



Pewsey Vale School



Class of 2023 Options Booklet

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Welcome to the Year 9 Options Process!
There are important decisions to be made by you and your parents before you start in the upper school in September 2021. This booklet is designed to help you choose the courses you will study in Years 10 and 11.



Please read this information carefully. The next two school years are a very important part of your education. The options process is designed to help you make the best choices for you and to achieve the best possible results in all of your subjects by the end of Year 11.

There are many people you can ask to help you with this, including your parents, teachers as well as students in the upper school. There is a list of contact information within this booklet, so subject specific questions can be answered directly with a specialist.

By making the right decisions now, it will ensure that you enjoy your time with us and achieve the best results you can. Your success in Year 11 will pave the way for the next steps in your education at the age of 16.

We want you to do well and to try your best, like the students who have gone before you. We hope you will leave school feeling proud of your achievements and move on to the courses, training and careers that will enable you to realise your dreams, whatever they may be.

I can assure you that all our staff are looking forward to working with you to help you achieve your potential and secure future goals.

A handwritten signature in black ink, which appears to read 'K Protheroe'.

Ms. K Protheroe
Deputy Head Teacher

Frequently Asked Questions

Q. How many subjects do I have to choose?

A. All students have to choose **one** EBAC subject to study as part of their KS4 options choices. EBAC subjects are Geography, History, French and German. Students will have two additional choices, giving three option choices in total.

Q. Can I choose more than one EBAC subject?

A. Yes of course. For those wishing to study a full EBAC curriculum, you will need to select one Humanities subject and one Modern Foreign Language. The opportunity to take two or three EBAC subjects is open to all students.

Q. What is a BTEC subject and what is the main difference between that and a GCSE?

A. A BTEC is a subject that is partly assessed using coursework. Typically, it suits students who perform better in classwork than in examinations, providing they work to complete all the tasks set. Most GCSEs are examined at the end of the course. There is an examination as part of the BTEC course, but the percentage weighting is lower than on a GCSE course.

Q. Are BTEC subjects worth the same as GCSE subjects?

A. All subjects are worth the same: one GCSE.

Q. Can I do a mixture of BTEC and GCSE subjects?

A. Yes, that is absolutely fine.

Q. Can I do more than one Design and Technology subject?

A. We strongly recommend a balance of choices across a range of subjects for all learners so breadth of learning can continue into KS4. The deadlines for Controlled Assessment folders and work are the same for Art and Technology subjects. If you are organised and can manage this well, we will permit you to take more than one Technology subject or a combination of Art and Technology. However, if you struggle with deadlines and producing lots of work, you may wish to choose wisely.

Q. Will I get all of my first choices?

A. While most students do get their first choices, we do have to allocate some back-up choices, so it is important that you select back-up choices that you are willing and able to study. If you have a specific career direction or outside interest in mind, you should discuss it in your options interview so that we can take this into account when we allocate your choices.

Q. What science option will I take?

A. Students are placed in science groups, based upon their work in lessons and recent test scores. All students will study Biology, Chemistry and Physics GCSE at the start of Year 10. In Year 11, we can then opt to enter some students for their best two courses to sit GCSE papers. Students will have six lessons a week, two of each science discipline.

Q. When do I find out which subjects I have been given from my choices?

A. There is a whole process outlined in the following pages with key dates for you to reflect on. At the very end of the process, you will be informed in writing which options have been agreed and allocated to you. If you think we have made a mistake or you are not happy with your options, there is an opportunity to talk to members of staff about this at different stages. You can email me directly on options@pewsey-vale.wilts.sch.uk

Q. If I start a subject and later realise that I have made a mistake, what can I do?

A. This happens to some students every year. There are only three weeks at the start of term when we look at requests for changes and make them if we can. Sometimes subject groups are full and students are unable to move but we do our best to help. By the end of the first three weeks of the autumn term, we have to stop making any changes as you will have missed too much work to begin a new subject.

Q. Who do I contact if I need to access Options Online?

A. Please contact options@pewsey-vale.school.wilts.sch.uk and address the email to Mrs S Hunt with your query.

We hope that these FAQs help you. If your question isn't answered here, please contact Mr Robinson or myself at school where we can assist you further or answer any questions you may have. The [options@](mailto:options@pewsey-vale.school.wilts.sch.uk) email listed above is your key gateway to school staff regarding the options process. All key staff are able to see this email and will respond accordingly.

Core Curriculum

The core curriculum at Pewsey Vale School comprises the following subjects:

English Language
English Literature
Mathematics
Biology
Chemistry
Physics

All students have to make three option choices.

These choices are:

- **One EBAC subject**

Choose between Geography, History, German or French

- **Two** further choices from the other subjects offered

A very small number of students will be offered a personalised package of alternative curriculum where their options will be discussed with them on an individual basis. If you feel your son/daughter requires this provision, please arrange an appointment with Mr Robinson, SENCo via options@pewsey-vale.wilts.sch.uk

The subjects which make up the English Baccalaureate are:

English

Mathematics

Biology, Chemistry and Physics

French or German (Modern Foreign Language)

History or Geography (Humanities)

To obtain a full EBAC, students would have to study **one Humanities subject and one Modern Foreign Language**. A full EBAC is not an additional qualification in itself, but a recognised group of qualifications that can enable greater access to University provision.

Finally, I would like to stress that, although all subjects in this booklet are offered in good faith and are accurate at the time of printing, the school reserves the right to withdraw subjects in the event of unforeseen circumstances and in response to external factors in the best interests of our students.

