

## The Curriculum in Block 4 & 5 2021- 2023

An introduction to studies  
starting September 2021

# BLOCK 4 AND 5 CURRICULUM

## SEPTEMBER 2021 - July 2023

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## INTRODUCTION

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

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

The scheme is best understood from the diagram below:

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

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

How to build an individual student's programme:

1. All students take the five core GCSE/IGCSE subjects and the two core, non-examined courses (Sport and 'Wellbeing & PSHE'). 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 recognize 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.

## Timetabling:

The options subjects are timetabled in columns (see below for the provisional column structure). Subjects in each column are all timetabled simultaneously and therefore students will be asked to select just one subject from each column. To create a standard timetable, students choose their core language and then four subjects from columns A-E (leaving one column blank). If a subject combination is not possible (i.e. it would necessitate two subjects from the same column), students can indicate this and we will try our best to make it possible.

<b>Core Language</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
French*	Art	Design	Art	Global Awareness	English Literature
Russian*	Design	Digital Game Design	Dance	History	French*
Spanish*	Outdoor Work	Global Awareness	English Literature	Music	Geography
	Sport Science	Latin*	Geography	Outdoor Work	History
	Theatre Studies	Triple Science*	PRE (Philosophy, Religion & Ethics)	Theatre Studies	PRE (Philosophy, Religion & Ethics)
			Sport Science		Spanish*
			Triple Science*		

- (I)GCSE subjects

## 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 - GCSE

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 - IGCSE

Examining Board: Edexcel (4MA1)

The Edexcel International General Certificate of Secondary Education (IGCSE) is started in Block 3 and continued in Blocks 4 and 5. There is no coursework and the final examination consists of two calculator papers, each lasting two hours.

Block 4 marks the beginning of students' exposure to more advanced Higher Tier topics (for example, advanced trigonometry and quadratic equations). Generally, one set in each year group is smaller in size and focussed on entry for the Foundation Tier IGCSE (grades 5-1). The middle sets are often rather close in pace and ability and all students in these sets are entered for the higher tier examinations (grades 9-4). The top set will follow an accelerated course and cover topics from the OCR Additional Mathematics syllabus as well as the IGCSE Mathematics syllabus. Students in the top set have the possibility of taking the OCR Additional Mathematics qualification at the end of Block 5.

The most able students will take part in the UKMT Mathematical challenges, with many of them qualifying for the next rounds (the Intermediate Kangaroo and the Intermediate Mathematical Olympiad). They will be exposed to extension material on a regular basis.

### SCIENCE (Double or Triple) - IGCSE

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 may opt to do 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. This 'Triple Science' option is not essential for science A Levels, but provides greater breadth and depth in each science. It is examined with extra one-hour papers in each science, on top of the Double Award exams.

## **MODERN LANGUAGES - GCSEs**

Examining Board: AQA GCSE for French and 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 are expected to have previous experience in this language if they choose it). 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, German and Japanese can be arranged on a private basis, but cannot replace the core languages above. These are also dependent on the availability of our visiting specialists.

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

### ART - BAC

Pupils are offered the opportunity to explore and gain experience in Aesthetics, Impression, 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 using both traditional skills, digital, and 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.

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 judged from a selection of the three strongest projects by an experienced OCR examiner and former winner of the B.P. Portrait award.

### 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 Contemporary Dance in the 21<sup>st</sup> Century however, also intertwines 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	<b>Assessment Unit 1</b> Dancer in Action	Term 4	<b>Assessment Unit 5</b> Solo/duo Performance
Term 2	<b>Assessment Unit 2</b> Group Performance	Term 5	<b>Assessment Unit 6</b> Group choreography
Term 3	<b>Assessment Unit 3</b> Professional Dance Work Study <b>Assessment Unit 4</b> Final portfolio submitted		

#### Aims

The aim of the course is to develop:

- a) understanding and appreciation of a range of Dance;
- b) aesthetic and artistic sensibility to Dance works;
- c) the knowledge, skills and understanding needed to perform, choreograph and appreciate Dance, including an awareness of its artistic contexts;
- d) 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 and passion 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**

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. 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, furniture, graphic 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 – Students will complete two smaller learning modules in the autumn and spring terms of Block 4 which together will attract a 15% of the overall mark. One module is focussed on developing making skills, the other on Design history of the 20<sup>th</sup> century and design related ethics.
- Extended Task – 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 prepares 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 seven 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 (two of which can be replaced by an extended spoken critical analysis and a piece of re-creative writing) and a final examination. The examination will be on previously unseen material and will account for 40% 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. Fieldwork is an integral element of geographical investigation and students carry out investigations in both Block 4 and 5. 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.

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	Autumn 1	Risk	Climate Breakdown	<b>Controlling population growth will solve climate change?</b>	Mike Berners-Lee <i>There is no Planet B</i>	Film Screening	Debate
	Autumn 2		Disease	<b>The 2014 Ebola outbreaks were a result of mismanagement?</b>	Michiel Hofman <i>The Politics of Fear</i>	Skype Lecture	
	Spring 1	Inequality	Poverty	<b>Why do poor people still exist?</b>	Danny Dorling <i>Peak Inequality</i>	Food Bank Volunteering	Extended Essay
	Spring 2		Place	<b>Is Portsmouth a gendered city?</b>	Laura Bates <i>Everyday Sexism</i>	Portsmouth Fieldwork	
	Summer	Interdependence	Tourism	<b>Are there too many tourists in Iceland?</b>	Alda Sigmundsdottir <i>The Little Book of Tourists in Iceland</i>	Iceland Field Trip	Decision Making Exercise (Timed Exam)
Block 5	Autumn 1	Flows	Rivers	<b>Impacts of human activity on the River Itchen?</b>	Environment Agency <i>Annual Performance Assessment</i>	River Itchen Fieldwork	Investigative Report
	Autumn 2		Migration	<b>Should refugees be allowed into Europe?</b>	Paul Collier <i>Exodus: How migration is changing our world</i>	Film Screening	
	Spring 1	Sustainability	Oceans	<b>Can oceans be managed sustainably?</b>	Esther Gonstalla <i>The Ocean Book</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 an 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 Global Perspectives, 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, Business Studies and the Pre-U in Global Perspectives and Independent Research, introduced at Bedales in September 2019.

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 beyond this level of study. There is emphasis on taking these projects beyond the theoretical as highlighted by past and present 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 projects leading to clear outcomes. 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 each October.

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 (previous years have included Kings and Queens, 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**

The BAC music course is a broad and versatile course with three main aims:

- To give students a broad introduction to music from ancient times until the late 20th Century.
- To develop students' musical skills in composition, harmony, analysis and performance.
- To offer a course which is rich in depth and broadens musical horizons.

### **Course requirements**

- An open mind and a willingness to study music from the early ages through the Renaissance, the Baroque, Classical, Romantic and Modern Eras is essential. In addition, topics on Jazz and Popular Music are 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) is at the core of 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 then decide if sufficient progress has been made and if the student will be a good candidate for the course. Extra theory tuition may be needed outside of class time in Block 3 and perhaps also in Block 4.

There are four main strands to the BAC:

- Performance
- Music in Context
- Musical Skills
- Personal project and presentation of music from the period 1945 - 2000

### **Performance**

This culminates in a short recital of between 8 and 10 minutes on one or more instruments or voice. A public performance by all BAC students in Term 5 is also a requirement and an opportunity to present work.

### **Music in context**

This includes five topics which introduce music throughout the ages. The topics give an introduction to music from different musical periods and relate them to historic events and artistic movements studied in other BAC courses such as The Renaissance, The Reformation, The French Revolution through to the world-changing events of the Twentieth Century.

