

The Curriculum in Blocks 4 and 5

An introduction to studies
starting in September 2019

BLOCK 4 AND 5 CURRICULUM SEPTEMBER 2018

CONTENTS

	Page
Introduction	3
Core GCSE/IGCSE courses	5
English Language	5
Mathematics	5
Science	5
Modern Foreign Languages	5
Bedales Assessed Courses, optional GCSEs and other externally assessed courses	6
Ancient Civilisations - BAC	6
Art - BAC	7
Dance - BAC	7
Design (Product Design or Fashion) - BAC	8
Digital Game Design	9
English Literature - BAC	10
Geography – BAC	11
Global Awareness - BAC	12
History – BAC	13
Latin - GCSE	14
Music - BAC	14
Outdoor Work - BAC	15
Philosophy, Religion and Ethics – BAC	16
Sport Science - BAC	18
Theatre & Drama - BAC	19
Learning Support information	20
Non-examined core courses	21
Sport	21
Well-Being	22
Careers	22

INTRODUCTION

The Bedales curriculum in Blocks 4&5 comprises four areas:

1. Core GCSE/IGCSE subjects: English Language (IGCSE), Mathematics (IGCSE), Double Award Science (IGCSE) and a modern foreign language (GCSE).
2. Core non-examined courses: Sport & Well-being.
3. Bedales Assessed Courses (BACs).
4. Additional GCSE or other externally examined courses.

The scheme is best understood from the diagram below.

The subjects below have not yet been put into columns. Students should choose the subject combinations they would like, and we will make every effort to make it fit into a timetable. In the unlikely event that a students' choices are not possible together for timetabling reasons, we will speak with the student directly to create an agreed programme of study.

CORE CURRICULUM (5 (I)GCSEs)				NON-EXAMINED CORE SUBJECTS	
English Language (IGCSE)	Mathematics (IGCSE)	Science: (IGCSE Double Award!)	Modern Language: French, Russian or Spanish (GCSE)	Sport	Well-being

Bedales Assessed Course (BAC), IGCSE and GCSE Options			
Anc Civilisations (BAC)	English Literature (BAC)	Outdoor Work (BAC)	French (IGCSE)
Art (BAC)	Geography (BAC)	PRE (Philosophy, Religion & Ethics) (BAC)	Latin (GCSE)
Dance (BAC)	Global Awareness (BAC)	Theatre Arts (BAC)	Russian (GCSE)
Design (BAC)	History (BAC)	Sport (BAC)	Spanish (IGCSE)
Digital Game Design (BAC)	Music (BAC)		Triple Science (IGCSE)

¹ Some students take triple award science. This group self-nominates in the choices process in Block 3, with guidance from teachers. Dual award science is entirely adequate preparation for A Level study.

How to build an individual student's programme

1. Everyone takes the five core GCSE/IGCSE subjects and the two core, non-examined courses (Sport and Well-being). Each student will also take four (or unusually, five) other subjects, choosing from the Bedales Assessed Courses (BACs) and the additional GCSE or other externally examined courses.
2. We encourage students to aim for breadth in their choices, but recognise that some students will have strongly preferred areas, so we do not wish to be prescriptive about this. We would generally recommend that students choose at least one humanity – e.g. PRE / English Literature / History - so that they continue to develop their writing skills. Equally, we normally recommend that students include at least one more overtly creative or practical subject to balance their experience. In the end, we believe that students should do what they will enjoy most, whilst ensuring they do not close off too many A Level paths at this point. The nuances of this are best explored with the relevant tutor in the first instance.

Methods of assessment and reporting

In line with new GCSEs, Bedales Assessed Courses are graded 9 – 1, where 9 is the highest and equivalent to the top tranche of A* grades under the old system. We use an external moderator for each subject to ensure that we mark in line with GCSE standards.

Candidates considering medical or veterinary routes should note that a small number of medical/veterinary schools specify a set number of GCSEs (usually 6/7) and may not accept BACs as equivalent, though the vast majority of Higher Education establishments do accept their currency.

CORE GCSE COURSES

ENGLISH LANGUAGE

Examining Board: Edexcel

Work in English during Block 4 will continue to build around the detailed study of whole literary texts so that those not taking English Literature BAC are still exposed to some literary work. In Block 5 all students will take English Language GCSE.

There are two final exams in the summer of Block 5. The first exam, worth 40%, focuses on Fiction and Imaginative Writing. The second exam, worth 60%, focuses on Non-fiction and Transactional Writing. Both exams test understanding of reading material, and students' ability to analyse, evaluate and compare. They will use an anthology of fiction and non-fiction texts provided by the exam board.

Written work is set fortnightly for prep and much of the time in class is spent in discussion, valuable in itself in developing critical and rational thinking, but also a continuous preparation for the oral part of the course, which is assessed internally.

MATHEMATICS

Examining Board: Edexcel

All students are entered for IGCSE Mathematics. There is no coursework and the final examination consists of two calculator papers, each lasting two hours.

