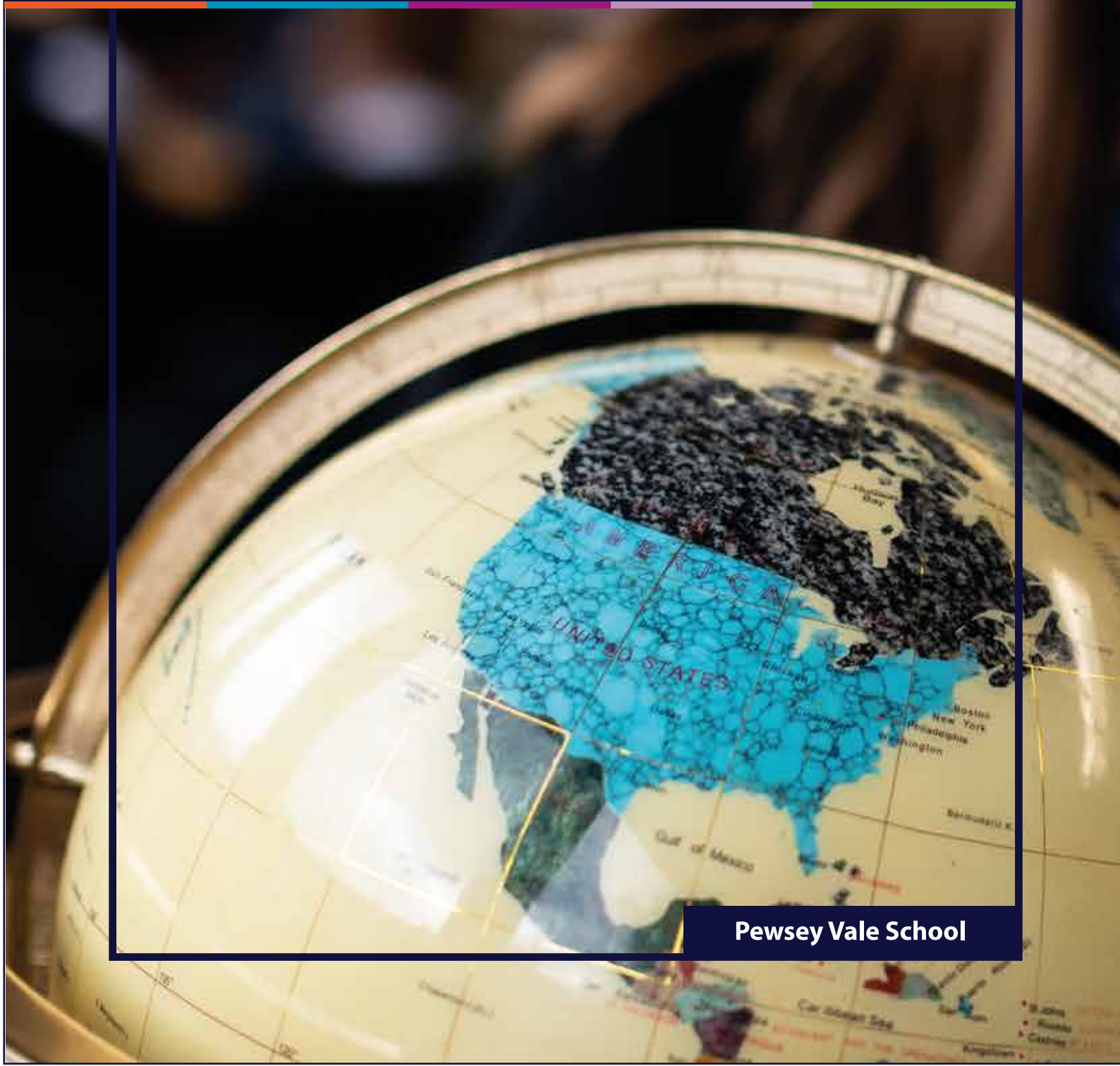




Options Booklet 2025



Pewsey Vale School





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Introduction

Dear Parents, Carers and Year 9 Students,

This booklet outlines all of the information that you require to support your Options process. You've got some important decisions to make with your parents before you start your KS4 curriculum in September 2025.

