

2022-2023

Baston House School  
Key Stage Five - Post 16  
Curriculum Offer





## **Introduction**

This document provides details of the Key Stage 5 - Post 16 curriculum at Baston House School. Our 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 students and strive to help them achieve their full potential, with a curriculum tailored to their needs and academic ability. We hope to embed the importance of both academic and personal success throughout their time in school.

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

Mrs Lee

Assistant Head Teacher

February 2022



## Subjects and staff

Staff Member	Subject
Mr Hebden	Media Studies Film Studies English Literature English- If applicable
Ms Shaw	Media Studies
Mrs Zyliftari	Statistics Mathematics- If applicable
Mr Pinto	Spanish
Mr Dunster	Biology
Mr Drew	Business Studies Duke of Edinburgh
Mrs Wicks	ICT/Computing
Mrs Mitchell	Art and Design Fashion and Clothing
Ms Oldman	Music
Mrs Stack	Food Technology/Catering
Mr Pierpoint	History
Mr Miah	Physical Education Psychology Sociology
Ms Opoku-Adjei	Horticulture
Mrs Sawkins	Design and Technology
Mr Allen	Painting and Decorating



## The Examination System

At Key Stage 5 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.

Students have the opportunity to work towards the following accreditations in the various subjects:

<b>GCSE</b>
<b>BTEC/ NCFE</b>
<b>Functional Skills</b>
<b>Entry Level Certificate/ Entry Pathway</b>
<b>Short course</b>

For students 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 therefore qualify for a grade.

### Examination boards

- WJEC – Welsh Board
- Eduqas
- Pearson/Edexcel – Education Excellence (BTECs)
- OCR
- AQA
- NCFE
- ASDAN



## **Subject Structure**

Post 16 students will need to continue with English and Mathematics until they achieve a GCSE Grade 4 or above or Functional Skills Level 2.

Post 16 students will be given the opportunity to re-sit the following core subjects should they not achieve a grade four or above or Functional Skills Level 2 and/or they wish to improve their grade:

- English
- Maths

All students will also study the following subjects:

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



## KS5 (Post 16) option choices

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

Options One		Options Two		Option Three	
<b>Business Studies GCSE</b> 2 year course		<b>Media Studies GCSE</b> 2 year course		<b>Biology GCSE</b> 2 year course	
<b>English Literature GCSE</b> 2 year course		<b>Art and Design BTEC</b> 2 year course		<b>Spanish GCSE</b> 2 year course	
<b>History GCSE</b> 2 year course		<b>Music Entry Pathways /Trinity Rock &amp; Pop</b> 2 year course		<b>Film Studies GCSE</b> Eduqas- 2 year course	
<b>Media Studies GCSE</b> 2 year course		<b>Duke of Edinburgh Award</b> 1 year course each level (Bronze and Silver)		<b>Duke of Edinburgh Award</b> 1 year course each level (Bronze and Silver)	
<b>Design and Technology</b> NCFE 1 year course		<b>Statistics GCSE</b> 2 year course		<b>Art and Design BTEC</b> 2 year course	
<b>ICT BTEC</b> 2 year course		<b>History ASDAN short course</b> ASDAN- 1 year course		<b>Computing GCSE</b> 2 year course	
<b>Horticulture UAS</b> AQA Unit Award Scheme 1 year course		<b>Horticulture UAS</b> AQA Unit Award Scheme 1 year course		<b>Music Entry Pathways /Trinity Rock &amp; Pop</b> 2 year course	
<b>Psychology GCSE</b> 2 year course		<b>Design and Technology</b> NCFE 1 or 2 year course		<b>Painting and Decorating UAS</b> AQA Unit Award Scheme 1 year course	
<b>Fashion and Design BTEC</b> 1 year course		<b>GCSE PE</b> Eduqas- 2 year course		<b>Sociology GCSE</b> 2 year course	
<b>Painting and Decorating UAS</b> AQA Unit Award Scheme 1 year course		<b>BTEC Home Cooking Skills Level 1 / 2</b> 1 year course		<b>Hospitality and Catering Level 1 / 2</b> 2 year course	



## **KS5 Post 16 Groupings**

Following options evening on the 24<sup>th</sup> March, option sheets will be sent home with students after the Easter Break for option choices to be selected. Each student will be able to choose **ONE SUBJECT FROM EACH COLUMN.**

Please encourage your child to pick a preferred option (1) and 2 back up options (2 and 3). There is a possibility that a course will not go ahead if there is not enough students interested in taking it up.

Look at the **Example** column on the options sheet to see how each column should be completed.

All option sheets will need to be in by **Friday 20<sup>th</sup> May.**

Please return either to the office or via email to [elesha.lee@bastonhouseschool.org.uk](mailto:elesha.lee@bastonhouseschool.org.uk)



# **Option Subject Snapshots 2022/2023**





# **Optional Subject Snapshot**

## **KS5**

### **English Literature- 2 year course**

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

#### **Aim 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 19<sup>th</sup> 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 one 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 19<sup>th</sup> 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

### KS5

## Single Science Biology- 2 year course

In key stage 5, Baston House offers Single Science Biology as a GCSE, this will follow the AQA specification.

### Length of course- 2 years

#### 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. We feel 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.

#### Content and method of assessment:

There are 2 formal exams for Biology Science. The exams are at the end of the two year course. Each exam is worth 50% of the overall grade.

Paper 1	Paper 2
Cell Biology Organisation Infection and responses Bioenergetics	Homeostasis and response Inheritance, variation and evolution Ecology

#### Career Prospects / Future Use:

A Biology qualification is worthwhile 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**

## **KS5**

### **Business Studies- 2 year course**

In key stage five, Baston House offers Business Studies as a GCSE option, following the AQA specification.

#### **About AQA GCSE Business Studies (2 Year Course Minimum with a 3<sup>rd</sup> Year option for completion):**

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:

1. Business in the real world
2. Influences on business
3. Business operations
4. Human resources
5. Marketing
6. Finance

#### **Content and method of assessment:**

##### **Paper 1: Influences of operations and HRM on business activity**

What's assessed: Business in the real world, Influences on business, Business operations, Human resources

How it's assessed: Written exam: 1 hour 45 minutes (50% of GCSE)

Questions:

Section A has multiple choice questions and short answer questions worth 20 marks.

Section B has one case study/data response stimuli with questions worth approximately 34 marks.

Section C has one case study/data response stimuli with questions worth approximately 36 marks.

##### **Paper 2: Influences of marketing and finance on business activity**

What's assessed: Business in the real world, Influences on business, Marketing & Finance

How it's assessed: Written exam: 1 hour 45 minutes (50% of GCSE)



Questions:

Section A has multiple choice questions and short answer questions worth 20 marks.

Section B has one case study/data response stimuli with questions worth approximately 34 marks.

Section C has one case study/data response stimuli with questions worth approximately 36 marks.

**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

## KS5

### Psychology- 2 year course

### GCSE Psychology

This engaging and effective qualification introduces students to the fundamentals of psychology, developing critical analysis, independent thinking and research skills.

Summary of assessment

<p><b>Paper 1: Cognition and behaviour</b>                  Written exam: 1 hour 45 minutes                  100 marks                  50% of GCSE</p>
<p>Questions                  Section A: multiple choice, short answer and extended writing (25 marks)                  Section B: multiple choice, short answer and extended writing (25 marks)                  Section C: multiple choice, short answer and extended writing (25 marks)                  Section D: multiple choice, short answer and extended writing (25 marks)</p>
<p><b>Paper 2: Social context and behaviour</b>                  Written exam: 1 hour 45 minutes                  100 marks                  50% of GCSE</p>
<p>Questions                  Section A: multiple choice, short answer and extended writing (25 marks)                  Section B: multiple choice, short answer and extended writing (25 marks)                  Section C: multiple choice, short answer and extended writing (25 marks)                  Section D: multiple choice, short answer and extended writing (25 marks)</p>

#### SUBJECT CONTENT

The subject content is split into 2 key areas:

#### **Cognition and behaviour focuses on 4 topics:**

1. Memory
2. Perception
3. Development
4. Research Methods

#### **Social Context and behaviour focuses on 4 topics:**

1. Social Influence
2. Language, thought and communication
3. Brain and neuropsychology
4. Psychological Problems

The Course will encourage students to:

- use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry



- acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena
- understand how psychological research is conducted, including the role of scientific method and data analysis
- present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers
- develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology
- develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society
- Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.



