

The Market Weighton School

Expect More – Achieve More



Year 9 Options 2018

Year 9 Options Information Booklet

November 2018

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INTRODUCTION

This booklet is designed to help you make your choice of subjects to follow in Key Stage 4. These courses will help prepare you for external examinations and for whatever career or further education courses you wish to follow. It is important that you read the information carefully as well as consulting with others to help you make the most appropriate and sensible choices.

Make sure that you talk to:

- Your parents - they know you best
- Your current teachers and your form tutor
- Teachers of the subjects you are thinking of choosing
- Older students who have experienced these subjects

By starting Key Stage 4 during Year 9 you will have the opportunity to study your GCSEs and BTECs over a longer period of time which will help prepare you for your final examinations.

Key Dates

Wednesday 21 November	-	Options assembly
Monday 3 December	-	Options evening
Friday 7 December	-	Deadline for Options forms

The English Baccalaureate (Ebacc)

The English Baccalaureate (Ebacc) is a suggested route of study for students at KS4. It includes studying many of the core GCSE subjects. It is not compulsory, nor is it a qualification, but if you are suited to an academic route through KS4 then you should seriously consider taking the Ebacc subjects.

Ebacc pathway = English + Maths + Science + a Humanity (Geography or History) + a Foreign Language

We expect that over half the year group will continue to learn a language and offer a choice of either French or Spanish. Those students will have a YELLOW option choice form. All students can continue with a language if they wish.

Even if you do not follow the Ebacc route you will still need to choose **one of the following subjects as one of your options** - these are the option subjects that the Government has listed as high value GCSEs:

- Geography
- History
- Languages - French or Spanish
- Computer Science

The Key Stage 4 Curriculum

Core - (Curriculum for 2018-21)

Subject	Hours (2 weeks) Y9	Hours (2 weeks) Y10	Hours (2 weeks) Y11
English	8	8	8
Maths	8	8	8
Science	9	9	9
PE	4	4	4
Society & Ethics	1	1	1

Options

Subject	Hours (2 weeks) Y9	Hours (2 weeks) Y10	Hours (2 weeks) Y11
Option P	5	5	5
Option Q	5	5	5
Option R	5	5	5
Option S	5	5	5

All students will follow the core curriculum; in addition you will be able to choose four options. It is important that you make these choices carefully and with guidance.

Options available

The options are in three blocks and you will need to take one subject from each block.

Block P	Choice
Art	
Business Studies	
Spanish*	
Geography*	
Design & Technology	
Arts & Crafts**	

Block Q	Choice
IT	
Computer Science*	
History*	
Music	
French*	
Food & Cookery**	

Block R	Choice
Geography*	
Spanish*	
PE	
Drama	
Religious Studies	
Skills for Working Life**	

Block S	Choice
Design & Technology	
PE	
History*	
Art	
Food	
Extra Study**	

If you have a YELLOW choices form you should choose French OR Spanish in one of the blocks.

**History, Geography, French, Spanish and Computer Science: You must choose at least one of these subjects as a first choice in one of the blocks.*

***A level 1 pathway is available to students on Pathway 3.*

Please do not choose this option unless you have discussed it with Miss Gemmell or Mrs Brice.

Pathways

In order to help make sure that you follow a broad and balanced programme of study that is most suited to your needs we have designed pathways at KS4 that have a strong compulsory core along with a range of appropriate options.

All pathways provide a set of qualifications that will enable you to move onto the next stage; be that employment, training or further study.

The Ebacc Pathways

In order to meet the demands of the Ebacc indicator you will need to choose at least one Humanity (Geography/History) and a Modern Foreign Language (French or Spanish).

Pathway 1 will allow you to follow the Ebacc route.

Pathway 2 will allow you to follow a route which contains one of the 'high value' Ebacc GCSEs.

Pathway 3 a small group of students who would benefit from extra support in core subjects and developing a range of skills to help gain employment.

1	Compulsory core + French or Spanish + Humanities (Geography or History) + two GCSEs or BTECs from the remaining blocks
2	Compulsory core + at least one of Geography, History, Spanish, Computer Science + 3 other options (BTEC or GCSE)
3	Compulsory core + Skills for Working Life + choice of up to 3 options or Level 1 courses in Food & Nutrition and Arts & Craft

The pathways should be seen as a guide. The most important thing is that you end up choosing subjects that are right for you. Think about:

- What are your strong subjects?
- Which subjects do you most enjoy?
- Do you prefer practical tasks rather than a lot of reading and writing?
- Are you more suited to exams?

Completing the Options Form

When you complete the options form you must do so bearing your most appropriate pathway in mind.

Please indicate a first and a second choice in each block. Mark these as 1 and 2 in the spaces provided.

Once you have completed the form take it to a senior member of staff for checking if you are completing it on Monday 3rd December or return to your Tutor by Friday 7th December 2018.

We will try and give you as many of your option choices as possible but there may be circumstances (too many or too few students choosing a particular subject) which mean that we cannot give you exactly the subject combination that you want. If this is the case we will talk to you again about your choices; we will not allocate you to your second choice until we have discussed this with you.

NEW GCSEs

From 2017 students sat the new GCSE qualifications in English Language, English Literature and Maths. These are graded on a 9 to 1 scale. The other GCSE courses moved to the 1 - 9 scale for 2019 examinations so for this year group all GCSEs will follow the new grading system.