- **Introduction**
- **Topic 1 - Music from Early Chant to the Renaissance**
- **Topic 2 - Music in the Baroque Period**
- **Topic 3 - Jazz 1900 – 1960**
- **Topic 4 - Music from the Classical and Romantic Era to the 20th Century**
- **Topic 5 - Music as an agent of change from 1945 – 2000**

### **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. A double lesson per week is dedicated to helping students improve their skills at whatever

level they are working at. The BAC Course Requirements section of this document gives exact details of the skills required to pass the course.

### **Post 1945 Personal Project**

Students are required to develop an area of interest in music written after World War 2 and submit an essay or folio of notes, a musical analysis of at least one piece of music and to give a 15 minute presentation to their peers and an invited audience. The suggestion is that most students will opt to explore an area of 16 pop music but they are also free to choose any genre which may include jazz, musicals or modern classical. Students are also welcome to explore non-western music. The main criteria for choosing a particular album is that it has stood the test of time and was influential or reflected a particular place and time when it was written.

The idea is that students should find an album which has endured and they should get to know the music, the musicians who recorded it and how it fits into the wider context of popular (or other) music in the late 20th Century. They should explore further and find other albums or recordings by the same artists and also of those who were influences or were influenced by them. They should also look at the year the album was recorded and consider how the music reflects or perhaps shapes the time when it was written.

Students must produce their own work and are not allowed to work in pairs or groups. However, some academic time is given to allow students to explore their interests and also discuss their projects with teachers and peers.

After some initial discussion at the beginning of the course, students must submit a proposal by the October half term in Block 4 which will then be approved or further guidance will be given to hone their choice.

**Notes or Essay** - Students may opt to write an essay describing their chosen album and the surrounding material. Alternatively, they may wish to create a folder with shorter pieces of writing highlighting their findings. Whichever medium is chosen, students should aim to discuss the provenance of the recording and demonstrate an understanding of the time, place, social situation and influence of the recording.

**Musical Analysis** – Students should undertake a short analysis of one track from their chosen album discussing the form of the music, instrumentation, harmony and chords and any other salient features. They should aim to annotate a score of the recording (if available) or create a musical map of the chosen piece.

**Presentation** – Students are required to give a 15 minute presentation of their chosen music and they may use recordings, images or videos. They may choose to create a PowerPoint presentation to help them and include audio or video clips and images. They may play recordings lasting a total of no more than 7 minutes to ensure that a decent portion of the presentation is the student actually speaking to a small audience. Students should avoid simply reading out their essays so prompt cards are suggested. The presentations take place in late January/Early February in Block 5 in the evening and students are encouraged to invite friends and families. A video recording will be made of the presentation.

## 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 20% of the overall BAC. During this time all students practice a variety of skills and carry out tasks in the six areas outlined:

**Animal Husbandry:** working with the pigs, cows, sheep, 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 (3-5 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 looking after our 'show sheep', keeping the farm shop stocked with jams and preserves and learning all about blacksmithing.

## **Block 5 ODW Mark Scheme**

<b>Project Journal- Introduction, Planning, Presentation (written, visual, verbal), Conclusion</b>	<b>Knowledge, Applied Skills &amp; Achievement</b>	<b>Participation, Engagement Initiative &amp; Independence</b>
<b>10marks</b>	<b>40marks</b>	<b>30marks</b>

### **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.

#### **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 - BAC

Sport is an important part of life at Bedales, 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 two activity areas (one team sport, one individual activity) 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 STUDIES - 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 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 Drama department...clearly some of these students are working as AS standard already...” Alastair Muir, Freelance Director, Producer and Theatre Practitioner, University of Lincoln

### 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%

## **Learning Support and Access Arrangements**

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. Learning Support lessons are weekly 1:1 lessons, which are timetabled into a private study period, so students do not usually need to be withdrawn from another subject in order to have Learning Support. There is an additional fee for Learning Support lessons.