Please read this booklet carefully as it is here to help you select the courses you will be studying in Years 10 and 11.

The next two years are important for your education. The options process is all about helping you make the best choices you can in order to attain the best results possible by the end of Year 11.

There are lots of people you can ask for help; your parents, teachers, and older students. There is a list of contacts in this booklet, so you can get your questions answered by the right people.

Choosing the right options now will ensure you enjoy your time at Pewsey Vale and will enable you to do your best. Your success in Year 11 will set you up for the next steps in your education journey post-16.

We hope you'll leave school feeling proud of what you've achieved and be able to move on to the courses, training, and careers that will help you reach your dreams, whatever they are.

All our staff are excited to work with you to help you reach your potential and achieve your goals.

Please ensure that all options forms are returned by Thursday 8th May 2025.

Kind Regards,

Mr Robinson
Assistant 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, French or Spanish. 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 Robinson 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**
- **Core physical education (non-exam)**
- **Core PSHRE (non-exam)**

All students have to then make three option choices.

These choices are:

- **At least one EBAC subject**
Choose between Geography, History, French or Spanish
- **Two further choices** from the other subjects offered
Art and design, Drama, Health and social care, Food preparation and nutrition, Photography, Sport and physical activity

The subjects which make up the English baccalaureate are:

English
Mathematics
Science: physics, chemistry and biology
Spanish, French (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.

Straw Poll / Option blocks

Once the results from the straw poll have been collated, the options blocks will be drawn up and the system will go live. Students will select one option from each block. Students will not be able to select more than one option in any one block, as these lessons will be taught at the same time.



Key dates and processes

25th April	Options Assembly Main assembly with further details provided
28th April	Straw Poll Students to fill in their straw poll subject preferences
1st May open between 4pm and 7pm	Options Evening You will be given the opportunity to talk about each course with subject staff.
8th May	Options hand in Completed via Options Online
After half term	Options finalised Letters sent home agreeing choices



Core curriculum pages



Subject GCSE English Language
GCSE English Literature
Examination Board AQA
Specification 8700 Language / 8702 Literature

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**

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 complete 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 Combined Science 8464

Outline of course

Pupils who take Combined Science, which is worth 2 GCSE's, will work through various topics from the three disciplines over the two years. This double award GCSE is 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	1/6 th	Cell Biology, Organisation, Infection and Response and Bioenergetics.
Biology paper two	1/6 th	Homeostasis and Response, 'Inheritance, Variation and Evolution' and Ecology.
Chemistry paper one	1/6 th	Atomic Structure and Periodic Table, Bonding, Structure and Properties of Matter, Quantitative Chemistry, Chemical Changes and Energy Changes.
Chemistry paper two	1/6 th	Rate of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources.
Physics paper one	1/6 th	Energy, Electricity, Particle Model of Matter and Atomic Structure.
Physics paper two	1/6 th	Forces, Waves and Magnetism and Electromagnetism.

Reasons for studying this subject:

We follow the 2016 AQA Combined Science – Trilogy GCSE.

Pupils will sit two Biology, two Chemistry and two Physics exams all of which are 1hr 15 minutes in duration, worth 70 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 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.

Links to further study at KS5 and beyond:

This GCSE specification has been specially written so as not to leave any gap in knowledge between further Science qualifications such as the discrete A Levels.

Links to future careers:

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



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



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 Edexcel
Specification 1GA0

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 French

Examination Board AQA
Specification 8658

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 read aloud task A photo card A conversation
Paper three	Reading	25%	A reading comprehension task A translation from French to English
Paper four	Writing	25%	Short pieces of writing Translation from English to French

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 and it may enable you to work abroad. It's great for holidays and it's fun!