SCIENCE

Examining Board: Edexcel Double Award IGCSE (4SD0)

The Edexcel International General Certificate of Secondary Education (IGCSE) in Science (Double Award) is started in Block 3 and continued in Blocks 4 and 5. It takes approximately two-thirds of the subject content of each of the Edexcel IGCSE single sciences (Biology, Chemistry and Physics), and combines them into a Double Award Science course worth two IGCSEs. It is designed to be an interesting and inspiring modern specification that provides a sound foundation to study in A-level Biology, Chemistry and Physics. Examination is in the form of three written papers (of two hours each: Biology, Chemistry, Physics) and students are awarded two IGCSE Science grades.

Some students will sit three separate (single) IGCSE Sciences: suitability for this option is discussed at the end of Block 3 and the extra content is delivered in extra lessons during Blocks 4 and 5.

MODERN LANGUAGES

Examining Board: GCSE AQA for French, Spanish and Edexcel GCSE for Russian

The Bedales core curriculum requires each student to follow a course leading to a GCSE in at least one modern foreign language. Most students enter the school with knowledge of French, and courses in Spanish and Russian start in Block 3. One or two of these languages can be continued to GCSE. The GCSE course builds on the core skills of listening, reading, speaking and writing gained in Block 3 and prepares students for A-level study. The four skills of listening, reading, writing and speaking are assessed through final exams. Each section of the four key skills is worth 25%.

Lessons in a number of other languages such as Italian, Chinese and Japanese can be arranged on a private basis, but cannot replace the core languages above.

OPTIONS – BEDALES ASSESSED COURSES, GCSE and other externally examined courses

ANCIENT CIVILISATIONS - BAC

The Ancient Civilisations BAC will introduce students to the history, literature and culture of a wide range of ancient civilisations. Although focused primarily on Greece and Rome, the course will explore the achievements of other peoples and periods, and will focus in detail on the ways in which different cultures organised their societies and perceived themselves and others. The course enables students to explore a range of ancient civilizations through their architecture, archaeology, art and written records.

The course will provide an excellent introduction to A Level Classical Civilisation and will also be good preparation for other A Level subjects in which examining and weighing evidence and writing analytically, particularly about literature or history, is important. The Art and Architecture aspects will be relevant to students studying Art and Design.

The course will contain the following elements

1. Art and Architecture

The development from Prehistoric Britain to Rome and beyond looking at Stonehenge, the Pyramids, and Classical masterpieces such as the Parthenon.

2. Historical issues in Ancient Societies

The study of an historical period in which different ancient cultures came into contact and conflict, such as the Persian invasion of Greece or Rome's conquest of Britain.

3. The Celts and their World

Aspects of the culture and civilization of the Celts from c. 500 BC to c. AD 800 studied by means of archaeology, ancient literary sources and practical work.

4. The Origins of England - The Age of Arthur and the end of Roman Britain

Archaeological and literary evidence for what may have happened in early Britain.

5. Women in the Ancient World

An exploration of the social and political roles and status of women in the ancient world, through the media of visual arts, material culture and literature, including an in-depth study of the career of Cleopatra.

6. Alexander the Great

A study of this talented and ambitious individual, using ancient written and archaeological sources.

Personal Investigation

An examination of the evidence we have about an ancient society (or pre-literature society in more recent times) of the student's choice. This will consist of guided research and the assembly of evidence over several weeks, with interim presentations on the chosen civilization in the student's own words OR using art to illustrate and/ or make facsimiles of artefacts; after five weeks, with teacher input, a question arising from the research will be chosen, assessed during lesson times with a controlled assessment.

Assessment

Assessment of each module will incorporate a range of assessment methods. These will include an oral element (for example, a short presentation by the student), extended essays (one per module where this is the method chosen), end of term examination (for the History module), and continuous assessment and a controlled assessment exercise. All assessment will be verified by an experienced external moderator appointed by the school.

ART - BAC

Pupils are offered the opportunity to explore and gain experience in expression, communication, environmental, global issues, manipulation and historical art. The artistic process is explored to enable pupils to produce individual creative work from working practices that involve both traditional and digital skills, as well as conceptual approaches. The course includes the following elements: drawing and painting, sculpture and ceramics, printmaking and photography, illustration and graphic techniques. In the second year pupils are given the opportunity to devise their own projects and form their own individual agendas based around a set of themes as a starting point.

Five (termly) projects are produced over the two-year course in a range of media. Artist references and contextual work support the pupils' work in the form of a "visual diary". The portfolio is moderated by an experienced OCR examiner and former winner of the B.P. Portrait award.

There is a bi-termly rolling programme of exhibiting artists who provide talks and workshops to give students an opportunity to experience a range of creative disciplines across the age ranges. Trips are organised to galleries and exhibitions to give students first-hand experience of artists' work.

This course is vital preparation for anyone thinking of studying A level Art and/or going on to study at Art Colleges/ Arts University.

DANCE - BAC

The Bedales Assessed Course in Dance will involve developing skills in performance, choreography, appreciation and analysis via the study of Dance works, choreographic projects and performing opportunities. The course focuses on Dance in Britain in the last century and is contemporary in style; however, it must explore other genres and cultural elements.

Relationship to advanced courses

The course will prepare students for, and link effectively with, the A Level course as well as providing excellent study skills and a valuable broader knowledge that will benefit students wishing to study Theatre Studies, Design, Music and Art.

