



**Pewsey Vale School
Curriculum Booklet
Year 10**

DATES AND TIMES

AUTUMN TERM

Thursday 1st September 2016 to Friday 16th December 2016

Inset Day 1 – Thursday 1st September 2016

Inset Day 2 – Friday 21st October 2016

Inset Day 3 – Monday 21st November 2016

Half term: Monday 24th October 2016 to Friday 29th October 2016

Christmas Holiday: Monday 19th December 2016 to Monday 2nd January 2017

SPRING TERM

Tuesday 3rd January 2017 to Friday 7th April 2017

Inset Day 4 – Tuesday 28th February 2017

Half term: Monday 13th February 2017 to Friday 17th February 2017

Easter Holiday: Monday 10th April 2017 to Friday 21st April 2017

SUMMER TERM

Monday 24th April 2017 to Friday 21st July 2017

May Day Closure: Monday 1st May 2017

Inset Day 5 – Monday 26th June 2017

Half term: Monday 29th May 2017 to Friday 2nd June 2017

SCHOOL TIMES

Period 0 (Key Stage 3 Intervention)	07.45 – 08.30
Period 1	08.45 - 09.35
Period 2	09.35 - 10.25
Break	10.25 - 10.40
Period 3	10.40 - 11.30
Period 4	11.30 - 12.20
Tutor Period/Assemblies	12.20 - 12.35
Lunch	12.35 - 13.05
Period 5	13.05 - 13.55
Period 6	13.55 - 14.45
Period 7 (Key Stage 4 Intervention)	15.00 – 16.00

TEACHING STAFF – 2016/2017

Name	Code	Subject/Responsibility
Mrs C Grant	CGR	Head Teacher
Mrs K Protheroe	KPR	Deputy Head Teacher
Miss C Dean	OWE	Assistant Head Teacher/Science
Mr M Surowiec	MSU	Assistant Head Teacher/Geography
Mrs V Bentley	VBE	Assistant Head Teacher/SENCO
Mr A White	AWH	Subject Leader – English
Miss C Reilly	CRE	English
Mr P Beatty	PBE	English
Miss L Sweet	LOS	English
Mr R Webb	RWE	Subject Leader – Maths
Mr I Watkins	IWA	Maths
Mr J Lewis	JLE	Maths
Mrs T Harris	THA	Maths
Mr R Carter	RCA	Subject Leader – Science
Miss T Archdale	TAR	Science
Miss D Lythe	DLY	Subject Leader – Geography/Citizenship
Mr M Maguire	MMA	Subject Leader – History
Mrs V Hay	VHA	Subject Leader – Religious Studies
Miss J Roberts	JRO	Subject Leader – Modern Foreign Languages
Miss T Thackwray	TTH	Modern Foreign Languages
Mr T Robinson	TRO	Subject Leader – ICT and Computing
Miss S Arlott	SAR	Music
Mrs C Siswick	CSI	Subject Leader – Technology
Mr M Malhi	MMI	Resistant Materials
Mrs S Dewar	SDE	Graphics
Mrs B Sparke	BSP	Food
Mr A Thomas	ATH	Subject Leader - Physical Education
Mrs L Shaw	LSU	Physical Education

Name		Tutor Code
Mrs C Siswick	CSI	10CSI
Miss C Reilly	CRE	10CRE
Miss L Sweet	LOS	10LOS

English

GCSE English Language/ English Literature

Examination Board: AQA

They are two separate GCSEs and they are taught discreetly throughout the course

Course content:

English Language is designed to inspire and motivate students, providing appropriate stretch and challenge whilst ensuring, as far as possible, that the assessment and texts are accessible to the full range of students.

The course 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.

English Literature aims to inspire, challenge and motivate every student, no matter what their level of ability. On the course, students will study a range of poetry, a modern text, 19th-century novel and the Shakespeare play.

Subject content: English Language

- Explorations in creative reading and writing
- Writers' viewpoints and perspectives

Subject content: English literature

- Shakespeare and the 19th-century novel
- Modern texts and poetry

Year one

Autumn Term:

September - November
November- December

Explorations in creative reading and writing
Poetry- past and present

Spring Term:

January - March
March - April

Writers viewpoints and perspectives
A modern text

Summer Term:

May-June
June-July

Non-fiction viewpoints
The 19th century novel

Year two

Autumn Term:

September - November
November- December

Shakespeare
Poetry, seen and unseen, past and present

Spring Term:

January - March

Revision 19th Century novel and the modern text

March - April

Revision explorations in creative reading and writing and writers' viewpoints and perspectives

Units one and two:

September - November

Reading a series of modern fiction extracts and analysing themes, structure, language and evaluating the success of the piece.

November- December required.

Studying a selection of poetry from the cluster

Units three and four:

January - March

Reading a collection of high quality non-fiction on a theme. Writing to argue and persuade.

March - April

The reading and exploring of a modern text. Although the text may change, an updated list is available from the AQA website.

Units five and six:

May-June

The study of historical non-fiction. A short comparison unit which explores writers' viewpoints through time.

June-July

Reading and understanding of a 19th Century novel.

Year two

Units seven and eight:

September - November
November- December

Studying an entire Shakespeare play.

Completing the poetry cluster and practising unseen poetry skills

Units nine and ten:

January - March

Revision of a modern text and the 19th century one.

March - April

Revision of the analysis of modern fiction and non-fiction, creative writing and how viewpoints have changed through time via historical non-fiction

Suggested Enrichment Activities

Read. Non-fiction articles are a great place to begin. Read a quality newspaper article about a topic you are interested in either online or with a physical newspaper/magazine. However to build-up reading stamina, you should also be reading fiction. You can obtain a reading list from your English teacher but you should try and find books that hold your interest.

You should also practice and enhance your writing skills. Try writing a blog or a review of what you have just read, played or watched. Writing short stories or poems is also useful to articulate your thoughts and improve your standard of English.

Many students enjoy playing with words so scrabble, countdown, word puzzles and crosswords are all ways to extend your vocabulary. Think about your word choice and try to pick the 'best words in the best order'. Some students learn five difficult words a week and try to use them in their writing and speech.

There are numerous websites to help you, including 'Bitesize English'- which is very good. Many of the sites under 'Improve my English' in Google are aimed at the non-native speaker but they can still be very useful for tips on grammar, vocabulary building, spelling and comprehension.

