

2021/22

# Sixth Form

[sidcot.org.uk](http://sidcot.org.uk)



Sidcot  
Live Adventurously



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# Welcome from the Headmaster

Welcome to our Sixth Form Prospectus, which gives you an insight into what to expect when studying in the top two years of the school. Sixth Form at Sidcot is a transition which builds on the skills and knowledge developed at GCSE but gives greater choice and independence. This is as true outside the classroom as it is within the curriculum. Choice over courses: A Level, IB or BTEC. Choice over sports and extra-curricular activities that develop leadership skills as well as challenging you in a whole variety of ways. Even choice over what to wear! However, it is through this process that we feel you develop the confidence and self-assurance that will serve you well in the world beyond school: be that further or higher education, or the workplace.

Whatever you choose, Sixth Form at Sidcot gives you the chance to make friends for life, study in a truly diverse and international learning community and discover what matters to you as an empowered young adult, ready to make a difference in the world long after you leave. It is an exciting time and an opportunity I hope you will enjoy and grasp with both hands!

**Iain Kilpatrick BA, MEd, FRSA**

Headmaster



# Introducing the Sixth Form

What matters at Sixth Form is providing a setting where students gain independence and confidence whilst learning in a supportive environment. Sixth Form at Sidcot is a dynamic, rewarding and enjoyable experience which gives you the opportunities to develop the skills and personal strengths required for life beyond the school.

The opportunities available to students range across a huge spectrum – academic, personal, spiritual and creative, with students encouraged to follow the School's ethos of "Live Adventurously".

Sixth Formers select their academic disciplines, giving them specialised areas of academic interest on which to focus in a way they have never had the chance to before.

At Sidcot we offer our Sixth Formers a wide range of subjects with options at A Level, the International Baccalaureate and BTEC. All of these are explored in more detail in this prospectus.



**Thomas Ruddle BEd (Hons)**

Head of Upper School



# Sixth Form Life



## Tutors

The pastoral provision for Sixth Form students at Sidcot is excellent. We have a highly experienced and supportive team of tutors and co tutors who usually remain with their tutor groups for the two years of the Sixth Form. The tutor has daily contact with the students in two registration periods and they also deliver an extended PSHE session once a week. The tutors support students with their academic studies and act as a liaison between teaching staff, students and parents. Students often build close relationships with their fellow tutees and tutor as the groups are small in size. This allows tutors to offer quality pastoral support to their group and ensures that students feel well supported during their time here.

## Study Skills

There is a two year programme, incorporating many aspects of Personal, Social and Health Education which is delivered during the weekly extended tutorial period. Students are encouraged to take responsibility for their own learning, to work constructively with others and to develop their own skills and talents in a positive and fulfilling way. Topics which are covered include encouraging positive mental health, healthy eating, preparing for life after Sixth Form and building quality relationships. In addition, tutors support students with their academic studies and help them to develop good study skills in

- Note taking and note making
- Time management
- Listening and discussing
- Research

## Careers Support


Preparing students for their next steps after Sixth Form is another key element to life in Sidcot Sixth Form. In the PSHE programme there are lots of sessions dedicated to helping students make the right decision on higher education or employment. Our team of experienced Progression Advisers see all students through the lengthy process of making university, apprenticeship and job applications, with tutors helping in the research and decision making. Sixth Form students attend seminars and meetings and we welcome speakers on specialist topics such as improving personal statements, studying abroad and gap year opportunities. These topics are followed up by tutors during the tutorial periods.

Once a week students have a flex period in their timetable. In Sixth Form this is used in a variety of different ways and allows the students to choose what appeals to them. During this session there are a wide variety of options on offer; visiting the school councillor, attending Young Enterprise meetings, school council meetings, career related talks or sessions on study skills and independent study. This flexibility allows students to develop a sense of autonomy.

# Our approach to learning





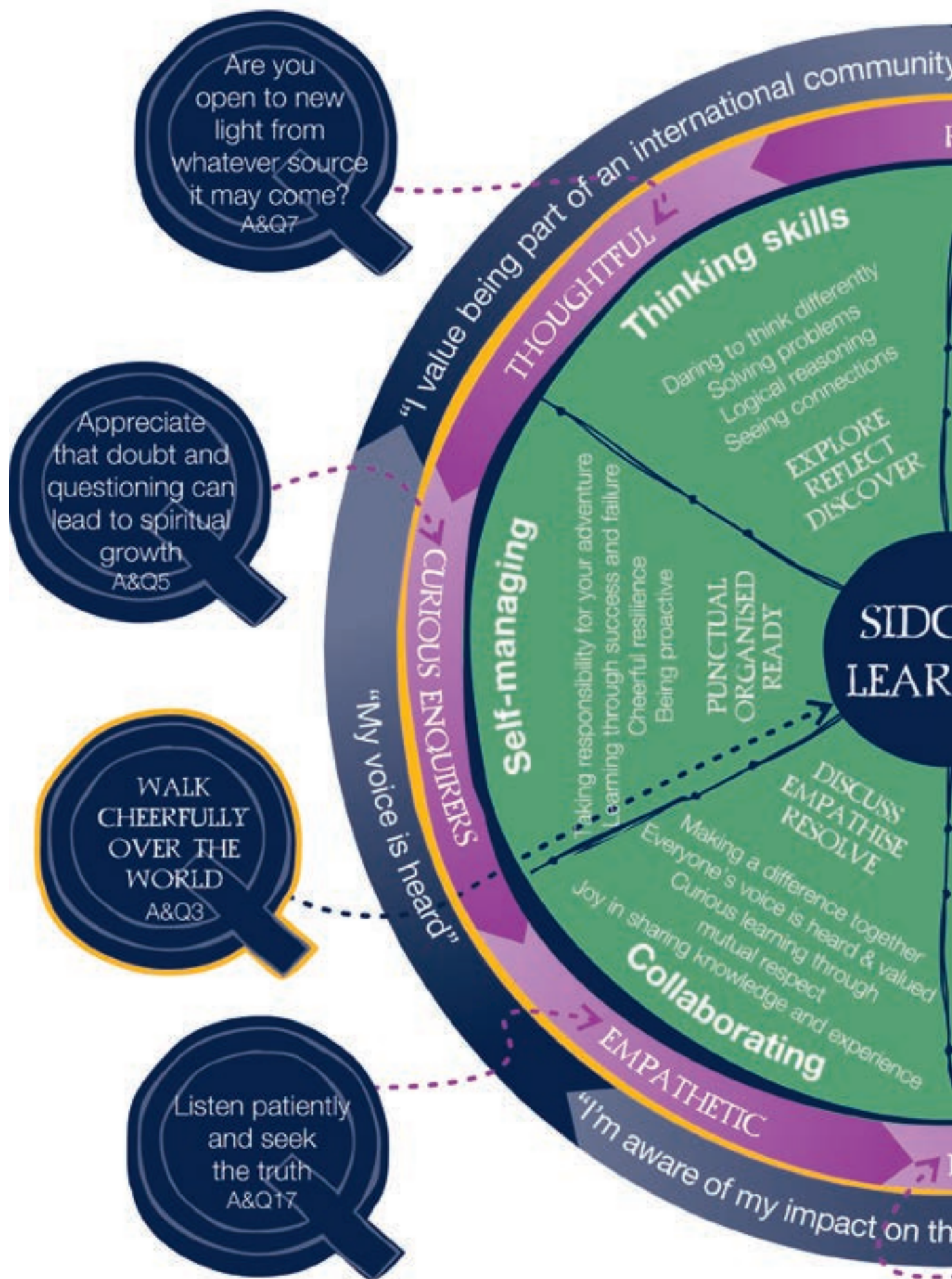


At Sidcot our approach to learning is articulated by The Sidcot Learning Wheel (see next page). The wheel is a tangible expression of the way the vision and values at Sidcot meet the learning of our students. It is a blueprint that identifies the personal qualities we develop and the teaching and learning strategies and support we provide. Learning at Sidcot nurtures the individual as well as providing challenge and support to ensure each student achieves their very best.

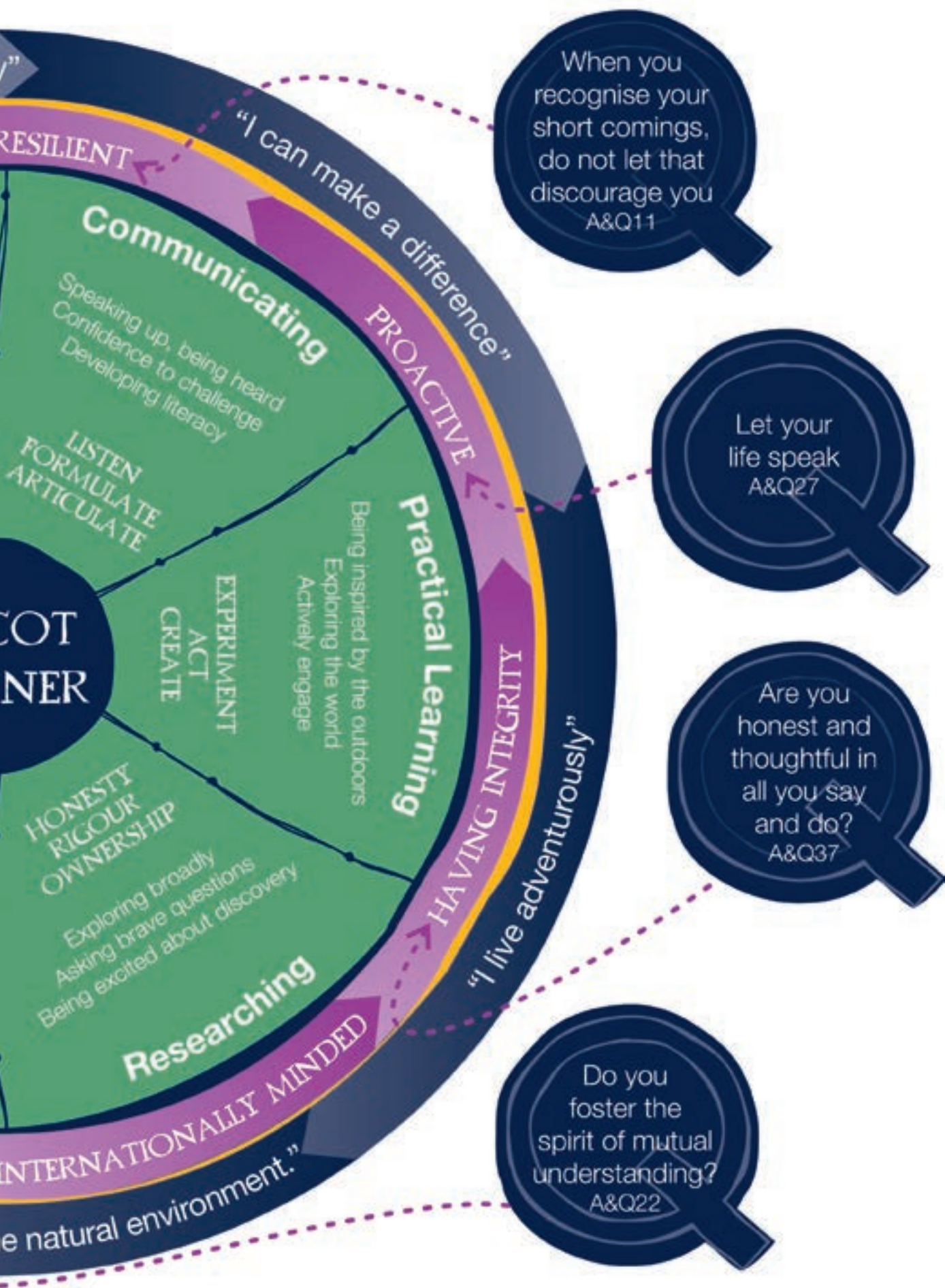
Some of the most important features included in The Wheel describe the desire to be 'internationally-minded' and 'making a difference'; our teachers plan an exciting curriculum around these goals, along with providing academic rigour; supportively, collaboratively and consistently. This ensures education at Sidcot produces effective, curious learners who have the emotional intelligence and employability skill-set to succeed in a multi-faceted and ever changing world.

In short, the Sidcot Wheel encompasses the vital ingredients that bind our community together.

# Our approach to learning







# Making a choice





## Entry Requirements for A Level, BTEC & International Baccalaureate Diploma

You can consider A Levels, BTEC or the IB if you expect to achieve a minimum of five 'standard' GCSE passes at Grade 4 or above. For those subjects you want to take to A Level we recommend Grade 5 or above. If you wish to take the IB diploma, you must have at least Grade 5 in Maths and English.

Students usually take three A Levels, alongside the Extended Project Qualification. In the IB, students study six subjects plus a core curriculum. Students who opt for either the BTEC Level 3 Diploma in Sport or Business (equivalent to two A Levels) must choose to study one A Level alongside the BTEC course.

### Subject choices for careers

It is very important to pick the best possible combination of A Levels, BTEC or IB subjects for your particular career area. However, bear in mind that you will get most success in the Sixth Form from subjects you are good at, and subjects you enjoy.