Syllabus at a glance

Term 1	Development of skills Performance Choreography Appreciation Theory of Dance	Term 4	Assessment Unit 3 Specialist study area.
Term 2	Assessment Unit 1 Performance	Term 5	Assessment Unit 4 Final choreographic task Assessment Unit 5 Final portfolio submitted
Term 3	Assessment Unit 2 Professional Dance work study.		

Aims

The aim of the course is to develop:

- understanding and appreciation of a range of Dance styles;
- aesthetic and artistic sensibility to Dance works;
- the knowledge, skills and understanding needed to perform, choreograph and appreciate Dance, including an awareness of its artistic contexts;
- life skills and attributes including decision making, critical and creative thinking, and the ability to co-operate with others.

Suitability for candidates of different abilities

The main requirements are a genuine interest in Dance. Commitment to develop Dance skills and an enthusiasm for knowledge and understanding of the subject are needed.

DESIGN (Product Design or Fashion) - BAC

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The Bedales Assessed Course in Design comprises a mixture of practical exercises, theoretical knowledge and a range of core skills which are essential to the designing process. The syllabus is broad, emphasising the role of innovation and creativity, an awareness of the subject's historical background and a detailed understanding of the requirements of professional design and manufacture.

Bedales Design is a holistic course that embraces a variety of designing activity with a stronger emphasis on making than most other equivalent courses. In Block 4 students can choose work predominantly of a **Fashion** or **Product Design** nature whilst learning core making skills. The extended tasks are also designed to allow the students to work either exclusively within their chosen specialism or work in a multi-disciplinary manner across the department. The design theory and history elements will be taught concurrently across the subject specialisms. There is scope for students to work in such diverse areas as architecture, electronics, interior design, jewellery design, furniture design, graphic design or fashion design in their Extended Project.

Aims

Students taking this course should:

- experience the joy and satisfaction of making;
- demonstrate their design capability which requires them to combine skills with knowledge and understanding in the manufacture of products of quality;
- develop positive and creative attitudes to designing, making and organisation;
- understand the designing and making process;
- have an awareness of the iconic designers and periods within the last century;
- recognise the wider implications of design and manufacture in society.

Method of Assessment

- Portfolio Tasks – At the start of Block 4 students will complete two smaller learning modules in the autumn and spring terms of Block 4. The former is examined accounting for 7.5% of the overall mark and the latter is not. The former module is focussed on developing making skills, the latter on core designing skills.
- Exam – At the end of Block 4 students will sit a 1.5 hour exam which will test their theoretical knowledge of material application, design history and issues relating to human responsibility. This is a formerly examined element accounting for 7.5% of the overall mark.
- Extended Task – Started at the end of Block 4 and continues for the entirety of Block 5; students will be asked to respond to an open brief by investigating, designing and making a new product. This is an extended task that will take three terms to complete and it will attract the remaining 85% of the marks.

Relationship to advanced courses

The course will prepare students to continue with A Level Design as well as including skills and subject matter pertinent to Art specifically and presentation and planning skills applicable more broadly.

Digital Game Design –BAC

The global video game industry is predicted to be worth \$180 billion by the end of 2021 and there are currently over 2,000 active games companies in operating in the UK. A key rationale of this qualification is to recognise the interdisciplinary and complex nature of Digital Game Design, and that the traditional approach of teaching these skills separately forces specialisation unnecessarily and too early.

The BAC in Digital Game Design allows students to choose learning pathways which suit their interests and strengths, whilst ensuring that they have firm foundations in each skill. The Block 5 project rewards interest, creativity and technical skills but has a strong elective element.

The three main strands are: coding, digital design, and entrepreneurship.

Unit 1 History and Theory of Games and Gaming

- What is a game? What is pleasure or fun and how do we talk about it?
- The history of games from antiquity to VR
- Investigation of the impact of a game or the development of a game/series

Unit 2 Thinking Like a Coder

- Computational Thinking
- Logic
- Binary

Unit 3 Coding

- Strands taught depending on individual skill level: Scratch, Visual Basic, C++, Python etc. (Use of MOOCs to provide stretch and challenge)

Unit 4 Gaming as a Story

- Narrative Construction and Characterisation

Unit 5 Digital Design, Photography and Video

- Photoshop
- Animation
- Drawing Avatars
- Video Editing

Unit 6 Business of Game Design & Marketing

- Industry visit and CES/BETT Show
- Case Studies: Nintendo, Sony, Microsoft, Sega, Nokia, Micropose and Capcom (covers manufacturers, developers, consoles, immersive and casual gaming)
- The Finance of Gaming
- App stores
- Franchising
- R&D

Unit 7 Independent Project (Strands for: Coding, Narrative, Design, Business, Apps)

A choice of an individual or collaborative project that could:

- Write a code to...
- Create an imaginary world and engaging game play
- Make the digital art work for a new game, sequel or mod
- Write a case study of an existing games house or write a business proposal for a new game
- Design or write the code for an app

Each project will require a commentary and reflection on the learning and development process, reflecting the industry's annotation of code.

ENGLISH LITERATURE - BAC

The Bedales Assessed Course in English Literature will involve the detailed study of eight literary texts. These will be a mixture of modern texts and canonical 'classics' written before 1900.

