



learning to make a difference



Fifth Form  
**GCSE Courses**

2011/12

Education should be a joyful experience of self-development and an inspiring introduction to the wonders of our world.

# Contents

Making a Choice	2
The Options Procedure, Careers Education & Guidance during the GCSE Years	4
Library Facilities	7
Fine Art	8
Business Studies	10
Catering	12
Design & Technology: Resistance Materials Technology	14
Design & Technology: Textiles Technology	16
Drama	18
English & English Literature	20
Geography	22
History	24
ICT	26
Mathematics	28
Modern Languages	30
Music	32
Physical Education	34
Religious Studies: Philosophy and Applied Ethics	36
The Sciences	38
Statistics	42
IGCSE	44
EAL: English as an Additional Language	46
SACs: Sidcot Assessed Courses	47
SAC Digital Media	48
SAC From Plough to Plate (Primary Food Production)	50

# MAKING A CHOICE

You are about to take the first step on the two year courses, which, we trust, will lead to GCSE success.

The GCSE programme offered in Sidcot provides an excellent range of subjects which will bear comparison with the curriculum offered in other national or international schools.

The courses offered are challenging and stimulating and the whole curriculum is broad, diverse and academic. It provides an excellent preparation for the final two year cycle leading to university entrance world wide.

GCSE courses mean a deeper study of your chosen subjects. Success in these courses will depend not only on your ability to work hard in class, but also on your willingness to work on your own. Some of the syllabuses offered demand that pupils assemble a collection of project work and so the pupil who is prepared to work hard continuously over two years is rewarded.

One of the most crucial factors in making a success of your courses is the appropriate choice of subjects. You should choose subjects which you enjoy now, because a genuine interest and aptitude for a subject is a great advantage.

If you are currently at Sidcot, you must not base your choice merely upon the personalities of your present teachers, because you may have different teachers in the Fifth Form (Years 10 and 11).

You should carefully read the course outlines in this prospectus and you should discuss your proposed choices with your current teachers and your tutor. Also, if you can, you should talk to pupils in the Lower Fifth (Year 10) and Upper Fifth (Year 11), who are already following the courses in which you are interested.

Please note that individual subjects will only run if there is sufficient interest from our pupils.

Another major consideration is your proposed career. Some of you may have made a definite and specific choice of career already, but most pupils in Year 9 will have only a general idea of the type of career they wish to take up at the end of their studies.

Pupils' aptitudes and preferences often change, as they become more deeply involved in subjects. So, in general, one should be careful not to close too many avenues at this early stage. You should try to leave room for a change of direction

# MAKING A CHOICE

when you have completed your GCSEs.

You will find useful advice in the Careers section of this booklet and you should read this carefully before making any final decisions.

John Walmsley

**Head**



GCSE 2010 students celebrate their results

# MAKING A CHOICE

## THE OPTIONS PROCEDURE, CAREERS EDUCATION & GUIDANCE DURING THE GCSE YEARS

### Options Procedure

The Options procedure starts in the Autumn Term, when we ask our existing Year 9 students to participate in a GCSE interests survey/consultation, which enables us to design our “option blocks” taking into account students’ interests. We then group subjects together into these blocks from which students must select their GCSE options. In addition, students are given talks by various members of staff to inform them about new subjects that students will know less about. In the mean time, this prospectus is issued to students.

All pupils will study GCSEs in English, Mathematics and Sciences, as well as taking classes in RE, Information and Communication Technology, Careers & Games as a core. Pupils will then be able to choose four more GCSE subjects from those on offer from the published option blocks. You will be asked to complete a School Option Form, have it signed by your parents (or guardian) and return it to your tutor.

Your tutor will then discuss your options with you to ensure that you have thought through your choices. Your tutor may wish to make some comments or may ask for some further consultations with your parents. Then your Options Form will be passed on to the Academic Deputy Head, Russell Spooner. You and your parents will also have the opportunity to discuss your choices further at ‘parent consultations’ with your teachers. If you then wish to change your choices, let Russell Spooner know.

Students will be encouraged to select a balanced choice of subjects. We would recommend that the choice include a more text based subject such as Geography or History, as well as a creative/practical subject and a Modern Language.

Courses will only be offered if there is sufficient demand from our pupils. If there are any problems regarding the viability of courses, students will be notified and further discussions will follow. Later changes can only be made in the context of the published option blocks and if a class has space in it.



# MAKING A CHOICE



If at any time in the options process, you or your parents would like more information on any aspect of courses or careers, we will be happy to assist you in anyway we can.

## Careers Education

During the GCSE years, the Lower and Upper Fifth (Years 10 and 11) are able to take advantage of a wide range of opportunities to encourage decision making regarding their future career paths. The opportunities encompass considerable external input as well as Careers Education and Guidance lessons within school.

The school Careers programme covers personal discovery skills, action planning and the knowledge of and use of sources of information inside and outside of school. Life skills connected with the working world are also explored. The Trevelyan Library has an extensive range of software, literature and videos contributing to career selection with librarians on hand to assist pupils at any time. Work experience and work shadowing are encouraged in the Fifth and Sixth Forms.

The Upper Fifth (Year 11) concentrate on the choices available for the next stage and on positive decision making. CV's, applications and interview skills are covered in depth. Individual interviews take place with students to ensure that they maximise their GCSE grades and select the most appropriate 'A' levels or IB courses for their likely career route. Parents meetings are held at intervals and professional Careers Advisers are available for consultation, in addition to the school's own careers staff.

Individual career interviews with Connexions West of England (the local Careers Service) and Aptitude Tests administered by ISCO (Independent Schools Careers Organisation) are available. For subscribers, support from the latter organisation is available throughout school and university until the age of 23. The Fifth Form careers programme leads on smoothly to a wide ranging Sixth Form programme which prepares pupils for entry to university and other careers. The aims of careers education within the school are to aid decision making relevant to individual talents and likely achievements and to address the difficulties experienced by young people in seeing themselves becoming part of the world of work with its wide variety of challenges, problems and skill requirements.

# MAKING A CHOICE

At this stage it is essential to keep as many doors open as possible. A sensible combination of subjects at GCSE level would be: Mathematics, English, Sciences, a Foreign Language, a Humanities subject and a practical/Arts subject. The option subjects could be chosen according to the following criteria:

- Am I likely to be good at these subjects?
- Will I like these subjects?
- By not doing these subjects am I going to close any possible careers doors?

Virtually all careers are kept open by taking the basic five or six subject areas. However do be aware that for many, but not all, 'A' level or IB subjects it is wise to have studied them at GCSE level. Please note that GCSE Science and Additional Science represent a nationally accepted pathway for progression to 'A' levels in Biology, Chemistry and Physics. You will be contacted by the Head of Science regarding students' options in Science ranging from Science GCSE through to Biology, Chemistry and Physics GCSEs.

We hope that these notes offer some guidance but please do not hesitate to ask your teachers, tutors and me for advice in your final choice of subjects.

Russell Spooner,  
**Deputy Head (Academic)**

# MAKING A CHOICE

## LIBRARY FACILITIES

As students move up through the school, there is a gradual transition from directed to independent learning. GCSE is a key time when students are expected to spend more time researching independently for coursework. Sidcot Library offers the facilities for students to develop the skills necessary for individual study. The library has computers with internet access for research, as well as a comprehensive range of books relevant to the school curriculum. The team of librarians are on hand throughout the school day to assist students with any queries.