Key dates and processes

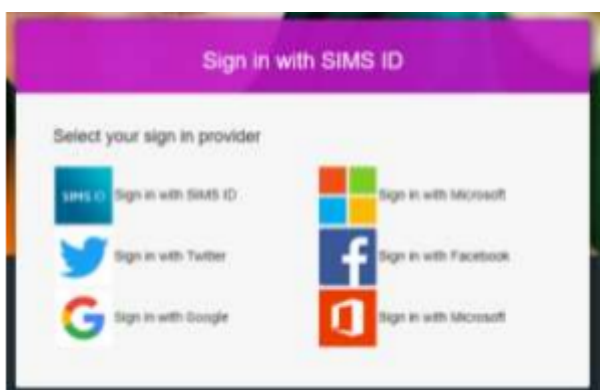
	Straw pole
WC 19 th April	Options Launch Main assembly with subject specific assemblies shared each day in tutor
Thursday 29 th April	Options Evening We will send you a video from each Subject Leader with detail of each course on offer. This will be on the student work area aspect of the website for school closure. You will also be sent the options booklet with the information
Friday 7 th May	Options hand in Completed via Options Online
May half term	Options finalised and letters sent home agreeing choices

Options Online


Choosing your options online – Parent Guide

If you haven't already activated your SIMS online account, please do so as follows:-

1. Log into your email.
2. Open the email you should have received from noreply@sims.co.uk
 - If you do not have an email please contact Mrs Hunt – options@pewsey-vale.wilts.sch.uk
3. Click the link in the email.
4. On the Sign in Screen choose a sign in method you wish to use, you can use any method you wish.



5. Sign in with your chosen method
6. **Check** your name and click the **register button**.



Registration


You will have received a new service invite code from either Capita SIMS or from your school administrator.
Please enter the code below and tap or click Register.

Name (not you?)

Signed in with

Invitation Code

7. Verify your date of birth



Registration - Answer Security Questions

You are required to provide a second piece of information to confirm your identity.

What is your date of birth? (dd/mm/yyyy)

8. Sign in again.

The Options Process

1. Go to www.sims-options.co.uk.
2. Sign in with the chosen account you used in the previous step.
3. Select your son/daughter's options and reserves (this may have already been completed by your child)

Please choose one choice and one reserve option from each option block.
If you are doing triple science please pick Physics in Option D.
You will be doing these core subjects in addition to the Option Blocks: English, Maths, Double Science, Core PE, Welsh Bacc, Skills Challenge Certificate, RS Short Course.

Option A
Please choose 1 subject in Option A and 1 reserve subject.
Note: You cannot choose the same subject twice in different blocks in either your reserved or main choices

You have chosen: 0 of 1 courses and 0 of 1 reserves from this list

Drama GCSE Full Course <small>This course is also available in Option D</small>	Reserve	French GCSE Full Course <small>This course is also available in Option C</small>	Reserve
Geography GCSE Full Course <small>This course is also available in Option C</small>	Reserve	History GCSE Full Course <small>This course is also available in Option B</small>	Reserve
PE GCSE Full Course <small>This course is also available in Option C</small>	Reserve	Religious Studies GCSE Full Course	Reserve

Option B
Please choose 1 subject in Option B and 1 reserve subject.
Note: You cannot choose the same subject twice in different blocks in either your reserved or main choices

You have chosen: 0 of 1 courses and 0 of 1 reserves from this list

Art GCSE Full Course <small>This course is also available in Option C</small>	Reserve	Computer Science GCSE Full Course <small>This course is also available in Option B</small>	Reserve
Geography GCSE Full Course <small>This course is also available in Option A</small>	Reserve	ICT GCSE Full Course	Reserve
Music GCSE Full Course	Reserve	PE GCSE Full Course <small>This course is also available in Option A</small>	Reserve

Option D
Please choose 1 subject in Option D and 1 reserve subject.
If you wish to do Triple Science please choose Physics
Note: You cannot choose the same subject twice in different blocks in either your reserved or main choices

You have chosen: 0 of 1 courses and 0 of 1 reserves from this list

Drama GCSE Full Course <small>This course is also available in Option A</small>	Reserve	Business French (MFL) Foundation	Reserve
Physics GCSE Full Course	Reserve	Work Skills (General)	Reserve

Priority Choices (Total Choices: 0)
Course priorities do not need to be sorted by order of preference.
No priority courses selected.

My Choices (Total Choices: 0)
To change your order of preference select a choice and click the position in the list you would like to move it to.
No courses selected.

My Reserves (Total Reserves: 0)
To change your order of preference select a reserve and click the position in the list you would like to move it to.
No reserves selected.

Parent/Carer Approval
 Parent/Carer Approval

9. Tick the box at the bottom of the page approving the option choices
10. Click Save at the top once you are happy, on or before the deadline.
11. You have completed this process.

If you have any issues accessing SIMS Options Online: email Mrs Hunt – options@pewsey-vale.wilts.sch.uk

Option Blocks

Students will be asked to select ONE option per block

Over the course of the three choices, ALL students are required to select one of the subjects in bold below.

Block A	Block B	Block C
Art & Design	Design Technology	German
Food & Nutrition	Food & Nutrition	French
Geography	History	History
Physical Education	Health & Social Care	Music

An example:

Block A **Geography**
Block B Food & Nutrition
Block C Music

An EBAC example:

Block A Art & Design
Block B **History**
Block C **French**

CORE CURRICULUM PAGES



Subject
Examination Board
Specification
Subject Leader

GCSE English Language
GCSE English Literature
AQA
8700 Language 8702 Literature
Mr A White

Outline of course:

English Language

	Title	Weighting	Indicative Content/Focus on
Fiction paper one	Explorations in Creative Reading and Writing	50%	Section A: Reading- one unseen literature fiction text Section B: Writing- descriptive or narrative writing
Non- Fiction paper two	Writers' viewpoints and perspectives	50%	Section A: Reading- one modern non-fiction text and one literary non-fiction text Section B: Writing- writing to present a viewpoint

English Literature

	Title	Weighting	Indicative Content/Focus on
Historical Fiction paper one	Shakespeare and the 19 th Century Novel	40%	Section A: Shakespeare play Section B: A 19 th Century novel
Modern Fiction paper two	Modern texts and poetry	60%	Section A: A modern novel or drama Section B: A poetry anthology Section C: Unseen poetry

What you will be studying:

The English Language 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.