What you will be studying:

Students study all of the following themes:

Theme 1: People and Lifestyle

- Identity and relationships with others
- Healthy Living and Lifestyle
- Education and Work

Theme 2: Popular Culture

- Free time activities
- Customs, festivals and celebrations
- Celebrity Culture

Theme 3: Communication and the world around us

- Travel and Tourism
- Media and Technology
- The environment and where people live

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 stated in the table above. 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 and interactive activities
ICT lessons Quizlet/Memrise
Songs
Extracts from authentic and literary texts
Film/TV adverts/ Video clips
Textbooks

How you will be assessed:

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



Subject GCSE Spanish

Examination Board AQA
Specification 8692

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 read aloud task A photo card A conversation
Paper three	Reading	25%	A reading comprehension task A translation from French to English
Paper four	Writing	25%	Short pieces of writing Translation from English to French

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 and it may enable you to work abroad. It's great for holidays and it's fun!

What you will be studying:

Students study all of the following themes:

- Theme 1: People and Lifestyle
 - Identity and relationships with others
 - Healthy Living and Lifestyle
 - Education and Work

- Theme 2: Popular Culture
 - Free time activities
 - Customs, festivals and celebrations
 - Celebrity Culture

- Theme 3: Communication and the world around us
 - Travel and Tourism
 - Media and Technology
 - The environment and where people live

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 stated in the table above. 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 and interactive activities
ICT lessons Quizlet/Memrise
Songs
Extracts from authentic and literary texts
Film/TV adverts/ Video clips
Textbooks

How you will be assessed:

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



Subject GCSE History

Examination Board AQA
Specification 8145

Outline of course

	Title	Weighting	Indicative Content / Focus on
Paper one Understanding the modern world	Section A: Germany 1890 - 1945: Democracy and dictatorship	25%	This period study focuses on the development of Germany during a turbulent half century of change. The development and collapse of democracy and the rise and fall of Nazism.
	Section B: The inter-war years 1918 - 1939	25%	This wider world depth study to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of WW2 and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it.
Paper two Shaping the nation	Section A: Health and the people: c1000 to the present day	25%	Study to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.
	Secton B: Elizabethan England, c1568 - 1603	25%	In depth study of a specified period, the last 35 years of Elizabeth I's reign. Focussing on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

Reasons for studying this subject:

History matters. It allows us to explore and understand past societies, whilst developing a better understanding of the world we find ourselves living in today. It develops our skills as critical and reflective thinkers, which are important transferable skills for both further study and the world of work. This course will develop your knowledge and understanding of both British and wider world History. Plus, it is really interesting!

What you will be studying:

Paper 1 is all about the modern world and is made up of 2 units.

The first unit is Germany, 1890-1945: Democracy and dictatorship. We will study Germany under the Kaiser, the aftermath of WW1 and the growth of democracy. We will investigate the Weimar republic its strengths, and weaknesses; and reasons for its eventual downfall. This includes the impact of the Depression on Germany and the growth in support for the Nazi Party. This will lead to studying the establishment of the Third Reich under Hitler and what life was like in Nazi Germany.

The second unit is a wider world study and looks at the Inter-war years 1918-1939. This unit is broken down into 4 sections. Starting with Peacemaking and how peace was made after WW1. We will then study the League of Nations and its role in peacekeeping in world affairs. We will then study the origins and outbreak of WW2.

Paper 2 is about British History and is also made up of 2 units.

The first unit is Health and the People. This is a thematic study which looks at the development of medicine in Britain from medieval times to modern day. We will focus on the following questions:

- Why has there been progress in the health of the British people?
- How and why has the pace and scale of medical development varied at different times?
- What impact has medical progress had on people and society?
- How/why have different factors been more important than others for individual medical developments?
- What is the significance of key individuals or events in the history of medical development?

The second unit is a depth study on Elizabethan England, c1568-1603. We will study in depth the last 35 years of Elizabeth I's reign. This study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

How you will learn:

You will be taught in a variety of different ways. Each lesson will contain multiple activities in order to develop your knowledge, understanding and historical literacy. You will practice exam skills regularly to make sure you are fully prepared for the exams at the end of the course.