Syllabus at a glance

Term 1	Post 1900 novel	Post 1900 play
Terms 2 & 3	Pre or post 1900 novel	Post 1900 poetry text
	Pre or post 1900 play	
Terms 4 & 5	Pre 1900 novel	Pre 1900 poetry text
	Shakespeare play	

Range of texts to be studied:

- Three novels – at least one written before 1900 and at least one written since
- Three plays – at least one written before 1900 (one by Shakespeare) and at least one written since
- Two poetry texts – one written before 1900 and one written since. A 'poetry text' is taken here to mean a body of work by a single poet, by a recognised group of poets (e.g. the Romantics) or by poets with similarity of theme or method (e.g. Herbert and Hopkins).

An essay of about 800 words is to be written on each text. The final folder submitted for assessment should contain **four** essays. All three genres of prose, poetry and drama must be represented with at least one essay on texts written before 1900 and at least one essay on texts written after 1900.

Scheme of assessment

The course is assessed by means of a folder of four essays (one of which can be replaced by an extended spoken critical analysis) and a final examination. The examination will be on previously unseen material and will account for 20% of the overall mark.

GEOGRAPHY - BAC

Geography is the subject that underpins our understanding of the world, its peoples, places, landscapes and environments.

If we fail to understand and manage the world and its resources in a sustainable way, then the human race itself will ultimately falter. We are in a new age - the Anthropocene - the first age when the world as a whole is dominated by one species, humankind.

Geography is unlike any other subject in that it bridges the sciences and humanities. Students might one day find themselves managing large datasets and applying statistical techniques to explore the difference between correlation and causation whilst on another occasion be perfecting the nuances of their arguments to persuade the reader of whose responsibility it is to tackle global inequality.

The BAC provides students with an unparalleled grounding for studying sciences and humanities at A Level. The Geography course has the potential to create some of the most highly skilled and inquisitive geographers in the country. Unconstrained by exam boards, students study a diverse mix of topics with an equally diverse framework of assessment. Students study a different topic each half term with each topic having an associated key concept and focus for assessment. Unlike other BAC courses, Geography is assessed evenly throughout the two years with each assessment being worth around 10% of the students overall grade.

Exploring the real world is fundamental to Geography and Fieldwork is a key component of the Geography BAC with students carrying out investigations on the River Itchen and in Portsmouth. During the Summer break, Block 4 students have the opportunity to participate in an “awe and wonder” residential trip to Iceland. Geographers snorkel in a plate boundary, climb a glacier and experience the healing powers of the Blue lagoon.

The Geography BAC is the only BAC to have elements of the course endorsed by leading academics and organisations. Many of the schemes of work were co-created through collaboration and feedback from people at organisations such as the Environment Agency, University of Oxford and London School of Hygiene and Tropical Medicine.

Ultimately, the Geography BAC provides a superb grounding for studying Geography or any science or humanity at A Level by developing the integral skills and knowledge necessary to succeed. In addition, the course develops students’ broader knowledge and understanding of the world around them and emphasises the importance of our role in tackling many of the world’s most pressing challenges.

Year	Term	Concept	Topic	Enquiry Question	Key Text	Satellite Activity	Assessment
Block 4 (Year 10)	Autumn 1	Risk	Climate Change	Why does climate change affect some people more than others?	Mark Lynas <i>Six Degrees</i>	Film Screening	Debate
	Autumn 2		Disease	Was Ebola a man made disaster?	Michiel Holman <i>The Politics of Fear</i>	Skype Lecture	
	Spring 1	Inequality	Poverty	Why do poor people still exist?	Danny Dorling <i>Peak Inequality</i>	Food Bank Volunteering	Extended Essay
	Spring 2		Place	Is Portsmouth a gendered city?	Laura Bates <i>Everyday Sexism</i>	Portsmouth Fieldwork	
	Summer	Interdependence	Tourism	Are there too many tourists in Iceland?	Aida Sigmundsdottir <i>The Little Book of Tourists in Iceland</i>	Iceland Field Trip	Decision Making Exercise (Timed Exam)
Block 5 (Year 11)	Autumn 1	Flows	Rivers	Have humans affected the River Itchen?	Environment Agency <i>Technical Restoration Report</i>	River Itchen Fieldwork	Fieldwork Write-Up
	Autumn 2		Migration	Should refugees be allowed into Europe?	Paul Collier <i>Exodus: How migration is changing our world</i>	Film Screening	
	Spring 1	Sustainability	Oceans	Can oceans be managed sustainably?	David de Rothschild <i>Plastic: across the pacific on plastic</i>	Guest Lecture	Persuasive Media
	Spring 2	-	Synopticity	-	-	-	Synoptic Essay (Timed Exam)
Block 4 / 5	Throughout the 2 years, students will be expected to compile a learning blog as a opportunity for further reflection on ideas discussed in class within a broader context.						Learning Blog

GLOBAL AWARENESS - BAC

Bedales uses the Harvard Education School / Asia Society definition of Global Awareness: Using 21st Century skills (critical thinking, creative thinking, collaboration and communication) to understand and address global issues.

Designed in collaboration with other academic departments, the Global Awareness BAC addresses issues that have traditionally been absent from the secondary curriculum. The emphasis is on Human Rights and Social Innovation and Entrepreneurship, making this both an excellent introduction to the global mindset so greatly sought by universities and employers and a useful foundation for A level subjects such as Politics, Economics and Business Studies.