The English literature course, students will study a range of poetry, a modern text, 19th-century novel and a Shakespeare play.

How you will be assessed

The English Language assessment consists of two exam papers lasting one hour and forty-five minutes each.

The English Literature assessment consists of two exam papers, one lasting one hour and forty-five minutes and the other lasting two and a quarter hours.

They are both 100% exam assessment- there is no controlled assessment.

Links to further study at KS5 and beyond:

Almost every career, apprenticeship or college course requires a good grade in either English language or literature. A secure GCSE in either English Language or Literature is necessary for any 'A' level course that needs high-level reading and writing skills.

Links to future careers:

Many students who enjoy the reading and writing aspects of the course go on to have careers that utilise these skills. Writers for magazines, newspapers or web pages (indeed any form of journalism) are popular jobs. Editors, copywriters and proof-readers also require a high level of English. Often creative jobs like author, filmmaker, critic or the production of information (brochures, programs for performances, fanzines *etc.*), come from an English background. Many educational jobs also spawn from English such as teaching English as a foreign language, primary and secondary teaching and educational consultants.



Subject
Examination Board
Specification
Subject Leader

GCSE Mathematics
Edexcel
1MA1
Mr R Webb

Outline of course:

	Title	Weighting	Indicative Content/Focus on
Paper 1	Non Calculator	33.33%	Whole curriculum
Paper 2	Calculator	33.33%	Whole curriculum
Paper 3	Calculator	33.33%	Whole curriculum

Reasons for studying this subject:

The aims and objectives of the Mathematics GCSE are to enable students to:-

Develop fluent knowledge, skills and understanding of mathematical methods and concepts

Acquire, select and apply mathematical techniques to solve problems

Reason mathematically, make deductions and inferences, and draw conclusions

Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Mathematics is a core subject and compulsory

What you will be studying:

The curriculum will cover the following content headings:

Number

Algebra

Ratio, proportion and rates of change

Geometry and measures

Probability

Statistics

How you will learn:

You will learn through classroom based teaching and electronic home learning.

Given the significant demand of the Mathematics curriculum students are required to dedicate a minimum of two hours of independent revision each week in addition to all set homework in order to retain all of the content assessed in their formal examinations. Students will start this independent learning/revision process at the start of year 10.

How you will be assessed:

The Mathematics GCSE is a tiered qualification. There are two tiers:

Foundation tier - grades 1 to 5 available

Higher tier grades – 4 to 9 available

The assessment for each tier of entry consists of three externally-examined papers, all three must be from the same tier of entry. Students must complete all three papers in the same assessment series.

Overview of assessment:

Three written examination papers with a range of question types

Calculators are not allowed for paper 1

Each paper lasts for 1 hour and 30 minutes (both Foundation and Higher tier papers)

80 marks available for each paper

Links to further study at KS5 and beyond:

A Level Mathematics
A Level Further Mathematics
Mathematics at University
A Level Physics
A Level Chemistry
Medicine
Finance
Economics
Engineering
Architecture

Links to future careers:

Finance
Science
Medicine
Economics
Business
Architecture
Engineering



Subject
Examination Board
Specification
Subject Leader

GCSE Science
AQA
Separate Science
Mr R Carter

Outline of course:

Separate Science GCSEs will be awarded GCSEs in Biology, Chemistry and Physics. Students will study all three disciplines over the two years. These three GCSEs are linear and terminal meaning that pupils will not sit any of their exams until the end of year 11.

Title	Weighting	Indicative Content/Focus on
Biology Paper 1	50%	Cell Biology, Organisation, Infection and Response and Bioenergetics.
Biology Paper 2	50%	Homeostasis and Response, 'Inheritance, Variation and Evolution' and Ecology.
Chemistry Paper 1	50%	Atomic Structure and Periodic Table, Bonding, Structure and Properties of Matter, Quantitative Chemistry, Chemical Changes and Energy Changes.
Chemistry Paper 2	50%	Rate of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources.
Physics Paper 1	50%	Energy, Electricity, Particle Model of Matter and Atomic Structure.
Physics Paper 2	50%	Forces, Waves and Magnetism, Electromagnetism and Space.

What you will be studying:

We follow the 2016 AQA Triple Science GCSEs.

Pupils will sit two Biology, two Chemistry and two Physics exams all of which are 1hr 45 minutes in duration, worth 100 marks and come in Foundation and Higher Tiers. Course content is detailed above.

How you will learn:

Pupils will receive a mixture of theory, research and practical based lessons using a wide variety of educational tasks and techniques. All classwork will be regularly marked and needs to be treated as revision notes to assist with final exam revision. Homework will often be consolidation using the accompanying Revision Guides and Workbooks or revision for forthcoming End of Topic tests or Mock Exams.

How you will be assessed:

You will be assessed through End of Topic Tests which have been produced by AQA and are based on GCSE questions. After all of the content for the Paper 1 topics have been covered you will sit Mock Paper 1's, these are past years papers.

There will be homework set on the course companion Workbooks.

Links to further study at KS5 and beyond:

This GCSE specification has been especially written to add breadth of knowledge for further Science qualifications such as the discrete A Levels.

