



# PE

## Year 7-11 Subject Learning Scheme 2017-2018



Year 7 KS3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><b>Key Learning and Activities.</b></p> <ul style="list-style-type: none"> <li>• <b>knowledge</b></li> <li>• <b>skills</b></li> <li>• <b>experiences</b></li> </ul> <p><b>Students in year 7 will experience a range of activities, acquiring a wide range skills and will be able to develop them in structured and conditioned games situations.</b></p> <p><b>Students will be given a start level at the beginning of each unit of work. They will then be levelled at the end of each topic so that progress can be</b></p>	<p><b>Girls:</b> <b>Netball:</b> The following skills will be covered: Introduction to footwork, passing, attacking and defending, conditioned games.</p> <p><b>Girls:</b> <b>Hockey:</b> The following skills will be developed: Push, hit, slap passes, dribbling, shooting drills and reverse sick stop. Tasks will be differentiated for less/more able.</p> <p><b>Boys:</b> <b>Football:</b> During these lessons, the following skills will be addressed: Short passing, dribbling, defensive and attacking heading, basics of shooting, basic defensive and attacking shape. Pupils will be assessed during their first lesson and in their last in order to measure progress.</p>	<p><b>Girls:</b> <b>Trampolining:</b> Students will start to learn basic jumps, twists, landing positions ad combinations. They will perform a 10-bounce routine.</p> <p><b>Boys:</b> <b>Table Tennis:</b> Student will develop the skills in the different shots: Serve (back-hand/forehand) Return and attacking and defensive phases of play. Student will take part in mini tournaments</p>	<p><b>Girls:</b> <b>Table Tennis:</b> Student will develop the skills in the different shots: Serve (back-hand/forehand) Return and attacking and defensive phases of play. Student will take part in mini tournaments</p> <p><b>Boys:</b> <b>Trampolining:</b> Students will start to learn basic jumps, twists, landing positions ad combinations. They will perform a 10-bounce routine.</p>	<p><b>Girls and Boys:</b> <b>Fitness:</b> During this unit of work, students will cover the different methods of training and will be assessed using the 12 minute cooper run and the multistage fitness test. The methods of training are as follows: Circuit, weight, continuous, fartlek and interval. Fitness test scores will be compared form the start to the end of the 6 week period in order to measure progress. Students will also be introduced to working in the fitness suite.</p> <p><b>Girls:</b> <b>Netball:</b> The following skills will be developed: footwork, passing, attacking and defending, conditioned games.</p> <p><b>OR</b> <b>Hockey:</b> The following skills will be developed: Push, hit, slap passes, dribbling, shooting</p>	<p><b>Boys and Girls:</b> <b>Athletics:</b> Students will focus on acquiring basic skills in the following activities: 100m/200m/300 m(girls) 400m(boys)/800 m/1500m 4x100m relay. Pupils will work on running techniques and tactics, particularly for longer distance events. Technique for jumping events (long and triple) will also be developed, along with techniques for shot-put and discus.</p>	<p><b>Boys and Girls:</b> <b>Athletics:</b> Students will focus on acquiring basic skills in the following activities: 100m/200m/300m(girls) 400m(boys)/800m/1500m 4x100m relay. Pupils will work on running techniques and tactics, particularly for longer distance events. Technique for jumping events (long and triple) will also be developed, along with techniques for shot-put and discus.</p> <p><b>Girls:</b> <b>Rounder's:</b> Students will acquire a number of rounder's related skills including: Basic bowling and batting technique, catching, long barrier, pick-up and throw as well as in-game tactical knowledge.</p> <p><b>Boys:</b> <b>Rounders:</b> Students will acquire a number of rounder's related skills including: Basic bowling</p>