It is recognised that students who read widely, achieve well in their academic studies. Whilst recognising the pressures of school work, the library provides a wide range of reading material that encourages reading for pleasure. This broadens students' perspective on the world and raises academic achievement.

Wendy Worley

**Librarian**



# Fine Art

**Exam Board: AQA**

**Syllabus Number: 4202**

## **What will I be studying?**

The GCSE art course is very flexible. You can develop a personal artistic style, expressing your own creativity and individualism. You do this based on your own interests, cultural background, and choice of media. The course enables you to take responsibility for your artistic development. We offer a sound structure of lessons, specialist teaching, workshop sessions, extra-curricular activities, visits from practising artists and trips to art galleries. You bring to the subject your enthusiasm, commitment and passion.

## **How will I be assessed?**

### **Portfolio of Work**

Over the two years you will build up a portfolio of work to be presented at the end of the course. Assessment is based on a complete record of the work that you have done over the course, both final pieces and sketchbooks that show all your thinking and working out. The sketchbooks will include research into art and artists, evidence of experimentation with materials and techniques, evidence of where you have found inspiration, examples of first hand resources from which you have worked, your practice, explorations and experimentations, and how you have thought through your ideas to reach the creation of your finished works.

This portfolio of work is 60% of the final mark

## Externally Set Task

The examination paper is usually issued in the middle of the Spring term, when you are given four weeks preparation time. As with the portfolio, you use this time to build up a sketchbook of research and development work, which culminates in a final piece of work done over 10 hours, spread over two consecutive days. You create this work in the media of your choice, in response to the topic you chose from the question paper.

The externally set task is 40% of the final mark.

## Is there anything else I need to know about this subject course?

Since all of the work that you produce is assessed you need to work hard right from the start of year 10. All the work that you produce will contribute to your final grade.

Whether you are an excellent draughtsman, or a film-maker/photographer who is not so keen on drawing, or a ceramicist/sculptor, but not so good at the written side of things, you can achieve well in this course. Essays are not required, although any notes that you do make are useful in describing to your teacher and the assessor how your ideas are progressing, and what your intentions are in your work.

At Sidcot we tend to set broad themes which you respond to in a personal way. We teach you aspects that you individually want to get better at, whether this is drawing or printing, or ceramics or digital, it really depends on how and where you want your project to go.

The emphasis of the GCSE course is on 'development' and 'process', as well as on the creation of finished work for your exhibition. You will be taught techniques and skills, but the emphasis will be on you, and your own creativity.

### Examination Method:

**Portfolio of Work 60%**  
**Externally Set Task 40%**

### Further Information:

**Please visit our departmental website: [www.artatsidcot.org](http://www.artatsidcot.org) or contact Ross Wallis, via form on the website or [ross.wallis@sidcot.org.uk](mailto:ross.wallis@sidcot.org.uk)**

# Business Studies

**Exam Board: AQA**

**Syllabus Number: 4133**

## **What will I be studying?**

Topics covered

Setting up a business:

- Starting a business
- Marketing
- Finance
- People in business
- Operations management

Investigating a small business – a research assignment set by the examination board and based on a small business chosen by the student.

Growing as a business:

- The business organisation - expanding a business
- Marketing - developing the marketing mix
- Finance - for large businesses
- People in business - recruitment and retention
- Operations management - production methods for growing businesses

Students will need to be aware of the business environment that surrounds us by reading newspapers and keeping up with the news.

## How will I be assessed?

### Controlled Assessment

There is an internally assessed unit conducted under teacher supervision – Unit 3 'Investigating small business'

Students research one AQA set task. This takes about two weeks of curriculum time and involves research and investigation and then one week is allocated for the analysis and evaluation of a task.

(25% of final mark)

### Examinations

Unit 1 - Setting up a business (1 hour, 40% of marks)

Unit 2 - Growing as a business (1 hour, 35% of marks)

### Is there anything else I need to know about this subject course?

Students will need to have a genuine interest in, and be willing to follow, the news media with particular reference to business and economics items. There will be an opportunity to set up and run a mini-enterprise during the course. Talks by people with business experience and a visit to a small business will also be a feature of the course.

#### Examination Method:

**Written exam 75%**  
**Controlled Assessment 25%**

#### Further Information:

**Please contact Amanda Brown**  
**[amanda.brown@sidcot.org.uk](mailto:amanda.brown@sidcot.org.uk)**  
**or Philip Perkins**  
**[philip.perkins@sidcot.org.uk](mailto:philip.perkins@sidcot.org.uk)**

# Catering

**Exam Board: WJEC**

**Syllabus Number: 4740 / 01**

## **What will I be studying?**

### **Areas of study:**

- The industry – food and drink.
- Job roles, employment opportunities and relevant training.
- Health, safety and hygiene.
- Food preparation, cooking and presentation.
- Nutrition and menu planning.
- Costing and portion control.
- Specialist equipment.
- Communication and record keeping.

### **Summary of the types of dishes made in Year 10**

- Soups.
- Cakes.
- Pastry.
- Sandwiches.
- Sauces.
- Egg cookery.
- Bread.

### **Summary of the types of dishes made in Year 11**

- Starters.
- Fish, Meat and Poultry.
- Vegetables.
- Convenience foods.
- Beverages.
- Breakfast.
- Patisserie and desserts.
- Salads.

## How will I be assessed?

### Controlled Assessment

Practical Assessment 1 (year 10) - 20% of total mark

Practical Assessment 2 (year 11) - 40% of total mark.

### Examinations

Summer of Year 11 - 1 hour 15 mins (40% of total mark)

## Is there anything else I need to know about this subject course?

Full details of the course specification are listed on the WJEC Website ([www.wjec.co.uk](http://www.wjec.co.uk))

You will sit the CIEH Level 2 Award in Food Safety in Catering (this replaces the CIEH Basic Food Hygiene Certificate).

### Examination Method:

**Practical exam 60%**  
**Controlled Assessment 40%**

### Further Information:

**Please contact Donna Cox**  
**[donna.cox@sidcot.org.uk](mailto:donna.cox@sidcot.org.uk)**

GCSE

# Design & Technology

## Resistant Materials Technology

**Exam Board: AQA****Syllabus Number: 4562**

### What will I be studying?

Resistant Materials Technology is an exciting and practical course which is concerned with the activity of designing and making using wood, metal and plastics. During coursework, other materials are not excluded, and the use of electronics and electronic circuits is also encouraged to complement the students' products. Examination question papers will however address only the three main materials.

### Pupils undertaking the course will be taught to:

- Use designing and communication skills, and combine them with the application of knowledge to design products to suitable specifications (designing).
- Select strategies and use materials, tools, electronic components and equipment appropriate to the task and apply knowledge and understanding to the relevant processes, materials and techniques to produce work to suitable specifications (making).

The Knowledge and Understanding content will involve all aspects of the design process as well as manufacturing techniques and processes. Use of tools, components and machines. Quality control and assurance. Environmental concerns. Testing procedures. Industrial production methods and practices. Modification, planning, and product evaluation. Materials and components. Economic and business understanding. Systems and control and health and safety considerations.

The main emphasis of the course will be to engage students in interesting practical projects which enable them to demonstrate their design flair and manufacturing ability.

