

The Curriculum in Blocks 4 and 5

An introduction to studies
starting in September 2019

BLOCK 4 AND 5 CURRICULUM SEPTEMBER 2019

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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 & Block Time.
3. Bedales Assessed Courses (BACs).
4. Additional GCSE or other externally examined courses.

The scheme is best understood from the diagram below.

The subjects in each column will be timetabled together, so only one subject can be taken from any one column. The distribution of subjects in the lower table has been arranged to maximise choice, but, inevitably, some subject combinations will not be possible.

CORE CURRICULUM (5 (I)GCSEs)				NON-EXAMINED CORE SUBJECTS	
English Language (IGCSE)	Mathematics (IGCSE)	Science: (IGCSE Double or Triple Award ¹)	Modern Language: French (Russian) or Spanish (GCSE)	Sport / ODW	Block Time

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

¹ Some students take triple award science. This group self-nominates at half-term in the Autumn Term, 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 Block Time). 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/IGCSE 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 IGCSE.

There is one final paper which is worth 70% of the overall mark. It tests understanding of reading material from an anthology of non-fiction texts issued by the exam board, and of previously unseen material in the first section. The second section tests writing on a topic arising from the anthology and one additional piece of writing to inform, explain and describe.

The other 30% of the assessment is through two coursework essays (20%) and three spoken English tasks, which are individual, paired and group discussion (10%). The course is light in teachable content so much of the emphasis will be on developing the skills needed through a wide range of written, visual and auditory stimuli.

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 coursework.

MATHEMATICS

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 sets will follow an accelerated course and cover topics from the IGCSE Mathematics as well as the OCR Additional Mathematics syllabus. Students in the top sets 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

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 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.

LANGUAGES

Examining Board: GCSE AQA 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 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, Russian, Chinese and Japanese can be arranged on a private basis but are dependent on the availability of our visiting specialists.

OPTIONS – BEDALES ASSESSED COURSES, GCSEs 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 organized 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.

Course Outline

The course will comprise five modules taught in four periods per week. These will be chosen from:

Art and Architecture

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

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.

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.

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.

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.

Alexander the Great

A study of the career of this uniquely 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, and this will be assessed during lesson times by means of 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

BAC Art offers pupils the opportunity to explore and gain further 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 as well as 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 form their own individual agendas and devise personal projects.

Four 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'. These four projects are submitted at the end of the course and the student's portfolio is assessed by the department and moderated by an experienced OCR examiner and former winner of the B.P. Portrait award.

CLASSICAL GREEK - GCSE

Examining Board: OCR

Requires no prior knowledge of Greek, beyond the introduction to Classical Greek undertaken by all students during Block 3 Latin or Ancient Civilisations lessons. This is an exciting opportunity for all students, as it offers those who have already had some success in Latin to broaden their knowledge and understanding of Classical languages, while providing a first chance to study a Classical language to those students who did not come to Bedales with Latin.

The OCR GCSE specification allows candidates the opportunity to study elements of the language, literature and culture of the classical Greek world. It assesses candidates' linguistic knowledge, their understanding and appreciation of literature in the original language, and their analysis, evaluation and response to evidence of Greek civilisation.

In the examinations students will be required to answer a variety of comprehension questions in English, including questions about the derivation of English words from Greek as evidence of the continuing influence of the classical world on later times, as well as to translate short passages from Greek into English based on mythological, domestic and historical themes. They will also study two works of Greek literature, one prose and one verse, which are studied carefully in class and then tested in their entirety during the course.

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:

- a) understanding and appreciation of a range of Dance styles;
- 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 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 20th 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 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.

