

2019-2020

Baston House School
Key Stage Four and Post 16
Curriculum Offer



Introduction

This document gives details of the Key Stage 4 and Post 16 curriculum at Baston House School.

Baston House students will follow a broad and balanced curriculum which prepares them for future study, careers and skills for independent living. This booklet contains information on all the courses available in school.

We hope that you will find this booklet helpful and informative in planning your child's future. At Baston House we have high expectations of our learners. We hope to imbed the importance of both academic and personal success throughout their time in school.

We look forward to working with you to continue this tradition.

Nick Smith

Assistant Head Teacher

March 2019

The Examination System

At Key Stage 4 learners of Baston House School have the chance to work towards achieving a number of different qualifications. All the courses allow students to show what skills and knowledge they have learned. Teachers select the best courses for each learner based on their ability.

Candidates have the opportunity to work towards the following accreditations in the various subjects.

GCSE
BTEC
Entry Level Certificate/ Entry Pathway
Short course

For learners to be successfully entered for accreditation the following must be in place:

- Learners must have attended school and lessons regularly enough to have completed the course.
- The school must feel confident that the candidate, if entered, will attend and complete every part of the examination and so qualify for a grade.

Examination boards

WJEC – Welsh Board

Eduqas

Pearson/Edexcel – Education Excellence (BTECs)

OCR

AQA

Subject Structure

All Key Stage 4 students will study and work towards accreditation in the following core subjects:

- English
- Maths
- Science
- ICT

All post 16 students will be given the opportunity to resit in the following core subjects should they wish to improve their grades;

- English
- Maths
- Science

All students will also study the following subjects:

- Independent Living
- Social Skills
- PE
- PSHE
- Careers

Key Stage 4 students will also get the opportunity to choose one option subject from each of the groups below:

ACADEMIC		VOCATIONAL		MIX	
Options One		Options Two		Option Three	
GCSE Media Studies Eduqas		Cambridge Nationals Child Development Level 1 or 2 OCR		GCSE Media Studies	
GCSE Business Studies Eduqas		Cambridge Nationals Sport Studies Level 1 or 2 Award/Certificate OCR		BTEC ICT	
GCSE RE Eduqas		Entry Pathways Music		Entry Pathways Music	
GCSE History AQA		BTEC Home Cooking Skills		GCSE History	
GCSE PE Eduqas		BTEC Art and Design		GCSE English Literature	
GCSE Computing OCR		AQA Unit Award Spanish		BTEC Home Cooking Skills	
GCSE English Literature AQA		NCFE Level 1/2 Technical Award in Health and Fitness		GCSE/BTEC Art	
		Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism		GCSE Sociology	

Post 16 students will also get the opportunity to choose one option subject from each of the groups below:

Options One		Options Two		Option Three	
GCSE English Language		GCSE Media Studies		GCSE Biology	
GCSE Mathematics		GCSE Biology		AQA Spanish	
GCSE Biology		Entry Pathways Music		BTEC Home Cooking Skills	
GCSE English Literature		GCSE Business Studies		GCSE PE	
GCSE History		GCSE Mathematics		GCSE Mathematics	
GCSE Media Studies		GCSE History		BTEC Art and Design	

Also, students in post 16 will be given the opportunity to participate in an ASDAN course. The majority of students will be taking part in the Personal Development Plan which can be certified at three different levels. Gold, Silver or Bronze. However, there is room for manoeuvre should a student want to complete a course that is more suited to their own academic strengths or interests. Below are a sample of ASDANs the students are able to complete:

- Animal Care Short Course
- Careers and Experiencing Work Short Course
- Computing Vocational Taster
- Expressive Arts Short Course
- Hospitality Vocational Taster
- Personal Development Programmes