For most subjects you need to have studied the subject at GCSE level first. However, this will not apply if you choose, for example, Psychology or Economics. If you have your heart set on one particular career already, carefully research the subjects needed for entry to that career. If you need help with this, ask our Assistant Head (Upper School) or our Careers Advisor.

For university and other higher education courses, study the entry requirements closely by reading the websites of individual institutions or using the 'Informed Choices' Russell Group guide to making decisions about post-16 education ([www.informedchoices.ac.uk](http://www.informedchoices.ac.uk)).

## International Universities

Further/higher education colleges will specify the entry level they require. For international colleges and universities, individual prospectuses will need to be studied online. Read these very carefully and make sure you will have the right qualifications for either the course you know you want, or at least for most courses in your career area.

## GCSE Grades in Maths and English

Some university and higher education courses will require GCSE equivalent (grade 4 and above) in Maths and English. For many teaching careers this is essential and a good Science grade is also required.

## Exam Board Websites

For further details on specifications, please go to the relevant website:

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.edexcel.org.uk](http://www.edexcel.org.uk)

[www.wjec.co.uk](http://www.wjec.co.uk)

[www.ibo.org](http://www.ibo.org)

[www.qualifications.pearson.com](http://www.qualifications.pearson.com)

### Christian Hughes

Deputy Head (Academic)



# Making a choice



### What factors should you consider in your choice of course/subjects?

You should be genuinely interested in the subjects you have chosen.

There are no easy options at Sixth Form Level. You should remember that these courses can be quite markedly different from GCSE courses which bear the same name. Read carefully the course descriptions written by the various Heads of Department. Consider not only the syllabus content but the various skills which you will have to develop. Take into account the amount of examinations versus coursework (if any) and think of the bias in the course towards the mathematical, the scientific or the literary.



**Alison Pike**

Head of Careers & Higher Education Guidance

### You should have an aptitude for your chosen subjects

Try to be realistic about your skills. For example, we regard five Grade 4 GCSE passes as a reasonable minimum benchmark for entry into the Sixth Form at Sidcot. However, some Heads of Departments recommend that you should have a higher grade to optimise your chances of success at A Level, BTEC or the IB.

### Naturally you must consider your choice of career

We hope now that most of you will have at least a general idea of the type of career you wish to pursue although you may not yet have decided upon a particular profession. Remember that further advice is available in School from our Sixth Form advisers, Tom Ruddle – Assistant Head (Upper School), Christian Hughes – Deputy Head (Academic), Stefania Cauli – IB Co-ordinator and Alison Pike – Head of Careers & Higher Education Guidance.

### Be realistic about your ambitions

For many courses at university you will require not merely to pass A Levels, BTEC or the IB Diploma but to score high grades in them. The Sixth Form staff will be able to give you precise information about the grades required for specific courses. For some careers you will see that there is little or no room for manoeuvre in your choice of subjects. However, if you are still uncertain, try to leave the possibility of a change of direction in your choice of subjects.

# The Options Procedure





When you and your parents have read through this prospectus, you should discuss it together and decide if there are areas about which you would like further information. You may obtain clarification from a number of sources: you can ask your subject teachers, your tutor, and the Sixth Form advisers or use the Careers section in the School Library. You should also speak to students in the Sixth Form who are already following the courses in which you are interested. Finally, you will complete a preliminary options form, returning it as soon as possible.

If you or your parents would like further information on any aspect of the courses on offer, any of our Sixth Form advisers will be happy to assist in any way they can.

**All of our courses are subject to demand and the school reserves the right not to run a course if it is not viable to do so.**

## A Levels explained

A Level courses are rigorous, two-year long courses which lead to university entrance. They are specialist academic courses and are therefore an excellent preparation for the demands of top-class universities. Most of our A Level students graduate to good universities in the UK, and A Levels are a valued mode of entry to universities worldwide.

A Level courses make great demands upon the organisational capabilities and intellectual powers of students. The strength of A Levels is that they stretch the most able and allow the student to embark upon quite specialised study of his or her chosen subjects. They offer the challenge and adventure of climbing new, intellectual peaks and they mould the student into an autonomous learner. Much of the work has to be carried out by the student independently. Students have to carry out their own background reading, note-making and research. They may also have to submit coursework in some subjects.

## The Extended Project Qualification (EPQ)

We offer our A Level students the chance to work towards the AQA EPQ. This is a project designed to develop independent research and learning skills, in a subject area of the student's choice.

The EPQ provides students with the opportunity to develop and apply decision-making skills, problem-solving skills, initiative and enterprise. EPQ students also extend their planning, research, critical thinking, analytical, synthesis, evaluation and presentation skills.

The skills that students develop through the EPQ are directly relevant to and useful for university level study. Students can refer to the EPQ in their university application and at interview to demonstrate many of the qualities that universities are looking for.

The EPQ is becoming increasingly valued by university admissions tutors and we strongly advise students to take this course alongside three A Levels.

## The IB explained

The Diploma Programme was set up in 1968 by the International Baccalaureate Organisation and is a leading, international qualification as well as a symbol of academic excellence that is recognised by universities and governments throughout the world. The Diploma Programme involves a strong commitment to learning, both in terms of mastery of subject content and in developing wide ranging skills. It offers a two-year course of study designed for highly motivated and well-organised Sixth Form students with an emphasis on learning and not just passing exams.

## BTEC explained

Alongside A Levels, BTEC Nationals are the most widely recognised qualification for admission to Higher Education. BTECs are career based qualifications designed to give students the practical skills and specialist knowledge they need to progress along their chosen learning and career path. We offer our students the opportunity to study a BTEC Level 3 National Qualification in either Sport or Business (equivalent to two A Levels).

# Student Success 2020



This information gives an indication of how the school has performed in external examinations.

## International Baccalaureate Diploma

**Sidcot Mean Score 33.7**

- 100% of students passed the IB Diploma
- One student achieved 44 points out of 45, the equivalent of nearly 5\*s at A Level
- Sidcot continues to significantly over achieve the world average

## BTEC Sport

- 100% pass rate
- 60% merit and above
- Top performer achieved a double distinction

## A Level

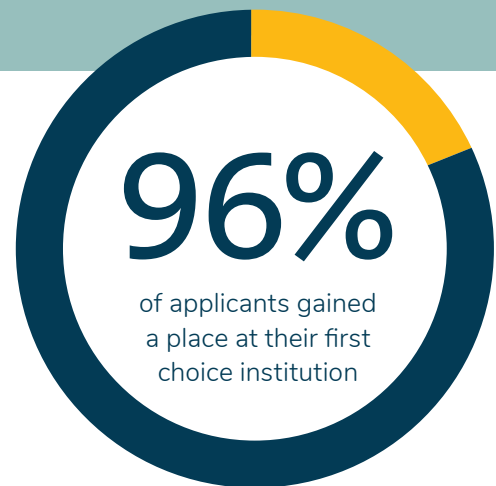
Grade	Sidcot Score
A* to A	32.5%
A* to C	84.2%

## Extended Project Qualifications

Grade	Sidcot Score
A* to A	40%
A* to C	80%

# Leavers' Destinations

At Sidcot we take a great deal of pride in supporting students to progress to employment or the next stage of their academic journey. Of those students going to university in 2020, 96% of applicants were successful in gaining a place at their first choice institution.



## Russell Group Universities

**King's College London, University of London**  
Nursing with registration as a Mental Health Nurse

**Queen Mary University of London**  
Mechanical Engineering with Management

**The University of Edinburgh**  
History and Politics

**University College London**  
French with Management Studies  
French & History of Art

**University of Birmingham**  
Physics (4 years)

**University of Bristol**  
Biomedical Sciences  
Int Business Management

**University of Leeds**  
Food Science and Nutrition

**University of Manchester**  
Zoology with a Modern Language (4 years)  
Mental Health Nursing  
Electronic Engineering

**University of Oxford**  
Human Sciences

**University of Southampton**  
Business Management

**University of Warwick**  
Mathematics

**University of York**  
Natural Sciences

## Other universities

**University of Aberystwyth**  
History

**BIMM Institute**  
Popular Music Performance  
& Songwriting

**Bristol School of Art**  
Art Foundation

**Bristol, University of the West of England**  
Biological Sciences  
Law with Business

**Cardiff Metropolitan University**  
Sport Coaching

**Purdue University, USA**  
Industrial Management

**LMU Munich, Germany**  
Law

**University of London**  
INTO Foundation Course

**Oxford Brookes University**  
Business and Finance  
Motorsport Engineering  
(Bridgwater & Taunton College)  
Medical Science

**Ravensbourne University London**  
Fashion

**Regent's University London**  
Global Management (Marketing)

**Royal Holloway, University of London**  
Psychology

**Swansea University**  
Business Management

**UCA, London**  
Games Art

**UCL**  
Economics

**University of Birmingham**  
Nursing (Adult)

**University of Essex**  
Accounting and Finance

**University of Gloucester**  
Physiotherapy

**University of Keele**  
Geography

**University of Reading**  
Business and Management

**University of Wales Trinity Saint David**  
Automotive Design  
(Swansea College of Art)

**University of Westminster, London**  
Software Engineering

**Weston College**  
Art Foundation x2



# Course Information





# A Level Courses

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# Accounting



## What will you do on this course?

Accounting is at the very heart of every business activity and is a rewarding and challenging activity in its own right. Accounting is concerned with collecting, analysing, summarising and presenting financial data in order to comply with company legislation and assist decision making by management. By the end of the course you will have acquired a sound knowledge of accounting principles and techniques and be able to solve complex accounting problems. You will be introduced to the general purposes of accounting; accounting records, subsidiary books and ledger accounts; verification of accounting records; trading and profit and loss accounts; and balance sheets including simple adjustments.

## How will you be assessed?

Accounting is linear, assessed over two years and is 100% exam based.

## What could this course lead to?

A good grade in Accounting at A Level is valued by universities and employers, as it requires you to develop a high level of analytical skill and to demonstrate the ability to solve realistic accounting problems. This course lays an appropriate

“

Accounting gives you a really great financial grounding. I hope to run my own business in the future and so a sound understanding of how a company's finances work will be crucial.

”

foundation for further study of Accounting or related subjects in higher education.

Accounting gives you a really great financial grounding. I hope to run my own business in the future and so a sound understanding of how a company's finances work will be a crucial foundation for further study of Accounting or related subjects in higher education. Careers include accountancy itself, management and finance or related business fields. There is also the option of applied courses with a subject like accounting along with accounting apprenticeships where you could work while you learn in a job placement.

## What syllabus do you follow?

AQA 7126/7127

# Art & Design



## What will you do on this course?

During this course, students will develop ideas that demonstrate analytical and critical understanding of their work and that of other artists. Through experimenting with a range of media, materials, techniques and processes students extend their skills and subject knowledge. Students will demonstrate an ability to reflect on their work and progress and will produce a portfolio which realises the intentions of the individual.

We have wonderful Art facilities, with spacious and light studios, 3D studios for ceramics, sculpture and mixed media work, specialist facilities for digital media, photography, film making and website design, including a traditional darkroom. Students can experiment in a range of disciplines, or choose to work wholly in one area, such as printmaking or sculpture. The department has three kilns, a glass kiln, several printing presses and a plaster studio.

## How will you be assessed?

A Level Art is made up of 60% coursework and 40% exam. Candidates submit one major project which has a personal significance. This investigation includes a related personal study that must be between 1000 – 3000 words. For the Externally Set Assignment

candidates select one starting point from a question paper, they are given several weeks in which to plan and prepare for the exam. Students are given 15 hours of controlled time to plan and realise ideas into a final outcome. Coursework and exam units are internally assessed and externally moderated.

## What could this course lead to?

Art is a highly regarded subject and a good foundation for any number of courses involving artistic creativity and research. Many of our students progress to the top London colleges such as the University of the Arts and Central St. Martins School of Art.

Further study in Art and its subsidiaries include: Photography, Graphic Design, Fashion, Interior Design, Textiles, Art History, and many more besides, which might lead to a wide range of professions as diverse as architect, designer, illustrator, photographer, director, curator, arts administration, product designer etc.

## Endorsements available

Art and 3D Design.

## What syllabus do you follow?

AQA 7202, 7205, 7206

# Art & Design: Photography



## What will you do on this course?

Photography provides the world with a universal, visual form of communication. During this course, you will explore both traditional and digital photography looking at how processes have changed and kept up with the modern world. Time will be spent investigating the darkroom and camera-less photographic techniques along with lighting, editing and studio work using the digital SLR's to ensure a broad understanding of the subject.

You will develop ideas that demonstrate analytical and critical understanding of your own work and that of other artists. Through experimenting with a range of media and processes you will extend your skills and subject knowledge. Skills in reflection and refinement of work will see you progress and produce a portfolio which realises your intentions. The work will be presented in sketchbooks or through digital presentations. You also will develop drawing skills in order to produce storyboards, thumbnail sketches and/or diagrams, to articulate ideas.