In addition to this there have been changes to the content and assessment of all GCSEs which in general means;

- More subject content to learn
- Less controlled assessment or coursework
- More written exams or longer exams
- Increased emphasis on longer written answers with good use of English

Please read the content of this booklet and speak to subject teachers to find out about the new GCSE and how it will be assessed.

All of this does mean that GCSEs will be harder and require deeper learning so that students can achieve the top grades. This means working hard in lessons throughout the course, completing all homework and revision tasks and students taking responsibility for learning.

CORE SUBJECTS

The next few pages will give you details of the core courses that you will follow at TMWS. Although these courses are compulsory it is still essential that you read the information as it will give you a feel for the type of things that you will be doing and the ways in which you will be studying. This may help to influence your choice of option subjects.

GCSE ENGLISH LANGUAGE

Introduction to Subject

At TMWS the English Department will deliver the new AQA courses in English Language and English Literature. All students will study both GCSEs in a combined course, and the vast majority will sit examinations in both.

What will I learn?

GCSE ENGLISH LANGUAGE

The new GCSE English Language specification will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

How will I be assessed?

GCSE ENGLISH LANGUAGE

You will be assessed through 2 separate exam papers and one Spoken Language unit.

Paper 1: Explorations in Creative Reading and Writing

What's assessed:

Section A: Reading

- One literature fiction text

Section B: Writing

- Descriptive or narrative writing

How it's assessed:

- Written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions:

Reading (40 marks) (25%) one single text

- 1x short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writer's Viewpoints and Perspectives

What's assessed:

Section A: Reading

- One non-fiction text and one literary non-fiction text

Section B: Writing

- Writing to present a viewpoint

How it's assessed:

- Written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions:

Reading (40 marks) (25%) - two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

- 1 extended question (24 marks for content, 16 marks for technical accuracy)

Non-examination assessment: Spoken Language

What's assessed:

- Presenting
- Responding to questions and feedback
- Use of Standard English

How it's assessed:

- Teacher set throughout course
- Marked by teacher
- Separate endorsement (0% weighting of GCSE)

For further information

The examination board for GCSEs in English is AQA and you can find lots of useful information about the courses including past exam papers on their site:

<http://www.aqa.org.uk/students-and-parents.php>

GCSE ENGLISH LITERATURE

Introduction to Subject

At TMWS the English Department will deliver the new AQA courses in English Language and English Literature. All students will study both GCSEs in a combined course, and the vast majority will sit examinations in both.

What will I learn?

GCSE ENGLISH LITERATURE

Studying for this GCSE will allow you to experience and enjoy a range of important and inspirational texts, including Shakespeare and the 19th century novel, a range of heritage and contemporary poetry, and modern texts (either drama or prose). You will learn how to approach the study of Literature and how to make engaged personal responses to texts.

How will I be assessed?

GCSE ENGLISH LITERATURE

Paper 1: Shakespeare and the 19th Century Novel

What's assessed:

- Shakespeare
- The 19th century novel

How it's assessed:

- 1 hour 45 minute written exam
- 64 marks
- 40% of GCSE

Questions:

Section A: Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B: The 19th century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2

What's assessed:

- Modern texts
- Poetry
- Unseen poetry

How it's assessed:

- 2 hour 15 minute written exam
- 96 marks
- 60% of GCSE

Questions:

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: students will answer one question on each of two unseen poems and one comparative question.

For further information

The examination board for GCSEs in English is AQA and you can find lots of useful information about the courses including past exam papers on their site:

<http://www.aqa.org.uk/students-and-parents.php>

GCSE MATHEMATICS

Introduction to Subject

Mathematics has always been a traditional subject that is valued highly within educational institutions as well as professional working environments. It is a subject that will never lose its appeal and prestige because of the skills and understanding that can be gained from studying such a subject. Mathematics helps an individual to analyse a problem in more ways than one. It teaches you to be precise, objective, and to look at several routes to the solution of a problem. Mathematics is a subject that helps you think in a logical way. It helps in decision making and problem solving. These are important qualities that employers say they are always looking for.

A small number of students on track for grade 8/9 at GCSE will be given the opportunity to sit and additional GCSE in Further Maths.

What will I learn?

Each topic in the GCSE Maths course can be categorised into one of 6 areas.

These are :

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Functional Maths and Problem Solving are increasingly important aspects of the GCSE. Students are taught to apply their Maths knowledge in practical situations, such as planning to decorate a room, or calculating a budget for a holiday.

How will I be assessed?

Assessment is at the end of the course in the summer of Year 11, which means that learners have time to develop a mature understanding of the subject before being assessed and will be familiar with all areas of the curriculum before advancing to further study in the subject.

Pupils will be entered for either the foundation level tier, which covers GCSE grades 1 -5, or for the higher level tier, which covers grades 4-9.

There are 3 exams to complete, each lasting 90 minutes - one of which does not permit the use of calculators.

For further information

Please contact Mrs Carter or see the AQA exam board website for latest developments on Mathematics GCSE (8300). Full details can be found at:

<http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300>

GCSE SEPARATE SCIENCE, AQA BIOLOGY, CHEMISTRY & PHYSICS

Introduction to Subject

The separate Science course is designed to offer more challenge and is aimed at the most able students.

During Year 9, 10 and 11 students will study separate GCSEs in Biology, Chemistry and Physics. Lessons will be with specialist teachers and will consist of a range of practical activities, demonstrations, discussions and written work designed to encourage an enthusiasm for Science as well as prepare students for their examinations.