	<p><b>Boys:</b> <b>Rugby:</b> Introduction to tackling, offloading defensive and attacking phases of play. Tag Rugby. Scrummaging, introduction to positional kicking. Forward and back play, driving the ball into a line defence and offloading.</p>			<p>drills and reverse sick stop. Tasks will be differentiated for less/more able.</p> <p><b>Boys:</b> <b>Rugby:</b> Boys will be developing tackling, offloading defensive and attacking phases of play. Tag Rugby. Scrummaging, recapped to positional kicking. Forward and back play, driving the ball into a line defence and offloading.</p>		<p>and batting technique, catching, long barrier, pick-up and throw as well as in-game tactical knowledge.</p>
<p><b>Key Activities promoting SMSC and British Values.</b></p>	<p>Empathy – understanding other when working with students of different abilities.</p> <p>Tolerant of peoples viewpoints</p>	<p>Leadership – understanding the importance of supportive feedback that will increase performance.</p>	<p>Evaluating and self-reflecting – Can reflect performance of themselves and other and identify strategies to improve.</p>	<p>Team work in games activity, using interpersonal skills.</p>	<p>Motivation – Setting and achieving goals. Introduce SMART targets to focus on progression.</p>	<p>Motivation – Setting and achieving goals. Introduce SMART targets to focus on progression.</p>
<p><b>Key Homework</b></p>	<p>Plan a warm-up/cool down</p>	<p>Plan individual 10-boune routine.</p>	<p>Plan individual 10-boune routine.</p>	<p>Learn main muscles.</p>	<p>Apply components of fitness to practical lesson.</p>	<p>Apply components of fitness to practical lesson.</p>
<p><b>Key Assessment incl. dates</b></p>	<p>Netball, hockey, football, rugby assessed against stages.</p>	<p>Trampolining and table tennis assessed against stages.</p>	<p>Trampolining and table tennis assessed against stages.</p>	<p>Fitness, rugby, netball / hockey assessed against stages.</p>	<p>Athletics assessed against stages. – Use of performance badges.</p>	<p>Athletics and rounders assessed against stages - – Use of performance badges for athletics.</p>

Year 8 KS3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><b>Key Learning and Activities</b></p> <ul style="list-style-type: none"> <li>• knowledge</li> <li>• skills</li> <li>• experience</li> </ul> <p><b>Students in year 8 will experience a range of activities, acquiring a wide range skills and will be able to develop them in structured and conditioned games situations.</b></p> <p><b>Students will be given a start level at the beginning of each unit of work. They will then be levelled at the end of each topic so that progress can be accurately measured</b></p>	<p><b>Girls:</b> <b>Netball:</b> The following skills will be covered: Introduction to footwork, passing, attacking and defending, conditioned games.</p> <p><b>Hockey:</b> The following skills will be developed: Push, hit, slap passes, dribbling, shooting drills and reverse sick stop. Tasks will be differentiated for less/more able.</p> <p><b>Boys:</b> <b>Football:</b> During the six lessons, the following skills will be addressed: Short passing, dribbling, defensive and attacking heading, basics of shooting, basic defensive and attacking shape. Pupils will be assessed during their first lesson and in their last in order to measure progress.</p> <p><b>Rugby:</b></p>	<p><b>Girls:</b> <b>Trampolining:</b> Students will start to learn basic jumps, twists, landing positions and combinations. They will perform a 10-bounce routine.</p> <p><b>Boys:</b> <b>Table Tennis:</b> Student will develop the skills in the different shots: Serve (back-hand/forehand) Return and attacking and defensive phases of play. Student will take part in mini tournaments</p>	<p><b>Boys:</b> <b>Trampolining:</b> Students will start to learn basic jumps, twists, landing positions and combinations. They will perform a 10-bounce routine.</p> <p><b>Girls:</b> <b>Table Tennis:</b> Student will develop the skills in the different shots: Serve (back-hand/forehand) Return and attacking and defensive phases of play. Student will take part in mini tournaments</p>	<p><b>Girls &amp; Boys: Fitness:</b> During this unit of work, students will cover the different methods of training and will be assessed using the 12 minute cooper run and the multi stage fitness test. The methods of training are as follows: Circuit, weight, continuous, fartlek and interval. Fitness test scores will be compared from the start to the end of the 6 week period in order to measure progress.</p> <p><b>Netball:</b> The following skills will be developed: footwork, passing, attacking and defending, conditioned games.</p> <p><b>OR</b></p> <p><b>Hockey:</b> The following skills will be developed: Push, hit, slap passes, dribbling, shooting drills and reverse sick stop. Tasks will be differentiated for less/more able.</p>	<p><b>Boys and Girls:</b> <b>Athletics:</b> Students will focus on acquiring basic skills in the following activities: 100m/200m/300m(girls) 400m(boys)/800m/1500m/1500m 4x100m relay. Pupils will work on running techniques and tactics, particularly for longer distance events. Technique for jumping events (long and triple) will also be developed, along with techniques for shot-put and discus.</p>	<p><b>Boys and Girls:</b> <b>Athletics:</b> Students will focus on acquiring basic skills in the following activities: 100m/200m/300m(girls) 400m(boys)/800m/1500m 4x100m relay. Pupils will work on running techniques and tactics, particularly for longer distance events. Technique for jumping events (long and triple) will also be developed, along with techniques for shot-put and discus.</p> <p><b>Boys and Girls:</b> <b>Rounders:</b> Students will acquire a number of rounder's related skills including: Basic bowling and batting technique, catching, long barrier, pick-up and throw as well as in-game tactical knowledge.</p>