Finally, use visuals to help you understand complex poems, prose or drama pieces. Watching film versions of novels, television programmes on the same topic or listening to poems being read- should be very effective. If you can, visit the theatre or watch a live broadcast- all this will help the engagement with the language and the ideas within it.

Mathematics

The Mathematics Department aims to enable all students to acquire mathematical skills and knowledge and to provide opportunities for them to use these skills to undertake problem solving with confidence, enjoyment and success. Students are encouraged to think for themselves within a clear, rigorous mathematical framework, to be critical of their own thinking and prepared to test, justify and improve their conclusions or solutions.

GCSE

Mathematics is a core subject at GCSE and all students will take a full GCSE qualification or an Entry Level certificate. The Maths GCSE encourages students to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. It prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

What will I learn?

The students will develop their knowledge, skills and understanding of mathematical methods and concepts in the following areas:

- Number
- Algebra
- Geometry
- Measures
- Ratio proportion and rates of change
- Statistics and probability

They will use their knowledge and understanding to make connections between mathematical concepts and apply the functional elements of mathematics in everyday and real-life situations.

The content of the GCSE course is a natural progression from the Key Stage 3 syllabus. Topics covered in Year 9 will be revisited to ensure that progression through each unit of work is based on a solid foundation.

How will I be assessed?

Higher Tier (9-4) and Foundation Tier (5-1).

The assessment consists of three exam papers lasting one hour thirty minutes which are taken at the end of Year 11. Two exam papers are non-calculator. There is no controlled assessment.

The Entry Level Certificate is assessed using a series of tasks which are completed during normal lessons.

Statistics GCSE is available to students in year 11 in sets 1 & 2

Suggested Enrichment Activities for Parents:

- Help students to learn their multiplication tables.
- Help students to practice other mental arithmetic skills - particularly division.
- Reassure students that making mistakes is part of the learning process, and it is not something to be upset about.
- Help students to learn spellings and understand the definitions of key Mathematical words.
- Ask to see homework/independent study at regular intervals. If it is frequently not available, please do not hesitate to contact his/her Maths teacher.
- Visiting Universities and attending weekend master classes.
- Practicing Maths challenge questions issued by the UK Mathematics Trust.
- Purchasing Mathematics revision guides and materials.
- Visiting museums and mathematics based centers i.e. Bletchley House
- Asking regular mental arithmetic questions to develop mental agility.
- Encouraging students to engage with television based mathematics such as “Countdown” and “School of hard sums”.
- Asking students to engage with everyday mathematics such as problems involving money, percentages and speed, distance and time.
- Activities on www.mymaths.co.uk
- GCSE Pod

Science

We follow the 2016 AQA Combined science - Trilogy GCSE in which all pupils will take Combined Science which is worth 2 GCSE grades. Pupils will work through various topics from the three disciplines over two years. Then they will sit two Biology, two Chemistry and two Physics exams all are 1hr 15 minutes in duration. Each exam is 70 marks worth and come in F and H Tier. Both Combined and Triple Science GCSEs are linear and terminal meaning that pupils will not sit any of their exams until the end of year 11. Practical skills will be taught through the completion of Compulsory Experiments and these will be assessed by questions within their final examinations.

Setting

Students will be grouped by ability immediately, based on their performance during year 9 and then based on their performance in subsequent assessments. It is expected that they will be studying, in the main, at the following grades.

Set 1	Grade 5-9
Set 2	Grade 4-6
Set 3	Grade 2-4

Programmes of Study

Biology topics: Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Variation and Evolution and Ecology.

Chemistry topics: Atomic Structure and Periodic table, Bonding, Structure and Properties of Matter, Quantitative Chemistry, Chemical Changes, Energy Changes, Rate of Chemical Change, Organic chemistry, Chemical analysis, Chemistry of the Atmosphere and Using Resources.

Physics topics: Forces, Energy, Waves, Electricity, Magnetism and Electromagnetism, Practical Model of Matter and Atomic Structure.

TRIPLE SCIENCE

Taught in Option Block lesson time this consists of small modules of additional material that supplement the Combined Science topics that all pupils take (apart from Space in Physics). This means that all Separate Scientists sit 6 exams - 2 Biology, 2 Chemistry and 2 Physics Each exam is worth 100 marks and they are all 1hr 45 long.

Assessment

Students will be regularly assessed throughout the year on their class work and home study which will take the form of Exam Based Assessment (EBA) booklets once enough

material has been generated. These are based on individual topics and enable students to apply their knowledge and understanding, experience GCSE exam style questions and start their revision and consolidation immediately. EBAs also allow the teacher early identification areas of weakness so that intervention is more timely and effective.

Pupils will sit PPE (Pre-public Exams) once the appropriate content has been taught in order to inform pupils of any areas of weakness, prepare them for their final exam at the end of year 11 and also to monitor their progress.

Equipment

All students will be expected to bring basic writing equipment plus a calculator, preferably Scientific, to all Science lessons. Periodic Tables and pH charts are to be found in their planners and they may need to refer to these during some lessons. They will also be required to bring the revision guide that we will supply them with to every lesson.

As well as the revision guides, textbooks will be provided in school by the department. Parents can support students in their studies by encouraging their use of the various online resources including GCSE Bitesize and GCSE Pod.

Suggested Enrichment Activities

Visits at weekends or during the holidays are a fantastic way to support students including visits to Zoos, natural reserves or various museums.

There are some excellent science clips on youtube that can be used to extend the learning for students.

Wider reading using certain periodicals (Nature, new Scientist, National Geographic etc.) or GCSE/As level books is strongly encouraged.

Watch various documentaries and the news for highlighted stories of a scientific nature to keep up to date and read papers where science stories are featured.

GCSE Pod

Geography

Exam Board: Edexcel A Specification Geography
Syllabus code: 2GA01

The Edexcel A geography GCSE course aims to enhance a geographical view of the world through an appreciation of the differences and similarities in people's views of the world and its environments, societies and cultures. This will appeal to students interested in both human and physical geography with geographical skills relevant to 'real life' embedded throughout the course.

There is a KS4 geography club that runs on a Wednesday lunchtime. The focus will be examination technique to boost student's confidence in their exams.

The year 10 geography students will go on a fieldtrip to collect data for their controlled assessment. Several day trips will take place visiting areas that support case studies in the exam to deepen understanding by seeing the places in 'real life'.

Setting

Students are in mixed ability classes and have new seating plans each term. Groupings for activities are based on peer support for collaborative working to allow each student to reach their full potential.