We have excellent Photography facilities, with spacious and light studios, a range of lenses and digital cameras available in and out of lessons. Dark room facilities including 35mm film and medium format cameras. Shared access to the traditional printing room for transfer collage and cyanotype techniques and large format digital printers.

## How will you be assessed?

The A Level consists of 60% coursework and 40% exam. Candidates submit one major project which has a personal significance. This investigation

includes a written personal study that must be between 1000– 3000 words.

**For the Externally Set Assignment:** Candidates select one starting point from a question paper, they are given several weeks in which to plan and prepare for the exam. Students are given 15 hours of controlled time to plan and realise ideas into a final outcome. Coursework and exam units are internally assessed and externally moderated.

## What could this course lead to?

Photography is a good foundation for any number of courses involving design, technology, artistic creativity and research.

You could study HND/degree courses offering further opportunities in the field of Photography. Photography can add to your portfolio for other higher-level studies in any creative subject.

Careers in photography include: Art careers, Advertising, Commercial work, Editorial, Fashion, Film, Food, Forensic, Industrial, Architectural, Ariel, Portraiture and Wedding photography, Sports and Travel.

## Transferable Skills

The photography A Level builds skills in project management, organisation, problem solving and creativity. Ideas are developed from research, practical application, analysis and critique, which are skills widely applicable to many areas and future employers.

## What syllabus do you follow?

AQA 7205



# Art & Design: Textile design



## What will you do on this course?

In studying Textile Design you will have the opportunity to develop comprehensive skills in handling all textile techniques from couching, embroidery and printing to full garment construction and pattern cutting. You will gain confidence in your abilities to express yourself creatively through sketch book presentation, fashion illustration, toile making and garment/product construction.

## How will you be assessed?

Students are assessed through a combination of personal investigation (120/200 marks) and externally set task (80/200 marks). Students' personal investigations include a major project piece and a related study of 1000 to 3000 words.

## What could this course lead to?

Foundation Art course or full degree in Art/Textiles/Fashion/Theatre and Film/Costume design. Former students have gone on to university courses in Fashion, Textiles Print and Weave, Fashion Journalism, Fashion and Retail Management and Women's Wear Technology.

“

The thing I like best about the subject is the support you get from everyone. The teachers in this department support you so much and enable you to make your designs come alive. After leaving Sidcot I am planning to study Fashion Design in Berlin.

”

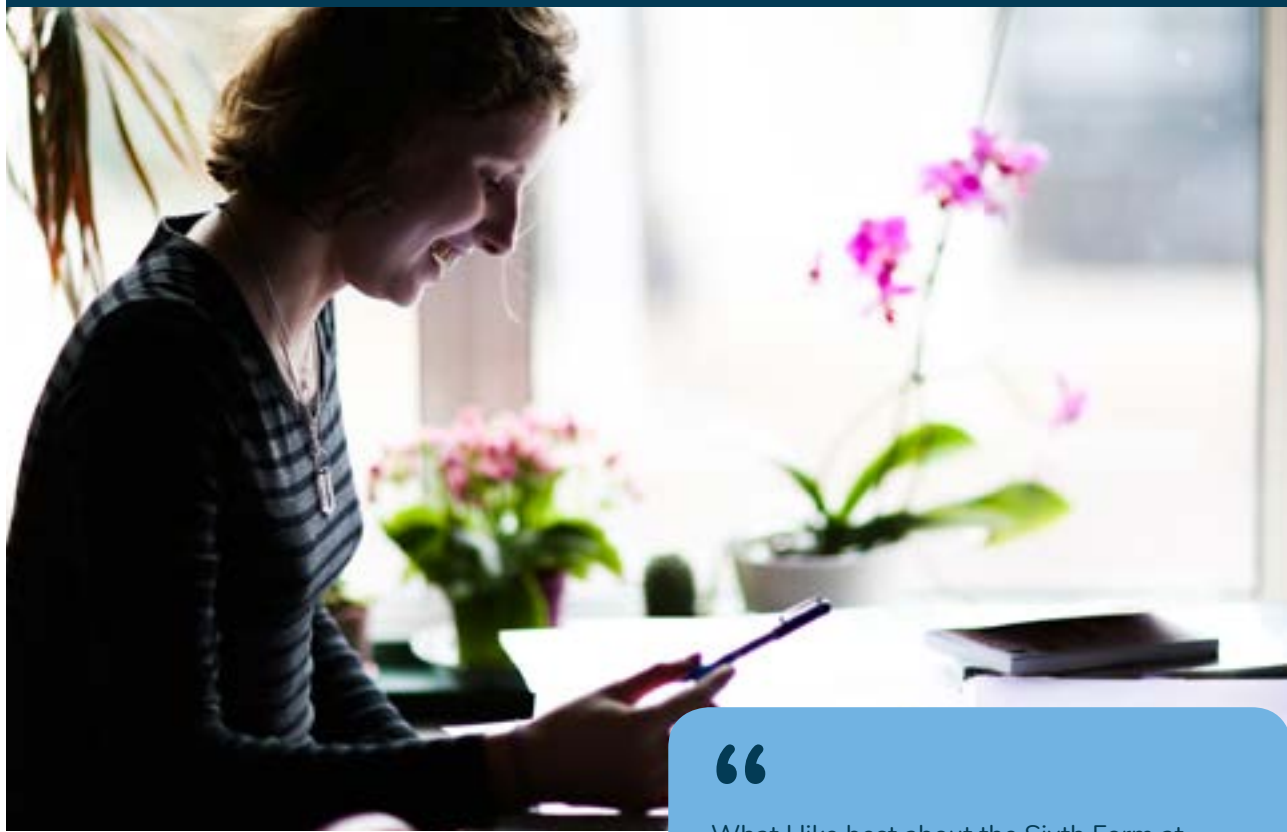
## Requirements

Students embarking on this course preferably should have some artistic abilities but it is not necessary to have studied Textiles at GCSE Level.

## What syllabus do you follow?

OCR H604

# Biology



“

What I like best about the Sixth Form at Sidcot is that it allows you to become more independent but at the same time gives you the freedom to enjoy your last two years of school with your friends.

”

## What will you do on this course?

Content is split into six teaching modules:

- Development of practical skills in Biology
- Foundations in Biology
- Exchange and transport
- Biodiversity, evolution and disease
- Communication, homeostasis and energy
- Genetics, evolution and ecosystems

There are also a variety of trips and excursions to support the curriculum content.

## How will you be assessed?

At A Level there are 3 written papers.

- Biological processes (100 marks, 2 hours 15 minutes, 37% of the total mark)
- Biological diversity (100 marks, 2 hours 15 minutes, 37% of the total mark)
- Unified Biology (70 marks, 1 hour and 30 minutes, 24% of the total mark)

There isn't any coursework in A Level Biology. Practical skills will be tested in the exams. At A Level, a practical endorsement certificate can be awarded

on completion of a minimum of 12 practical skills competences. These are assessed internally.

## What could this course lead to?

Following this course will allow you to make informed and valid conclusions about many of the ethical, environmental and biotechnological issues which occur today. The course provides sound academic training and develops skills in essay writing, practical work and data handling. Furthermore, the course delivers a considerable body of knowledge, which will provide you with a strong foundation for a variety of scientific courses and careers. Medicine, Biochemistry, Ecology and Physiology are common pathways that students of Biology A Level follow.

## What syllabus do you follow?

OCR H420

# Business



## What will you do on this course?

In A Level Business Studies you will receive a good grounding in all aspects of business. You will study everything from Marketing to Operations Management to Finance, where you will learn how to analyse a company's financial statements. We also study basic Economics with a particular emphasis on trade. The transferable skills underpinning the A Level course, also include: making and presenting arguments, making and justifying decisions, identifying problems and proposing solutions, recognising that a problem exists, conducting research and challenging assumptions.

## How will you be assessed?

Business Studies is linear, assessed over two years and is 100% exam based.

## What could this course lead to?

Business Studies at A Level helps students to develop a whole variety of transferable skills and an understanding of the business world that will be of benefit when pursuing a range of courses. Any business management or accounting and finance based courses would be much easier to tackle with

“

I chose to study Business as I hope to pursue a career in management. There are only nine students in my class so I have amazing support from my teachers which helps so much.

”

a Business Studies A Level. Also, because Business Studies is so varied at A Level it could light the fire of interest in any one of the following subject areas covered: Leadership and decision making in management, motivational theories, human resource management. The course also opens the door to studies in the marketing area.

## Requirements

While a GCSE in Business Studies is advantageous it is not a prerequisite.

## What syllabus do you follow?

AQA 7132

# Chemistry



“

I chose to study Chemistry as I plan to become a Doctor and the fundamental concepts I learn here will be invaluable in my further studies and when I go on to practice medicine in the future.

”

## What will you do on this course?

The aims of the course are:

- To develop a sound knowledge of Chemistry.
- To develop an appreciation of the contribution which Chemistry makes to society.
- To promote an enjoyment of and interest in Chemistry.

The course content is divided into six modules:

- Module 1 – Development of practical skills in Chemistry.
- Module 2 – Foundations in Chemistry.
- Module 3 – Periodic table and energy.
- Module 4 – Core Organic Chemistry.
- Module 5 – Physical Chemistry and Transition Metals.
- Module 6 – Organic Chemistry and analysis.

Modules 1 – 4 are covered in the first year and all of the modules are completed by the end of the course. Practical work is an integral part of the delivery and is supplemented by a day at Bristol University doing experiments in the undergraduate laboratories.

## How will you be assessed?

At A Level there are three exam papers which cover the whole course content. 15% of the exam questions relate to practical work. There is no coursework, but a series of experiments are completed over the two years leading to award of the Practical Endorsement certificate.

## What could this course lead to?

The course provides a support for further study in a number of areas including Biology, Biochemistry, Medicine, Engineering and Chemistry itself. It provides a challenging area of study giving a fascinating insight into the world of chemical reactions. Chemistry has the capacity to solve many of the global challenges that society faces in the 21st Century, including energy, food, climate change and health care. A new generation of chemists and scientists will be involved in tackling these global challenges. If you want to enhance your understanding and be in a position to make a difference, then Chemistry is for you. This course also provides a valuable education if you take chemistry no further but wish to pursue a career in, for example, finance, publishing, patent law.

## Enrichment

In Year 13, pupils can sit the UK Chemistry Olympiad which stretches the most able. There are also opportunities to attend Royal Society of Chemistry events for Sixth Form pupils, including the Chemistry Camp, post-16 conferences and outreach events from universities.

## What syllabus do you follow?

OCR H432



# Computing



## What will you do on this course?

Firstly you will learn how to program. Simply at first using a language called Python. Then after that coding websites and many more projects. You also learn the fundamentals of problem solving and get to learn new ways of solving problems. You will learn about the hardware of PCs and how networks are created.

Unit titles include:

Fundamentals of programming, Fundamentals of data structures, Systematic approach to problem solving, Theory of computation.

Throughout the course you will be developing:  
The capacity to think creatively, innovatively, analytically, logically and critically;

- An understanding of the organisation of computer systems, including software, hardware, data, communications and people
- The ability to apply skills, knowledge and understanding of computing, including programming, in a range of contexts to solve problems
- Skills in project and time management;
- An understanding of the consequences of using computers, including social, legal, ethical and other issues

- An awareness of emerging technologies and an appreciation of their potential impact on society.

The course is very practical in nature and much of the theory will be delivered and learned through project work.

## How will you be assessed?

There will be two examined units and one smaller project unit. The practical project is an opportunity to develop programming skills in a range of languages and is internally assessed.

## What could this course lead to?

A Level Computing is excellent preparation for those students intending to pursue Computing Studies at Degree Level, or for anyone considering any kind of career in Computing, Programming or IT. It is also a good choice if you are interested in a career in Engineering, or one involving Maths or Science.

## Requirements

You do not need to have studied Computing, but must have a strong interest in this area.

## What syllabus do you follow?

AQA 7517

# Design & Technology: Product Design



## What will you do on this course?

The course encourages innovation, takes account of the varied interests of the student and enables students to learn about design in a design-make-test-evaluate context. As well as acquiring knowledge and experience of design methods, materials, technological concepts and manufacturing techniques, students will develop a sound understanding of the role that computers and electronics have within design and technological activities. Students will also develop an awareness of the social and ethical implications of design and technology and the impact that rapid technological development has on the consumer society. Our trip programme varies each year but has recently included a visit to the Jaguar and Morgan car manufacturing plants and various design and manufacturing centres in Milan, Italy.

The following areas are a small sample of what will be covered on the course:

- The ability to design effectively in an area chosen in response to an identified need.
- Understanding and production of modern products.
- The use of ICT to enhance design and technological activity including the use of computer aided design and computer aided manufacture.

- Understanding of the properties of materials and the methods of working them.
- Knowledge of ergonomics and designing for human needs and the ability to communicate ideas by a variety of graphical means.

## How will you be assessed?

**Unit 1:** Examination - 2.5 hours. Technical Principles, 30% of total A Level marks.

**Unit 2:** Examination - 1.5 hours. Designing and making principles, 20% of total A Level marks.

**Unit 3:** Non-exam assessment (NEA) – Substantial design portfolio and prototype product. 50% of total A Level marks.

## What could this course lead to?

'Everything that is bought, used and enjoyed is developed, designed and made.' So the realms of relevant courses are endless: Engineering, Design, Sciences, Business studies and the arts.