Links to future careers:

Education, Medicine, Veterinary Science, Engineering, Pharmacy and Industrial Research.



Subject
Subject Leader

Physical Education (Core)
Mr J Spaul (Acting SL)

Reasons for studying this subject:

All students will have Core PE on their timetable as part of their overall programme of study.

What you will be studying

Key Stage 4 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. Key Stage 4 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.

The aim is to encourage students to take greater responsibility for their participation and choices of activities to help develop a lifelong interest in being involved in exercise.

How you will learn:

Students in Key Stage 4 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

How you will be assessed:

This is a non-examined subject on the Key Stage 4 timetable

EBAC SUBJECT PAGES



Subject
Examination Board
Specification
Subject Leader

GCSE History
Edexcel
1HIOFR
Ms G Tomsett (Acting SL)

Outline of course:

	Title	Weighting	Indicative Content/Focus on
Paper 1	Medicine Through Time: c1250-present	30%	The development and understanding of medicine through time from the medieval period to the present day. Case study of the development of medicine and surgery on the Western Front during World War I.
Paper 2	Superpower relations, 1941-91 and Early Elizabethan England, 1558-88	40%	The origins, crises and end of the Cold War. Elizabeth I's early reign and the threats to her power from home and abroad. Leisure, education and exploration during Elizabeth's reign.
Paper 3	Weimar and Nazi Germany, 1919-1939	30%	The recovery of the Weimar Republic after World War I. The rise of Hitler to power and life under the Nazis.

Reasons for studying this subject:

History allows us to think critically about our present situations to make decisions for our future. Understanding history helps us avoid repeating the mistakes over and over again that have been made in the past. In a world that it is full of 'fake' news and where we are bombarded with information the ability to critically evaluate this information is an invaluable skill. Plus, it is really interesting!

What you will be studying:

Paper 1 covers the development and understanding of medicine from the medieval period to the present day, including an in-depth study of medicine on the Western Front. We learn about how and why medicine has developed starting in the medieval period where ancient and religious beliefs dominate ideas to the modern period where we have a greater understanding of the body and technology. This including studying the understanding of the causes, treatments and prevention of illnesses and diseases. An in-depth case study on the First World War is also studied. The First World War changed medicine forever; never before had soldiers experienced such horrific and serious injuries. Shelling, machine gun fire and war on a mass scale needed to be adapted to by both generals and doctors. New techniques, such as blood transfusion and facial plastic surgery are developed to meet these new conditions.

Paper 2 covers the two topics. The first explores the Cold War and the development of superpower relations between the USA and Soviet Union after the Second World War and why wartime allies became enemies. As relations between the superpowers worsens we learn about the development and threat of nuclear war with the Cuban Missile Crisis and the building of the Berlin Wall which became the physical embodiment of the political and ideological divide across Europe and the globe. This topic ends with the fall of the Berlin Wall and the collapse of the Soviet Union in 1991.

The second half of the exam covers Elizabeth I's early reign from 1558-88. When Elizabeth inherits the throne she has many problems facing her; she is a woman who many think she should not be Queen, she is a protestant in a predominately catholic country and is threatened by the catholic superpowers of Spain and France. The course covers how Elizabeth manages to overcome all these obstacles to become one the longest reigning monarchs in English history.

Paper 3 explores Germany in the aftermath of the First World War and the rise of Hitler to power and subsequent life in Nazi Germany. After the defeat of the First World War Germany is humiliated by the peace treaty and must try to recover. Ultimately, the Weimar government fails to fully restore Germany and the German people turn to Hitler and the Nazi party to solve their problems and make Germany great again. This unit covers why Germany never fully recovered, how Hitler was able to win over the German people and what life was like under the Nazis.

How you will learn:

You will be taught in a variety of different ways in History. There are a set of core textbooks that are used, however you will also be taught using playdoh, Pictionary and role-play to name but a few!

How you will be assessed:

You will be assessed through regular knowledge quizzes and exam style questions set as homework and in class.

Links to further study at KS5 and beyond:

History is an excellent subject as it teaches and develops analytical skill that are applicable to a wide range of subjects and disciplines. It provides a base for studying A-Level History and other humanities subjects, such as Geography, Philosophy and Ethics and Sociology.

Links to future careers:

There is a wide range of careers that are linked to History as it develops transferable set of skills. Some of the careers are as follows: museum curator, lawyer, journalist, archaeologist, heritage management, teacher and many more.



Subject
Examination Board
Specification
Subject Leader

GCSE Geography
Edexcel A
1GA0
Miss D Lythe

Outline of course:

	Title	Weighting	Indicative Content/Focus on
Unit 1:	The Physical Environment	37.5%	The changing landscape of the UK (coastal, river or glaciated landscapes and processes) Weather hazards and climate change Ecosystems, biodiversity and management
Unit 2:	The Human Environment	37.5%	Changing cities Global development Resource management (energy resource management or water resource management)
Unit 3:	Geographical Investigations: Fieldwork and UK challenges	25%	Geographical investigations – physical environments (rivers or coasts) Geographical investigations – human environments (Central/Inner Urban Area or Rural Settlements) UK challenges

Reasons for studying this subject:

The 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.

What you will be studying:

The course covers both human and physical geography with geographical skills relevant to 'real life' embedded throughout the course.

How you will learn:

Students should have a passion and curiosity about the world around us, be well organised with an ability to express ideas and concepts and have a good level of literacy and numeracy. Each lesson contains multiple activities that cover all learning styles: visual, auditory and kinaesthetic (doing). We also learn individually, in pairs and in groups. Students will be required to take part in field work as part of this course. Further details of this will be provided.

