



A GUIDE TO

YEARS 9-11

AT BLUNDELL'S



ABOUT THIS GUIDE

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 those who find their academic studies more challenging. 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 pupils who come into Year 9 from a variety of different educational backgrounds.

INTRODUCTION



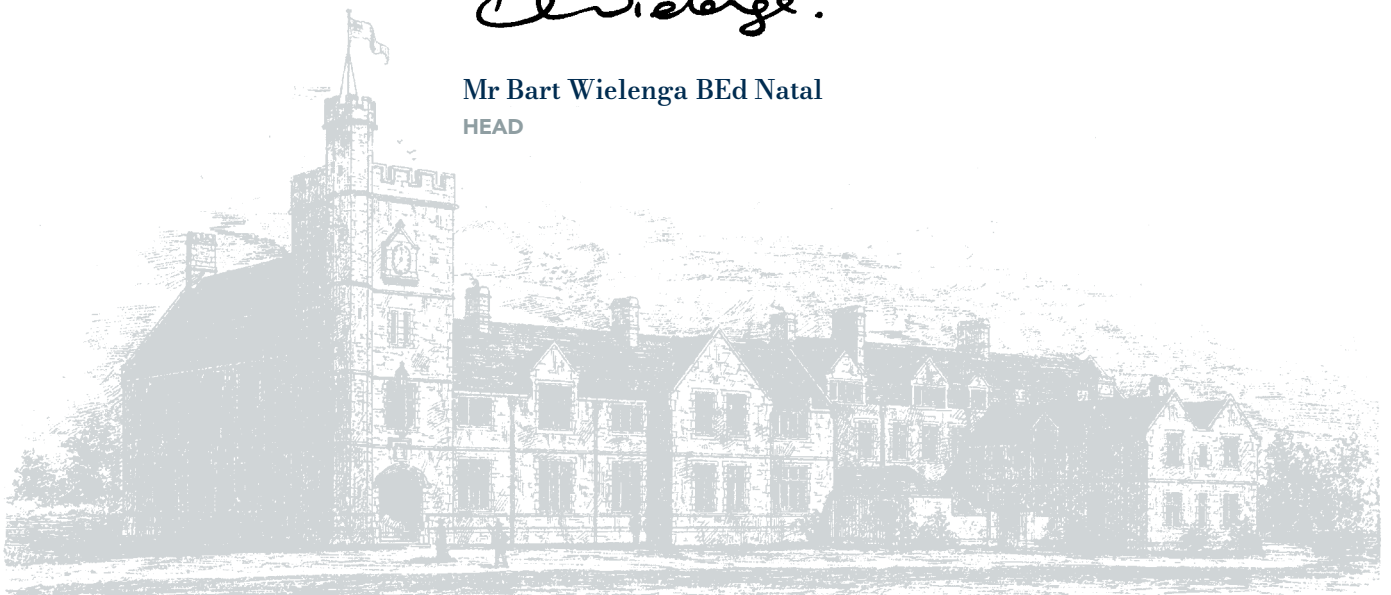
I have always thought that starting in Year 9 of a Senior School is one of the most exciting yet challenging moments of a school career. We take great care to help all pupils feel at home, whether they are moving up from School House or joining us for the first time, and we are justifiably very proud of our excellent pastoral support. Year 9 starts with the Williams Cup weekend away at Wimbleball Lake on Exmoor, where the House Tutors get to know their charges and help to unify their group, whilst competing in a range of fun activities. It does not take long to discover the camaraderie and grounded warm feeling of belonging, which comes from being 'a Blundellian'!

Each Year 9 pupil has a Personal Tutor based in their house, who will meet with them at least twice a week. This Tutor will oversee their academic progress and remain their academic mentor for three years, seeing them through to the end of their GCSEs.

Of course, the academic programme is just one element of being a Blundellian and the wide range of subjects is outlined in this guide. Equally important to us is the intention to develop young men and women of consequence. We have an extensive Personal, Social, Health and Economic Education (PSHE) programme throughout Years 9, 10 and 11 fully supported by external speakers and our own enrichment programme. This now includes early introduction to the UNIFROG careers guidance platform and the investigation of employability skills. We want to nurture their passions and interests so that when they leave here, they will care deeply about the world and the impact they can have on it.

Bart Wielenga.

Mr Bart Wielenga BEd Natal
HEAD



WELCOME TO

YEARS 9-11

AT BLUNDELL'S

Years 9, 10 and 11 all have a dedicated Head of Year to support their Tutors and to monitor and improve the academic progress of their year group. They work closely with the House Parents so that relevant pastoral issues are always part of the information sharing process and ensuring that academia does not stand alone in forging young people's development.

The Heads of Year play an important role in running key events, such as Academic Forums, induction processes, assemblies, Parents Meetings, social functions and Field Day activities. They also oversee examination and study timetables, revision resources and contribute to Scholars' Evenings.



Pete Hayward
HEAD OF Y9



Lucy Webster
HEAD OF Y10



Tom Frappart
HEAD OF Y11







THE HOUSES

At Blundell's there are five boarding houses that cater for Years 9 – 12 and there are about 80 pupils in each house. The vast majority of pupils board as either full, weekly or flexi boarders but our day pupils are also fully integrated into these same houses. We are immensely proud of our pastoral care and we are confident that it is second-to-none.



For all pupils, their house forms the centre of their daily existence – it is where they start and end their day and where many of their closest friendships, often for life, will evolve and develop. Blundellians are famously loyal to their Alma Mater and their friends, and the house is often where these loyalties begin their germination. We believe that our attention to the individual is the key to ensuring that all pupils will thrive as they navigate through the bumpy waters of their teenage years. Each and every pupil will have at least five people who are uniquely interested in them, starting with their House Parents, who are in loco parentis. Their Personal Tutor will see them several times a week and will guide them through their academic years, liaising regularly with parents. Each house has a team of Matrons and they are the supportive warm hub within the house during the day – they also oversee minor medical matters, laundry and general welfare. Each house also has live-in young members of staff who help by being around in the evenings and weekends. All teachers are involved with a house and are therefore part of the supportive fabric at the heart of our school.

FRANCIS HOUSE

BOYS



HOUSE PARENT
Mr R.J. Walter

GORTON HOUSE

GIRLS

HOUSE PARENT
Mrs S. Holman

NORTH CLOSE

GIRLS

HOUSE PARENT
Ms L.M. Hunt



“The house itself
is a community *within*
the community of Blundell’s”



OLD HOUSE



PETERGATE



OLD HOUSE

BOYS

HOUSE PARENT
Mr L.P.N. Barnsbrook



PETERGATE

BOYS

HOUSE PARENT
Mr H. Roffe-Silvester



HOW WE TEACH



At the heart of the School's rigorous academic ethos is the key principle that all pupils must engage fully in their own learning and that, when they do this, anything is possible. We keep our class sizes as small as possible to allow each pupil to get the individual attention they need.

In Year 9 our pupils benefit from the same specialist facilities and teachers as our A-level pupils. Our curriculum in Year 9 is broad so that they are given as wide an appreciation as possible of what Blundell's has to offer in every strand of subject learning. During this time, we ensure that each pupil employs a range of learning methods in order to see what works for them; sometimes quiet reflection and research is required, sometimes debate, discussion and group work. Our dedicated Learning Support department work to support pupils with specific needs, and we have a regular programme of stretching our most able; pupils who have academic scholarships are invited to regular events where they are cerebrally challenged.

All Years 9-11 pupils can join our 'Phoenix Society – for the intellectually curious' – it is open to any pupil who is interested in extending themselves. Phoenix Society trips are organised to allow pupils to follow their passions and interests. Year 9 pupils have a lesson each week on "Character" education, led by the Head. Year 10 and 11 have a program of "Electives" during timetabled curriculum time where they experience a wide range of different activities to enhance their skills at learning and broaden their horizons on what education really is.

