



**Pewsey Vale School
Curriculum Booklet
Year 11**

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
Mr I Watkins	IWA	11IWA
Mrs V Hay	VHA	11VHA
Mr R Carter	RCA	11RCA

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 10

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 11

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 writer's viewpoints through time.

June-July

Reading and understanding 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 novel.

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 get 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 - would 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

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.

Statistics GCSE is available to students in year 11.

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:

- 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

Science

We follow the AQA Specification which currently means that all students in year 11 sit Core Science and Additional Science. This allows all students to access all three disciplines of Science and they will attain two GCSE grades. There is also Separate Science and this is taken as an Option choice across both years by the more able students and those wishing to study science post 16. In order to opt for Separate Science students must have achieved at least a 5 grade in their year 9 end of year exam. This option allows students to attain a GCSE in Biology, another in Chemistry and also a Physics GCSE.

Setting

Students will be grouped by ability immediately based upon their performance during year 9 and then based upon 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 2-6

Programmes of Study

Core:

B1 - Diet and Disease, Control of the Body, Environment,

C1 - Basics of Chemistry, Limestone and Metals, Crude Oil, Alcohols and Polymers, Plant Oils, Earth and Atmosphere.

P1 - Heat Transfer, Energy Transfer, Power Generation, Waves, Electromagnetic Spectrum and Universe.

Additional:

B2 - Cells, Photosynthesis, Sampling, Enzymes, Respiration and Exercise, Cell Division, Genetics and Speciation.

C2 - Atomic Structure, New Materials, Chemical Calculations, Rates of Reaction, Electrolysis and Acid Reactions.

P2 - Motion, Energy, Momentum, Electricity and Radiation (Fission and Fusion).

Separate Science:

B3 - Exchange of Substances, Transport and Circulation, Homeostasis, Biofuels and Human Impacts and Managing Food Production.

C3 - Periodic Table, Water, Reactions and Hydrocarbons, Acids, Energy in Reactions and Ion Testing.

P3 - Forces, X-rays and Ultrasound, Optics and Electro-magnetism.

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. 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 of weakness in specifications so that intervention is timely and effective.

Students will sit Pre-public Exams (PPEs) in Biology and Chemistry in the final weeks of the winter term and Physics at the end of the spring term. These will form the basis for both 'working at' grades and predicted grades as well as providing information about gaps in learning of an individual student.

At various points throughout the year students will also sit Investigative Skills Assessments (ISAs). These count towards 25% of the final GCSE grade. Students only need one Core and one Additional Science ISA mark but we will allow students to sit two of each in order to pick the best one. Separate Scientists will need three - one Biology, one Chemistry and one Physics (but they can also use an Additional Science ISA). All stages apart from the exams (which will take place in the hall) will take place during the normal timetabled lessons and time will be incorporated for revision and preparation.

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 excellent science clips on youtube that can be used to extend the learning of 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.

Geography

Exam board: Edexcel Geography B Specification

Syllabus code: 2GB01

The aims of Geography GCSE are to:

- Enable students to gain an understanding of the earth, its environments and its people.
- Attempt to explain the patterns seen in the world around us.
- Examine current world issues and evaluate solutions to them.

The study of Geography provides a chance to study how interdependent people and the environment really are. The World is consistently changing. The syllabus studied in year 11 mirrors this and is a modern viewpoint on the changing World. Students will develop a valuable and in depth understanding of the modern day and relevant issues that face us and our planet now, as well as exploring the possible solutions to these challenges.

There is a KS4 geography club that runs on a Wednesday lunchtime as well as an after school club on Monday and Wednesday. The focus will be examination technique and revision to boost student's confidence in their exams.

Course Content

Unit 1: Physical Geography (25%)

- Restless Earth
- Climate and Change
- Battle for the Biosphere
- Water World
- Coastal processes and management
- Extreme Environments

Unit 2: Human Geography (25%)

- Population Dynamics
- Consuming Resources
- Globalisation
- Development Dilemmas
- Changing Settlements of the UK
- Challenges of an Urban World

Unit 3: Geographical Decisions (25%)

An exam using a booklet of information that students have to use as evidence to support their answers. The theme is 'sustainability' and students will have to make a decision to provide a solution to a specific Geographical issue. Recent topics have included: Jamaica, rural Uganda and the 2012 Olympic Games.