How you will be assessed:

There will be a glossary test and an assessment for each unit learnt. You will have a glossary book that you write key words and definitions in and that will be used for your revision at the end of the course. The assessments are based on past GCSE papers. We also do self, peer and teacher assessed exam questions in class.

Links to further study at KS5 and beyond:

Geography embeds life skills that can be applied to most career options. It provides good foundations for either human geography careers (engineering) or physical geography careers (meteorology). Marketing, Architecture, Finance, Education, Civil Service, Local Governments, Travel industry and Journalism are examples of careers that accept geography as a qualification.

Links to future careers:

International aid/development worker

Landscape architect

Logistics and distribution manager

Market researcher

Nature conservation officer

Sustainability consultant

Tourism officer

Transport planner



Subject
Examination Board
Specification
Subject Leader

GCSE French
AQA
8658
Miss J Roberts

Outline of course:

	Title	Weighting	Indicative Content/Focus on
Paper 1	Listening	25%	A range of sub topics from the three themes studied.
Paper 2	Speaking	25%	A role play, a photo card description and a conversation on two of the three themes studied (one nominated theme).
Paper 3	Reading	25%	A range of sub topics from the three themes studied.
Paper 4	Writing	25%	A range of sub topics from the three themes studied.

Reasons for studying this subject:

A facilitating subject for A level.

Some universities require a GCSE qualification in a Modern Foreign Language for their programmes.

You learn about other countries and cultures.

A language qualification makes you more employable.

You learn about yourself and your own language.

It gives you confidence and improves your social and communication skills.

Learning a language broadens your horizons.

It may enable you to work abroad.

It's great for holidays!

It's fun!

What you will be studying:

Students study all of the following themes:

Theme 1: Identity and culture

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

Theme 3: Current and future study and employment

Students follow the AQA GCSE specification which assesses 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 will be 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.

How you will learn:

Conversation

Listening practice and transcription

Reading practice

Translation (into the target language and into English)

Grammar practice

Games

ICT (Quizlet)

Songs

Extracts from literary texts
Film/TV adverts
Textbooks

How you will be assessed:

In Years 10 and 11 GCSE students will be assessed on completion of the sub topics in each of the three themes which make up the GCSE syllabus. There are also regular grammar and vocabulary tests in class. At the end of Year 10 students complete a speaking exam and in Year 11, students take mock GCSE examinations which will again include a speaking exam.

All examinations are terminal and commence with a Speaking exam [25%] in April/May of Year 11 followed by written examinations in each of Listening [25%], Reading [25%] and Writing [25%] in the May/June examination period. Exams have a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9).

Links to further study at KS5 and beyond:

A level
University degree
Apprenticeships
Teaching

Links to future careers:

Translation
Interpreting
Engineering
Motor industry
Hospitality
Travel and Tourism
Medicine
Armed Forces
MOD
Teaching
European Commission



Subject
Examination Board
Specification
Subject Leader

GCSE German
AQA
8668
Miss J Roberts

Outline of course:

	Title	Weighting	Indicative Content/Focus on
Paper 1	Listening	25%	A range of sub topics from the three themes studied.
Paper 2	Speaking	25%	A role play, a photo card description and a conversation on two of the three themes studied (One nominated theme).
Paper 3	Reading	25%	A range of sub topics from the three themes studied.
Paper 4	Writing	25%	A range of sub topics from the three themes studied.

Reasons for studying this subject:

A facilitating subject for A level.
Some universities require a GCSE qualification in a Modern Foreign Language for its programmes.
You learn about other countries and cultures.
A language qualification makes you more employable.
You learn about yourself and your own language.
It gives you confidence and improves your social and communication skills.
Learning a language broadens your horizons.
It may enable you to work abroad.
It's great for holidays!
It's fun!

What you will be studying:

Students study all of the following themes:

Theme 1: Identity and culture

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

Theme 3: Current and future study and employment

Students follow the AQA GCSE specification which assesses 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 will be 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.

How you will learn:

Conversation
Listening practice and transcription
Reading practice
Translation (into target language and into English)
Grammar practice
Games

ICT lessons - Quizlet
Songs
Extracts from literary texts
Film/TV adverts
Textbooks

Students are expected to develop their conversational, written and grammatical skills that will allow for measured and extended communication, which will include the use of past, present and future tenses.

How you will be assessed:

In Years 10 and 11 GCSE students will be assessed on completion of the sub topics in each of the three themes which make up the GCSE syllabus. There are also regular grammar and vocabulary tests in class. At the end of Year 10 students complete a speaking exam and in Year 11, students take mock GCSE examinations which will again include a speaking exam.

All examinations are terminal and commence with a Speaking exam [25%] in April/May of Year 11 followed by written examinations in each of Listening [25%], Reading [25%] and Writing [25%] in the May/June examination period. Exams have a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9).

Links to further study at KS5 and beyond:

A level
University degree
Apprenticeships
Teaching

Links to future careers:

Translation
Interpreting
Engineering
Motor industry
Hospitality
Travel and Tourism
Medicine
Armed Forces
MOD
Teaching
European Commission

OTHER SUBJECT PAGES



Subject
Examination Board
Specification
Subject Leader

Art, Craft and Design
Edexcel
1ADO
Mrs N Slater

Outline of course:

	Title	Weighting	Indicative Content/Focus on
Component 1	Coursework	60%	A portfolio of work based on at least two separate themes and at least two substantial outcomes.
Component 2	ESA	40%	A portfolio of work leading to a 10 Hour examination

Reasons for studying this subject:

Studying Art, Craft and Design will enable you to broaden your creative thinking, critical and practical skills for life. You will be exploring a range of mediums, materials and resources which will often lead to creating large pieces of artwork both 2D and 3D. Student artworks from PVS are often selected for galleries and prestigious exhibition spaces, which will develop your self-confidence skills in presenting your work for a public viewing. You will also have the opportunity to enter your work into national competitions, such as the National student Exhibition in London. Annually we also visit a gallery or museum, recent visits include the Holburne Museum, Bath, Pitt Rivers Museum, Oxford and Roche Court in Salisbury.