Years 11s have a weekly enrichment programme involving a range of compulsory and optional talks. The aim is to challenge, inspire and promote well-rounded young people by offering diverse stimuli delivered by members of staff and/or outside speakers.

All the way through the school, enrichment and collaborative working is the lifeblood of our curriculum, opening pupils' eyes to the fact that not everyone sees the world in the same way. This not only prepares our young people for higher education and the workplace beyond, but also ensures that a Blundell's education is considered, nuanced, and provides the perfect balance for our pupils at each stage of their journey.

Dr Jonathan Ratcliffe
DEPUTY HEAD ACADEMIC

CURRICULUM

YEAR 9 CURRICULUM

During Year 9 the pupils continue to have experience of a large number of subjects, while some choice of subject is introduced.

There are few options at this stage.

CORE SUBJECTS:

Mathematics	Physical Education
Chemistry	Religious Studies
English	PSHE
Geography	Biology
History	Physics
One Language (either German, French or Spanish)	Character

CHOICE:

Spanish	Art
German	Music
Latin	Design Technology
Drama	Classical Civilisation
French	Computer Science
English as an Additional Language (EAL)	

There is a degree of guided choice for each pupil in deciding which Language to study, and then which three of the other subjects to choose. French, Spanish, German and Latin may only be studied for GCSE in Years 10 and 11 if they have been studied in Year 9. Pupils who would benefit from Learning Support can do this at the time of the language in the Core, or as a choice.

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 on hand to advise on the choices made by each pupil. 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 GCSEs 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. 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 the 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 10 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.

CAREERS EDUCATION AND GUIDANCE

We aim to enthuse and support our pupils in learning about the future world of work and the choices available to them ahead of decision-making stages of their careers. They are encouraged to be aspirational and explore the connection between education, skills (via the Skills Builder Framework), qualifications, and opportunities within Further and Higher Education and employment. Pupils learn about themselves and their strengths and are encouraged to take part in activities, both in school and the wider community to develop their key employability skills.

Our careers education 'Open Doors' programme (Yrs 7 to 11), is delivered via PSHE lessons and includes encounters with employers (including from our alumni 'OBs' and Blundell's parent community). For our younger years, learning takes place through games, discussion, group activities and individual tasks, with regular reflection, recording participation in activities and the development of competencies. Our Sixth Form follow the 'Futures' programme, with timetabled lessons providing specific support with application preparation, including for specialist pathways.

The careers room is equipped with resources for researching career and study pathways from a wide range of universities (including international) and employers. There is online support available for all students, their parents, and guardians to access (via the Careers Zone for years 7-11, and Futures SharePoint for Sixth Formers, located via the Blundell's Engagement & Enrichment website).

Our tailored careers provision is underpinned by the Gatsby benchmarks; a framework which defines excellent career guidance, and the CDI Career Development Framework which identifies six essential learning areas: 'Grow throughout life', 'Explore possibilities', 'Manage career', 'Create opportunities', 'Balance life and work' and 'See the big picture'.



YEAR 9

- Introduction to Unifrog careers tool (for students new into Yr 9)
- Guided exploration of the careers and subjects' libraries and resources
- Learning about the key employability skills and how to record competencies
- Recording involvement in activities to encourage making the most of opportunities
- Personality and interest quizzes to develop self-awareness
- Guided activities and advice for choosing GCSE options, choices at 16 and careers
- InvestIN event 'My Future Career', exploring how strengths and interests can be utilised in career choices

YEAR 10

- Learning about the jobs and skills in demand, to imagine a range of career possibilities
- Morrisby online psychometric assessment to develop self-awareness
- 1:1 guidance discussion to explore post 16 options, subjects, careers, and pathways
- Optional meeting with independent careers advisor from FutureSmartCareers
- Goal setting and how to create an action plan
- Employability Elective lesson series: games and tasks to understand, practice and reflect on key transferable skills
- Update activities and competencies record and identify next competency level to aim for

YEAR 11

- Post -16 options: activities and information to support informed decision making
- Introduction to the Sixth Form: opportunities and subject options at Blundell's
- A Level Options advice, to consider strengths, interests, and qualification requirements
- Optional involvement in specialist Oxbridge and Medicine programmes
- Young Enterprise Employability Skills Day: employer run workshops on interview technique, personal pitch, CV's, cover letters, mock interview; a team challenge
- Work experience: research and application for placement, to take place after GCSE exams
- Attendance at national careers and apprenticeship fairs and specialist subject/career-based talks, events and networking
- Employability Elective lesson series
- National Citizenship Service talks: to encourage volunteering, develop skills and confidence
- Follow-up work experience, debrief and presentation (in Year 12)

PERSONAL SOCIAL HEALTH AND ECONOMIC EDUCATION (PSHE)

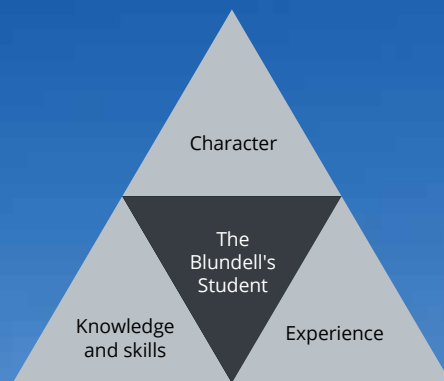
Personal, Social, Health and Economic education at Blundell's is delivered as part of the School's holistic approach to pupils' personal development and wellbeing. The PSHE curriculum seeks to support pupils in their individual personal growth, providing them with key information on critical topics, a forum for open dialogue where pupils can question, debate and develop their personal views, and the opportunity to develop their ability to make good decisions that are right for them.

We know that teenagers today face a myriad of challenges throughout their time at Secondary School and during their adulthood. Our PSHE lessons are designed to address these challenges at an appropriate time for each year group, using a spiral curriculum, where we revisit topics covered previously, looking at them in more detail as pupils mature. We strive to provide pupils with the knowledge, self-awareness and coping mechanisms required to take on any challenge with confidence.

Each half of term the focus of PSHE lessons will be on one of three key themes – Living in the Wider World, Relationships, and Health and Wellbeing. Topics include, but are not limited to, careers, cyberbullying, peer pressure, body image, human rights, financial literacy, managing stress and looking after one's mental health – with all of these having an online element, as we know the digital and physical worlds our children exist in overlap in all areas of their lives. In addition to this, lessons also cover the content in the statutory relationship and sex education guidance introduced by the Government in September 2020. This includes intimate relationships and sexual health.

PSHE lessons are delivered as part of the school timetable and pupils receive one lesson per week. The lessons are delivered by a core team of staff, with Year 9 lessons being delivered by House Parents. This provides an excellent opportunity for House Parents to further develop their relationship with pupils in their House and also to address issues that they know their pupils may be experiencing.