## How will I be assessed?

### Controlled Assessment

Unit 2: Design and Making Practice (45602) Approximately 45 hours

Controlled Assessment will consist of two elements, Designing (20%) and Making (40%) but the project should be approached as an integrated design and make activity which results in a usable and useful product. Through the project candidates are required to consider industrial practices and the application of systems and control.

Controlled Assessment is worth 60% of the final mark.

### Examinations

Candidates answer all questions in two sections and will be tested on their knowledge and understanding of designing and manufacturing in the three main materials; wood, metal and plastics. There is also a design based question concentrated on an annual theme.

The examination is 2 hours long and is worth 40% of the final mark.

## Is there anything else I need to know about this subject course?

Projects will require a design folder and a manufacture product. This is a new syllabus and more detail can be found at <http://www.aqa.org.uk>

### Examination Method:

**Written exam 40%**  
**Controlled Assessment 60%**

### Further Information:

**Please contact Niel Doig**  
**[niel.doig@sidcot.org.uk](mailto:niel.doig@sidcot.org.uk)**

GCSE

# Design & Technology

## Textiles Technology

**Exam Board: AQA****Syllabus Number: 4570**

### What will I be studying?

Textiles Technology is concerned with the designing and making of fashion and accessories or furnishings products. The course provides opportunities to design and make exciting products, which are both functional and aesthetically pleasing, as well as being enjoyable and rewarding to create.

The course aims to develop the design and technological capability in students who are encouraged to acquire and apply knowledge, skills and understanding in order to design and make exciting quality products.

- Analysing and evaluating products and processes.
- Engaging in focused tasks to develop and demonstrate techniques.
- Engaging in strategies for developing ideas, planning and producing products.
- Considering how past and present design and technology, relevant to a designing and making context, affects society.
- Recognising the moral, cultural and environmental issues inherent in design and technology.

Textiles Technology gives students the opportunity to apply skills, knowledge and understanding from other subjects. Textiles Technology enables students to develop practical abilities and the confidence to design, make and modify products, selecting and using resources effectively.

## How will I be assessed?

### Controlled Assessment

The Design and Making Controlled Assessment

Consists of a single design and make activity selected from a range of board-set tasks. Students will submit a design folder and a final product outcome. Approximately 45 hours will be spent on Coursework.

(60% of final mark)

### Examinations

Written paper: Candidates answer all questions in two sections. Pre-release material is issued to students.

(2 hours - 40% of final mark)

## Is there anything else I need to know about this subject course?

Trips are organised to the Clothes Show Live at the NEC, Birmingham, to a clothing manufacturing company and to any other events or venues as appropriate. GCSE Textiles Technology is an interesting course that requires commitment and application. It develops skills that are transferable and can be applied to many situations – artistic or commercial. It enables students to feel a sense of achievement.

### Examination Method:

**Written exam 40%**  
**Controlled Assessment 60%**

### Further Information:

**Please contact Julie Green**  
**[julie.green@sidcot.org.uk](mailto:julie.green@sidcot.org.uk)**

# Drama

**Exam Board: Edexcel**

**Syllabus Number: 2DR01**

## What will I be studying?

At GCSE you will work with a variety of people in different situations, both to plan and perform work. This involves developing the skills of negotiation, communication, confidence (both your own but also the ability to instil confidence in and motivate others), teamwork, compromise, criticism, evaluation and reflection, problem-solving, planning, structuring, presenting and articulate expression, to name a few. In other words, many extremely important life skills.

### Topics covered in Year 10

- History of Theatre- inc. Greek theatre, mystery & morality plays, Commedia Dell Arte, Shakespeare, melodrama, etc).
- Stanislavski, Brecht.
- Working with scripts.
- Devising.

### Topics Covered in Year 11

- 'Heaven & Hell'- learning to develop work from a stimulus.
- Blood Brothers.
- Construction & performance of a scripted/devised piece.
- Option to look at lighting/sound/set/costume.

## How will I be assessed?

### Controlled Assessments: Workshop Sessions

Concerned with how you structure and plan your work as part of a group, these “workshop” sessions start with a stimulus and ask you to show your understanding of the stimulus item as well as your ability to advise, convince, persuade and entertain an audience.

Two six hour practical workshop sessions will produce notes to support the assessment in the following areas: Drama Exploration and Exploring Play Texts

The controlled assessments are worth 30% each - together forming 60% of the final mark.

### Examinations

A practical exam consisting of a devised or scripted performance presented to an external examiner.

The examination is worth 40% of the final mark.

## Is there anything else I need to know about this subject course?

Trips will be taken to see a variety of performances to support learning, one of which will be evaluated as part of written coursework- max 2000 words.

There is no written exam but you will have to provide notes/diaries or diagrams of the work you have put together in the workshop sessions.

GCSE Drama is an exciting, vibrant and demanding course that requires hard work and application. It is also a great way to develop important, transferable skills that can be applied usefully to many occupations and walks of life- business, industrial or artistic.

### Examination Method:

**Practical exam 40%**  
**Controlled Assessment 60%**

### Further Information:

**Please contact Charlotte  
Resuggan  
charlotte.resuggan@sidcot.org.uk**

# English & English Literature

## Exam Board: AQA Specification A

### What will I be studying and how will it be assessed?

#### GCSE English

##### **English Paper 1:** (1 hour 45 mins - 30% of total mark)

Section A: Multi-part questions on reading of unseen non-fiction and media tests.

(1 hour - 15%)

Section B: Choice of 1 from 3 or more questions testing writing to argue, persuade or advise.

(45 mins - 15%)

##### **English Paper 2:** (1 hour 30 mins - 30% of total mark)

Section A: Choice of 1 from 2 questions based on poetry drawn from different cultures and traditions.

(45 mins - 15%)

Section B: Choice of 1 from 3 or more questions testing writing to inform, explain or describe.

(45 mins - 15%)

##### **Controlled Assessment:** (40% of total mark)

Speaking & Listening (20% - 3 categories of assessment)

- Group interaction.
- Drama-focused activities.
- Extended individual piece.

Reading – 2 written assignments (10%)

- Prose Study (post 1914). \*
  - Shakespeare.\*
- (\*possible cross-over pieces to Literature coursework folder.)

Writing – 2 written assignments (10%)

- Original Writing.
- Media Study.

## GCSE English Literature

**English Literature Paper:** (1 hour 45 mins - 70% of total mark)

Section A: 1 question from a choice of 2, based on post-1914 prose.  
(45 mins - 30%)

Section B: 1 question based on pre- and post-1914 poetry from the Anthology. There will be a choice of questions.  
(1 hour - 40%)

**Controlled Assessment:** (30% of total mark)

- Pre-1914 Drama (Shakespeare\*). (10%)
  - Pre-1914 Prose.\* (10%)
  - Post 1914 Drama. (10%)
- (\*possible cross-over responses to English.)

### Is there anything else I need to know about this subject course?

The English department is considering changing the syllabus studied for Sept 2010 to the WJEC examination board. [www.wjec.co.uk](http://www.wjec.co.uk).