Programme of Study

The final grade will be based on 3 exams and 1 controlled assessment:

Unit 1: Geographical Skills and Challenges for the Planet	A range of geographical skills Climate change past and present Sustainability at a local and global level	25%
Unit 2: The Natural Environment	River Landscapes Coastal Landscapes Tectonic Landscapes A Wasteful World	25%
Unit 3: The Human Environment	Economic Geography Settlement Change Population Change A Moving World	25%

Unit 4: Controlled assessment	Topic chosen according to the choices provided by the exam board.	25%
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Assessment

Students will be given weekly homework to consolidate their classroom learning. There will be an end of unit assessment (a past examination paper) to assess student's learning along with mini assessments throughout. These will mainly be based on the case studies needed to access higher marks in the exam.

Equipment

All students are expected to bring in basic equipment: pens, pencil, sharpener, eraser. Additional equipment which is useful are scissors, glue and colouring pencils.

The geography department is a textbook less department using a variety of resources. Websites that support students learning are:

- <http://www.bbc.co.uk/schools/gcsebitesize/geography/>
- <http://www.nationalgeographic.com/>
- http://www.bbc.co.uk/schools/websites/11_16/site/geography.shtml
- <http://www.georesources.co.uk/indexgcse.htm>
- <http://www.geography-site.co.uk/>
- <http://www.geographyinthenews.rgs.org/>
- <http://www.gatm.org.uk/>
- <http://sayersjohn.blogspot.co.uk/>

Useful materials

- There will also be outlines of lessons taught so that if any absence occurs students are able to see the lesson that they missed and contact the teacher for any resources that are needed.
- Past papers and a list of questions can be obtained

Suggested Enrichment Activities

To create a glossary using the key words learnt in lessons. The idea is that these words will then be used in the student's writing.

To research current events on the topics learnt in class e.g. on the BBC news website.

To regularly revise for mini-assessments by creating and learning revision notes at home to secure understanding.

GCSE Pod

History

Qualification: Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History (1HI0)

Aims of Course: Students in Year 10 & 11 build upon the good practice established in Key Stage 3 & will follow the GCSE History Programme of Study. The principal aim of the course is to prepare students & practice skills needed for success in GCSE History. Pupils will focus on an in-depth British depth study: Early Elizabethan England, 1558-88, the thematic study of Medicine Through Time, a period study of Superpower relations & the Cold War Relations. In year 11, pupils will assess the political changes & events in Germany, between 1919-1939, considering the impact of the rise & fall of the Weimar democracy & Nazi dictatorship.

GCSE History specifications are changing for first assessment in 2018. There will be a new 9-1 grading system, with 9 being the top level. There will be no controlled assessment component. All assessment will be through external examinations. There will be a fully linear structure, with all exams sat at the end of the course. GCSE History continues to be untiered.

GCSE History (9-1) now includes the following five elements: a thematic study spanning medieval, early modern & modern history with a study of the historic environment. A period study covering at least 50 years. A British depth study & a non-British depth study from different eras (modern, early modern & medieval). Students must study 40% British history.

Organisation: Students are taught in mixed ability groups & tasks are differentiated according to the ability of individual students. They have four lessons per week. Most work is completed in workbooks, using ICT documents & exam papers, all presented with headings & other prompts for the students. This is collated by the students.

The Attainment Targets in History measure:

- A01 Demonstrate knowledge & understanding of the key features & characteristics of the periods studied. (35%)
- A02 Explain & analyse historical events & periods studied using second order historical concepts: (a) Change & Continuity (b) Cause & Consequence (c) Significance (d) similarities & differences (35%)
- A03 Source Analysis: Analyse, evaluate & use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. (15%)
- A04 - Interpretations: Analyse, evaluate & make substantiated judgements about interpretations (including how & why interpretations may differ) in the context of historical events studied. (15%)

These are built upon over time from Key Stage 3 through to Key Stage 4.

Specification overview: There are three papers: **Major assessment work: Content: Year 10: Paper 1: Thematic study & historic environment (Code: 1HI0/10-12)**

Content overview: 11: Medicine in Britain, c1250-present & The British sector of the Western Front, 1914-18: injuries, treatment & the trenches.

Paper 1 Skill Overview: Students study the development of medicine to develop an understanding of 1 Ideas about the cause of disease & illness. 2 Approaches to prevention & treatment.

Historic environment site: The topic within the Thematic study focuses on the relationship between conditions in a locality (the British Sector of the Western Front) & their impact on the nature of illness & the provision of medical care, as well as the impact of provision for medical care in the locality in the broader context of medical developments in medicine in the early 20th century.

Assessment overview Section A: historic environment Students answer a question that assesses knowledge plus a 2-part question based on 2 provided sources. Section B: thematic study Students answer 3 questions that assess their knowledge & understanding. The first 2 questions are compulsory. For the third question, students answer 1 from a choice of 2.

Paper 2: Period study & British depth study (Paper codes: 1HI0/20-29) Content overview: British depth study: B4: Early Elizabethan England, 1558-88. Part 1: Queen, government & religion, 1558-69; Part 2: Challenges to Elizabeth at home & abroad, 1569-88; Part 3: Elizabethan society in the Age of Exploration, 1558-88. Focus on Political, e.g. government in Elizabethan England, challenge of Mary, Queen of Scots, rivalry with Spain. Religious, e.g. religious divisions in society. Social & economic issues, e.g. poverty, education, trade & exploration.

Paper 2 Skill Overview: Students must understand the complexity of a society or historical situation & the interplay of different aspects within it. These may include social, economic, political, religious & military aspects.

Year 10-11: Paper 2: Period study: 26/27: Superpower relations & the Cold War, 1941-91 Content overview: Part 1: The origins of the Cold War, 1941-58; Part 2: Cold War crises, 1958-70; Part 3: The end of the Cold War, 1970-91. Relations between the USA & the USSR from allies in Second World War, through the Cold War until its ending with the fall of the Soviet Union.

Assessment overview Section A: Period study Students answer 3 questions that assess their knowledge & understanding. The first 2 questions are compulsory. For the third question, students select 2 out of 3 parts. Section B: British depth study Students answer a single 3-part question that assesses their knowledge & understanding. The first 2 parts are compulsory. For the third part, students select 1 from a choice of 2.

