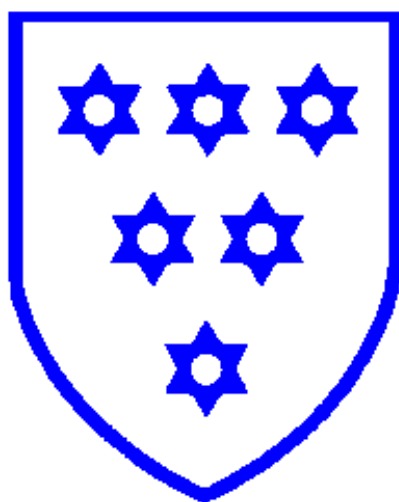


# **The Market Weighton School**

*Expect More – Achieve More*



## **Year 9 Options 2026 Examinations 2028**

**Subject Information Booklet  
January 2026**

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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 & 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 & sensible choices.

Make sure that you talk to:

- Your parents or carers– they know you best
- Your current teachers & your form tutor
- Teachers of the subjects you are thinking of choosing
- Older students who have experience of these subjects

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

You will also have more choices than in most other schools allowing you to take a wider range of subjects through to the end of Year 11.

## Key Dates

- From September 2025, sampling each subject over a 3 week rotation.
- **Thursday 29 January 2026 5:30 pm** Year 9 Option Evening, Choice Forms available to complete
- **Monday 2 February 2026:** Deadline for submitting choices
- **Monday 23 February 2026:** New courses start, new timetables issued.

## Maintaining a Balanced Curriculum

If you aspire to study 'A' levels and go to University or you are unsure of your chosen career path, you should try to keep your options open by selecting a range of subjects. They must include at least 2 GCSEs that are thought to be more valuable by academic institutions and employers.

You may consider a Modern Foreign Language, either French or Spanish. You should have at least one humanities subject; Geography, History or Religious Studies. You should choose a subject that develops creativity like Music, Drama, Art, Design Technology or Food & Nutrition.

These can be selected in any of the blocks allowing you to still choose other subjects.

Unless you are very sure about what you want to do as a career you should not pick subjects from the same area like Health & Social Care AND Child Care.

## The Key Stage 4 Curriculum

Core - (Curriculum for 2026—2028)

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 & with guidance.

### Options available

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

9P		9Q	
Animal Management	SOL	Business Studies	BEJ
Art*	ABE	French*	JGU
Child Care	JSU	Geography*	CBR
Computing*	RDM	History*	PFL
Geography*	PSM	PE	KDA
PE	POL	Spanish*	CGH
Skills	SJH	Sports Studies	LHO

9R		9S	
Bus Studies	BEJ	Art*	ABE
IT	RDM	Sociology	JMO/PSM
Music*	RME	D&T*	EOL
Photography*	ABE	Drama*	VLO
Religious Studies*	JMO	Food*	KBA
PE	KWT	Health & Social Care	JSU
Food & Nutrition	STH	History*	RJE
		Arts & Craft	CWE

\* History, Geography, Religious Studies, French, Spanish, Art, Music, Drama, Photography and Computer Studies: You must choose at least two of these subjects as a first choice in one of the blocks.

## Pathways

In order to help make sure that you follow a broad & 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.

**Pathway 1** Choose French or Spanish and other high value GCSEs.

**Pathway 2** You must choose at least 2 of the high value GCSEs shown with an \*

**Pathway 3** A small group of students who would benefit from extra support in core subjects & developing a range of skills to help gain employment, usually those with an EHCP.

1	Compulsory core + French or Spanish + Humanities (Geography or History) + two GCSEs or BTECs from the remaining blocks
2	Compulsory core + at least two of History, Geography, Religious Studies, French, Spanish, Art, Music, Drama, Photography and Computer Studies
3	Compulsory core + choice of up to 4 options or Level 1 courses in Food & Nutrition & Arts & Craft or other personalised ASDAN/AQA unit courses at entry level

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 & writing?
- Are you more suited to exams?

## Completing the Options Form

When you complete the options form you must do so bearing in mind your most appropriate pathway. Your form indicates which pathway we believe is suitable for you. Forms are issued at the Options Evening on Thursday 29th January 2026 from 5:30pm

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

Once you have completed the form submit it on line, if there is an issue with your choices & they don't meet the criteria described above someone will speak to you to discuss.

We will try & 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.

Spaces on some courses are limited e.g. Animal Management which will only have a limited number of students for whom this course is appropriate.

# GCSEs ARE ALL NOW GRADED 9 - 1

All GCSE's are now graded on a 9 to 1 scale, rather than A\* to G.

In addition to this there have been changes to the content & 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 & speak to subject teachers to find out about GCSEs & how they will be assessed.

This means that all GCSEs are equally hard & require deep learning for students to achieve the top grades. This means working hard in lessons throughout the course, completing all homework & revision tasks & students taking responsibility for learning. In each course there is an emphasis on learning key subject knowledge & staff encourage strategies such as retrieval practice throughout the course using regular quizzing & assessment.

## 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 & the ways in which you will be studying. This may help to influence your choice of option subjects.

