

YEARS 9-11

A GUIDE TO
YEARS 9-11
AT BLUNDELL'S



Blundell's

FOUNDED 1604

WELCOME TO YEARS 9 - 11 AT BLUNDELL'S

This guide has been compiled to help pupils and parents to see clearly our Curriculum for Years 9 to 11. Our staff are subject specialists who teach across the whole spectrum of ages in the school. They are used to extending the brightest and encouraging the weakest. The school's EAL (English as an Additional Language) and Learning Support staff are available to help those who may require it. We take particular care to integrate those who come into Year 9 from a variety of different educational backgrounds.



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Years 9 TO 11

ACADEMIC GUIDE

Autumn 2021



INTRODUCTION

This guide has been compiled to help pupils and parents to see clearly our Curriculum for Years 9 to 11. Our staff are subject specialists who teach across the whole spectrum of ages in the school. They are used to extending the brightest and encouraging the weakest. The school's EAL (English as an Additional Language) and Learning Support staff are available to help those who may require it. We take particular care to integrate those who come into Year 9 from a variety of different educational backgrounds.

Tutors

Each pupil in Years 9 to 11 has a Tutor who is associated with his or her House, to work closely with the pupils and help if any problems occur. Tutors meet regularly with pupils to advise and support them in their studies.

Reports, Parents' Meetings and Examinations

Every half term parents will receive either a Tutor Report, a Full Report or be invited to attend a Parents' Meeting. The Tutor Report will show an attainment grade in each subject and a comment from the tutor summarising how teachers feel pupils are progressing. The Full Report comprises a comment from each teacher. After each of these the Tutor will discuss progress with the pupils and set targets. There are School Examinations for Year 9 and Year 10 in November and June and Year 11 have mock GCSE Examinations in January.

Year 9 Curriculum

During Year 9 the pupils continue to have experience of the greatest possible number of subjects. There are few options at this stage.

a) Core Subjects:

| | |
|-------------|--------------------|
| Mathematics | Physical Education |
| Chemistry | Religious Studies |
| English | Computer Science |
| French | PSHE |
| Geography | Biology |
| History | Physics |

b) Guided Choice:

| | |
|------------------------------------|------------------------|
| Spanish | Art |
| German | Music |
| Latin | Design Technology |
| Drama | Classical Civilisation |
| English as a Second Language (EAL) | |

There is a degree of guided choice for each pupil in deciding whether to study German or Spanish, and whether to study Latin in Year 9. The latter decision has an effect on how the creative arts are timetabled for those pupils in Year 9. Pupils who do not take Latin have the opportunity to study Classical Civilisation. Spanish, German and Latin may only be studied for GCSE in Years 10 and 11 if they have been studied in Year 9.

The courses serve as introductions to GCSE, so that choices are made based on experience. In the latter part of the year, pupils (in consultation with their parents) decide between certain options for continued study to GCSE.

At the beginning of the year, pupils are placed in sets for English, Mathematics and French, on the basis of their performance in entrance examinations or in Year 8. Alterations are usually made during the first term, if required. We have a significant number of new pupils joining the School in Year 9 each year, so care is taken to monitor progress so that adjustments to groups or sets can be made if appropriate.

All pupils should, via the Schemes of Work, reach the same point at the end of Year 9 to enable them to be equally well positioned to begin their GCSE option courses in Year 10.

Years 10 & 11 Curriculum and GCSE Options

The choice of subjects for GCSE is decided during the Spring Term of Year 9. Houseparents, Heads of Department, subject teachers, Tutors and Careers staff are available to advise on the choices made by each pupil. These options are subject to review within the school and appropriate advice given to parents where necessary. The GCSE courses are outlined in the following pages.

To consider which GCSEs to choose can be a daunting step, but the essential principles to bear in mind are that pupils should choose a broad set of subjects that they will enjoy and that will also inform future choices at A-level.

Maths and English Language are compulsory GSCEs taken by all pupils. The majority also take English Literature; English teachers will be able to advise on this.

The National Curriculum has Science as a core subject along with English and Mathematics. At Blundell's pupils will all study at least two sciences to GCSE. Those who wish to pursue stages of education beyond GCSE that have scientific content are advised to study all three of the sciences.

We would recommend that pupils choose a Modern Language, although this may not be appropriate for all pupils. If pupils want to study two Modern Languages, then French must be one of them. When choosing French, Spanish or German it is important to remember that these must have been studied for at least one year prior to Year 10. Latin is also available for those who have experienced it. If pupils want to study any language in the Sixth Form, it is essential to have studied it to GCSE level. Overseas pupils generally choose EAL as one of their subjects as this supports their learning in their other subjects.

Pupils should also consider the inclusion of one or more "Creative" subjects chosen from Art, Design and Technology, Music or Drama. These subjects should be at least as much of a deliberate choice as any others; talent and aptitude are factors to be borne in mind, but hard work, dedication and focus are equally important.

In choosing Physical Education as a GCSE subject pupils should note that there is a significant written component alongside the skills pupils are expected to develop and demonstrate in selected sports and games.

Pupils are given free choice of subjects and then the timetable is created. Pupils indicate what combination of subjects they are considering at GCSE on an on-line form. We also ask for reserve choices as we cannot guarantee every combination is possible. Certain subject combinations will not be possible if pupils change their mind after the timetable blocks have been created.

The timetable also includes a programme of Religious Studies (for those who have not opted for it as an exam subject), PSHE/Careers and non-examined Physical Education.

During Year 11, there is a programme of events aimed at A Level choices, with an Information Evening in the Autumn Term and a Parents' Meeting in the Spring Term. Year 11 pupils take the Morrisby Test aimed at identifying academic strengths and career opportunities, during the Autumn Term and receive a full, personal report. Year 11 pupils considering an Oxbridge application are invited to a series of events and an Information event. At the Spring Term Parents' Meeting there is final discussion about A Level choices.

Information, Advice and Guidance

We pride ourselves on providing pupils with comprehensive, up to date and relevant information, advice and guidance related to their future options post 16 and post 18.

In Year 9 pupils will:

- Continue to explore the World of Work and The EconoMe
- Use the Real Game
- Take part in a Challenge Programme to learn about business practice
- Begin to investigate employability skills and log their experiences
- GCSE options advice
- Use KUDOS – an impartial guidance programme that allows pupils to explore careers and learning pathways based on their interests and aspirations.

In Year 10 pupils will:

- Continue working with KUDOS
- Build on Employability Skills
- Write a CV
- Have the opportunity to find out about specialist areas such as careers in law, medicine, veterinary, STEM subjects and the creative arts.

In Year 11 pupils will follow Open Doors within the PSHE and Tutorial programme in addition to organised events. This includes:

- The Morrisby online psychometric assessment and research
- A 1:1 guidance discussion
- Post - 16 options
- Various IAG and Careers website
- Work Experience
- Employability Skills Day
- Introduction to the sixth form
- Visit to local careers convention
- Specialist Oxbridge and Medicine programmes
- Follow-up work experience debrief and presentation (in Year 12)
- Optional attendance at careers events
- National Citizenship Service talks
- A Level Options advice

The Army, Royal Air Force and Royal Marine and Royal Navy Liaison Officers visit regularly. Any pupil may book an individual interview and advice sessions at any time and arrange visits and Look at Life courses.

A programme of Careers Lunches are arranged in the Autumn Term. Years 9, 10 and 11 pupils are invited to attend.

Pupils are encouraged to call in to the Careers Information, Education and Guidance centre for any help/advice they may need. Parents are also most welcome to book an appointment.

Personal, Social, Health and Economic Education (PSHE)

PSHE lessons are taught as a separate, non-examined subject, outside of Tutor time, by dedicated PSHE teachers and supported by external speakers and the enrichment programme.

Students investigate a wide variety of topics in a safe environment, challenging personal, community and institutional opinions, bias and stereotypes. PSHE complements, builds on and reflects on the learning and experience students gain in their academic subjects, in super-curricular (independent study which enhances academic work) and extra-curricular (outside the classroom including sport, drama, art, music, adventure, trips etc.) activities.

The PSHE syllabus is constantly evolving to encompass the challenges young people face growing up and away from school. Topics introduced in School House are revisited in a spiral progression, to build up knowledge, opinions and skills. Topics included:

- Personal - healthy mind and self-awareness; skills development (see table below); online safety and digital profile, MOT health check
- Social - healthy relationships with friends and responsibility; citizenship; governance; rule of law; human rights; freedom of speech
- Health - healthy choices such as exercise, nutrition, sleeping, alcohol, drugs, risk-taking
- Economics - personal financial management (saving money, budgeting, family finances, planning); sustainable development; global risks.