Subject Snapshots

2019/2020

Subject Snapshot: English Language

Functional Skills in English

Subject Content

1. Reading
2. Writing
3. Speaking, listening and communicating

Assessments

Paper 1: Reading	Paper 2: Writing	Non-exam assessment: Speaking, listening and communicating
What's assessed All the scope of study statements for Reading at the appropriate level	What's assessed All the scope of study statements for Writing at the appropriate level	What's assessed All the scope of study statements for Speaking, listening and communicating at the appropriate level
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour• Paper based• Level 1: 26 marks• Level 2: 30 marks• 33.3% of the AQA Level 1 and 2 Functional Skills in English	How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour• Paper based• Level 1: 27 marks• Level 2: 30 marks• 33.3% of the AQA Level 1 and 2 Functional Skills in English	How it's assessed <ul style="list-style-type: none">• Tasks set by centre in line with AQA guidelines• Marked by centre using pass criteria• 33.3% of the AQA Level 1 and 2 Functional Skills in English
Questions A mix of question styles, including multiple choice and short response	Questions Two writing tasks, including 12 marks for spelling, punctuation and grammar	Questions <ul style="list-style-type: none">• One presentation task• One discussion task

GCSE English

We currently offer GCSE English Language from the EDUQAS exam board. This two year programme builds towards two exams in year 11. These exams constitute 100% of the final grade. Both exams focus on Reading and Writing, with the first being 1 hour 45 minutes and the other 2 hours. There is no coursework or controlled assessment, although students also complete a Speaking and Listening unit which gives them a separate certification.

For those students unable to access this GCSE, we also offer English at Entry Level, again working with the WJEC exam board. This comprises of a number of Controlled Assessments and Speaking & Listening tasks, along with either an external examination or externally set assessment in year 11.

Aim of the course:

To allow students to explore the way English language is used in a range of ways and situations, developing their own communication skills that they will use throughout their lives.

Content and method of assessment:

For GCSE, students are formally assessed by terminal examination at the end of year 11 (or the second year). Prior to this, students will be assessed by the school on a regular basis to measure progress and to address any difficulties. Students will be expected to retake English the following year in order to improve their grade.

For Entry Level, students complete five written controlled assessments, along with a terminal assessment in school-time at the end of the course.

Career prospects/future use:

Accreditation in English is a valuable qualification, often opening doors to exciting and fulfilling career and academic pathways. The skills used in English are life skills, and will help you whatever you decide to do in the future.

Subject Snapshot: Mathematics

Here at Baston House we follow the Educas (previously known as WJEC) for our Maths Key Stage 4 and 5 programme. This is either Entry Level Pathways or GCSE.

AQA FUNCTIONAL SKILLS Level 1 and Level 2

Subject content:

1. Use of number and the number system
2. Use of measures, shape and space
3. Handling information and data

Assessments:

AQA Level 1 and 2 Functional Skills in Mathematics are linear. Learners must sit both papers in the same series.

Paper 1: Non-calculator	Paper 2: Calculator
What's assessed All subject content for the level	What's assessed All subject content for the level
How it's assessed <ul style="list-style-type: none">• Written exam: 30 minutes• Paper based• 20 marks• 25% of the AQA Level 1 and 2 Functional Skills in Mathematics	How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 30 minutes• Paper based• 60 marks• 75% of the AQA Level 1 and 2 Functional Skills in Mathematics
Questions Section A: Underpinning Skills A mix of multiple choice and short response questions Section B: Problem solving Short response questions	Questions Section A: Underpinning Skills A mix of multiple choice and short response questions Section B: Problem solving Short response questions

GCSE MATHEMATICS

Aims and objectives

The WJEC/Eduqas GCSE in Mathematics provides a broad, coherent, satisfying and worthwhile course of study. It encourages learners to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. It also provides a strong mathematical foundation for learners who go on to study mathematics at a higher level post-16.

This specification enables learners to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

The WJEC Eduqas GCSE in Mathematics places problem solving at the heart of mathematics learning, which helps learners tackle everyday mathematical problems whilst studying and after obtaining the qualification.