What will I learn?

GCSE Biology Topics

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

GCSE Chemistry Topics

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

GCSE Physics Topics

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space physics

How will I be assessed?

The Separate Science course is assessed by written examinations in each subject.

Each Subject will have 2 papers: each paper will assess different topics.

Duration: both papers are 1 hour 45 minutes.

Tiers: Foundation and Higher.

Weighting: the papers are equally weighted. Each is worth 50% of the grade and has 100 marks available.

Studying the separate sciences means students will cover more content than GCSE Combined Science. Our new GCSE Biology, Chemistry and Physics courses will provide a great preparation for AS and A-level, without overlapping content.

For further information

Talk to Mrs Oliver or look at www.aqa.org.uk/resources/science

GCSE COMBINED SCIENCE: TRILOGY

Introduction to Subject

The Combined Science course is studied through Years 9, 10 and 11. It includes a mixture of Biology, Chemistry and Physics lessons with a range of practical activities, demonstrations, discussions and written work designed to encourage an enthusiasm for science as well as prepare students for their examinations.

What will I learn?

Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Physics

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure

How will I be assessed?

The Combined Science course is assessed by written examinations in each subject.

Six papers: two biology, two chemistry and two physics. Each will assess different topics.

Duration: all the papers are 1 hour 15 minutes.

Tiers: Foundation and Higher.

Weighting: the papers are equally weighted. Each is worth 16.7% of the grade and has 70 marks.

Our new GCSE Combined Science course will provide a great preparation for AS and A-level, without overlapping content.

For further information

Talk to Mrs Oliver or look at www.aqa.org.uk/resources/science

CORE PHYSICAL EDUCATION

Introduction to Subject

Each student will continue to follow two hours of PE a week as part of their core curriculum, maintaining and developing an active healthy lifestyle and lifelong involvement in sport.

In Year 9 students will follow a similar sports timetable covering four different disciplines - games, gymnastics, dance (girls), athletics and leadership to enhance their performance levels.

In Year 10 and 11 students will follow a 'Sports Education' programme introducing roles of leader and official through both a core and recreation programme.

What will I learn?

Students will learn physical, mental and social skills which will hopefully encourage them to be lifelong participants in sport as a performer, official or leader. These include:

- Advanced skills and tactics to outwit opponents.
- Communication skills through dance and leadership.
- How to perform at maximum ability in fitness and athletics.
- Problem solving in games.
- Replicating actions in gymnastics and trampolining.
- Transferring skills to new activities such as handball, rock-it ball, frisbee, dodgeball and tchoukball.
- Developing leadership skills.
- Developing teamwork and cooperation.

How will I be assessed?

In all years students will be assessed against National Curriculum levels after each block of work to monitor their progress towards their end of Key Stage Level.

For further information

See Mr Ollett or Mrs Townend.

SOCIETY, ETHICS, PERSONAL, SOCIAL AND HEALTH EDUCATION

Introduction to Subject

This is an important part of a broad and balanced education and an important part of our core curriculum. Society and Ethics (S&E) at TMWS includes the locally agreed Religious Education curriculum together with aspects of citizenship, relationships, personal, social and health education. We cover aspects of British Values within S&E and will touch on areas such as politics, law and democracy. As well as one timetabled lesson each week some of this content is delivered through our 'Personal Development' or PD Days. We have four of these days throughout the year when the timetable is suspended and students work with outside agencies and TMWS staff on developing skills and understanding in these subject areas.

What will I learn?

You will cover a wide range of topics essential in understanding the world in which we live allowing you to develop understanding of others and tolerance of others views and beliefs. You will also develop your discussion skills and ability to present an argument for or against a range of issues affecting modern society.

How will I be assessed?

There is no formal GCSE assessment in S&E unless you choose this subject as an option.

Assessment grades will be issued based on the quality of the work produced in lessons and attitude to learning will be reported in the same way as other subjects.

For further information

Please see Mr Morris for further details.

OPTION SUBJECTS

The next few pages will give you details of the GCSE courses that you can follow at The Market Weighton School. It is essential that you read the information as it will give you a feel for the type of things that you will be doing and the ways in which you will be studying. If you wish to follow the Ebacc you must take a Humanity subject and a Modern Foreign Language. All students are expected to choose one of the 'high value' Ebacc GCSEs and we strongly encourage all those who enjoy languages or are aiming at University to continue to study either French or Spanish.

GCSE ART & DESIGN

Introduction to Subject

Is ART & DESIGN for me?

This exciting, multi-dimensional course has been designed to promote a very hands-on, adventurous and enquiring approach to Art & Design. It will help you **develop** as an imaginative, visual, effective learner and enjoy being an independent learner.

You will **advance** your artistic and visual skills. It **promotes** self-confidence, self-discipline, commitment to your work and to the success of the group. It **encourages** you to broaden your perception of community, national and global issues. To have **confidence** in your own skills and expertise. To explore visual language, new media, art, craft & design in our own and other cultures.

GCSE ART & DESIGN covers three years of study and is made up of two parts:

UNIT 1: Portfolio Studies (art work)

UNIT 2: An Externally Set Task (in place of an exam in Year 11)

What will I learn?

UNIT 1: PORTFOLIO STUDIES

Internally set broad based assignments to cover directed (lessons), personal (work at home), and selective study in:

Photography, experimental imagery using new media, fine art, applied art, print, graphic communication, 3D sculpture and relief work.