RSE (Relationship and Sex Education) allows students to learn about healthy and unhealthy relationships. Topics include puberty, communication, consent, caring and loving relationships, sexual health, pregnancy, sexuality and gender, the law, pornography, abuse and seeking help.

Students are given opportunities to develop, reflect on and record their own personal skills development (employability skills) including:

| | |
|-------------------|--|
| Self | Confidence / Motivation / Drive / Resilience Reflection / Effectiveness / Flexibility Adaptability / Time Management Organisation / Moral Courage |
| People | Emotional Intelligence / Communication Conflict Management / People Management Leadership / Teamwork |
| Task | Prioritising / Complex Problem Solving Numeracy / Budgeting / Project Management Risk Management / Digital Competency Creativity |
| Reflection | I am; I can; I do; I did; I will |

PSHE is all about our students having the awareness, skills, knowledge and moral courage to make the right decisions for themselves, as better human beings – taking responsibility for themselves, their communities and their planet.

ART AND DESIGN

The Art Department is committed to a broad and balanced approach to Art and Design throughout the School. We believe that everyone must have the opportunity to explore and expand upon individual abilities. Equal emphasis is placed upon the acquisition of skills (particularly drawing from observation) and the development of an inventive, original approach to problem-solving. Looking at and discussing the work of other artists, both historical and contemporary, are important parts of what we do.

Projects cover topics such as Portraiture and Seascapes, aimed at building confidence and reinforcing skills from Years 7 and 8.

Pupils are encouraged to continue refining analysis, development of ideas and communicating their own opinion. There is also the opportunity to participate in the new Arts Award starting with Bronze Award leading to Gold in Year 12. Opportunities to take part in activities and workshops with Visiting Artists enrich the curriculum further.

GCSE

SPECIFICATION: Art and Design with the AQA Examination Board is an option for GCSE during Years 10 and 11. The specification places emphasis on drawing for purpose. This includes print techniques, drawing with light and planning sketches.

Under the new Art and Design Specification, pupils choose from

- Art and Design - Fine Art
- Art and Design – Photography

Photography pupils will focus on realising intentions relevant to photography using photographic techniques and processes/media and materials appropriate to the practice of producing images. This is evidenced via a personal portfolio.

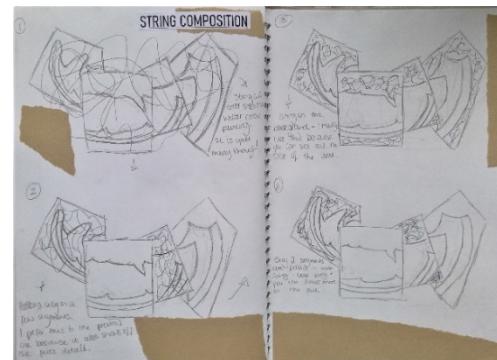
Fine Art pupils will explore an area and respond to a theme or issue of significance choosing from a wide variety of areas such as painting/sculpture/photography/print/mixed media/ and drawing.

The new title allows for greater flexibility and choice within Art based study.

All work is ably supported by our full time Art Technician. There are enrichment workshops with local Artists and a trip to the London Galleries in the Summer Term. Costs in the region of £40.

For the Autumn Term of Year 11 the coursework project is in media of the pupil's choosing based on an internally set theme. An exam project is externally set by AQA in the Spring term with eight weeks preparation time and culminating in a 10 hour controlled test where the final piece is produced. These two projects are assessed and externally moderated. The work produced over the coursework project is worth 60% and the examination at the end of Year 11 forms the final 40% of their GCSE grade. Throughout the course the pupils are encouraged to explore their own ideas and interpretations as much as possible whilst appreciating and analysing other cultures and other artists' work. There is a strong emphasis on developing pupils' imaginations and creative problem-solving skills. Well maintained sketchbooks documenting this development are just as essential for success as a completed final piece/s. Prep allocation is 80 minutes per week which is essential for success in this subject. One Note is the preferred method of recording for photography.

All pupils on the GCSE course are supplied with the necessary materials and Sketchbooks to enable them to continue with their coursework outside lessons. The cost should not exceed £30. Any costs associated with non-standard materials requested will be confirmed with parents before ordering.





The linear GCSE course is broadly based and deals with all aspects of biology. It provides a solid and challenging introduction to many of the principles covered in the A Level syllabus and will prepare pupils nicely for further study within Biology, whilst enjoying new discoveries along the way.

The course consists of 9 topics, which pupils start to study from **Year 9**. During this initial year, pupils cover: (1) *key concepts in biology*, (2) *cells and control* and (3) *genetics*.

In **Year 10**, pupils study: (4) *natural selection and genetic modification*, (5) *health, disease and the development of medicines* and (6) *plant structures and their functions*.

In **Year 11**, pupils study: (7) *animal co-ordination*, (8) *control and homeostasis*, (9) *exchange and transport in animals and ecosystems and material cycles*.

Whenever possible, theory is backed up by practical work; indeed, investigations are an integral part of the course. The Department is well-equipped and possesses five laboratories and a full-time technician. We are fully wireless networked and we have multi-media projectors and Smart Boards, as well as interactive microscopes and a set of laptops so that IT can be frequently used to aid teaching and learning.

All pupils are given individual access to a large library of electronic resources which are used as lesson support, revision aids, research material and extension work. These are interactive and can be highly tailored to meet the individual demands of our pupils.

The rural setting of the School lends itself to ecological investigations and a variety of specimens can be obtained.

Examination Board

Edexcel

Specification available on the Edexcel website:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016/coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

Form of Assessment

Pupils sit two written examinations at the end of Year 11 (2 x 105 minutes). Paper one assesses material in topics 1-5 and paper two topics 1 and 6-9. Both papers contain a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

Entry Guidelines

There are no prerequisite requirements for studying Biology at GCSE, however, a basic understanding of biological concepts as outlined in the National Curriculum for Key Stage 3 would be advantageous.

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-3>

Where it leads

Biology offers a wide range of career options and opportunities for school-leavers, graduates and postgraduates. Entering a career in biology could take you in almost any direction you can think of, and to anywhere in the world.

<https://www.rsb.org.uk/careers-and-cpd/careers/career-resources>

Teachers

| | |
|--------------------------|---|
| Mrs G Armstrong Williams | Director of Art, BA (Hons) GTP, GDST Auckland |
| Mr T E Grant | BA (Hons), PGCE |
| Mr J M Yule | BA (Hons), PGCE |

BIOLOGY



Course overview - why study Biology?

Biology is one of the broadest and most important subjects in the world today. Put simply, biology is the study of life. GCSE Biology encompasses everything from the molecular study of life processes right up to the study of animal and plant communities.

As well as gaining an insight into the elegance and interdependence of biological processes, our pupils learn useful transferable skills, such as:

- Investigative Skills
- Research / Quantitative Skills
- Analytical Skills
- Communication Skills

Course structure

Biology is taught as a separate science throughout the school, by specialist teachers. It is compulsory in Years 7, 8 and 9, but is an option in Years 10 and 11. The subject is very popular, and the majority of pupils choose to study it at GCSE.

| Teachers | |
|---------------------|------------------------------------|
| Dr J A Ratcliffe | Head of Dept, BSc, PGCE, PhD, MRSB |
| Mr G J Baily | BSc, PGCE |
| Dr J T Balsdon | BSc, PGCE, PhD |
| Mr L P N Barnsbrook | BSc, PGCE |
| Mrs H L Barnsbrook | BSc, PGCE |
| Mr C E Olive | BSc, PGCE |
| Mr D J Smart | BSc, PGCE |

CHEMISTRY

In Year 9, great care is taken at the outset to merge the experiences of those who come from various scientific backgrounds elsewhere with those who have been through our own Junior Department. The emphasis is on the elementary ideas of Chemistry: atomic structure, chemical bonding and the importance of the Periodic Table. It is at this juncture that the solid groundwork is laid; securing the fundamental principles that will empower pupils to engage in the more challenging aspects of the GCSE course.

In Years 10 & 11, we build on this foundation of theory and explore the further complexities of Chemistry. Our schemes of work are full of experiments and demonstrations that enhance the magic and the enjoyment of the subject and help to develop understanding. With practical application now a component examined in the GCSE examinations, it is imperative that pupils are exposed to such skills throughout the course.

GCSE Chemistry is taught by graduates who are fully involved in teaching the subject through to university entrance standard, which ensures progression throughout the course designed for pupils to learn the necessary skills, facts and essential ideas at appropriate times in their development.

We have spacious laboratories comprising of wet and dry areas, with wireless ICT projection facilities. The department also has a set of laptops for classroom-based activities.