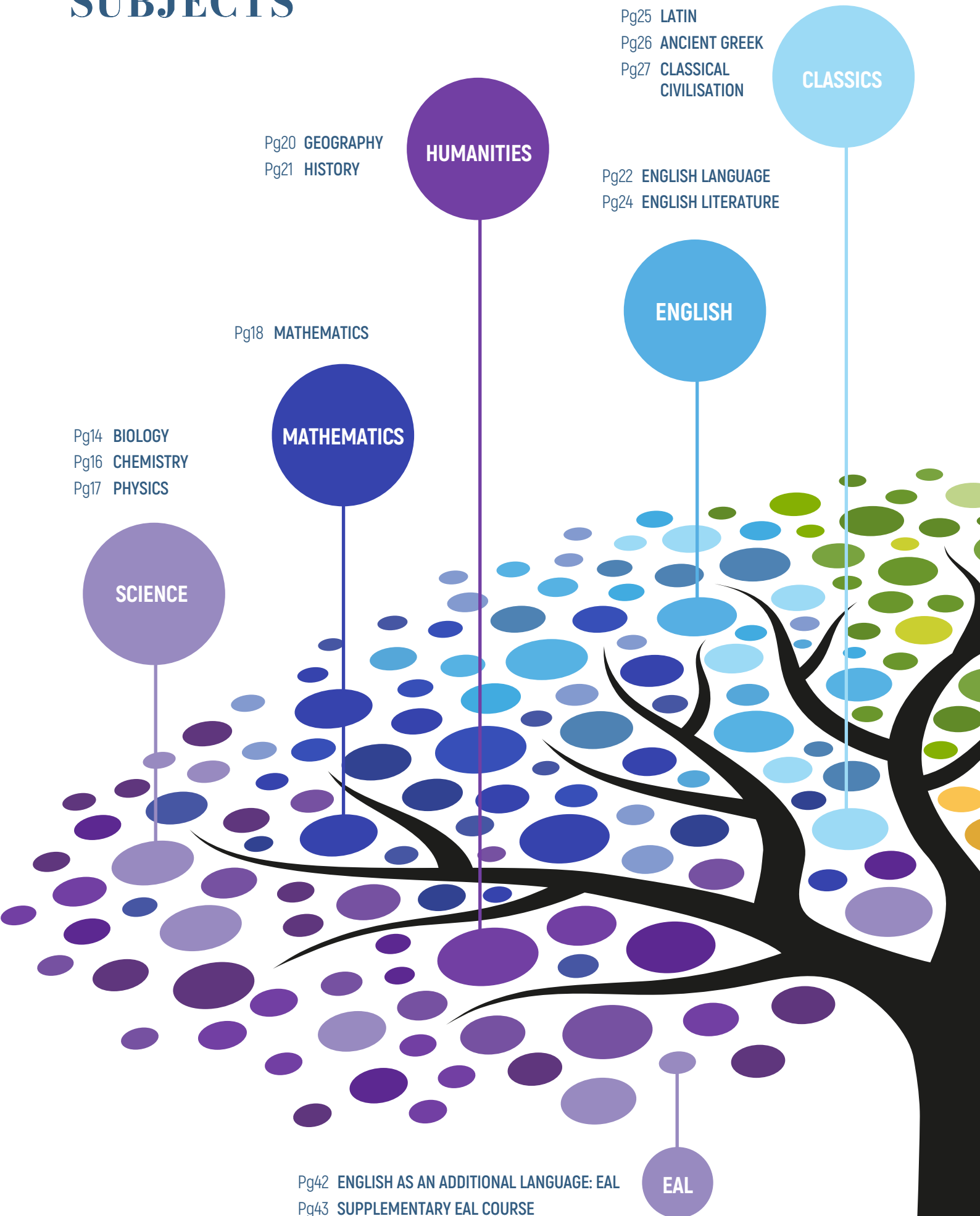
The school is a member of the PSHE Association and uses resources provided or approved by them, seeking to use the most up to date and age appropriate materials that recognise the fast paced environment young people live in. External speakers are also often invited into School to share their expertise in key areas of the PSHE curriculum.



“PSHE is all about our students having the awareness, skills, knowledge and moral courage to make the right decisions for themselves”



SUBJECTS



Pg30 RELIGIOUS STUDIES

RELIGIOUS
STUDIES

Pg34 ART AND DESIGN
(FINE ART AND OR PHOTOGRAPHY)
Pg37 DESIGN & TECHNOLOGY

ART & DESIGN

Pg28 FRENCH
Pg28 SPANISH
Pg28 GERMAN

MODERN
FOREIGN
LANGUAGES

Pg31 PHYSICAL EDUCATION

PHYSICAL
EDUCATION

Pg33 MUSIC

MUSIC

Pg39 DRAMA & THEATRE

DRAMA
& THEATRE

Pg40 COMPUTER SCIENCE

COMPUTER
SCIENCE

S BIOLOGY

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 from Year 9, by specialist teachers. The subject is very popular, and the majority of pupils choose to study it at GCSE. 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: key concepts in biology, cells and control and health, disease and the development of medicines. In Year 10, pupils study: genetics, natural selection and genetic modification, exchange and transport in animals and ecosystems and material cycles, plant structures and their functions and in Year 11: animal co-ordination, control and homeostasis. 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. 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

Click on the QR code for active web link.



ASSESSMENT

Pupils sit two written examinations at the end of Year 11 (2 x 105 minutes). Paper 1 assesses material in topics 1-5 and Paper 2, 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.

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.



S CHEMISTRY

WHY STUDY CHEMISTRY

Chemistry is the fundamental science and in learning about Chemistry, pupils learn about the very stuff of matter itself. 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.

All Chemistry lessons are taught in spacious laboratories by our specialist staff, who are fully involved in the teaching of Chemistry through to university entrance standard.

COURSE STRUCTURE

In Year 9, 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 enhance the understanding. With practical application now a component examined in the GCSE examinations now, it is imperative that students are exposed to such skills throughout the course.

To learn about Chemistry is to understand how the macro (what you see happen in an experiment) relates to the micro (what is happening at a particulate nature to cause the results you are seeing). This understanding build through the course and enables pupils to develop the understanding that knowledge is understood at more than one level, enabling pupils to make explicit links between these levels in any of their subjects.

Progression is assured with the course designed for pupils to learn the necessary skills, facts and essential ideas at appropriate times in their development. Our specialist staff are well used to supporting those with particular needs and in extending the brightest. Our pupils perform exceptionally well in external competitions, from our pupil teams winning the South-West Top of the Bench competition, to international representation at the Chemistry Olympiad.

EXAMINATION BOARD

Edexcel

Click on the QR code for active web link.



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

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.

WHY STUDY PHYSICS

Physics matters. It influences everything; how the world around us works and the ways in which we can manage the environment that we live. It is imperative that we inspire the next generation of students to study Physics to solve the challenges of tomorrow. The qualification that we have chosen (Edexcel Physics 9-1) has been designed to do just that. At its core is an inclusive ethos which ensures that every student can enjoy Physics and succeed in their studies.

We have a fantastic team of Physicists and Engineers within the department who know how to support and stretch pupils. They are backed by a modern inventory of equipment, the regular use of which is designed to help bring science learning to life.

COURSE STRUCTURE

The GCSE Physics course is taught over three years. In each of the first two years we mix some of the fundamental laws with some more specific content. In year 9 we pair conservation of energy and waves with light and astronomy. In year 10 we cover the fundamentals of motion, forces and electricity and then look more specifically at circuits and radioactivity. In the final year, we look at several topics in more detail, including magnetism and electromagnetism, particle theory and the effects of forces.

The scheme of work is filled with experiments and demonstrations that enable students to experience hands-on learning of the topics being covered. The use of practical work to help learn underpins the Edexcel qualification and several of the experiments that we undertake in class will form the basis for questions in the final examination papers.

The department seeks opportunities with local societies as well as the Institute of Physics to allow students to experience real world applications outside of the classroom. Every year we challenge students to take part in the British Physics and the British Astronomy and Astrophysics Olympiads and each year brings excellent results. This includes individuals being invited to go on to represent the country at international events.

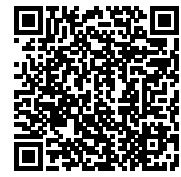
The department has access to analysis software, simulations, data logging equipment, rocketry, and telescopes, all of which contribute to bringing real-life physics within grasp of the students.

All pupils have 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 tailored to meet the individual needs of our pupils.

EXAMINATION BOARD

Edexcel

Click on the QR code for active web link.



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

This course provides an excellent grounding in the fundamentals of Physics. It is an important pre-requisite for those wishing to study Physics at A-Level but also a fascinating insight into how things work for those who are simply curious and want to find out more. The course teaches core analysis and problem-solving skills, both of which are highly sought after by employers.