It encourages the teaching of links between different areas of the curriculum by targeting questions that cover the content from different subject areas within mathematics.

This specification is intended to promote a variety of styles of teaching and learning so that the courses are enjoyable for all participants. It will enable learners to progress to higher-level courses of mathematical studies. Following this linear course, learners could benefit from having a greater understanding of the links between subject areas, in particular graphical and algebraic representation:

SUBJECT CONTENT

All subject content within a particular tier (foundation and higher) can be assessed on either Component 1 (Non-calculator Mathematics) or Component 2 (Calculator allowed Mathematics).

The subject content for both tiers is listed in the following pages.

The subject content has been grouped into the following topic areas:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

It is important that, during the course, learners should be given opportunities to:

- develop problem solving skills
- generate strategies to solve problems that are unfamiliar
- answer questions that span more than one topic area of the curriculum
- make mental calculations and calculations without the aid of a calculator
- make estimates
- understand 3-D shape
- use computers and other technological aids
- collect data
- understand and use the statistical problem solving cycle.

This linear specification allows for a holistic approach to teaching and learning, giving teachers flexibility to teach topics in any order and to combine different topic areas.

Summary of Assessment	
Learners entered for this qualification must sit both components at either foundation or higher tier, in the same examination series	
<p>Component 1: Non-calculator Mathematics</p> <p>Written examination: 2 hours 15 minutes (120 marks)</p> <p>50% of qualification</p>	<p>The written paper for each tier will comprise a number of short and longer, both structured and unstructured questions which may be set on any part of the subject content of the specification. A significant number of questions will assess learners' understanding of more than one topic from the subject content. A calculator will not be allowed in this examination.</p>
<p>Component 2: Calculator-allowed Mathematics</p> <p>Written examination: 2 hours 15 minutes (120 marks)</p> <p>50% of qualification</p>	<p>The written paper for each tier will comprise a number of short and longer, both structured and unstructured questions which may be set on any part of the subject content of the specification. A significant number of questions will assess learners' understanding of more than one topic from the subject content. A calculator will be allowed in this examination.</p>

Subject Snapshot: Science

In Key Stage 4, Baston House offers Science as a GCSE, this will follow the AQA Trilogy specification.

Aim of the Course:

Science is a core subject so all students will be taking the following exams covering the assigned subjects per exam.

Paper 1	
1 Cells and organisation	2 Disease and bioenergetics
B1 Cell structure and transport	B5 Communicable diseases
B2 Cell division	B6 Preventing and treating disease
B3 Organisation and the digestive system	B7 Non-communicable diseases
B4 Organising animals and plants	B8 Photosynthesis
	B9 Respiration

Paper 2		
3 Biological responses	4 Genetics and reproduction	B5 Ecology
B10 The human nervous system	B12 Reproduction	B15 Adaptations, interdependence, and competition
	B13 Variation and evolution	B16 Organising and ecosystem
B11 Hormonal coordination	B14 Genetics and evolution	B17 Biodiversity and ecosystems

Paper 1	
1 Atoms, bonding, and moles	2 Chemical reactions and energy changes
C1 Atomic structure	C5 Chemical changes
C2 The periodic table	C6 Electrolysis
C3 Structure and bonding	C7 Energy changes
C4 Chemical calculations	

Paper 2	
3 Rates, equilibrium and organic chemistry	4 Analysis and the Earth's resources
C8 Rates and equilibrium	C10 Chemical analysis
	C11 The Earth's atmosphere
C9 Crude oil and fuels	C12 The Earth's resources

Paper 1	
1 Energy and energy resources	2 Particles at work
P1 Conservation and dissipation of energy	P4 Electric circuits
	P5 Electricity in the home
P2 Energy transfer by heating	P6 Molecules and matter
P3 Energy resources	P7 Radioactivity

Paper 2	
3 Forces in action	4 Waves, electromagnetism, and space
P8 Forces in balance	P11 Wave properties
P9 Motion	P12 Electromagnetic waves
P10 Force and motion	P13 Electromagnetism

Content and method of assessment:

There are six formal exams for science as show above, physics, 2 biology and 2 chemistry. We have has three students who are completing the combined science with another exam board. We have decided to change the exam board do to the structure of the exams. So even though there are more exams the questions are more student friendly.