Examination Board Edexcel (9-1) for examinations in 2017/18

We start teaching GCSE Chemistry in Year 9 and therefore teach the course over a 3-year period. We believe this allows time for practical activities, extension work and consolidation of principles throughout. All material taught during the 3-year period is revisited towards the end of the course in a revision programme.

Our teaching order is unique and designed purposefully to what we believe will give our pupils the maximum enjoyment and the most comprehensive understanding.

Teaching order and topics are listed below:

| Year 9 | | | |
|--------|---------------|---|----------------|
| Topic | Spec. Code | Title | Paper 1 or 2 |
| 2 | 2.1 – 2.4 | Hazards and safety States of matter | 1 & 2 1 |
| 1 | 1.1 – 1.12 | Atomic structure The periodic table | 1 & 2 1 & 2 |
| | 1.13 – 1.20 | Ionic bonding | 1 & 2 |
| | 1.21 – 1.27 | Covalent bonding | 1 & 2 |
| 4 | 4.1 – 4.12 | Obtaining and using metals | 1 |
| 5 | 5.1C – 5.7C | Transition metals, alloys and corrosion | 1 |
| 8 | 8.1 – 8.17 | Fuels | 2 |
| | 8.18 – 8.26 | Earth and atmospheric science | 2 |
| 9 | 9.10C – 9.16C | Hydrocarbons | 2 |

| Year 10 | | | |
|---------|---------------|---|--------------|
| Topic | Spec. Code | Title | Paper 1 or 2 |
| 1 | 1.1 – 1.20 | Brief recap of atomic structure and periodic table | 1 & 2 |
| 6 | 6.1 – 6.16 | Groups in the periodic table | 2 |
| 9 | 9.1C – 9.9C | Qualitative analysis: test for ions | 2 |
| 7 | 7.1 – 7.8 | Rates of reaction | 2 |
| | 7.9 – 7.16 | Heat energy changes in chemical reactions | 2 |
| 1 | 1.21 – 1.30 | Brief recap of bonding | 1 & 2 |
| | 1.31 – 1.42 | Types of substance | 1 & 2 |
| 9 | 9.35C – 9.39C | Bulk and surface properties of matter including nanoparticles | 2 |
| 2 | 2.5 – 2.12 | Methods of separating and purifying substances | 1 |
| 1 | 1.43 – 1.53 | Calculations involving masses | 1 & 2 |
| 3 | 3.1 – 3.21 | Acids | 1 |

| Year 11 | | | |
|---------|---------------|--|--------------|
| Topic | Spec. Code | Title | Paper 1 or 2 |
| 4 | 4.1 – 4.12 | Brief recap of obtaining and using metals | 1 |
| 5 | 5.1C – 5.7C | Brief recap of transition metals, alloys and corrosion | 1 |
| 3 | 3.22 – 3.31 | Electrolytic processes | 1 |
| 5 | 5.25C – 5.27C | Chemical cells and fuel cells | 1 |
| 4 | 4.13 – 4.17 | Reversible reactions and equilibria | 1 |
| | 5.19C – 5.24C | Dynamic equilibria | 1 |
| 5 | 5.8C – 5.18C | Quantitative analysis | 1 |
| 8 | 8.1 – 8.26 | Brief recap of fuels and Earth and atmospheric science | 2 |
| | 9.10C – 9.16C | Brief recap of hydrocarbons | 2 |
| 9 | 9.17C – 9.25C | Polymers | 2 |
| | 9.26C – 9.34C | Alcohols and carboxylic acids | 2 |

Form of Assessment

Pupils sit two external examinations in the summer of Year 11. There are no coursework modules. The exams comprise a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open response questions. Pupils carry out a series of core practicals throughout the course, as indicated in the specification. Knowledge of these practicals is assessed within the two written examinations.

Where it leads

We believe this course provides a thorough scope of Chemistry content for pupils who do not wish to take the subject further whilst forming an excellent platform for those who wish to continue to study Chemistry at A-Level. Chemistry is often called the central science because of its role in connecting the physical sciences, which include chemistry, with the life sciences and applied sciences such as medicine and engineering.

| Teachers | |
|------------------------------|-------------------------|
| Mr A J Mead | Head of Dept, BSc, PGCE |
| Mr C H List | BSc, PGCE |
| Mr T M Mycock | BSc, PGCE |
| Mr S A Uddin | BSc, PGCE |
| Mrs L E Webster | BSc, PGCE |
| Lab Tech: Miss E L Entwistle | BSc |

CLASSICAL CIVILISATION

What is it and why should I study it at GCSE?

Aims:

- Classical Civilisation focuses on the civilisations of Greece and Rome and is a wide ranging subject involving the study of literature, art, artefacts, archaeological sites, and the ancient historical context
- You don't need to know any ancient languages, all the texts are in translation, and it doesn't matter if you haven't studied the Greeks and Romans since primary school; all you need is an interest in the Ancient World and its cultures
- Classical Civilisation is just as useful as other humanities subjects
- This subject gives you really good skills such as essay writing and source analysis and teaches you how to structure a good argument. It shows you are good at thinking and evaluating
- If you are planning to go on to Sixth Form then Classical Civilisation GCSE is great preparation for A Levels in a wide variety of subjects
- If you want to go on to do vocational courses at sixth form, or go straight into the working world after your GCSEs, Classical Civilisation gives you a really wide range of knowledge and skills that you can use. Employers will be able to see that you are someone with broad interests who can communicate their ideas well.

Examination Board: OCR

Entrance requirements: No previous knowledge or experience is required. All texts are studied in English.

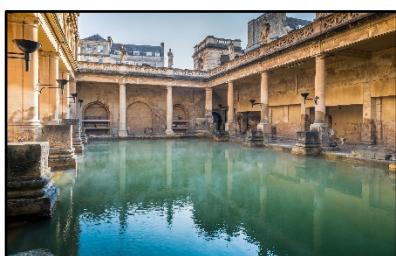
You do not need to know any Latin or Greek.

One of the best things about Classical Civilisation is how many different things there are to study.

Classical Civilisation lets you do a bit of everything whilst studying two of the most important civilisations of the Western world.

Also who wouldn't want to know:

- Whether or not the Trojan War actually happened?
- What Romans did in the bath?
- Where Odysseus was all those years?
- How it felt to be on the front line of an ancient battle?
- How to insult your ex like a Roman?
- What the Romans did with the sacred chickens?
- How rude the Greeks were about their politicians?



Course Content

Over two years we study:

- **The Homeric World**

90 minute exam; 50% of the course

In this module, we study a fascinating period of history, the culture and archaeology of Mycenaean times, as well as a work of literature with great enduring appeal. We consider what life was like for real people in this period, rather than simply focusing on the exploits of epic heroes. The study of Homer's *Odyssey*, combines the fantastical and enjoyable tales of Odysseus' journey, with those which give an insight into everyday life. The final books, which focus on the battle between Odysseus and the suitors, are exciting in themselves and also pose interesting questions about revenge and punishment.

- **Myth and Religion**

90 minute exam; 50% of the course

How well do you know your mythology, gods and monsters?

With this exciting new module, explore the religion and mythology of the Greeks and the Romans.

You will study myths regarding the gods and heroes who founded Athens and Rome; the importance of Heracles; the role of the underworld. Then you will look at temples, sacrifice, festivals and the idea of life after death.



Teachers

| | |
|-------------------|------------------------|
| Mrs R E Milne | Head of Dept, MA, PGCE |
| Mrs T R Griffiths | BA, GTP |

COMPUTER SCIENCE

Our GCSE Computer Science course gets pupils working with real-world, practical programming techniques that give them a good understanding of what makes technology work.

Developed collaboratively with teachers, industry and the wider computer science community, this GCSE has built-in progression to further studies and is recognised as developing the skills that employers value. This course recognises the well-established methodologies of computing, alongside the technological advances which make it such a dynamic subject.

A key part of the delivery of this specification is the development of students' programming skills. Throughout their course of study, students will be given the opportunity to design, write, test and refine, using one or more high-level programming language(s) with a textual program definition. In assessments where programming skills are assessed, we will assess students' ability to:

- design
- write
- test, and
- refine

a program to a set task/brief (or to solve a problem).

We use Microsoft Visual Studio as our development tool and VB.Net, Python and SQL as our programming languages, this is available free for pupils to install on their own computers. Students taking this course are advised to have their own laptop computer running Windows 10.