Year 11: Paper 3: Modern depth study (Paper codes: 1HI0/30-33)

Content overview: 31: Weimar & Nazi Germany, 1918-39: Part 1: The Weimar Republic 1918-29; Part 2: Hitler's rise to power, 1919-33; Part 3: Nazi control & dictatorship, 1933-39; Part 4: Life in Nazi Germany, 1933-39. Focus on Political, e.g. political policy of Weimar & Nazi governments, Hitler's rise to power, the Nazi state. Social, economic & cultural issues, e.g. economic problems & recovery in the 1920s, women, young people & minorities in the Nazi state, use of propaganda.

Paper 3 Skill Overview: A substantial & coherent short time span requires students to understand the complexity of a society or historical situation & the interplay of different aspects within it. Depending on the depth study chosen, these may include social, economic, political, cultural & military aspects.

Assessment overview Section A Students answer a question based on a provided source & a question that assesses their knowledge & understanding. Section B Students answer a single 4-part question, based on 2 provided sources & 2 provided interpretations.

Paper 1: Thematic study & historic environment	30%	Thematic study (20%) with Historic environment (10%)	Medicine in Britain, c1250-present with The British sector of the Western Front, 1914-18: injuries, treatment & the trenches
Paper 2: Period study & British depth study	40%	British depth study (20%)	Early Elizabethan England, 1558-88
		Period study (20%)	Superpower relations & the Cold War, 1941-91
Paper 3: Modern depth study	30%	Modern depth study (30%)	Weimar & Nazi Germany, 1918-39

Assessment overview: **Examination** - Three written examinations = 100 %.

PAPER	SECTION	Assessment Objective	Marks
Paper 1 Weighting: 30% Total marks: 52 Exam time: 1h 15	Section A Historic environment • 3 Q	AO1 / AO3	16 marks
	Section B Thematic study • 3 Q	AO1/AO2	32 marks + 4 SPaG m*
Paper 2 Weighting: 40% Total marks: 64 Exam time: 1h 45	Section A Period study • 3 Q	AO1/AO2	32 marks
	Section B British depth study • 3 Q	AO1/AO2	32 marks
Paper 3 Weighting: 30%	Section A • 2 Q	AO3 & AO1/AO2	16 marks

Total marks: 52 Exam time: 1h 20	Section B • 4-part Q	AO3 AO4	32 marks + 4 SPaG m*
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Keys to Success - Attributes: Undertake research. Use & interpret different sources of information. Evaluates causes & consequences of events. Debates & challenges ideas. Literacy.

Equipment Required: Standard equipment is expected & should be brought into every lesson so that it is available for use, along with a student planner.

Homework: The nature of homework/independent study in History will be consistent with a rotation of different forms of homework weekly. 1) Straightforward tasks are set to reinforce class work. 2) Require research & preparation of information essential for the next lesson. 3) Revision for test. 4) Complete exam question/improve answer. Whatever task is set, students are expected to complete the work to the best of their ability & bring it to the appropriate lesson. Homework/independent study must be recorded in the student planner to aid personal organisation & to help with monitoring independent study. Show my homework will be used to set deadlines & provide extra support/resources.

Extra-curricular activities: Key Stage 4 GCSE History support, revision & coursework catch up: Mon-Weds lunch time & after school. Additional work support focus on Thursday lunchtimes.

Suggested Enrichment Activities: Read a list of suggested titles is attached but reading anything around the topic areas of Medicine Through Time, Elizabethan England, Germany 1919-1945 & the Cold War is good. **Revise using** BBC Bitesize History website for revision purposes & to consolidate skills. Work booklets & revision books, available to use from the History Department are useful tools for revision. **Watch** documentaries & historical dramas based on Medicine Through Time, Elizabethan England, Germany 1919-1945 & the Cold War. Listen to **Podcasts** which are available from the GCSE podcast website & the History department for revision purposes.

Religious Studies

The students will have two 50 minute lessons a week.

Programme of Study

We will be continuing with the new EDUQAS (Formally known as WJEC) GCSE Qualification.

Religious, Philosophical and Ethical Studies in the Modern World

Component 1: Over the next two school years they will cover the following themes:

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

These topics will be examined in a 2 hour written paper which will make up 50 % of the qualification.

Component 2: Will cover a **study of Christianity** including:

Beliefs and teachings:

- The nature of God
- Creation
- Jesus Christ
- Salvation

Practices:

- The Afterlife
- Forms of worship
- Sacraments
- Pilgrimage the Church in the local community
- The Worldwide Church

These topics will be examined in a 1 hour written paper which will make up 25 % of the qualification.

Component 2: Will also cover a **study of Islam** including:

Beliefs and teachings:

- Allah
- Risalah (Prophethood)
- Malaikah (Angels)
- The Akhirah (Afterlife)
- The Foundations of Faith

Practices:

- The Five Pillars of Sunni Islam
- Ten Obligatory Acts of Shir'a Islam
- Muslim practices
- Jihad
- Festivals

These topics will be examined in a 1 hour written paper which will make up 25 % of the qualification.

Assessment

Students will be regularly assessed throughout the year by doing a range of activities:

- (i) **Key Question Sheets:** These are A5 sheets which pose two to three questions connected with the next part of the unit we are working on. They need to consider these questions carefully, discuss with others and then record their thoughts. There are also examples of past GCSE questions on these sheets.
- (ii) **Research Homeworks:** Students will be asked to do personal research on a given topic or group. This information should be written in their own words.
- (iii) **Mind Map Homeworks:** Students will be issued with a list of 'maps' they need to complete on A4 paper, landscape orientation. They should present the information from the given revision booklet adding colour and illustrations to make them more memorable as they are designed and created to be used as a revision tool.
- (iv) **GCSE Question Homeworks:** Students will be given a GCSE question to complete at home using the information gained in class. If they fail to reach their target grade in these, they will be required to come back for an

‘Intervention Session’. In this session I will cover what they could have written so that they can then repeat the question.

- (v) **Revision Homeworks:** Students will be given a topic, or unit, to revise so that they can then attempt typical GCSE questions in class.

In the December of their Year 11, students will sit a PPE exam which will take place in the Hall under rigorous exam conditions in order to prepare them for their external examinations.

Equipment

All students are expected to bring basic writing equipment, which should include: pen, pencil, ruler, eraser, coloured pencils and their student planner.

It will be helpful to have a set of ‘Fine Line Berol Coloured Pens’. These can be obtained from me at the cost price of £3.00.

They will need a plastic wallet folder for keeping their mind maps in. These can again be obtained from me at the cost price of £1.00.