## What syllabus do you follow?

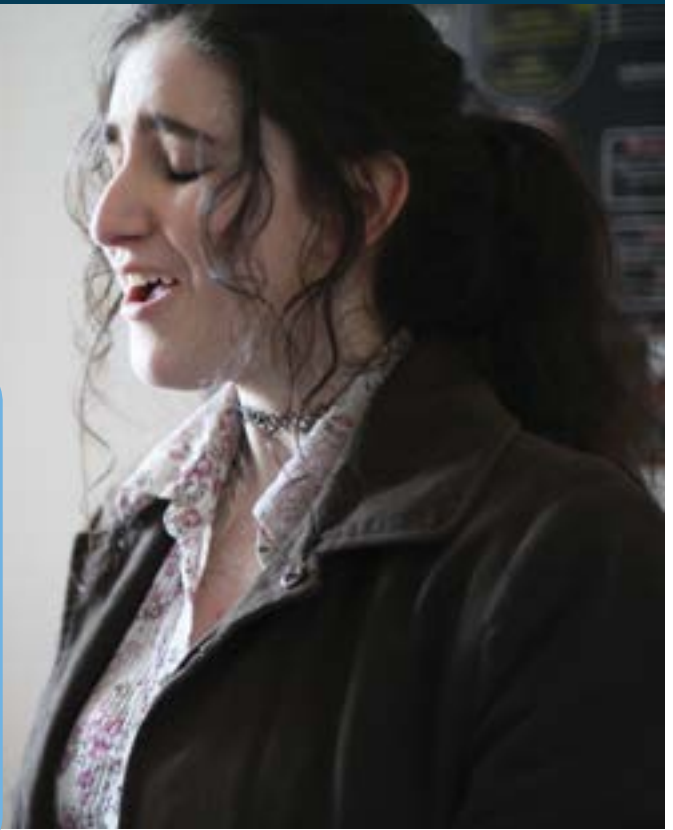
AQA 7552

# Drama & Theatre Studies

“

While I'm going to university to get a degree in Politics, acting has a special place in my heart and I can't wait to see what acting opportunities await me at university. This subject has also given me confidence in myself and my public speaking ability. I also intend to return to Sidcot to accompany our in-house theatre company 'Hurly Burly' on its next run at the Edinburgh Festival Fringe.

”



## What will you do on this course?

The subject content is separated into three components: 1. Drama and Theatre; 2. Creating original drama; 3. Making Theatre. This is taught across the two years through a mixture of exploration and analysis of the two set texts, watching and deconstruction of a range of live performance and a consistent practical exploration of various styles of theatre, manifesting in two practical performances across the two years, one scripted and the other a piece of original group Drama.

## How will you be assessed?

Two coursework pieces make up 60% of the coursework marks. The first is the creation, performance and written progress report of a piece of original drama (30%). This is marked out of 60. 20 marks are achieved through the performance and 40 marks awarded to the working notebook, describing the process of devising. The second coursework element (also worth 30%) focuses on exploration of text. Students must learn how to contribute to text-based drama in a live theatre context for an audience. They explore practically three performance extracts and ultimately perform or create a realised design

for one of these key extracts, then performed to an external examiner and worth 40 marks. They analyse and evaluate their interpretation of all three key extracts through a Reflective Report (worth 20 marks). Lastly, Drama and Theatre A Level students will sit a 3 hour open book written exam worth 80 marks (40% of A Level) which questions their knowledge on two set texts and a live performance seen.

## What could this course lead to?

Primarily, this course can lead to studying a wide spectrum of performance based disciplines. These courses would be directly industry focused for those who wish to pursue a career within Performing Arts. Secondly and equally importantly, the 'soft skills', polished through the practical and collaborative style the course is structured are specifically enriching for those wanting to embark on courses in Law, Media, Humanities and the Arts in general. Whatever the future holds, students of A Level Drama and Theatre emerge with a toolkit of transferable skills preparing them for their next steps.

## What syllabus do you follow?

AQA 7262



# Economics



“

I've really enjoyed how we have transferred economic theories into real world examples. I have managed to use my Economics studies in my EPQ project on the 2007 housing crash.

”

## What will you do on this course?

In A Level Economics you will learn both micro and macro economics in some depth. In micro economics you will learn how individual markets work and what drives consumer behaviour. We also explore how the labour market functions and the relative merits of things like minimum wage. In macro economics you learn how the economy works as a whole. The course closely examines how the different types of market structure, like monopoly or oligopoly, effect the consumer. We will pay close attention to things like exchange rates, inflation drivers and international trade. You will also develop your evaluative skills which will be extremely useful in university. In the current specification you will also learn about economics from a global perspective and how the UK takes its place on the world stage financially.

## How will you be assessed?

Economics is linear, assessed over three units and is 100% exam based. We also do an internal exam at the end of the Lower Sixth. .

## What could this course lead to?

This qualification should enable students to

progress to a straight Economics degree with a focus on theory, or a degree in Applied Economics such as Environmental Economics, Finance and Economics, Development Economics, Public Sector Economics or Monetary Economics. Economics can also be combined with another subject in a joint degree such as Politics, Philosophy, or Economic and Social History.

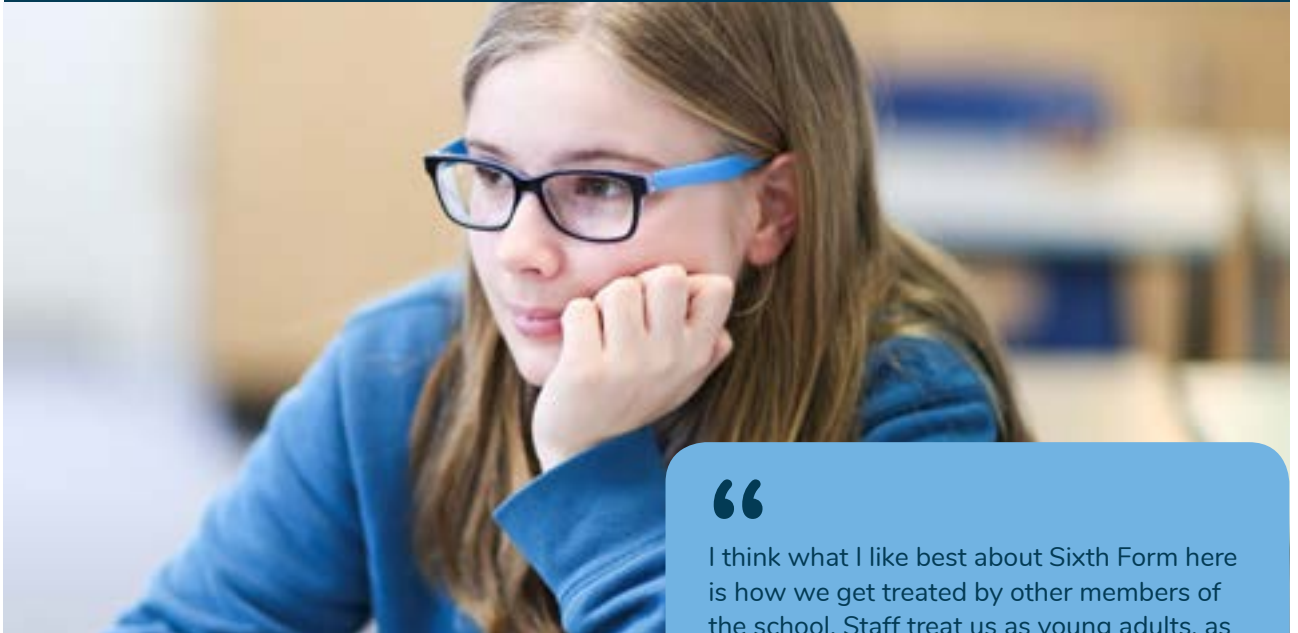
## Requirements

No prior learning of Economics is necessary, although those who have studied GCSE in Business Studies will find that this course builds on some of the concepts they have learned.

## What syllabus do you follow?

Pearson/Edexcel Economics A (9EC0)

# English Literature



“

I think what I like best about Sixth Form here is how we get treated by other members of the school. Staff treat us as young adults, as opposed to children. To me, this makes the Sixth Form a really nice place to be.

”

## What will you do on this course?

Over the course of the two years, students will be exposed to a range of texts from around the world. One of the most attractive aspects of the AQA A syllabus is the fact that it offers flexibility to both teachers and learners. A sample of the texts studies could include: 'The Handmaid's Tale', 'The Great Gatsby', 'Othello', 'A Streetcar Named Desire' and a range of poetry from across time. As well as reading these texts, students will be expected to have informed opinions about them, debate the various merits of different interpretations and develop an academic writing style. New Historicism is a critical standpoint that is foregrounded. It examines texts as artefacts of their eras and through Art and Literature attempts to record an Intellectual History of Time.

## How will you be assessed?

The course is assessed through both exams at the end of the second year and via a coursework (non-examined assessment) component. Each exam is worth 40% of the overall A Level with the non-examined assessment counting for 20% of the overall grade.

**Paper 1:** Love through the ages examines shifting attitudes towards love and relationships. Paper 1 is split into three sections: Shakespeare, Unseen Poetry, and a third (open book) section where students must compare two texts.

**Paper 2:** Texts in shared contexts takes a historical

approach to three texts (prose, poetry and drama) and explores how texts are shaped by society and how Literature can be a voice of change and protest in the world. Paper 2 is an open book exam and is split into two sections. Section 1 asks students to answer a question on their core set text. Section 2 requires that students answer a question on an unseen extract and then answer a comparative question on the two other texts they have studied for this unit.

The non-examined assessment allows the students an independent study of literature across time and culminates in the student writing a 2,500 word essay comparing two texts.

## What could this course lead to?

While there is no one career that takes precedence, it is likely that students with good qualifications in English will find themselves in industries where strong analytical and communication skills are key. The Media, Publishing, Law, Teaching, Academic Research, Politics, the Charity Sector and Advertising are just a few of the employment routes open to people with a background in English Literature.

## What syllabus do you follow?

AQA 7712

# Languages



“

Learning languages has helped me to really understand different cultures. We read literature and watch films that not only help us read, write and speak a different language but develop a real understanding for the country.

”

## What will you do on this course?

We currently offer A Level courses in French, German and Spanish. The core content comprises of:

- Social issues and trends (eg how criminals are treated/the changing nature of the family)
- Political & artistic culture (eg immigration/should teenagers have the right to vote?)
- Grammar
- Study of film and literature
- Listening to podcasts and news reports in the target language
- Reading articles from authentic newspapers and magazines from the target language Country
- Watching and analysing films in the target language
- A lesson once a week with the Language Assistant to focus on speaking
- Students are also encouraged to take part in an arranged home stay in the country where their language is spoken. There are several pre-existing trips and proposed trips to Spain, France and Germany.

## How will you be assessed?

The A Level exam is based on three tests:

**Paper 1:** Listening, reading and writing, including translation into English and into the target language (2 hours 30 minutes – 50%).

**Paper 2:** Writing (2 hours 30%) Written response about a film and a literary text – grammar and translation.

**Paper 3:** Speaking (21-23 minutes – including 5 minutes prep time – 30%).

**Section A:** Discussion based on a stimulus card.

**Section B:** Presentation and discussion on student's Independent Research project.

No coursework.

## What could this course lead to?

It is well established that universities, the Russell Group in particular, like candidates who have studied a language to a higher Level, even if their chosen field of university study is not Modern Languages.

Study of languages gives proof of higher order thinking skills. If you wish to attend a European university, then the study of a foreign language will be of obvious benefit. It is also of great benefit for applications to future employers as many major companies now operate in several different countries and like their personnel to be equipped with more than just their native language.

## Requirements

Previously studied the language at GCSE level.

## What syllabus do you follow?

AQA 7652 French, 7662 German, 7692 Spanish



# Italian, Chinese, Russian (for native speakers)



## What will you do on this course?

The core content comprises of:

- Social issues and trends (eg how criminals are treated/the changing nature of the family)
- Political and artistic culture (eg immigration/should teenagers have the right to vote?)
- Study of film and literature
- Listening to podcasts and news reports in the target language and grammar
- Reading articles from authentic newspapers and magazines from the target language country
- Watching and analysing films in the target language

## How will you be assessed?

The A Level exam is based on three tests:

**Paper 1:** Listening, reading and writing, including translation into English and into the target language (2 hours – 40%).

**Paper 2:** Writing (2 hours 40 minutes 30%) Written response about a film and a literary text – grammar and translation.

**Paper 3:** Speaking (21-23 minutes – including 5 minutes prep time – 30%).

**Section A:** Discussion based on a stimulus card.

**Section B:** Presentation and discussion on student's Independent research project.

No coursework.

## What could this course lead to?

It is well established that universities, the Russell Group in particular, like candidates who have studied a language to a higher level, even if their chosen field of university study is not Modern Languages.