	Continue to develop tackling, offloading defensive and attacking phases of play. Tag Rugby. Scrummaging, development of positional kicking and attacking kicking. Forward and back play, driving the ball into a line defence and offloading.			<b>Boys:</b> <b>Rugby:</b> Continue to develop tackling, offloading defensive and attacking phases of play. Tag Rugby. Scrummaging, development of positional kicking and attacking kicking. Forward and back play, driving the ball into a line defence and offloading.		
<b>Key Activities promoting SMSC and British Values.</b>	Empathy – understanding other when working with students of different abilities.  Tolerant of peoples viewpoints.  Leadership – understanding the importance of supportive feedback that will increase performance.	Team work in games activity, using interpersonal skills. Aesthetic appreciation and creativity are implemented when performing and designing routines.	Team work in games activity, using interpersonal skills. Aesthetic appreciation and creativity are implemented when performing and designing routines.	Evaluating and self-reflecting – Can reflect performance of themselves and other and identify strategies to improve.	Motivation – Setting and achieving goals. Introduce SMART targets to focus on progression.  Leadership – understanding the importance of supportive feedback that will increase performance.	Motivation – Setting and achieving goals. Introduce SMART targets to focus on progression.  Leadership – understanding the importance of supportive feedback that will increase performance.
<b>Key Homework</b>	Plan a warm-up/cool down	Plan individual 10-boune routine.	Plan individual 10-boune routine.	Learn main muscles and plan a training session.	Apply components of fitness to practical lesson.	Apply components of fitness to practical lesson.
<b>Key Assessment incl. dates</b>	Football, Rugby, Netball hockey, against assessment stages.	Football, Rugby, Netball hockey, against assessment stages.	Fitness, trampolining and table tennis assessed against stages	Fitness, trampolining and table tennis assessed against stages	Athletics assessed against stages – Use of performance badges.	Athletics and rounders assessed against stages – Use of performance badges.