In Block 4, students are introduced to global competencies, using sources, statistics and stories to understand objectivity. The role of the media, bias and perspective is examined in the context of Human Rights. Students are introduced to international human rights law and assess how this is applied across the globe. There is a particular focus on First Peoples, Human Rights, the Arms Trade and Peace and Conflict.

Students are then introduced to the concept of Social Innovation and Entrepreneurship through case studies and the Design Thinking model as exemplified by Stanford University. This leads students into a period of groundbreaking project work where both collaboratively and individually they are guided into creating either a solution or an awareness campaign on a global issue. These projects are based on the EPQ method, giving students transferable global skills applicable to all academic subjects and beyond. There is the opportunity to take these projects beyond the theoretical as highlighted by current Block 5 students.

Assessment is based on four criteria:

1. Research, understand and present global issues from different perspectives: personal, local/national, global, and cross-cultural.
2. Formulate clear and consistent arguments, supported by a wide variety of evidence. Analyse and evaluate issues and sources.
3. Communicate accurately, persuasively and creatively to a variety of audiences, including active participation in discussion & debate.
4. Collaborate with others to plan and carry out a project leading to a clear outcome. Evaluate the project, personal contributions to the project and learning from the project.

45% of the BAC is achieved through exam assessment. 55% of the BAC is achieved through coursework.

HISTORY - BAC

The History Department is proud to offer what it regards as an exciting, intellectually coherent and stretching course that offers a rigorous and rewarding preparation for A levels in a wide range of subjects.

The aims of the syllabus, listed below, are the same for all candidates. They are:

- to enable learners to acquire a breadth of historical knowledge across a range of periods and regions and to encourage consideration of links and comparisons between them;
- to promote depth of understanding of historical concepts such as change and continuity, causation and motivation, as well as period-specific concepts such as nationalism and revolution;
- to develop understanding of historical sources and the methods used by historians;
- to encourage learners to be critical, reflective and independent, able to interpret and evaluate historical source material and offer substantiated explanations to historical questions.

What will you study at BAC History?

- B4 Autumn Term: the Renaissance in Italy (art and violence in equal measure)
- B4 Easter Term: the Civil Rights in the USA, c. 1945-1979 (campaigns for African-American, Women's and Minority Civil Rights in the USA).
- B4 Summer Term: (Un)Civil Society (Britain and Ireland in the 1960s and 1970s; amongst many things, the emergence of campaigns for civil rights in Britain and Ireland)
- B5 Autumn and Spring Terms: 'Special Subject' From Unification to Reunification: Berlin 1871-1989. This includes a proposed trip to Berlin in February 2019.

How will I be assessed?

- Weekly reading and writing preps to build familiarity with the content, and to develop skills in source analysis, historical writing and research.
- B4 units of the course assessed by a mixture of short answers, longer essay writing, source criticism, project work and presentations: B4 will count for 40% of the total grade at BAC.
- B5 Special Subject: one long essay (2500 words) on an aspect of the history of Berlin 1871-1989 (chosen by you), and a 'response paper' on a set of historical sources relating to how Berlin changed over the course of the period 1871-1989. Worth 60% of your total grade.
- Graded 9-1
- Marked 'in the round', taking into account the progress you will have made over the course of the five terms of the BAC course.
- Marks and grades awarded for genuine understanding and analysis – not telling the story, and not jumping through hoops.

The Department is very well resourced, with a wide range of books, electronic resources and teaching materials that allow students to develop their own historical interests and skills as they progress along the course.

Students are also encouraged to attend the Department's Lunchtime Lecture series (2015-2016 was English Radicals), and to come to the regular meetings of the Green Ribbon (History) Society.

LATIN - GCSE

Examining Board: OCR

The Latin GCSE course offers candidates the opportunity to study elements of the language, literature and culture of the Romans which have profoundly influenced so much of the modern world. Over the two years of the course students consolidate their knowledge of Latin, develop their ability to understand and appreciate literature in the original language, and learn to analyse, evaluate and respond to evidence about Roman civilisation.

Students read a selection of original prose and verse literature in Latin, respond to it critically, and investigate the historical and cultural context in which it was written. The study of these texts reinforces knowledge of the language generally, and the skills developed in approaching the literature critically are also transferable to English, History and other literature. The important skill of noticing details and seeing how patterns emerge when reading Latin are of course applicable to all subjects.

In Block 4 the focus of the course is on the language and the development of grammar and vocabulary to GCSE level. During this year students start work on the prose set text. Language work continues in Block 5 but more time is spent on literature. In particular the verse set text. Latin GCSE is essential for anyone wishing to study Latin at A Level. Latin GCSE does not involve coursework and the examination is split exactly 50% for the language and 50% for the literature. Candidates are required to answer a variety of comprehension questions, including some on the derivation of English words, translate short passages, and answer a range of questions which test their knowledge and appreciation of the set texts.

MUSIC - BAC

We have decided to expand the scope of the BAC in Classical Music and re-name it simply BAC music. This means that there will be a broader range of music studied to appeal to a wider range of students. However, the same rigour and high expectations will still be at the core of the course to ensure that the BAC Music is distinct from other GCSE or IGCSE courses.