English Language and Literature

Maths

Combined science or single sciences biology, chemistry, physics

Core PE

Society and Ethics (RE and PSHE)

# GCSE ENGLISH LANGUAGE

## Introduction to Subject

At TMWS we deliver the AQA course in English Language. The skills are taught & embedded throughout Year 10 & students are formally prepared for the examinations in Year 11. All mainstream students take these exams.

## What will I learn?

The GCSE English Language specification enables students of all abilities to develop the skills they need to read, understand & analyse a wide range of different texts covering the 19th, 20th & 21st centuries, as well as to write accurately & effectively in a range of formats.

## How will I be assessed?

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

### Paper 1: Explorations in Creative Reading & 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)

### Paper 2: Writer's Viewpoints & Perspectives What's assessed:

#### Section A: Reading

One non-fiction text & 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 & feedback

Use of Standard English

#### How it's assessed:

Teacher set throughout course

Marked by teacher

Separate endorsement (0% weighting of GCSE)

# GCSE ENGLISH LITERATURE

## Introduction to Subject

At TMWS we deliver the AQA course in English Literature. The texts are studied towards the end of Year 9 & throughout Year 10, with explicit & regular revision throughout Year 11 in preparation for the examinations. All mainstream students take these exams.

## What will I learn?

Studying for this GCSE will allow you to experience & enjoy a range of important & inspirational texts, including Shakespeare & the 19<sup>th</sup> century novel, a range of heritage & contemporary poetry, & a modern drama text. You will learn how to approach the study of Literature & how to make engaged personal responses to texts.

## How will I be assessed?

### GCSE ENGLISH LITERATURE

#### Paper 1: Shakespeare & the 19<sup>th</sup> Century Novel

##### What's assessed:

Shakespeare  
The 19<sup>th</sup> 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 *Macbeth*. They will be required to write in detail about an extract from the play & then to write about the play as a whole.

**Section B: The 19<sup>th</sup> century novel:** students will answer one question— *A Christmas Carol*. They will be required to write in detail about an extract from the novel & then to write about the novel as a whole.

#### Paper 2

##### 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 *An Inspector Calls*.

**Section B Poetry:** students will answer one comparative question on one named poem printed on the paper & one other poem from the *Love & Relationships* poetry cluster.

**Section C Unseen poetry:** students will answer two questions on two unseen poems.

## For further information

The examination board for GCSEs in English Language & Literature is AQA & 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 & prestige because of the skills & 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, & 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 & 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 an 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 & rates of change
- Geometry & measures
- Probability
- Statistics

Functional Maths & 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 & 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 & its results in the award of 3 separate GCSE's.

During Year 9, 10 & 11 students will study separate GCSEs in Biology, Chemistry & Physics. Lessons will be with specialist teachers & will consist of a range of practical activities, demonstrations, discussions & 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 & response
- Bioenergetics
- Homeostasis & response
- Inheritance, variation & evolution
- Ecology

### GCSE Chemistry Topics

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

### GCSE Physics Topics

- Forces
- Energy
- Waves
- Electricity
- Magnetism & 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 & Higher.

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

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

# GCSE COMBINED SCIENCE: TRILOGY

## Introduction to Subject

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

Only students who have not completed all the content for the separate GCSE's will be entered for this qualification.

## What will I learn?

### Biology

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

### Physics

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

### Chemistry

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

## How will I be assessed?

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

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

**Duration:** all the papers are 1 hour 15 minutes.

**Tiers:** Foundation & Higher.

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

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

## For further information

Talk to Mrs Oliver or look at [www.aqa.org.uk/resources/science](http://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 & developing an active healthy lifestyle & lifelong involvement in sport.

In Year 9, 10 and 11 students will follow a timetable with a range of sports. Including team and individual sports.

2 sports a week will be taught and this will change each half term.

## What will I learn?

Students will learn a variety of different skills across a range of sports including:

- Football
- Netball
- Basketball
- Badminton
- Rounders
- Athletics

In each of these sports they will learn core and advanced skills and have the opportunity to apply these to a competitive situation.

Students will have the opportunity to develop their teamwork, social and leadership skills.

## How will I be assessed?

Students will be assessed using WTS, EXS or GDS

The main form of assessment in KS4 is through attitude to learning.

## For further information

See Miss Dawson or Mrs Townend

# SOCIETY, ETHICS, PERSONAL, SOCIAL & HEALTH EDUCATION

## Introduction to Subject

This is an important part of a broad & balanced education & an important part of our core curriculum. Society & Ethics (S&E) at TMWS includes the locally agreed Religious Education curriculum together with aspects of citizenship, relationships, sex, personal, social & health education. We cover aspects of British Values within S&E & will touch on areas such as politics, law & 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 & students work with outside agencies & TMWS staff on developing skills & 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 & tolerance of others views & beliefs. You will also develop your discussion skills & 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 Religious Studies as an option.

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

## For further information

Please see Mr Morris for further details or email [jmorris@tmws.co.uk](mailto:jmorris@tmws.co.uk)

# 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 & the ways in which you will be studying. If you wish to follow the Ebacc you must take a Humanity subject & a Modern Foreign Language. All students are expected to choose one of the 'high value' Ebacc GCSEs & 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 multi-dimensional course has been designed to promote a very hands-on, adventurous & enquiring approach to Art & Design. It will help you **develop** as an imaginative & visual student & encourage you to be an independent learner. During the course you will **advance** your artistic skills & develop & present your own ideas. The course **promotes** self-confidence, self-discipline & requires commitment to your work. It **encourages** you to broaden your perception of community, national & global issues & the world around you. By exploring visual language through art, craft & design, you will create your own ideas, gain confidence in your own skills, expertise & judgement.