## Optional Subject Snapshot

### KS5

### Sociology- 2 year course

This engaging and effective qualification introduces students to the fundamentals of sociology, developing critical analysis, independent thinking and research skills.

#### Summary of assessment

<p><b>Paper 1: The sociology of families and education</b>                  Written exam: 1 hour 45 minutes                  100 marks                  50% of GCSE</p>
<p>Questions                  Section A has two multiple choice questions followed by a range of short and extended responses.                  Section B has two multiple choice questions followed by a range of short and extended responses.</p>
<p><b>Paper 2: The sociology of crime and deviance and social stratification</b>                  Written exam: 1 hour 45 minutes                  100 marks                  50% of GCSE</p>
<p>Questions                  Section A has two multiple choice questions followed by a range of short and extended responses.                  Section B has two multiple choice questions followed by a range of short and extended responses.</p>

#### Subject Content

The course covers the following areas:

1. The sociological approach
2. Social structures, social processes and social issues
3. Families
4. Education
5. Crime and deviance
6. Social stratification
7. Sociological research methods

The Course will encourage students to:

- Gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.
- Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.
- Students will study key ideas of classical sociologists including Durkheim, Marx and Weber, referencing their view of the world and their contribution to the development of the discipline.
- Students will also learn how to apply various research methods to different sociological contexts.



- They will be introduced to sociological terms and concepts concerned with social structures, social processes and social issues.

By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.





# **Optional Subject Snapshot**

## **KS5**

### **Media Studies- 2 year course**

In key stage five, 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 are two final exams at the end of year 11, each 1 hour and 30 minutes in length. These involve exploring various set texts that we study in lessons, including magazine covers, advertising, news media, radio dramas, and music videos/websites.

There is one Practical Production in Media Studies. This involves researching, planning and creating a media product. The subjects vary each year, but formats include promotional material for a new film and the first issue of a new magazine.

#### **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.



## **Optional Subject Snapshot**

### **KS5 Film Studies- 2 year course**

In key stage five, Baston House offers Film Studies as a GCSE option, following the EDUQAS specification.

#### **Aim of the Course:**

Film is an important part of many people's lives. Those who choose to study it characteristically bring with them a huge enthusiasm and excitement for film which constantly motivates them in their studies. They experience a powerful medium which inspires a range of responses from the emotional to the reflective as they are drawn into characters, their narratives and the issues films raise.

The EDUQAS specification in GCSE Film Studies is designed to draw on learners' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology. Learners will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film as well as films from Europe, including the UK, South Africa and Australia. Production is an important part of this specification and is integral to learners' study of film. Studying a diverse range of films from several different contexts is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed to their own filmmaking and screenwriting. This is intended to support learners in producing creative films and screenplays as well as enable their production work to provide an informed filmmaker's perspective on their own study of film.

#### **Content and method of assessment:**

There are two final exam components at the end of year 11, each 1 hour and 30 minutes in length. The third component is a NEA (Non-Exam Assessment) Practical Production.

#### **Component 1: Key Developments in US Film (35% of final grade)**

This component assesses knowledge and understanding of three US films chosen from a range of options.

#### **Component 2: Global Film: Narrative, Representation and Film Style (35% of final grade)**

This component assesses knowledge and understanding of three global films produced outside the US chosen from a range of options.

#### **Component 3: Practical Production (30% of final grade)**

This component assesses the ability to apply knowledge and understanding of film to a production and its accompanying evaluative analysis. Learners produce:



- one genre-based film extract (either from a film or from a screenplay)
- one evaluative analysis of the production, where learners analyse and evaluate their production in relation to comparable, professionally-produced films or screenplays

**Career Prospects / Future Use:**

- Are interested in film and culture
- Have an enquiring mind and enjoy analysing how films are constructed technically
- Enjoy the opportunity to undertake individual and independent research
- Are committed to hard work and creativity over an extended period of time
- You have good analytical and written skills
- Want to be a film-maker or work in the film industry



## Optional Subject Snapshot

### KS5

## History GCSE- 2 year course

In key stage five, 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.



## **Optional Subject Snapshot**

### **KS5**

## **History ASDAN Short Course- 1 year course**

In key stage five, Baston house also offers ASDAN history as an option for those who want a more flexible course than the GCSE option. The course features no final exams and is a better alternative for those who may struggle with extended writing. We also have more opportunities to travel outside the school to collect our historical evidence. Because they are multi-level, the focus is on completing challenges and skills development according to individual ability, rather than attainment at a specific level. It is by no means the easier option and still requires plenty of independent research.

### **Aim of the course:**

The flexibility of ASDAN's Short Courses means they can be carried out in a variety of settings, over a period to suit the individual or co-ordinating centre (up to 60 hours). Challenge descriptions can be interpreted and adapted according to the situation. Pupils will develop historical enquiry through research, accessing the community through important landmarks and buildings, even on smaller scale through a study of as music, advertisements, and historical pictures.

### **Content and assessment**

The course will cover several modules of history, including:

- Local History
- British History 'Our Island stories'
- Britain, the Empire & the world
- History from below
- European History
- History in the world.

Each module will have either 5 or 2 challenges attached equating to 1 credit (10 hours). Once the pupils have completed all modules, they will have completed 60 hours equalling 6 credits.

Additionally, pupils will need to complete several skill sheets detailing how they planned and reviewed their work. A summary of personal achievement will also be submitted detailing how they developed their own leadership, teamwork, problem solving and the use of IT to accomplish their work.

Pupils will have a portfolio of evidence to be submitted. This can include a diary or log, academic work, witness statements, surveys, research, photos, letters and emails, diagrams, notes, PowerPoint presentations and charts. This portfolio will be monitored and assessed as we go before finally being sent off for external assessment.

### **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.



## Optional Subject Snapshot

### KS5

### Physical Education- 2 year course

### GCSE PE

At Baston House School we understand the importance of Physical education in the curriculum and ensure all pupils have this as a core subject lesson. Students also have the opportunity to choose PE as an option subject to gain a GCSE and further embed their knowledge and understanding

#### Summary of assessment education

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

#### 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

Through studying GCSE Physical Education learners will acquire the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being.

- Students will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- Students will perform in different physical activities. They will develop skills and techniques, select and use tactics, strategies and/or compositional ideas.
- Students will develop their ability to analyse and evaluate to improve performance in physical activity and sport.

This specification has been designed to allow learners to develop an appreciation of Physical Education in a wide range of contexts. The specification uses stimuli/sources as part of the assessment. The use of stimuli/sources is designed to integrate theory and practice.





## Optional Subject Snapshot KS5

### **AQA GCSE Statistics - 2 year course for students who have passed GCSE Mathematics**

In key stage five, Baston House offers a GCSE statistics qualification, following the AQA specification.

#### **Subject content:**

Section A - Understand the importance of the careful planning of a clear strategy for collecting, recording and processing data in order to address an identified question or hypothesis.

Section B - Recognise the opportunities, constraints and implications for subsequent mathematical analysis involved in obtaining appropriate data through careful design of primary data collection techniques or through the use of reference sources for secondary data to ensure unbiased research.

Section C - Generate data visualisation and understand the mathematics required to derive these visualisations.

Section D - Calculate statistical measures to compare data.

Section E - Use visualisation and calculation to interpret results with reference to the context of the problem, and to evaluate the validity and reliability of statistical findings.

**Statistical Enquiry Cycle (SEC)** - The Statistical Enquiry Cycle (SEC) underpins the study of Statistics. Students need to be able to apply the knowledge and techniques outlined in this section within the framework of the SEC. The cycle covers five stages:

- Initial planning
- Data collection
- Data processing and presentation
- Interpretation of results
- Evaluation and review

#### **Aims and learning outcomes:**

Courses based on this specification must encourage students to:

- use statistical techniques in a variety of authentic investigations, use real world data in contexts such as, but not limited to, populations, climate, sales etc.
- identify trends through carrying out appropriate calculations and data visualisation techniques
- apply statistical techniques across the curriculum, in subjects such as the sciences, social sciences, computing, geography, business and economics, and outside of the classroom in the world in general
- critically evaluate data, calculations and evaluations that would be commonly encountered in their studies and in everyday life
- understand how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision-making processes in public, commercial and academic sectors
- apply appropriate mathematical and statistical formulae, and building upon prior knowledge.