In addition I will issue them with 6 different revision booklets (one for each unit they will be examined on) and 2 pod casts to help them with their revision.

Suggested Enrichment and Extension

- Discuss the topics we are covering and in particular the Key Question Sheets. It would be good for you to debate the issues with your son/daughter!
- Encourage your son/daughter to take an interest in the wider world and the events that are happening around them by reading newspapers and watching news and current affairs programmes on television.

Physical Education (CORE)

Year 10 students will build on and embed the physical development and skills learned in key stage 3. They will become even more competent, confident and expert in their techniques, and apply them across different sports and physical activities. Year 10 students will continue to build and develop the skills required to tackle complex and demanding physical activities that will encourage involvement in personal fitness and promote an active, healthy lifestyle.

Students in Year 10 will follow a programme of study based on content from the National Curriculum to ensure that the following core aims are achieved:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Students will be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games (for example netball, football, rugby, hockey, basketball, badminton, cricket, rounders, tennis)
- develop their technique and improve their performance in other competitive sports (for example gymnastics, swimming and athletics), or other physical activities (for example dance)
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage students to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best

A detailed programme of study for Year 10 will be published to ensure students are clear on what activity they will be participating in and what PE kit is required for each half-term (a detailed PE kit list is available to be viewed on the school website).

Students will develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. They will have the opportunity to:

- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs

A detailed extra-curricular programme will be published to ensure students are clear on what opportunities are available to them at lunch times and after school. The programme will include inter-house competition as well as intra-school competition. There will be opportunities for students to participate in sport and physical activity for personal health and fitness reasons, social benefits and competitive situations.

Assessment

In key stage 4 Core PE the main focus of assessment is on attitude and effort. All students will be monitored in regards to their participation and motivation to be involved, including their desire to improve their skills, understanding and personal fitness. Another key component is the ability to demonstrate leadership skills, which will be shown through personal actions and the encouragement and support of others.

How parents/carers can help

- Pewsey Vale School has a uniform policy and this is also the case for PE lessons, with specific minimum kit requirements for PE. Please ensure that your son/daughter arrives at school/PE lessons with all of the appropriate kit (details available on the school website). Safe practice dictates that appropriate clothing and footwear are vital in the physical education environment. To ensure that PE lessons can run safely and smoothly the specific points must be adhered to: all jewellery must be removed, studded boots and shin pads must be worn for football, studded boots and mouth guards must be worn for rugby. We rely heavily on your support
- As a parent/carer you can support your son's/daughter's progress in PE by encouraging their participation both in lessons and clubs. It is inevitable that there will be times when students may be in school whilst not feeling 100% healthy, either through illness or injury. If your child is in school they need to come to PE fully equipped for the lesson and with a note in order to participate in an appropriate role: leadership, coaching, officiating etc. We will not make an illness or injury worse. A full Code of Conduct for Illness/Injury will be published separately
- Our prime objective is to ensure all students have the opportunity to succeed and excel in PE and sport, we aim to do this by providing a high-quality experience for all students that will challenge them and develop their confidence, which can be achieved through providing experiences for students to see the enjoyment that can be had through sport. We focus on helping each individual achieve their potential and through this, recognise the positive contribution that can be made by everyone in a group or team. We appreciate your support in achieving this
- Encourage your son/daughter to participate in the extra-curricular provision offered by the PE department/school and local sports clubs. There are numerous opportunities for participation in physical activity available to young people, it is often about finding the right one that suits the individual and having the encouragement to participate and be active

- Research on training methods and practices to develop performance levels. Help support or design an effective training programme
- Spectating and experiencing sporting events is an excellent way of seeing motivational performances and observing role models in relation to physical activity, this can be at local sports events right through to elite level sport

Suggested Enrichment Activities

A full timetable of extra-curricular clubs will be published at the start of the year, this will include lunchtime and after school clubs that will provide opportunity for participation and competition. There will be the opportunity to be involved in inter-house competition and intra-school competition to support the development and application of skills and understanding of the variety of sports.

GCSE Option Courses

Modern Foreign Languages

We currently offer German and French. Students follow the AQA GCSE syllabus that tests linguistic ability in the 4 key areas of listening, speaking, reading and writing. The themes covered are Identity and Culture, Local, national, international and global areas of interest and Current and future study and employment. Students are expected to develop their conversational, written and grammatical skills that will allow for measured and extended communication which will include use of past, present and future tenses.

Assessment

Assessment is based end of course examination; 25% writing, 25% reading, 25% speaking and 25% listening. Exams 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 in the same series.

Suggested Enrichment and Extension

- Read! We have a range of books and magazines within the department which pupils may borrow. Read newspaper articles online. Print them off and highlight familiar or unfamiliar words.
- Listen and watch! Borrow a children's film from the MFL department and watch it in French or German at home. Make a list of any words you recognize.
- Websites: Log in to www.linguascope.com
(username: pewseyvale password: mfl)
Linguascope allows you access to all KS3 and KS4 topics.
KS4 students can also log in to www.vocabexpress.com to practise exam

vocabulary.

You can also search for alternative French or German games online.

- Print off some worksheets from the *Linguascope* website and complete them at home.
- Make up a poem or a rhyme on the topic you are studying in class.
- Play hangman in French / German with a friend.
- Create a puzzle or game using the vocabulary and structures you've learned and swap with a friend.

- Ask your teacher about e mail or penfriend links.
- Use as much of the Target Language as possible at home!
- Create a mind map or *wordle* to help you remember vocabulary.
- Teach someone at home or a friend what you have learned in French or German so far.

ICT

ICT & Computer Science teaching at Pewsey Vale School at Key stage 4 consists of at least one of the following three qualifications, The European computer driving license (ECDL) and the OCR Cambridge national in Creative iMedia.

All students will complete the ECDL.

Setting

For Core lessons students are set by their ability in Science

Programme of Study

European Driving License

ECDL is the benchmark for digital literacy in educational systems around the globe.

ECDL equips students with the skills to use a computer confidently and effectively, building on existing knowledge and motivating further learning.

Tried, tested and trusted, ECDL programmes have been delivered to over 11 million people, in 41 languages across 148 countries. Over 2 million people have taken ECDL in the UK since 1997.

Students will study

4 Units:

- Word Processing
- Presentations
- Spreadsheets
- Improving Productivity

Full details of the specification are available online: <http://www.bcs.org/upload/pdf/it-application-skills.pdf>

ECDL exams come in the form of automated tests. The tests cover all the units within the qualification and offer instant results to the students.

