

2022-2023

Baston House School  
Key Stage Four  
Curriculum Offer





## **Introduction**

This document provides details of the Key Stage 4 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	English Media Studies English Literature
Mrs Zylyftari	Mathematics
Mr Pinto	Spanish
Mr Dunster	Combined Science Trilogy
Mr Drew	Business Studies Duke of Edinburgh
Mrs Wicks	ICT/Computing
Mrs Mitchell	Art and Design
Ms Oldman	Music
Mrs Stack	Food Technology
Mr Pierpoint	History
Mr Miah	Physical Education
Ms Opoku-Adjei	Horticulture
Mrs Sawkins	Design and Technology
Mr Allen	Painting and Decorating



## The Examination System

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

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



## **Subject Structure**

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

- English
- Maths
- Science
- ICT

All students will also study the following subjects:

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



## KS4 option choices

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

ACADEMIC		VOCATIONAL		MIX	
Options One		Options Two		Option Three	
<b>Media Studies GCSE</b> Eduqas- 2 year course		<b>Horticulture UAS</b> AQA Unit Award Scheme 1 year course		<b>Media Studies GCSE</b> Eduqas- 2 year course	
<b>Business Studies GCSE</b> AQA- 2 year course		<b>Design and Technology</b> NCFE- 1 or 2 year course		<b>ICT BTEC</b> 2 year course	
<b>History GCSE</b> AQA- 2 year course		<b>Music Entry Pathways/Trinity Pop &amp; Rock</b> 2 year course		<b>Music Entry Pathways/Trinity Pop &amp; Rock</b> 2 year course	
<b>Physical Education GCSE</b> Eduqas- 2 year course		<b>Home Cooking Skills BTEC</b> 1 year course		<b>History ASDAN short course</b> 1 year course	
<b>Computing GCSE</b> OCR- 2 year course		<b>Art and Design BTEC</b> 2 year course		<b>Physical Education GCSE</b> Eduqas- 2 year course	
<b>English Literature GCSE</b> AQA- 2 year course		<b>ICT BTEC</b> 2 year course		<b>Home Cooking Skills BTEC</b> 1 year course each level	
<b>Spanish GCSE</b> AQA- 2 year course		<b>Duke of Edinburgh Award Scheme</b> 1 year course each level (Bronze and Silver)		<b>Art and Design BTEC</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>Painting and decorating UAS</b> AQA Unit Award Scheme 1 year course	
				<b>Duke of Edinburgh Award Scheme</b> 1 year course each level (Bronze and Silver)	



## KS4 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)

## Preparing for the future- Post 16

If students remain at Baston House School for Post 16, as well as the options above, the below subjects are available for them. If students have a particular career path, they may want to consider options chosen in KS4 to progress onto relevant qualifications in KS5.

Film Studies

Statistics

Biology

Duke of Edinburgh- Silver or Gold

Art and Design- Level 3

ICT- Level 3

Fashion and Clothing

Hospitality and Catering Level 1 / 2

Psychology

Sociology



# Core Subject Snapshots

# 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 4 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 4 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.



## Subject Snapshot: Science

In key stage four, Baston House offers Science as an AQA Entry Level Certificate or a GCSE, following the AQA Trilogy specification.

### AQA Entry Level Certificate

#### Aim of the Course

The course is design to enable students to engage, explore, enjoy and succeed in science. Entry Level Certificates (ELCs) are nationally recognised qualifications which give students the opportunity to achieve a certificated award. The ELC Science specification is co-teachable with our GCSE Combined Sciences so we have the option to move students between the qualifications where appropriate. The assessment is on demand so your students can complete assignments when they are ready, helping to keep them motivated.

#### Content and method of assessment

The students will study for either an Entry Level Single award or a double award. The course is made up of 6 components.

1. Biology – The human body
2. Biology – Environment, evolution and inheritance
3. Chemistry – Elements, mixtures and compounds
4. Chemistry – Chemistry in our world
5. Physics – energy, forces and the structure and matter
6. Physics – electricity, magnetism and waves

There are two different types of assessment

1. Externally set assignments consisting of a short written test.
2. Teacher devised assignments consisting of a short piece of practical work.

Single Award	Double Award
3 externally set assignment One from Biology, Chemistry and physics 45 Minutes 20 Marks 57% of final grade	6 externally set assignments 45 minutes 20 Marks 57% of final grade
3 Teacher devise assignments Each piece of coursework is worth 15 marks 43% of final grade	6 Teacher devise assignments Each piece of coursework is worth 15 marks 43% of final grade

The externally set assessment are set by AQA and marked by the teacher. All the results are then submitted to AQA for accreditation

#### Career Prospects / Future Use:

A Science qualification gives students an understanding of general education and lifelong learning. The skills, knowledge and understanding acquired will be relevant and useful in both further education and vocational settings.