**Assessments:**

GCSE Statistics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take two question papers at the same tier. All question papers must be taken in the same series.

The Subject content section shows the content that is assessed in each tier.

Paper 1	Paper 2
<p><b>What's assessed</b> All specification content.</p>	<p><b>What's assessed</b> All specification content.</p>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• Tiered Higher and Foundation</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>	<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• Tiered Higher and Foundation</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>
<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Multiple choice, short answer and a Statistical Enquiry Cycle (SEC) question.</li> </ul>	<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Multiple choice, short answer and a Statistical Enquiry Cycle (SEC) question.</li> </ul>

**Why choose GCSE Statistics?**

Statistics is about making decisions when there is uncertainty. Perhaps one of the most versatile areas of maths, it gives students the skills to collect, analyse, interpret and present data. It complements subjects such as GCSE Biology, Psychology, Geography, Business and Economics, and opens the door to a variety of careers – from weather forecasting to the biological sciences.



## **Optional Subject Snapshot**

### **KS5**

## **BTEC Level 2 First Information and Creative Technology (ICT) - 2 year course**

In key stage five, 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 2 qualification in Information and Creative Technology.

### **Content and method of assessment:**

The Edexcel BTEC 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 BTEC Level 3 Nationals in IT or employment within the information technology industries. For students who achieve the qualification at Level 1 they may wish to progress on to the Level 2 Award.



## **Optional Subject Snapshot**

### **KS5**

# **BTEC Level 3 National Extended Certificate in Information Technology (ICT) - 2 year course at KS5**

In key stage five, Baston House offers Level 3 National Extended Certificate in Information Technology, equivalent in size to one A Level following the Edexcel specification.

#### **Aim of the Course:**

The objective of this qualification is to give learners the opportunity to develop their knowledge and skills in IT systems, systems management and social media in business. This will enable learners to progress to further study in the IT sector or other sectors. Students will study three mandatory units and one optional unit. This will allow progression to a variety of degrees when combined with other suitable Level 3 qualifications.

#### **Content and method of assessment:**

The Edexcel Level 3 National Extended Certificate in Information Technology has four units to complete over 2 years.

#### **Core units**

##### **Unit 1 Information Technology Systems (Exam unit externally set)**

Information technology (IT) systems have a significant role in the world around us and play a part in almost everything we do. Having a sound understanding of how to effectively select and use appropriate IT systems will benefit students personally and professionally. They will explore the relationships between the hardware and software that form an IT system, and the way that systems work individually and together, as well as the relationship between the user and the system.

##### **Unit 2 Creating Systems to Manage Information (this unit is externally assessed through a task set and marked by Pearson)**

In order to produce information to support many business processes as well as our social lives, relational databases are widely used to manage and process data. From the smallest in-house systems to stock control systems for large online retailers, databases are repositories of information that are a significant part of organisational operating requirements. You will examine the structure of data and its origins, and how an efficient data design follows through to an effective and useful database. Students will examine a given scenario and develop an effective design solution to produce a database system. They will then test your solution to ensure that it works correctly. Finally, they will evaluate each stage of the development process and the effectiveness of your database solution.

To complete the assessment tasks within this unit, they will need to draw on your learning from across the programme. The skills you learnt in this unit will support progression to IT-related higher education courses and to employment in a role that requires computing-related expertise.



### **Unit 3 Using Social Media in Business (Internally assessed)**

Social media websites are a popular way for people to communicate and share information with friends and family. People spend a lot of time on social media websites and they give businesses opportunities to interact with people, for example to promote their business, to encourage people to visit their e-commerce site and buy, to provide customer service. Students may be familiar with social media for personal use and in this unit you will discover how it can be used in a business context. They will explore different social media websites, the ways in which they can be used and the potential pitfalls when using them for business purposes.

- Students will develop a plan to use social media strategies for business purposes to achieve specific aims and objectives.
- They will then implement the plan, developing and posting content and interacting with others.
- Finally, they will collect data on the business use of social media and review the effectiveness of their efforts.

Understanding how to use social media for business purposes is useful for employment in information technology and in a variety of business sectors. Also, social media skills are closely linked with web and mobile applications development.

This unit gives students a starting point for progression to roles such as social media specialist, content developer and web developer.

### **Optional specialist unit**

#### **Website Development (Internally assessed)**

Increasingly, organisations rely on websites to serve customers and, in some cases, to generate revenue. With millions of web pages being created daily, the need for websites to be engaging, innovative and desirable is important. As a website developer, students must use sophisticated techniques to capture user interest and to ensure that customers are served. The scripting involved in the development of websites has become crucial: website developers need to understand and acquire the necessary skills to find solutions to a variety of scenarios and problems.

- In this unit, students will review existing websites – commenting on their overall design and effectiveness. They will use scripting languages such as Hypertext Markup Language (HTML), Cascading Style Sheets (CSS) and JavaScript® and a simple text editor, or rapid application development tools.
- Finally, they will reflect on the website design and functionality using a testing and review process. Many software developers, database experts and systems managers need web-client development skills as an integral part of their overall portfolio of expertise.

This unit will prepare students for employment as a website developer or as a website development apprenticeship. The unit will benefit students if they want to go on to higher education to develop their studies.

#### **Career Prospects / Future Use:**

When taken alongside other Level 3 qualifications or A Levels in complementary or contrasting subjects, such as mathematics, physics, science, arts or technology, the qualification gives students the opportunity to progress to a degree in an information technology discipline or a degree where information technology related skills and knowledge may be advantageous.



# **Optional Subject Snapshot**

## **KS5**

### **GCSE (9–1) in Computer Science- 2 year course**

In key stage five, 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**

## **KS5**

### **Art and Design**

#### **BTEC Level 1 Introductory Award in Art and Design- 1 year course**

The BTEC Level 1 Introductory Award in Art and Design requires two units to be completed- one core and one chosen sector unit.

#### **Aim of the Course:**

The purpose of these qualifications is to develop the transferable skills, attributes and behaviours needed for learners to progress to further study and ultimately to employment. The qualifications are designed to be delivered in an applied way, bringing together appropriate content with practical and technical skills.

#### **Content and method of assessment:**

The BTEC Level 1 Introductory Award in Art and Design requires 2 units to be completed 1 core and 1 chosen sector unit.

All units in these qualifications are internally assessed and subject to external standards verification. The following units will be completed.

#### **Core Group A unit**

##### **Unit A2 Developing a Personal Progression Plan**

This unit will help students find out what opportunities are available to them and how to get to the next stage. They will carry out a self-audit, identifying what their strengths are and what they need to develop to be able to meet their progression goals. They will learn how to set goals and plan ways to achieve them. They will then produce a personal progression plan to help them reach the next step in their life.

#### **Group B unit**

##### **Unit AD11: Creating an Artefact Using Clay**

In this unit, you will explore different ways of working with clay, using basic hand-building and throwing techniques to create an artefact of your choice. You will use different ways of hand building and you may have to solve problems, which will mean you need to manage yourself and your time well. You will also experiment with different methods of decoration and finish.



## **Optional Subject Snapshot –** **Art and Design** **KS5**

### **BTEC Level 1 / 2 First Award Art and Design-2 year course**

In key stage five, Baston House offers BTEC First Art and Design, following the Edexcel specification.

#### **Aim of the Course:**

The Pearson BTEC Level 2 First Award in Art and Design has been designed primarily for young people who may wish to explore a vocational route or for learners who want a vocationally focused introduction to this area of study. The qualification is built around a common core that covers essential knowledge and skills for the sector. Learners will investigate a selection of specialist disciplines in art and design to help them decide on the best specialist area for them.

#### **Content and method of assessment:**

The Edexcel BTEC Level 2 First Award in Art and Design has four units to complete over 2 years.