How you will be assessed:

In class you will be assessed through regular knowledge quizzes and exam style questions. For the qualification you will sit 2 exams papers at the end of Year 11

Pathways to further study at KS5 and beyond:

History is an excellent subject as it teaches and develops analytical skills that are applicable to a wide range of subjects and disciplines. It provides a basis 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 skills. Some of the careers include: lawyer, journalist, museum curator, archaeologist, heritage manager, teacher, lecturer and many more!



Other subject pages



Subject GCSE Art and Design

Examination Board Edexcel
Specification 1FA0

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 Drama

Examination Board OCR
Specification J316

Outline of course

	Assessment Details	Weighting	Indicative Content / Focus on
Component one/two Devising Drama	60 marks Non-exam assessment	30%	Learners will research and explore a stimulus, work collaboratively and create their own devised drama.
Component three Presenting and Performing Texts	60 marks Non-exam assessment (visiting examiner)	30%	Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.
Component four	80 marks Written exam assessment (1hr 30 mins)	40%	Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama. Learners will analyse and evaluate a live theatre performance.

Reasons for studying this subject:


Studying Drama will help you cultivate transferable skills such as problem-solving, collaboration, creativity, interpersonal skills, resilience, and self-regulation. Drama supports your verbal and non-verbal communication skills as well as building your overall confidence. You explore a wide variety of practitioners and styles of theatre both in the classroom and through performance. Alongside the traditional career options of Actor and Director, drama will provide you with the skills to study a huge range of careers. Both on stage and off stage, drama offers fantastic opportunities for students to progress into confident and dynamic theatre practitioners.

What you will be studying:

You will build on your KS3 learning, developing an understanding of the wide world of theatre and drama, in turn helping to foster your own creativity as you find your specific style of theatre. We will study various practitioners such as Brecht, Stanislavski, Frantic Assembly, and DV8; whilst also exploring both modern and classic plays and dramas. Additionally, you will be exposed to Live Theatre and stylistic workshops to support your critical and contextual understanding of theatre as a whole.

How you will learn:

Each fortnight you will have 6 lessons of Drama, offering you the opportunity to practically explore your style and the style of world-renowned theatre practitioners. In class we will work together as one theatre company to devise drama as well as creating individual portfolios of the process we went through to create our final performances. You will have the chance to see and critically evaluate professional and current work being performed in the UK. You will also make creative choices when it comes to performing from a set text, fully exploring the themes and contextual issues of the stimuli.



Some of the play we have the opportunity to cover include; Blood Brothers by Willy Russell, Death of a Salesman by Arthur Miller, Find Me by Olwen Wymark, Gizmo by Alan Ayckbourn, Kindertransport, Diane Samuels, Missing Dan Nolan by Mark Wheeler, and Misterman by Enda Walsh.

How you will be assessed:

In drama you will be given the opportunity for constant and consistent growth in the form of in-class assessment via performances as well as through formal assessments linked to the GCSE assessment criteria. This will allow you to develop the necessary skills needed to succeed in drama as well as helping to develop your creative skills. In addition to this, Drama offers a design option in all elements of assessment, providing learners with the opportunity to explore the Set, costume and technical elements of theatre.

Pathways to further study at KS5 and beyond:

Drama is a widely studied subject nationwide, tying into multiple subjects such as Performing arts, Theatre Design, and Musical theatre to name a few. With the skills developed in drama you will have the opportunity to apply for A-level and Vocational courses at many local and national colleges and sixth forms.

Pathways to future careers:

Drama can lead to both artistic and academic career options such as – Acting, Directing, Stage management, Set Design, Lighting and sound technician, theatre in education specialist, Drama therapy, Talent agent, and Theatre company practitioner.



Subject Health and Social Care

Examination Board OCR, Cambridge National
Specification J835

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 or creative and therapeutic activities	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 **Level 1/2 Hospitality and Catering**

Examination Board **Eduqas**
Specification **5409**

Outline of course

	Title	Weighting	Indicative Content / Focus on
Written examination: The hospitality and catering industry	Unit 1	40%	Students will gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.
12 hr controlled assessment: Hospitality and catering in action	Unit 2	60%	Students will develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.