WHY STUDY MATHEMATICS

By learning Mathematics pupils improve their problem solving, logical reasoning, communication and resilience. A strong understanding of Mathematics not only develops key employability skills but also prepares pupils for life beyond education. We believe that it is our duty to inspire young people to see the true beauty of maths in the wider world by bringing maths alive. Our lessons and curriculum are designed to challenge pupil's thinking, whilst allowing them to be successful and to enjoy Mathematics.

COURSE STRUCTURE

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

In Years 10 and 11 the focus is specifically on the GCSE. We explore and embed three main assessment objectives. Standard techniques include the accurate recall of terminology and to interpret notation correctly. For reasoning and communicating we explore proofs, making deductions from mathematical information, and how to critically evaluate a given way of presenting information. The problem-solving aspect is a large focus of our curriculum. We highlight the importance of making and using connections between different parts of mathematics in order to translate problems into a process or a series of mathematical processes.

The top groups in Years 9, 10 and 11 are accelerated and they have the chance to gain an additional Further Mathematics GCSE qualification, providing them with an insight into the mathematics they may encounter at A-level.

Our department has a wealth of teaching experience from around the world and from different backgrounds. We are well used to supporting those with particular needs and in extending the brightest. Our pupils perform exceptionally well in external competitions - each year high achieving pupils with an interest in Mathematics are entered into the UK Intermediate Maths challenge.

EXAMINATION BOARD

Edexcel

Click on the QR code for active web link.



ASSESSMENT

Pupils sit two external examinations in the summer of year 11. Both examinations are calculator papers. The exams comprise a mixture of different question styles which include using and applying standard techniques; reasoning, interpreting and communicating mathematically and solving problems within mathematics and other contexts. Most pupils will sit the Higher Tier papers, whilst some sit Foundation tier in November of Year 11.

WHERE IT LEADS

Pupils 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 are expected to be dedicated to the subject. For those who do not want to take A level Mathematics then Core Maths is an invaluable post 16 course that helps students develop their quantitative and problem-solving skills.



H GEOGRAPHY

WHY STUDY GEOGRAPHY

Geography helps students gain an understanding and appreciation of the world around us on a variety of scales. It is a robust academic subject that combines well with a range of other subjects, from the arts to the sciences. Throughout, students study a combination of physical and human topics, that often interact to help shape the world in which we inhabit. Anyone that has an interest and is intrigued about the world in which they live, should consider studying this fascinating and stimulating subject.

COURSE STRUCTURE

Students will explore the world from their classroom, covering case studies in the United Kingdom, higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. The coverage of the GCSE content specifically starts in the summer term in Year 9, beginning with tropical rainforests.

At the end of Year 11, students will be sit three papers under exam conditions. Paper 1 is based upon Physical Geography units (Natural Hazards, The Living World and UK Physical Landscapes) and Paper 2 covers the Human Geography units (Urban Issues and Challenges, The Changing Economic World and Resource Management). Although there is no coursework as part of the course, students do get examined upon their fieldwork experiences as part of Paper 3.

There are two field trips as part of the GCSE course. In the summer of Year 10, students visit Sidmouth to study coastal processes, landforms and management strategies, while in Year 11, urban regeneration within the Temple Quarter Enterprise Zone and around the harbourside in Bristol are the areas that are visited. The trip to Bristol culminates with a guided boat tour along the river and floating harbour that runs through the city.

EXAMINATION BOARD

AQA

Click on the QR code for active web link.



ASSESSMENT

100% exam based

3 Papers:

Paper 1 - Living with the Physical Environment

Paper 2 - Challenges in the Human Environment

Paper 3 - Geographical Applications

WHERE IT LEADS

Geography is a very popular subject at both GCSE and A-level at Blundell's. In recent years, a good number of students have also chosen to study the subject at university, or related courses such as Geology, Geophysics, Oceanography, International and Global Development, Rural Land Management, Environmental Science, Urban Planning, Sustainable Energy Production, Tourism Management, Surveying and Mapping, and Agriculture.

WHY STUDY HISTORY

The study of History at IGCSE offers a varied and exciting insight into the twentieth century. Pupils will explore some of the major events that shaped the modern world. As the pupils engage with some significant and epoch defining moments, the course also allows a period of reflection on the impact that these moments had on society. In studying History at GCSE it does arm young people with some answers to questions that they may have at a time when there is a great deal for them to question. Whilst knowledge is important so are the skills that the subject teaches and in learning how to assess and explain complex ideas in readable and analytical prose – they garner transferable skills that are highly prized by university admissions tutors and future employers.

COURSE STRUCTURE

In Year 10 the department focuses on the delivery of the International Relations aspect of the course. In Year 11 the pupils are taught the Germany Depth Study and complete their coursework.

The course structure follows the Cambridge IGCSE (9-1) 0977

Core Content: Option B The twentieth century: international relations since 1919

Option B focuses on seven Key Questions:

- 1 Were the peace treaties of 1919–23 fair?
- 2 To what extent was the League of Nations a success?
- 3 Why had international peace collapsed by 1939?
- 4 Why did events in the Gulf matter, c.1970–2000? (optional)

Depth Study: Germany 1918 – 1945

Component 3: Coursework (2000 word essay on Weimar Germany).

There is a trip for Yr 11 pupils every other year. December 2022: Berlin

EXAMINATION BOARD

CAIE (iGCSE)

Click on the QR code for active web link.



ASSESSMENT

Paper 1:

2 hours and 60 marks

x2 questions from section A

x1 questions from section B

Paper 2:

2 hours and 50 marks

Source paper

Paper 3:

Coursework

40 marks

WHERE IT LEADS

The course is designed to foment a lifelong interest in the subject. The course allows the pupils to establish a strong foundation for A Level History. Although, GCSE History is not a pre-requisite for A-Level History.



ENGLISH LANGUAGE

WHY STUDY ENGLISH LANGUAGE

English Language is fundamental to a student's ability to read and write in an informed and critical manner. As a subject, it teaches many foundational skills that form the basis of a range of academic subjects, including the ability to summarise a text, extract meaning from words and to synthesise information through analysis of the effects of language, form and structure. As a subject, English Language is also important for the development of practical writing skills, whilst affirming student knowledge of spelling, punctuation and grammar.

COURSE STRUCTURE

In Year 9, students study transactional forms of writing such as letters, speeches, articles and leaflets. Over the course of the academic year, pupils have the opportunity to engage with interesting and culturally relevant content through looking at, for example, sports journalism and opinion articles on the latest issues in the news and media. Through examining a range of texts, students can develop critical opinions and analyse a range of non-fiction devices to explore the inference in a writer's choice of language or structural features. Also, students have an exciting chance to create their own examples of non-fiction writing, creating an extensive portfolio of their examples on a given theme.

In Years 10 and 11, students sit one of two qualifications offered for English Language (either Edexcel or CIE). For both, students study a range of transactional texts. Through studying these pieces, students will tackle issues around biases of writers as well as exploring a range of concepts such as stereotyping. Students will be encouraged to explore various perspectives and their presentation in texts. They will develop their writing skills over the two years to confidently construct examples of non-fiction writing such as speeches and letters. Students will also work to develop a sense of style in their analytical writing as well as developing comprehension and summary skills. Besides this, depending upon their English Language course, students may produce pieces of coursework, where they create their own fantastic descriptive or narrative pieces. They will also have the opportunity to analyse prose and poetry in order to explore how language, form and structure are working to convey a range of thematic ideas.

The English Language course is designed to develop practical skills that are vital to all areas of academic learning, whilst inspiring students through meaningful and interesting content about the world around them. Students will gain a deeper and critical understanding of the meanings of fiction and non-fiction texts, writing their own examples in a convincing manner.

EXAMINATION BOARD

Pupils follow either the Edexcel or CIE academic qualification. Click on the QR code for active web link.



