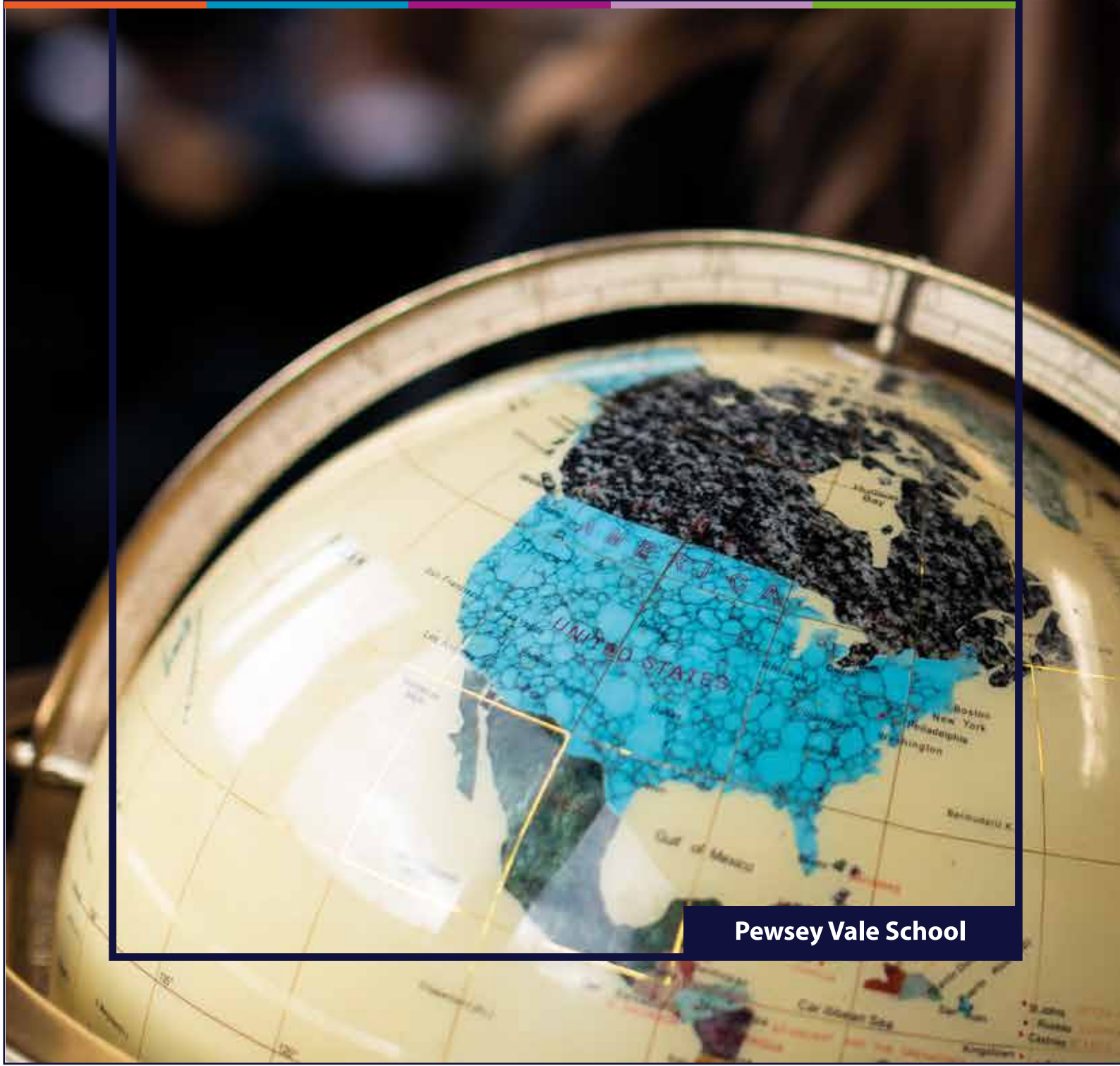




Class of 2025 Options Booklet



Pewsey Vale School



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Introduction

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 2023. 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.

Mr. R Linnegar
Deputy Head Teacher



Frequently Asked Questions

Q. How many subjects do I have to choose?

A. All students have to choose **at least one** EBAC subject to study as part of their KS4 options choices. EBAC subjects are Geography, History or 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 Cambridge National subject and what is the main difference between that and a GCSE?