The exams are at the end of Year 11 and last for 1 hour and 15 minutes.

Career Prospects / Future Use:

Both Science qualifications are worthwhile courses in terms of general education and lifelong learning. The skills, knowledge and understanding acquired will be relevant and useful in both further education and vocational settings.

Teacher

Scientist

Lab technician

Researcher

Optional Subject Snapshot – English Literature

Baston House offers English Literature as a 2 year GCSE subject.

Aims of the Course:

Students will study a range of complete texts from a wide range of genres and time periods. Students will study drama and poetry as well as novels from the 19th century and post 1914 literature.

The course aims to encourage and extend an enjoyment, appreciation and understanding of English literature, and to create an atmosphere where students develop a lifelong love of reading.

Through the course students will experience a variety of activities and be given opportunities to discuss, argue and debate their views. We aim to foster students' ability to read accurately and independently, and to distinguish between a broad spectrum of texts through extensive reading. Students will develop the ability to write clearly, accurately, imaginatively and analytically with a wide vocabulary in a variety of forms.

Content and method of assessment:

Students are assessed by two closed book examinations.

Paper 1 is in two sections. Students will write a response to a Shakespeare play in the first section. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

In the second section students will be examined on a 19th Century novel. They will write in detail about an extract and about the novel as a whole.

Paper two is in three parts. In the first part students will answer an essay question from a modern prose or drama text. The other two sections are concerning poetry. Students will answer comparative questions on a named poem and one other poem from the anthology they study.

Students will also answer on two unseen poems taken from any genre or time in the final section of the exam.

Career Prospects / Future Use:

GCSE English literature provides a good foundation for further study of literature. It is a great choice for people considering a career in the media, management, publishing, PR, editing – or more traditionally, becoming a writer, librarian or teacher.

Optional Subject Snapshot – Single Science Biology

In Key Stages 4 5, we offer Single Science Biology as a GCSE, this will follow the AQA specification.

Aim of the Course:

GCSE study in biology provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application. These key ideas include:

- the use of conceptual models and theories to make sense of the observed diversity of natural phenomena
- the assumption that every effect has one or more cause
- that change is driven by differences between different objects and systems when they interact
- that many such interactions occur over a distance without direct contact
- that science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review
- that quantitative analysis is a central element both of many theories and of scientific methods of inquiry.

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology
8. Key ideas

Content and method of assessment:

There are 2 formal exams for science. The exams are at the end of Year 11 and last for 1 hour and 45 minutes.

Career Prospects / Future Use:

Both Science qualifications are worthwhile courses in terms of general education and lifelong learning. The skills, knowledge and understanding acquired will be relevant and useful in both further education and vocational settings.

Teacher
Scientist
Lab technician
Researcher

Optional Subject Snapshot – BTEC First Information and Creative Technology

In Key Stage 4, Baston House offers BTEC First Information and Creative Technology, following the Edexcel specification.

Aim of the Course:

To inspire and enthuse students to become technology savvy – producers of technology products and systems and not just consumer. To gain a broad understanding and knowledge of the Information Technology Industry. To explore the fundamentals of technology and gain the practical skills, knowledge and understanding to design, make and review information technology systems and products. To achieve a nationally recognised level 1 or level 2 qualification in Information and Creative Technology.

Content and method of assessment:

The Edexcel BTEC Level 1/Level 2 First Award in Information and Creative Technology has four units to complete over 2 years.

Unit 1 (Core unit) – The Online World – exam unit

This unit will help you understand the main technologies and processes behind the internet and investigate how they come together to let you view websites and send information across the world.