In this unit you are provided with opportunities and the means to record and develop your ideas through observing things personally, from your own experience, and /or through the media or the camera lens. Analyse, be influenced by and evaluate the work of other artists, crafts-people and designers. Develop your own ideas and explore different media, processes and techniques. Develop, explore then present personal pieces of work in many media.

TOTAL PORTFOLIO MARKS = 60%

UNIT 2: EXTERNALLY SET TASK

Choice of one of seven starting points.

Unlimited preparation time.

10 hours of working studio time (compulsory).

How will I be assessed?

UNIT 1: PORTFOLIO STUDIES:

60% of the overall examination mark.

Controlled assessment at TMWS to AQA assessment objectives.

UNIT 2: EXTERNALLY SET TASK:

40% of the overall examination mark.

Initial internal assessment at TMWS. Formally moderated by AQA staff to AQA assessment objectives.

For further information

Are you imaginative and enthusiastic and have interest in, or might like to be a cartoonist, hair dresser, chef, costume designer, display designer, visual merchandiser, engraver, exhibition/ event organiser, fashion / clothing designer, fashion assistant, artist, gallery curator, footwear designer, gold or silver smith, graphic designer, hat designer, illustrator, interior designer, medical illustrator, model maker, restorer / picture framer, product designer, sculptor, architect, car designer, set designer, sign maker, textile designer, toy maker, wallpaper designer.....and many, many other things.

ART & DESIGN is the subject for you. Please come and talk to Mrs Noble.

GCSE BUSINESS STUDIES

Introduction to Subject

This GCSE is designed to help you become a confident business student. The specification employs an analytical, evaluative and investigative approach to Business Studies. Students will need to understand the dynamic environment in which business operates and appreciate the varied factors that impact upon business activity in the twenty first century.

What will I learn?

You will learn a range of business skills throughout the three units. The course aims to help students use an enquiring, critical approach to facts and opinions, build arguments and make informed judgements.

Topics (broadly) included in the units are:

- Marketing including the 4P's
- Enterprise
- Business activity
- Business growth
- Business types
- People
- Recruitment and training
- Motivation
- Trade unions
- Production
- Finance
- External business environment (ethics, government, globalisation)

How will I be assessed?

Business 1: business activity, marketing and people 50%. This unit is externally assessed via a written examination at the end of Year 11.

Business 2: operations, finance and influences on business 50%. This unit is externally assessed via a written examination at the end of Year 11.

For further information

Please see Mrs Carter or Mrs Bateley. A more detailed view can also be found on the OCR Website.

<http://www.ocr.org.uk/qualifications/gcse-business-j204-from-2017/>

GCSE COMPUTER SCIENCE

Introduction to Subject

This new GCSE gives you an excellent opportunity to investigate how computers work, and to develop computer programming and problem-solving skills.

The increasing importance of information technologies means there'll be a growing demand for professionals who are qualified in this field.

The course is also an excellent preparation if you want to study or work in a wide range of areas that include engineering, software development and systems analysis.

What will I learn?

One third of the course looks at the underlying theory of computer systems including the hardware components of computers, the software required to operate a computer and networking structures

A further third of the course looks at elements of computational thinking, including problem decomposition and algorithm design. Pupils will learn to express problem solutions using flow-charts and pseudocode. We also study binary arithmetic and logic gates.

The final third of the course teaches computer programming techniques. Pupils learn to write programs to solve problems that require the use of structures which can be found in a wide range of programming languages.

You don't need to have studied this subject before, but a healthy interest in technology and a resilient approach to complex problem solving is extremely beneficial. Students require the ability to think logically, creatively, and be prepared to face some very challenging concepts.

How will I be assessed?

Assessment is by two written theory exams and one extended coursework assignment.

- The first examination will test understanding of a wide range of issues: hardware and software, the representation of data in computer systems, databases, computer networking and programming methods.
- The second examination will test sorting and searching algorithms, high- and low-level programming, computational logic and binary data representation.
- The programming project will call on you to design, code and test a solution to a problem which is written by the exam board, using a suitable programming language.

For further information

Please contact Mr Hartington bhartington@tmws.co.uk if you have any questions about this qualification,

or visit the following website for further details:

<http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/>

DRAMA

Introduction to Subject

The Drama GCSE gives you an excellent opportunity to develop a range of transferrable skills. Whatever the future holds, if you become a student of GCSE Drama, you will emerge with a toolkit of skills, applicable both in further studies and in the workplace.

It is important to note this course requires you to perform and act. Even if a career in acting isn't for you, you may want to take a look at what the course involves or speak to me directly for more information.

What will I learn?

Throughout this course you will learn many transferrable skills such as learning how to do the following:

- collaborate with others;
- think analytically;
- evaluate effectively;
- gain the confidence to pursue your own ideas;
- reflect and refine your efforts.

As a performer, you are required to do the following:

- learn how to commit dialogue to memory for devised performances and learn the text you are performing for text-based performances;
- develop the ability to interpret and create and perform a character as appropriate to the demands of the performance;
- develop a range of vocal skills and techniques including clarity of diction, inflection, accent, intonation and phrasing;
- develop a range of physical skills and techniques including movement, body language, posture, gesture, co-ordination, stillness, facial expression and spatial awareness;
- develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance.

How will I be assessed?

There are three components to the course. These components consist of both theory and practical elements and are designed to help all students reach their full potential.