A. A level two Cambridge National 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 Cambridge National course, but there is often an opportunity to re-sit. On a GCSE course, you get one attempt at the terminal paper.

Q. Are Cambridge National subjects worth the same as GCSE subjects?

A. All subjects are worth the same, equivalent to one GCSE.

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

A. Yes, that is absolutely fine.

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. 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 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.



Frequently Asked Questions

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 Linnegar at school where we can assist you further or answer any questions you may have. The options@ 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.

Q. What if an Option I have chosen is unsubscribed?

A. 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.

Q. What happens if a subject is full or oversubscribed?

A. There are often subjects that are very popular, and this changes yearly with every cohort. All subjects have a maximum capacity of students who can opt within the block. The capped number depends largely on the nature of the course, learning environment and also the nature of the subject. For example, a food/catering subject can take less candidates than geography; this is because there is a need for ovens to run these courses, and they are limited.

If a course has reached its maximum, it will then be full and closed to other candidates. This may mean that other students who wish to change course in September, cannot. These courses are also closed to any new students joining the school in KS4.

If a course is oversubscribed, I will work with the Subject Leader to allocate places.

- We will speak to the children first to let them know what the cap is and how many students we have to reduce to in order for the subject to run. At this stage, they may wish to change.
- We will see if we can shuffle subjects, especially if the same or similar subject appears in another block
- If there are still too many students within the group, we will then look at destinations data and effort data from school reports to identify those who may have poor effort in this subject. As poor engagement may lead to poor outcomes, it is important for us to have an honest conversation regarding the potential grade we wish every student to achieve. The aim is to leave school with a range of excellent qualifications, and to select subjects that best suits learners as individuals.



Core Curriculum

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

- **GCSE English language**
- **GCSE English literature**
- **GCSE Mathematics**
- **GCSE Science: physics, chemistry and biology**
- **Core physical education (non-exam)**
- **Core PSHRE**

All students have to then make three option choices.

These choices are:

- **At least one EBAC subject**
Choose between Geography, German or History
- **Two further choices** from the other subjects offered

The subjects which make up the English baccalaureate are:

English
Mathematics
Science: physics, chemistry and biology
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.



Key dates and processes

7th February	Options Assembly Main assembly with further details provided
9th February	Year 9 Parent's Evening An opportunity to talk with subject staff
28th February open between 5.30pm and 6.30pm	Options Evening You will be given the opportunity to talk about each course with subject staff.
10th March	Options hand in Completed via Options Online
After Easter	Options finalised Letters sent home agreeing choices



Choosing your options online – Student guide

Activating your SIMS online account

**If you have already activated your account please sign in using the SIMS ID icon – not the Microsoft one.
If your account does not work (please do try using the SIMS ID first) then please email:**

Mrs Hunt – shu@pewsey-vale.wilts.sch.uk

1. Log into your school emails
2. Open the email from noreply@sims.co.uk
 - If you do not have an email please contact Mrs Hunt – shu@pewsey-vale.wilts.sch.uk
3. Click the link in the email
4. On the sign in screen click the sign in with Microsoft
5. Use your school email address – xxxx@pewsey-vale.wilts.sch.uk
6. Check your name and click the register button.

SIMS helping schools inspire

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

[Register](#)

7. Verify your date of birth

SIMS helping schools inspire

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)

[Verify](#)

8. Sign in again using the SIMs ID icon.



The 'Options Process'

1. Go to www.sims-options.co.uk
2. Sign in with your Microsoft Account
3. Read the instructions on the screen – selecting one firm and one reserve from each Option Block

4. Click Save
5. You can go to this website at any time and change it up until your parent(s) have approved it. You and your parent(s) need to complete this by the deadline.
6. When you are happy and ready get your parent(s) to Approve your options using their account



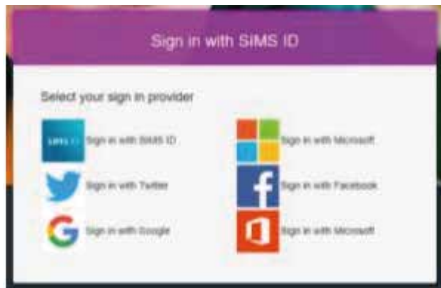
Choosing your options online – Parent guide

Activating your SIMS online account

please skip this step if you have already activated your parent app account and use your account details for the options process.