ASSESSMENT

Students sit one examination for the Edexcel qualification. This examination is skills-based, focusing on reading and writing through an exploration of transactional writing. There are two pieces of coursework, worth 40% in total, to be completed for the qualification.

Students sit one or two examinations for the CIE qualification. The paper sat by all students is skills-based, with a focus on summary writing, comprehension and analytical skills. Some students will write three pieces of coursework, worth 50% of the qualification. Others will sit a second examination that tests writing skills.

WHERE IT LEADS

This course provides a thorough scope of English Language 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 English Language at A-Level.



ENGLISH LITERATURE

WHY STUDY ENGLISH LITERATURE

English Literature is a fantastic, enriching subject. It exposes students to a variety of texts from British and global history as well as encouraging an enjoyment of culturally significant modern texts. Students study a mixture of poetry, prose and drama, allowing them to experience a wide range of literary mediums. English Literature is fundamental in the development of critical thinking and essay writing skills. It teaches students to have an analytical and evaluative perspective on the world around them.

COURSE STRUCTURE

In Year 9, students are introduced to the main movements of British literary heritage, including the Romantic period and literature from the Victorian period. Students are encouraged to engage with relevant historical context and apply it to texts from literature across time, using their understanding to explore how writers shape meaning. Poetry is also an important focus of the year, with students engaging with poetic devices and the important skill of comparing texts to explore the meanings and effects being created by writers.

This leads to a varied programme of study in Year 10 and 11. Students begin by studying a modern novel, often *Of Mice and Men*, to explore the nature of society in America in the 1930s as displayed through the text. Students also spend time analysing and exploring the ideas of fifteen poems. These poems are written in different styles and are from various time periods, allowing for the exploration of a range of themes such as love, identity and loss. An integral part of the course is the creation of coursework pieces: this involves the study of a modern play, such as *An Inspector Calls*, and a literary heritage text. This allows for an exploration of William Shakespeare's seminal works with a view to taking a critical and evaluative approach to their messages.

This course is designed to promote a development of skills over time whilst providing students with a solid grounding in the key literary terminology needed for both coursework and assessment. Students should be able to analyse in a detailed manner whilst having a strong sense of their own opinions about texts by the end of the course.

EXAMINATION BOARD

Edexcel

Click on the QR code for active web link.



ASSESSMENT

Students will sit one exam, covering questions on an unseen poem, comparison of poems and a modern novel. Students will be expected to write an extended essay for each section. There are two pieces of coursework, worth 40% in total, to be completed for the qualification.

WHERE IT LEADS

This course provides a thorough scope of English Literature 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 English Literature at A-Level.

WHY STUDY LATIN

The logical, code-cracking nature of Latin continues to provide pupils with key skills in learning. Even in Year 9, Latin can be a real linchpin to pupils' education. Not only are there the linguistic links with grammar and vocabulary, but Latin provides root words for the sciences; it is the language of law, government, logic and theology. Latin is like the glue or Velcro of education: it helps connect everything. All Latin lessons are taught in recently refurbished rooms in the Classics block, by our specialist staff, who are fully involved in the teaching of Latin through to university entrance standard.

COURSE STRUCTURE

Learning Latin in year 9 will continue to give pupils a great breadth of education. It is possible to start Latin from scratch in Year 9 as we spend time consolidating the language work already covered. This enables pupils from other schools joining us, to settle in and for us, to commence the foray into the new grammar and vocabulary which 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. In addition to language work, Latin at this level allows for the continued study of Roman civilisation, with topics including chariot racing, gods and goddesses, the Roman army, piracy, Roman Britain and the Great Fire of Rome, alongside encounters with numerous Roman myths, which provide compelling opportunities to make comparisons with the world around us today. It is at this juncture that the solid groundwork is laid, securing the fundamental principles that will empower pupils to engage in the GCSE course. Therefore, 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.

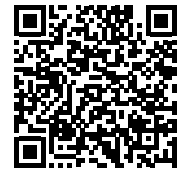
In Years 10 and 11 we build on this foundation completing all grammatical knowledge needed for GCSE and go on to study the set texts up to the end of Year 11. Our approach to language goes beyond the basic communication skills as we study what the Romans themselves wrote to find out more about how the 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 students find of great value in many fields, from media and communications through to the law and even computer programming.

Progression is assured with the course designed for pupils to learn the necessary skills, vocabulary and essential ideas at appropriate times in their development. Our specialist staff are well used to supporting those with particular needs and in extending the brightest.

EXAMINATION BOARD

WJEC Eduqas GCSE Latin C990PA

Click on the QR code for active web link.



ASSESSMENT

Pupils sit three external written examinations all at the end of Year 11.

Paper 1 Language: Unseen translation and Comprehension (50% of qualification) 1hr 30mins;

Paper 2 Literature: Sources – a selection of different texts are studied based on a theme (30% of qualification) 1hr 15mins;

Literature: EITHER Narratives – one text is studied based on a narrative story (20% of qualification) 1 hr. OR one topic is studied based on a range of ancient source material (20% of qualification) 1 hr

There is an active extra-curricular programme of trips to lectures, museums, theatres and ancient Roman sites in the UK as well as tours further afield to Italy and Greece, which are open to all those studying Classical subjects.

WHERE IT LEADS

This course provides a thorough scope of Latin content, with pupils gaining experience in both language and literature, for those who do not wish to take the subject further whilst forming an excellent platform for those who wish to continue to study Latin at A-Level and beyond. 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 an ever more important issue for us all.

C ANCIENT GREEK

WHY STUDY ANCIENT GREEK

Ancient Greek is an immensely rewarding course which will suit someone who enjoys the language itself and has an interest in the classical world and it is a fantastic aid to studying modern languages, sciences and English in particular. It is evidence of clarity of mind valued in all walks of life. We not only study the grammar and vocabulary needed for GCSE but also learn about Greek society, culture and history. All Greek lessons are taught in recently refurbished rooms in the Classics block, by our specialist staff, who are fully involved in the teaching of Greek through to university entrance standard.

COURSE STRUCTURE

We offer Ancient Greek at GCSE (OCR) as an extra qualification, and it is an accelerated programme taught over 2 years. GCSE Greek in Years 10 and 11 is taught as part of the GCSE timetabled curriculum; however, some lessons are likely to take place in lunchtime teaching slots. If you are interested in starting GCSE Greek in year 10 to do an accelerated GCSE course, please contact Miss Griffiths (zesg@blundells.org) as soon as possible in Year 9 to express an interest.

In two years, we cover 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 as we study what the Greeks 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 students find of great value in many fields, from media and communications through to the law and even computer programming.

Progression is assured with the course designed for pupils to learn the necessary skills, vocabulary and essential ideas at appropriate times in their development. Our specialist staff are well used to supporting those with particular needs and in extending the brightest.

There is an active extra-curricular programme of trips to lectures, museums, theatres and ancient Roman sites in the UK as well as tours further afield to Italy and Greece, which are open to all those studying Classical subjects.

EXAMINATION BOARD

OCR J292

Click on the QR code for active web link.



ASSESSMENT

Pupils sit three written external exams at the end of year 11.

Paper 1: Language: Unseen translation and comprehension (50% of qualification) 1hr 30mins;

Paper 2: Prose Literature (25% of qualification) 1 hour;

Paper 3: Verse Literature / Civilisation topic (25% of qualification) 1 hr.

WHERE IT LEADS

This course provides a thorough scope of Ancient Greek content, with pupils gaining experience in both language and literature, for those who do not wish to take the subject further whilst forming an excellent platform for those who wish to continue to study Greek at A-Level and beyond. 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 an ever more important issue for us all.