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

UNIT 1: Extended Portfolio (Preparation in sketchbooks & final pieces).

UNIT 2: An Externally Set Task (Preparation portfolio and 10 hour unaided exam in Year 11)

## What will I learn?

### UNIT 1: PORTFOLIO STUDIES 60% of Final Mark

In the first term you will follow a foundation course with directed tasks that is designed to enable you to develop your observational and recording skills, using different media and processes. This foundation work becomes part of your first project that is then more independent and student based.

The rest of the course is based on starting points that build into a project and you will be: Drawing & painting, creating experimental imagery using new media, photography, applied art, print, graphic communication, 3D sculpture & relief work. In this unit you are provided with opportunities & the means to record & develop your ideas through observing from your own experience, & /or through the media or the camera lens. You will analyse, be influenced by & evaluate the work of other artists, crafts-people & designers. You will develop your own ideas & explore different media, processes & techniques to create final piece of art work. The minimum portfolio consists of two projects, one main project of sketchbook work & a final piece & a smaller project, also containing sketchbook work & a final piece.

### UNIT 2: EXTERNALLY SET TASK 40% of Final Mark

Choice of one of seven starting points.

At least 8 weeks of preparation time, aided by the teacher. The exam papers are given out the first week in January of year 11.

10 hours of unaided 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, creative & hardworking?** Do you dream of being an artist, fashion designer, cartoonist, costume designer, visual merchandiser, exhibition/event organiser, silver smith, graphic designer, illustrator, interior designer, model maker, restorer, make-up artist, sculptor, architect, car designer, set designer, sign maker, textile designer, toy maker, wallpaper designer, (& so many more it is impossible to list them all).....then Art & Design is for you. Please contact Mrs Berry who will give you more information. Or email [aberry@tmws.co.uk](mailto:aberry@tmws.co.uk)

# GCSE BUSINESS STUDIES

## Introduction to Subject

This GCSE is designed to help you become a confident business student. The specification employs an analytical, evaluative & investigative approach to Business Studies. Students will need to understand the dynamic environment in which business operates & 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 & opinions, build arguments & make informed judgements.

The course is 10% maths including percentages, interpreting graphs as well as Business specific calculations such as Profit Margins and Average Rate of Return

Topics (broadly) included in the units are:

- Business Activity
- Marketing
- People
- Operations
- Finance
- Influences on business
- The interdependent nature of business

## How will I be assessed?

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

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

## For further information

Please see Miss Johnsen, [bjohnsen@tmws.co.uk](mailto:bjohnsen@tmws.co.uk) 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 GCSE gives you an excellent opportunity to investigate how computers work, & to develop computer programming & 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 & 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 & networking structures

A further third of the course looks at elements of computational thinking, including problem decomposition & algorithm design. Pupils will learn to express problem solutions using flow-charts & pseudocode. We also study binary arithmetic & 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 & a resilient approach to complex problem solving is extremely beneficial. Students require the ability to think logically, creatively, & be prepared to face some very challenging concepts.

## How will I be assessed?

Assessment is by two written theory exams at the end of the course in Year 11.

- The first examination will test understanding of a wide range of issues: hardware & software,
- The representation of data in computer systems, databases, computer networking & programming methods.

The second examination has two parts:

- Part A will test sorting & searching algorithms, high & low-level programming, computational logic and binary data representation.
- Part B will test pupils programming skills by requiring them to write algorithms using either OCR Exam Reference Language or a high-level programming language such as Visual Basic

## For further information

Please contact Mr Mattock [rmattock@tmws.co.uk](mailto:rmattock@tmws.co.uk) if you have any questions about this qualification, or visit the following website for further details:

<https://ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

# GCSE DESIGN TECHNOLOGY

## Introduction to Subject

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

## What will I learn?

The GCSE allows students to study core technical, designing & making principles, including a broad range of design processes, materials techniques & 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 & 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 & short answer questions assessing a breadth of technical knowledge & understanding.

#### Section B – Specialist technical principles (30 marks)

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

#### Section C – Designing & making principles (50 marks)

A mixture of short answer & extended response questions.

### Non-exam assessment (NEA)

#### What's assessed Practical application of:

- Core technical principles
- Specialist technical principles
- Designing & making principles

#### How it's assessed

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

#### Task(s)

- Substantial design & make task

#### Assessment criteria:

- Identifying & investigating design possibilities
  - Producing a design brief & 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 & 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 & a portfolio of evidence
  - Work will be marked by teachers & moderated by AQA

## For further information

Please contact Head of Creative Design: Mrs Oldfield or email [eoldfield@tmws.co.uk](mailto:eoldfield@tmws.co.uk)

# BTEC DIGITAL INFORMATION TECHNOLOGY

## Introduction to Subject

BTEC Digital Information Technology gives you the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

You will develop key skills in digital information technology such as project planning, designing and creating user interfaces (mobile apps and websites), and creating dashboards to present and interpret data processes that underpin effective ways of working.