Subject content:

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Cyber security
7. Relational databases and structured query language (SQL)
8. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

Assessment

| Paper 1: Computational thinking and problem solving | |
|---|---|
| What's assessed | Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code. The content for this assessment will be drawn from subject content 1 and 2 above. |
| How it's assessed | Written exam: 2 hours 90 marks 50% of GCSE |
| Questions | A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills. |

Paper 2: Computing concepts

| | |
|-------------------|---|
| What's assessed | The content for this assessment will be drawn from subject content 3 to 8 above. |
| How it's assessed | Written exam: 1 hour 45 minutes 90 marks 50% of GCSE |
| Questions | A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge. |

Students will complete this course equipped with the logical and computational skills necessary to succeed at A-level, the workplace or beyond.

Teachers

| | |
|-----------------|-------------------------|
| Mr M P Dyer | Head of Dept, MSc, PGCE |
| Mr D E Morrison | MEng |

DESIGN AND TECHNOLOGY

Course overview

Design and Technology is an exciting and varied subject that demands skill in creative thinking and the application of research in the realisation of products that solve everyday problems. In Year 9 most pupils will continue their studies in the department with a single or double lesson a week throughout the year. The focus at this stage will be on designing and making projects, which prepare the pupils in a range of skills for both GCSE courses.

In Year 10 pupils may opt to take the subject at GCSE level. They follow the Cambridge IGCSE course in Design and Technology and will specialise in either Resistant Materials or Graphic Products attending three periods per week for two years. This syllabus enables learners to identify, consider and solve problems through creative thinking, planning and design, and by working with different media, materials and tools. As a result, learners gain greater technical and design awareness, while developing skills such as initiative, resourcefulness, enquiry and ingenuity. They also develop the communication skills central to design making and evaluation

Course structure

The course structure involves a design and make project of the pupil's choice, which has a 50% weighting. In addition, there are two exams, each with a 25% weighting. The first paper tests candidates design ability through opened ended questions whilst the second paper tests theory knowledge on topics such as materials and processes. The project and the second paper will relate to either a Resistant Materials or Graphic Products specialism.

Resistant Materials focuses on designing and making products using wood, metal or plastics and has a considerable time spent using workshop equipment. Graphic Products focuses on card and paper based materials to produce products such as packaging, point of sale displays and products using graphics to sell. ICT and hand techniques are used but there is very little or no time spent in the workshop.

Examination board: Cambridge IGCSE Design and Technology.

Form of Assessment: D&T is assessed in the 9-1 style from September 2017.

| Components | | Weighting | | |
|--|-------------------|---|--------|-----|
| Candidates take: | | | | |
| Paper 1 Product design | 1 hour 15 minutes | 25% | | |
| This is a compulsory written paper. It tests design thinking. 50 marks Externally marked | | | | |
| and either: | | Weighting | | |
| Paper 2 Graphic products | 1 hour | Paper 3 Resistant materials | 1 hour | 25% |
| This is an optional written/drawing paper. 50 marks Externally marked | | This is an optional written paper. 50 marks Externally marked | | |
| and: | | Weighting | | |
| Paper 5 Project | | 50% | | |
| The project is compulsory and is a school-based assessment. 100 marks Internally marked/externally moderated | | | | |

Both GCSE specialists are an excellent preparation for A-Level Design and Technology (Product Design). Many pupils then move on to study design related courses at university including Industrial Design and Technology, Product Design, Architecture, Design Engineering, Fashion Design and many more.

Teachers

| | |
|-----------------|-------------------------------|
| Mr T S Frappart | Head of Dept, BA (Hons), PGCE |
| Ms C E Francis | BA, PGCE |
| Mr B Wheatley | MA, PGCE |



DRAMA

The main aim of the Year 9 syllabus is to give pupils an introduction to the skills they will need at GCSE. Pupils produce devised work as



create.

The Drama iGCSE is delivered over two years and is divided into two components.

In Component One, pupils devise their own drama as well as perform a monologue and a group performance from published play texts. This Component is internally assessed and is worth 60% of the qualification.

Component Two is a written exam which consists of two units and is based on the practical work the pupils complete in the classroom. Firstly, pupils practically explore a play text from the perspective of a director, designer and performer. Pupils are also required to devise a piece of theatre from a stimulus and keep a log of this process. This Component is worth 40% of the GCSE. GCSE Drama pupils should enjoy:

- working collaboratively with others
- the process of creating drama
- reading plays
- going to the theatre
- exploring topical issues
- performing



Drama is an exciting but demanding and challenging GCSE.

Teachers

| | |
|-------------------|----------------------------|
| Mrs T L Winsley | Head of Dept, BA (Hons) |
| Mr J A Rochfort | Creative Director |
| Mrs R C Milne | BA (Hons), PGCE |
| Mrs P V Whitfield | BA (Hons) |
| Mr B Bowley | Theatre Manager, BA (Hons) |

ENGLISH LANGUAGE & LITERATURE

The study of English from Year 9-11 is both transactional and cultural; pupils learn to communicate fluently and to read widely.

The schemes of work and specifications entail examination of non-literary and media texts, drama, poetry and modern prose, as well as creative and transactional writing.

English classes are predominantly in bands. Following previous success, we have established the fact that flexibility is the key and that catering for each pupil is crucial, in order for them to achieve the very best.

The curriculum for English in Year 9 aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

Everyone over the course of Year 9 should encounter a novel, a play and some poetry. There are also many opportunities for creative

writing in a variety of forms. Many pieces are displayed within the department, or entered for school, regional and national competitions. The department also runs English related after school clubs, such as debating and poetry discussion groups, and aims to organise theatre trips for the pupils, as well as to entertain and engage them with visiting authors and poets.

Course Structure: Years 10 & 11

The International GCSEs in English Language & English Literature are linear qualifications and all papers must be taken at the end of the course of study.

All content features a relevant, updated and engaging selection of texts, ranging from British heritage to modern international. We have ensured that the set texts are engaging, popular and suitable for all learners, including a diverse range of authors and poets. The texts offered so far have included: the modern prose *Of Mice and Men*; literary heritage texts *Romeo and Juliet*, *Macbeth* and *The Merchant of Venice*; and a modern drama *An Inspector Calls*.

Examination Boards

Pupils follow either the Edexcel or CIE academic qualification, for both Language and Literature.

All encourage pupils to acquire the knowledge and skills they need for progression in study, work and life.

Form of Assessment

All courses offer the option of a coursework portfolio, which makes up a significant percentage of the final grade for each.

Where it leads

The aims of the syllabus are the same for all candidates; we wish to enable candidates to understand and respond to what they hear, read and experience, communicating accurately, appropriately, confidently and effectively.

English also complements other areas of study, for example, by developing skills of analysis, synthesis and the drawing of inferences. Overall, we wish to promote candidates' personal development and an understanding of themselves and others.

All courses are excellent preparation for A Level study in English Literature and English Language.

Teachers

| | |
|---------------------------|---|
| Miss C E Mercer | Head of English & Dept; Lead of Film Studies, BA, PGCE |
| Mr C H Downer | Assistant Head of Dept, BA, MA |
| Mr A J R Berrow | MA, PGCE |
| Ms L M Hunt | MA, PGCE |
| Miss R S Isdell-Carpenter | Head of Sixth Form, BA, PGCE, CELTA |
| Dr H S J Perrin-Haynes | Phd English Literature, MA |
| Mr J S Shrimpton | BA |
| Mrs E J U Worthington | BA, PGCE |

GEOGRAPHY

Course Overview – Why study Geography?

Studying Geography gives pupils the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way. They will understand how Geography impacts everyday life and discover the key opportunities and challenges facing the world. Pupils will also develop academic and life skills from writing, teamwork and communication to analytical skills.

Course Structure

Pupils will study a mixture of human and physical topics over the course of two years. Important geographical skills will be incorporated throughout and there are two important field trips for pupils to undertake. The first takes place at the end of Year 10 and involves a visit to the beautiful south coast of Devon as pupils study the coastal geomorphology at Sidmouth. This is followed by a trip to Bristol at the start of Year 11 to look at urban issues facing this city.

Examination Board

AQA

Form of Assessment

a) Paper 1 - Living with the Physical Environment

- 35% of assessment
- **Challenge of natural hazards**
- **Physical landscapes in UK** - two from coasts, rivers, glacial
- **The living world** - ecosystems, tropical rainforests and one from hot or cold environments

b) Paper 2 - Challenges in the Human Environment

- 35% of assessment
- **Urban issues and challenges**
- **The challenging economic world**
- **The challenge of resource management** - general overview and one from food, water or energy

c) Paper 3 - Geographical Applications

- 30% of assessment
- **Section A - Issue Evaluation**
- Based on pre-release booklet
- **Section B - Fieldwork**
- Some questions based on unfamiliar material

Entry Guidelines

An interest in the world around us.