Will it suit me?

- An open mind and a willingness to study music and its relationship with historical events from the early ages through the Renaissance, the Baroque, Classical, Romantic and Modern Eras is essential. In addition, topics on Jazz and Popular Music will also be included.
- A desire to develop musical skills such as composition and understanding basic harmony
- Musical literacy (the ability to read music and understand musical terms) was at the core of the old BAC and it will be at the core of the new BAC music.
- Grade 4 level (or equivalent) on an instrument or voice.
- Grade 4 theory is the minimum standard required when the course begins in September.
- If students in Block 3 are not at the right level of theory or on their instrument at the time of choosing (in the spring term of Block 3) then they should take lessons to raise their standard. The Director of Music will decide if sufficient progress has been made and if the student will be able to access the course. Extra theory tuition may be needed outside of class time in Block 3.

There are three main strands to the BAC: Performance, Music in Context, Musical Skills.

Performance - This culminates in a short recital of between 8 and 10 minutes on one or more instruments or voice.

Music in context – Five topics which introduce music throughout the ages.

- **Topic 1: Music from Early Chant to the Renaissance.** Learn how music developed from the days of religious chanting to the glories of The Renaissance.
- **Topic 2: Music from the birth of opera in the Early Baroque to the Classical Era.** Discover how Monteverdi broke rules and established opera as one of the most powerful forms of art. Also, this was the era when instrumental music developed to previously unheard technical heights and we look at some of these developments and how they effected new music
- **Topic 3: Jazz from 1900 – 1960.** Was jazz the most important musical development of the 20th Century? We look at its roots in New Orleans through Chicago Jazz, Swing, Bebop and Cool to when the most famous jazz album of all time was written, Miles Davis' A Kind of Blue.
- **Topic 4: Music from the Romantic Era to the 20th Century.** Beethoven was another rule breaker and his music ushered in an era when personal expression became of prime importance. We look at music by a selection of Romantic composers through to works in the early 20th Century that got rid of the rules altogether!
- **Topic 5: Music as an agent of change from 1950 – 2000.** Teenagers were invented in the 1950's and Elvis Presley changed the world. Pop music from the 1960's might be the greatest music that will live on from the 20th Century and it accompanied many changes in society. This was followed by great political upheaval in the 1970's and the commercialisation of pop in the 80's and 90's. Discover the really important songs and albums that will live forever!

Musical Skills

Half the marks of this topic are for a free composition which is composed and written out on Sibelius and submitted as coursework. The other tasks require students to write cadences and do some melodic dictation.

OUTDOOR WORK - BAC

The BAC in Outdoor Work is entirely different from other courses offered at Bedales. The success of the student is largely dependent upon the degree of effort and enthusiasm with which they approach the course, their reaction to the challenges which arise, and the execution of a practical project. It is a course which values and evaluates personal qualities, as well as academic abilities. The overall aim of the course is a practical education in 'head, hand and heart.'

During Block 4 each student is given the opportunity to experience new and meaningful skills, as well as to become more aware of their environment in general. Not only are they learning practical skills, they are able to spend time outside their usual classroom environment, and 'give something back', improving an element of the school estate. Working in the outdoors encourages discipline and boosts self-esteem, as well as making the students' learning more exciting and engaging. The first two terms consist of a Foundation Course which is worth 10% of the overall BAC. During this time all students practise a variety of skills and carry out tasks in the six areas outlined:

Animal Husbandry: working with the pigs, sheep, calves, chickens and bees.

Cooking: cooking from scratch, everything from bread baking to butchery, cakes to pickles.

Building: construction and restoration of buildings and pig arks, safe tool use, etc.

Gardening: foraging, seed propagation, crop rotation and fruit and vegetable growing.

Country crafts: willow, wool and hazel work, blacksmithing.

Conservation: creating habitats, hedge laying, planting, coppicing.

Towards the end of Block 4 and throughout Block 5 students will apply themselves to a particular project and work in groups (2-4 students) for the remainder of their BAC. Students can choose projects that allow them to develop the skills learnt during the first two terms of Block 4.

Assessment:

All students maintain a journal which records the journey that their project takes. The journal consists of an introduction to the project; plans, drawings and photographs; comments from staff and peers; details of visits to relevant sites (museums, farms, etc.); expeditions (working horse shows, agricultural fairs, etc.); personal assessments of the progress and the outcome/conclusion. The finished project may be presented to the course moderator as a detailed journal or a photographic record of events, with a verbal discussion of the student's thoughts and objectives. How work is presented is very much up to students, allowing them to work to their strengths. In all cases the emphasis will be on the observation of the pupils at work; looking at their commitment, enthusiasm, attainment in practical skills, social interaction, co-operation, initiative and creativity.

Students have the option of producing a portfolio of work which might cover a number of different skill sets. For example, one student may elect to care for the fruit cage and make jams etc. from the fruit. They may also do the record keeping and be responsible for the pigs over a stated period as well as take part in a small aspect of a building project. This portfolio approach allows students to develop a number of different areas of interest. There is also the option to work on a major group project (the main criteria of which is that it must be of benefit to the community and estate).

Examples of group projects last year included the landscaping of the pond area and the construction of a farm shop.