You will cover both coursework and exam units studying theory such as project planning, the computational design process, cyber security, virtual workplaces and legal and ethical codes of conduct.

## What will I learn?

Component 1: Exploring User Interface Design and planning techniques

You will develop an understanding of what makes an effective user interface and how to effectively manage a project. You will use this understanding to plan, design and create a user interface such as a Mobile Phone App or a Website.

Component 2: Collecting, Presenting and interpreting data

You will understand the characteristics of data and information and how they help organisations in decision making. You will use data manipulation methods to create a dashboard (excel) to present and draw conclusions from information.

Component 3: Effective Digital Working Practices.

You will explore how organisations use digital systems and the wider implications associated with their use. You will explore topics such as Networks, Cloud computing, Communicating using computing, Cybersecurity including hacking and the criminal activity and skills to plan and communicate using digital devices.

## How will I be assessed?

Assessment is by two pieces of coursework and a written theory exam at the end of the course in Year 11.

Component 1 and 2 are both assessed through internally assessed coursework. This is carried out over a period of 6 weeks. You will complete both pieces of coursework in lesson time under controlled conditions.

Each piece of coursework is worth 30% of the final grade. This is assessed internally and then externally moderated.

Component 3 is assessed through a written exam in the summer of Year 11. This covers the theory from the two coursework components as well as additional content including the impact of modern technologies, ethical hacking and cyber security.

Component 3 is worth 40% of the final grade. This is assessed externally.

## For further information

Please contact Mr Mattock [rmattock@tmws.co.uk](mailto:rmattock@tmws.co.uk) if you have any questions about this qualification, or visit the following website for further details:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology-2022.html>

# GCSE 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 & in the workplace.

It is important to note this course requires you to perform & 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 & refine your efforts

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

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

## How will I be assessed?

There are 3 components to the course. These components consist of both theory & practical elements & are designed to help all students reach their full potential.

### Component 1: Devising Drama

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

#### How it's assessed:

Devising Portfolio of 900 words (30 marks)

Devised performance (15 marks)

Devising Evaluation in exam conditions (1 hour 30 minutes) (15 marks)

40% of GCSE (*This component is marked by teachers & moderated by Eduqas*).

### Component 2– Texts in Practice

- Performance of 2 extracts from one play (students will contribute as a performer or designer)
- The play will contrast with the set play chosen for Component 3

#### How it's assessed:

Performance of extract & extract 2

20% of GCSE (*This component is marked by Eduqas*).

### Component 3: Written Exam

- Knowledge & understanding of drama & theatre
- Study of once set play
- Analysis & evaluation of the work of live theatre makers

## For further information

Please contact Mrs O'Malley if you have any questions about this qualification.

vo'malley@tmws.co.uk

# GCSE FOOD PREPARATION & NUTRITION

## Introduction to Subject

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

## What will I learn?

### Subject content

#### Food preparation skills are integrated into six core topics:

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

## How will I be assessed?

### **Paper 1: Principles of Food Preparation & Nutrition** 50% of GCSE

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

How it's assessed, Written exam: 1 hour 45 minutes 100 marks

#### **Questions**

Questions based on stimulus material

Structured short & extended response questions

### **NON EXAM 50% (Written coursework & science investigation)**

What's assessed:

#### **Task 1: Food investigation**

Students' understanding of the working characteristics, functional & 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 & practical knowledge investigation**

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

Students will prepare, cook & 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 or email [kbarnes@tmws.co.uk](mailto:kbarnes@tmws.co.uk)

# 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 & tourism, planning, environmental sectors & education. It also equips students with excellent analytical, enquiry & research skills which are very desirable amongst employers.

The GCSE Geography syllabus is outlined below in the "What will I learn?" section & is taught by Mr P Smith & Mrs C Breen in the Geography Department teaching area.

## What will I learn?

As a Humanities subject you will learn a variety of skills & knowledge of places, topics & 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 & tropical storms. A comprehensive study of UK landscapes is completed along with ecosystems, deserts, cold environments & 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 & changing urban areas. Sustainability & economic development are key study areas with additional topics such as resource management of food, water & energy. The unit is worth 35% of the final GCSE.

**Geographical applications.** This replaces the old coursework & is worth 30% of the final GCSE. Pupils are assessed by a decision making exercise & 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 & 30 minutes.

**Paper 2** – Challenges in the human environment. Written exam in year 11, 1 hour & 30 minutes.

**Paper 3** – Geographical applications. Written exam in year 11. 1 hour & 30 minutes.

## For further information

Please contact Mr Smith or Mrs Breen or email [psmith@tmws.co.uk](mailto: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 & evaluation.

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

The AQA GCSE course followed at TMWS is designed to give pupils a broad range of historical skills & 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.