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, any need for access arrangements in BAC assessments is determined in accordance with the same JCQ criteria.

## **English as an Additional Language**

EAL (English as an Additional Language) is available to students with an identified need for it. This is usually identified at the admission stage but can also be put in place after the student has joined the school. EAL lessons are usually 1:1 and are timetabled into private study periods, so do not impact upon curriculum lessons. There is an additional charge for EAL lessons.

## 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

## WELLBEING & PSHE

Wellbeing & PSHE education makes a significant contribution to students' Spiritual, Moral, Social and Cultural (SMSC) development, their behaviour and the School's statutory responsibility to safeguard and promote students' wellbeing.

A critical component of our Wellbeing & PSHE education is providing opportunities for students to reflect on and clarify their own values and attitudes whilst exploring the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. The Wellbeing & PSHE course is thematic and holistic in its approach whilst incorporating research from the academic disciplines of Psychology and Sociology. The curriculum is designed to instil in students' skills and dispositions such as empathy, critical thinking, resilience and meta-cognition. The ascending Block (4-5) conceptual curriculum themes, which address character development are Identity and Creed which build upon the Block 3 theme of 'empathy'.

Our Wellbeing & PSHE course also contributes to personal development by helping students to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept, and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of social and emotional intelligence alongside the ability to live co-operatively with others will help our students to form and maintain healthy relationships and better enjoy and manage their lives.

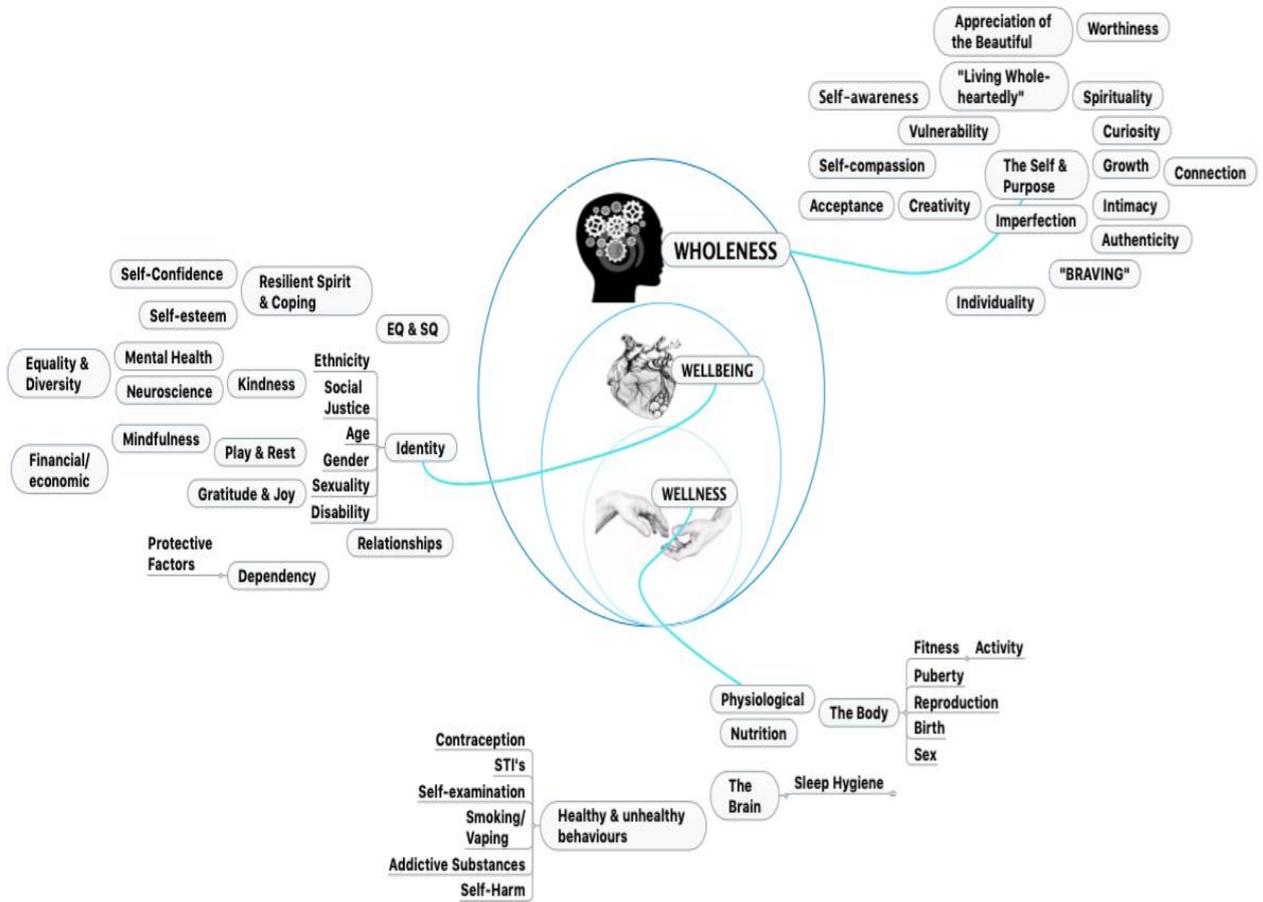
The overarching aim for the Bedales Wellbeing & PSHE curriculum is to provide students with:

- Accurate, research-led and relevant knowledge;
- Opportunities to turn that knowledge into personal understanding, reflection and development of self-identity;
- Opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities;
- The skills and strategies they need in order to consider the conceptual strands of Wellness (Hand), Wellbeing (Heart) and Wholeness (Head) in order to live healthy, safe, fulfilling, responsible and good lives as per John Badley's approach to growth and development.

The Wellbeing & PSHE curriculum is delivered across Blocks 4-5 in a weekly (double) timetabled lesson and attempts to offer students an extensive and flexible safety network. It also aims to turn out self-confident and compassionate young people, who have the information and the ethical framework required to make good calls on difficult decisions.

The Wellbeing & PSHE curriculum is delivered in a dedicated classroom, the teacher and Head of Department is a subject specialist in the delivery of PSHE & Wellbeing. PSHE knowledge and content matter permeates the wider Bedales curriculum offer through various subjects, including, but not limited to: Global Awareness, English, Biology, PRE, Outdoor Work and Drama. The Wellbeing & PSHE curriculum also extends beyond the classroom; Houseparent's, nurses, tutors and the school counsellors provide additional opportunities for student reflection and discussion.

The Bedales Wellbeing & PSHE department philosophy incorporating Head, Hand & Heart is encapsulated in the diagram below:



## CAREERS

Students are encouraged to start thinking about life after Bedales during a Block 4 Careers module, delivered by Head of Careers. During the module students use the Unifrog online platform to enable them to search for careers which match their interests and personalities. From this work students can research which A Level subjects are best suited to this career path as well as the skills that they would need. The Unifrog platform also helps students to navigate different academic and career pathways (higher education, further education, apprenticeships).

All pupils in Block 5 are offered the chance to carry out further online profiling via MyCareerChoices, which covers interests and psychometric aptitude. Students then receive a report and a 1:1 interview with an external careers advisor, to discuss the results, gaining valuable insights into careers and further education best suited to their skills and interests. This enables students to make informed A Level choices.

Throughout each year students have the opportunity to engage with employers via career area specific Beyond Bedales talks. During Block 5, students also have the opportunity to attend 'taster' lessons in A Level subjects and to discuss the implications of subject choices with tutors and the Professional Guidance Department staff.

Students are encouraged to organise work experience wherever possible in areas which interest them throughout their time at Bedales, but particularly post-GCSE and during 6.I. They can get support with this via the Alumni Office and the Head of Careers.

If you have any further queries please contact your son or daughter's tutor in the first instance.