What you will be studying:

You will develop an understanding and knowledge of using a wide variety of mediums within your own artwork. These include drawing, painting, ceramics, sculpture, printmaking, digital photography, digital drawing apps, creative online platforms, paper manipulation and mixed media. You will also gain a critical and contextual understanding of artists, art movements and art forms.

How you will learn:

Each week you will have four lessons in Art, in which you will build a creative portfolio of artwork. These lessons will enable you to fully explore a set theme and allow you to take creative risks, challenge yourself and make decisions for design outcomes. You will produce several large sketchbooks of work as well as larger sheets of work/and or sculptures.

How you will be assessed:

You will be assessed on a one-to-one basis during lessons and through a formal assessment sheet linking to the GCSE Assessment criteria and through mock examinations in the subject. The GCSE Assessment criteria allows you to explore experimenting with a variety of media, developing your own ideas for artwork, looking at other artists work and drawing.

Links to further study at KS5 and beyond:

Our Art students continue to excel in all varieties of careers, and courses nationwide. This could be through studying Art, Design, Textiles, Graphic communication or other visual subjects at A-Level or through vocational routes. We have recently gained a placement for our students to gain work experience in Fowler Architects and Planning, Pewsey. Beyond A-Level, students continue to study the visual arts at degree level. Some previous students have exhibited worldwide and continue to be successful in their fields.

Links to future careers:

Careers in arts are broad and varied but could include- Architecture, Fashion Design, Engineering, Graphic Design, Photography, Film, TV and Media, Textile Design, Designing for Industry, Game designing, Interior Design through to Medical textiles fabrications and Prosthetic limbs.



Subject
Examination Board
Specification
Subject Teacher

GCSE Design Technology
AQA
8552
Mr C Adkins

Outline of course:

	Title	Weighting	Indicative Content/Focus on
Paper 1	Theory Examination.	50%	AO1: Identify, investigate and outline design possibilities. AO2: Design and make prototypes AO3: Analyse and evaluate: AO4: Demonstrate and apply knowledge and understanding.
Non-exam assessment	Design and make project.	50%	The NEA project, in its entirety, is between 30-35 hours to complete and consists of a working prototype and a concise portfolio of approximately 20 pages of A3 paper, equivalent A4 paper or the digital equivalent.

Reasons for studying this subject:

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

What you will be studying:

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

How you will learn:

Theory and practical sessions. The Non-exam assessment component will be a design and make project using available workshop equipment.

How will you be assessed:

Through a written examination and a design portfolio that culminates in the production of a prototype.

Links to further study at KS5 and beyond:

This subject links well to students interested studying AS and A level Product Design.

Links to future careers:

Product Design, Engineering and practical trades.



Subject Food Preparation and Nutrition
Examination Board AQA
Specification 5858
Subject Leader Mrs J Key

Outline of course:

	Title	Weighting	Indicative Content/Focus on
Component 1	NEA 1	20 %	This is a written assessment based on a topic set by AQA which includes experimenting with food types and writing up your findings.
Component 2	NEA 2	30 %	This is a body of coursework, including a number of cooking practical's and write ups. It works through the design process and the topic is set by the exam board each year.
Component 3	Examination	50 %	This is a written paper, with a range of multiple choice questions and more detailed questions based on food, nutrition, processes, and equipment.

Reasons for studying this subject:

Food Preparation and Nutrition gives you all the basic food skills you need to be able to cook and budget your food in adulthood. You will learn about the nutrition behind all types of food and gain a good understanding of diet, health and fitness. It is a very practical subject, where being creative is a must. It can help you to learn to multi-skill, plan ahead, work to a time limit, among many other skills.

What you will be studying:

You will develop an understanding and knowledge of using a wide range of cooking equipment and techniques. You will learn how to cook complex dishes and a range of quicker family meals. You will learn to fillet, gut, and cook fish, work with a number of meats, understand how food is cooked across the world and work with flavours, ingredients and learn about foods you may not have seen or heard of before. You will study the nutritional value of different foods and the eat well plate. You will learn in detail, many ways of cooking, serving and planning meals.

How you will learn:

Each week you will have 4 lessons of Food Preparation and Nutrition and will be planning or cooking in most lessons and after each cook you will be assessed for the effort, ability and skills you have used. You will also

peer assess and self assess your own work by way of write up and tasting. We will work through a number of projects, ranging from being set briefs, group cooking and even challenges to cook for others. We will also have theory lessons based on exam preparation and nutrients. The course is 50% written exam at present and will require you to increase knowledge of food at a much faster rate.

How you will be assessed:

You will be assessed in a number of ways throughout year 10 to allow you to find a method that suits the way you learn. Peer assessment and self-assessment feature heavily but you will be teacher assessed for skills range, hygiene etc every time you cook too. We will also assess all theory work, aiming to improve your development and analysis skills for year 11. In year 11 you will be assessed in similar ways to year 10 but following a set brief. Regular one to one feedback will also be given.

Links to further study at KS5 and beyond:

With a GCSE in Food Preparation and Nutrition you can go on to study the subject at A-level, attend catering courses or work in the food industry as an apprentice. Many jobs relate to food including working in hospitality and restaurants.

Links to future careers:

There are many careers using food. Many people run small local businesses from home, baking and using skills gained in education. Careers using food include; Chef, Baker, Waitressing, Barwork, Food Development, Food Taster, Factory Worker, General Manager, Kitchen Manager, Wine Steward, Human Resource Manager.