Creative iMedia (Option)

Students will have the opportunity to undertake a range of media related projects including, Photography, print and New Media. They will produce high quality photographic assignments, Magazines and Flash animations. They will study the media industry by researching and analysing different forms of media and its effects upon the audience. They will also look at media institutions and ownership.

They will also need to perform in front of a camera and not mind having your photograph taken for use in school.

There are two compulsory units:

Unit R081 (Formal Exam): Pre-production skills: this unit will enable pupils to understand preproduction skills used in the creative and digital media sector. It will develop boys' understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

Unit R082 (Controlled Assessment): Creating digital graphics: the aim of this unit is for pupils to understand the basics of digital graphics editing for the creative and digital media sector. Pupils will learn where and why digital graphics are used and what techniques are involved in their creation.

This unit will develop understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.

They will then study 2 further units that could include:

- Creating 2D and 3D digital characters
- Creating a Multipage Website
- Designing a Game Concept
- Developing Digital Games
- Creating Interactive Multimedia Products
- Creating a digital sound sequence
- Creating a digital video sequence

Assessment

Students will be assessed throughout the year on their class work, homework projects and formal examinations. Grades will be awarded according to the grade criteria that is available to download on the school website and any relevant examination criteria. ECDL and Creative iMedia is awarded according to a four-tier grading structure, ranging from pass to distinction-star. GCSE ICT is awarded according to standard GCSE grading structure (A*-G)

Equipment

All students will be expected to bring the basic equipment as per the whole school policy. They are also expected to remember the username and passwords for any computer systems they are required to use in lessons.

Course readers and study guides will all be provided in school by the department where appropriate. Students are able to download any resources that are used in lessons online via the Google Apps system.

Suggested Enrichment Activities

- Completion of Scratch programming projects at home: <https://scratch.mit.edu/>
- Visit Computing museums/exhibitions such as Bletchley Park or the museum of computing in Swindon.
- Use the code academy website to develop programming skills -
<http://www.codeacademy.com/>
- Invest in a Raspberry Pi computer (about £30) <http://uk.farnell.com/buy-raspberry-pi> and complete programming projects using online tutorials.
- Use lesson resources provided online to further develop study set by the classroom teacher in lessons.
- Watch BBC Click on the BBC news channel/iPlayer.
- GCSE Pod

GCSE Computing (Option)

The course gives students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

Students will...

- Develop their understanding of current and emerging technologies and how they work.
- Look at the use of algorithms in computer programs.
- Become independent and discerning users of IT.
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts.
- Develop computer programs to solve problems.
- Evaluate the effectiveness of computer programs/solutions and the impact of computer technology in society.

Students complete three units:

- A451: Computer systems and programming which is assessed by a ninety minute exam worth 40% of the final mark.
- A452: Practical Investigation which consists of an investigative computing task, chosen from a list provided by OCR. The students then complete a controlled assessment which assesses the following: research, technical understanding, analysis of problem, historical perspective, use of technical writing skills, recommendations/evaluation. This unit is worth 30% of the final mark.
- A453: Programming project controlled assessment where students design, develop and test a solution to a problem within the OCR-set scenario. This unit is worth 30% of the final mark.

Equipment

All pupils will be expected to bring the basic equipment as per the whole school policy. They are also expected to remember the username and passwords for any computer systems they are required to use in lessons.

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- Use lesson resources provided online to further develop study set by the classroom teacher during lessons.
- Watch BBC Click on the BBC news channel/iPlayer.
- GCSE Pod

Drama

Examination Board: Eduqas

Syllabus: GCSE Drama

Course content:

The course is delivered through a range of practical skills to allow candidates the opportunity to develop existing skills and learn new skills for performance. Each topic will require contextualisation with research into historical, cultural and social issues and how these aspects relate to the characters we study.

Component One: Devising Theatre

40%

Learners will be assessed on either acting or design.

Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by Eduqas. Learners must produce:

- a realisation of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design.

Component Two: Performance from a Text

48 marks - 20%

Assessed by a visiting examiner

- Learners will be assessed on either acting or design.
- Learners study two extracts from the same performance text chosen
- by the centre.
- Learners participate in one performance using sections of text from both extracts.

Component Three: Interpreting Theatre (written examination)

40%

Section A: Set Text

A series of questions on one set text from a choice of five:

1. The Tempest, William Shakespeare
2. The Caucasian Chalk Circle, Bertolt Brecht
3. Hard to Swallow, Mark Wheeller
4. War Horse, Michael Morpurgo, adapted by Nick Stafford
5. DNA, Dennis Kelly.

Section B: Live Theatre Review

One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

Summer Term:

Understanding theatre practitioners. We will learn about Stanislavski and Brecht during this first half term. This will give you some basic grounding into the requirements of working with a practitioner, and also styles of different types of theatre.

Autumn Term:

Study of DNA - set text. Students will be given a copy of DNA that is theirs to write notes on in pencil. At the end of the course they will be required to rerun them as clean copies to the department before they leave. Students will have a series of lessons in the second half of the Autumn Term on other practitioners, such as Artaud, Boal and Katie Mitchell.

Theatre visit To create notes for final written examination

Spring Term:

Devising Unit. During this unit, students will be placed into groups and asked to create a devised piece set against a range of stimuli material. Over the term, we will create some short pieces as introductions to the devising process, as well as a long piece culminating in a shared performance in the Spring. This will give students the chance to practise their devised portfolio that they will create in Year 11 for assessment.

Summer Term:

Performing scripted extracts. During this unit we will research opposing theatre practitioners, and create two performances that are aligned to the conventions of the genre or style they wrote or directed in.

Year two

Autumn Term:

Devising - final unit assessment. Students will be given a set of stimulus material, and given time to create a devised piece for performance. This constitutes 40% of their overall qualification, and should encompass some of the learning from the previous summer term.

Theatre trip planned to prepare for the final GCSE Examination.

Spring Term:

Preparing for Component Two where students will prepare and perform two extracts of a scripted play to a visiting examiner either during this term, or in the summer term. This is worth 20% of the overall GCSE.

Summer Term:

Revision of DNA, and preparation for the final examination.

Resources

Students are given a file and a book for their lessons. They are required to take notes on all of the practical sessions in order to prepare them for Controlled Assessment in both Units 1 and 2.

It is advisable for students to take sketches, photographs, videos of the performance work they create. This will enable an aid memoir for the final exam. The keeping of records for Portfolio work is essential for thorough, robust assessment.