Unit 3 (Core Unit) – A Digital Portfolio – Internally assessed

This unit is your chance to show off! A digital portfolio is an exciting onscreen way to showcase your achievements.

Also, two specialist optional units.

Unit 4: Creating Digital Animation

In this unit you will investigate the range of applications and features of existing animation products or sequences, that have been created for an intended audience and purpose. You will be able to apply your findings when creating your own computer animation which do not require user interaction.

Unit 6: Creating Digital Graphics

In this unit you will investigate a range of applications and features of existing graphic products and consider their audience and purpose. You will be able to apply some of what you discover to your own digital graphic products.

Career Prospects / Future Use:

The BTEC First Award in Information and Creative Technology provides the skills, knowledge and understanding for level 2 learners to progress to level 3 qualifications, such as BTEC Level 3 Nationals in IT or employment within the information technology industries. For students who achieve the qualification at Level 1 may progress on to the Level 2 Award.

Optional Subject Snapshot – GCSE (9–1) in Computer Science

In Key Stage 4, Baston House offers Computer Science following the OCR specification.

Aim of the Course:

To introduce students to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that students will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science. Students may draw on some of this content when completing the Programming Project.

The computational thinking, algorithms and programming component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging students to apply this knowledge and understanding using computational thinking. Students will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation.

The Programming Project provides an opportunity for students to demonstrate their practical ability in the skills outlined in the specification. It is a chance to demonstrate creativity and experience an authentic programming experience.

Content and method of assessment:

The OCR GCSE Computing qualification will be studied over 2 years. It consists of three components

Exam - Computer systems (01)

1 hour and 30 minutes

Written paper (no calculators allowed)

Exam - Computational thinking, algorithms and programming (02)

1 hour and 30 minutes

Written paper (no calculators allowed)

Programming project

Formal requirement which consolidates the learning across the specification through a practical activity.

Career Prospects / Future Use:

GCSE Computing provides a good foundation for further study of Computing. It is a great choice for people considering a career in computing.

.

Optional Subject Snapshot - Food Technology

BTEC in Home Cooking Skills

Subject snapshot.

In Key Stage 4, Baston House offers a BTEC in the Food Technology classes. Pearson BTEC level 1 and 2 Awards in Home Cooking Skills have partnered with Jamie Oliver Ltd to produce a qualification inspired by his food initiatives and campaigns. This offers students the knowledge, skills and confidence to enjoy cooking meals at home. They will gain knowledge on how to economise and cook nutritional meals for themselves and their families. The unit is based on the chef Jamie Oliver's proposition and passion that being able to cook is an essential life skill which empowers people to make changes that have benefits to health and wellbeing.

Course Content:

- Practical: Planning, preparing, shopping, cooking a variety of different foods including, breakfast, snacks, lunch and dinner
- Ways to economise
- Sourcing of the ingredients
- Food, safety and hygiene
- Presentation
- Nutritional value

- Since the qualification was introduced over two years ago, more than 33,000 students have taken the qualification and the number is continuing to grow - Home Cooking Skills is one of the most popular BTEC courses available across the country. As a school we are very passionate about this course and want students to have the opportunity to cook, be healthy and confident in the kitchen.

Optional Subject Snapshot - Physical Education

GCSE PHYSICAL EDUCATION SUMMARY OF ASSESSMENT

Component 1: Introduction to physical education Written Examination: 2 hours 60% of Qualification
Learners will be assessed through a range of short and extended questions. The questions will be based on stimuli/sources.
Component 2: The active participant in physical education Non-exam assessment 40% of qualification
This component is internally assessed and externally moderated. Learners will be assessed in three different activities in the role of performer in at least one individual and one team sport. Learners will be further assessed through a written analysis and evaluation of their personal performance in one of their chosen activities

SUBJECT CONTENT

The subject content focuses on five key areas:

1. Health, training and exercise
2. Exercise physiology
3. Movement analysis
4. Psychology of sport and physical activity
5. Socio-cultural issues in physical activity and sport

All of the subject content can be assessed in Component 1 as part of the written examination and in Component 2 as part of the analysis and evaluation of personal performance.