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	Research and study methods	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:

- Two novels – one written before 1900 and 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 one may be a work of 're-creative writing and commentary') and a final examination. The examination will be on previously unseen poetry and on one of the novels studied for coursework; it 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 (Year 10)	Autumn 1	Risk	Climate Breakdown	Do we have 12 years to stop irreversible climate change?	Mike Berners-Lee <i>There is no Planet B</i>	Film Screening	Debate
	Autumn 2		Disease	Was Ebola a man made disaster?	Michiel Hofman <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 E
	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?	Alda Sigmundsdottir <i>The Little Book of Tourists in Iceland</i>	Iceland Field Trip	Decision M Exercis (Timed Ex
Block 5 (Year 11)	Autumn 1	Flows	Rivers	Why do water companies pollute rivers?	Environment Agency <i>Annual Performance Assessment</i>	River Itchen Fieldwork	Investigat Report
	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?	Esther Gonstalla <i>The Ocean Book</i>	Guest Lecture	Persuasive I
	Spring 2	-	Synopticity	-	-	-	Synoptic E (Timed Ex
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 E

GLOBAL AWARENESS

Bedaes 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 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, and a 'response paper' on a set of historical sources relating to an aspect of German History 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.

BAC MUSIC

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 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 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

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 the 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

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, 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.

PSHE & Well-being

The PSHE & Well-being education programme 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' well-being.

A critical component of PSHE & Well-being education is providing opportunities for Bedalians 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 PSHE & Well-being course is thematic and holistic in its approach, incorporating the academic disciplines of Psychology and Sociology. The course is designed to instil in students skills and dispositions such as empathy, critical thinking, resilience and meta-cognition.

The ascending Block (3-6.1) conceptual themes which address character development are: Empathy, Identity, Creed and Liberty.

PSHE & Well-being education 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 themselves, empathy and the ability to work with others will help students to form and maintain healthy relationships and better enjoy and manage their lives.

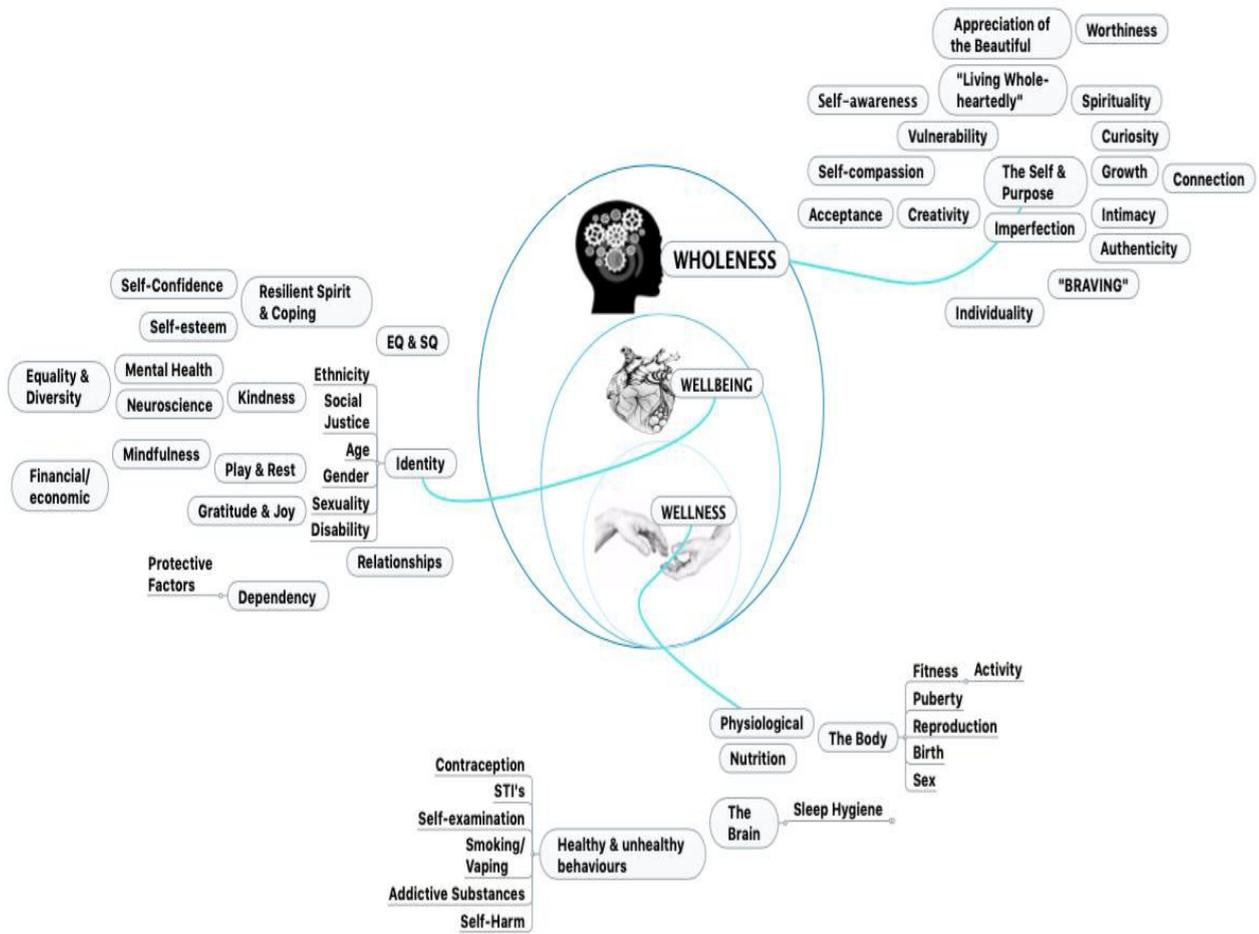
The overarching aim for PSHE & Well-being education is to provide students with:

- 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), Well-being (Heart) and Wholeness (Head) in order to live healthy, safe, fulfilling, responsible and good lives.

The PSHE & Wellbeing programme is delivered across Blocks 3-6.1 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 PSHE & Well-being curriculum is delivered in a dedicated classroom, the teacher and Head of Department is a subject specialist in the delivery of PSHE & Wellbeing. Knowledge and content matter permeate the wider curriculum offer including: Global Awareness, English, Biology, PRE, Outdoor Work and Drama. The Well-being curriculum also extends beyond the classroom; Houseparent's, nurses, tutors and the school counsellors provide additional opportunities for student reflection and discussion.

The Well-being department philosophy at Bedales is encapsulated in the diagram below:



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 STUDIES - BAC

The Bedales Assessed Course in Theatre Studies offers two dynamic years of theatre, taught to GCSE equivalent mark boundaries but with a wider and more exciting range. It enables students of all abilities to explore a variety of theatrical styles, providing multiple options 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 Theatre respectively and are viewed by a visiting examiner to ensure standards are precisely maintained. In addition to performances, students are assessed on their process and 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 at 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)

Devised Theatre	Scripted 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%

ACTIVIITIES

The Activities programme continues to run before supper on Tuesdays, Thursdays and Fridays and after supper on Tuesdays and Thursdays. Students make a choice of activities each term and are encouraged to select a varied menu, including time for study and recreation, the development of special skills and interests and the opportunity to explore something new.

The Activities on offer change each term and vary from year to year. Here is a flavour of past activities offered:

Aikido Archiving	Hockey
Art Animation Art Studio	Japanese
Ball Games	Bookbinding
Basketball	Jewellery Making
Basket-weaving	Junior play
Beading	rehearsals Karate
B-Daily (School newspaper)	Library
Big Screen Cinema	Meditation & Relaxation Model
Blacksmithing	Railway
Breadmaking Card Games	Monopoly
Concert Band	Multi-gym
Confirmation Class	Multi Sports
Cooking	Music practice
Country Walks	Netball
Creative Writing	Photography
Cricket	Pottery
Dance	Rugby Sailing
Debating	Self-defence
Decorative	Sign Language
Stitching	Sky at Night
Digimedia	Space Exploration
Diving	Spinning and knitting Stage
Drama games	Fighting
Duke of Edinburgh's Award	Street Dance
Fencing	Supervised study
Film club	Swimming
Film-making	Table Top Role
Football	Playing Tap Dance
Foreign Films	Tools for Self
Greek	Reliance
Green Power	Trampolining
Harry Potter	Volleyball Yoga
	70's and 80's
	Music

Learning Support and Exam 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 student's teachers and from a Specialist Assessment (eg by specialist assessor or an educational psychologist). These assessments are 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.

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. EAL lessons are time-tabled in private study periods and do not impact upon curriculum 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

CAREERS

Students are encouraged to start thinking about possible career interests in Block 4 through the Block Time 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, Ed Mason on 01730 711427 or by email: emason@bedales.org.uk.