#### **Unit 1 (Core unit) – Introduction to specialist pathways in Art and Design (Internally assessed)**

People who work in art and design have many specialist skills. The path they follow to gain these skills includes learning in very different areas of art and design. By following this unit, you will have opportunities to find out about, and start developing, some of these specialist skills. By trying out these skills for yourself, you will find out more about where your strengths and interests lie. You will explore, experiment with and learn how to use specialist materials and techniques relevant to your brief. You will develop your chosen specialist skills. You will also learn about, and record, the health and safety issues associated with the traditional and contemporary media, techniques and processes that you use.

#### **Unit 2 (Core unit) – Creative projects in art and design (Externally assessed exam)**

Artists, designers and makers all explore different approaches to developing their creative work. They have different ways of making their ideas come to life through applying their chosen techniques and materials. In this unit you can develop your own creative response to a vocationally themed brief. This can be an area that you are interested in studying at a higher level in the future, or an area in which you hope to eventually find work. Or you might select it because you are interested generally in the creative industries and would like to explore and develop this interest further. This creative vocational project should inspire you through this investigation of your preferred area of art design or creative media. You can explore and apply new areas of study and new working methods. You will learn to focus your project through planning and organising, taking your ideas from concept to final outcome. You will apply what you have learnt in previous units.

*Also, two specialist optional units.*

#### **Unit 3: Communicating ideas in 3D**





In this unit you will experiment with a range of 2D mark-making activities that could include drawing, painting and other disciplines, such as photography, printmaking and mixed media. You will be creating work by traditional and contemporary methods. You will gain recording skills, learn how to work from primary and secondary sources and, by exploring 2D visual language, learn to generate and develop visual communication ideas successfully. Knowledge and skills in 2D are needed for many of the units in your qualification and they are essential in helping you to prepare for vocational progression. You will explore and investigate the methods and approaches used by artists and designers to find out how they work with 2D ideas to meet the requirements and constraints of a brief. You will find out about the ways that artists and designers inform and inspire their own ideas to enable them to communicate successfully using 2D visual language.

### **Unit 6: Investigating Contextual references in art and design**

Art, craft and design work builds on and develops others' ideas from the past and puts them into the contemporary context. External factors such as cultural and creative trends will affect how artistic responses are received. Dame Vivienne Westwood seeks inspiration for her designs from 17th-century French Romantic paintings to the traditional tartan of Scotland and the dark Gothic of the punk era. Lucian Freud was known to visit galleries to study the work of others when he needed help with his artwork. There, he would seek out other painters' approaches for inspiration. Through the study of creative works, you will heighten your awareness of ethical, moral, social, cultural and environmental issues.

#### **Career Prospects / Future Use:**

In addition to this, the qualification provides opportunities for learners to develop communication skills needed for working in the art and design sector as they progress through the course. The Pearson BTEC Level 2 First Award in Art and Design also provides the starting point of a route to employment in an extensive range of creative, administrative and technical roles. The wide range of companies in the sector include those that design and make craft products, those that operate in the fashion and textiles sectors or provide product design services, and those in the wide-ranging visual arts and visual communications sectors.



# **Optional Subject Snapshot**

## **KS5**

### **Art and Design**

#### **BTEC Level 3 National Extended Certificate in Art and Design- 2 year course at KS5**

In key stage five, Baston House offers Level 3 National Extended Certificate in Art and Design, equivalent in size to one A Level following the Edexcel specification.

#### **Aim of the Course:**

The Pearson BTEC Level 3 National Extended Certificate in Art and Design is an Applied General qualification. It is equivalent in size to one A Level. It has been developed for post-16 learners who wish to develop knowledge and skills in art and design through a vocational focus and can be used to support further progression in art and design education.

#### **Content and method of assessment:**

The Edexcel Level 3 National Extended Certificate in Art and Design has four units to complete over 2 years.

#### **Core units**

##### **Unit 1: (Core) Visual Recording and Communication (Externally set)**

In this unit, you will develop your visual recording and communication skills through exploration and experimentation with materials and methods, gaining confidence in your ability to create work and express and communicate ideas. You will extend your skills through exploring the work of others, ongoing personal reflection and the refinement of your own work. You will demonstrate your practice by applying these skills to a set task. To complete the assessment tasks within this unit, you will need to draw on your learning from across your programme. The skills and knowledge you develop in this unit are key for progression to higher education, training and employment. The work you produce in this unit can form part of a portfolio for entry to these areas.

##### **Unit 2: (Core) Critical and Contextual Studies in Art and Design (Externally set)**

In this unit, you will develop contextual research and critical analysis skills. You will investigate the contextual influences on practitioners that drive and underpin their work. You will learn how to critically analyse pieces of art and design work, deconstructing images and thinking critically about what you see. You will develop these skills through investigation by selecting and sourcing relevant information in order to gain a full understanding of the work of artists and designers. The skills and knowledge you develop in this unit are fundamental to progression and highly sort after in higher education or work.

##### **Unit 3: (Core) The Creative Process (Internally assessed)**

In this unit, you will explore the activities within the creative process. You will experiment with ideas generation techniques and contextual research activities. You will develop ideas through use



of materials, techniques and processes, refining your ideas and reviewing your working practices. You will explore ways to present your work and understand the importance of self-reflection and evaluation as an ongoing process. You will also explore how these activities can relate and support each other, looking at alternative and innovative approaches. You will then apply your own creative process to a piece of art and design work, reflecting on what you have learned to help inform your future practice. To complete the assessment tasks within this unit, you will need to draw on your learning from across your programme. The stages and activities within the creative process are fundamental to art and design practice. The work produced in this unit can form part of a portfolio for progression to higher education or the workplace.

Optional specialist unit

### **Unit 14: Textiles Materials, Techniques and Processes (Internally assessed)**

In this unit, you will be introduced to the key areas of textiles. You will investigate woven and constructed textiles, surface pattern design and the development and manufacture of these through traditional methods and digital applications. You will explore the materials, processes and techniques used in the development of different textile products and be introduced to the cultural and contextual influences which influence textile design. The work produced in this unit will form an important addition to your portfolio, supporting the specialist textile units and preparing you for progression to higher education or the world of work.

#### **Career Prospects / Future Use:**

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- The ability to learn independently
- The ability to research actively and methodically
- Being able to give presentations and being active group members.

BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study.

BTEC Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- Effective writing
- Analytical skills
- Creative development
- Preparation for assessment methods used in degrees



## Optional Subject Snapshot KS5

### **BTEC Level 1 Award in Fashion and Clothing 1 year Course**

The BTEC Level 1 Award in Fashion and Clothing requires one unit to be completed.

#### **Aim of the course:**

The Purpose of these qualifications is to develop the transferable skills, attributes and behaviours needed for learners to progress to further study and ultimately to employment. The qualifications are designed to be delivered in an applied way, bringing together appropriate content with practical and technical skills.

#### **Content and method of assessment:**

The BTEC Level 1 Award in Fashion and Clothing requires one unit to be completed. All units in these qualifications are internally assessed and subject to external standards verification.

The Following unit will be completed:

#### *Unit 5: Hand and Machine Sewing Techniques and Processes*

The unit aims to develop the learners' hand and machine sewing techniques in order to produce both functional and decorative samples that will be applicable to future fashion and clothing work. Fashion designers need a wide range of both visual and technical skills, in order to understand basic sewing techniques and processes and be more informed with regard to construction and decorative possibilities or limitations when developing design ideas.

Through research, discussion, and the exploration and development of sewing skills, the learner will develop a range of samples demonstrating hand and machine stitch techniques, as used in the fashion industry. Personal design ideas developed in other units can be used as source material to inspire the development of samples in this area of study.



## Optional Subject Snapshot

### KS5

## Design and Technology- 1 or 2 year course (each) NCFE Level 1 and 2 Award in Creative Craft

In Key Stage five, Baston House offers Design and Technology at level 1 and 2. You will enjoy these courses if you want to study a subject that enables you to design and make products, be creative and places an emphasis on practical work.

### NCFE Level 1 Award in Creative Craft (601/3360/0)

#### Aims

- enable learners to develop basic skills in craft
- provide learners with underpinning knowledge of the craft process
- provide learners with a basis for progression into further study in craft-related areas.