WHY STUDY CLASSICAL CIVILISATION

Classical Civilisation focuses on the civilisations of Greece and Rome and is a wide ranging, fascinating subject involving the study of literature, art, artefacts, archaeological sites, and the ancient historical context. No knowledge of ancient languages is needed as all the texts are in translation, and it doesn't matter if you haven't studied the Greeks and Romans before; all you need is an interest in the Ancient World. All Classical Civilisation lessons are taught in recently refurbished rooms in the Classics block, by our specialist staff, who are fully involved in the teaching of Classical Civilisation through to university entrance standard.

COURSE STRUCTURE

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.

Year 9: The course in Year 9 gives a broad introduction to the civilisations of Greece and Rome, covering exciting and interesting topics which will appeal to any learner: the gods, mythological stories, heroes, Alexander the Great, war and warfare, art and architecture, the Ancient Greek language, Trojan War to name but a few.

Firstly, it is possible to opt for GCSE Classical Civilisation in Years 10 and 11, even if you have not studied it previously or in Year 9.

Over two years, we study 2 modules. Firstly, the Thematic Study is called Myth and Religion. Here we study each topic from the point of view of the Greeks and Romans, covering topics such as The Gods, Temples, The Universal Hero, Foundation Stories, Festivals, Death and Burial. Secondly, the Literature and Culture component is the Homeric World, where 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 and also pose interesting questions about revenge and punishment.

Progression is assured with the course designed for pupils to learn the necessary skills, terminology and essential ideas at appropriate times in their development. Our specialist staff are well used to supporting those with particular needs and in extending the brightest.

EXAMINATION BOARD

OCR J199A

Click on the QR code for active web link.



ASSESSMENT

Pupils sit two written external exams at the end of year 11.

Paper 1: Myth and Religion (50% of qualification)

1 hr 30mins;

Paper 2: The Homeric World (50% of qualification)

1 hr 30mins.

There is an active extra-curricular programme of trips to lectures, museums, theatres and ancient Roman sites in the UK as well as tours further afield to Italy and Greece, which are open to all those studying Classical subjects.

WHERE IT LEADS

Classical Civilisation GCSE is great preparation for A Levels in a wide variety of subjects, due to the transferable skills you develop. 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. It shows you are someone with broad interests who can communicate their ideas well.



MODERN LANGUAGES

WHY STUDY LANGUAGES

We believe that multilingual young people are increasingly important in today's world. Learning a language as independent learners develops many skills and includes being able to use the language in a creative way and to develop a strong cultural awareness.

The MFL Department is very well resourced with extensive ICT and Library facilities. We are an enthusiastic and forward-thinking department, valuing creativity and creative use of the language.

COURSE STRUCTURE

From Year 9, students choose to study one, two or even three languages (French, Spanish and German). We build on previous experience of pupils and lay down the grammatical and lexical foundations for a good command of the language to begin the GCSE course. All grammar tasks are presented in context, and we use current affairs to present the materials in a more engaging way. There is a variety of activities such as an escape game in French before Christmas, getting to know the different customs around Christmas, New Year and Easter. Highlights of the year are always the Christmas nativity play for our German students and the Day of the Dead celebration for our Spanish students. We also make strong links with PSHE during the international week. In Year 10 and 11, we build on the foundation set in Year 9 as well as the enjoyment of language learning. Our schemes of work include current topics that our students can easily relate to such as hobbies and health, the use of technology, travels or education. Although the examinations test the four skills (reading, writing, listening and speaking), we place a strong emphasis on verbal communication. We run a very successful Paris trip in Year 11, where pupils can put their language skills to the test. There is also a Berlin Christmas market trip. We aim to cater for all abilities and pass on our love of language learning. The Prismatic Jane Eyre translation and creative writing competition and the Anthea Bell competition are great experiences.

EXAMINATION BOARD

AQA French

Click on the QR code for active web link.



AQA German

Click on the QR code for active web link.



AQA Spanish

Click on the QR code for active web link.



WHERE IT LEADS

The iGCSE course is a perfect springboard to introduce students to A Level studies. We have found that it gives our students 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.





RELIGIOUS STUDIES

WHY STUDY RELIGIOUS STUDIES

The course offers a fascinating insight into fundamental philosophical, ethical and religious thought. 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 as they consider subjects ranging from capital punishment through to the sanctity of human life. It also develops skills in constructing well balanced, informed and critical arguments.

COURSE STRUCTURE

The course is designed to encourage pupils to think about some fundamental philosophical, ethical and religious concepts from a critically evaluative standpoint. It encourages rigorous thought and the questioning of their own assumptions as well as those of other thinkers. The issues raised are both topical and important and the course encourages pupils to develop an informed and sensitive view of some vital contemporary questions.

As they progress through the course, students will be studying ethical issues including whether or not there can ever be a just war and the place of reconciliation and forgiveness. They look at how a society might punish its members and whether capital punishment can be justified. We live in a multi-faceted society and it is important to think about racial harmony, interfaith relationships and issues raised by wealth and poverty. At the core of this lies an understanding of human rights and equality. There are also the questions many face in life, what happens when we die? Is human life sacred and what are the implications of this for issues such as abortion and euthanasia?

The Philosophy modules asks pupils to consider the nature of human beings and their place in the universe. Are we fundamentally flawed and are we as free as we assume? If the world is deterministic, what impact would that have on morality and the human condition? These sorts of questions make pupils think about themselves and their beliefs in a very different light. They consider belief and whether it is tenable in the face of challenges such as the problem of evil and innocent suffering.

Religious belief has considerable impact in society both positively and, at times, negatively and so it is important to have an understanding of religious beliefs and practice. Students will therefore learn about the origins of Christianity and the importance of the Bible to believers. Is it infallible? If so, how are more controversial passages to be understood? Students will study how these beliefs translate into practices, rituals and traditions and their importance to a believer.

EXAMINATION BOARD

Edexcel

Click on the QR code for active web link.



ASSESSMENT

The course is examined by two papers in the summer of Year 11. There are no coursework modules. The papers consist of some short answer questions as well as demanding some essay style responses.

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 subjects. Previous pupils have gone on to do everything from Medicine to Law.

WHY STUDY PHYSICAL EDUCATION

All pupils are taught PE in a practical setting across Years 7 to 11. This covers a range of activities, and they are introduced to the theoretical elements of physical education.

GCSE Physical Education is an option during Year 10 and 11. This is a popular and challenging course with both theoretical and practical content. The theory covers anatomy and physiology through to sports psychology and drugs in sport. Pupils are supported to develop their own practical performance in both a team and individual activity. All PE lessons are taught by our skilled PE specialists.

COURSE STRUCTURE

Papers 1 & 2 look at the human body and movement, and the application of theory directly to sport. Practical performance is assessed in **three** sports, both individual and team, with a written analysis and evaluation to bring about improvement in one activity. It is a linear course, and all examinations, practical moderations and coursework is completed at the end of Year 11. The PE course is diverse and covers a wide range of topics - it offers cross-curricular learning including biology and physics, as well as introducing psychology, nutrition, and sociology.

PAPER 1 - The human body and movement in physical activity and sport:

- 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 testing
- Use of data - how data can be used to monitor athletic performance

PAPER 2 - Socio-cultural influences and well-being in physical activity and sport:

- Sports psychology - how goal setting, feedback and aggression 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, diet and nutrition
- Use of data - ways in which data can be collected to assess participation levels.

EXAMINATION BOARD

AQA

Specification available on AQA website



ASSESSMENT

Two written papers at the end of the 2-year course.

Paper 1 (75 mins) - out of 78 - worth 30% of the GCSE

Paper 2 (75 mins) - out of 78 and worth 30% of the GCSE

Practical performance and written analysis of performance is 40% of the GCSE.