Year 9	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><b>Key Learning</b></p> <ul style="list-style-type: none"> <li>• knowledge</li> <li>• skills</li> <li>• experiences</li> </ul>	<p>Students are introduced to the GCSE PE course and given information about the structure of the course. (60% Theory/40% Practical)</p> <p>GCSE PE Theory:</p> <ul style="list-style-type: none"> <li>- <b><u>1.2a</u></b></li> <li>- <b><u>Components of Fitness</u></b></li> <li>- CV Fitness</li> <li>- Muscular Endurance</li> <li>- Speed</li> <li>- Strength</li> <li>- Power</li> <li>- Flexibility</li> <li>- Agility</li> <li>- Balance</li> <li>- Co-ordination</li> <li>- Reaction Time</li> </ul>	<p><b><u>1.2.b</u></b> <b><u>Applying the Principles of Training</u></b></p> <ul style="list-style-type: none"> <li>- Specificity</li> <li>- Progression</li> <li>- Overload</li> <li>- Revisibility</li> </ul> <p><b><u>Optimising Training</u></b></p> <ul style="list-style-type: none"> <li>- Frequency</li> <li>- Intensity</li> <li>- Time</li> <li>- Type</li> </ul> <p><b><u>Types of Training</u></b></p> <ul style="list-style-type: none"> <li>- Continuous</li> <li>- Fartlek</li> <li>- Interval</li> <li>- Circuit Training</li> <li>- Weight Training</li> <li>- Plyometric</li> <li>- HIIT (High Intensity Interval Training)</li> </ul> <p>Warm ups and Cool downs (benefits)</p> <p><b><u>1.3.c Prevention of injury</u></b></p>	<p><b><u>2.3</u></b> <b><u>Health, Fitness and Welbeing</u></b></p> <ul style="list-style-type: none"> <li>- What is health</li> <li>- What is Fitness</li> <li>- What is Well-Being</li> <li>- Health benefits (PHYSICAL / EMOTIONAL / SOCIAL) of exercise and physical activity</li> <li>- Consequences of a sedentary lifestyle</li> <li>- Diet</li> <li>- Knowing all 7 components</li> <li>- How diet can affect performance</li> <li>- How hydration helps performance.</li> </ul>	<p><b><u>1.1.a</u></b> <b><u>Structure and Function of the Skeletal System</u></b></p> <ul style="list-style-type: none"> <li>- Bone names</li> <li>- Bone Locations</li> <li>- 6 functions of the Skeleton</li> <li>- Types of synovial Joint</li> <li>- Types of Hinge Joint</li> <li>- Types of Ball and Socket Joint</li> <li>- Types of movements that occur at the above joints</li> <li>- Planes of movement</li> <li>- Levers and their roles in sports</li> </ul>	<p><b><u>1.1b Structure and function of the muscular system</u></b></p> <ul style="list-style-type: none"> <li>- Muscle Names</li> <li>- Muscle Locations</li> <li>- Roles of muscles in movement</li> </ul> <p><b><u>1.1c Movement Analysis</u></b></p> <ul style="list-style-type: none"> <li>- 3 types of levers</li> <li>- The roles of levers in movement</li> <li>- Planes of movement</li> <li>- Axes of rotation</li> </ul>	<p><b><u>1c Movement Analysis</u></b></p> <ul style="list-style-type: none"> <li>- 3 types of levers</li> <li>- The roles of levers in movement</li> <li>- Planes of movement</li> <li>- Axes of rotation</li> </ul> <p>THIS TOPIC WILL CONTINUE FROM LAST TERM</p>

		<ul style="list-style-type: none"> <li>- Clothing</li> <li>- Equipment</li> <li>- Venues</li> <li>- Officials</li> </ul>				
<b>Key Activities promoting SMSC and British Values.</b>						
<b>Key Homework</b>	Revision for 1.2.a TEST	Revision for 1.2.b and 1.3.c TEST	Revision for 2.3 test.	Revision for 1.1a	Revision for 1.1b and 1.1c	Revision for 1.1d and 1.1e CV Section
<b>Key Assessment incl. dates</b>	Students will compete written test on the unit 1.2.a  Last week of half term	Students will compete written test on the unit 1.2.b and 1.3.c  Last week of term	Students will compete written test on the unit 2.3  Last week of half term	Students will compete written test on the unit 1.1a  Last week of term	Test at the end of next term	Students will compete written test on the unit 1.1b and 1.1c CV Section  Last week of term