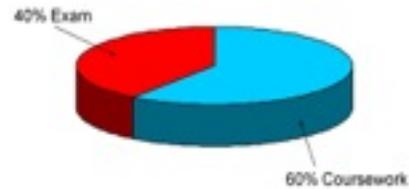
Suggested Enrichment Activities

The most effective way to enrich your child's learning for Drama, is to go to the theatre. There are a number of local theatres both professional and amateur that perform regularly. Of course, London's West End is within easy(ish) reach. The National Theatre is an excellent place to start, and also has a fantastic theatre bookshop. If you are in London, the V&A has a theatre exhibition, where you can see the origins of theatre, including one of the first published works of Shakespeare. Joining a local drama society is another great way to enrich learning. As the examination element of the course is 100% performance, actors who are the most confident are often the most successful at GCSE. Creating performance work that shows depth and detail will enable learners to reach the top criteria for performance. The more this is practised in this area, the more proficient they will be.

Design & Technology

Exam Board: AQA

All of the courses on offer in the Design & Technology department consist of two units of assessment. Unit 1 is coursework completed during the two years and has a weighting of 60% and unit 2, making up the remaining 40%, is a terminal examination. Students will be expected to provide, or contribute towards materials that they use for their projects.



Coursework

The coursework represents 60% of the final mark and consists of a single project. Students carry out an extended 'design and make' project within 45 hours of supervised time. It can be broken down into two parts; designing and making. The design work is to be presented in an A3 format and must provide evidence of each stage of the design process. The practical outcome is to be chosen by each student. Higher marks will be awarded to self-motivated students who select and decide on their own choice of project and plan their presentation, execution and evaluation. This is one of the main ways of achieving differentiation between students. During the completion of project work, teachers should be seen as a resource to be used, but direct intervention by the teacher should be kept to a minimum and such intervention will be recorded and reflected in the final marks awarded.

Exam

The remaining 40% is a written examination taken by all students. The exam is presented in two sections. The first is a design question and students will be made aware of the topic in the month leading up to the exam. The second sections will consist of questions specific to the students' chosen discipline.

Year 10

All of Year 10 are taught 4 lessons of Design & Technology per week in mixed ability classes of no more than 20 students.

Term 6, 1 and 2 - On starting Year 10, prior to embarking on their coursework, students will be given the opportunity to learn a range of new practical skills through a series of taught lessons and individual project work.

Term 3, 4 and 5 - Students will be guided through their coursework projects. They will choose from a range of tasks provided by the exam board and work independently to compile relevant research before designing, developing, making and evaluating their individual products.

Year 11

All of Y11 are taught 4 lessons of Design & Technology per week in mixed ability classes of no more than 20 students.

Term 6, 1 and 2 - Students continue to work independently on their individual coursework projects.

Term 3, 4 and 5 - Through theory and practical work, students will build on prior knowledge. They will focus on design skills, learn about a range of topics such as: materials/ingredients and their properties, industrial practices and environmental and Ethical Issues within their chosen discipline in preparation for their coursework and final exam.

GCSE Courses offered within Design & Technology

Resistant Materials

Resistant Materials gives students the opportunity to work with a variety of materials including metals, woods and plastics and learn how to cut, join and manipulate these materials using different tools, equipment and processes to create a high quality finish.

Textiles Technology

Textiles Technology provides students with a wide variety of skills and experiences ranging from spinning, weaving, machine knitting, surface decoration and print workshops to tailoring, dressmaking, toy making and soft furnishing. Students are encouraged to employ their creativity in developing their own ideas and benefit from a range of enrichment activities including the very popular 'Clothes Show Live' visit.

Graphics Products

Graphics Products looks at the promotion and display of commercial products. Students are taught a range of technical drawing skills, model making, print making and computer aided design and manufacture allowing them to design and make a variety of products from architectural models to band merchandise.

Provision of Materials/Ingredients

Throughout the majority of the course, the department will provide basic materials/ ingredients but due to the individual nature of each project completed throughout the course, students are asked to provide materials/ingredients specific to their own work. However, for the practical element of the coursework, students are expected to entirely provide their own materials/ingredients and following procedures should be adhered to:

- **Textiles** - students will visit a fabric shop with their teacher where they will be expected to purchase their materials and components. Students will be advised of approximate cost of the materials they require and are expected to bring the estimated amount of money with them when attending the visit.
- **Resistant Materials** - Where possible students are asked to provide their own materials before a set deadline. If, for any reasons, they are not able to obtain certain materials the department will provide the required materials. Students will then be invoiced and the materials will not be released until payment is received in full.

Enrichment Activities

There are many ways to enrich your child's learning for Design & Technology. Simple things like encouraging your child to think about the style of different products and the way in which they have been constructed whilst you are out shopping and looking at the care labels of textiles products. Pointing out where products might be Fairtrade or Organic as well as involving your child in activities such as recycling will help teach them about the environmental and ethical impact of the products that we use and that they will be designing.

Making projects at home will allow your child to develop strong practical skills and confidence in their own ability. Involve them in DIY projects, encourage them to draw, sew and undertake craft projects wherever possible.

Equipment

In order to gain the most from their learning, students are expected to bring the following equipment to every lesson:

- Pen, Pencil, Rubber, Ruler and Colouring Crayons.
- DT folder.
- A hair band (if a student has long hair).

Food Preparation & Nutrition

Exam Board: AQA

Food Technology offers not only a GCSE but also the CIEH Level 2 Award in Food Safety in Catering and Level 2 Award in Nutrition. However, it's not all exams, students have the opportunity to be creative and inventive with their culinary skills by taking part in a variety of competitions and trips. Basic ingredients may be provided by the Design and Technology Department but due to the individual nature of each project completed throughout the course students are often asked to provide their own ingredients.

Coursework

The coursework represents 50% of the final mark and consists of two separate tasks:

Task 1 - The Food Investigation

Task 2 - The Food Preparation Assessment

Exam

The final exam represents 50% of the final mark and will last for 1 hour and 45 minutes during which students will be asked to answer subject specific questions. The qualification will be graded on a nine-point scale: 1 to 9 - where 9 is the best grade.

Year 10

Throughout Year 10 students will be given the opportunity to learn a range of new practical skills through a series of taught lessons and individual project work. They will focus on food preparation, learn about nutrition and health, food science, food safety, food choice and food provenance in preparation for their non-examination assessments and final exam.