This qualification is intended to lead students to:

- Derive enjoyment and benefit from language learning
- Acquire knowledge, skills and understanding for practical use, further study and/or employment
- Communicate with speakers of the language and to take their place in a multilingual society.

## Specification

We have specialist teachers to teach this course to our **Native Speakers**.

They are offered 1 lesson per week in Year 13 to cover the main topics, prepare for exam-style questions, study the film and literature and essay-writing techniques in their native language and to prepare as best as they can to get top marks in their exams.

## What syllabus do you follow?

Pearson Edexcel Advanced GCE

# Geography



“

I chose to study Geography as I'm intrigued by how humans impact the world we live in. I've studied; how migration impacts a population structure, how gender inequality deprives a country's development and how globalisation disadvantages the Southern Hemisphere countries.

”

## What will you do on this course?

Students will study a balance of human and physical options. The geography course is intellectually stimulating and relevant to the 'real world'. It is designed to highlight the main issues and concepts that young adults are likely to encounter in their current and future lives, such that they can make better informed decisions and be sensitive to a wide range of viewpoints and challenges. The syllabus is concept and issues based and enables students to address topics which suit their locality or offer suitable practical experiences such as fieldwork. In Human Geography the students will learn about global systems and global governance, changing places and population and the environment. In Physical Geography the topics are, water and carbon cycles, coastal systems and landscapes and hazards. There is also a Non-Examined Assessment (NEA) which requires students to complete a 4 day residential field trip and produce an independent 3000-4000 word report on the data they have collected.

## How will you be assessed?

At the end of Upper Sixth, students will sit two exams:

**Physical Geography** – 40% of the A Level grade

**Human Geography** – 40% of the A Level grade

The NEA is worth 20% of the A Level grade.

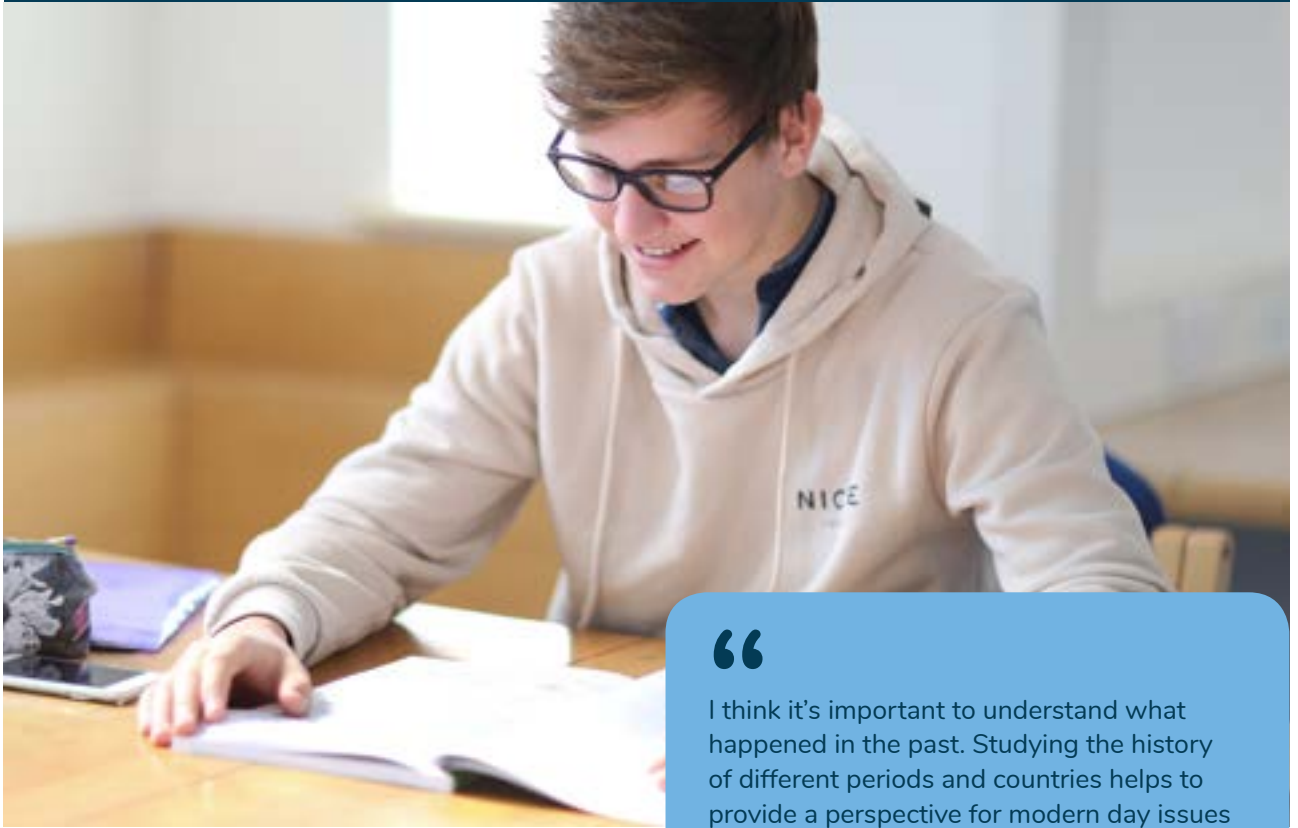
## What could this course lead to?

Students undertaking this course will be well equipped to move into an extensive range of higher education courses in addition to Geography. While many courses may not make use of specific geographical knowledge, Geography is seen as a facilitating subject as it develops many skills. Presentation of data, analysis and interpretation of information, application and interpretation of statistical skills are all developed throughout the A Level course. Geographers are very skilful people which make them very desirable in the world of work. "Geography...least likely to be unemployed, only 7.4% were out of a job" – The Guardian News.

## What syllabus do you follow?

AQA 7037

# History



“

I think it's important to understand what happened in the past. Studying the history of different periods and countries helps to provide a perspective for modern day issues and so much of what I learn in History relates to the other subjects I study.

”

## What will you do on this course?

Throughout the two years, you will study Tudor England 1485-1603 and Revolution and Dictatorship in Russia 1917-1953. In addition, students will carry out an independent coursework investigation into the progress for equal civil rights in the USA between 1865-1968 which is worth 20% of your A Level grade.

## How will you be assessed?

Written exams 80%

Coursework 20%

## What could this course lead to?

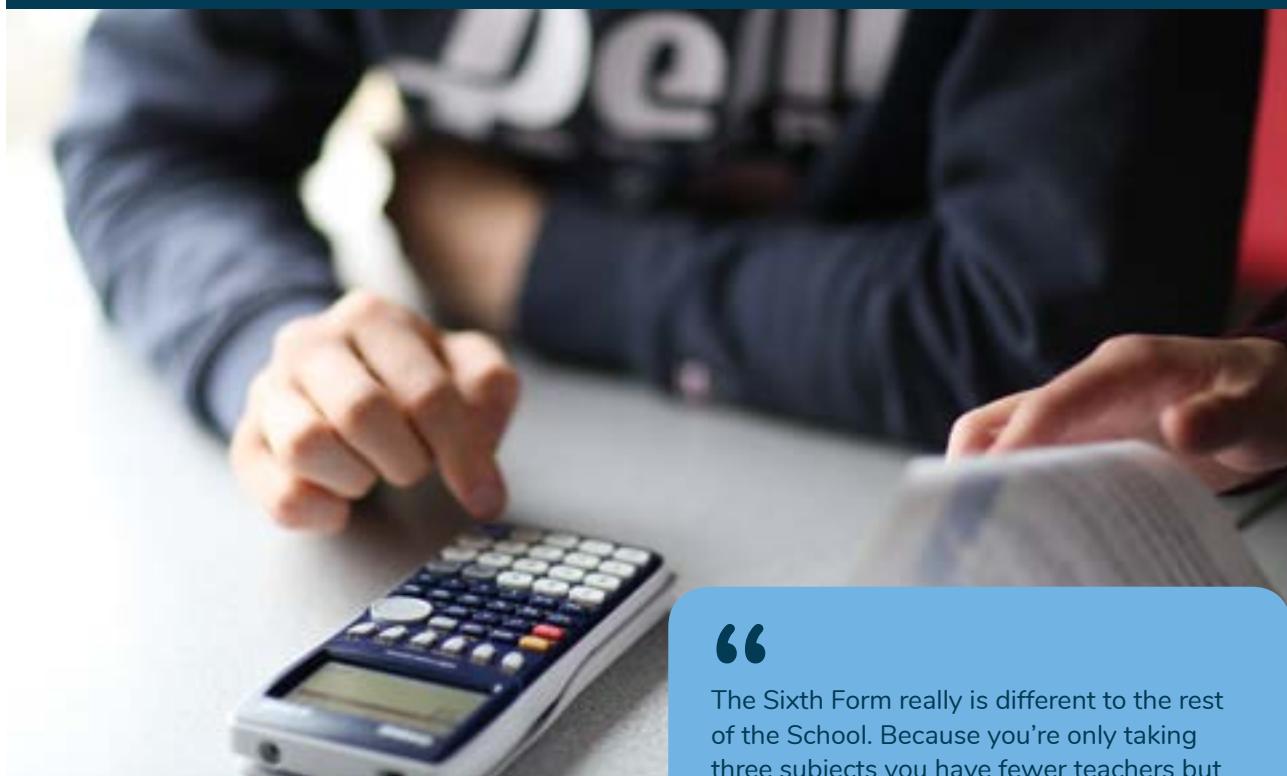
Past students have gone on to take courses as diverse as Theatre Management and Law as well as more traditional degrees related to History. History is regarded as a facilitating subject meaning it is sought after by universities for a range of subjects. This is because it is an academically rigorous subject which traditionally is very highly regarded by universities. Students develop a range of transferable skills allowing them to construct reasoned arguments, handle data and carry out independent research.

## What syllabus do you follow?

AQA 7042



# Mathematics



“

The Sixth Form really is different to the rest of the School. Because you're only taking three subjects you have fewer teachers but you see them a lot more than when you are further down the school. This means you develop a really strong relationship with them and they are always hand to give you any extra help or support you need.

”

## What will you do on this course?

This course enables students to study the disciplines of algebra, calculus, geometry and numerical methods which comprise the pure part of the course as well as a range of applications from the disciplines of statistics and mechanics. The course emphasises both graphical and algebraic approaches to the material, and uses relevant real-world examples, thus giving students a secure understanding on which they can build.

A Level students will cover Pure Mathematics, Statistics and Mechanics

**Pure topics** – Proof, Problem Solving, Mathematical Modelling, Functions, Coordinate Geometry, Sequences and Series, Trigonometry, Exponentials and Logarithms, Calculus, Numerical Methods, Vectors.

**Statistics** – Sampling, Data Representation, Probability, Statistical Distributions, Hypotheses Testing.

**Mechanics topics** – Kinematics, Forces and Newton's Laws, Moments.

## How will you be assessed?

**A Level Examinations – 3 papers, equally weighted:**

**Paper 1** – Pure topics only

**Paper 2** – Pure and Mechanics

## Paper 3 – Pure and Statistics

## What could this course lead to?

A Level Mathematics is a prerequisite for entry to many university courses, especially in the Sciences and Engineering and is advantageous for many more. It is particularly recommended for study alongside A Level Physics.

## Requirements

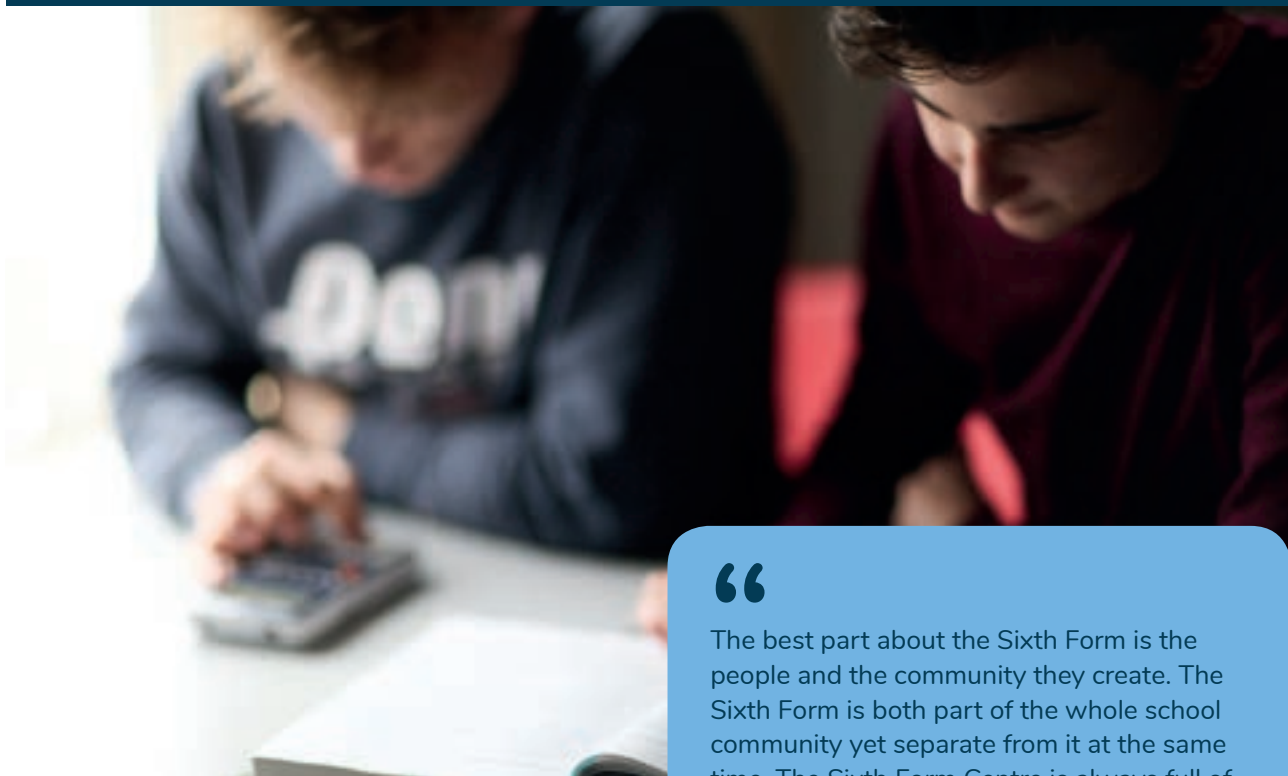
Mathematics at A Level can be a challenging subject for some students. Students will need a minimum of a grade 7 in GCSE mathematics to take this course. In exceptional circumstances a grade 6 will be considered.