Year 10 KS4	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Key Learning</p> <ul style="list-style-type: none"> <li>• knowledge</li> <li>• skills</li> <li>• experiences</li> </ul>	<p><b><u>1.1d The Cardiovascular and Respiratory System</u></b></p> <ul style="list-style-type: none"> <li>- Structure and function of the CV system</li> <li>- Definitions of HR CO SV</li> <li>- Pathways of blood through heart</li> <li>- The double pump system</li> <li>- Definitions of Aerobic and Anaerobic exercise / respiration</li> </ul>	<p><b><u>1.1d The Cardiovascular and Respiratory System</u></b></p> <ul style="list-style-type: none"> <li>- understand the pathway of air through the respiratory system.</li> <li>- Roles of diaphragm and intercostal muscles</li> <li>- Know definitions of Breathing rate / Tidal Volume and Minute Ventilation</li> <li>- Gaseous exchange</li> <li>- How does Aerobic and Anaerobic exercise / respiration</li> </ul> <p><b><u>1.1e Effects of Exercise on body systems</u></b></p> <ul style="list-style-type: none"> <li>- Short and long term effects on respiratory system</li> </ul>	<p><b><u>2.1a Engagement patterns of different social groups in physical activities and sports</u></b></p> <ul style="list-style-type: none"> <li>- National governing Bodies (NGB's)</li> <li>- Understand how the following factors affect participation</li> <li>- Age</li> <li>- Gender</li> <li>- Ethnicity</li> <li>- Religion / culture</li> <li>- Family</li> <li>- Education</li> <li>- Time / work commitments</li> <li>- Disability</li> <li>- Opportunity / access</li> <li>- Discrimination</li> <li>- Environment</li> <li>- Media</li> <li>- Role models</li> <li>- Understand how strategies used to improve participation</li> </ul>	<p><b><u>2.1b Commercialisation of physical activity and sport</u></b></p> <ul style="list-style-type: none"> <li>- Knowledge of the influence of different media types</li> <li>- Know meaning of commercialisation / sponsorship / Sport.</li> <li>- Know practical examples of the issues sponsorship can bring</li> </ul> <p><b><u>2.1c Ethical and Socio-cultural influences</u></b></p> <ul style="list-style-type: none"> <li>- Increased knowledge of ethics within sport</li> <li>- Sportsmanship</li> <li>- Gamesmanship</li> <li>- Increased knowledge of drugs in sport</li> <li>- PEDs</li> <li>- Reasons for taking them</li> <li>- Side effects</li> <li>- The impact of drugs in sports</li> <li>- Increased knowledge of</li> </ul>	<p><b><u>2.2 Sports Psychology</u></b></p> <ul style="list-style-type: none"> <li>- Characteristics of skilful movement</li> <li>- Efficiency</li> <li>- Predetermined</li> <li>- Coordination</li> <li>- Fluency</li> <li>- Aesthetics</li> <li>- Classification of skills</li> <li>- Classification of skills</li> <li>- SMART GOALS</li> <li>- Specific</li> <li>- Measurable</li> <li>- Achievable</li> <li>- Recordable</li> <li>- Timed</li> <li>- Mental Preparation</li> <li>- Types of Guidance</li> <li>- Imagery</li> <li>- Mental Rehearsal</li> <li>- Selective Attention</li> <li>- Positive Thinking</li> <li>- Types of Feedback</li> <li>- Visual</li> <li>- Verbal</li> <li>- Manual</li> <li>- Mechanical</li> <li>- Types of Feedback</li> <li>- Intrinsic</li> <li>- Extrinsic</li> </ul>	<p><b><u>2.2 Sports Psychology</u></b></p> <ul style="list-style-type: none"> <li>- Characteristics of skilful movement</li> <li>- Efficiency</li> <li>- Predetermined</li> <li>- Coordination</li> <li>- Fluency</li> <li>- Aesthetics</li> <li>- Classification of skills</li> <li>- Classification of skills</li> <li>- Goal setting</li> <li>- SMART GOALS</li> <li>- Specific</li> <li>- Measurable</li> <li>- Achievable</li> <li>- Recordable</li> <li>- Timed</li> <li>- Mental Preparation</li> <li>- Types of Guidance</li> <li>- Imagery</li> <li>- Mental Rehearsal</li> <li>- Selective Attention</li> <li>- Positive Thinking</li> <li>- Types of Feedback</li> <li>- Visual</li> <li>- Verbal</li> <li>- Manual</li> <li>- Mechanical</li> <li>- Types of Feedback</li> <li>- Intrinsic</li> <li>- Extrinsic</li> </ul>

				Violence in sport and the reasons behind player violence	<ul style="list-style-type: none"> <li>- Types of Feedback</li> <li>- Intrinsic</li> <li>- Extrinsic</li> <li>- Knowledge of performance</li> <li>- Knowledge of results</li> <li>- Positive</li> <li>- negative</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge of performance</li> <li>- Knowledge of results</li> <li>- Positive</li> <li>- negative</li> </ul>
<b>Key Activities promoting SMSC and British Values</b>						
<b>Key Homework</b>	Revision for test on 1.1d CV section	Revision for test on 1.1d and 1.1e Respiratory section	Revision for test on 2.1A and 2.1c	Revision for test on 2.1b and 2.1c	Revision for end of unit test.	Revision for end of unit test.
<b>Key Assessments inc. dates</b>	End of unit test 1.1d CV section  Last week of half term	End of unit test 1.1d Respiratory section  Last week of half term	End of unit test 2.1a  Last week of half term	End of unit test 2.1b and 2.1c  Last week of term	Last week of next term	End of unit test 2.2  Last week of term