#### Examination Method:

**English**  
Written exam 60%  
Controlled Assessment 40%

**English Literature**  
Written exam 70%  
Controlled Assessment 30%

#### Further Information:

Please contact **Chris Potts**  
[christopher.potts@sidcot.org.uk](mailto:christopher.potts@sidcot.org.uk)

# Geography

**Exam Board: AQA Specification A**

**Syllabus Number: 4030**

## **What will I be studying?**

The syllabus is based on the development of knowledge and the understanding of a range of places, environments and geographical patterns at a variety of scales from local to global. The study of geography forms a link between the human and natural world, and as a result of this, the course places great emphasis on the interactions of human and physical environments as well as the opportunities and problems people face in different places.

The AQA specification in Geography allows the opportunity to develop communication skills, graphical and cartographical skills, technological skills (including ICT and GIS) interpersonal skills through debate and discussion, literacy and numeracy, problem solving skills, entrepreneurial skills and awareness of career possibilities. The syllabus allows the opportunity for personalised and independent learning; it will provide candidates, for whom GCSE will be the end of their formal study of geography, a clear overall view of the world in the first part of the 21st century; and provide a sound foundation for those candidates who intend to continue to study the subject to a higher level. The specification will allow the development of 'awe and wonder' which will allow candidates to fully appreciate and learn from the world around them.

Field work is carried out in Years 10 and 11, involving a number of day trips, with the aim of reinforcing the classroom teaching through a study of real world situations, and to prepare students for the Controlled Assessment. This includes the development of data collection and analysis techniques, as well as hypothesis testing.

## **Topics covered in Year 10**

Unit 1: Physical Geography - Section A

The Restless Earth; Rocks, Resources and Scenery; Challenge of Weather and Climate; Living World.

Unit 2: Human Geography - Section A

Population Change; Changing Urban Environments; Changing Rural Environments

## Topics covered in Year 11

Unit 1: Physical Geography - Section B

Water on the Land; Ice on the Land; The Coastal Zone

Unit 2: Human Geography - Section B

The Development Gap; Globalisation; Tourism

Unit 3: Controlled Assessment - A Local Fieldwork Investigation, with a 6 hour write up under direct supervision.

## How will I be assessed?

### Controlled Assessment

Unit 3: Controlled Assessment - A Local Fieldwork Investigation, with a 6 hour write up under direct supervision, approximately 2000 words, marked out of 60. (25% of total marks).

**Examinations** (each exam is 1.5 hours long and worth 37.5% of the final mark)

Two written papers in addition to the Controlled Assessment. The written papers are set in two tiers (Foundation and Higher), with candidates being entered for a single tier, according to ability, in a particular examination sitting.

Unit 1: Physical Geography. This paper consists of two sections: Section A and Section B. Students are required to answer three questions, one from Section A, and one from Section B plus free choice from one other.

Unit 2: Human Geography. This paper consists of two sections: Section A and Section B. Students are required to answer three questions, one from Section A and one from Section B plus free choice from one other.

### Is there anything else I need to know about this subject course?

Written components can be assessed from the June of Year 10/11, Controlled Assessment can be assessed from the June of Year 10/11. Fieldwork is conducted between the end of Spring Term in Year 10 and the Easter break in Year 11.

#### Examination Method:

**Written exam 75%**  
**Controlled Assessment 25%**

#### Further Information:

**Please contact Aubrey Bufton**  
**[aubrey.bufton@sidcot.org.uk](mailto:aubrey.bufton@sidcot.org.uk)**

# History

**Exam Board: OCR**

**Syllabus Number: J417**

## What will I be studying?

### Core Content

The core is an outline study of international relations between 1919 and 1941 and charts major changes such as the collapse of international peace in the 1930s.

- Were the Peace Treaties of 1919-1923 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?

### Topics covered in Year 10

- British Depth Study.
- Liberal reforms 1890-14.
- Votes for Women.
- The effects of WW1 on civilians.
- 

### Topics Covered in Year 11

- International Relations 1919-39.
- The peace treaties after WW1.
- The League of Nations in the 1920s and 1930s.
- Road to War (the causes of WW2).
- Depth Study USA in the 1920s and 1930s.

## How will I be assessed?

### Controlled Assessment

A controlled assessment investigating the role of an individual in history. This will take place in the summer term of year 10.

(25% of final mark)

### Examinations

Paper 1: International Relations and the USA (2.5 hours - 45% of final mark)

Paper 2: British Depth Study (1.5 hours - 30% of final mark)

## Is there anything else I need to know about this subject course?

Students have the opportunity to visit the First World War battlefields in France and Belgium in year 10 to support their coursework.

### Examination Method:

**Written exam 75%**  
**Controlled Assessment 25%**

### Further Information:

**Please contact Karen Lovett**  
**[karen.lovett@sidcot.org.uk](mailto:karen.lovett@sidcot.org.uk)**

**Exam board: Edexcel**

**Syllabus Number: Single Award 2IT01**

### **What will I be studying?**

#### **Topics Covered in Unit 1 - Living in a Digital World**

Personal digital devices, Connectivity, Operating online, Online goods and services, Online communities, Issues

#### **Topics Covered in Unit 2 - Using Digital Tools**

Research and information gathering, Modelling, Digital publishing, Evaluating outcomes

#### **Topics Covered in Unit 3 - Exploring Digital Design (Double Award only)**

Digital products, Design elements, Design principles, The user-centred design process, Quality assurance, Design documentation

#### **Topics Covered in Unit 4 - Creating Digital Products (Double Award only)**

Investigate and review digital products, Proposal, Design, Development, Testing and refinement, Showcase, Evaluating outcomes, Working efficiently and safely

## How will I be assessed?

### Single Award Controlled Assessment

Module 2 – Using Digital Tools (40% of final mark)

### Single Award Examination

Module 1 – Living in a Digital World (1.5 hours - 60% of final mark)

### Double Award Controlled Assessment

Unit 2 – Using Digital Tools (20% of final mark)

Unit 4 – Creating Digital Products (20% of final mark)

### Double Award Examination

Unit 1 – Living in a Digital World (1.5 hours - 30% of final mark)

Unit 3 – Exploring Digital Design (1.5 hours - 30% of final mark)

## Is there anything else I need to know about this subject course?

It may be possible for all students to start the Double Award scheme. The student could then be entered for Double or Single Award, depending on how they cope with the demands of the course.

Memory sticks (more than 1) are essential for coursework and backup. Availability at home of ICT facilities including Broadband Internet connection, Microsoft Publisher or other desk top publishing package and Microsoft Access or other database package.

### Examination Method:

**Written exam 60%**  
**Controlled Assessment 40%**

### Further Information:

**Please contact Sarah Smith**  
**[sarah.smith@sidcot.org.uk](mailto:sarah.smith@sidcot.org.uk)**

# Mathematics

Exam board: AQA

Syllabus Number: 4360

## What will I be studying?

### Topics covered in Unit 1 Statistics and Number (Content is slightly different for Higher/Foundation)

This unit aims to test a student's understanding of statistical concepts and measures.

- Data handling cycle
- Data collection
- Data presentation and analysis
- Data interpretation
- Probability.
- Fractions and decimals
- Indices and standard form
- Collecting data
- Percentages
- Ratio and proportion
- Statistical measures
- Representing data
- Scatter diagrams
- Probability.

### Topics covered in Unit 2 Number and Algebra (Content is slightly different for Higher/Foundation)

This unit covers all the number work tested without a calculator including:

- Number
- Algebraic manipulation and formulae
- Sequences
- Fractions, decimals and percentages
- Indices and standard form
- Coordinates and graphs
- Linear equations and simultaneous equations
- Quadratic equations
- Surds
- Inequalities in 1 and 2 variables
- Ratio and proportion
- Algebraic proof.