Year 11

The two non-examination assessments will be undertaken throughout Y11. Task 1: The Food Investigation, is a written report (1,500-2,000 words) including photographic evidence of a practical investigation designed to provide students' with an understanding of the working characteristics, functional and chemical properties of ingredients. Task 2: The Food Preparation Assessment, is a written portfolio through which students will plan a menu of three dishes before going onto prepare, cook and present their dishes within a single period of three hours. The content of the non-examination assessment tasks will be dictated by the exam board. During the completion of the non-examination assessment tasks teachers should be seen as a resource to be used, but direct intervention by the teacher should be kept to a minimum and such intervention will be recorded and reflected in the final marks awarded.

Provision of Materials/Ingredients

Throughout the majority of the course, the department will provide basic materials/ ingredients but due to the individual nature of each project completed throughout the course, students are asked to provide materials/ingredients specific to their own work.

However, for the practical element of the coursework, students are expected to entirely provide their own materials/ingredients. Students will be informed of the dates of practical lessons in advance and are expected to provide their own ingredients on the specified dates. If students are unable to provide ingredients for whatever reason, it is requested that students inform Mrs Sparke as soon as possible, and no later than 3.30am on the day prior to the lesson, so that alternative arrangements may be made.

Unfortunately, it is not possible or practical for the facility to provide ingredients for all sessions. However, from time to time specialist ingredients will be provided and a contributory charge will be made.

Food Hygiene

All students are requested to store ingredients in the fridge in room 11 at the beginning of the day. Ingredients should be labelled with the student's name and tutor group. Completed work can be stored, if appropriate, in room 11 until the end of the day.

Enrichment Activities

Talking with your child about the ingredients that go into the different meals that you create and thinking about their function within the meal and their nutritional values. Pointing out where products might be Fairtrade or Organic as well as involving your child in activities such as recycling will help teach them about the environmental and ethical impact of the products that we use and that they will be designing.

Preparing food at home will allow your child to develop strong practical skills and confidence in their own ability.

Equipment

In order to gain the most from their learning, students are expected to bring the following equipment to every lesson:

- Pen, Pencil, Rubber, Ruler and Colouring Crayons.
- DT folder.
- A hair band (if a student has long hair).

Physical Education

Examination Board: AQA

Syllabus: GCSE Physical Education

Course content:

The new GCSE specifications for teaching from September 2016 onwards have provided an opportunity to explore the options available to schools and although there are elements that have been standardised across all the exam boards (the same activity list and practical weighting) there are some differences in relation to the clarity of the content, the exam papers and the support available. There are a number of changes that have been made to the new GCSEs from previous specifications and it is important to be clear on what this means for the student, one of the main changes is the reversal of the weighting of 60% practical and 40% theory to 60% theory and 40% practical.

The decision has been made to change exam boards and move to AQA, which has developed their GCSE Physical Education specification with the support of teachers and the Youth Sport Trust.

The qualification is linear, meaning that all exams and submission of non-exam assessments (practical components) will take place at the end of the course.

The GCSE PE qualification has the following assessment objectives, for students to:

- demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport
- apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport
- analyse and evaluate the factors that underpin performance and involvement in physical activity and sport
- demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance

The subject content of the qualification covers:

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

There are two exam papers and the non-exam assessment (practical performance):

Paper 1

The human body and movement in physical activity and sport

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

This is a written exam of 1 hour 15 minutes.

The exam paper consists of a mix of multiple choice/objective test questions, short answer questions and extended answer questions.

78 marks = 30% of the total GCSE.

Paper 2

Socio-cultural influences and well-being in physical activity and sport

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

This is a written exam of 1 hour 15 minutes.

The exam paper consists of a mix of multiple choice/objective test questions, short answer questions and extended answer questions.

78 marks = 30% of the total GCSE.

Non-exam assessment

Practical performance in physical activity and sport*

- Practical performance in **3** different physical activities
- **All** activities will be assessed in the role of player/performer
- One activity must be a team activity, one must be an individual activity and the third is a choice between a team or an individual activity
- Analysis and evaluation of performance to bring about improvement in **one** activity

This section of the course is assessed by teachers and moderated by AQA.

Each activity will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in **one** activity.

100 marks = 40% of the total GCSE.

*The range of activities available for assessment for GCSE PE has been reduced to a standardised list across all exam boards; a full list of activities will be made available to students.

All information has been sourced directly from the AQA GCSE PE specification, a full version of the specification can be found using the following link:

<http://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016-V1-0.PDF>

Resources

Students are provided with a file and a text book for their theory lessons. Students will be expected to actively participate in theory lessons, which will require notes to be taken to aid the development of the knowledge and understanding as well as support the preparation for the external examination at the end of the course.

Students are expected to actively participate in all of the practical sessions in order to develop their own levels of skill and application as well as prepare them for the non-exam assessment (Practical performance in physical activity and sport). Correct kit and maximum effort are needed every lesson to successfully achieve the best possible practical performance scores.

Suggested Enrichment Activities

The most effective way to enrich your child's learning for PE is for them to participate in sporting activities, alongside going to sporting events. The more physical activity your child participates in the more competent performer they will become, which will develop their confidence and enjoyment across a range of sporting activities, as well as their ability to relate and apply practical to theory. There are a number of extra-curricular sporting activities as well as competitive teams or events run by the school. There are also plenty of local clubs, both professional and amateur, that play regularly. Local clubs are always looking for new members to join. As the performance element of the course is 40% of the total GCSE qualification, individuals who are the most confident and well practiced are often the most successful at GCSE.

Theoretical Enrichment

The most effective way to achieve success in the theory element is to have a practical understanding of how to train correctly on a regular basis. This is achieved through participation and training for a recognised sport or club. By having a practical link to the theory elements it will allow these parts of the course to become more secure and able to be applied in a range of scenarios.

It is also extremely useful for students to have an up-to-date understanding of topical issues in sport, which can be gained from additional reading of current sporting practice, there is a large amount of resources available through printed publications and in the news that will be of great support for the theoretical part of the course.

To support the theoretical element of the GCSE PE course there are a number of online sites that will be extremely useful, some recommended websites are detailed below:

<http://www.bbc.co.uk/schools/gcsebitesize/pe/>

<http://www.brianmac.co.uk/index.htm>

http://www.s-cool.co.uk/topic_index.asp?subject_id=28

<http://www.teachpe.com/gcse.php>