Component 1

- Knowledge and understanding of drama and theatre
- Study of one set play
- Analysis and evaluation of the work of live theatre makers

Written exam: 1 hour and 45 minutes

80 marks

40% GCSE

Component 2: Devising Drama

- Process of creating devised drama
- Performance of devised drama (students will contribute as a performer)
- Analysis and evaluation of own work

How it's assessed:

Devising log in the form of a 2,000 word essay (60 marks)

Devised performance (20 marks)

80 marks in total

40% of GCSE *This component is marked by teachers and moderated by AQA.*

Component 3: Texts in Practice

- Performance of two extracts from one play (students will contribute as performer)
- The play will contrast with the set play chosen for Component 1
e.g. students will study *The Crucible* and *Blood Brothers*

How it's assessed:

Performance of Extract 1 (20 marks) and Extract 2 (20 marks)

40 marks in total

20% of GCSE *This component is marked by AQA.*

For further information

Please contact Mrs Woodhead if you have any questions about this qualification.

kwoodhead@tmws.co.uk

GCSE FOOD PREPARATION AND NUTRITION

Introduction to Subject

The new fresh and exciting GCSE Food Preparation and Nutrition specification will equip students with an unprecedented range of kitchen skills and an **in-depth** understanding of nutrition. Students will be taught the science behind what makes food tasty and why, as well as an array of culinary techniques, knowledge of nutrition, food science, food traditions and kitchen safety. It will inspire and motivate students, opening their eyes to a world of career opportunities and giving them the confidence to experiment with ingredients from across the globe and understand the science behind why certain ingredients are needed in different dishes.

What will I learn?

Subject content

Food preparation skills are integrated into six core topics:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

How will I be assessed?

Paper 1: Principles of Food Preparation and Nutrition 50% of GCSE

What's assessed: Theoretical knowledge of food preparation and nutrition

How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks

Questions

- Questions based on stimulus material
- Structured short and extended response questions

NON EXAM 50% (Written coursework & science investigation)

What's assessed:

Task 1: Food investigation

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Practical investigations are a compulsory element of this NEA task.

Assessed by a written or electronic report (1,500-2,000 words) including photographic evidence of the practical investigation.

Task 2: Skills and practical knowledge investigation

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

Assessed by a written or electronic portfolio including photographic evidence, 30 A4 sides. Photographic evidence of the three final dishes must be included.

For further information

Please speak to Mrs Barnes.

GCSE GEOGRAPHY

Introduction to Subject

Why choose Geography?

This is a subject for people with genuine interest in the world around them with enquiring minds. It is a good subject to study for future careers in Leisure and Tourism, Planning, Environmental sectors and Education. It also equips students with excellent analytical, enquiry and research skills which are very desirable amongst employers.

GCSE Geography from 2016 will be a linear course. The new syllabus is outlined below in the “What will I learn?” section and is taught by Mr P Smith and Mrs C Breen in the Geography Department teaching area.

What will I learn?

As a Humanities subject you will learn a variety of skills and knowledge of places, topics and events. The topics that can be chosen are outlined below.

- **Living with the physical environment.** Students learn about natural hazards, extreme weather in the UK, climate change and tropical storms. A comprehensive study of UK landscapes is completed along with ecosystems, deserts, cold environments and tropical rainforests. The unit is worth 35% of the final GCSE.
- **Challenges in the human environment.** Students study topics such as urban growth, population change and changing urban areas. Sustainability and economic development are key study areas with additional topics such as resource management of food, water and energy. The unit is worth 35% of the final GCSE.
- **Geographical applications.** This replaces the old coursework and is worth 30% of the final GCSE. Pupils are assessed by a decision making exercise and through assessing skills learned on fieldwork activities.

How will I be assessed?

Paper 1 - Living with the physical environment. Written exam in year 11, 1 hour and 30 minutes.

Paper 2 - Challenges in the human environment. Written exam in year 11, 1 hour and 30 minutes

Paper 3 - Geographical applications. Written exam in year 11. 1 hour and 15 minutes.

For further information

Please contact Mr P Smith or Mrs Breen or email psmith@tmws.co.uk.

GCSE HISTORY

Introduction to Subject

History is one of the most rigorous academic subjects offered at GCSE level. The skills associated with the qualification include knowledge of varied periods of the past, the ability to think critically, empathy and evaluation.

Students that take GCSE History at TMWS are likely to continue their study of the subject at A level and as undergraduates and beyond. Employers are often interested in students who take this subject and succeed as it indicates a person capable of high level thinking skills and the ability to cope with an extensive workload.

The new AQA GCSE course followed at TMWS is designed to give pupils a broad range of historical skills and knowledge fitting in the Government's drive for increasingly more rigorous academic standards.

History is not an easy option but it can produce high levels of reward.

How will I be assessed?

Through a linear approach, allowing for assessment to take place during Year 11. There are two papers both to be taken in the summer term of 2019.

Paper 1 (50%):

Section A: America 1920-1973

Section B: Conflict & Tension 1894-1918 (WWI)

Paper 2 (50%):

Section A: Britain- Health & the People

Section B: British Depth Study including the Historic Environment, Elizabethan England c.1568-1603

Both exams last for 1 hour & 45 minutes.

For further information

Please speak to Mr P Fletcher.

GCSE DESIGN TECHNOLOGY

Introduction to Subject

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

What will I learn?

The GCSE allows students to study core technical, designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

How will I be assessed?