ODW Mark Scheme

Project Journal- Introduction, Planning, Presentation (written, visual, verbal), Conclusion	Knowledge, Applied Skills & Achievement	Participation & Engagement	Initiative & Independence
10marks	40marks	20marks	20marks

PHILOSOPHY, RELIGION & ETHICS (PRE) - BAC

The Bedales Assessed Course in PRE is designed as a wide-ranging introduction to the key questions of philosophy, the major religious and intellectual traditions of the world in their historical contexts, and the ethical issues of the day.

Students have two teachers, and study a distinct theme with each teacher, one of which feeds directly into the assessment.

Term 1:

Theme 1: The idea of God – a study of the development of theology in the Judeo-Christian tradition, and key philosophical ideas relating to the attributes of God.

Theme 2: Human value and human action – a study of key views on the meaning of life and key ethical theories.

Assessment: What makes lying wrong?

Coursework essay Term 2: Islam and Eastern Traditions:

Theme 1: The development and key features of religion, philosophy, society and ethics in their Islamic historical contexts

Theme 2: The development and key features of religion, philosophy, society and ethics in their Hindu/Buddhist/Taoist contexts

Assessment: Ideas of God: explanation and evaluation of one idea of God studied, comparing it with at least one other idea of God. Coursework essay

Term 3:

Art of Religion and Philosophy:

Theme 1: Philosophical questions concerning the nature and importance of beauty ('aesthetics'). Theme 2: Jesus in Art – a study of how events in the life of Christ are depicted in artworks

Assessment: Jesus in Art – essay under controlled conditions
Unseen element – comprehension and analysis of unseen material

Term 4:

Philosophy:

Theme 1: Key ideas in philosophy – a study of themes from metaphysics and philosophy of mind, including scepticism and the external world, whether machines could think and whether a human being persists through time

Theme 2: Timeline of philosophy – a study of the ideas and themes that emerge in philosophy over time

Assessment: The Creative Response: Students choose any element of the term's work, and produce a short essay and a creative response about it, which could be a work of fiction, art, music, theatre, film or poetry

Term 5:

Independent Learning Project: politics, theology and society: through close engagement with classic utopian and dystopian literature, students will consider what the philosophical, religious and ethical questions arising from attempts to envision an ideal society. How should society be run? What role should religion play in an ideal state? How should the balance between the rights and responsibilities of citizens be achieved? In a summative task, students develop their own blueprint for a utopia, which they present in an imaginative format.

Assessment: The Utopia project is assessed both through written work and oral presentation

This course is designed to nurture and stimulate enquiry about the fundamental questions of human life, as well as providing historical and philosophical orientation in this area. Through discussion, debate and the study of texts, the course develops skills of analysis, self-expression and critical discernment. It gives a grounding in the history of ideas, and an introduction to philosophy, theology, religious studies, and ethics. In this way it helps students to examine their own beliefs, whether religious or non-religious, and to become aware of the influence philosophy and religion have had on shaping society and culture. There is a strong emphasis on developing initiative and independence in learning. It links well with other arts subjects, as well as with the sciences, and is an excellent grounding for the A Level in Philosophy of Religion, Ethics and Buddhism.

SPORTS SCIENCE

From September 2018 Bedales is pleased to introduce a new BAC in Sports Science. Sport is an important part of Bedalian life, and the BAC in Sport Science is not only about physical endeavour but also intellectual achievement and rigour.

Students will learn the structures and functions of body systems and apply this knowledge to sport, develop knowledge of movement analysis (levers, planes of movement), understand short and long-term effects of exercise and will learn to define aerobic and anaerobic exercise. They will be motivated to set goals, learn about stress management techniques and mental preparation. Students will also gain understanding about diet and nutrition and the benefits of sport to health, fitness and wellbeing. Practical performance in 2 activity areas and an in-depth analysis of one these areas will constitute 40% of the overall marks.

The BAC in Sport Science aligns with the Bedalian ethos of doing and making, instilling independent thought and promoting initiative, creativity & appreciation of the beautiful.

Find out more about the structure of the course below.

Course content

Applied Anatomy and Physiology	20%	Physical training, health wellbeing and fitness	20%
Skill Acquisition & Sport Psychology	20%	Practical Activity Assessment x 2	30%
		Analysis and Evaluation of Performance	10%

Assessment method

Applied Anatomy and Physiology (A&P)	Exam
Physical training, health, wellbeing and fitness	Reflective journal
Skill Acquisition and Sport Psychology	Exam
Practical Activity Assessment x2	Live performance, video
Analysis and Evaluation of Performance	Synoptic interview

THEATRE - BAC

The Bedales Assessed Course in Theatre offers two dynamic years of theatre, taught to GCSE equivalent mark boundaries but with a wider and more exciting range of opportunities. It enables students of all abilities to explore a wide variety of theatrical styles, providing many opportunities for individual development and group awareness.

A broad introductory course in the first term leads to five wide-ranging and contrasting modules:

Unit 1 Naturalism;

Unit 2 Greek Theatre;

Unit 3 Site- specific Shakespeare;

Unit 4 Devised Theatre;

Unit 5 Scripted Theatre.