Subject BTEC Health & Social Care Tech Award
 Examination Board Pearson
 Subject Leader Mrs L Shaw

Outline of course:

	Title	Weighting	Indicative Content/Focus on
Component 1	Human Lifespan Development	30%	Explore how individuals develop physically, emotionally, socially and intellectually Investigate how various factors, events and choices may impact on individuals growth and development Discover how people adapt to life events and cope with making decisions.
Component 2	Health & Social Care Services and Valuables	30%	Learn which health and social care services are available Identify why people might need to use these services Discover who's involved in providing these services Explore what might stop people from accessing the services they need Look at the care values they have to make sure people get the care and protection they need
Component 3	Written Examination 2 hour paper	40%	Learn what 'being healthy' means to different people Explore the different factors that might influence health and wellbeing Create a health and wellbeing improvement plan for a person that includes targets

Reasons for studying this subject:

You have an interest in working within any health or social care industry. This course is a good grounding in a range of different areas that will help you prepare for further learning at college or through an applied learning pathway.

How you will learn:

This course is made up of assignment based work as well as preparing for your on screen test. This course is theory and research based with some practical elements through work based learning opportunities.

How you will be assessed:

60% of the course is marked internally through assignment work. The remaining 40% is assessed through a written paper

Links to future careers:

Nursing, Social work, Midwifery, Councillor, Health Service Manager



Subject BTEC First Award in Music
 Examination Board Pearson
 Specification QN 600/6818/8
 Subject Leader Mrs S Du Toit

Outline of course:

	Title	Weighting	Indicative Content/Focus on
Unit 1 / Mandatory	The Music Industry	25%	In this unit you will learn about the different organisations in the music industry and types of work each undertakes.
Unit 2 / Mandatory	Managing a Music Product	25%	In this unit you will plan, develop and promote a musical product through either a live concert, event, recording or online product.
Optional Units Choose any two from the following list:		25% + 25%	
Unit 3 / Optional	Introducing Music Composition		In this unit you will compose music to a brief for either a scene in a film, a radio show, an advertisement or a computer game using different compositional techniques and devises.
Unit 4 / Optional	Introducing Music Performance		In this unit you will develop your music performance skills and review your own practical ability with the specific aim to plan, practice and give a practical performance of two pieces showing different technical skills.
Unit 5 / Optional	Introducing Music Recording		In this unit you will learn about the equipment used in recording studios and how to use this equipment to record from different audio resources. Ultimately you will plan a recording session, create a multitrack recording and learn basic processing skills.
Unit 6 / Optional	Introducing Music Sequencing		In this unit you will be using sequencing software to create music in response to a realistic, music-industry-led brief.

Reasons for studying this subject:

If you are interested in music and working with music, this course is definitely for you. Not only will it provide you with valuable practical experience (highly valued by employers), but you will also gain transferable skills like independent learning, team work, performance, presentation, listening and analytical skills that boosts confidence and self-esteem. Both employers and universities prefer students with skills learned through creative thinking, emotional intelligence, adaptability, communication and tenacity. Studies have also shown that playing a musical instrument enhances a student's general performance in other GCSE subjects. It benefits learning by activating all areas of the brain: auditory (sound processing); motor (rhythm processing) and limbic (emotions).

What you will be studying:

This course is industry driven and will give you a good overview of all the organisations and types of work in the music industry. You will experience the role of artist, technician and manager to understand and appreciate the relationship between the different organisations and how each contributes to the whole product.

How you will learn:

You will learn through research, performance, composition and practical application of this knowledge in planning and or recording of a real-life event or musical product.

How you will be assessed:

Only unit 1 are externally assessed through an online examination set by the board. The other three units are assessed internally through research projects, composition and performance logs, photographic and recorded evidence.

Links to further study at KS5 and beyond:

Courses at Key Stage 5 might include a B.TEC. level 3 in Music or the Performing Arts, an applied or general technical qualification in Music or Music Technology. If the student prefers not to study music beyond GCSE, it would still provide a range of transferable skills that will lay a good foundation for any career choice.

Links to future careers:

Being a musician is not the only career in music. Other options include sound technician, community musician, music therapist, primary and secondary teacher, private tutor, a manager of a concert hall, music hall or theatre, working in television, radio, arts administration, advertising and maybe even managing or producing or promoting the next Beyoncé!



Subject: Sport GCSE Physical Education
Examination Board AQA
Specification 8582
Subject Leader Mr J Spaul (Acting SL)

Outline of course:

	Title	Weighting
Paper 1	The human body and movement in physical activity and sport	30%
Paper 2	Socio-cultural influences and well-being in physical activity and sport	30%
Non-exam Assessment	Practical performance in physical activity and sport	40%

Reasons for studying this subject:

The decision to continue the study of PE to GCSE level at Key Stage 4 should be made due to an ongoing interest and commitment to sport and exercise, both in participation and furthering understanding. It is imperative that a keen interest in sport/fitness, both the study of sport and participation in sport, is central to the decision to take this course.

The GCSE PE course will allow you to gain an understanding of your own level of performance, develop skills and understanding of physical activities, and develop a deeper understanding of the elements that surround the world of sport and fitness. There is an expectation/requirement that students choosing to follow the GCSE PE qualification are regularly participating in sport (training and competing) and exercise inside and/or outside of school.