Year 11 KS4	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><b>Key Learning</b></p> <ul style="list-style-type: none"> <li>• knowledge</li> <li>• skills</li> <li>• experiences</li> </ul>	<p><b><u>2c.1 Analysing and Evaluating Performance</u></b></p> <ul style="list-style-type: none"> <li>• Analyse aspects of personal performance in practical activity</li> <li>• Evaluate the strengths and weaknesses of the performance</li> <li>• Produce and action plan which aims to improve the quality of their performance</li> </ul> <p>Controlled assessment will be spread over 2 terms to allow for continued delivery of practical PE running alongside the theoretical aspect of the course.</p>	<p><b><u>2c.1 Analysing and Evaluating Performance</u></b></p> <ul style="list-style-type: none"> <li>• Analyse aspects of personal performance in practical activity</li> <li>• Evaluate the strengths and weaknesses of the performance</li> <li>• Produce and action plan which aims to improve the quality of their performance</li> </ul>	<p><b><u>Practical Preparation for moderation window</u></b></p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Rugby</li> <li>• Netball</li> <li>• Trampolining</li> <li>• Hockey</li> <li>• Table tennis</li> </ul> <p>All sports and moderation drills to be practised and developed over 2 terms in preparation for the central venue moderation.</p>	<p><b><u>Practical Preparation for moderation window</u></b></p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Rugby</li> <li>• Netball</li> <li>• Trampolining</li> <li>• Hockey</li> <li>• Table tennis</li> </ul> <p>All sports and moderation drills to be practised and developed over 2 terms in preparation for the central venue moderation.</p> <p><b><u>Theoretical consolidation and Exam Preparation</u></b></p> <p>Pupils will be consolidating the learning from the past 3 years. Including all the following topics where needed.</p> <p>Exam Technique Past Paper Questions</p> <p><b><u>1.1a Structure and Function of Skeleton</u></b></p> <p><b><u>1.1b Structure and function of Muscular System</u></b></p> <p><b><u>1.1c Movement Analysis</u></b></p> <p><b><u>1.1d Cardiovascular System</u></b></p> <p><b><u>1.1d Respiratory System</u></b></p> <p><b><u>1.1e Effects of exercise on the body systems</u></b></p>	<p><b><u>Theoretical consolidation and Exam Preparation</u></b></p> <p>Pupils will be consolidating the learning from the past 3 years. Including all the following topics where needed.</p> <p>Exam Technique Past Paper Questions</p> <p><b><u>1.2a Components of fitness</u></b></p> <p><b><u>1.2b Principles of training</u></b></p> <p><b><u>1.3 Prevention of Injury</u></b></p> <p><b><u>2.1a Engagement patterns of different social groups in Physical activity and Sports</u></b></p> <p><b><u>2.1b Commercialisation of Sport</u></b></p> <p><b><u>2.1c Ethical and social cultural issues in Sport</u></b></p> <p><b><u>2.2 Sports Psychology</u></b></p> <p><b><u>2.3 Health Fitness and Welbeing</u></b></p>	<p><b><u>Theoretical consolidation</u></b></p> <p>Pupils will be consolidating the learning from the past 3 years. Including all the following topics where needed.</p>

<b>Key Activities to promote SMSC and British Values.</b>						
<b>Key Homework:</b>	Continued revision to consolidate learning in preparation for final GCSE exam	Continued revision to consolidate learning in preparation for final GCSE exam	Continued revision to consolidate learning in preparation for final GCSE exam)	Practice for final performance analysis presentations.  Continue to revise all aspects of the course in preparation for final written exam in summer term.	Revision for final written examination	
<b>Key Assessments Inc Dates</b>		Moderation window and date to be disseminated at a later date when we receive information from OCR.	Performance on past papers  Mock examination – January	Final marks for performance analysis submitted to moderator/examboard	Students sit final written examinations May/June	