The overall weighting is 60% theoretical and 40% non-exam assessment

WHERE IT LEADS

The GCSE PE course provides an excellent grounding for A Level PE or BTEC sport. Sport is exciting and expansive in scope. It is the largest growth industry in the world and worth £24 billion in the UK with a huge array of career opportunities. Recent former pupils are pursuing professional careers with Somerset County Cricket Club and Exeter Chiefs - others have gone into teaching careers or physiotherapy, whilst two others have gone to University in America on Sports Scholarships and another studying Sports Psychology at a top UK Sports University.



WHY STUDY MUSIC

Music is an academically respected subject that can facilitate places at top universities including Oxbridge, and 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. Given this is a third of the course all musicians have an instant advantage in achieving a top grade. Music examination results outperform other subject grades by an average of a whole grade, and all university courses will be looking for 8s and 9s, regardless of subject chosen. At Blundell's, pupils studying GCSE Music are significantly higher than the national average and other independent schools in the South West. We currently have 40 pupils pursuing music GCSE.

COURSE STRUCTURE

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. Year 9 pupils also get to work and perform with the London Chamber Orchestra in our annual Music in the Community project, culminating in a concert in London.

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 or voice and computer musicians can also sequence (create a piece using music technology).

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. Completed pieces are then recorded with professional musicians, either live or in the recording studio.

EXAMINATION BOARD

OCR (Oxford, Cambridge and RSA)

Click on the QR code for active web link.



ASSESSMENT

Performance Coursework – 30%

Composition Coursework – 30%

Written Listening Examination – 40%

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. There are trips through the course to local and national venues to help underpin understanding.

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

Music GCSE fosters a love of music for life, either as a performer or as a listener. For those whose passion is ignited, it can lead to A-level Music or A-level 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 those studying degrees in Music at university and Music College. Many former Blundellians have gone on to have hugely successful and lucrative careers in the Music industry.

WHY STUDY ART AND DESIGN (FINE ART AND OR PHOTOGRAPHY)

Studying a creative subject encourages self-expression and builds confidence. It helps us make sense of the world around us and respond to it. Art allows us to develop a sense of individual identity and emotional intelligence, giving us the voice to communicate our opinions. It helps us to see and think about problems in a different way. It develops greater resilience, organisational skills and is a place of safety where everyone is known well and encouraged to be themselves.

COURSE STRUCTURE

In Year 9, the emphasis is on core skills in communication of ideas, recording thoughts and opinions using specialist language and learning to learn from mistakes. The course of study incorporates two and three-dimensional projects using a wide range of both familiar and un-familiar media. Students are encouraged to show their individuality in the way they develop ideas and strengthen existing skills in drawing, paint application, print, sculpting and presentation. Healthy discussion is a part of the lessons as well as adopting a Growth Mindset so that test and trials done inform development in a positive way and allow for critical reflection.

In year 10 and 11 students may select either GCSE Fine Art (Drawing/Painting /Sculpture/Print/Mixed Media/Photography, Installation and Textiles) or Photography (Dark Room/ Digital Media/ Moving Image etc.) They will then follow a set of introductory units to introduce the requirements of the Examination board Assessment Objectives and marking Criteria more fully.

Students are then given a theme to respond to and will research, analyse the work of Artists or Photographers, generate ideas, develop those ideas and then move towards a final response/s at the beginning of Year 11. In the Spring Term of Year 11 the examination Board will issue a choice of themes and students follow the same (shorter) process culminating in a 10 hour (2 day) practical examination, to complete their planned final piece.

EXAMINATION BOARD

AQA

Click on the QR code for active web link.



ASSESSMENT

Coursework: Students create evidence of four main Assessment Objectives within their sketchbooks and through practical development of their ideas to a final piece. This forms 60% of their Coursework final grade.

Examination: Students are given a choice of themes by AQA in January of their Year 11. They create evidence of the same four Assessment Objectives within their sketchbooks and through practical development of their ideas to the point where they are ready to start their final response piece/s. The final piece/s are then made in the 10 hour supervised examination sessions over two days in exam conditions. They can refer to their preparatory work within the examination.

WHERE IT LEADS

An excellent and valuable base for A Level study available in both Fine Art and Photography with AQA. This course develops critical self-expression, soft skills in organisation, creative thinking, problem solving and communication, valuable across all subjects and career pathways, for those who do not wish to continue study at A Level.





WHY STUDY DESIGN AND TECHNOLOGY

D&T is multi-disciplinary and challenges pupils to problem solve. It also helps to develop skills such as creativity, manufacturing, maths, physics, and chemistry. The department boasts fantastic facilities from traditional hand tools, metal and wood working equipment to contemporary CNC machinery including a 3D printing suite, CNC router, laser cutter and plasma cutter. The range of equipment and resources aims to prepare pupils for the commercial world of design and manufacture.

We have a diverse set of specialisms within our staff body and, as a result, pupils are provided with excellent support and guidance. The department has an open-door policy and pupils find it a very welcoming and productive place to be.

COURSE STRUCTURE

In Year 9 pupils are introduced to a range of disciplines and material areas through four projects split across three terms. The projects are aimed at introducing pupils to the Resistant Materials and Graphic Product courses that we offer at GCSE. In the final few weeks of Year 9, pupils begin to consider their GCSE coursework projects and begin researching their design context.

In Year, 10 D&T is a popular option and pupils carry out the research, design, and development sections of their portfolio of work. Alongside this we also run non-assessed focused practical tasks that help develop pupil's skills in certain areas.

In Year 11, the coursework focus shifts from the design portfolio to the practical realisation of the prototype which has been designed, developed, and refined in Year 10. Pupils who take the Graphics Products course make products that are mainly focused on brand identity and promotion of a company or event. Resistant Materials pupils may produce products such as small-scale furniture, blue-tooth amplifiers, and bike maintenance stands. Throughout Year 10 and Year 11 there are weekly theory lessons to prepare for the external examinations.

EXAMINATION BOARD

Cambridge iGCSE (9-1)

Course Code: 0979

Click on the QR code for active web link.



ASSESSMENT

50% Coursework (consisting of a 20 - 25 page portfolio and a practical piece)

25% Product Design Examination

25% Resistant Materials or Graphic Products Examination

WHERE IT LEADS

Both GCSE courses in D&T lead on to the Product Design A-level and pupils will gain a strong understanding of the design process and an appreciation for materials, tools and equipment involved in manufacture of products. Many of our pupils go onto study degree courses in areas such as Engineering, Architecture and Product Design.



WHY STUDY DRAMA

Drama is an exciting and challenging subject. It provides students with the opportunity to express themselves creatively, collaborate with others, learn about the world around them by sharing stories and experiences as well as scrutinise their own beliefs and perspectives. In their Drama lessons, students will be introduced to a variety of genres, playwrights and theatre practitioners through their study of a range of scripts. They are encouraged to use these influences in devising their own original work and create a written portfolio to document this process. From Year 9, pupils are introduced to the written demands of the GCSE course which includes analysing live theatre and applying a theoretical understanding for both performance and staging ideas for a set text.

COURSE STRUCTURE

Students in Year 9 are introduced to the practical and theoretical skills they will need for the GCSE course which is delivered over Years 10 and 11 and is divided into three components.

Component One: Devising Drama*. Pupils research and explore a given stimulus and work collaboratively to devise their own piece of drama. They will produce a written portfolio to support their work.

Component Two: Presenting and Performing Texts*. Pupils develop and apply their practical skills through a performance of two extracts from a chosen text.

** For both component one and two pupils have the option to specialise in either acting or design (set, costume, sound or lighting). Pupils must choose the same specialism for both components.*

Component Three: Performance and Response. Pupils will practically explore a play text to enable them to write about how to bring it from the page to the stage. They study this text from the point of view of a director, performer and designer. Pupils will also watch a live theatre performance and write a personal review on the production.

GCSE Drama pupils should enjoy:

- working collaboratively with others
- the process of creating and analysing drama
- reading plays
- watching live theatre
- exploring topical issues

EXAMINATION BOARD

OCR (Oxford, Cambridge and RSA)

Click on the QR code for active web link.