Components 1 and 2 require learners to demonstrate an understanding of how both qualitative and quantitative data are collected. Learners will also be required to analyse and evaluate data. In Component 2 learners will also have to present data, including tables and graphs, as part of the written performance analysis.

Optional Subject Snapshot - Spanish

In Key Stage 4, Baston House offers the following:

The AQA Entry level Certificate in Modern Foreign Languages is available Spanish. It is designed for students for whom the national framework of qualifications is not yet appropriate and provides access to GCSE, NVQ and other language qualifications.

Aim of the course:

1. Enable students to experience success and enjoyment in learning a modern foreign language.
2. Provide learning and assessment opportunities appropriate to each student's ability and stage of development.
3. Stimulate an awareness of other cultures and promote a sympathetic attitude to the people and countries of the target language.
4. Encourage positive attitudes to language learning.
5. Encourage an awareness of the nature of the language and language learning.
6. Promote learning skills of a more general nature, for example, ICT, cross curricular themes.
7. Enable students to work in a variety of situations and settings.

Content and method of assessment:

At Home and Abroad: Things to see and do, Life in the town, countryside, seaside, Weather and climate, Travel, transport and directions, Holidays, tourist information and accommodation, Services and shopping abroad, Customs, everyday life and traditions in target-language countries and communities.

Education, Training and Employment: School life and routine, Different types of jobs, Job advertisements, applications and interviews, Future plans and work experience.

House, Home and Daily Routine: Types of home, rooms, furniture and garden, Information about self, family and friends, helping around the house, Food and drink.

Media, Entertainment and Youth Culture: Sport, fashion and entertainment, Famous personalities, The media, Current affairs, social and environmental issues.

Social Activities, Fitness and Health: Free time (evenings, weekends, meeting people), Special occasions, Hobbies, interests, sports and exercise, Shopping and money matters, Accidents, injuries, common ailments and health issues (smoking, drugs)

Students will be assessed across the five National Curriculum contexts in the four linguistic skills:

1. Listening and responding
2. Speaking
3. Reading and responding
4. Writing

Career prospects/future use:

Language skills are in demand and can be used in almost any career, particularly within businesses that trade international. Some of the options that are directly related to your degree are:

- Interpreter
- Secondary school teacher
- Translator

Jobs where your degree would be useful include:

- Broadcast journalist
- Diplomatic service officer
- English as a foreign language teacher
- International aid/development worker
- Logistics and distribution manager
- Marketing executive
- Patent examiner
- Sales executive
- Tour manager

Optional Subject: Business Studies

In Key Stage 4 and Post 16, Baston House offers Business Studies as a GCSE option, following the Eduqas specification.

About GCSE Business Studies:

Choosing to study for a GCSE Business Studies qualification is a great decision to make for lots of reasons. This qualification will prepare you for virtually any career by equipping you with financial skills, organisational ability, marketing knowledge and the ability to present your ideas clearly. The principles of business underpin every shop, office and organisation in the UK economy, meaning that you will have skills and knowledge that will be valued by employers in every sector. In addition, a GCSE Business Studies qualification can help you to progress to the next level of study.

Some of the units we explore are:

- Enterprise in the Business World
- Finance for Business
- Promoting a Brand
- Recruitment, Selection and Employment

Content and method of assessment:

1. Enterprise in the Business World.

In this unit you will learn how trends and the current business environment may impact on a business. You will plan an idea for a new business and present a business model for a business start-up. This unit will be assessed through a series of assignments set by your teacher.

2. Finance for Business

In this unit you will learn about the costs involved in business and how businesses make a profit, understand how business plan for success, understand how businesses measure success and identify areas for improvement. This unit will be assessed using an onscreen test lasting one hour.

3. Promoting a brand

In this unit you will explore the use of branding and the promotional mix in business. This unit will be assessed through a series of assignments set by your teacher.