The entry Level Certificate could lead the students on to further study and potentially GCSE Science.

## **AQA GCSE Combined Science Trilogy**

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

The aim of the Science course at Baston House School is to help students understand the world through the specific disciplines of Biology, Chemistry and Physics. Science has changed our lives and is vital to the world’s future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of Science. Through building of a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. Science is a core subject at Baston House School so all students will be taking the following exams covering the assigned subjects per exam.

### Biology

Paper 1		Paper 2		
1 Cells and organisation	2 Disease and bioenergetics	3 Biological responses	4 Genetics and reproduction	B5 Ecology
B1 Cell structure and transport	B5 Communicable diseases	B10 The human nervous system	B12 Reproduction	B15 Adaptations, interdependence, and competition
B2 Cell division	B6 Preventing and treating disease		B13 Variation and evolution	B16 Organising and ecosystem
B3 Organisation and the digestive system	B7 Non-communicable diseases	B11 Hormonal coordination	B14 Genetics and evolution	B17 Biodiversity and ecosystems
B4 Organising animals and plants	B8 Photosynthesis			
	B9 Respiration			



Chemistry

Paper 1		Paper 2	
1 Atoms, bonding, and moles	2 Chemical reactions and energy changes	3 Rates, equilibrium and organic chemistry	4 Analysis and the Earth's resources
C1 Atomic structure	C5 Chemical changes	C8 Rates and equilibrium	C10 Chemical analysis
C2 The periodic table	C6 Electrolysis		C11 The Earth's atmosphere
C3 Structure and bonding	C7 Energy changes	C9 Crude oil and fuels	C12 The Earth's resources
C4 Chemical calculations			

Physics

Paper 1		Paper 2	
1 Energy and energy resources	2 Particles at work	3 Forces in action	4 Waves, electromagnetism, and space
P1 Conservation and dissipation of energy	P4 Electric circuits	P8 Forces in balance	P11 Wave properties
	P5 Electricity in the home		P12 Electromagnetic waves
P2 Energy transfer by heating	P6 Molecules and matter	P9 Motion	
P3 Energy resources	P7 Radioactivity	P10 Force and motion	



**Content and method of assessment:**

There are six formal exams for Science as shown above- 2 physics, 2 biology and 2 chemistry. The exams will take place at the end of Year 11 or subsequent years if this is a new subject or retaking the exam.

**Career Prospects / Future Use:**

A Science qualification gives students an understanding 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



## **Subject Snapshot: ICT**

### **BTEC Level 1 Introductory Award in Information Technology**

In key stage four, all students receive a weekly ICT lesson in which they will be working towards recognised ICT qualification Pearson BTEC Level 1 Introductory Award in Information Technology.

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

The purpose of these qualifications is to develop the transferable skills, attributes and behaviour 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 Information Technology 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 units – students must choose and complete one unit from this group**

##### **Unit IT9 Creating a Website**

This unit will help students develop skills in planning and designing a website that will support their progression to a number of different sectors, as well as to other qualifications in computing or website development.

##### **Unit IT12 Creating a Digital Animated Graphic**

In this unit, students will explore the uses of digital graphics and animation and the features used to create effective and appropriate digital content. They will develop skills in the use of graphic and animation software tools to source, edit and create a digital animated graphic for a specific purpose.

##### **Unit IT10 Creating a Computer Program**

In this unit, students will learn how to write a simple computer program using graphical tools for an intended purpose. For example, to calculate the total in a bill or to create a simple computer game or puzzle.



# **Option Subject Snapshots 2022/2023**



# **Optional Subject Snapshot**

## **KS4**

### **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**

### **KS4**

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

In key stage four, 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**

### **KS4**

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

In key stage four, 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

### KS4

## History GCSE- 2 year course

In key stage four, 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**

### **KS4**

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

In key stage four, 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

### KS4

### 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**

### **KS4**

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

In key stage four, 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** **KS4**

### **BTEC Level 1 / 2 First Information and Creative Technology (ICT) - 2 year course**

In key stage four, 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**

### **KS4**

### **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** **KS4**

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

In key stage four, 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

### KS4

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

In Key Stage 4 and 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

### KS4

### Spanish- 2 year course

In key stage four, 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

### KS4

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

In key stage 4 Baston House offers a BTEC in the Food Technology classes. Pearson BTEC level 1 and 2 Awards in Home Cooking Skills 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 KS4

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

In key stage four, Baston House offers the Bronze and Silver 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 Year 10, Year 11 & Post 16 students

DofE Silver/Gold Awards to Year 11 & 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. <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. <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; 9 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. <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: G55a Walsley House, Makers 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**

### **KS4**

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

In key stage four and 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**

### **KS4**

# **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

### KS4

### Horticulture

### AQA unit awards- 1-year course

In key stage four and 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**

### **KS4**

## **Painting and Decorating**

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

In key stage four, 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.