### **Paper 1 (50%):**

Section A: Germany 1890 - 1945

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 Fletcher or email [pfletcher@tmws.co.uk](mailto:pfletcher@tmws.co.uk)

# GCSE MFL: 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, & the ability & willingness to use other languages is invaluable in all walks of life, especially business & commerce. The study of modern foreign languages increases awareness of other cultures & encourages students to listen, read carefully & 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 neighboring country & is the language of culture & literature, as well as being widely spoken throughout the world. It is a language which can open doors to many other languages & cultures, & 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 & ahead of English) & is the principal language of much of South & Central America, as well as the most important minority language in the USA. Spanish is also the fastest growing language used on the internet & has many similarities with other romance languages, such as French.

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

## What will I learn?

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

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

**Theme 1: People and lifestyle**

**Theme 2: Popular culture**

**Theme 3: Communication and the world around us**

## 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) & 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%, Reading 25%, Speaking 25%, Writing 25%, Foundation or Higher Level Exam in June

## For further information

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

# GCSE MUSIC (EDUQAS)

## Introduction to Subject

### Why Music?

Creativity is a highly valued skill in the workplace. The practical skills of performing and composing demonstrate reflection, creativity and resilience, as well as developing confidence and presentation skills. Studying music gives opportunities for higher order thinking by considering ideas that go beyond language. You will develop and practice a number of transferable skills, developing analytical and problem-solving skills. Music enables you to demonstrate many of the skills which employers, universities and colleges are looking for. It can also give you opportunities to travel, meet new people, and get the most out of life.

### What do I need to do, and will this subject suit me?

- You have already gained many of the basic skills needed for this course in your music lessons over the last two years at school—**performing, composing** and **listening**
- You enjoy **making and performing music**. The GCSE course encourages you to perform music of your own choosing and in any style, in a group and/or as a soloist. To take this course, you should be able to play at least one instrument/voice, or be committed to develop these skills efficiently through instrumental/vocal lessons
- 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 pop/rock song, a classical piece or some world music. Your compositions can be tailored to your own musical interests and strengths. These compositions can be created using instruments and/or computer software (a notation package or DAW).
- You have already **listened to a variety of music** in class and your analytical skills are developed as you study music from the Classical eras, music for ensemble (jazz/blues, musical theatre etc.), film music and popular music.
- You are expected to participate in school concerts, performing as a soloist or as part of a school

### What will I learn?

You will learn how:

- To improve and develop your performing skills
- To compose music, taking your initial ideas through to a finished product
- To analyse music in a variety of styles, also discovering the social and historical context in which music has been composed over the last 400 years.

### How will I be assessed?

Performing 30% (non-exam)	Composing 30% (non-	Listening & Appraising 40% (exam)
You will need to play/sing two pieces, of which one must be in a group	You will need to create two compositions	You will complete a written paper with questions on your two set works (pieces we study in detail), and unfamiliar pieces. Questions such as these are asked: <ul style="list-style-type: none"><li>• 'Name the instrument playing the solo'</li><li>• 'Is the piece in a major or minor key?'</li><li>• 'What features of the music make it appropriate for a chase scene in a film?'</li></ul>

### For further information

Please contact Mrs Merry or email [rmerry@tmws.co.uk](mailto:rmerry@tmws.co.uk)

# GCSE PHOTOGRAPHY

## Introduction to Subject

### Is PHOTOGRAPHY for me?

GCSE Photography is for you if you enjoy being creative, experimenting with ideas, and expressing yourself visually. You'll learn real photographic skills—from using a camera and lighting to editing and presenting your work—and you'll explore how professional photographers create powerful images.

The course follows the AQA objectives of develop, explore, record and present, helping you grow as an independent thinker. You'll develop your ideas through research, explore techniques through practical experimentation, record the world around you with growing skill, and present a final portfolio you can be proud of.

If you're curious about how images shape the world, enjoy hands-on learning, and want skills that link to real-life careers in media, design, advertising or even scientific fields, GCSE Photography could be a great fit for you.

## What will I learn?

### UNIT 1: PORTFOLIO STUDIES

The Unit 1 Portfolio in AQA GCSE Photography begins with a foundation course where students learn essential photographic skills. This includes camera controls, composition, lighting, and editing, as well as how to analyse images and understand different photographic styles. These introductory sessions build confidence and prepare students to apply techniques creatively in their projects.

Students then move on to longer, more independent projects. Each project is structured around the four AQA assessment objectives. They develop ideas by researching photographers and planning their themes, explore and refine techniques through practical experimentation, record their observations with photographs, notes and contact sheets, and finally present a polished outcome showing their best work. Early projects are more guided, while later ones give students greater independence to choose their own themes and artistic direction.

### UNIT 2: EXTERNALLY SET TASK

Choice of one of seven starting points.

At least 8 weeks of preparation time, aided by the teacher. The exam papers are given out the first week in January. The portfolio will see students continue to apply the skills and knowledge developed through the production of their unit 1 portfolio.

10 hours of unaided 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, creative & hardworking?** Do you dream of working as a photographer, photojournalist, fashion or commercial photographer, filmmaker, games designer, or media content creator? Then GCSE Photography is for you!

You'll learn real-world skills like camera techniques, lighting, composition, and digital editing, while developing your creativity and building a professional portfolio. This course prepares you for careers in photography, media, advertising, and other image-driven industries.

For more information, contact Mrs Berry or email [aberry@tmws.co.uk](mailto:aberry@tmws.co.uk).