## Topics covered in Unit 3 Geometry and Algebra (Content is slightly different for Higher/Foundation)

- Number, fractions, decimals
- Angles & shapes
- Algebraic manipulation
- Equations
- Trial & improvement
- Coordinates & graphs
- Transformations
- Pythagoras' theorem
- Measures
- Perimeter, area, volume
- 2D/3D; shapes; loci
- Circle theorems
- Trigonometry
- Quadratic graphs
- Vectors.

### How will I be assessed?

#### Controlled Assessment

There is no Controlled Assessment component in GCSE Mathematics

#### Examinations

Unit 2: Number and Algebra – March Year 10  
( 1 hour 15 mins, 66 marks, 33.3% , no calculator)

Unit 1: Statistics and Number– November  
Year 11 ( 1 hour, 54 marks, 26.7% )

Unit 3: Geometry and Algebra – March or June  
Year 11 ( 1 hour 30mins, 40%)

### Is there anything else I need to know about this subject course?

Functional Skills are assessed mainly on unit 3. Time is precious during the crucial GCSE years and it is essential that students arrive at all lessons properly equipped. In addition to exercise books and textbooks they will need for each lesson: Protractor, short ruler, 30 cm ruler, pen (with spare cartridges) or biro, pencil, rubber and sharpener and a Casio scientific calculator (available from the library).

**Examination Method:**

**Written exam 100%**

**Further Information:**

**Please contact Graham Hartley  
graham.hartley@sidcot.org.uk**

# Modern Languages

## Exam Board: Edexcel

### What will I be studying?

The French, Spanish and German GCSE courses follow the Edexcel syllabus. Controlled writing and speaking assessments in all languages are taken throughout the 2 year course and the listening / reading exams are sat at the end of the Upper Fifth.

### Aims

- To develop pupils ability to understand and communicate effectively in the target language.
- To encourage pupils to acquire language learning skills.
- To encourage pupils to develop an understanding of the grammar and syntax of the target language.
- To encourage enjoyment and intellectual stimulation and to provide a basis for further study.

### Content

The content is defined in terms of four common themes is:

1. Out and about
2. Customer service and transactions
3. Personal information
4. Future plans, education and work

Teaching is based on these topics and grammar is developed on an ongoing basis throughout the course.

The topics set out by Edexcel which can be used for assessments are:

1. Media and culture
2. Sport and leisure
3. Travel and tourism
4. Business, work and employment

## How will I be assessed?

Listening and reading are assessed via final examinations and speaking and writing via controlled assessment in a supervised environment/classroom. There are two levels of entry:

- Foundation Tier = Grades G-C.
- Higher Tier = Grades D- A\*.

*Listening (Written exam. Foundation Tier - 25 Mins. Higher Tier - 35 mins. 20%)*

- Listen for, identify and note main points, and take details from spoken target language of increasing length, speed and complexity.
- Demonstrate an understanding of target language using a range of non-verbal responses, and some short answers in English.

*Speaking (Controlled Assessment. 30%)*

- Communicate in target language on at least two topics – from a specified list, or of their own choice. Interact with target language speakers, expressing and justifying opinions where appropriate.
- Speaking assessments of 4 - 6 minutes during the 2 year course.

*Reading (Written exam. Foundation Tier - 35 mins, Higher Tier - 50 mins 20%)*

- Read, identify and note main points, and take details from target language text of increasing length, speed and complexity.
- Demonstrate an understanding of target language using a range of non-verbal responses, and some short answers in English.

*Writing (Controlled Assessment. 30%)*

- Communicate in the written form, express and justify points of view in target language where appropriate.
- Students will complete 2 written assessments of 100 - 200+ words during the course.

## Is there anything else I need to know about this subject course?

Not all components need to be offered in the same tier. Entry can vary as appropriate to the candidate's perceived competence in each of the four skills. Grades are awarded using a points system.

Text books: Oxford & Heinemann GCSE coursebooks

### Examination Method:

**Written exam 40%**  
**Controlled Assessment 60%**

### Further Information:

**Please contact any of the  
Modern Language Teachers or  
Stephanie Byrne  
stephanie.byrne@sidcot.org.uk**

# Music

**Exam Board: AQA**

**Syllabus Number: 4272**

## What will I be studying?

### **UNIT 1 – Listening to and Appraising Music**

Students explore five areas of study – Rhythm & Metre, Harmony & Tonality, Texture & Melody, Timbre & Dynamics, Structure & Form. These will be taught through three strands of learning. The Western Classical Tradition, Popular music of the 20th & 21st centuries and World Music.

### **UNIT 2 – Composing and Appraising Music**

Students have up to 20 hours controlled assessment for the composition and 2 hours controlled time for the appraisal. Students compose one piece of music, which explores two or more of the five areas of study and links to one of the three strands.

### **UNIT 3 – Performing Music**

Controlled assessment: internally assessed and externally moderated. Students offer one individual performance (acoustic or technology-based) and one group performance. The recordings can be made at any time during the course.

### **UNIT 4 – Composing Music**

Controlled assessment: internally assessed and externally moderated. Students compose one piece of music, which explores two or more of the five areas of study in any style or genre of the students choosing.

## How will I be assessed?

### Controlled Assessment

Unit 2 – Appraisal (2 hours controlled time) 20%

Unit 3 – Performing ( Controlled time – assessed internally) 20%

Unit 4 – Composing (Controlled time – assessed internally) 40%

### Examinations

Unit 1 - Listening Written Exam: externally assessed (1 hour 15 mins. 20% 80 marks

## Is there anything else I need to know about this subject course?

This is a new syllabus with completely new areas of study that are appealing and reflect developments in 21st century music whilst retaining essential subject content. There is a greater practical approach and weighting given to performance and more options including rapping, turntablism and music technology. This is to allow the pupils to demonstrate their full ability with maximum flexibility.

Throughout the course there will be the opportunity to see and hear live music both within the school day and by visiting venues in and around Bristol.

### Examination Method:

**Written exam 20%**  
**Controlled Assessment 80%**

### Further Information:

**Please contact Bev King**  
**bev.king@sidcot.org.uk**

# Physical Education

**Exam Board: AQA**

**Syllabus Number: 4890**

## What will I be studying?

Why Choose PE? The course is fun and challenging, with both practical and theoretical elements. The content of the course is designed to enable students to enjoy and understand the benefits of living a healthy lifestyle; to provide a route to further study such as A Level, IB or the new Diplomas and to Higher Education in PE and related career opportunities.

### Topics covered in Year 10

- Health, Fitness and a healthy active lifestyle.
- Fitness components, including strength, power, speed, cardiovascular and muscular endurance, flexibility, agility, balance, co-ordination, reaction time. Definitions and relating practical work.
- Diet and its importance for the performer.
- Characteristics and benefits of leisure and recreation.
- School influences.
- Cultural and Social factors.

### Topics Covered in Year 11

- Media and Sponsorship.
- Competitions – international sports and events.
- Role models.
- Health and Safety.
- Injuries and Injury Prevention.
- Rules relating to sport and equipment.
- Sports technology.
- Training principles: Types and Methods.
- Aerobic and Anaerobic Exercise.