Please ask your Maths teacher for advice about your suitability for this course.

## What syllabus do you follow?

AQA 7357

# Further Mathematics



“

The best part about the Sixth Form is the people and the community they create. The Sixth Form is both part of the whole school community yet separate from it at the same time. The Sixth Form Centre is always full of laughter and there's always people to talk to.

”

## What will you do on this course?

The course may only be taken with A Level Mathematics so together they occupy two subject choices. Further Maths extends many of the ideas in the Maths course and opens up several new lines of study such as Complex Numbers and Matrices. At the end of studying the two courses you will be equipped with a broad yet detailed set of analytical skills ready for a wide range of university courses.

**Pure topics** – Proof, Complex numbers, Matrices, Further Algebra and Functions, Further Calculus, Further Vectors, Polar coordinates, Hyperbolic functions, Differential equations, Trigonometry, Coordinate geometry.

**Statistics** – Discrete and Continuous Random Variables, Poisson Distribution, Type I +II Errors, Chi Squared Tests, Exponential and t-distributions.

**Mechanics** – Dimensions, Momentum, Work, Energy and Power, Circular Motion, Centre of Mass and Moments.

**Discrete** – Graph Theory, Networks and Flow, Linear Programming, Critical Path Analysis, Game Theory, Binary Operations and Group Theory.

## How will you be assessed?

**A Level Examinations – 3 papers, equally weighted:**

**Paper 1** – Pure topics only

**Paper 2** – Pure topics only

**Paper 3** – Statistics and Mechanics

## What could this course lead to?

A Level Further Mathematics is applicable to Mathematics university degree courses and also sciences and engineering and is advantageous for many more.

## Requirements

Further Mathematics at A Level can be a challenging subject for some students. A minimum GCSE grade 8 is needed to study this course. Please ask your Maths teacher for advice about your suitability for this course.

## What syllabus do you follow?

AQA 7367

# Music



“

My favourite thing about taking music would either be the exploratory work into different eras and genres, or the music teachers! They make the music department a fun place to be and make the lessons enjoyable.

”

## What will you do on this course?

You will be studying three different aspects of music, (1) Influences on Music - This will be the historical knowledge and set work, which includes one optional area of study selected from Pop Music, Music for Media, Music for Theatre, Jazz, Contemporary Traditional Music and Art Music since 1910 (2) Creating Musical Ideas – Two original compositions to a brief given by the examination board (3) Performing - Two performances which will be recorded over the year - one solo and one ensemble.

## How will you be assessed?

**Component 1:** Appraising Music • Section A: Listening (56 marks) • Section B: Analysis (34 marks) • Section C: Essay (30 marks) This component is 40% of A-level marks (120 marks).

**Component 2:** Performance Solo and/or ensemble performing as an instrumentalist. Or vocalist and/or music production. A minimum of 10 mins of performance in total is required (no more than 12 mins). This component is 35% of A Level marks. This component will be externally marked by AQA examiners.

**Component 3:** Composition • Composition 1: Composition to a brief. • Composition 2: Free composition A minimum of four and a half minutes of music in total is required (no more than six minutes) 25% of A Level Externally Assessed by AQA.

## What could this course lead to?

This course could lead to a career in the music industry, academic study or for interest.

## Requirements

GCSE Music is required to take A Level Music. However, if you have studied at Grade 7/8 Level (e.g. ABRSM or Trinity College London) on an instrument you would enjoy this course. A Level Music will provide candidates with the knowledge and experience required for all forms of further and higher education. It will give you an understanding, and encourage appreciation, of all music genres in all contexts.

## What syllabus do you follow?

AQA 7272



# Music Technology



“

I chose this subject because it allowed me to explore the technical side of production. This technical knowledge of the subject will help me in my chosen career of becoming an Actor.

”

## What will I be studying?

There are physical and technical parameters that must be understood to create and capture a performance. You will learn about the role and functionality of key components in the studio including microphones and placement, the mixing console and sound levels, gain structure and equalisation, effects and processes within the recording process, signal paths and the mechanics of sound. You will familiarise yourself with the hardware, initially in making very basic sound recordings of live instruments, progressing to confidently engineering and producing good quality multi-track recordings.

## What skills or learning approach do I need for this subject?

Music technology is not about your ability to play any particular instrument – it is about your ability to create a record of events, involving a piece of music. This can be your moment of creativity – a spark that will ignite a passion to master the parameters of the technology available to us.

## How is it examined?

Music Technology is a linear A Level – all the assessments take place at the end of the second year. There are two projects and two end of year written examinations.

**Project 1:** Using our recording studio, you will use production tools and techniques to capture, edit, process and mix an audio recording.

**Project 2:** Using Cubase Pro 9, you will create, edit, manipulate and structure sounds to produce a technology-based composition.

**Written Paper 1:** Knowledge and understanding of recording and production techniques and

principles, in the context of a series of unfamiliar commercial recordings. Application of knowledge related to recording and production techniques for both corrective and creative purposes, principles of sound and audio technology and the development of recording and production technology.

**Written Paper 2:** Knowledge and understanding of editing, mixing and production techniques, to be applied to unfamiliar materials. Application of knowledge related to recording and production techniques for both corrective and creative purposes and the principles of sound and audio technology.

## Examination method:

Two projects and two written papers for A Level.

## What could this course lead to?

Further study of music or music technology at university, which may lead to employment in the music, TV or film industries as well as in creative fields including advertising, design, production and recording.

## GCSEs required

GCSE Music would be advantageous but not compulsory. Good grades in Mathematics and Physics would also help, along with a strong knowledge of western popular music and culture.

## Will I need to do coursework?

Yes.

## What syllabus do you follow?

Pearson/Edexcel 9MT0

# Physics



“

My favourite part of Physics is participating and witnessing all the practical experiments, especially the ones that seem to defy the Laws of Physics whilst simultaneously proving them.

”

## What will you do on this course?

The study of Physics provides an insight into the fundamental laws of the Universe, as well as providing an excellent understanding of physics applications in the modern world. You will carry out a variety of experiments and develop skills in using a range of measuring instruments. It should be noted that Physics at this level has a mathematical heart.

## How will you be assessed?

Subject content:

- Measurement and errors
- Particles and radiation
- Waves
- Mechanics and materials
- Electricity
- Further mechanics and thermal physics
- Fields and their consequences
- Nuclear physics
- The chosen option for this course will be Astrophysics

Assessed by:

Three papers will be made up of short and long answer questions

**Paper 1:** 2 hours - 34% of A Level. Topics 1-5 and 6.1, (Periodic motion).

**Paper 2:** 2 hours - 34% of A Level. Topics 6.2, 7 and 8, along with assumed knowledge from topics 1-5 and 25 multiple choice questions

**Paper 3:** 2 hours - 32% of A Level: Two sections:  
**Section A:** 45 marks practical skills and data analysis  
**Section B:** 35 marks on optional topic Astrophysics.

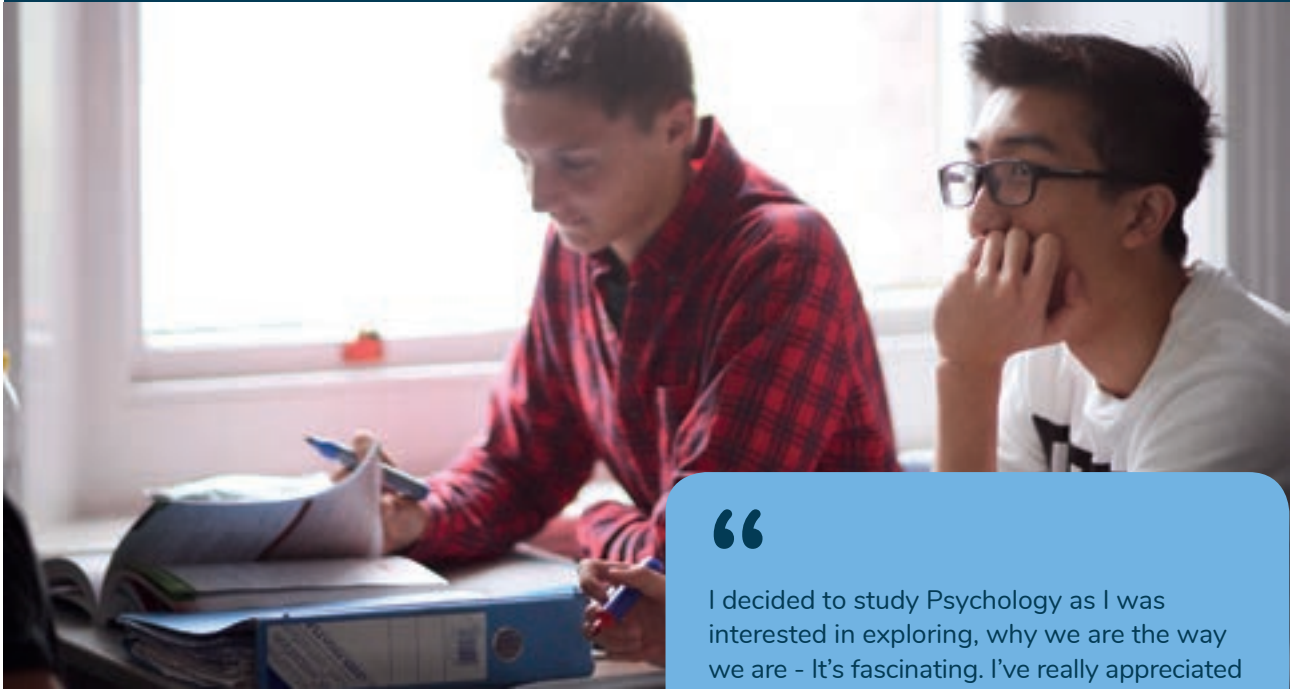
## What could this course lead to?

A Level Physics is highly regarded as an excellent preparation for university courses in engineering, the medical sciences and mathematics, as well as being essential for further studies in Physics and Astrophysics.

## What syllabus do you follow?

AQA 7408

# Psychology



“

I decided to study Psychology as I was interested in exploring, why we are the way we are - It's fascinating. I've really appreciated the extra support and one-to-one tutoring I've received.

”

## What will you do on this course?

Psychology is the scientific study of the mind and behaviour. During the first term of the Lower Sixth, we will examine the various approaches to Psychology, as well as the Biology and Biochemistry of the human brain. We will also study research methods and learn to apply statistical tests. In the second term we will look at mental health conditions, which will include phobias, depression and obsessive-compulsive disorder. We will also explore how our behaviour is influenced by other people. In the third term we will learn about memory and the factors which influence it and gain an understanding of the bond between children and their caregivers. In the second year we will take an in-depth look at the topics of gender, schizophrenia and aggression and will discuss issues and debates within Psychology, for example, the nature-nurture debate.

## How will you be assessed?

Three 2-hour written examinations at the end of year 2:

**Paper 1:** “Introductory topics in psychology”, includes social influence, memory, attachment and psychopathology.

**Paper 2:** “Psychology in context”, includes approaches to psychology, biopsychology and research methods.

**Paper 3:** “Issues and options in psychology”, includes issues and debates, gender, schizophrenia and aggression.

## What could this course lead to?

Through studying Psychology you will develop important transferable skills, such as critical analysis, essay writing and data handling and interpretation; these will be of use in both science and humanities subjects. For students interested in becoming chartered psychologists, the traditional path is to complete an undergraduate degree in Psychology, followed by a postgraduate study in a particular field of Psychology: sport, forensic, health, clinical and educational, to name but a few.