Reasons for studying this subject:

Hospitality and catering is a dynamic, vibrant and innovative sector delivering vital jobs, growth and investment in the heart of our local communities - important culturally, socially and economically. This is a subject that can be enjoyed and appreciated by all students.

What you will be studying:

Unit 1

- 1.1 Hospitality and catering provision
- 1.2 How hospitality and catering providers operate
- 1.3 Health and safety in hospitality and catering
- 1.4 Food safety in hospitality and catering

Unit 2

- 2.1 The importance of nutrition
- 2.2 Menu planning
- 2.3 The skills and techniques of preparation, cooking and presentation of dishes
- 2.4 Evaluating cooking skills

How you will learn:

Students will have a practical lesson once a week when twelve food preparation skills are taught and practiced. The theory lessons will be focused on unit 1 in Year 10 and then Unit 2 in year 11. In previous years we have been able to provide opportunities such as demonstrations from outside chefs and workshops from other institutions, or, for example, Waitrose organising a fish filleting workshop.

How you will be assessed:

Practical's will be assessed with evaluation sheets where students are asked to reflect on what went well and improvements required, this will also have feedback to aid improvements. Theory will be assessed with quarterly assessment which will include, multiple choice question and exam style questions.

Unit 1

This unit is externally assessed through a written examination which contributes 40% to the overall qualification grade.

Duration: 1 hour 20 minutes

Number of marks: 80

Format: short and extended answer questions based around applied situations. Learners will be required to use stimulus material to respond to questions.

Unit 2

This unit is internally assessed through controlled assessment. The assessment contributes 60% to the overall qualification grade.

Duration: 12 hours

The controlled assessment will be a 12-hour research, plan, prepare, cook and evaluation.

Pathways to further study at KS5 and beyond:

There are a wide range of opportunities at college that offer hospitality and catering related courses.



Subject Art & Design (Photography)

Examination Board Eduqas
Specification C656QS

Outline of course

	Title	Weighting	Indicative Content / Focus on
Unit 1	Coursework	60%	All Coursework and Exam work is presented in digital form as Power-Point Presentations. A series of small projects exploring different Photographic skills and Photographers styles plus 1 extended personal project make up the Unit 1 portfolio.
Unit 2	ESA	40%	At the beginning of January Year 11 Students receive an exam paper. The externally set assignment (ESA Exam). There are 8 school weeks allocated to prepare for a ten-hour exam. This is broken down into two 5-hour days completed in school time.

Reasons for studying this subject:

Students will undergo a programme of study to equip them with the technical skills and control of the photographic medium in order to be able to realise their creative intentions. Critical awareness and appreciation will also play a major part in the course. In the initial stages, students will be introduced to the basic principles of photography through a foundation skills stage, before working on independent projects set by the department known as the Coursework Unit.

What you will be studying:

Photography coursework is a continuous process that develops a series of key photographic skills. such as light control, focus and composition, editing, and creating a photographic portfolio of work. The course requires photography outside the classroom to as homework to build on the class-based project work. This is part of the coursework and builds a strong portfolio of work.

Taking photographs is the core focus. We also consider the following the following areas: Editing, Light Control, Focus and Composition. All experimental photography is developed in Photoshop. In so creating a photographic portfolio of work as a series of PowerPoints.

Practical work is project based and is developed via a series of themes: Early Photography Processes, Gothic Food & Close-Up, Portrait & Identity, The Built Environment & Landscape as Surrealism. Students will also produce research in PowerPoints on the work of relevant photographers.

How you will learn:

In Year 10 students will undertake six mini projects, each lasting approximately 6 weeks. These provide students with the opportunity to develop their own project work within the theme, using photography for different purposes.

In Year 11 students will undertake one personal project lasting 15 weeks and one exam unit, with eight weeks to prepare for a two day, 10 hour exam.

There will also be photography work to complete outside of the classroom. In Photography, the practice of taking pictures can only improve your own development as a Photographer.

