
Checked this form thoroughly	

Evaluation	
Do you feel you have had enough information to make your option choices?	
Yes	No