#### Objectives

- develop a portfolio of work in craft
- use materials, tools and equipment correctly and safely
- develop an understanding of health and safety considerations in the craft environment.

**Achieving this qualification** – You are required to successfully complete 3 mandatory units and create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit and is internally assessed.

#### Mandatory Units

1. D/506/2654 **Explore craft resources** (3 credits)
2. H/506/2655 **Explore craft ideas** (4 credits)
3. L/506/2648 **Create, present and review final craft item** (2 credits)

#### Assessment and moderation - Unit summaries

1. **Explore craft resources (D/506/2654)** - Learners will develop their knowledge of materials and the techniques required to manipulate them. Learners will explore the properties and characteristics of different materials and develop their use of tools and equipment for working with selected materials. Learners will also cover health and safety procedures relevant to the chosen tools and materials.

Guided learning hours: 30      Credit value: 3

2. **Explore craft ideas (H/506/2655)** - Learners will explore the work of others to inspire and develop their own craft ideas. Learners will record their ideas and discuss them with others, responding to feedback and giving reasons for their final choice.

Guided learning hours: 30      Credit value: 4

3. **Create, present and review final craft item (L/506/2648)** - This unit allows learners to plan, produce and reflect upon their own craft work. Learners will plan and prepare the tools, materials and equipment required to produce their craft item whilst maintaining a safe working



environment. Learners will have the opportunity to display their finished piece in an appropriate way or setting for others to see. Learners will also identify any issues/challenges they faced in the creative process and create an action plan to help them with future developments.

Guided learning hours: 20      Credit value: 2

## **NCFE Level 2 Award in Creative Craft 601/3361/2**

### **Aims**

- extend and further develop learners' skills gained during KS3 Design and Technology lessons
- extend learners' knowledge and understanding of the creative craft process
- extend learners' understanding of health and safety issues and provide the opportunity for further development
- provide a basis for progression onto further study.

### **Objectives**

- use raw materials, tools and equipment including CAD/CAM in a safe and competent manner when manufacturing products
- evaluate own work, develop ideas and learning through the craft process
- develop an understanding of health and safety considerations in the craft environment

**Achieving this qualification** – You are required to successfully complete 3 mandatory units and create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit and is internally assessed.

### **Mandatory Units**

1. **M/506/2674 Use materials, tools and equipment to develop craft techniques** (3 credits)
2. **H/506/2672 Develop craft ideas** (4 credits)
3. **T/506/2675 Create, present and evaluate final craft item** (3 credits)

### **Assessment and moderation** - Unit summaries

1. **Use materials, tools and equipment to develop craft techniques** (M/506/2674) - Learners will explore different materials and develop an understanding of the visual and tactile qualities of them. They will develop their techniques for manipulation of different craft materials and develop the use of tools needed whilst ensuring that they observe the health and safety aspects of the materials, tools and techniques used.

Guided learning hours: 20      Credit value: 3

2. **Develop craft ideas** (H/506/2672) - Learners will research and compare sources and contexts to inspire their ideas for craft. Learners will have the opportunity to present their ideas to others to gain feedback on which to adapt or improve their idea. They will develop their ideas by researching, debating and adapting before selecting and justifying their final choice.

Guided learning hours: 30      Credit value: 4



**3. Create, present and evaluate final craft item (T/506/2675)** - In this unit learners will plan, produce and evaluate their own craft work. Learners will prepare the tools, materials and equipment required to produce their craft piece whilst maintaining a safe working environment. Learners will have the opportunity to display their finished piece in an appropriate way or setting for others to see. Learners will also evaluate the whole creative process and record any issues/challenges they faced and any areas for improvement.

Guided learning hours: 20      Credit value: 3

**Career prospects/future use:**

Learners who achieve this qualification could progress to NCFE Level 3 Certificate in Creative Craft. It may also be useful to learners studying qualifications in the following sector(s):

- Craft, creative art and design
- Media and communication



## Optional Subject Snapshot

### KS5

### Spanish- 2 year course

In key stage five, Baston House offers the following:

The AQA Foundation/Higher level Certificate in Modern Foreign Languages in Spanish. Our objective is to enable students of all abilities to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. This qualification is linear. Linear means that students will sit all their exams at the end of the course.

#### Content:

**Theme 1: Identity and culture:** Identity and culture covers the following four topics with related sub-topics shown as bullet points.

- **Topic 1: Me, my family and friends**
  - *Relationships with family and friends*
  - *Marriage/partnership*
- **Topic 2: Technology in everyday life**
  - Social media
  - Mobile technology
- **Topic 3: Free-time activities**
  - Music
  - Cinema and TV
  - Food and eating out
  - Sport
- **Topic 4: Customs and festivals in Spanish-speaking countries/communities**

**Theme 2: Local, national, international and global areas of interest:** Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points:

- **Topic 1: Home, town, neighbourhood and region**
- **Topic 2: Social issues**
  - Charity/voluntary work
  - Healthy/unhealthy living
- **Topic 3: Global issues**
  - The environment
  - Poverty/homelessness
- **Topic 4: Travel and tourism**

**Theme 3: Current and future study and employment:** Current and future study and employment covers the following four topics:

- **Topic 1: My studies**
- **Topic 2: Life at school/college**
- **Topic 3: Education post-16**





- **Topic 4: Jobs, career choices and ambitions**

**Assessment:**

Assessment objectives are set by Ofqual and are the same across all GCSE Spanish specifications and all exam boards.

The exam will measure how students have achieved the following assessment objectives.

- **AO1: Listening** – understand and respond to different types of spoken language. 25%
- **AO2: Speaking** – communicate and interact effectively in speech. 25%
- **AO3: Reading** – understand and respond to different types of written language. 25%
- **AO4: Writing** – communicate in writing. 25%

Jobs where this qualification would be useful include:

- Interpreter
- Teacher
- Translator
- Broadcast journalist
- English as a foreign language teacher
- Tour manager / Guide
- Editor
- Spanish Speaking Consultant
- Sales Assistant
- Marketing



## Optional Subject Snapshot

### KS5

## Food Technology BTEC Home Cooking Skills Level 1 and 2-1 year course (each)

In key stage 5 Baston House offers a BTEC in the Food Technology classes. Pearson BTEC level 1 and 2 Awards in Home Cooking Skills shows cooking is an essential life skill, empowering us to make changes that benefit our health and wellbeing. Home Cooking Skills courses aim to give every young person the basic skills and knowledge to be able to cook for themselves in a healthy, cost-effective way, as well as gain the confidence to share these skills with friends and family.

### Why take Home Cooking Skills?

Learning to cook used to be passed down through the generations, but these days many of us lack the knowledge or skills to cook from scratch. Instead, we rely on pre-prepared or ready-cooked food, a major cause of the obesity epidemic affecting our nation's health. This engaging course aims to change all that. For some, it may be the start of a career in cooking; for others, it will help them to learn the basic skills and recipes that will help them to make healthy choices throughout their lives.

### What will I learn?

You will learn essential knowledge and skills such as:

- kitchen basics: what equipment you need and the best way to stock your store cupboard, fridge and freezer
- food safety and hygiene: knife safety, fridge management and rotation
- how to shop cleverly: shopping lists, seasonal food and planning ahead
- preparing ingredients and understanding confusing food labels.

### How are Home Cooking Skills qualifications structured?

Home Cooking Skills includes two single-unit BTEC qualifications, one at Level 1 and one at Level 2.

<b>Level 1</b>	<b>4 credits</b>	Focuses on giving all young people the skills to prepare delicious and nutritious home-cooked food using fresh ingredients, as well as an understanding of the value of passing on cooking knowledge.
<b>Level 2</b>	<b>6 credits</b>	Develops the student's ability to plan and prepare a series of nutritious home-cooked meals for breakfast, snacks, lunch and dinner, and helps them understand how to cook economically.



## **Optional Subject Snapshot**

### **KS5**

## **Food Technology-WJEC Level 1/2 Vocational Award in Hospitality and Catering- 2 year course**

In key stage 5, Baston House offers a Vocation Award in Food Technology. The WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study.

It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

- Unit 1 The Hospitality and Catering Industry- This is an onscreen assessment or paper based assessment
- Unit 2 Hospitality and Catering in Action- This is an internal assessment

Learners must complete both units.