4. Recruitment, Selection and Employment

In this unit you will learn how business are structured, or organised, so that people can do their jobs effectively. This unit will be assessed through a series of assignments set by your teacher.

Career Prospects / Future Use:

GCSE Business Studies qualification provides a good foundation for further study of Business Studies. This qualification has multiple employability skill-sets embedded within, including; starting and growing a business, Customer Service, Marketing and Finance.

Optional Subject Snapshot - Music

In Key Stage 4, Baston House offers Music as an accredited Entry Level option, following the WJEC specification. This is followed by an accredited ASDAN course in Expressive Arts where students will continue to study music and create a portfolio of work consisting of 5 learning modules.

Aim of the Course:

Music is a universal language that embodies one of the highest forms of creativity. In education, music should engage and inspire pupils to develop a love of music and their talent as musicians, and in turn increase their self-confidence, creativity and sense of achievement. As students progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to a wide variety of different musical sources and genres.

Some of the topics we explore are:

- Composing
- Appraising Music
- Solo Performance
- Ensemble Performance
- Analysing and Reviewing Musical Performance
- Exploring Music
- Creating, Performing, Presenting
- Arts In Action
- Working In The Arts

Content and method of assessment:

There are four Entry Level assessments in Music. The first assessment is Solo Music Performance, where students work independently over time to improve their instrumental skills and learn different pieces, work on any weaknesses identified as well as identify the strengths, record their final performances and analyse them with a written evaluation.

The second assessment is Composition, where students will create and organise musical ideas to create compositions, organise their rehearsal time, work on any weaknesses identified as well as identify the strengths, record their final pieces and analyse them with a written evaluation.

The third assessment is Appraising Music, where students will use their knowledge of the building blocks and expressive elements of music, identify sounds of different instruments, and appraise stylistic features, dynamics, texture, tempi and musical choices within different genres.

The fourth assessment is Ensemble Music Performance, where students will work as part of a group over time to rehearse chosen pieces, develop their instrumental and aural skills as part of a team, work on any weaknesses identified as well as identify the strengths (both as an individual and for the overall ensemble), record their final performances and analyse them with a written evaluation.

There is an overall portfolio to be created within the ASDAN Expressive Arts course, comprising of five modules:

- Explore
- Create, Perform, Present
- Arts In Action
- Working In The Arts
- Appreciate, Applaud, Review

Career Prospects / Future Use:

Entry Level Music and ASDAN Expressive Arts provides a good foundation for further study of music. It is a great choice for people considering a career in the music industry or simply to develop creative skills, expression and minds.

Optional Subject Snapshot- History

In Key Stage 4, Baston house offers History as a GCSE option, following the AQA specification.

Aim of the course:

Studying GCSE History will help you to answer important questions such as:

- Why do wars happen?
- Why do we have a welfare system?
- How have we come to live in a multi-cultural society?

Learning about past events and the people who have influenced history will allow you to understand how the world got to the point it is at now and how it will continue to develop in the future.

Apart from studying a wide range of exciting historic periods, you'll learn a range of handy skills that will help you with A-levels and future work. These include:

- Excellent communication and writing skills
- How to construct an argument
- Research and problem skills
- Investigation and problem-solving skills
- Analytical and interpretation skills.

Content and assessment

The course will cover four elements of history, split into **two exams**:

Assessment one:

Section A Period study: **Germany 1890-1945 Democracy and Dictatorship**

Section B Wider world study: **Conflict and tension between East and West 1945-1972**

Assessment two:

Section A Thematic Studies: **Britain: migration, empires and the people c760-present**

Section B British depth studies: **Norman England c1066-1100**

Paper 1 and 2 are each worth 50% and last for 1 hour 45 minutes each. These exams consist of short answer questions and longer, essay type questions.