# GCSE PHYSICAL EDUCATION (OCR)

## Introduction to Subject

Studying GCSE (9–1) Physical Education (PE) will open your eyes to the amazing world of sports performance. Not only will you have the chance to perform in 3 different sports through the non-exam assessment component, you will develop wide ranging knowledge into the how & why of physical activity & sport. The combination of the physical performance & academic challenge provides an exciting opportunity for students. You can perform, & then through the academic study learn how to improve via application of the theory. PE is learned about through a range of different contexts & the impact it has on everyday lives. You will learn the reason why we do things, why some people outperform others, mentally & physically. You will also delve into the ethical considerations behind the use of drugs & also gain an understanding of the consequences of inactivity & poor diet.

## What will I learn?

### Exam 1: Physical Factors Affecting Performance:

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

#### **Content overview:**

Applied anatomy & physiology

- The structure & function of the skeletal system
- The structure & function of the muscular system
- Movement analysis
- The cardiovascular & respiratory systems
- Effects of exercise on body systems

Physical training

- Components of fitness
- Applying the principles of training
- Preventing injury in physical activity & training

### Exam 2: Socio- cultural issues & sports psychology:

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

#### **Content overview:**

Socio- cultural influences

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

Sports psychology

Health, fitness & wellbeing

#### **Assessment overview:**

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

## Component 3: Practical Performance & Coursework

**Non-examined assessment**– Link to more information: <https://www.ocr.org.uk/Images/234827-gcse-guide-to-non-exam-assessment.pdf>

#### **Content overview:**

- 3 sports– A mixture of team and individual– 30% of overall grade (60 marks)
- 14 hour written coursework– 10% of overall grade (20 marks)

#### **Assessment overview practical:**

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. These will be assessed by the teacher and certain students will be asked to perform at a moderation externally moderated by OCR. Lists of sports can be found here.

#### **Assessment overview coursework:**

This coursework is completed over 14 hours with different sections. Students pick a sport of their choice and analyse the skills and their own performance which leads to creating an action plan to improve performance in that sport.

### 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 & the other being either team or individual)

**AEP** –10% - Controlled written assessment

**Theory** - 60% - 2 written exams

### For further information

See Mrs Townsend or Mr Yeadon for details.

## GCSE RELIGIOUS STUDIES

### Introduction to Subject

Religious Studies GCSE explores contemporary moral & ethical issues, allowing pupils to form their own opinions on topics such as abortion, euthanasia, genetic engineering, capital punishment & 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 & Ethics GCSE unit:

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

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

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

### How will I be assessed?

Pupils take two exams at the end of Year 11.

### For further information

Please contact Mr Morris. [jmorris@tmws.co.uk](mailto:jmorris@tmws.co.uk)

# BTEC SMALL ANIMAL CARE

## Introduction to Subject

The BTEC Tech Award in Animal Care is a new exciting, practical course for students who are passionate about animals and interested in learning how to care for them responsibly. This qualification provides a hands-on introduction to the animal care industry, developing both theoretical understanding and real-world practical skills. It is ideal for students considering careers in veterinary care, animal management, welfare organisations, farming, conservation, or animal-related sciences.

## What will I learn?

Throughout the course, students will explore a wide range of topics, including: - The structure, roles and responsibilities within the animal care sector - How to maintain the health and wellbeing of a variety of animals - Safe handling, restraint and husbandry techniques - Animal biology, including body systems and behaviour - How to design and maintain appropriate animal accommodation - The importance of ethics, legislation and welfare standards

Students will also gain hands-on experience caring for small animals, completing routine tasks and developing confidence in safe working practices.

## How will I be assessed?

The qualification is assessed through a combination of 60% internally assessed coursework and an 40% externally assessed exam:

- Component 1: Animal Handling (Internal) Students demonstrate safe and effective handling techniques and produce written and practical evidence.
- Component 2: Animal Husbandry (Internal) Students complete practical tasks and written assessments based on caring for animals and maintaining their health and accommodation.

Component 3: Animal Health and Welfare (External) A formal written exam set and marked by Pearson.

Assessment focuses on practical application, problem-solving and demonstrating understanding in real-world scenarios.

## For further information

Please see Mr Morris for further details or email [jmorris@tmws.co.uk](mailto:jmorris@tmws.co.uk)

# GCSE SOCIOLOGY

## Introduction to Subject

Why choose sociology?

GCSE Sociology helps students to gain knowledge & understanding of key social structures, processes & issues through the study of families, education, crime & deviance & social stratification.

By studying sociology, students will develop transferable skills including how to:

- investigate facts & make deductions
- develop opinions & new ideas on social issues
- analyse & better understand the social world

## What will I learn?

As a Humanities subject you will learn a variety of skills & knowledge of key social structures & functioning within the UK & wider world. The key topic areas are outlined below. This will be delivered over 5 hours per fortnight.

- The sociological approach
- Social structures, social processes & social issues
- Families
- Education
- Crime & deviance
- Social stratification
- Sociological research methods

## How will I be assessed?

**Paper 1:** The sociology of families & education

The sociology of families, the sociology of education & relevant areas of social theory & methodology. Students will be expected to draw on knowledge & understanding of the entire course of study to show a deeper understanding of these topics.