## Requirements

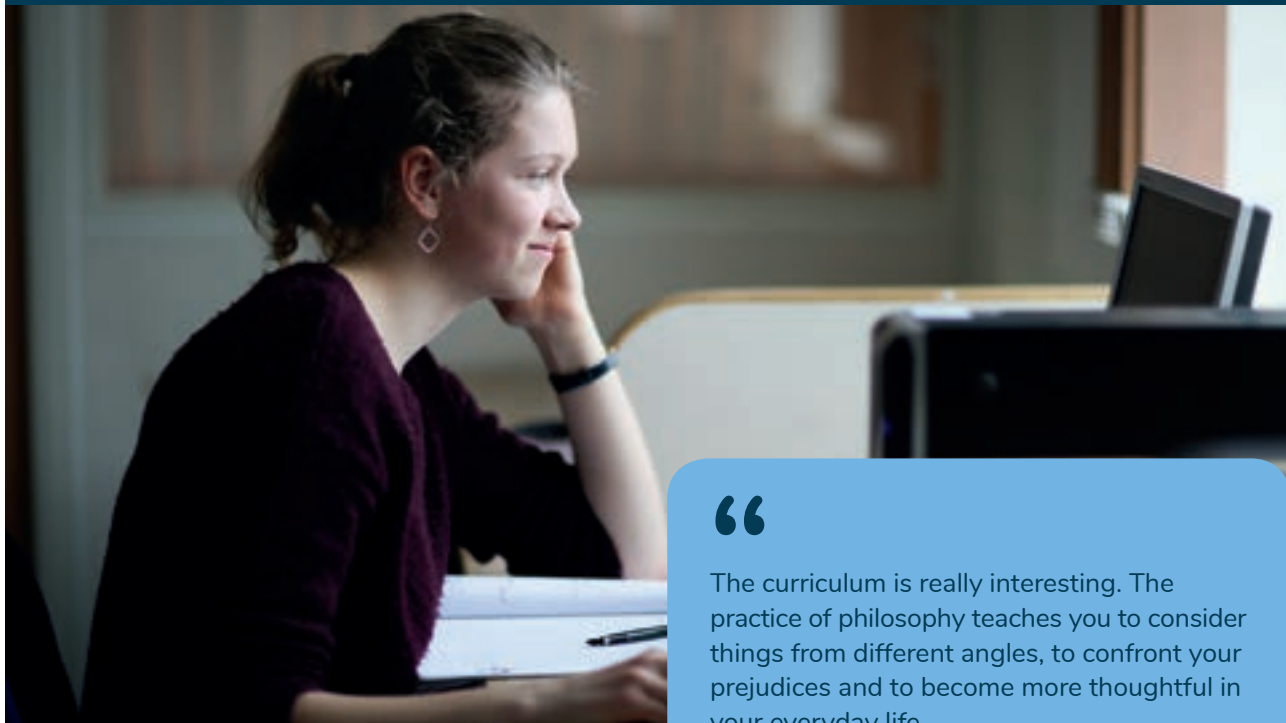
Psychology is a science subject, so you will have to interpret data and use mathematical formulae. Like other sciences, there is a lot of new vocabulary to learn and content to remember. However, unlike other sciences, you will also have to write long essays, so your written English must be strong.

## What syllabus do you follow?

AQA 7182



# Religious Studies (Philosophy & Ethics)



“

The curriculum is really interesting. The practice of philosophy teaches you to consider things from different angles, to confront your prejudices and to become more thoughtful in your everyday life.

”

## What will you do on this course?

The questions that philosophy investigates are the most profound questions that we can ask. Can we prove that God does or does not exist? Is there a meaning to life? Is there life after death? Which is the real me – my mind or my body? What do we mean by good and evil?

On this course we discuss how different philosophers have answered these questions, from Plato and Aristotle to Wittgenstein and Dawkins, and many more along the way. In order to develop a critical approach to ethical issues we will analyse a range of philosophical and theological approaches to controversial issues such as gender equality and euthanasia, business ethics and moral decision-making. We also look at the development of religion today, and how the role of belief and ideas shape the fabric of the society we live in.

## How will you be assessed?

Three 2 hour written examinations at the end of the Upper Sixth:

**Paper 1:** “Philosophy of religion”, includes ancient philosophical influences, the soul, the problem of evil and arguments for the existence of God.

**Paper 2:** “Religion and ethics”, includes conscience, sexual ethics and normative ethics.

**Paper 3:** “Developments in Religious Thought”, includes historical development of theology, religious pluralism and Christianity in the contemporary world.

## What could this course lead to?

Religious Studies (Philosophy and Ethics) helps you develop your ability to think critically, to write and to debate. The subject teaches transferable skills that are helpful in all future careers, such as challenging preconceptions and seeing issues from a range of perspectives. This A Level can lead to a study of either philosophy or theology at university, as well as being a good support to almost any other subject being studied. Studying philosophy also leads to self-understanding. It equips you to think independently and come to new solutions to the questions we face in the world today.

## What syllabus do you follow?

OCR H573





# Course Information





# IB Courses

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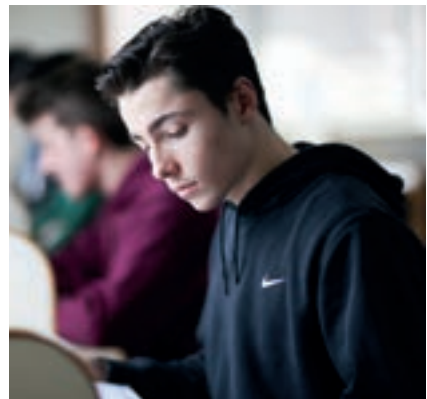
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# The International Baccalaureate Diploma (IB)

## The aims include:

- The development of thinking skills and the capacity to reflect upon and evaluate actions critically.
- The education of the whole person, emphasising intellectual, personal, emotional and social growth.
- The promotion of international understanding.

## The IBO Mission Statement

“The International Baccalaureate Organisation aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IBO works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can be right.”

[www.ibo.org](http://www.ibo.org)

## How is the IB Diploma different from A Levels?

The IB Diploma is different from A Levels in that it is a complete programme studied over two years in the Sixth Form with all students taking six subjects chosen from groups that represent the major domains of learning across all areas of a curriculum. This allows students to continue studying a breadth of disciplines while also studying in depth. The programme is linear and is assessed in May at the end of the two-year course with the results published in early July. In addition to the chosen six subjects students follow the core elements of the Diploma that include a course in the Theory of Knowledge, an extended essay and a programme of Creativity, Activity and Service (CAS). To be awarded the IB Diploma students must successfully complete all parts of the programme.

## What is the difference between Higher and Standard Level?

Higher Level courses require a greater depth of study across a broad range of content and Standard Level courses provide a breadth of study across the whole programme. Higher Level courses normally have 5 periods each week (representing 240 hours over the two years) and Standard Level 3 periods each week (representing 150 hours). Theory of Knowledge will have up to 2 periods each week (representing 100 hours). This represents up to 26 teaching periods each week.

## Does the Diploma involve coursework?

All IB Diploma courses involve an element of coursework (ranging between 20% and 50% of the final mark for the subject) and this is spread over the two years of the programme.

## Benefits of studying on the IB Diploma programme

- Linguistic acquisition and development
- Cross-disciplinary and reflective learning, critical thinking
- Flexibility in the choice of a personal study programme
- Efficient planning and organisation, work self-management
- Motivation and encouragement
- Research and collaboration
- Intercultural awareness
- Transfer of skills and knowledge to real world contexts
- Creative experiences of action and service
- Contact with students around the world through the IB alumni network



# The Courses

## What are the subject areas in the Diploma?

The IB Diploma programme involves the study of subjects chosen from each of the six groups:

- 1: Studies in Language and Literature (usually your native tongue)
- 2: Language Acquisition (another modern language)
- 3: Individuals and Society (Economics, Geography, History, Psychology)
- 4: Sciences (Biology, Chemistry, Physics)
- 5: Mathematics
- 6: The Arts

There is a wide choice of subjects on offer and students select three to be studied at Higher Level and three at Standard Level.

Sidcot offers the following courses, from which students must choose one subject from each group, three at Higher and three at Standard Level. However, it is possible to opt not to take a subject from the Arts, but instead take another subject from Language Acquisition to Sciences, subject to availability. Students who are not native English speakers can opt for English A and their own language (German or Italian) to obtain a bilingual diploma.

	SUBJECTS OFFERED▲	LEVEL*
1	English A Literature	SL, HL
	German A Language & Literature	SL, HL
	Italian A Literature	SL, HL
2	German B	SL, HL
	French B	SL, HL
	Spanish B	SL, HL
	Spanish ab initio	SL (Beginners)
	Italian ab initio	SL (Beginners)
3	Economics	SL, HL
	History	SL, HL
	Geography	SL, HL
	Psychology	SL, HL
4	Biology	SL, HL
	Chemistry	SL, HL
	Physics	SL, HL
5	Maths - Applications & Interpretations	SL, HL
6	Visual Arts	SL, HL
	Music	SL, HL
	Theatre Studies	SL, HL

\*SL = Standard Level, HL = Higher Level

▲It is possible that a course might not attract sufficient interest and if this is the case then it may have to be withdrawn. We will advise students if this decision has to be taken.

## How is the IB Diploma Award assessed?

Each subject examined is graded on a scale of 1 (lowest) to 7 (highest). The maximum for all six subjects is 42 points. There are up to 3 extra points for both the Theory of Knowledge (essay and presentation) and the extended essay making a total of 45 points. To obtain a Diploma, students will normally have to achieve a score of 24 points and have successfully completed all components of the programme.

## How do universities regard the IB Diploma?

The IB Diploma is internationally recognised as a rigorous pre-university qualification and universities in the UK and abroad accept that the programme goes beyond the academic disciplines, with considerable candidate achievement across the subjects, together with the Theory of Knowledge, extended essay and CAS. The flexibility in choice of subjects within the Diploma programme allows students to pursue areas of personal interest and to meet any special requirements for university entrance. Those students who have studied the IB Diploma Programme are regarded as having developed the skills for independent study to a high level and are exceptionally well prepared for higher education as well as employment. Universities will usually ask for a points score for entry. ([www.ucas.com](http://www.ucas.com))

## What if I do not successfully complete all of the components of the Diploma?

Candidates who do not complete the full Diploma successfully can be awarded certificates for the subjects passed. It is possible to re-sit exams if unsuccessful.

## Am I suited to the IB Diploma Programme?

The IB Diploma course does not require a student to be brilliant at all subjects but does require a high level of motivation and organisation. If you wish to continue studying a broad range of subjects and keep your options open for your university course or eventual career, then the wide ranging and rigorous IB Diploma course might be for you.

# The Core

## Theory of Knowledge

The Theory of Knowledge (TOK) aspect of the IB is fundamental to the way the whole Diploma course operates. TOK comes into the way each subject in every one of the six groups is taught. In addition there will be two timetabled periods per week dedicated to discussion and development of ideas. The main theme of TOK is a questioning approach. Knowledge and “known facts” are considered – are they true, and can we be sure that they are true? Contemporary, moral and ethical issues, will all be debated. Students will study the way in which a number of different subject areas approach the concept of knowledge. The areas are History, the Human Sciences, the Natural Sciences, Mathematics and Arts. Students explore ethical perspectives and issues throughout all aspects of the TOK course.



The assessment for TOK will be in two parts. The last is an essay – the choice of titles is given by the IBO. Students will also have to prepare, give and evaluate an exhibition for the rest of the class on three objects related to knowledge issues.

## Creativity, Activity, Service (CAS)

The IB Programme was designed to meet the needs of a well-rounded student. The Creative, Active, and Service (CAS) requirements encourage IB students to excel in non-academic pursuits.

All CAS students are expected to maintain and complete a CAS portfolio, a collection of evidence that showcases experiences of the seven CAS learning outcomes and for student reflections. It is not formally assessed.

The CAS programme formally begins at the start of the Diploma and continues regularly, for at least 18 months with a balance between creativity, activity, and service.

Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events. In addition, students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making.

Popular CAS experiences/projects at Sidcot are: the Tanzania project, Peace Jam, Take Ten, Peace Festival/Sidfest, Charity fundraising, Sidcot Saturdays which involve a wide range of sport, art, cultural activities, volunteer work in the Junior School, help during school events, Drama productions, Duke of Edinburgh, SAGE, SPICE, Sports, Language exchange, Quaker events.

In summary, we hope that IB students at Sidcot School will be active people. They must learn to balance a demanding academic programme with a busy social life and become respected for their energy and enthusiasm.



## Extended Essay

The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. It is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.

Students are guided through the process of research and writing by a supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or viva voce, following the completion of the extended essay.

Extended essay topics may be chosen from a list of approved DP subjects - normally one of the student's six chosen subjects for the IB. Students are introduced to the extended essay in the first year of their Diploma Programme and receive training on researching skills. The extended essay gives the opportunity to students to engage with topics they are passionate about and to develop research skills that will be useful in their future academic career.