Teachers

| | |
|---------------------|-------------------------|
| Mr G A Bucknell | Head of Dept, BSc, PGCE |
| Mr C M Hamilton | BA, PGCE |
| Miss E C Partington | BSc, MSc, PGCE |

HISTORY

Year 9

During Year 9 we focus on key events of the twentieth century. The year begins with a detailed study of the First World War, focusing on the causes of the war, the development of trench warfare, the Battle of the Somme and the home front. Following on from this, pupils will study a unit on the struggle for women's rights in this period, with an in-depth study of the Holocaust allowing for a comparative synthesis between this and the other key genocides of the twentieth century including Rwanda and Cambodia.

Year 10-11

History is a popular subject at GCSE and attracts pupils who have a genuine interest in the study of the past and wish to understand how events, individuals and developments have shaped the world in which we live today. Written and oral communication, research, critical thinking and analytical skills are all developed and enhanced by the study of History.

Course structure

The syllabus offers a fascinating study of key events in the Twentieth Century, including the Treaty of Versailles, the League of Nations, the collapse of international peace between the two world wars, the Cold War and conflict in the Middle East between 1979 and 1990. The majority of these topics will be studied in Year 10, as will the in-depth study of Germany from 1918 to 1945. A 2,000 word essay constituted the coursework component and will focus on an aspect of Weimar Germany.

Examination Board

CAIE (iGCSE)

Form of Assessment

Assessment is divided into two components:

Paper 1 - exam (2 hours, worth 40% of the final grade)

Paper 2 - a source-based exam (2 hours, worth 33%)

Coursework - a 2,000 word essay (worth 27%)

Entry Guidelines

There are no specific entry requirements to study History at GCSE although an interest in the subject is paramount. Good writing skills are certainly very useful and the willingness to read is an advantage.

Where it leads

Pupils who study History at GCSE go on to careers in journalism, law, teaching, politics, business and marketing, among many other careers.

Teachers

| | |
|------------------|-------------------------------|
| Mr R E T Moore | Head of Dept, BA (Hons), PGCE |
| Ms C EL Flavelle | MA, PGCE |
| Mr R J Holman | BA (Hons) |
| Mr P T B Hayward | BA (Hons), PGCE |
| Mr S P Johnson | MA, BSc |

LATIN

Year 9

Pupils who began Latin in Years 7 and 8 are encouraged to continue in Year 9; especially if they are enjoying it. If a pupil doesn't continue in Year 9, they will not be able to choose Latin for GCSE, as too much material is covered in this year. New entrants may join the course and learn from scratch if they can show that they will be able to cope. Please do contact Mrs Milne (rem@blundells.org) if you have any questions about this. In Year 9 we spend time consolidating the language work covered in Years 7 & 8. This enables pupils from other schools joining us in Year 9, to settle in and for us to commence the foray into the new grammar and vocabulary we need to cover in Year 9. We continue with our lively and creative approach to teaching Latin, surprising pupils with how much Latin they already know and how much exists all around us. We use a mixture of 'So you really want to learn Latin' and our own created materials to continue to foster enjoyment of the Latin Language. We base our translations and comprehensions around stories from the world of mythology. Towards the end of Year 9, our focus moves to the wider Roman world and we take an opportunity to investigate the Romans in Britain and focus on the town of Bath, taking an annual trip in the last week of the summer term.

The logical, code-cracking nature of Latin continues to provide pupils with key skills in learning. 'Latin is having the edge'. For those learning the modern Romance languages, Latin is the root of these languages and so will help a great deal, both in terms of grammar and vocabulary. Even in Year 9, Latin can be a real lynchpin to pupils' education. Not only are there the linguistic links, but Latin provides root words for the sciences; it is the language of law, government, logic and theology; finally, it is about making connections. Latin is like the glue or Velcro of education: it helps connect everything.

We hope that most who opt for Latin at this stage will want to continue to GCSE in Year 10.

Years 10 & 11

In Years 9 & 10, we complete all grammatical knowledge needed for GCSE and go on to study the set texts up to the end of Year 11. Our approach to language goes beyond the basic communication skills now seen as the main aim in other subjects. We study what the Greeks and Romans themselves wrote to find out more about how the languages work, and just how much they have influenced how we think, speak and behave today. The need for accurate understanding teaches a precision of thought and expression which pupils find of great value in many fields, from media and communications through to the law and even computer programming. Language is seen not just as a useful life skill, but as the means through which everything of intellectual and cultural value is discussed.

Why study Latin (or Greek)?

- It is an immensely rewarding course which will suit someone who enjoys the language itself and has an interest in the classical world
- It is a fantastic aid to studying modern languages, sciences and English in particular
- We study the grammar and vocabulary needed for GCSE and also learn about Roman society, culture and history
- A qualification in Latin at GCSE is evidence of clarity of mind valued in all walks of life. Employers hold Classicists in high regard, because of their ability to think logically, and their well-developed communications skills.

Examination Board: Eduqas Latin GCSE (9-1) (WJEC)

What is studied for Eduqas (WJEC) Latin GCSE?

This qualification comprises 3 papers, all taken at the end of Year 11.

Paper 1 (50% of qualification) 1hr 30; **Paper 2** (30% of qualification) 1hr 15; **Paper 3** (20% of qualification) 1 hr.

Paper 1: Latin Language: testing translation and comprehension skills of an unseen passage. For this there is a defined vocab list which is tested throughout Years 10 and 11. We also prepare pupils for the basic English into Latin question, for which there is a defined list of 100 words to know.

Paper 2: Latin Literature and Sources (Themes paper): we study together some Latin literature, based around a theme (e.g. Chariot racing), together with prescribed ancient source materials along the same theme.

Paper 3: Latin Literature (Narratives paper): we study together a prescription of lines of Latin literature forming a narrative (either a historical story or a mythological story).

Beyond GCSE

A good pass in Latin is highly regarded by University admission tutors as evidence of a worthwhile candidate in many Arts faculties. The Sixth Form Guide gives a fuller appreciation of prospects for Classical pupils at A Level and university, where Classical facilities are actively seeking pupils of a good standard.

To sum up

We feel strongly that the GCSE programme itself provides a useful introduction to the subtleties of language as well as an awareness of the common European heritage which is likely to be an ever more important issue for us all in the 21st century.

Teachers

| | |
|----------------|------------------------|
| Mrs R E Milne | Head of Dept, MA, PGCE |
| Mrs L M Bright | BA (Hons), PGDip |
| Mrs A M Cox | MA, PGCE |
| Miss E P Sage | BA, PGCE |

ANCIENT GREEK

We offer Ancient Greek at both GCSE (OCR) and A Level (OCR). GCSE Greek in Years 10 and 11 is taught as part of the GCSE timetabled curriculum; with lessons taking place in lunchtime teaching slots.

If you are interested in starting GCSE Greek in Year 10 to do an accelerated GCSE course, please contact Mrs Milne (rem@blundells.org) as soon as possible in Year 9 to express an interest.

Ancient Greek GCSE:

Why study Greek?

- It is an immensely rewarding course which will suit someone who enjoys the language itself and has an interest in the classical world
- It is a fantastic aid to studying modern languages, sciences and English in particular
- We study the grammar and vocabulary needed for GCSE and also learn about Greek society, culture and history
- A qualification in Greek at GCSE is evidence of clarity of mind valued in all walks of life. Employers hold Classicists in high regard, because of their ability to think logically, and their well-developed communications skills.



Examination Board: OCR

What is studied for Greek GCSE?

This qualification comprises 3 papers, all taken at the end of Year 11. Paper 1 (50% of qualification) 1hr 30; Paper 2 (25% of qualification) 1 hr; Paper 3 (25% of qualification) 1 hr.

Paper 1:

Greek Language: testing translation and comprehension skills of an unseen passage. For this there is a defined vocab list which is tested throughout Years 10 and 11.

Paper 2:

Greek Prose Literature: we study together some Greek literature written by the historian Herodotus.

Paper 3:

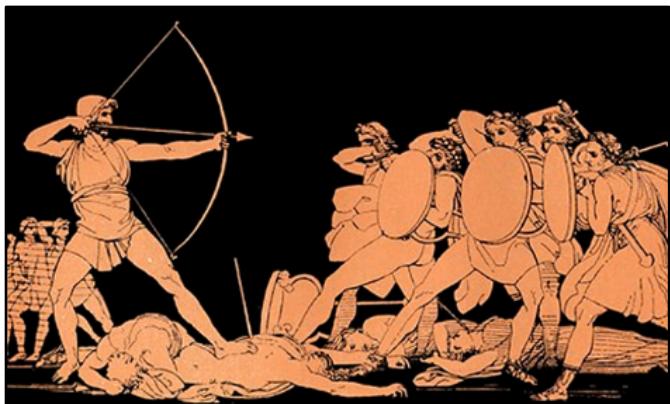
Either Greek Verse Literature: we study together selected lines of Homer or Literature and Culture: studying topics such as Athenian Society or the Olympic Games.