ASSESSMENT

Component One is internally assessed and worth 30% of the qualification.

Component Two is externally assessed by a visiting examiner and is worth 30% of the qualification.

Component Three is externally assessed via a 90-minute written exam at the end of Year 11 and is worth 40% of the qualification.

WHERE IT LEADS

Studying this subject creates independent learners, critical thinkers and effective decision makers – all personal attributes that can make pupils stand out as they progress through their education and into employment. Many students go on to take Drama & Theatre A Level, which links well with any humanities subject and is an excellent way into the creative industries where job opportunities are plentiful and varied.



COMPUTER SCIENCE

WHY STUDY COMPUTER SCIENCE

Computer Science and Computational Thinking are key skills that support learning in many fields. Through following our Computer Science curriculum you will be able to apply logic to solve problems and use analytical skills to break larger problems into more manageable tasks and you will learn programming skills that you can then use to solve those problems. Skills that are transferrable to many subjects.

All Computer Science lessons are taught in spacious and well equipped computer suites by our specialist staff, who are fully involved in the teaching of Computer Science through to university entrance standard.

COURSE STRUCTURE

In Year 9, students are given a grounding in a range of programming techniques using widely used programming languages such as Python and Javascript. The basic concepts of sequence, selection and iteration are introduced as well as the importance of different data types and the use of variables, arrays and lists.

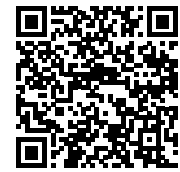
In Years 10 and 11, we build upon these practical foundations and explore more concepts of computational thinking including decomposition and abstraction as methods of problem solving. Coding skills are developed further with the inclusion of functions, procedures and sub-routines and other programming languages are explored, including Structured Query Language (for working with databases) and VB.Net. Students are able to complete extended programming projects within a supportive environment to help develop their coding skills.

In addition to coding skills, students are taught the fundamentals of computer networks, cyber security, computer hardware, audio and video digitisation (including compression) and relational databases. Students are also required to explore the social, moral and ethical impacts that technology has on our society.

EXAMINATION BOARD

AQA 8525

Click on the QR code for active web link.



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 programming tasks throughout the course, as indicated in the specification. Knowledge of these coding skills are assessed within the two written examinations.

Progression of our students is supported through the use of spaced learning principles, where we revisit core topics in a repeated but more in depth way. All students compete in the Bebras Computational Thinking Challenge and some of the more successful pupils get invited to take part in the Oxford University Computing Challenge, where the school has had notable success in recent years.

We strive to introduce pupils to the world outside the classroom where possible. Recent trips have been to visit the National Museum of Computing, Bletchley Park and the Met Office super computer facility.

WHERE IT LEADS

We live in a digital age and computers play a part in just about every aspect of life. Their use has transformed society and computer scientists are at the heart of that change. However far you go with Computer Science, this will be a strong foundation for further study of it or supporting your aspirations in other subjects.



```
class Symbol:
    def __init__(self, symbol):
        self.symbol = symbol

class PatternSequence:
    def __init__(self, pattern_string):
        self.pattern_string = pattern_string
        self._pattern_list = self._parse_pattern_string()

    def _parse_pattern_string(self):
        # Parse the pattern string into a list of symbols
        # Example: "AB" would result in [Symbol('A'), Symbol('B')]
        symbols = []
        for char in self.pattern_string:
            symbols.append(Symbol(char))
        return symbols

    def matchesPattern(self, symbol):
        # Check if the symbol matches the pattern
        # Example: Symbol('A') matches "AB" pattern
        return self.symbol in self._pattern_list

# Example usage
pattern = PatternSequence("AB")
symbol = Symbol("A")
print(pattern.matchesPattern(symbol))  # Output: True
```

ENGLISH AS AN ADDITIONAL LANGUAGE: EAL

OVERVIEW

The EAL department supports pupils who have English as their second or even third language and advises subject teachers about how best to support them.

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
- Help pupils 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 another's cultures.

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

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

At Blundell's we work towards Cambridge English Qualifications, in-depth exams that make learning English enjoyable, effective and rewarding.

Qualifications are based on research into effective teaching and learning. They motivate people of all ages and abilities to learn English and develop practical skills for the real world. Each exam focuses on a level of the Common European Framework of Reference (CEFR), helping learners to improve their speaking, writing, reading and listening skills step by step.

Whatever your goals or ambitions, Cambridge English Qualifications are a mark of excellence, accepted and trusted by thousands of organisations worldwide.

COURSE STRUCTURE

All of the tasks in Cambridge English Qualifications are based on authentic situations and test all four skills – speaking, writing, reading and listening – so preparing for their exams helps students develop the skills they need inside and outside the classroom. Exams are full of motivating topics and tasks that make learning enjoyable, effective and rewarding.

EXAMINATION BOARD

Cambridge English
Click on the QR code for active web link.



ASSESSMENT

At Blundell's we run Cambridge Exams twice a year, once in the Spring and once in the Summer. This is to accommodate pupils who attend the school for two terms only. We cannot offer examinations in the Autumn term.

Depending on the student's English level, students are entered for one of the following exams, in any exam cycle:

- A2 Key
- B1 Preliminary for Schools
- B2 First for Schools
- C1 Advanced

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.

As part of the admissions process, international students are assessed to determine their English level. This informs decisions on how many EAL lessons each pupil will receive.

WHERE IT LEADS

EAL helps learners develop the skills to make the most of studying, working and living in English-speaking countries and for the next step in the Cambridge English journey.



SUPPLEMENTARY EAL COURSE

WHY STUDY

Our pupils live and learn in the UK and experience a range of linguistic contexts not typically covered by exam preparation coursebooks. This EAL course builds on the vocabulary, grammar and skills learned in Cambridge exam classes, helping students develop both interpersonal communication and academic language for everyday school life.

Exploration and creativity

Pupils are encouraged to see English as a tool they can experiment with safely, growing in confidence. Lessons inspire creativity, critical thinking and problem solving, and students are supported to aim high.

Reflection and goal setting

Pupils learn the metalanguage to talk about their learning, set personal goals and reflect on their progress.

Independence and collaboration

With diverse language backgrounds and abilities, pupils benefit from a flexible course that responds to individual needs. They are encouraged to challenge themselves and share their experiences in a respectful, supportive environment.

COURSE STRUCTURE

Each term's lessons focus on a different theme; these include: School, Language & Culture, Data, Literature, Media and AI. Pupils explore typical functional language in these areas, both in terms of the colloquial language that helps them to connect with the school community and the academic language they need to succeed academically. The lessons build towards an assessed project each term, such as giving an academic presentation, carrying out and reporting on an investigation, and pitching an advertisement. Alongside this focus, pupils are supported in identifying their personal language learning goals and complete regular language challenges for prep, such as setting their laptop language to English, or having a conversation with someone new. They reflect on their progress in a learning journal in dialogue with their teacher. In all lessons, opportunities to build vocabulary and practise grammar structures in context are exploited.

ASSESSMENT

The projects are assessed for content, organisation, vocabulary and grammar. The students are also quizzed on the vocab and grammar used in the term's lessons.

ENTRY GUIDELINES

The course prepares and supports pupils for current and future academic tasks such as giving presentations, and the Extended Project Qualification in Year 12. Pupils given time to explore and discuss careers related to each topic using the school's Unifrog program as part of the course.

WHERE IT LEADS

The course prepares and supports pupils for current and future academic tasks such as giving presentations, and the Extended Project Qualification in Year 12. Students are given time to explore and discuss careers related to each topic using the school's Unifrog program as part of the course.



Blundell's

FOUNDED 1604

Blundell's School
Tiverton
Devon
EX16 4DN

Tel: 01884 252543
E.mail: admissions@blundells.org

www.blundells.org