## How will I be assessed?

### **Controlled Assessment** (60% of final mark)

Practical assessments of students' abilities in a variety of sports as player/performer, organiser, leader/coach and official.

### **Examinations** (1 hour 30 mins - 40% of final mark)

One paper.

Section A – multiple choice and short answer question.

Section B – Extended written answers based on a scenario issued as pre-release material prior to the examination.

## Is there anything else I need to know about this subject course?

More detailed information is available from members of the PE faculty. A course outline pamphlet is also available.

There is scope to take students to the nationally organised revision conference and an option of purchasing course specific sports kit if there is sufficient demand.

For further information, contact: [www.aqa.org.uk](http://www.aqa.org.uk), and follow the links

### Examination Method:

**Written exam 40%**  
**Controlled Assessment 60%**

### Further Information:

**Please contact Rosie Bellinger**  
**[rosie.bellinger@sidcot.org.uk](mailto:rosie.bellinger@sidcot.org.uk)**

GCSE

# Religious Studies

## Philosophy & Applied Ethics

**Exam Board: OCR****Syllabus Number: J621**

Philosophy and Applied Ethics is a living subject which is approached best by looking within a global context for personal relevance. The issues studied are at the heart of Sidcot's Quaker ethos. The course encourages students to explore and evaluate their own beliefs whilst studying a range of established faiths.

Students begin this course in Y9 as part of the core curriculum. The Short Course ends at the end of Y10, at which time students will usually be entered for the Short Course examination. Students interested in gaining Full Course accreditation, may attend out of hours 'top-up' lessons during Y10 or 11 in order to cover the required units of work.

### What will I be studying?

The Philosophy and Applied ethics course offers a range of interesting topics which may be studied from the teachings of up to three major world religions. The course is mainly delivered with reference to the teachings of Christianity, including denominational differences. Students will need to refine the following skills in order to achieve success in this course:

- Describe, explain and analyse, using knowledge and understanding.
- Show respect and empathy for difference cultural and religious viewpoints.
- Use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints.

### Short Course Units of Work covered in Year 9:

#### Unit B601 Philosophy 1

- Belief about Deity
- The End of Life

#### Unit B603 Ethics 1

- Poverty and Wealth

**Short Course Units of work covered in Y10:**

- Religion and Human Relationships

**Additional Units of work for the Full Course:****Unit B602 Philosophy 2**

- Good and Evil.
- Religion, Reason and Revelation.

**Unit B604 Ethics 2**

- Religion, Peace and Justice.
- Religion and the Media.

**How will I be assessed?**

There is no Controlled Assessment in this syllabus, but students' work will be internally assessed using OCR marking criteria at least half termly. The course is 100% examined, with 2x1hr exams for the Short Course and 4x1hr exams for the Full Course. The exams carry equal weighting towards the final grade. 50% of the exams may be taken in January of Y10, with the rest taken in the final exam session of Y10 in June. There will be mock examinations for Y10 before Christmas.

**Is there anything else I need to know?**

Visits will be made to different places of worship eg different Christian denominational churches and places of worship from other religions, such as the Hindu temple and Sikh Gurdwara in Bristol. Visitors representing different religious views will be invited to discuss the issues being studied in lessons. New resources have been produced to support this revised OCR syllabus.

Students (and their parents!) are encouraged to follow current affairs and news, listening out for items with religious or cultural relevance in order to enrich and reinforce concepts being studied in lessons.

**Examination Method:****Written exam 100%****Further Information:**

**Please contact Charlotte House**  
[charlotte.house@sidcot.org.uk](mailto:charlotte.house@sidcot.org.uk)

# The Sciences

**Exam Board: AQA**

## **Science GCSE courses available**

During the summer term of Year 9 pupils will be asked to choose their GCSE Science courses. The choices are:

OPTION A: Three separate science GCSEs in Biology, Physics and Chemistry.

OPTION B: Two science GCSEs called GCSE Science and GCSE Additional Science.

OPTION A is a suitable choice for pupils who have shown ability in Science and are expecting to study Science in the Sixth Form. It is a demanding choice as three GCSEs are covered in the time normally spent on two.

OPTION B is delivered through Biology, Chemistry and Physics lessons taught by subject specialists. The content of GCSE Science is covered in Year 10 and GCSE Additional Science follows on in Year 11. The course is suitable for pupils who find Science challenging and are unlikely to study sciences in the Sixth Form.

Both courses build on the foundation of knowledge and skill established in Years 7 to 9 and provide a broad and balanced science education which is an important asset in an increasingly technological world. For both options six 50 minute lessons are timetabled each week.

## **What will I be studying?**

### **Biology (Unit B1)**

How do human bodies respond to changes inside them and to their environment?

What can we do to keep our bodies healthy?

How do we use / abuse medical and recreational drugs?

What causes infectious diseases and how can our bodies defend themselves against them?

What determines where particular species live and how many of them there are?

Why are individuals of the same species different from each other? What new methods do we have for producing plants and animals with the characteristics we prefer?

Why have some species of plants and animals died out? How do new species of plants and animals develop?

How do humans affect the environment?

**Chemistry (Unit C1)**

How do rocks provide building materials?  
How do rocks provide metals and how are metals used?  
How do we get fuel from crude oil?  
How are polymers and ethanol made from oil?  
How can plant oils be used?  
What are the changes in the Earth and its atmosphere?

**Physics (Unit P1)**

How is heat (thermal energy) transferred and what factors affect the rate at which heat is transferred?  
What is meant by the efficient use of energy?  
Why are electrical devices so useful?  
How should we generate the electricity we need?  
What are the uses and hazards of the waves that form the electromagnetic spectrum?  
What are the uses and dangers of emissions from radioactive substances?  
What do we know about the origins of the Universe and how it continues to change?

**Biology (Unit B2)**

What are animals and plants built from?  
How do dissolved substances get into and out of cells?  
How do plants obtain the food they need to live and grow?  
What happens to energy and biomass at each stage in a food chain?  
What happens to the waste material produced by plants and animals?  
What are enzymes and what are some of their functions?  
How do our bodies keep internal conditions constant?  
Which human characteristics show a simple pattern of inheritance?

**Chemistry (Unit C2)**

How do sub-atomic particles help us to understand the structure of substances?  
How do structures influence the properties and uses of substances?  
How much can we make and how much do we need to use?  
How can we control the rates of chemical reactions?  
Do chemical reactions always release energy?  
How can we use ions in solutions?

**Physics (Unit P2)**

How can we describe the way things move?  
How do we make things speed up or slow down?  
What happens to the movement energy when things speed up or slow down?  
What is momentum?  
What is static electricity, how can it be used and what is the connection between static electricity and electric currents?

What does the current through an electrical circuit depend on?

What is mains electricity and how can it be used safely?

Why do we need to know the power of electrical appliances?

What happens to radioactive substances when they decay?

What are nuclear fission and nuclear fusion?

### **Biology (Unit B3)**

How do dissolved substances get into and out of plants and animals?

How are dissolved materials transported around the body?

How does exercise affect the exchanges taking place within the body?

How do exchanges in the kidney help us to maintain the internal environment in mammals and how has biology helped us to treat kidney disease?

How are microorganisms used to make food and drink?

What other useful substances can we make using microorganisms?

How can we be sure we are using microorganisms safely?