Beyond GCSE

A good pass in Greek is highly regarded by University admission tutors as evidence of a worthwhile candidate in many Arts faculties. The Sixth Form Guide gives a fuller appreciation of prospects for Classical pupils at A level and university, where Classical facilities are actively seeking pupils of a good standard.

Teachers

| | |
|---------------|------------------------|
| Mrs R E Milne | Head of Dept, MA, PGCE |
| Mrs A M Cox | MA, PGCE |



MATHEMATICS

In **Year 9**, pupils begin working towards their GCSE at the end of Year 11. There is a big focus on making sure all the fundamental numeracy and algebraic skills are in place and that the pupils continue to develop their problem solving skills. The groups are setted for instruction, but this is fluid, as we seek to put students in best place for their learning.

In **Years 10 and 11**, the focus is specifically on the GCSE and we follow the Edexcel Board. The current 9-1 syllabus ends with pupils taking two calculator and one non-calculator paper at the end of Year 11, covering a wide range of topics. There is a much bigger focus on tackling questions set in a 'real-life' context. The majority of pupils will sit the Higher Tier papers, with weaker students having the chance to sit the Foundation Tier, sitting the iGCSE Foundation Maths in January of Year 11. The top groups in Years 9, 10 and 11 accelerate and they have the chance to either gain additional GCSE qualifications or simply to broaden their mathematical knowledge, providing them with an insight into the mathematics they may encounter at A-level.

Examination Board

Edexcel

Beyond GCSE

Students wishing to continue with Mathematics as an A Level must have good subject knowledge and a passion for the subject. The step-up from GCSE to A Level is significant and pupils must be willing to work hard to improve.

| Teachers | |
|------------------------|------------------------------------|
| Mr A N Simson | Head of Dept., BSc, PGCE |
| Miss E L Johnson | Assistant Head of Dept., BSc, PGCE |
| Mr A J Bussell | MEng |
| Mrs N J Klinkenberg | BSc, PGCE |
| Mr T J Lowe | MA (Hons) |
| Mr O Y Naylor | BSc (Hons) |
| Mrs I Robinson | BSc (Hons), PGCE |
| Mr H C Roffe-Silvester | MEng, GTP |

Area B - Personal and social life

Self, family and friends. In the home (e.g. rooms, living room, kitchen, bedroom, bathroom, furniture and furnishings, garden, household appliances). Colours. Clothes and accessories. Leisure time (e.g. things to do, hobbies, sport)

Area C - The world around us

People and places (e.g. continents, countries and nationalities, compass points). The natural world, the environment, the climate and the weather. Communications and technology (e.g. the digital world, documents and texts). The built environment (e.g. buildings and services, urban areas, shopping). Measurements (e.g. size, shape). Materials

Area D - The world of work

Education (e.g. learning institutions, education and training, the classroom, learning tools, subjects, studying). Work (e.g. jobs and careers, the workplace)

Area E - The international world

Countries, nationalities and languages. Culture, customs, faiths and celebrations

Examination Board

CAIE iGCSE

Form of Assessment:

Paper 1 - Listening

45 minutes (25%)

Paper 2 - Reading

1 hour (25%)

Paper 3 – Speaking

- Warm up section (not assessed)
- One role play
- Two topic conversations/10minutes (25%)

Paper 4 - Writing

1 hour (25%)

Entry Guidelines

All of our pupils study at least one language at GCSE. We strongly encourage pupils to keep two languages and study both for GCSE.

Where it leads

The iGCSE course is a perfect springboard to introduce pupils to A Level studies. We have found that it gives our pupils an excellent knowledge of grammar as well as the ability to communicate effectively in the target language thanks to the role play and the strong emphasis on speaking spontaneously.

Teachers

| | |
|----------------------|--------------------------|
| Mr N M Lecharpentier | Head of Dept, MEd, PGCE |
| Ms I G Scott | Head of German, MA, PGCE |
| Mr J C Hatton | BA, PGCE |
| Miss M J Ironside | |
| Mrs A E Munday | BA, MA, CELTA |
| Mrs K J Wheatley | MA, PGCE |
| Mr T R Worthington | BA, PGCE |

MODERN LANGUAGES

Course overview - Why study Modern Languages?

All our pupils at Blundell's are strongly encouraged to study a foreign language to GCSE level. We believe that it is important to meet the ever-increasing need in our multilingual world for people who are competent in more than one language. Language learning develops many skills, not just in the sphere of communication. Through our teaching, we aim to develop independent learners who are able to use the language in a creative way. We are well equipped with a wealth of modern resources to practice the skill areas of Listening, Speaking, Reading and Writing and we aim to make creative use of ICT and Library facilities.

French

From Year 9 we build on previous experience of pupils and lay down the grammatical and lexical foundations for a good GCSE grade. Pupils are placed in sets reflecting their ability and potential; changes are sometimes made at half term and after the Christmas examinations if necessary. We use Dynamo 3 as a core text book, supplemented by other resources. This continues to the iGCSE with the Cambridge iGCSE board in Year 11.

German or Spanish

The opportunity to start German or Spanish is offered to pupils at the beginning of Year 9, following 'taster' sessions in Year 8. Pupils who have made good progress throughout Year 9 with their second foreign language can opt to continue to GCSE, with the Cambridge iGCSE board, through Years 10 and 11. We hope that able linguists will seize this opportunity to study two languages. The German course is *Michael Thomas for Schools* as well as Cambridge iGCSE and the Spanish Cambridge iGCSE: these are both supplemented by other resources.

Course structure

Area A - Everyday activities

Time expressions (e.g. telling the time, days, days of the week, months, seasons). Food and drink (e.g. meals, fruit and vegetables, meat, fish and seafood, snacks, drinks, cutlery and utensils). The human body and health (e.g. parts of the body, health and illness)

Travel and transport

MUSIC

Why Study Music?

Music is an academically respected subject that can facilitate places at top universities, including Oxbridge, in any course including Medicine, Science and Engineering.

If a pupil is Grade 4 on an instrument or voice by Year 11, they can access the highest band of marks for GCSE performing and as a result can be considered a straightforward way to gain a top grade.

Year 9

The syllabus builds on work undertaken in previous years and provides an excellent basis for those who wish to continue to GCSE, providing a wide-ranging foundation of musical knowledge and practical expertise. There are opportunities for furthering skills in performing and composing as well as exploring aspects of listening. Time is also devoted to Music Technology, using Macs with Logic Pro, as well as making recordings in the recording studio.

GCSE

Music at GCSE is divided into three sections. These are performing, composing and listening.

Performing: Pupils are given regular opportunities to perform as both soloists and part of an ensemble for the recorded performances that are submitted in the final term. Pupils may perform on any instrument, voice or using music technology. Performance standard required to access the top marks is approximately Grade 4 standard by Year 11.

Composing: During the course of the GCSE pupils will compose two pieces, one of which must be composed in Year 11 to a brief set by the exam board. Pupils are encouraged to compose in a genre that suits their interests and expert advice is on hand for all styles of music.

Listening: This is an examined component in the final term of study. The exam is presented on CD with questions about the pieces heard. The listening exam will cover four areas of study; Rhythms of the World, Popular Music from 1950 to present day, Film, Video Game Music and The Concerto Through Time.

Examination Board

OCR (Oxford, Cambridge and RSA)

Entry Guidelines

Pupils should be between at least Grade 3 and 4 in Year 10 on any instrument or voice. Those who perform using Music Technology should be comfortable with creating music in Garageband or Logic. Grade 5 theory is not required prior to GCSE, and those who read drum notation or guitar tablature can still access the highest marks and they are not required to read traditional music notation.

Where It Leads

GCSE can lead to A-level Music or Music Technology. Beyond that is a wealth of involvement in Britain's highest grossing employment industry: the creative arts. Former pupils include those at Oxford

[Engineering], Cambridge [Science, Medicine] and Music College and many former pupils have gone on to have hugely successful careers in the Music industry.

Teachers

| | |
|----------------|--|
| Dr O J Leaman | Director of Music, BMus (Hons), Prix, PhD |
| Mr A C Johnson | Assistant Director of Music, BA (Oxon), MA |
| Miss J Atkins | BMus (Hons), MA |

PHYSICAL EDUCATION

All pupils are taught Physical Education in a practical setting in Year 9. This covers a range of activities and enables pupils to increase their knowledge of some theoretical aspects, such as muscle names and components of a warm-up, in a practical setting.