What you will be studying:

You will be studying a wide range of topics designed to develop your knowledge and understanding of factors that have an effect on performance in physical activity and sport:

Paper 1

- Applied anatomy and physiology – key body systems and how they impact on health, fitness and sporting performance
- Movement analysis – the basic principles of movement and their effect on sporting performance
- Physical training – the principles of training, different training methods, fitness testing and evaluating training programmes

Paper 2

- Sports psychology – psychological factors that can affect performance levels in sport
- Socio-cultural influences – society and sport
- Health, fitness and wellbeing – the benefits of participating in physical activity and sport

Use of data – data analysis in relation to key areas of physical activity and sport – applies to Paper 1 and 2

NEA

- Practical performance – ability and aptitude in sporting activities, demonstrating appropriate skills and techniques, 'game play' and understanding
- Performance analysis – analysis and evaluation of sporting performance

How you will learn:

Due to the nature of studying GCSE PE there will be a considerable amount of time spent in the classroom alongside the practical element. The theoretical elements of the course will involve elements of research, investigation and report writing based on the subject elements above. The practical elements will require high levels of physical involvement where fitness levels and skill levels will be tested in a range of sport and fitness activities.

Students will need to be open to working as a team to support the development of themselves alongside others, as is the nature of sport and fitness. Students will need to participate fully in all practical and theory sessions, and be organised with the kit and equipment required for each lesson.

How you will be assessed:

GCSE PE assessment is a combination of both written examination (60%) and practical assessment (performance levels - 40%).

The theoretical content is assessed through two written examinations at the end of the course, therefore ongoing monitoring assessment over the two years will be based on knowledge tests and mock papers/questions, as well as home learning tasks.

The practical element of the course is assessed as the practical activities are completed; this is an ongoing process over the course. There will be a practical moderation in Year 11 for the exam board to ensure the standardisation of assessment for practical performance.



V-Cert Level 1 / 2 Technical Award in Health and Fitness

Examination Board	NCFE
Specification	2650/5
Subject Leader	TBC

This qualification is to run alongside the GCSE PE course and will be suitable for those who find themselves not suited to the rigours of GCSE. It is primarily designed for learners to develop an interest in Health and Fitness. The qualification includes a vocational and project-based element and will appeal to learners who, enjoy physical fitness or wish to pursue a career in the Health and Fitness sector or progress onto further study.

Unit 01	Introduction to body systems and principles of training in health and fitness			
	48 GLH	40% Weighting	Externally Assessed: Written Examination (externally marked)	Unit Grades: NYA, L1P, L1M, L1D, L2P, L2M, L2D
Unit 02	Preparing and planning for health and fitness			
	72 GLH	60% Weighting	Internally Assessed: Synoptic Project (externally quality assured)	Unit Grades: NYA, L1P, L1M, L1D, L2P, L2M, L2D

This qualification shows learners how to:

- understand and identify the main body systems and their functions
- understand the principles of training and FITT
- explore how physical activities affect the body in the short and long term
- understand how relevant fitness tests can be used for specific health and skill components of fitness
- understand different lifestyle analysis tools and how to apply them
- create a health and fitness programme.

Learners will develop skills and knowledge:

- in adapting their own ideas and responding to feedback
- in evaluating their own work
- in analysing data and making decisions
- that are essential for the health and fitness sector, such as evaluation skills, responding to data, independent working, working to deadlines and efficient use of resources.
-

How you will learn?

The exam in Unit 01 will build on the knowledge gained during the Year 10 GCSE PE course. Students will receive two opportunities to take this assessment

Students will learn in as practical scenario as possible, given the vocational nature of the course and the synoptic content in Unit 02. Students will be required to undertake individual, independent research in the completion of the Unit.

How will you be assessed?

Unit 1

The external assessment will be in the form of a written examination, which will assess the learner's knowledge and understanding of content from Unit 1.

A variety of assessment styles will be used, including multiple-choice, short-answer and extended response questions. This will enable learners to demonstrate their breadth of knowledge and understanding of the subject and ensure achievement at the appropriate level, including stretch and challenge.

As far as possible, real-world case studies and contexts which are relevant to the sector will be used. This is to engage and stimulate learners under examination conditions and to facilitate the drawing out of a wide range of knowledge and skills developed throughout their learning.

All questions will be compulsory, with available marks clearly identified. The written examination will be carefully constructed following a rigorous quality control process to ensure that the assessment is valid.

Unit 2

Synoptic assessment is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects they have studied.

Synoptic assessment enables learners to show that they can transfer knowledge and skills learnt in one context to resolve problems raised in another. To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills from the beginning.

As learners progress through the course, they use and build upon knowledge and skills learnt across units. The internal synoptic project will test the learners' ability to respond to a real-life situation.

What's next for both courses?

Depending on the grade the learner achieves, they could progress to:

- A Level in Physical Education and Sport
- Level 2 Technical Certificate in Sport & Physical Activity
- Level 3 Applied General in Sport Studies
- Level 3 Technical Level in Sport & Physical Activity
- Apprenticeships in occupations within the Health & Fitness sectors such as Health Assistants, Fitness Instructors or Personal Trainers
- BTEC Level 3 Sport
- Coaching and Fitness qualifications
- Universities and colleges in the UK offer diplomas, foundation degrees, higher education diplomas, honors degrees, and postgraduate and professional qualifications in sport including the following:
 - Activity leadership
 - Sports administration and governance
 - Sports coaching
 - Leisure operations and management
 - Physiotherapy
 - Sport and exercise science
 - Sports journalism
 - Sports performance

Links to future careers:

Sports professional
Coach
Personal trainer
Physiotherapist
Sports psychologist
Public relations officer
Sports journalist

Sport and leisure management
Sports nutritionist
P.E teacher

School Contact Details

Ms K Protheroe, Mr T Robinson and Mrs S Hunt can all be contacted by using the email address options@pewsey-vale.wilts.sch.uk

Teaching staff contact details

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French & German	Miss J Roberts	jro@
Art, Craft and Design	Mrs N Slater	nsl@
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