### **Chemistry (Unit C3)**

How was the periodic table developed and how can it help us understand the reactions of elements?

What are strong and weak acids and alkalis? How can we find the amounts of acids and alkalis in solutions?

What is in the water we drink?

How much energy is involved in chemical reactions?

How do we identify and analyse substances?

### **Physics (Unit P3)**

How do forces have a turning effect?

What keeps bodies moving in a circle?

What provides the centripetal force for planets and satellites?

What do mirrors and lenses do to light?

What is sound?

What is ultrasound and how can it be used?

How can electricity be used to make things move?

How do generators work?

How do transformers work?

What is the life history of stars?

### **How will I be assessed?**

#### **Controlled Assessment**

The practical assessment includes Investigative Skills Assignments (ISAs) which involve a 45 minute written paper based partly on the pupils own practical work. During years 10 and 11 pupils have the opportunity to complete up to six ISAs and the best marks are submitted to the exam board for moderation. The ISAs are carried

out in normal lesson time and one ISA mark is required for each GCSE. There is also a teacher assessment of the level achieved by pupils on practical work throughout the course.

## Examinations

The content of the course is divided into 9 units. The units needed for each GCSE are:

- GCSE Science: Units B1, C1, P1.
- GCSE Additional Science: Units B2, C2, P2.
- GCSE Biology: Units B1, B2, B3.
- GCSE Chemistry: Units C1, C2, C3.
- GCSE Physics: Units P1, P2, P3.

All exams last 45 minutes and each exam is 25% of the final mark.

All pupils will sit public exams in modules B1, C1 and P1 at the end of Year 10. All papers are available at either Higher Level (A\*-D) or Foundation Level (C-G)

## Is there anything else I need to know about this subject course?

The department seeks to enrich its science teaching through a range of clubs and activities. Events organised in the school year 2008/9 were:

A residential field trip for upper sixth form Biologists.

One day Physics conference for sixth form students.

Two visits to the school by a speaker from the Institute of Materials, Minerals and Mining.

Pupils from year 9, 11 and sixth form attended talks and workshops.

Particle physics masterclass at Bristol University for upper sixth physicists.

Visit to the J.E.T. project at Culham, Oxon for sixth form physicists.

Year 9 girls attended an event called 'Skirting Science' organized by the North Somerset State-Independent school partnership to promote scientific careers and an interest in science amongst girls. Seven gifted and talented year 10 pupils attended a 3 day workshop at University of the West of England entitled 'I love my Brain'. All year 10 pupils attended a presentation on the group 4 project given by lower sixth IB students. Lower sixth IB students spent 2 days carrying out scientific fieldwork based on a mixed moorland and wooded area high in the Mendip Hills. Creepy crawly club and wildlife activities based on animals kept in the biology lab. Gardening activities based on an area adjacent to the science labs. Links with a research vessel carrying out a project on climate change in the North Atlantic.

### Examination Method:

**Written exam 75%**  
**Controlled Assessment 25%**

### Further Information:

**Please contact Jim Scott**  
**[jim.scott@sidcot.org.uk](mailto:jim.scott@sidcot.org.uk)**

# Statistics

**Exam Board: AQA**

**Syllabus Number: 4310 (Higher Tier)**

## What will I be studying?

Topics covered in Year 10 and Year 11

(This course is only available to students in the highest mathematics set and is taught alongside GCSE Mathematics)

- Strategic planning and hypothesis testing.
- Data capture and sampling techniques.
- Tabulation and graphical representation of data.
- Analysis of data.
- Statistical interpretation.
- Probability.

## How will I be assessed?

**Controlled Assessment:** (25% of final mark)

There will be a coursework component consisting of an investigation which is set by the examination board and a written assessment relating to the investigation. The two coursework tasks carry equal weighting.

**Examinations:** (2 hours - 75% of final mark)

There will be a single examination paper on Statistics.

## **Is there anything else I need to know about this subject course?**

As noted above, this course is only available to students in the highest mathematics set and is taught alongside GCSE Mathematics. GCSE Statistics is a demanding course.

### **Examination Method:**

**Written exam 75%**  
**Controlled Assessment 25%**

### **Further Information:**

**Please contact Graham Hartley**  
**[graham.hartley@sidcot.org.uk](mailto:graham.hartley@sidcot.org.uk)**

# IGCSE

**Exam Board: Edexcel**

**Syllabus Number: 4ESO**

## What will I be studying?

### Topics covered in Year 10

- Happiness and Success.
- You and Your Community.
- Sport and Fitness.
- Transport Issues.
- That's Entertainment.
- Travel and the Outdoor Life.

### Topics Covered in Year 11

- Student Life.
- Happy Endings.
- The Animal World.
- The World of Work.

## How will I be assessed?

**Examinations:** (100% of final mark)

Reading and writing - 2 hours, (66%)

Listening - 45 mins (33%)

Speaking - 12 mins - separately endorsed assessment

### **Is there anything else I need to know about this subject course?**

This is a required course for overseas students whose first language is not English unless otherwise advised.

The course develops Reading, Writing, Listening and Speaking skills and benefits students in their wider academic studies

Resources for students available at:

<http://www.edexcel.com/quals/igcse/igcse09/eng/eng-2nd/Pages/default.aspx>

#### **Examination Method:**

**Written exam 100%**

#### **Further Information:**

**Please contact James Milne  
[james.milne@sidcot.org.uk](mailto:james.milne@sidcot.org.uk)**

# EAL

## English as an Additional Language

All students whose first language is not English are enrolled on the EAL programme for English lessons to develop their general English language skills and to help them with English for their subjects.

All students have at least one individual lesson with an EAL teacher once a week. This lesson is 50 minutes long. Some students may need more than one individual lesson per week. This will be arranged in consultation with parents and/or guardians. The teacher will design an individual programme of work according to the specific language learning needs of each student.

EAL lessons are charged at an hourly rate for individual lessons with students paying for a block of 10 lessons at the start of each term. In some cases this will need to be supplemented with further payments depending on the number of lessons taught

### EAL Exams

All students are encouraged to enter for one EAL exam each year. We use the Cambridge English Language exams which are recognised worldwide:

- Cambridge PET (Preliminary English Test).
- Cambridge FCE (First Certificate in English).
- CAE (Cambridge Advanced English).

These exams test Reading, Writing, Listening and Speaking skills; Use of English (grammar) and Vocabulary.

### Foreign Language Exams

Overseas students may take a GCSE examination at the end of the Upper Fifth in their native language eg Chinese, Malay, Indonesian, Russian, Thai and Japanese.

# Sidcot Assessed Courses (SACs)

In September 2010 we introduced an exciting new course for Year 10 students called Digital Media. We are offering two Sidcot Assessed Courses for September 2011. These are not GCSEs but they will be assessed and taught in a similar way. These courses will be offered in the same way as the GCSE options and students may choose one of them instead of a GCSE option if they wish. We are adding these courses to our Fifth Form programme in order to free ourselves from the tight constraints of nationally assessed courses and to make good use of the enthusiasms and expertise of our teaching staff. We think that students may find these courses an exciting way of complementing their GCSE studies in Years 10 and 11. Each SAC will take up the same time as one GCSE option and will take two years to study.

Like GCSEs, SACs will only run if there is sufficient demand for them and grades will be awarded on an A\* to G scale by Sidcot at the end of the course. A student can decide to choose four GCSE options, as in the past, or three GCSEs plus one SAC.