Career prospects/ Future use:

With such a wide range of knowledge and skills, history graduates are by no means limited to just history. Of course, many students train to become teachers, while many others go on

to work in history-related fields, e.g. museums, preservation, even in period dramas in film and tv! They can work for newspapers, television broadcasters, publishing houses or in social media. Others work for interest groups or political parties, while more and more go on to work for companies in the human resources, policy or public relations departments. In short, a degree in history can open up countless doors.

Subject Snapshot: Art and Design

Pearson BTEC International Level 2 Certificate in Art and Design

The Pearson BTEC International Level 2 Certificate in Art and Design qualification totals 150 Notional Learning Hours (NLH). Learners must achieve the mandatory unit and one optional unit, from a choice of two, for a combined total value of 15 to achieve the qualification. This qualification is not designed to allow units to be imported from other Pearson qualifications.

Mandatory unit				
Unit	Unit Title	Level	Notional Learning Hours	Unit value
1	Contextual References in Art and Design	2	100	10

Optiona unit				
Unit	Unit Title	Level	Notional Learning Hours	Unit value
2	2D Visual Communication	2	50	5
3	3D Visual Communication	2	50	5

Optional Subject Snapshot - Media Studies

In Key Stage 4, Baston House offers Media Studies as a GCSE option, following the EDUQAS specification.

Aim of the Course:

We are constantly bombarded by messages from the Media in our day-to-day lives, and in this subject we explore how technology is used to send and receive these messages. Media Studies encourages students to question the countless messages we receive from the Media world in which they live.

Some of the topics we explore are:

- Magazines
- Newspapers
- Film
- TV
- Advertising
- Websites
- Social Media
- Music Videos

Content and method of assessment:

There is one Controlled Assessment in Media Studies. This involves researching, planning and creating a media product. This can vary each year, but can include a short film or music video.

There is a final exam at the end of year 11. This is 2 hours 15 minutes long and involves exploring various set texts that we study in lessons. These include magazine covers, advertising, radio dramas, and music videos/websites.

Career Prospects / Future Use:

GCSE Media Studies provides a good foundation for further study of Media Studies. It is a great choice for people considering a career in the media, advertising and marketing.

ASDAN Snapshots

In Key Stage 5 students will be part of a programme that will help them develop further as a person as well as within an area of interest or importance to them.

Aim of the Courses:

Animal Care: The Animal Care Short Course can accredit between 10 and 60 hours of learners activities and involvement in caring for all types of animals. This could range from looking after domestic pets at home, to working with farm animals and wildlife in the community, to finding out about more exotic species at zoos and wildlife centres.

Careers and Experiencing Work Short Course: The Careers and Experiencing Work Short Course has been produced to support the delivery of careers and work-related education, and to help with planning and undertaking work experience/placements. It has been developed in line with the statutory careers guidance.

Computing Vocational Taster: The **Computing Vocational Taster** contains modules in: infrastructure, digital media and content, web development, programming, health and safety, and careers.

Expressive Arts Short Course: The ASDAN Expressive Arts Short Course accredits up to 60 hours of expressive and creative arts activities, including music, theatre, circus skills, writing, DJ-ing, dance, photography, art, advertising and puppeteering.

Hospitality Vocational Taster: The **Hospitality Vocational Taster** contains modules in: hospitality services; food and beverage service; housekeeping and front office services; events; food safety and health and safety in hospitality; careers in hospitality.

Personal Development Programmes: ASDAN's established **Personal Development Programmes** (Bronze, Silver and Gold) offer imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges. All the programmes link to nationally recognised qualifications.

Content and method of assessment:

Learners must present evidence of their activities in an organised portfolio or e-portfolio.

This will contain:

- a record of challenges completed, with supporting evidence for each challenge
- recording documents, showing how learners have planned and reviewed their activities
- summary of achievement, highlighting skills development
- personal statement

Career Prospects / Future Use:

By taking and completing an ASDAN students have the opportunity of gaining employability skills so that learners are well prepared for the next stage of their education, employment, self-employment or training.