Pupils can choose to take GCSE Physical Education during Years 10 and 11. This is a popular, useful and challenging course in which pupils learn in both a theoretical and practical context. The theory content is wide ranging, covering anatomy and physiology through to sports psychology and drugs in sport. Pupils are also given the opportunity to develop their own practical performance in both a team and individual activity.

Course Structure

The course is linear, meaning that pupils will sit all the exams and submit all their non-exam assessment at the end of the course.

Paper 1 - The human body and movement in physical activity and sport, which covers the following topics:

- Applied anatomy and physiology - including skeletal, muscular and cardiovascular systems
- Movement analysis - how the body moves to enable it to take part in physical activity
- Physical training - including training methods, components of fitness and fitness testing and why tests are needed to improve performance
- Use of data - ways in which data can be collected and analysed to monitor how athletes are performing

Paper 2 - Socio-cultural influences and well-being in physical activity and sport, which covers the following topics:

- Sports psychology - including goal setting, feedback and aggression and how these can influence sporting performance
- Socio-cultural influences - including factors which affect participation, as well as technology and drugs in sport
- Health, fitness and wellbeing - including the benefits of a healthy lifestyle and how diet and nutrition can contribute to being healthy
- Use of data - ways in which data can be collected to assess participation levels.

Non-exam assessment: Practical performance in physical activity and sport, which consists of an assessment of performance in the full-sided / competitive version of **three** sports and a written analysis and evaluation to bring about improvement in one activity.

Examination Board

AQA

Form of Assessment

The course is assessed through 2 written papers sat at the end of the 2-year course.

Paper 1 is a 1hour 15minute paper, marked out of 78 and worth 30% of the GCSE

Paper 2 is a 1hour 15minute paper, marked out of 78 and worth 30% of the GCSE

Practical performance and written analysis of performance is marked out of 100 and contributes 40% of the GCSE.

The overall weighting of the course is 60% theoretical and 40% practical of the total GCSE mark.

Entry Guidelines

Pupils opting for GCSE Physical Education should have an interest in the key body systems, including the mind and how they impact on health, fitness and performance in physical activity and sport, as well as an awareness of sporting issues, as how drugs and technology can influence sporting performance. An ability to take part competitively in 3 sports / activities is also required.

Where it leads

GCSE Physical Education provides an excellent grounding for A Level Physical Education, which is then useful for Sports Science, Physiotherapy, Education, Health Related Fitness Industry, Leisure and Tourism Industry, the Armed Forces and the Police Force. Three recent former pupils are currently pursuing professional careers with Somerset County Cricket Club and Exeter Chiefs, whilst two others have gone to University in America on Sports Scholarships.

Teachers

| | |
|-------------------|-------------------------|
| Miss R L Manley | Head of Dept, BSc, PGCE |
| Mr T D Elliott | BSc |
| Miss S E Harris | BSc |
| Mr J G Hope | BEd |
| Mr E K G Saunders | BA, PGCE |

PHYSICS

Why study Physics?

Physics is a key part of science and technology; Physics helps to solve problems and understand how the world works in every detail at the deepest level. An understanding of Physics helps to solve environmental, social, health and technological challenges. Physics is at the heart of everything, from the tiniest building blocks of all materials up to the largest scales possible: in elementary particles, nuclei, atoms, molecules, macromolecules, living cells, solids, liquids, gases, plasmas, living organisms, the brain, complex systems, supercomputers, the atmosphere, planets, stars, galaxies and the universe itself. For careers in engineering and technology, Physics is essential.

Pupils learn about the workings of the universe around us, learning about physical phenomena, theoretical models and the practical

application of these models. Whilst some concepts are an extension of those studied earlier in the school, new applications and knowledge are explored linked to their use in our developing world.

Course structure

The GCSE material is taught over the three years allowing for a deep understanding of the material to be formed.



In the first year pupils study Energy, Waves, Light and Astronomy. During the second year pupils cover Basic Mechanics, Electricity and Radioactivity. In the third year pupils begin to make links between all the individual topics they have covered through the study of Electromagnetism, Further Mechanics and Particle Theory.

There are opportunities for individual research, discussion, experimentation and learning practical skills. Lessons are varied and make good use of several types of media, software, simulations and data logging equipment.

All pupils are given individual access to a large library of electronic resources that are used as lesson support, revision aids, research material and extension work. These are interactive and can be highly tailored to meet the individual needs of our pupils.

Examination Board

We currently offer the new Edexcel (9-1) GCSE course, leading to single award Physics. All units in the new specifications will be examined at the end of Year 11. Pupils studying GCSE Physics will undertake practical activities as an integral part of the course and all pupils are stretched beyond the syllabus with extension material designed to reinforce the use of physics in the world around us.

The course develops both the theoretical and practical aspects of the subject. Pupils learn concepts through practical application and ICT skill development is inherently woven into to the structure of the course.

Form of Assessment

The GCSE course is fully linear so assessment of a pupil's knowledge and understanding of the whole course takes place at the end of three years of study.

There are two written papers each 1 hour and 45 minutes in length. The papers examine particular topics, so pupils are well placed to know what to revise for each paper.

As part of the GCSE course pupils are required to complete a number of non-examined practical experiences in the classroom. These take place in normal lesson time as teaching experiences and are no way assessed.



©Shutterstock / Jurik Peter

Above: Supernova explosions are part of the Astronomy topic

Entry guidelines

The GCSE course is open and accessible to all and all pupils will be encouraged to continue their study into Year 10 and 11. Pupils will apply mathematics at GCSE level throughout the course, which will reinforce their mathematical confidence.

Where it leads

The GCSE course is designed to lead directly onto A-level Physics. A-level Physics can lead to a vast range of careers in Science and Engineering. The problem solving skills acquired also open avenues in other areas, such as the financial sectors. It is required for Physics and Engineering courses but it is also a preferred subject in courses such as Dentistry.

Recent Blundellians, having completed A Level Physics, have gone on to study not only Physics and Engineering related degrees, but a wide variety such as Psychology, Geology, Oceanography, Business Studies, Music Technology, Modern Languages and Linguistics. Many of these at some of the best Universities in the country.

| Teachers | |
|---------------------|---------------------------------|
| Mr A Lambert | Head of Dept, CEng, MPhys, PGCE |
| Mr R O Barrowcliffe | BA, MA, PGCE |
| Mr R P Cole | |
| Mr S J Cook | |
| Mr D Morrison | MEng, GTP |
| Mr J Savage | BSc |
| Dr A Teiermayer | MSc, Phd |
| Mrs L Webster | BSc PGCE |

RELIGIOUS STUDIES

Why Study RS?

The philosophical basis of the course provides an excellent introduction to structured and logical argument, challenging students to think differently about issues they may not have considered before. Is it ever right to kill? Do we have freedom of

choice? Can some things never be justified? Furthermore, we live in a world in which the impact of religion can be seen both positively and negatively. It is important to understand something of why religious believers believe what they do and the effect that has on their lives.

While the course is founded in the concrete thought of beliefs and practices, it also demands abstract and creative thinking as one wrestles with issues such as why a good God can allow evil in the world and whether we in fact have the freedom that we assume to be the case. It will challenge assumptions and stretch pupils' thinking. It also develops skills in constructing well balanced, informed and critical arguments.

Course Structure

- The universe and the place of human beings in it - Where do we fit in?
- Human nature and the human condition - Are we fundamentally flawed? What makes us who we are?
- Selfishness, greed, ignorance and sin
- Free will, determinism and predestination - Do we have choice, or is it just an illusion?
- Death and life after death
- Belief, doubt and unbelief
- The problem of evil and suffering - Why might a good God allow suffering?
- Sanctity of life, euthanasia and abortion
- Human relationships
- Marriage and partnership
- Divorce and remarriage
- Family structures and responsibilities
- Childlessness and celibacy, Rights, equality and responsibilities
- Human rights
- Equal rights and equal opportunities
- The multi-ethnic society and racial harmony
- The multi-faith society and interfaith relationships
- Relationships between rich and poor
- Religious texts and sources of authority - How do we view the Bible?
- Founders and leaders - What did Jesus teach?
- Rules for living
- Worship and celebration
- Places of worship and pilgrimage.

Examination Board

Edexcel iGCSE (9-1)

Form of Assessment

The course is linear and assessed at the end of Year 11 by two one hour papers. Candidates will answer two multi-part questions in each paper.

Entry Guidelines

The course is open to all Blundellians. Those who have found the abstract thinking in Year 9 of interest may be especially suited. The course is essay based, so writing skills and critical thinking are valuable strengths.