We think that you will find the following course details interesting and if you have any further questions please contact Russell Spooner and John Walmsley or the individual tutors for the specific subjects.

# Digital Media

## Exam Board: Sidcot Assessed Course

“The digital revolution is an extraordinary phenomenon, perhaps as momentous as the invention of the wheel, and with particular relevance to Art and Design. Art as a visual language has always been about communication, the ‘C’ in ICT. With cameras in mobile phones, the immense power of the world wide web, and software that gives young people the tools to create work that would previously have been the domain of the specialist and professional, we are in the midst of rapid, exciting and unprecedented change.”

The statement above is taken from the about/overview section of our website [www.artatsidcot.org](http://www.artatsidcot.org). We have been teaching digital technology in the Art department at Sidcot for many years, weaving into all key stages, and offering it as an individual option within GCSE and 6th form Art exam syllabuses.

Now it is time to offer a new, different, exciting, cutting edge, dedicated course based wholly on digital media.

### What will I be studying?

Emphasis will be on learning through creation. Key concepts and processes will be specifically introduced, but the bulk of the course will be experimental and experiential, based on the learning cycle identified by the QCA in the introduction of the Creative Diploma: experience - reflection - generalisation - application.

The emphasis of the course will be on invention and creativity from individuals, groups, and staff aiming at challenging students across the Arts' disciplines and strengthening awaking understanding of the 'arts in action'.

Students will be working with a wide range of hardware and software, independent of platform, from digital photography, through film and animation, to website design and gaming. Through this they will gain practical skills with key software packages, and an understanding of aesthetic considerations through the creation of their own work and investigation in to existing practice and practitioners. Students will also be learning to work in teams, creating group projects, and seeing these projects through from brief to publication.

## How will I be assessed?

Assessment will be based on an individual portfolio of work, presented at the end of the two years. Students will also keep a website to showcase their work, and a blog that will chart the progress of their investigations over the two years. Students will also be encouraged to work to real tasks; for the school, entering competitions, and finding real commissions. There will be opportunities for students to take external examinations such as the Adobe Accredited Certificates.

## Is there anything else I need to know about this subject course?

This is the first year of a new course, and as such the course itself is an exploration. The students that take this course will in part be responsible for how the course is structured, and how it develops. Obviously students need to be keen on the use of digital media, be this taking photographs, making films, designing websites or programming games. Students own interests will help to create an interesting and fulfilling experience, and we are working with external professional bodies to assist us with developing, moderating and accrediting this new course. Students do not necessarily need to bring digital expertise to the course, as these skills will be taught. But they do need to bring commitment, dedication, self motivation, and a spirit of exploration.

The course leader will be Ross Wallis, who is an Apple Distinguished Educator and Adobe Education Leader, and a digital pioneer and passionate advocate of digital media.

Further information can be found on our departmental website: [www.artatsidcot.org](http://www.artatsidcot.org)

### Examination Method:

**Assessment is through a portfolio of work, a website and progress charting blog**

### Further Information:

**Further information can be found on our departmental website: [www.artatsidcot.org](http://www.artatsidcot.org) or by contacting Ross Wallis, via form on the website or [ross.wallis@sidcot.org.uk](mailto:ross.wallis@sidcot.org.uk)**

# From Plough to Plate

## Primary Food Production

Exam Board: Sidcot Assessed Course

From the genetics of farmed cattle, to the identification of edible wild species in the hedgerow... from the biochemistry of cheese-making, to the history of bread production... and from the health benefits of organic foods, to the politics of fair-trade schemes, From Plough to Plate is designed to provide students with a fabulously varied and hands-on introduction to the academic and practical elements of real food production. Although the course is based around food production in the UK, it also looks at food production throughout the world to achieve a broader view of food diversity and environmental issues. As for its own diversity, this course spans an amazing number of disciplines, from biology to chemistry, genetics, geography, history, geology, food technology, agriculture and archaeology.

From Plough to Plate makes good use too of Sidcot's beautiful as well as bountiful surroundings. Whether it's finding mushrooms in the Mendip Hills, rearing our own chickens and ducks on Sidcot's own land, fishing in the Severn Estuary, dairy farming on the Somerset levels, strawberry growing in Cheddar, or wheat crops in local farms, there is a plethora of opportunities in this area for outside practical work by the students. When combined with food preparation lessons in our food-technology facilities, talks from outside experts (such as dairy farmers and traditional cheese makers), and a comprehensive series of lectures by Sidcot teachers, this course becomes as diverse as it is essential for environmental awareness and sustainable living.

### **COURSE ELEMENTS: (\*P denotes a practical element)**

#### **A) Diversity and Origins**

- 1) Diversity: variety of crops and animals farmed in the UK.(\*P)
- 2) Fish & other marine foods: types of freshwater and marine organism eaten, and distribution.(\*P)
- 3) Geography: major producing countries & origin of our everyday foods, geology and crop type.(\*P)
- 4) Bio-Archaeology: wild ancestors of foods such as wheat and potato, selective breeding.(\*P)
- 5) Wildlife farming: fish farming, deer, oysters, culling of elephant etc..(\*P)
- 6) Wild harvesting: e.g., seaweed, mushrooms

## B) Preservation and Processing

- 7) Health: essential nutrients and their sources, deficiency diseases.
- 8) Traditional preservation: salting, smoking, sugaring (jam), drying, pickling. (\*P)
- 9) Modern preservation: freezing, chemicals, UHT, Pasteurising, irradiating, canning, vacuum. (\*P)
- 10) Use of Yeast: bread-, wine- and beer-making traditions and techniques. (\*P)
- 11) Dairy products: milk, cream, ice-cream, butter, cheese and yoghurt making. (\*P)
- 12) Butchering: basic principles and selective breeding for different characteristics of meat. (\*P)

## C) Environment, Ethics and Politics

- 13) Sustainability: care of land, over-fishing etc, carbon footprint of food. (\*P)
- 14) Politics: poverty, fair trade, food miles, supermarket buying policies, famines, recycling etc.
- 15) Organic farming: fertilisers, pros and cons of organic methods, taste comparisons. (\*P)
- 16) Vegetarianism & Veganism: practicality and sources of essential nutrients, soya etc. (\*P)
- 17) Pests, pesticides and diseases: chemicals etc. (\*P)
- 18) Natural enclosures: traditional methods of dry stone walling and fencing.
- 19) Slaughtering: humane methods of killing animals. (\*P)
- 20) Battery farming: intensive rearing of animals – the facts, different egg suppliers. (\*P)

## D) Small-scale production

- 21) Window-boxes to allotments: history, variety of crops that can be grown, crop rotation. (\*P)
- 22) Small holdings: size and history of traditional small holdings, minimum size for sustainability
- 23) Community projects: practicality for people who are working normal hours.
- 24) Natural pesticides: traditional and biological methods of pest-damage reduction. (\*P)

## E) The Future

- 25) Scientific advances: genetic engineering, cloning, AI, cryogenics, in vitro meat culture.

### Examination Method:

**Combination of examination and controlled assessment**

### Further Information:

**Please contact Clive Bromhall**  
[clive.bromhall@sidcot.org.uk](mailto:clive.bromhall@sidcot.org.uk)

Sidcot