This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression. Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering such as:

- Level 1 Certificate in Introduction to Professional Food and Beverage Service Skills
- Level 2 Certificate in Professional Food and Beverage Service Skills
- Level or Level 2 NVQ Diploma in Professional Cookery



## Optional Subject Snapshot KS5

### Duke of Edinburgh-Bronze and Silver and Gold Awards- 1 year each level (Bronze, Silver and Gold)

In key stage five, Baston House offers the Bronze, Silver and Gold Duke of Edinburgh Award.

#### About the Duke of Edinburgh Award

Choosing to study for a Bronze Duke of Edinburgh Award is a great decision to make for lots of reasons. The course offers a life-changing experience and an opportunity to discover new interests and talents. This qualification is a tool to develop essential skills for life and work. It is also a recognised mark of achievement and respected by employers. We currently offer:

DofE Bronze Award to Post 16 students

DofE Silver/Gold Awards to Post 16 students (Second/Third year of qualification successive)

All students will need to complete the Bronze Award to progress to Silver and Gold. The Bronze, Silver and Gold Awards will be achieved over three academic years.

<b>The 20 Conditions of the Expedition section</b>				
<b>DofE qualifying expedition conditions</b>				
<b>Planning the expedition</b>	1 The team must plan and organise the expedition; all members of the team should be able to describe the role they have played in planning.			
	2 The expedition must have an aim. The aim can be set by the Leader at Bronze level only.			
	3 All participants must be within the qualifying age of the programme level and at the same Award level (i.e. not have completed the same or higher level of expedition).			
	4 There must be between four and seven participants in a team (eight for modes of travel which have tandem)			
	5 The expedition should take place in the recommended environment. <table border="0" style="width: 100%; font-size: small;"> <tr> <td style="width: 33%; border: 1px solid black; padding: 2px;"> <b>Bronze:</b> Expeditions should be in normal rural countryside – familiar and local to groups.                 </td> <td style="width: 33%; border: 1px solid black; padding: 2px;"> <b>Silver:</b> Expeditions should be in normal rural, open countryside or forest – unfamiliar to groups.                 </td> <td style="width: 33%; border: 1px solid black; padding: 2px;"> <b>Gold:</b> Expeditions should be in wild country (remote from habitation) which is unfamiliar to groups.                 </td> </tr> </table>	<b>Bronze:</b> Expeditions should be in normal rural countryside – familiar and local to groups.	<b>Silver:</b> Expeditions should be in normal rural, open countryside or forest – unfamiliar to groups.	<b>Gold:</b> Expeditions should be in wild country (remote from habitation) which is unfamiliar to groups.
	<b>Bronze:</b> Expeditions should be in normal rural countryside – familiar and local to groups.	<b>Silver:</b> Expeditions should be in normal rural, open countryside or forest – unfamiliar to groups.	<b>Gold:</b> Expeditions should be in wild country (remote from habitation) which is unfamiliar to groups.	
	6 Accommodation must be by camping or other simple self-catering accommodation (e.g. camping barns or bunkhouses).			
	7 The expedition must be of the correct duration and meet the minimum hours of planned activity. <table border="0" style="width: 100%; font-size: small;"> <tr> <td style="width: 33%; border: 1px solid black; padding: 2px;"> <b>Bronze:</b> A minimum of 2 days, 1 night; 6 hours planned activity each day.                 </td> <td style="width: 33%; border: 1px solid black; padding: 2px;"> <b>Silver:</b> A minimum of 3 days, 2 nights; 7 hours planned activity each day.                 </td> <td style="width: 33%; border: 1px solid black; padding: 2px;"> <b>Gold:</b> A minimum of 4 days, 3 nights; 8 hours planned activity each day.                 </td> </tr> </table>	<b>Bronze:</b> A minimum of 2 days, 1 night; 6 hours planned activity each day.	<b>Silver:</b> A minimum of 3 days, 2 nights; 7 hours planned activity each day.	<b>Gold:</b> A minimum of 4 days, 3 nights; 8 hours planned activity each day.
	<b>Bronze:</b> A minimum of 2 days, 1 night; 6 hours planned activity each day.	<b>Silver:</b> A minimum of 3 days, 2 nights; 7 hours planned activity each day.	<b>Gold:</b> A minimum of 4 days, 3 nights; 8 hours planned activity each day.	
	8 All expeditions must be supervised by an adult (the Expedition Supervisor) who is able to accept responsibility for the safety of the team.			
9 Assessment must be by an accredited Assessor. At Bronze level only, the Assessor may also be the Expedition Supervisor.				
10 Expeditions will usually take place between the end of March and the end of October. They may take place outside this period, if so, non-camping accommodation options should be considered.				
<b>Training and practice</b>	11 Participants must be adequately trained to safely undertake a remotely supervised expedition in the environment in which they will be operating. <table border="0" style="width: 100%; font-size: small;"> <tr> <td style="width: 33%; border: 1px solid black; padding: 2px;"> <b>Bronze:</b> Teams must complete the required training.                 </td> <td style="width: 33%; border: 1px solid black; padding: 2px;"> <b>Silver:</b> Teams must complete the required training and a practice expedition of a minimum 2 days, 2 nights.                 </td> <td style="width: 33%; border: 1px solid black; padding: 2px;"> <b>Gold:</b> Teams must complete the required training and a practice expedition of a minimum 2 days, 2 nights.                 </td> </tr> </table>	<b>Bronze:</b> Teams must complete the required training.	<b>Silver:</b> Teams must complete the required training and a practice expedition of a minimum 2 days, 2 nights.	<b>Gold:</b> Teams must complete the required training and a practice expedition of a minimum 2 days, 2 nights.
	<b>Bronze:</b> Teams must complete the required training.	<b>Silver:</b> Teams must complete the required training and a practice expedition of a minimum 2 days, 2 nights.	<b>Gold:</b> Teams must complete the required training and a practice expedition of a minimum 2 days, 2 nights.	
	12 All expeditions must be by the participants' own physical effort, without motorised or outside assistance. Mobility aids may be used where appropriate to the needs of the participant.			
13 All expeditions must be unaccompanied and self-sufficient. The team must be properly equipped, and supervision must be carried out remotely.				
<b>During the expedition</b>	14 Teams must possess the necessary physical fitness, first aid and expedition skills required to complete their expedition safely.			
	15 Groups must adhere to a mobile phone use policy as agreed with their Expedition Supervisor and Assessor. This agreement should also include use of other electronic equipment.			
	16 Participants must behave responsibly with respect for their team members, Leaders, the public and animals.			
	17 Groups must understand and adhere to the Countryside/Scottish Outdoor Access, Highway and Water Sports Codes (as appropriate).			
	18 Participants must plan an appropriate expedition menu, including cooking and eating a substantial hot meal on each day. This is optional on the final day.			
	19 Participants must actively participate in a debrief with their Assessor at the end of the expedition.			
<b>Post expedition</b>	20 At Silver and Gold level, a presentation must be prepared and delivered after the expedition.			

The Duke of Edinburgh Award is a Registered Charity No. 029462, and is Scottish No. SC202024, and a Royal Charter Corporation No. RC020005. Registered Office: G5/6 or House, Madens Walk, WINDSOR, Berkshire SL4 4EU 09/02/19 DW

DofE.org

The DofE is many things to many people, supporting generations to successfully navigate adult life. Students aged 14-24 year-olds can do a DofE programme at one of three progressive levels which, when successfully completed, leads to a Bronze, Silver or Gold Duke of Edinburgh's Award.

There are four sections to the award consisting of:

1. Volunteering- Supporting individuals or giving back to the community.
2. Physical- Improving in an area of sport, dance or fitness.
3. Skills- Developing practical and social skills and personal interests.
4. Expedition- Planning, training for and completing an adventurous journey.

In addition to the 4 required elements for each award level the participant should adhere to the 20 conditions of Duke of Edinburgh.



The courses/awards involve helping the community/environment, becoming fitter, developing new skills, planning, training for and completing an expedition and, for Gold only, working with a team on a residential activity. Any young person can do their DofE – regardless of ability, gender, background or location. Achieving an Award is not a competition or about being first, it is all about setting personal challenges and pushing personal boundaries.