How it's assessed: By a written exam lasting 1 hour & 45 minutes worth 100 marks (50% of the GCSE).

**Paper 2:** The sociology of crime & deviance & social stratification

The sociology of crime & deviance, the sociology of social stratification & relevant areas of social theory & methodology. Students will be expected to draw on knowledge & understanding of the entire course of study to show a deeper understanding of these topics.

How it's assessed: By a written exam lasting 1 hour & 45 minutes worth 100 marks (50% of the GCSE).

Both exams will contain multiple choice questions followed by a range of short & extended responses.

## For further information

Please see Mr Morris or Mr Smith for further details.

# CHILD DEVELOPMENT—CAMBRIDGE NATIONALS LEVEL 1/2

## Introduction to Subject

This exciting subject, new to TMWS, will allow learners to take an in depth look into areas surrounding child development in both a practical & theoretical way. Students will focus on children from birth to five years of age. They will cover topics including responsibilities of parenthood, contraception & reproduction, antenatal, health, delivery, postnatal checks, illnesses & child safety. Perfect for students who already have an interest in the area or feel it is something they would like to pursue in later life.

Cambridge nationals are vocational courses, designed to fit into the curriculum & to offer the same size, rigour & performance points as GCSEs. They will form a key part of any students Progress 8 & Attainment 8 approved subjects. The qualifications are recognised by Ofqual, DfE & by 16-19 providers as progression to A Level, Further Education or on to an apprenticeship or work.

## What will I learn?

### What will I study as part of this qualification?

All students will study three mandatory topics as follows:

- Health & wellbeing for child development (unit RO57)
- Create a safe environment & understand the nutritional needs of children from birth to five years (unit RO58)
- Understand the development of a children from one to five years (unit RO59)

## How will I be assessed?

### **RO57: Health & well-being for children development:**

Written paper externally marked & verified by OCR

1 hour 15 minutes

40% of overall mark

### **RO58: create a safe & environment & understand the nutritional needs of children from birth to five years:**

OCR set assignment, centre-assessed & OCR moderated

30% of overall mark.

### **RO59: Understanding the development of a child from one to five years:**

*OCR set assignment, centre-assessed & OCR moderated.*

*30% of overall mark*

### ***Grading system for Cambridge Nationals:***

***Level 1 Pass, Merit, Distinction & Distinction\****

***Level 2 Pass, Merit, Distinction & Distinction \****

## For further information

Please speak to Miss Sutton, [jsutton@tmws.co.uk](mailto:jsutton@tmws.co.uk)

# HEALTH & SOCIAL CARE—CAMBRIDGE NATIONALS LEVEL 1/2

## Introduction to Subject

Social Care is a growing sector that offers a wide range of job opportunities, the NHS alone has over 1.3 million staff with over 350 careers on offer, with over half a million extra jobs on offer by 2030.

Students will learn specific skills around values of care, current legislation & requirements, as well as softer skills such as communication skills, compassion & empathy.

This Health & Social Care course will provide learners with essential knowledge, transferable skills & tools to improve their learning in all subjects with an aim to enhancing their employability when they leave education.

Cambridge nationals are vocational courses, they are designed to fit into the curriculum & to offer the same size, rigour & performance points as GCSEs. They will form a key part of any

## What will I learn?

Ofqual, DfE & by 16-19 providers as progression to A Level, Further Education or on to an apprenticeship or work.

## What will I study as part of this qualification?

- Principals of care in health & social care settings (RO32)
- Supporting individuals through life events (RO33)

## How will I be assessed?

### RO32 - principals of care in health & social care settings:

Written paper set & marked by OCR.

1 hour 15 minutes 40% of overall mark.

### RO33 - supporting individuals through life events

Centre assessed task internally marked then externally moderated

30% of overall mark.

### RO35 - Health promotion campaigns

Centre assessed task internally marked then externally moderated

30% of overall mark.

*Grading system for Cambridge Nationals:*

## For further information

Please speak to Miss Sutton, put to Distinction\*  
Please speak to Miss Sutton, put to Distinction\*  
Please speak to Miss Sutton, put to Distinction\*

# NCFE LEVEL 1 CERTIFICATE - SPORT

## Introduction to Subject

NCFE Sport is a new option for TMWS, this qualification is designed to help support learners' personal development through acquiring skills and knowledge in sport, exercise and fitness. The qualification also allows learners to gain personal transferrable skills that can be applied to the workplace or for further study.

The course is taught over five lessons over the two-week timetable. The course is primarily taught in IT1 and Pe areas with a learning group of around 8-12 students.

This course gives learners a good grounding for progression onto –

- Level 2 Sport
- Level 2 Fitness Instructing
- Level 2 Gym Instructing
- Level 2 Principles and Practices for Coaching Sport
- Level 2 Activity Leadership

The course is delivered by Ms Holland, Higher level teaching assistant, under the direction of the PE department lead teachers. Teaching assistants are also present in most learning sessions.

## What will I learn?

This course is designed to provide learners with a broad understanding of Sports Studies. It will give students a basic understanding of skills required for a career in sport, exercise and fitness industry.

### Qualification Objectives

- Gain an understanding of the sport, exercise and leisure vocational sector.
- Encourage learners to adopt a fitter and healthier lifestyle.
- Provide opportunities to acquire a number of practical and technical skills.