How you will be assessed:

All specifications in Art and Design [Photography is option 6] must require candidates to demonstrate their ability to:

- Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical & cultural understanding.
- Refine their ideas through experimenting and selecting relevant photographic processes. Developing a range of techniques & processes.
- Record ideas, observations and insights relevant to their intentions in visual &/or other forms as Images & Photos.
- Present a personal, informed & meaningful response demonstrating analytical & critical understanding and realising intentions where appropriate, making connections between visual, written, oral or other elements.

Pathways to further study at KS5 and beyond:

In addition to providing students with the opportunity to balance their range of studies at KS4, the Photography course is excellent preparation for a wide number of future options. The ability to respond personally, creatively and analytically within a complex and diverse world is valued at all post-16 destinations. This is an ideal stepping stone to Further and Higher Education Courses in all aspects of Art and Design and the Visual Arts.

Pathways to future careers:

Photography opens the way to careers in such areas as Photography, Film, New Media, Fashion, Interior Design, 3D Design, Textiles, Graphics, and Fine Art etc.



Subject OCR Cambridge National Sports Studies

Examination Board Specification OCR Cambridge National J829

Outline of course

	Title	Weighting	Indicative Content / Focus on
Unit R184 Compulsory Exam Assessment	Contemporary issues in sport	40%	<ul style="list-style-type: none">• Issues which affect participation in sport• The role of sport in promoting values• The implications of hosting a major sporting event for a city or country• The role National Governing Bodies (NGBs) play in the development of their sport• The use of technology in sport.
Unit R185 Compulsory Non-Exam Assessment	Performance and leadership in sports activities	40%	<ul style="list-style-type: none">• Key components of performance• Applying practice methods to support improvement in a sporting activity• Organising and planning a sports activity session• Leading a sports activity session• Reviewing your own performance in planning and leading a sports activity session.
Unit R187 Optional Non-Exam Assessment	Increasing awareness of outdoor & adventurous activities	20%	<ul style="list-style-type: none">• Provision for different types of outdoor and adventurous activities in the UK• Equipment, clothing and safety aspects of participating in outdoor and adventurous activities• Plan for and be able to participate in an outdoor and adventurous activity• Evaluate participants in an outdoor and adventurous activity

Reasons for studying this subject:

The Cambridge National in Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on leadership and coaching. They explore contemporary issues in sport, different ways of being involved in the sports industry, and raise awareness of outdoor adventurous activities.

This qualification will help students to develop the knowledge and skills required to progress into a career in the sports industry. It will also help students to develop transferable skills, such as presentation skills, report writing, team working, leadership and research skills.

What you will be studying:

- Develop learning and practical skills that can be applied to real-life contexts and work situations
- Think creatively, innovatively, analytically, logically and critically
- Develop independence and confidence in using skills that are relevant to the Exercise, Physical Activity, Sport and Health sector and more widely
- Learn about a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.
- How to develop your skills as both a performer, in two different sporting activities, and as a leader in one activity. As a leader you will have the opportunity to plan, lead and review safe and effective sporting activity sessions yourself.
- Develop knowledge of a range of outdoor adventurous activities and how to become involved in them.

How you will learn:

You will study the key aspects of Sport Studies. It will equip you with sound specialist knowledge and you will have the opportunity to apply what you learn through a number of practical experiences. This will involve you studying two mandatory units (1 exam and 1 coursework based) and one optional coursework based unit.

How you will be assessed:

The OCR Cambridge National in Sport Studies is broken down into three units (two compulsory and one option). It is 60% Coursework based and 40% externally marked exam. The exam unit is externally assessed through an OCR set and marked 1hour 15 minute exam. This is 40% of the student final grade.

Links to further study at KS5 and beyond:

These skills will help you progress onto further study in the Exercise, Physical Activity, Sport and Health sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Sport and Physical Activity, AS or A-Levels, such as Physical Education, Psychology, Sociology, Sport or Media or an apprenticeship in Community activator coach, Leisure team members, Personal trainer or Outdoor activity instructor.

Links to future careers:

Sports Development
Teaching Physical Education
Sports Coaching

Professional Athlete
Sports Facilities Manager
Leisure Management

Outdoor Education Instructor
Retail Management
Sports Management



SCHOOL CONTACT DETAILS

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