Unit 4: Controlled Assessment (Researching Geography)

25% of the course - An investigation into the varying approaches to coastal management at Swanage Bay and Lulworth Cove.

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.

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.

Useful websites

- <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

- GCSE Revision materials in Geography subject folder include - exemplar answers to 4 and 6 mark questions.
- GCSE Revision materials also include revision guides for both topics produced in the department.
- 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 and using the above listed websites.

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

To practice examination questions at home to fine tune technique.

History

The Attainment Targets in History measure:

- A01 contextual knowledge and understanding of events, people and changes (35%)
- Ao2 understanding of key historical concepts (35%): a) Chronology (b) Diversity (c) Cause and Consequence (d) Change and Continuity (e) Significance
 - the ability to use historical terms
- Ao3 Source Analysis (15%) Processes: (g) Enquiry (h) Using Evidence (i) Communication in use of historical sources
- Ao4 - Interpretations (15%) (f) appreciation of different interpretation of history
 - the ability to organise and communicate these ideas.

Qualification: AQA GCSE History

Level: 1, 2

Aims of Course:

Students in Year 11 build upon the good practice established in Key Stage 3 and will follow the GCSE History Programme of Study. In addition, the principal aim of the course is to prepare students for end of Key Stage 4 assessments and practise skills needed for success in GCSE History. Pupils will focus on the thematic study of Medicine Through Time, an in-depth Controlled Assessment on Stonehenge and in year 11 pupils will assess the political changes and events in Germany, between 1919-1945, considering the impact of the two world wars and the rise and fall of the Nazi dictatorship.

Organisation:

Students are taught in mixed ability groups and tasks are differentiated according to the ability of individual students. Most work is completed in workbooks, using ICT documents and exam papers, all presented with headings and other prompts for the students. This is collated by the students. This is the last year of this GCSE course and specification due to the government changes to GCSE History for first assessment in 2018.

Major assessment work:

Content:

Previously studied In year 10: Unit 1: Study in Development - Medicine Through Time

This unit contains three interrelated themes:

- > Disease and Infection
- > Surgery
- > Anatomy and Public Health

Year 10-11:

Unit 3: History around us

Candidates are taught a general overview of the Stone Age, Neolithic and Bronze Age periods with context relevant to the prehistoric site under study. The local site being studied in the coming year is Stonehenge.

Year 11:

Unit 2: Enquiry in Depth - Life in Germany 1919 - 1945

This enquiry concentrates on the Weimar Republic; the rise of the Nazis and life in Nazi Germany.

Unit 1A: Study in Development - Medicine Through Time

Examination - Written Paper - 1 hour 45 minutes - 54 marks - 35% of total marks

This unit contains three interrelated themes from the Prehistoric to the Modern Age:

- Disease and Infection emphasizing changing ideas and practices in the cause, prevention and cure of disease and infection
- Surgery concentrating on the changes of anatomy and the practice of surgery
- Anatomy and Public Health with a focus on Britain, emphasizing the changing role of national and local government in providing health facilities for the people

Unit 2D: Enquiry in Depth - Weimar and Nazi Germany, 1919 - 1945

Examination - Written Paper - 1 hour 45 mins - 64 marks - 40% of the total marks

This Enquiry focuses on the causes of the development of totalitarianism and its impact in Germany in the period 1919-1945

- The Enquiry investigates the development and conditions in Weimar Germany to explain Hitler's rise to power and an evaluation of the contemporary appeal and impact of National Socialism. It also requires an understanding of the reactions of individual people and groups to developments within Germany in the period.
- Part 1: The Nazi Rise to Power; Part 2: Control and Opposition; Part 3: German Economy and Society; Part 4: Race and Youth; Part 5: Culture and Propaganda

Unit 3: History around us - Historical Enquiry on Stonehenge

Controlled Assessment - 40 marks - 25% of the total marks

- Candidates will be taught an overview of the period and content relevant to the site under study

- The assessment will be based on British history, and will allow candidates to demonstrate knowledge and understanding of a substantial and coherent element of British history
- Candidates will carry out their own historical study and undertake personal research related to the historical site that they have studied.
- Candidates will be encouraged to make substantiated judgements based on an analysis of the site to justify a line of argument. Candidates will use sources within their historical context.