Please remember that you log in using the same external programme that you used to register (facebook, twitter, google) – there is not a separate username and password.

1. Log into your email
2. Open the email from noreply@sims.co.uk
 - If you do not have an email please contact Mrs Hunt – shu@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 – **Please do not use SIMS ID – this is for staff only.**
6. Check your name and click the **register button.**



7. Verify your child's date of birth in the dd/mm/yyyy format.



8. Sign in again.



The 'Options Process'

1. Go to www.sims-options.co.uk
2. Sign in with the chosen account you use in the previous step
3. Check your son/daughter's options and reserves

The screenshot displays the SIMS Options Online interface. At the top, it states: "Pick one choice and one reserve option from each option block. If you are doing triple science please pick Physics in Option B. You will be doing these four subjects in addition to the Option Blocks: English, Maths, Double Science, Care PE, Health Risk 2x4, Challenge Certificate, PE Short Course." The interface is divided into three main sections: Option A, Option B, and Option D. Each section has a header, instructions, a note, and a selection area. Option A shows choices like Drama, Geography, PE, French, History, and Religious Studies. Option B shows choices like Art, Geography, Music, Computer Science, and ICT. Option D shows choices like Drama, Physics, Business French, and Work Skills. On the right side, there are three panels: "Priority Choices" (no courses selected), "My Choices" (no courses selected), and "My Reserves" (no reserves selected). At the bottom, there is a "Parent/Carer Approval" section with a checkbox.

4. Tick the box at the bottom of the page approving the option choices
5. Click Save at the top once you are happy on or before the deadline.
6. You have completed this process
If you have any issues accessing SIMS Options Online:
email Mrs Hunt – shu@pewsey-vale.wilts.sch.uk



Core curriculum pages



Subject GCSE English Language
GCSE English Literature
Examination Board AQA
Specification 8700 Language / 8702 Literature
Subject Leader Mrs L Furness

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 literary 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
Speaking and listening assessment		0%	Students prepare and present a speech for this assessment which is recorded for a separate certification for this aspect of the course.

English Literature

	Title	Weighting	Indicative Content / Focus on
Historical Fiction paper one	Shakespeare and the 19th Century Novel	40%	Section A: Shakespeare play Section B: A 19th 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.

Pathways 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.

Pathways 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 **GCSE Mathematics**

Examination Board **Edexcel**
Specification **1MA1**
Subject Leader **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 .

Pathways 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

Pathways to future careers:

Finance
Science
Medicine
Economics
Business
Architecture
Engineering



Subject GCSE Science

Examination Board AQA
Specification Separate Science
Subject Leader Mr R Carter

Outline of course

Those sitting the Separate Science GCSEs will be awarded GCSEs in Biology, Chemistry and Physics. They will cover the same content as Trilogy Scientists, working through content from all three disciplines over the two years with some additional material hence their exams are longer, and worth more marks (1hr 45 minutes, 100 marks). 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 one	50%	Cell Biology, Organisation, Infection and Response and Bioenergetics.
Biology paper two	50%	Homeostasis and Response, 'Inheritance, Variation and Evolution' and Ecology.
Chemistry paper one	50%	Atomic Structure and Periodic Table, Bonding, Structure and Properties of Matter, Quantitative Chemistry, Chemical Changes and Energy Changes.
Chemistry paper two	50%	Rate of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources.
Physics paper one	50%	Energy, Electricity, Particle Model of Matter and Atomic Structure.
Physics paper two	50%	Forces, Waves and Magnetism, Electromagnetism and Space.

Reasons for studying this subject:

Compulsory – all pupils will cover the Triple Content.

What you will be studying:

We will follow the 2016 AQA Triple Science GCSE courses. 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.

Pathways 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.

Pathways to future careers:

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



Subject **Physical education (core)**

Subject Leader **Mr T Clapton**

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



Subject PSHRE

Subject Leader Miss S Whitby

Reasons for studying this subject:

All students will have PSHRE on their timetable as part of their overall programme of study. In this subject, students will study statutory content as part of the Relationships and Sexual Education (RSE) curriculum.