### Achieving this qualification

In order to complete the Level 1 certificate in Sport, learners will need to pass the following units –

- Taking part in sport
- Effects of exercise on the human body system
- Health and nutrition
- Understanding the sport and active leisure sector
- Exploring employment in the outdoor industry

## How will I be assessed?

This qualification is graded and learners can achieve a pass, merit or distinction. This includes both practical and theory work. Learners will need to meet unit criteria in order to achieve the end certificate.

## For further information

Please contact Ms Holland [Lholland@tmws.co.uk](mailto:Lholland@tmws.co.uk)

# LEVEL 1 ASDAN Personal Development - Preparing for Adulthood

## 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 & to provide them with essential skills & experiences needed to take them into further education or the work place.

The course is delivered through 5 lessons over the two week timetable & is taught in the Learning Support Base, usually in a small group of around 6- 8 learners. All students have access to computers.

ASDAN Personal Development Programme.

This programme allows the student to develop & recognise a range of skills that will be invaluable when they start work & begin living independent lives. Students will work through a student book that comprises of 13 modules. The modules are divided into section A & section B. Each section is made up of varying activities, called challenges.

Section A challenges are smaller, bite-sized activities. Section B challenges are bigger projects that will take more time. Each section should take at least 10 hours to complete – 10 hours is worth one credit. With support from their tutor, students can choose which modules & challenges they'd like to do. Key skills are developed while working through the challenges. Students learn how to plan & review their activities as well as how to build & organise a portfolio.

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

The course promotes self-management & independent learning. These are nationally recognised vocational qualifications recognised by colleges & employers.

## What will I learn?

Module titles: Communication; The Community; Sport & Leisure; Home Management; The Environment; Number Handling; Health & Survival; World of Work; Science & Technology; The Wider World; Expressive Arts; Beliefs & Values; Combined Studies

We study many different subject areas for our challenges in Skills for Working life. We do practical activities like managing the school garden & growing vegetables for example as well as topics like first aid where students follow the St John Ambulance young first aider programme. We look at different cultures & religions & explore the weather & food around the world. Some challenges involve cookery that is always very popular. We use the school walk to gain a credit in our books for learning about the countryside code & tap into other whole school activities to complete our challenges. There are several trips involved in the course. A trip to Allerthorpe lakes & a pantomime visit to the theatre to name a couple.

Students will provide evidence of demonstrating their skills in their portfolio. There should be at least one piece of evidence for each challenge. Evidence could include: worksheets, photos, podcasts maps, tickets, interview notes or witness statements.

Assessment: Assessment will be continual as each task/assignment is achieved. There are no exams.

## For further information

Please contact Mrs Hall.

# NCFE LEVEL 1 AWARD IN CREATIVE CRAFT (601/3360/0)

## 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 & to provide them with essential skills & 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 & card craft & pottery & 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 8-10 learners.

The course is designed to have appropriate content for the learner to acquire core knowledge & practical skills. The courses involve building up a portfolio of evidence & completing tasks & challenges which are carefully designed around the learner's abilities & 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 & 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 & design level 2 courses

The course is delivered Mrs C Wells, Higher Level Teaching Assistant, under the direction of the DT department lead teachers. Teaching 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 & design. The objectives of this qualification are to help learners to:

Use raw materials, tools & equipment in a safe & competent manner.

Review their own work, & develop ideas & learning through the craft process.

Develop an understanding of health & safety considerations in the craft environment.

Develop communication skills through a range of media.

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

- The ability to identify hazards & risks & apply safe working practices.
- Planning
- Skills using craft materials
- A brief understanding of moral skills, environmental & sustainability issues.
- Manage resources appropriately & efficiently
- Health & 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 Wells.

# NCFE LEVEL 1 AWARD IN FOOD & COOKING SKILLS (603/3909/3)

## Introduction to Subject

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

The course is taught over five lessons 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 & practical skills. The courses involve building up a portfolio of evidence & completing tasks & challenges which are carefully designed around the learner's abilities & 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 & 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 & cookery
- Level 2 in healthier food & special diet
- Level 2 in food safety & catering

The course is delivered Mrs S Thirlwell, Higher Level Teaching Assistant, under the direction of the DT department lead teachers. Teaching 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 & 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 & cook using basic skills
- Understand food & its function in the body & in recipes
- Understand balanced diets & modification of recipes for health
- Plan & produce dishes for a purpose.

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

- Planning
- Research skills
- Communication
- Problem solving skills
- Health & 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, [sthirlwell@tmws.co.uk](mailto:sthirlwell@tmws.co.uk)



## 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 & major challenge, three progressive award levels (Bronze, Silver & Gold) & 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 & enhancing their CVs & university applications. Time to get involved & go the extra mile?

### **Award Levels & 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 & 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 & unique journey.

- Volunteering
- Physical
- Skills
- Expedition

The Market Weighton School is a directly licenced centre & the group meets in school every week ;

Wednesday 3.15 pm—4.15 pm Bronze DofE Year 9

To find out more please speak to Mr Harrison, Mr Jackson, Mrs Thirlwell or Miss Grayson. It is not too late to sign up!