Paper 1

What's assessed

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

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

Questions

Section A - Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B - Specialist technical principles (30 marks)

Several short answer questions (2-5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C - Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

Non-exam assessment (NEA)

What's assessed Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

- Non-exam assessment (NEA): 30-35 hours approx
- 100 marks
- 50% of GCSE

Task(s)

- Substantial design and make task

Assessment criteria:

- Identifying and investigating design possibilities

- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating

- In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner
- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA
- Students will produce a prototype and a portfolio of evidence
- Work will be marked by teachers and moderated by AQA

For further information

Please contact Head of Creative Design: Mrs Oldfield

MFL: GCSE FRENCH/ SPANISH, AQA SPECIFICATION

Introduction to Subject

Modern languages prepare you for modern life! In the 21st century world it is vital to be able to communicate with others, and the ability and willingness to use other languages is invaluable in all walks of life, especially business and commerce. The study of modern foreign languages increases awareness of other cultures and encourages students to listen, read carefully and to express themselves with great clarity.

AT TMWS you have the choice to study either French or Spanish GCSE. Both are taught by native speakers.

You might choose French because it is the language spoken in our closest neighbour's country and is the language of culture and literature, as well as being widely spoken throughout the world. It is a language which can open doors to many other languages and cultures, and is the foreign language most widely taught in UK schools.

You might choose Spanish because it is the second most widely spoken language in the world (behind Mandarin and ahead of English) and is the principal language of much of South and Central America, as well as the most important minority language in the USA. Spanish is also the fastest growing language used on the internet and has many similarities with other romance languages, such as French.

A GCSE language qualification is wanted by employers in business and industry and it's a good qualification to have if you are considering careers in travel and tourism, hospitality, or education. It is also an opportunity to acquire a skill which will be useful in adult life.

Increasingly it is becoming a requirement for entry to the top universities.

What will I learn?

The new French and Spanish GCSEs focus on up to date topics such as mobile technology, social media, cinema, music, French festivals, social issues, the environment, healthy lifestyles, post-16 education and careers.

By learning and discussing your own experiences and by contrasting these with other cultures you will develop not just your languages skills but also a deeper sense of self and empathy towards others.

There are 3 themes which apply to all 4 skill areas:

Theme 1: Identity and culture.

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

Theme 3: Current and future study and employment.

How will I be assessed?

The course is assessed with 4 linear exams at the end of Year 11.

Language GCSEs have a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students must take all four question papers at the same tier. All question papers must be taken in the same series. All four skills are evaluated with the same degree of importance.

Listening	25%	Foundation or Higher Level Exam in June 2019
Reading	25%	Foundation or Higher Level Exam in June 2019
Speaking	25%	Foundation or Higher Level Exam in June 2019
Writing	25%	Foundation or Higher Level Exam in June 2019

For further information

Please contact Mrs Gherardelli or visit <http://www.aqa.org.uk/subjects/languages/gcse>

GCSE MUSIC

Introduction to Subject

What do I need to know, or be able to do, before taking this course?

- You have already gained many of the basic skills needed for this course in your music lessons over the last two years at school.
- You have been introduced to **creating music of your own** in class and this is developed on the GCSE course as you choose two topics for composition. For example, this could be a popular song and a dance track, a classical piece or some world music. There is a wide choice and it can be tailored to your own musical interests and strengths.
- You have already **listened to a variety of music** in class and these skills are developed as you study some set pieces taken from the classical, 20th century, popular and world music areas of study.
- You enjoy **making music**, either as a soloist or in a group. The GCSE course encourages you to perform music of your own choosing and in any style, as a soloist and also in a group. To take this course, you **must** be able to play at least one instrument/or voice.
- You will be invited to join the school choir. However, you will not be required to sing solo parts unless you are comfortable doing so.
- You are expected to participate in school concerts and will be required to perform as a soloist or as part of one of the school ensembles.

Is this the right subject for me?

If you enjoy:

- Composing and performing music;
- Learning an instrument or singing;
- Creating music on computers or in a recording studio;
- Learning about all types of music, including classical, popular and world then our GCSE Music is the ideal subject for you.

What will I learn?

You will learn how:

- To improve your performing skills;
- Music is constructed from initial ideas through to the finished product;
- To analyse music in a variety of styles and discover the social and historical context in which music has been composed over the last 400 years or so.

How will I be assessed?

You will be assessed on:

Performing 30%

You will need to play one solo piece and one ensemble piece.

Composing 30%

You will need to create two compositions.

Listening & Appraising 40%

You will sit a 90 minute written paper with questions on your two set works. Questions such as these are asked:

- 'Name the instrument playing the solo'
- 'Give two musical reasons why you like or dislike this piece of music.'
- 'This theme is shared between two instrumental families? What are they?'

For further information

Please contact Mr J Poulston or email jpoulston@tmws.co.uk

GCSE PHYSICAL EDUCATION

Introduction to Subject

The GCSE PE specification has changed for all exam boards for the 2018 examination series, as well as the introduction of 'Progress 8'. The first formal teaching of the new GCSE PE specification started this year. The course taken by pupils will be OCR GCSE 9-1 in Physical Education. (J587)

This course will give students the opportunity to understand how the body's systems respond and adapt to exercise; the impact exercise has on the body. To this end students will also have the opportunity to improve their practical skills in 3 sporting activities.

What will I learn?

Exam 1: Physical Factors Affecting Performance:

Written examination: 1 hour 30% of the qualification, 60 marks.