The local site studied will be Stonehenge. This unit will be assessed by means of controlled assessment of two structured questions set by the AQA Exam board each year.

Assessment - Examination: Unit 1 - 35%; Unit 2 - 40%

Assessment - Controlled Assessment: Unit 3 - 25%

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

Suggested Enrichment Activities

Read: A reading list of suggested titles is attached but reading anything around the topic areas of Medicine Through Time, Stonehenge and Germany 1919-1945 is good.

Revise using:

<http://www.bbc.co.uk/schools/gcsebitesize/history/shp/> is a useful website for revision purposes and to consolidate skills;

Work booklets and revision books available to use from the History Department are useful tools for revision.

Watch: documentaries and even historical dramas based on Medicine Through Time, Stonehenge and Germany 1919-1945.

Podcasts are available from the History department for revision purposes.

Modern Foreign Language

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), the OCR Cambridge national in Creative iMedia and GCSE ICT (Edexcel).

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

GCSE ICT (Option)

GCSE ICT will qualify students to operate confidently in today's digital world. It shows students how to use ICT effectively and safely. It's like the difference between a good driver and a mechanic - they don't need to know all about what's under the bonnet to be a good driver. GCSE ICT is a useful, real-world qualification, whether learners see a future including university, training or going out to work.

The course consists of 2 units:

Unit 1- Living in a digital world (40%): In this unit students explore how digital technology impacts on the lives of individuals, organisations and society. They learn about current and emerging digital technologies and the issues raised by their use in a range of contexts (learning and earning, leisure, shopping and money management, health and wellbeing and on the move). T

They develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.

This unit is assessed through a 1 hour 30 minute examination paper set and marked by Edexcel. The total number of marks available for the examination paper is 80.

Unit 2- Using Digital Tools (60%): This is a practical unit. Students broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. They learn to reflect critically on their own and others' use of ICT and to adopt safe, secure and responsible practice.

The unit is internally assessed under controlled conditions. Students must complete a controlled assessment task provided by Edexcel. Students must complete the task within 40 hours. Marking of the task is carried out by teachers and moderated by Edexcel against set assessment criteria. The total number of marks available for the controlled assessment task is 80.

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

Drama - Performance Skills

Examination Board: NCFE

Syllabus: VCERT Performance Skills

Course content:

The course is delivered through a range of practical skills to allow students 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.

Unit number and title	Mandatory/optional	Assessment
Unit 01 Developing skills for performance	Mandatory	Internally assessed portfolio of evidence
Unit 02 Prepare and perform	Mandatory	Externally assessed assignment
Unit 03 Performance production in practice	Optional	Internally assessed portfolio of evidence
Unit 04 Performance design and technology in context	Optional	Internally assessed portfolio of evidence

Year two

Autumn Term:

September - November Unit 01
Developing Skills for performance
November- December Unit 3
Performance production in practice

Spring Term:

January - March Unit 2
Prepare and perform
March - April Prepare and perform
Unit 2 Performance to external examiner

Summer Term:

May-June Unit 4
Performance design and technology in context

Resources

Students are provided with a book, folder and portfolio. They should take pictures and videos to document their work throughout the rehearsal process.

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. 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.

Art & Design

Examination Board: AQA

Syllabus: Art & Design (Fine Art)

Course content:

Students will undertake a series of projects to engage in a wide creative experience. A minimum of two projects will be conducted under supervised conditions to ensure students' security in developing their artistic production. Students will research and develop ideas using a range of materials and techniques, recording ideas and reflecting on their progress. Each project will culminate in a personal and informed response evidenced in final pieces. Students will be expected to develop their ideas through their sketchbook in a sustained manner for the duration of the course and complete a minimum of 2 hours of private study per week.