Units 4 and 5 have public performance outcomes in the Drama Studio and are viewed by a visiting examiner to ensure standards are precisely maintained. In addition to practical work, students produce a collection of creative logs and evaluations of their own work and the work of others as they progress through the course. "Some exceptional work was seen during these performances ...The fact that the high standard of work produced was predominantly from students working independently, is testament to an excellent work ethic instilled by the leadership of this thriving

Block 4, 33% of BAC

Naturalism	Greek Theatre	Shakespeare, Voice & Site-Specific
Preparation: 4%	Preparation: 4%	Preparation: 4%
Performance: 4%	Performance: 4%	Performance: 4%
Creative Log 3%	Creative Log 3%	Creative Log 3%

Block 5, 67% of BAC (to include 7% gained from a report of live theatre and its influences)

Scripted Theatre	Devised Theatre	Presentation of Learning
Practitioner or movement focus	Working to a stimulus	Covering all aspects of course and learning that has taken place
Preparation: 10%	Preparation: 10%	6 minutes
Performance: 10%	Performance: 10%	6 images
Process and Evaluation Report 5%	Process and Evaluation Report 5%	10%

A note from the Learning Support department

Learning support is available to students with an identified need for it. A need for learning support lessons can be identified by a previous referral, or by students, teachers and parents, often via the regular review process. A student who requires learning support lessons may also need access arrangements in exams, such as extra time. Some students do not require regular individual learning support lessons, but do need exam access arrangements.

The need for exam access arrangements in IGCSE, GCSE and GCE exams is determined according to JCQ criteria. These criteria relate to evidence from a Specialist Assessment (eg by an educational psychologist) which is normally arranged at school by the Head of Learning Support in accordance with the procedure laid down by the JCQ. It is important to note that privately commissioned reports are not valid for this purpose, unless the school has been consulted well in advance of the assessment and the correct procedure has been followed.

BACs are not covered by the JCQ and the majority of assessment is via coursework. However, where there are exams the need for access arrangements is determined in accordance with the same JCQ criteria.

NON-EXAMINED CORE PROVISION

SPORT

What is the sporting ethos at Bedales?

In line with the ethos of the school, sport at Bedales provides a different experience to what you might expect from a traditional school environment. The students benefit from our freedom to create our own varied and engaging curriculum, as well as enabling us to cater for individual interests.

Aims

We want students to:

- Develop the competence and confidence to enjoy and succeed in a wide range of sports and physical activity both in and out of school.
- Foster a lifelong passion for sport and to be aware of the benefits of an active and healthy lifestyle.
- Learn how to be effective in competitive, creative and challenging situations as an individual and as a team.
- Develop personal, social and emotional skills including concepts of fairness, responsibility and commitment.

We compete in national and regional competitions and take great care to produce a fixture list that supports our aims and provides the best learning experience for our students. We do not promote a 'win at all costs' mentality, more a desire to create a positive, engaging and most importantly, an enjoyable sporting environment.

Students are encouraged to gain representative honours and elite athletes enjoy extensive support from the Department.

What does the sport curriculum look like at Bedales?

The major sports at the school are hockey, tennis, netball and football. Each of these sports has a 'Head of Sport' who is responsible for creating a pathway for talent development and participation across the three schools. The major sports are complimented with a strong focus on cricket, swimming, athletics and rounders in the summer term. In order to achieve a 'sports for all' ethos, students will also have access to a huge variety of sports that range from fencing to Zumba. Students are able to make full use of excellent sporting facilities at the school, these include a full size astro-turf, swimming pool, floodlit tennis/netball courts, large sports hall and extensive playing fields that include a picturesque cricket pitch.

Students are timetabled for three double periods of Sport during Blocks 4&5. There is also the opportunity for students to bolster their timetable with lunchtime and after school activities and training sessions. The opportunity for additional sport remains with the students throughout their time at Bedales

WELL-BEING TIME

Well-Being at Bedales, which is delivered throughout Blocks 4 & 5, incorporates careers advice, citizenship, issues relating to personal and economic well-being (including drugs, alcohol and smoking-related topics), sex education, mental health and Global Awareness.

CAREERS

Students are encouraged to start thinking about possible career interests in Block 4 through the Well-being programme. KUDOS – a computerised careers questionnaire which relates interests, preferences and subjects to types of career – is available to all students and serves as a helpful focus for their careers research. During the Block 5 year, students have the opportunity to attend ‘taster’ lessons in AS Level subjects and to discuss the implications of subject choices with tutors and Careers Department staff. All pupils in Block 5 are offered the chance to sit the COA Cambridge Profiling and Preview careers sessions; additionally they receive an individual interview in order to go through their personal report with trained advisors from COA; this further helps to inform their AS choices. During the first half of the Autumn term these students also attend informal tea time sessions with the Sixth Form where they have the opportunity to discuss life in the Sixth Form at Bedales. The department takes students from Block 5 upwards to the Portsmouth Grammar School Careers Fair in February and there is a careers afternoon organised in school for Block 5 and the Sixth Form during the Spring term. Students are encouraged to organise work experience wherever possible in areas which interest them throughout their time at Bedales but particularly post GCSE and AS Level.

If you have any further queries please contact your son or daughter’s tutor in the first instance, and if you then require further guidance, the Deputy Head, Academic, Rick Cross on 01730 711604 or by email: rcross@bedales.org.uk