Through a DofE programme, young people have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs and university and job applications. Top employers recognise the work-ready skills Award holders bring to their business.



## **Optional Subject Snapshot**

### **KS5**

### **Music- Entry Level Pathway- 2 year**

In key stage five, Baston House offers Music as an accredited Entry Level option, following the WJEC specification.

#### **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

#### **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 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.

The third 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 fourth 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

#### **Career Prospects / Future Use:**

Entry Level Music provides a solid 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**

### **KS5**

# **Music- Trinity Rock and Pop- 2 years**

In key stage four, Baston House also offers Trinity Rock and Pop accredited music grades in: keyboards, guitar, bass, drums and vocals.

#### **Aim of the Course:**

Trinity's graded Rock & Pop exams provide a structured yet flexible framework for progress, which enables our learners to demonstrate their own musical personality and promotes enjoyment in music performance. The exams assess musical performance and technical ability through performance assessment. They offer learners of any age the opportunity to measure their development as performers against a series of internationally understood benchmarks, taking them from beginner level to the point at which they can progress to higher education in music.

#### **Content and method of assessment:**

As aforementioned, at Baston House we offer Trinity Rock and Pop accredited music grades in: keyboards, guitar, bass, drums and vocals which range from Initial Grade up to Grade 8. Students will learn 3 pieces of their choosing from the syllabus, (including a technical focus piece) on their chosen instrument(s) until ready for exam admission. All exams are assessed by Trinity trained and moderated external examiners. Learners can receive a regulated graded music exam by filming and uploading a performance of their 3 songs. Based on performances and the marks given, a total out of 100 will be calculated and awarded, and examiners provide marks and comments for the exam. Learners' results correspond to different attainment bands as follows:

87–100: DISTINCTION

75–86: MERIT

60–74: PASS

45–59: BELOW PASS 1

0–44: BELOW PASS 2

#### **Career Prospects / Future Use:**

Performance is at the heart of Trinity's Rock & Pop exams; these exams help musicians develop valuable playing skills and achieve their musical ambitions.

In the UK, Grades 6–8 are eligible for UCAS (Universities and Colleges Admissions Service) points for those applying to colleges and universities.

While for some learners graded Rock & Pop exams represent a personal goal or objective, they can also be used as a progression route towards: Music courses in further education, as well as employment opportunities in music and the creative arts industry.



# Optional Subject Snapshot

## KS5

### Horticulture

#### AQA unit awards- 1 year course

In key stage five, Baston House offers Horticulture as a unit award scheme subject. The Unit Award Scheme (UAS) is a unique recording of achievement scheme, rather than a qualification. It offers learners the opportunity to have their achievements formally recognised with a certificate each time a short unit of learning is successfully completed– perfect for anyone wanting to start a professional horticulture career or develop a personal interest.

#### Modules, learning outcomes and assessment

The AQA Unit Award Scheme is invaluable as it is an important pathway for our students to receive accreditation for their achievements. It provides a wide range of units which are differentiated, making accreditation accessible to all pupils regardless of their ability. Furthermore, through allowing amendments and writing our own units, we are able to expand and customise units to our pupil's individual learning interests and needs.

#### Examples of Units covered this academic range from pre-entry to level one:

- Growing vegetables
  - Creating a flower border
  - Planting a hedgerow
  - From seed to harvest
  - Planting trees and hedgerow
  - Planting trees and hedgerow
  - Need for seeds: Sunflower growing
- 1) Soil testing
    - Reasons for soil testing
    - Collect and prepare soil samples for testing
    - Identify the textural class of soils
    - Determine the pH of soils
  - 2) Sowing seeds and vegetative propagation techniques
    - Fill containers to a consistent standard in readiness to accept seed or propagules
    - Sow seed to a consistent and uniform standard in containers and carry out appropriate aftercare to ensure successful germination
    - Prick out seedlings into containers
    - Propagate plants from stem cuttings, leaf petiole and leaf lamina cuttings
    - Propagate plants from root cuttings during dormant season
    - Propagate plants by division during the appropriate season
    - Provide aftercare to propagules
  - 3) Practical skills in ground preparation for seeding and planting
    - Select, use and maintain equipment
    - Prepare ground for seeding and planting
    - Work safely and minimise environmental damage





4) Practical skills in establishing seeds and plants in soil

- Select, use and maintain equipment
- Select and transport plants and or seeds
- Establish plants and/or seeds in soil
- Work safely and minimise environmental damage

4) Care and pruning of plants

- Re-pot and pot on
- Provide aftercare to aid the establishment of plants that have been re-potted and those growing in the open ground
- Know how to apply the principles of pruning
- Prune a range of plants to achieve specified outcomes

5) Identification of a range of common garden plants, weeds, pests, diseases and disorders

- Understand how plants are botanically named
- Identify a range of plants, seeds, pests, diseases and disorders

**Career Prospects / Future Use:**

You will have gained a range of horticultural knowledge relevant to employment in various roles in commercial plant production and the horticultural sector, such as a head gardener or supervisor in private, public, or botanic gardens or parks and urban green spaces.



# **Optional Subject Snapshot**

## **KS5**

### **Painting and Decorating**

#### **AQA unit awards- 1-year course**

In key stage five, Baston House offers Painting and Decorating as a unit award scheme subject. The Unit Award Scheme (UAS) is a unique recording of achievement scheme, rather than a qualification. It offers learners the opportunity to have their achievements formally recognised with a certificate each time a short unit of learning is successfully completed– perfect for anyone wanting to start a professional painting and decorating career or develop a personal interest.

#### **Modules, learning outcomes and assessment**

The AQA Unit Award Scheme is invaluable as it is an important pathway for our students to receive accreditation for their achievements. It provides a wide range of units which are differentiated, making accreditation accessible to all pupils regardless of their ability. Furthermore, through allowing amendments and writing our own units, we are able to expand and customise units to our pupil's individual learning interests and needs.

#### **Examples of Units that will be covered from pre-entry to level one:**

- Introduction to painting and decorating
- Identifying and using painting and decorating tools
- Basic painting and decorating skills
- Painting and decorating: Brushes and rollers
- Painting and decorating: Sanding
- Painting and decorating: Interiors
- Painting and decorating: Stencilling
- Recognising painting and decorating tools

Working through the above units, students will gain practical hands on skills as well as learning the theory behind how and why these use particular techniques or materials. Students will be able to test their skills on a wide variety of projects from wall areas to complete cubicles. Topics will include the individual tasks as well as working as a group to prepare surfaces for decorating and safe working practices.

#### **Career Prospects / Future Use:**

You will have gained a range of Painting and Decorating skills and knowledge relevant to employment in various roles in in the painting and decorating sector. This could also progress students onto further college courses in the future.



# Subject Snapshot

## KS5

### ASDAN Short Courses- 1 year courses

In key stage five, Baston house also offers a range of ASDAN courses for students in:

- Animal care
- Expressive arts
- Gardening
- Careers and experiencing work

The short course modules are multi-level, meaning the focus is on completing challenges and skills development according to individual ability, rather than attainment at a specific level. It is by no means the easier option and still requires plenty of independent research. The courses feature no final exams and are awarded through completion of the related activities.

#### **Aim of the course:**

The flexibility of ASDAN's Short Courses means they can be carried out in a variety of settings, over a period to suit the individual or co-ordinating centre (up to 60 hours). Challenge descriptions can be interpreted and adapted according to the situation. Pupils will develop a range of skills including practical, personal development, social and work-related skills.

#### **Content and assessment**

The courses will cover a variety of modules (dependent on the chosen course) including:

- 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

Each module will have either 5 or 2 challenges attached equating to 1 credit (10 hours). Once the pupils have completed all modules, they will have completed 60 hours equalling 6 credits.

Additionally, pupils will need to complete several skill sheets detailing how they planned and reviewed their work. A summary of personal achievement will also be submitted detailing how they developed their own leadership, teamwork, problem solving and the use of IT to accomplish their work.

Pupils will have a portfolio of evidence to be submitted. This can include a diary or log, academic work, witness statements, surveys, research, photos, letters and emails, diagrams, notes, PowerPoint presentations and charts. This portfolio will be monitored and assessed as we go before finally being sent off for internal assessment.