The course is comprised of two components. Component 1: the portfolio and component 2: the externally set assignment.

Component 1:

80 marks - 60%

A portfolio that in total shows explicit coverage of the four assessment objectives. It will include a sustained project and a selection of further work undertaken during the student's course of study. The sustained project will be developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study. The selection of further work will result from activities such as trials and experiments; skills-based workshops; mini projects and responses to gallery, museum or site visits.

Component 2:

80 marks - 40%

This is a single project during which students respond to their chosen starting point from an externally set assignment. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point. The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions. The final piece will be completed within 10 hours of supervised time during which students will work in exam conditions.

Year one

Summer Term:

May-June	Introduction to the course: assessment activities and basic skills
June-July	Extended study - First artist study

Autumn Term:

September - November
November - December

Extended study - Second artist study
Extended study - Making Observations

Spring Term:

January - March
March - April

Extended study - Develop, refine and experiment
Extended study - Final Piece

Year two**Summer Term:**

May-June
June-July

Individual skills based workshops
Minor study - students select from a choice of topics

Autumn Term:

September - November
November- December

Minor study - students select from a choice of topics
Minor study - students select from a choice of topics

Spring Term:

January - March
observation
March - April
experiment

Externally set assignment: Artist study and making
Externally set assignment: Develop, refine and
The Art Exam

Resources

On starting the course in Y10 students will be expected to purchase a kit box and at the start of Y11 there will be a studio fee. The kit box includes a wide range of specialist consumables from smudge sticks, drawing pencils and a putty rubber to oil pastels and paints. Students will also receive an A1 plastic portfolio and a choice of hardback sketchbooks. The studio fee allows for any necessary replenishment to the students kit as well as canvases, boards and printing consumables.

Suggested Enrichment Activities

Taking your son or daughter to an Art gallery is a fantastic way for them to be inspired by great works of famous artists. There are a range of excellent tutorials accessible on the internet. Have a look at your local arts centre or theatre to see if there are supplementary art classes your son/daughter could attend, or if they could take part in any pottery, glass blowing or textile classes outside of school.

Physical Education (CORE)

Year 11 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 11 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 11 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 11 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 Physical Education

Examination Board: Edexcel

Syllabus: GCSE Physical Education level 2

Course content:

The Edexcel GCSE in Physical Education requires students to develop their knowledge and understanding of physical education and physical activity, in relation to balanced healthy lifestyles, including:

- how, and why, people take part in physical activity
- exercise and fitness
- personal health and wellbeing

The knowledge and understanding of a healthy, active lifestyle will be used to explore the contribution this makes to the growth and development of body systems and structures (including the cardiovascular, muscular, respiratory and skeletal systems), as well as general wellbeing.

Alongside the theoretical element of the course, students will also get the opportunity to develop skills relating to performance in physical activity, including:

- practical performance, in roles such as player/participant, official and leader
- analysis of performance

Unit 1: The Theory of Physical Education

80 marks - 40% of the total GCSE

Overview of content

Section 1.1: Healthy, active lifestyles

Section 1.2: Your healthy, active body

Overview of assessment

This unit is assessed through an externally set examination.

The examination is 1 hour and 30 minutes, and includes multiple-choice, short-answer, and longer-answer questions.

Unit 2: Performance in Physical Education

50 marks - 60% of the total GCSE

Overview of content

Section 2.1: Practical performance

Section 2.2: Analysis of performance

Overview of assessment

This unit is assessed under controlled conditions.

This unit is externally moderated.

Students are required to offer **four performances**, in practical contexts, in the role of either player/participant, official or leader.

At least two of the four performances must be in the role of player/participant.

All information has been sourced directly from the Edexcel GCSE PE specification, a full version of the specification can be found using the following link:
http://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2009/Specification%20and%20sample%20assessments/GCSE_PE_Spec.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 Controlled Assessments in Unit 2 (Performance in Physical Education). 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. 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 60% 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>