Content overview:

- 1.1. Applied anatomy and physiology
 - The structure and function of the skeletal system
 - The structure and function of the muscular system
 - Movement analysis
 - The cardiovascular and respiratory systems

- Effects of exercise on body systems
- 1.2. Physical training
- Components of fitness
 - Applying the principles of training
 - Preventing injury in physical activity and training

Exam 2: Socio- cultural issues and sports psychology:

Written examination: 1 hour 30% of the qualification, 60 marks.

Content overview:

2.1 Socio- cultural influences

- Engagement patterns of different social groups in physical activities and sport
- Commercialisation of physical activity and sport
- Ethical and socio- cultural issues in physical activity and sport

2.2 Sports psychology

2.3 Health, fitness and wellbeing

Assessment overview:

The assessment consists of multiple-choice, short-answer and extended writing questions. Students must answer all questions.

Component 3: Practical Performance and Analysing and evaluating performance:

Non-examined assessment: internally marked and externally moderated, 40% of the qualification, 80 marks (20 marks for each activity).

Content overview:

- Skills during individual and team activities
- General performance skills

Assessment overview:

The assessment consists of students completing three physical activities from a set list. One must be a team activity. One must be an individual activity. The final activity can be a free choice. Each activity can

last up to 12 hours. These will be assessed by the teacher, filmed and moderated externally by OCR. The final 20 marks is assessed on a written piece that focuses on analysing and evaluating a sporting performance. Again, this will be assessed by the teacher then moderated externally by OCR.

How will I be assessed?

Practical - 30% - Controlled Practical Assessment in Year 11

Made up of: a practical exam in 3 sports as performer - (1 individual, 1 team and the other being either team or individual)

AEP -10% - Controlled written assessment

Theory - 60% - 2 written exams

For further information

See Mrs Townend or Mr Yeadon for details.

RELIGIOUS STUDIES

Introduction to Subject

Religious Studies GCSE explores contemporary moral and ethical issues, allowing pupils to form their own opinions on topics such as abortion, euthanasia, genetic engineering, capital punishment and racism.

Religious Studies also prepares pupils for life in a multi-cultural, multi-faith society. Alongside forming their own attitudes pupils look at attitudes in various world faiths, considering how they are formed.

What will I learn?

Year 9 begins with an introduction to the two religions studied before beginning GCSE units which continue into Year 10.

Religion and Ethics GCSE unit:

- **Living the Religious Life (Religion A)**
Brand new module for 2016.
- **Marriage and the Family** which explores attitudes towards marriage, divorce, homosexuality and the changing nature of society.
- **Matters of Life and Death** which allows pupils to form their own attitudes toward when life begins, the paranormal, beliefs in the afterlife, abortion and euthanasia.
- **Belief in God (Religion A)** which looks at the arguments surrounding the existence of God and challenges to this belief in the form of Evil and Suffering and from Science.

Following a mock exam in Year 10, pupils start units from Religion and Society and continue in Year 11:

- **Belief in God (Religion B)**, which looks at the arguments surrounding the existence of God and challenges to this belief in the form of Evil and Suffering and from Science.
- **Living the Religious Life (Religion B)**
Brand new module for 2016
- **Peace and Conflict**, considering what makes a war just, Jihad, pacifism, bullying and forgiveness.
- **Crime and Punishment**, in which topics include theories of punishment, capital punishment, problems caused by drugs and alcohol in society and justice.

How will I be assessed?

Pupils take two exams at the end of Year 11.

For further information

Please contact Mr J Morris.

LEVEL 1 VOCATIONAL QUALIFICATION - SKILLS FOR WORKING LIFE

Introduction to Subject

Skills for Working Life is a level one course delivered over KS4. It is a vocational based learning course designed to prepare learners for the working world and to provide them with essential skills and experiences needed to take them into further education or the work place.

The course is taught over three lessons in the school week and consists of two separate qualifications which are delivered side by side over KS4.

- Award Scheme Development and Accreditation Network - ASDAN Bronze
- Award Scheme Development and Accreditation Network - Certificate of Personal Effectiveness (ASDAN CoPE)
- Edexcel Wider Key Skill Awards

The course is taught in the Learning Support Base, usually in a small group of around 4 - 6 learners.

All courses involve building up portfolios of evidence and completing tasks and challenges which are carefully designed around the learner's abilities and strengths. This personalised approach to learning allows the candidates to reach the assessment criteria of all courses in manageable sized chunks. Candidates are responsible for building their own portfolios and managing their own learning under the tutelage of the Skills for working life tutors.

The course is delivered Mrs S Hall, vocational teacher and Head of Year 9 & 10. Learning support assistants are also in most learning sessions.

All courses promote self-management and independent learning. These are nationally recognised vocational qualifications recognised by colleges and employers.

What will I learn?

ASDAN Bronze Award: The current Year 10 group is looking at various areas of study. These include communication which involves looking at book writing, the community which includes projects on anti-bullying and overseas aid amongst others, sport and leisure which includes a trip to Allerthorpe Park to try some water sports. The environment is another unit we are looking at. The school walk provides us with a great opportunity to look at the countryside code. In the same unit we look at traffic and how it affects our community. The wider world and beliefs and values will also be studied by the current Year 10 group.

ASDAN CoPE Award: The current Year 11 group has studied units including first aid (students receive a St John award), gardening, cookery, budgeting to furnish a flat and planning and running an enterprise project.