What you will be studying

Key Stage 4 students will build on and embed their knowledge of the topics studied in Key Stage 3 ensuring that all have a clear knowledge and understanding of the Fundamental British Values.

Topics covered will enable students to become more aware of the core areas of health and well-being, relationships and living in the wider world. The content is designed to help them become confident independent learners who will have clear aspirations and a range of strategies, based on knowledge, to help them to achieve them and be successful in the future.

Relationships education will enable them to assess all types of relationships they may encounter through life, to recognise the differences between healthy and unhealthy relationships and know how to keep themselves safe.

RE will be covered intrinsically within the programme continuing to build on students understanding of key beliefs in a range of religions. This will provide opportunities to explore and improve understanding of different faiths and cultural diversity.

The aim is that students leave us as confident individuals who are well prepared for their next steps as valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.

How you will learn:

Students in Key Stage 4 will follow a programme of study based on content from the National Curriculum to ensure all statutory content is covered including:

- Relationships and Sex Education (RSE)
- Fundamental British Values
- Living in the Wider World
- Health and Well-being

How you will be assessed:

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

Assessment is based on the development of knowledge and understanding over the course of any given topic.



EBAC subject pages



Subject GCSE Geography

Examination Board EdexcelA
Specification 1GA0

Subject Leader Miss D Lythe

Outline of course

	Title	Weighting	Indicative Content / Focus on
Unit one	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 two	The human environment	37.5%	Changing cities Global development Resource management (energy resource management or water resource management)
Unit three	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.

Pathways 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.

Pathways 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 GCSE German

Examination Board AQA
Specification 8668

Subject Leader Miss J Roberts

Outline of course

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

Reasons for studying this subject:

A facilitating subject for A level.

University College London requires a qualification in a Modern Foreign Language GCSE for all of 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 tests linguistic ability in the four 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/Memrise
Songs
Extracts from authentic and 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).

Pathways to further study at KS5 and beyond:

A level
University degree
Apprenticeships
Teaching

Pathways to future careers:

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



Subject GCSE History

Examination Board Edexcel
Specification 1HIOFM

Subject Leader Miss S Whitby

Outline of course


	Title	Weighting	Indicative Content / Focus on
Paper one	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 two	The American West, c.1835–1895' and Early Elizabethan England, 1558-88	40%	The life of Native Americans and the migration and expansion across the West. Elizabeth I's early reign and the threats to her power from home and abroad. Leisure, education and exploration during Elizabeth's reign.
Paper three	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 leading to new techniques, such as blood transfusion and facial plastic surgery.



Paper 2 covers two topics. The first topic studied will be the American West c.1835 – 1895. In this topic students will have the opportunity to explore what the ‘real’ America West was like and examine the impact of government-sponsored expansion in the American outback, which had far-reaching consequences for both the Indians and the many settlers of the time. The topic is split into three parts. Firstly, students look at the lives of the Plains Indians, early migration and settlement and problems of lawlessness in early settlements, as well as the tensions between the settlers and Plains Indians. They then move on to how settlement on the Plains developed, ranching and the cattle industry, and the impact on the Plains Indians’ lives of events and developments between c1862 and c1876. Finally, students look at further changes in farming, the cattle industry and settlement, conflict and tension between different groups living on the Plains, and the destruction of the Plains Indians’ way of life.

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. Each lesson will contain multiple activities in order to collect information and knowledge. Students will be required to practice their exam skills regularly.

How you will be assessed:

You will be assessed through regular knowledge quizzes and exam style questions.

Pathways 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.

Pathways 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.



Other subject pages



Subject GCSE Art, Craft and Design

Examination Board Edexcel
Specification 1AD0
Subject Leader Mrs N Slater

Outline of course

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

Reasons for studying this subject:

Studying Art 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 Young Artists Summer Show at The Royal Academy. Annually we also visit The Mount House Gallery, at Marlborough College and Roche Court New Art Centre 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.



Pathways 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.