# Core Subject Snapshots-

For students continuing with  
English/Maths

# 2022/2023



## Subject Snapshot: English

At Baston House School we offer a range of English qualifications following the EDUQAS or AQA specification for our Key Stage 5 students. This is either Entry Level (EDUQAS), Functional Skills (AQA) or GCSE English Language (EDUQAS). English is a key subject that prepares students for the world beyond school. We aim to provide an English curriculum that is both accessible and challenging for all students.

### GCSE English Language

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.

Component 1 – 1 hour 45 minutes

- Section A - Reading – fiction
- Section B – Writing narrative/creative

Component 2 – 2 hours

- Section A - Reading – comparing 19th/21st C texts
- Section B – Transactional Writing – two tasks, writing for purpose, form and audience

### 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
<b>What's assessed</b> All the scope of study statements for Reading at the appropriate level	<b>What's assessed</b> All the scope of study statements for Writing at the appropriate level	<b>What's assessed</b> All the scope of study statements for Speaking, listening and communicating at the appropriate level
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour</li> <li>• Paper based</li> <li>• Level 1: 26 marks</li> <li>• Level 2: 30 marks</li> </ul>	<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour</li> <li>• Paper based</li> <li>• Level 1: 27 marks</li> <li>• Level 2: 30 marks</li> </ul>	<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Tasks set by centre in line with AQA guidelines</li> <li>• Marked by centre using pass criteria</li> </ul>



<ul style="list-style-type: none"> <li>33.3% of the AQA Level 1 and 2 Functional Skills in English</li> </ul>	<ul style="list-style-type: none"> <li>33.3% of the AQA Level 1 and 2 Functional Skills in English</li> </ul>	<ul style="list-style-type: none"> <li>33.3% of the AQA Level 1 and 2 Functional Skills in English</li> </ul>
<p><b>Questions</b> A mix of question styles, including multiple choice and short response</p>	<p><b>Questions</b> Two writing tasks, including 12 marks for spelling, punctuation and grammar</p>	<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>One presentation task</li> <li>One discussion task</li> </ul>

## Entry level

For those students unable to access GCSE or Functional Skills, we also offer English at Entry Level, working with the EDUQAS exam board. This comprises of an externally set examination and externally set classroom assessments in year 11.

For Entry Level, students complete four written controlled assessments and two speaking and listening assessments, along with a 1hour exam at the end of the course.

The four in-class assessments are: Response to Twentieth/Twenty-First Century Literature, Editing and Sequencing, Narrative Writing, Proofreading.

### **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**

At Baston House we offer a range of Maths qualifications following the AQA framework for our Key Stage 5 students. This is either Entry Level Pathways, Functional Skills or GCSE.

### **AQA Mathematics Functional Skills Entry Level**

#### **Subject content:**

- Component 1: properties of number
- Component 2: the four operations
- Component 3: ratio
- Component 4: money
- Component 5: the calendar and time
- Component 6: measures
- Component 7: geometry
- Component 8: statistics

#### **Aims and learning outcomes:**

It is recognised that GCSE Mathematics is too demanding for some students. Entry Level Mathematics is designed as a qualification that offers students who are unlikely to achieve a grade in GCSE Mathematics the opportunity to achieve a certificated award. It is also a useful qualification for students in preparation for GCSE and can be used to monitor students' progress.

Overall, a teaching and learning scheme based on this specification will provide opportunities for investigative and practical mathematics as well as leading to mastery of the basic skills of the subject, and will give a worthwhile educational experience for all students.

The component-based structure of the qualification provides students with the opportunity to work in short programmes. This enables their progress to be monitored and a sense of achievement can be gained throughout the course.

#### **Assessments:**

This qualification is linear. Linear means that students submit all components that form the assessment at the end of the course. Students should submit for assessment and moderation evidence from eight components as above.

Each complete portfolio should contain eight components of work made up of between four and eight external assignments. Any remaining components should be made up of internally set classwork.

All components are internally assessed (teacher marked) and then moderated by AQA. Each component is marked out of 30, giving a total mark out of 240 for the whole portfolio.



## **AQA Mathematics 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

### **Aims and learning outcomes:**

Functional Skills mathematics qualifications at these levels should:

- indicate that learners can demonstrate their ability in mathematical skills and their ability to apply these, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity
- introduce learners to new areas of life and work so that they are exposed to concepts and problems which, while not of immediate concern, may be of value in later life and
- enable learners to develop an appreciation of the role played by mathematics in the world of work and in life generally.

### **Solving mathematical problems and decision making**

Learners at Level 1 are expected to be able to:

- read, understand and use mathematical information and mathematical terms used at this level
- address individual problems as described above
- use knowledge and understanding to a required level of accuracy
- identify suitable operations and calculations to generate results
- analyse and interpret answers in the context of the original problem
- check the sense, and reasonableness, of answers and
- present results with appropriate explanation and interpretation demonstrating simple reasoning to support the process and show consistency with the evidence presented.

Learners at Level 2 are expected to be able to:

- read, understand, and use mathematical information and mathematical terms
- address individual problems as described above
- use knowledge and understanding to a required level of accuracy
- identify suitable operations and calculations to generate results
- analyse and interpret answers in the context of the original problem
- check the sense and reasonableness of answers and
- present and explain results clearly and accurately demonstrating reasoning to support the process and show consistency with the evidence presented.





**Assessments:**

AQA Level 1 and 2 Functional Skills in Mathematics are linear. Learners must sit both papers in the same series. For both levels, 25% of the total marks are allocated to the assessment of underpinning skills and 75% of the total marks are allocated to the assessment of problem solving.

<b>AQA – Level 1 Mathematics Functional Skills</b>	
<b>Paper 1: Non-calculator</b>	<b>Paper 2: Calculator</b>
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"> <li>• <b>Written exam: 30 minutes</b></li> <li>• <b>Paper based</b></li> <li>• 20 marks</li> <li>• 25% of the AQA Level 1 Functional Skills in Mathematics</li> <li>• <b>Set and marked by AQA</b></li> </ul>	How it's assessed <ul style="list-style-type: none"> <li>• <b>Written exam: 1 hour 30 minutes</b></li> <li>• <b>Paper based</b></li> <li>• 60 marks</li> <li>• 75% of the AQA Level 1 Functional Skills in Mathematics</li> <li>• <b>Set and marked by AQA</b></li> </ul>
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

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



## **GCSE MATHEMATICS**

### **Subject content:**

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

### **Aims and learning outcomes:**

Courses based on this specification in mathematics provides a broad, coherent, satisfying and worthwhile course of study. Students are encouraged to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society.

Courses based on this specification in mathematics should enable students to:

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

Students should be aware that mathematics can be used to develop models of real situations and that these models may be more or less effective depending on how the situation has been simplified and the assumptions that have been made. Students should also be able to recall, select and apply Mathematical formulae.

### **Assessments:**

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a higher tier (grades 4 – 9). Students must take three question papers at the same tier. All question papers must be taken in the same series.

The information in the table below is the same for both Foundation and Higher tiers. The Subject content section below shows the content that is assessed in each tier.



AQA - GCSE		
Paper 1: Non-calculator	Paper 2: Calculator	Paper 3: Calculator
What's assessed Content from any part of the specification may be assessed	What's assessed Content from any part of the specification may be assessed	What's assessed Content from any part of the specification may be assessed
How it's assessed <ul style="list-style-type: none"> <li>• <b>written exam: 1 hour 30 minutes</b></li> <li>• 80 marks</li> <li>• <b>non-calculator</b></li> <li>• 33⅓% of the GCSE Mathematics assessment</li> </ul>	How it's assessed <ul style="list-style-type: none"> <li>• <b>written exam: 1 hour 30 minutes</b></li> <li>• 80 marks</li> <li>• <b>calculator allowed</b></li> <li>• 33⅓% of the GCSE Mathematics assessment</li> </ul>	How it's assessed <ul style="list-style-type: none"> <li>• <b>written exam: 1 hour 30 minutes</b></li> <li>• 80 marks</li> <li>• <b>calculator allowed</b></li> <li>• 33⅓% of the GCSE Mathematics assessment</li> </ul>
Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.	Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.	Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.