Wider key skills: These units of work include a 'working with others' task such as preparing a meal as a team and planning a day trip on public transport. Improving own learning and problem solving projects complete these qualifications.

Assessment: Assessment will be continual as each unit is achieved. There are no exams.

For further information

Please contact Mrs Hall.

NCFE Level 1 Certificate in Creative Studies: Craft (601/0489/2)

Introduction to Subject

Creative studies is a level one course delivered over KS4. It is a vocational based learning course designed to prepare learners for the working world and to provide them with essential skills and experiences needed to take them into further education or the work place. The course is designed for learners with an interest in craft which can include textiles, paper and card craft and pottery and clay.

The course is taught over five lesson over the two week time table. The course is taught in C14 Textiles, usually in a small group of around 4 - 6 learners.

The course is designed to have appropriate content for the learner to acquire core knowledge and practical skills. The courses involve building up a portfolio of evidence and completing tasks and challenges which are carefully designed around the learner's abilities and strengths. This personalised approach to learning allows the candidates to reach the assessment criteria of all courses in manageable sized chunks. Candidates are responsible for building their own portfolios and managing their own learning under the tutelage of the course tutors.

This course gives learners a good grounding for progression onto:

- NCFE Level 2 certificate in creative studies: craft
- NCFE level 1 award in Enterprise skills
- And many other art and design level 2 courses

The course is delivered Mrs S Thirlwell, Higher level teaching assistant, under the direction of the DT department lead teachers. Learning support assistants are also in most learning sessions.

What will I learn?

This course is designed to provide learners with a broad understanding of craft. It will give them a basic understanding of the skills required for a career in Art and design. The objectives of this qualification are to help learners to:

- Use raw materials, tools and equipment in a safe and competent manner.
- Review their own work, and develop ideas and learning through the craft process.
- Develop an understanding of health and safety considerations in the craft environment.
- Develop communication skills through a range of media.
-

Throughout the delivery of this qualification, the following core areas and transferrable skills should be evident.

- The ability to identify hazards and risks and apply safe working practices.
- Planning
- Skills using craft materials
- A brief understanding of moral skills, environmental and sustainability issues.
- Manage resources appropriately and efficiently
- Health and safety
- Assessment: Assessment will be continual as each unit is achieved.
- There is NO external exam for this course.

For further information

Please contact Mrs Thirlwell.

NCFE Level 1 Certificate in Food and Cookery (601/4661/8)

Introduction to Subject

Food and cookery is a level one course delivered over KS4. It is a vocational based learning course designed to prepare learners for the working world and to provide them with essential skills and experiences needed to take them into further education or the work place. The course is designed for learners with an interest in food and cookery.

The course is taught over five lessons over the two week timetable. The course is taught in C14 Textiles, usually in a small group of around 4 - 6 learners.

The course is designed to have appropriate content for the learner to acquire core knowledge and practical skills. The courses involve building up a portfolio of evidence and completing tasks and challenges which are carefully designed around the learner's abilities and strengths. This personalised approach to learning allows the candidates to reach the assessment criteria of all courses in manageable sized chunks. Candidates are responsible for building their own portfolios and managing their own learning under the tutelage of the course tutors.

This course gives learners a good grounding for progression onto:

- NCFE Level 2 certificate in food and cookery
- Level 2 in healthier food and special diet
- Level 2 in food safety and catering

The course is delivered Mrs S Thirlwell, higher level teaching assistant, under the direction of the DT department lead teachers. Learning support assistants are also in most learning sessions.

What will I learn?

This course is designed to provide learners with experience of using different cooking techniques and methods. It will give them a basic understanding of the skills required for a career in food. The objectives of this qualification are to help learners to:

- Prepare and cook using basic skills
- Understand food and its function in the body and in recipes
- Understand balanced diets and modification of recipes for health
- Plan and produce dishes for a purpose.

Throughout the delivery of this qualification, the following core areas and transferrable skills should be evident.

- Planning
- Research skills
- Communication
- Problem solving skills
- Health and safety

Assessment: Assessment will be continual as each unit is achieved. There is an external exam for this course. The exam allows 50 minutes.

For further information

Please contact Mrs Thirlwell.



THE DUKE OF EDINBURGH'S AWARD

What is a Duke of Edinburgh's Award?

"My DofE has made me realise I can be whoever I want to be." [Jay, Gold Award holder](#)

Like Jay, many young people find achieving a DofE Award life-changing. A fun adventure and major challenge, three progressive award levels (Bronze, Silver and Gold) and a wide range of activities offer endless possibilities to anyone aged 14 to 24. Millions of young people in the UK have already taken part in the world's leading youth achievement award - pushing personal boundaries, gaining new skills and enhancing their CVs and university applications. Time to get involved and go the extra mile?

Award Levels and Timings

There are three levels of programme you can do which, when successfully completed, lead to a Bronze, Silver or Gold Duke of Edinburgh's Award. The main differences between them are the minimum length of time they take to complete, how challenging they are and the minimum age you can start. You can start the bronze award from January of Year 9.

DofE Award Sections

Adventurous, caring, sporty, creative... however you might describe yourself, the DofE is for you. Take a look at the award sections below to start planning your own personal and unique journey.

- Volunteering
- Physical
- Skills
- Expedition

The Market Weighton School is now a directly licenced centre and the group meets in the library every two weeks on Thursday evenings from 6:00pm, to find out more please speak to Mr Harrison or Mr Allsopp. It is not too late to sign up.