Pathways 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 GCSE Three-Dimensional (3D) Design

Examination Board Edexcel

Specification 1AD0

Subject Leader TBC

Outline of course

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

Reasons for studying this subject:

Studying 3D 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 3D work. 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 Young Artists Summer Show at The Royal Academy. Annually we also visit The Mount House Gallery, at Marlborough College and Roche Court New Art Centre 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, sculpture, 3D Printing, Laser cutting, Computer aided/generated imagery, digital photography, creative online platforms, paper manipulation and mixed media. You will also gain a critical and contextual understanding of designers, craftspeople, architects, design movements and art forms.

How you will learn:

Each week you will have four lessons in 3D Design, 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 design work, looking at other designers work and drawing.



Pathways to further study at KS5 and beyond:

Our 3D Design 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.

Pathways 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 Health and Social Care

Examination Board OCR, Cambridge National
Specification J835
Subject Leader Mrs L Shaw

Outline of course

	Title	Weighting	Indicative Content / Focus on
Paper one	Principles of care in Health and Social care	40%	1 hour and 15 minutes written paper OCR set and marked
Non-exam assessment	Supporting individuals through life events	30%	Centre assessed OCR moderated
Non-exam assessment	Health promotion campaigns	30%	Centre assessed OCR moderated

What you will be studying:

There are three units:

R032: Principles of care in health and social care

In this unit, students will learn about the importance of the rights of service users, person-centred values and how to apply them.

Students will also learn about the importance of effective communication skills when providing care and support for individuals using care settings and the procedures and measures used to protect service users and service providers such as safeguarding, hygiene and security.

R033: Supporting individuals through life events

In this unit, students will learn about life stages and the factors that affect them. They will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life.

Students will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual.

R035: Health promotion campaigns

In this unit, students will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society. They will understand the factors affecting a healthy lifestyle so that campaigns can be designed to target different groups of people.

Students will also learn how to plan and deliver their own small-scale health promotion campaign and how to evaluate their planning and delivery.

OR

R034: Creative and Therapeutic activities

This optional unit explains the different types of creative activities. It also explains the benefits of creative activities. Within this module students will learn the factors that affect creative activities, they will learn the benefits for the individual in with relation to PIES. Students will plan and practically deliver a creative activity for their assessment. The assessment will also entail a written assignment.



Pathways to further study at KS5 and beyond:

This qualification is for learners aged 14-16 who wish to develop applied knowledge and practical skills in Health and Social care. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.

Pathways to future careers:

Working in nursing Care
Working with children in a nursery setting
Midwifery

Nursing
Private nanny



Subject GCSE Food Preparation and Nutrition

Examination Board AQA
Specification 5858
Subject Leader Mrs J Key

Outline of course

This course Food Preparation and Nutrition is an exciting creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

	Title	Weighting	Indicative Content / Focus on
Task 1 Food investigation task	NEA1	15%	Students understanding of the working characteristics, functional and chemical properties of ingredients. This will be a piece of work that is set by the board.
Task 2 Food preparation assessment.	NEA2	35%	Students will prepare, cook and present three dishes within a single period of no more than three hours, planning in advance how this will be achieved.
Written examination		50%	1 hour exam –100 marks Multiple choice questions (20 marks) Five questions each a number of sub questions (80marks)

Reasons for studying this subject:

This a subject that can be enjoyed and appreciated by all students. The preparation of food and enjoyment of food is vital to the wellbeing of all and will be a lifelong skill.

What you will be studying:

Food preparation skills are split into five core topics:

- Food nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance



How you will learn:

Students will have a practical lesson once a week when twelve food preparation skills are taught and practiced. The choice of recipes are at the discretion of the school and the student.

The theoretical aspects of the course are taught together with a wide range of opportunities. This can include demonstrations from outside chefs and workshops from other institutions, or, for example, Waitrose organising a fish filleting workshop for the students as well as more traditional mini practical's and lessons.

How you will be assessed:

Student's practical work is assessed weekly and written feedback is given once each module. This is recorded in the books. In addition it is expected that all students will complete a long piece of home learning each module.

Final assessment is as above.

Pathways to further study at KS5 and beyond:

There are a wide range of opportunities at colleges that offer food related courses.

Pathways to future careers:

Upon completing this course students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.