Where it leads

The course develops critical thinking and reasoned argument and so is a good preparation for anything that demands these skills. It is a good preparation for A level in any of the arts subject. Previous pupils have gone on to do everything from Medicine to Law.

Teachers

| | |
|-----------------|------------------------|
| Mr A J R Berrow | Head of Dept, MA, PGCE |
| Mrs R J Crease | BEd (Hons) |
| Rev'd T C Hunt | BD MTh, GTP |

Each course is built to reflect the needs of the group and is flexible in order to respond to needs highlighted by subject teachers, but each pupil will be supported in developing their:

- Academic vocabulary
- Grammar
- Reading skills
- Academic writing skills
- Discussion and presentation skills
- Listening skills
- Independent learning habits

Topics in EAL classes are varied and chosen to reflect the curriculum, increase awareness of British culture and values, and foster discussion on personal, social and economic issues.

A range of course materials are used, we use the Oxford University Press English Language Insight text book range to challenge our pupils and help them develop communicative and academic language skills.

Form of Assessment

Pupils are continually informally assessed and receive feedback on their spoken and written work in class. More formal assessment is achieved through regular progress tests in class. EAL teachers liaise with subject teachers regularly over support for our pupils.

Overview

Approximately 12% of the pupil body at Blundell's is made up of international pupils. The majority are not native speakers of English but arrive with some English. The EAL department supports these pupils to access the curriculum and achieve their academic potential, both by providing additional English classes and through advising subject teachers about how to support their EAL pupils.

We aim to:

- Treat each EAL pupil as an individual with unique needs, skills and interests
- Recognise their cognitive skills as distinct from their linguistic skills
- Give pupils the language, cultural knowledge and communicative skills they need to practise and express their cognitive skills and achieve their best in all their subjects
- Provide an environment where pupils can build confidence in their English skills
- Provide EAL pupil with the skills they need to take responsibility for their own learning, asking questions, building good learning habits and reflecting on their progress
- Harness the benefits of being an international community, highlight the value in cultural differences, and encourage respect for one other's cultures.

We provide group and one-to-one lessons as required throughout the school in Years 7-13.

Most pupils will have about 2 hours of group EAL classes a week, usually when their peers are studying French or another foreign language. Extra classes can be arranged, timetable allowing, for those who need individual support.

Pupils who arrive with a very high level of English, who do not need EAL lessons, may also arrange an occasional individual class if they would like some support with a specific piece of coursework or skill, e.g. essay writing.

Please note that EAL lessons incur an additional charge, billed termly.

Course structure

EAL classes focus on the language, language functions, and learning skills required for key cognitive processes, as well as bridging gaps in cultural background knowledge that is assumed by the curriculum.

Entry Guidelines

We accept pupils who have a reasonable level of English for their age of entry, bearing in mind that pupils entering straight into examination year groups (Years 10, 11 and 12) need a level sufficient to allow them to access the curriculum.

On arrival, new EAL pupils are assessed according to the Bell Foundation's EAL Assessment framework for Secondary Schools. This informs decisions on how many EAL lessons each pupil will receive.

Where it leads

We aim to support all our EAL pupils so that they can get the most out of all of their subjects and achieve their potential. EAL classes give pupils the confidence to participate in and fulfil their potential in all their classes at Blundell's. Pupils learning EAL can make rapid progress and achieve results on a par with or higher than that of their monolingual peers.

Teachers

| | |
|---------------------|-----------------------------|
| Mrs J L Hadley | Head of Dept., BEd (Hons) |
| Miss E J Gore-Lloyd | BA (Hons), MA, CELTA, DELTA |
| Miss E M Lacki | BA (Hons) MEd, DELTA, CELTA |

ENGLISH AS A SECOND LANGUAGE iGCSE

Overview

In Years 10-11, EAL pupils choose between English First Language IGCSE and English Second Language IGCSE. The EAL department runs the E2L GCSE programme.

Course structure

Pupils following the English as a Second Language IGCSE course develop their ability to use English effectively for the purposes of practical communication, form a solid foundation for the skills required for further study or employment using English as the medium of communication, and develop awareness of the nature of language and language-learning skills. The course is broadly based around the four skills of reading, writing, speaking and listening.

Reading

Pupils develop skills for comprehension locating information, finding specific detail, reading for gist and understanding attitude and opinion. In connection to this, they practise note-making and summarising skills.

Writing

Pupils become aware of the different language features in a number of text types, including article, formal letter, informal email, report and review. The aim and audience of the texts are key to this understanding, and pupils develop skills for informing, recommending, persuading and retelling, using a style appropriate for their target reader. Pupils then apply this knowledge to their own writing.

Listening

Learners listen to a variety of spoken texts including conversations and lectures to develop skills such as listening for specific information, understanding opinions and attitudes, and writing notes.

Speaking

Pupils practise and build on skills for developing and maintaining a conversation, expressing themselves with precision and accuracy.

Vocabulary and Grammar

Alongside the language skills, learners will develop their control of grammar and expand their vocabularies on a range of topics. Effective use of punctuation and accurate spelling are also key.

Examination Board

CAIE E2L (0991).

Form of Assessment

The IGCSE in E2L consists of a Reading and Writing paper, a Listening paper and Speaking assessment. CIE offer two levels: a Core paper for the lower level pupils and an Extended paper for those who can tackle greater challenges. For the Core paper, the range of possible results is 5-1 (low B2 to A2 on the Common European Framework, or CEFR), whereas the Extended paper offers the range 9-2 (CEFR C2-B1). Pupils are made aware of the requirements of each paper and advised as to how they can achieve the best results.

Pupils are assessed informally throughout the course and sit school exams in November and June of Y10. These exams form good practice for the trial exams and final GCSE in Y11.

The exam consists of 3 papers:

- Reading and Writing (2 hrs Ext; 90 mins Core)
- Listening (50 mins Ext; 40 mins Core)
- Speaking (15 mins Ext and Core)

The Reading and Writing paper is worth 60% of the final grade, while Listening and Speaking are worth 20% each.

Entry Guidelines

At the end of Year 9, EAL pupils together with their English teacher decide whether to pursue a GCSE in English First or Second Language. New EAL pupils arriving in Year 10 will be assessed and follow the course which is most appropriate for them.

Where it leads

The IGCSE in E2L is a good stepping stone towards the IELTS (International English Language Testing System), which our pupils prepare for in Year 12-13. Most university degree course entrance requirements for international pupils include a minimum IELTS score of 6.0 (CEFR B2).

Teachers

| | |
|---------------------|------------------------------|
| Mrs J L Hadley | Head of Dept., BEd (Hons) |
| Miss E J Gore-Lloyd | BA (Hons), MA, CELTA, DELTA |
| Miss E M Lacki | BA (Hons), MEd, DELTA, CELTA |

GCSE Options for Year 9s moving into Year 10 in September 2021

To consider which GCSEs to choose can be a daunting step, but the essential principles to bear in mind are that pupils should choose a broad set of subjects that they will enjoy and that will also inform future choices at A-level.

- Pupils should carefully consider all of the advice given this term and make final decisions after speaking to their tutor and parents. Parents must be in agreement before entering options
- Please enter options online
- Maths is a compulsory GSCE taken by all pupils
- Both English Language and English Literature are taught in the English block which leads to two GCSEs. Not all pupils will take both - a decision is made on this by Year 11. The majority also take English Literature; your English teacher will be able to advise you on this. International pupils will normally study English as a second language
- Pupils will also study at least 2 sciences
- We would recommend that pupils choose a Modern Foreign Language, although this may not be appropriate for all pupils. If you want to study two Modern Languages, then French must be one of them
- If you wish to study German or Spanish you must be studying this chosen language in Year 9, (pupils may study German or Spanish GCSE without also taking French). If you want to study any language in the Sixth Form, it is essential to have studied it to GCSE level. If you are an overseas pupil you must choose EAL as one of your subjects
- A creative subject is also recommended as part of a broad curriculum (e.g. D&T, Art, Drama, Music)
- After you have chosen your 2 sciences, you need to choose 6 more options in order of preference. You will definitely be able to study 4 of these, and we will try to make it possible that you will be able to study your first 4. Unfortunately, every year there are always a few pupils who, due to timetable constraints, are not able to study the first 4 options they have chosen. If this is the case I apologise as we do try our hardest to make it work for all
- Greek may be studied as an additional subject with the agreement of Mrs Milne, Head of Classics
- The online form is used for the school to develop timetable option blocks and decide how many classes are required. Pupils indicate what combination of subjects they are considering at GCSE on this form. Certain subject combinations will not be possible if you change your mind after the timetable blocks have been created
- 1 period of non-examined RS or PE will also be studied on a rotation, 1 lesson of PSHE will be studied as well.

Blundell's School

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