Subject GCSE Music

Examination Board Eduqas
Specification 6018131X
Subject Leader Mrs S Du Toit

Outline of course

	Title	Weighting	Indicative Content / Focus on
Unit 1 / Coursework	Performance	30%	Recording two performances with a total time of 3-6 minutes. 1. Solo performance 2. Ensemble performance
Unit 2 / Coursework	Composition	30%	Completing 2 compositions with a total time of 3-6 minutes. 1. Own Choice 2. Brief set by Eduqas
Unit 3 / Written Paper	Listening & Appraising	40%	1. Musical elements and devices 2. Music for Ensemble 3. Film Music 4. Popular Music

Reasons for studying this subject:

Although music is an academic subject in its own right, studies have 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).

It also provides 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; all skills learned through a creative subject like Music.

What you will be studying:

The course focus' on analysing and describing (appraising) music from different genres using the appropriate musical language and terminology. Over the two years ensemble music from the classical tradition, musical theatre, blues and jazz will be scrutinized as well as popular music (including rock, pop, rap, edm, reggae and bhangra) and the devices used by film composers to create and enhance a certain mood on screen.



How you will learn:

The student will learn through performing and listening to different genres of music and identifying the different musical characteristics unique to every genre. With this knowledge, as well as basic notation skills (revisited in the first two terms of the course), students will be encouraged to use these devices and elements in their compositions.

How you will be assessed:

The performances and compositions are assessed by the course leader using the standard assessment grids published by the examination board. These works are uploaded to the secure website for moderation before the final written paper. The paper focus' on set works as well as unknown works from each area of study as outlined above, with specific focus on identifying certain theoretical aspects and musical devices through listening and printed scores.

Pathways to further study at KS5 and beyond:

Courses at KS5 might include music at A-level or BTEC music or performing arts. 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.

Pathways 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 Beyonce!



Subject GCSE Physical Education

Examination Board AQA
Specification 8582

Subject Leader Mr T Clapton

Outline of course

	Title	Weighting	Indicative Content / Focus on
Paper one	The human body and movement in physical activity and sport	30%	Applied anatomy and physiology Movement analysis Physical training Use of data
Paper two	Socio-cultural influences and well-being in physical activity and sport	30%	Sports psychology Socio-cultural influences Health, fitness and well-being Use of data
Non-exam assessment	Practical performance in physical activity and sport	40%	Practical performance (player/performer) in three different physical activities (one in a team activity, one in an individual activity, and a third in either a team or an individual activity) Analysis and evaluation of performance to bring about improvement in one activity

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. 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.

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.

There is an expectation/requirement that students choosing to follow the GCSE PE qualification are regularly participating in sport (training and competing) and exercise 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:

- 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
- Use of data – data analysis in relation to key areas of physical activity and sport
- 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
- 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 and practical assessment (performance levels). 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.

Pathways to further study at KS5 and beyond:

BTEC Level 3 Sport
A Level PE
Coaching and Fitness qualifications
Apprenticeships – Leisure Operations/Management, Coaching, Activity Leadership

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	Sport and exercise science
Sports administration and governance	Sports journalism
Sports coaching	Sports performance
Leisure operations and management	
Physiotherapy	

Adapted from: www.ucas.com

Pathways to future careers:

Sports professional	Public relations officer
Coach	Sports journalist
Personal trainer	Sport and leisure management
Physiotherapist	Sports nutritionist
Sports psychologist	P.E teacher

Adapted from: www.ucas.com



SCHOOL CONTACT DETAILS

Mr R Linnegar, Mr T Robinson and Mrs S Hunt can all be contacted by using the following email address:

options@pewsey-vale.wilts.sch.uk

Teaching staff contact details

Subject	Subject Leader / Teacher	...@pewsey-vale.wilts.sch.uk
English Language and Literature	Mrs L Furness	lfu@...
Mathematics	Mr R Webb	rwe@...
Science	Mr R Carter	rca@...
Geography	Miss D Lythe	dly@...
German	Miss J Roberts	jro@...
History	Miss S Whitby	swh@...
Art, craft and design	Mrs N Slater	nsl@...
Three Dimensional (3D) Design	TBC	...
Food Preparation and Nutrition	Mrs J Key	jke@...
Health and Social Care	Mrs L Shaw	lsh@...
Music	Mrs S Du Toit	sdt@...
Physical Education	Mr T Clapton	tcl@...