In the past years, students at Sidcot School have written their extended essay in a variety of subjects and languages. Here are some examples:

1. La France doit-elle adopter l'écriture inclusive pour soutenir la montée de l'égalitarisme des sexes ? (French)
2. To what extent was Harvey Milk's election to the of San Francisco Board of Supervisors in 1977 his greatest accomplishment? (History)
3. How do the tariffs imposed on white goods by Trump affect the employment and volume of the production in the US? (Economics)
4. To what extent is positivity a necessary element in determining the effectiveness of intergroup contact at reducing prejudice? (Psychology)
5. Fino a che punto Alda Merini si discosta dai canoni della letteratura amorosa italiana? (Italian)
6. ¿Si la novela 'Como Agua para Chocolate' de Laura Esquivel hubiera sido establecida en un contexto socio-histórico diferente, importaría todavía el tema de la emancipación de la mujer? (Spanish)
7. Die Verarbeitung typischer Themen der Adoleszenz in der phantastischen Kinder- und Jugendliteratur der Gegenwart am Beispiel des Romans Rubinrot von Kerstin Gier. (German)
8. How has nature influenced the architecture of Santiago Calatrava? (Visual arts)





# English Language A: Literature



“

This is my favourite subject – I have amazing teachers and two periods a week with a tutor who is as passionate about the subject as I am. We cover fiction, plays and poetry.

”

## What will you do on this course?

The Language A: Literature course offers exciting opportunities to tailor texts for individual cultural and literary interests. The course needs to span historical periods of production and countries of origin and is studied at both Higher and Standard Level. Couched in global issues and debates, IB students are offered the chance to examine texts from a number of different critical, linguistic and geographical standpoints that lend themselves to a truly international study of Literature.

## How will you be assessed?

Two Final exams:

**Paper 1:** 2 unseen literary texts with guided questions addressing form and content respectively. SL analyse one passage only. 1 hour 15 minutes. HL do both. 2 hours 15 minutes . 35% .

**Paper 2:** comparative literary essay about 2 works in response to a thesis question chosen out of 4. Wide choice of texts; including those studied in translation. There is no genre focus but texts cannot be studied elsewhere. 1 hour 45 minutes. SL 35%. HL 25%. HL candidates write an essay to demonstrate a deeper understanding of the nature of linguistic or literary study. 1200-1500 word formal essay following their choice of inquiry into a text. Non-literary texts may

be studied too and any courses texts not studied for internal assessment or paper 2. 20% for HL.

### Internal assessment. Individual Oral.

15 minute individual oral. 10 minutes student analysis in connection with a global issue.

5 minutes teacher led discussion to develop depth of analysis.

Students discuss one text studied in translation and one text written originally in English.

Students select an extract from their chosen text to anchor their analysis and explore how meaning is constructed, in connection with the chosen global issue.

The discussion is recorded. SL: 30% . HL: 20%.

Students also compile a Learner Portfolio to record their preparations of the internal assessment and exam papers. This journal reflects on studied texts and records activities to creatively and critically engage students. Although not assessed it is a central element of the new course.

## What could this course lead to?

The critical and presentation skills IB courses refine are highly sought after by most employers. It is excellent preparation for university life and academic writing.

# German A: Language and Literature



“

Sixth Form at Sidcot has helped me become independent as a student. Academically, it gives me the freedom to take my education in my own hands with guidance from my teachers. On the social aspect, it is an opportunity to grow close to people from around the globe and understand their culture so that wherever I am in the world I will always know somebody.

”

## What will you do on this course?

The course structure consists of two literary and two thematic options. Students will enrich their linguistic skills through the detailed study of language in the context of politics, gender, sport, history and the media of Germany. You will also prepare six literary texts (four at Standard Level) which will be studied in depth. Short literary texts and films are sometimes studied to complement a topic.

## How will you be assessed?

Further details are available through the Modern Languages Department, but in brief:

- Two examination papers - a text comparison analyst and a Literary Essay
- Two oral examinations - a one to one discussion with your teacher about a literary topic of your choice and group activities based on the core topics
- Two written assignments in German totalling 1400-1600 words

## What could this course lead to?

The bilingual diploma is a requirement for all native

German speakers wishing to study at a German university. It is a highly prestigious qualification, valued by universities and employers alike.

## Requirements

You will need to be able to speak and understand German fluently and as for any language and literature based course, you will need to appreciate and enjoy exploring texts. You will need an inquiring and open mind to investigate literature and other texts further and have the confidence to explore, develop and express your own ideas. General reading of German texts, newspapers and journals is encouraged. An understanding of writing in different styles – formal letters, fiction, newspaper editorials, diary entries and speeches is also useful.

# Italian A: Literature



## What will you learn on this course?

Students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. They will explore and develop an understanding of factors that contribute to the production and reception of literature, such as:

- the creativity of writers and readers
- the nature of the interaction with the writers' and readers' respective contexts and with literary tradition
- the ways in which language can give rise to meaning and/or effect
- the performance and transformative potential of literary creation and response.

## Who is eligible?

A bilingual IB Diploma if the student chooses both Italian and English in Group 1.

The course is designed for **native Italian or near native speakers** who will also take English in Group 1.

## How will you be assessed?

**Paper 1:** Guided Literary Analysis (1 hour 15 minutes - SL) (2 hours 15 mins - HL) (35%)

**Paper 2:** Comparative Essay (1 hour 45 minutes) (35% SL), (25% HL)

**Higher Level Essay:** 20% (1200 - 1500 words)

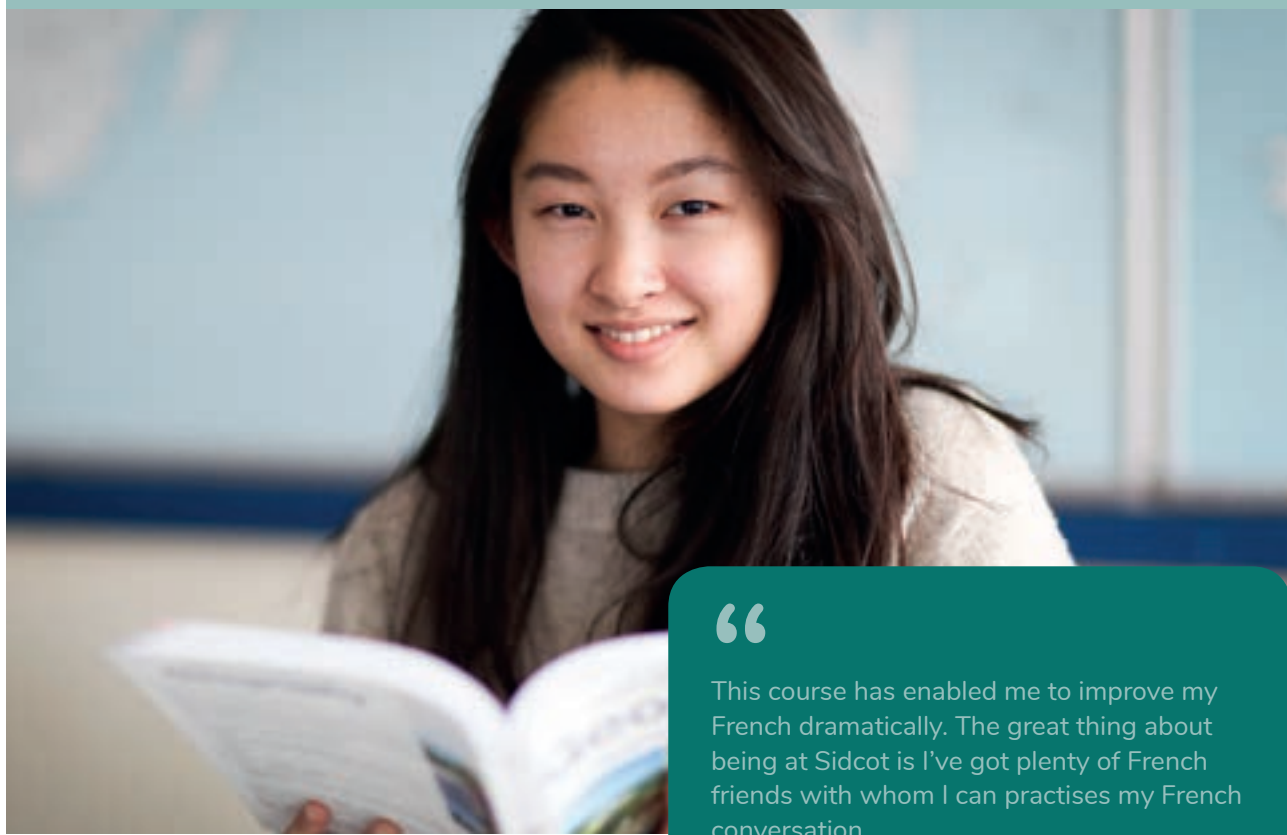
**Individual Oral Exam:** 15 minutes (30% SL), (20% HL)

## Requirements

At Standard Level (SL), at least 9 works must be studied across the three areas of exploration while at Higher Level (HL), at least 13 works must be studied.



# Second Language: Modern Languages



“

This course has enabled me to improve my French dramatically. The great thing about being at Sidcot is I've got plenty of French friends with whom I can practise my French conversation.

”

## What will you do on this course?

### Ab initio Standard Level Spanish and Italian

(We may introduce other ab initio courses in languages as demand changes). This course is for a beginner who has little or no previous knowledge of learning this language. This would suit students who have not enjoyed great success with their existing language study or those who are keen to explore new linguistic experiences.

### Language B Standard Level German, French and Spanish:

This course is for the student who is good at this language with two to five years' experience but does not wish to continue study of the language beyond the diploma.

### Language B Higher Level German, French and Spanish:

This course is for the student who intends to study the language for a future career (or to meet a Diploma requirement) and has 4 to 5 years' experience of this language.

## How will you be assessed?

There are two examination papers and an oral exam:

- Text handling tests your reading comprehension
- Writing examination requires students to use different text types to discuss issues and events
- Listening Comprehension examination
- The oral exam is a one to one discussion with your teacher based on Literature (Higher Level) or a topic studied (Standard Level)

## What could this course lead to?

Language is a boost on any UCAS form, for employment prospects and an invaluable life skill. Alongside other subjects it strengthens your application to encompass a wider perspective of the world particularly in Business, Law, Management or further languages, History and English.

# Individuals & Society: Economics

“

I chose Economics as it helps you to understand how the world works. It's not just about numbers – you learn about how societies interact and how resources are produced, distributed and consumed.

”

## What will you do on this course?

Economics is a dynamic social science and is essentially about the concept of scarcity and the problem of resource allocation. Although there is a body of economic theory to be covered this has to be applied to real world examples. Students must use the media coverage of national and global issues to enhance their views, knowledge and understanding of the subject.

For both Higher Level and Standard Level courses the areas studied are:

- **Microeconomics** – a basic introduction to the concepts of resource allocation and scarcity, the market forces of supply and demand, market failure and government responses
- **Macroeconomics** – a detailed examination of the major economic issues facing countries e.g. economic growth, economic development, inflation, unemployment and income distribution
- **International issues** – trade between countries, international trade organisations, exchange rates and balance of payments
- **Development economics** – sources of growth and/or development, consequences of growth, barriers to growth, evaluation of growth and development strategies

## How will you be assessed?

Each examination paper will provide students with a choice of questions. Higher Level has three examination papers consisting of: Extended response paper: (1.5 hours - 30% of total marks) on micro and macroeconomics.

- Data response paper: (1.5 hours - 30% of total marks) on international and development economics
- Extension paper covering all topics: (1 hour - 20% of total marks)

Standard Level external assessment is through two papers consisting of:

- Extended response paper: (1.5 hours - 40% of total marks) on micro and macroeconomics
- Data response paper: (1.5 hours - 40% of total marks) on international and development economics

## Will I need to do coursework?

For the internal assessment at both Higher and Standard Level students will produce a portfolio of commentaries on three topical articles illustrating different areas of the course. Each commentary is a maximum of 750 words in length, which constitutes 20% of the final mark.

## What could this course lead to?

This course will provide a useful background for any careers in business and courses in Economics and Finance, Management Science, Development Economics, Business Studies and any related courses. Studying Economics also prepares students for further courses in the subject and related areas in higher education. The transferable skills of critical analysis, investigation and analysis developed during the course are of value for a whole variety of subjects.

# Individuals & Society: History



“

I'm really enjoying History. It's a good chance to be an independent enquirer. You are able to explore your own interpretation of things and get into the minds of people from the past. We started with a study of dictators which was really interesting.

”

## What will you do on this course?

### Standard level:

#### Prescribed Subject 1

- Rights and Protest (USA and South Africa)
- Authoritarian States (Twentieth Century)
- Causes and Effects of War: An analysis of the Chinese and Russian civil wars
- Plus an internal assignment, on a topic of your choice

### Higher Level:

All of the above plus

- Aspects of the History of Europe

## How will you be assessed?

Two written examinations for Standard Level.

One additional written examination for Higher Level.

Students undertake an internal assessment on a subject of their choice and work independently to produce a 2000 word, structured essay. It is worth 25% of the final mark at standard level and 20% at Higher Level.

## What could this course lead to?

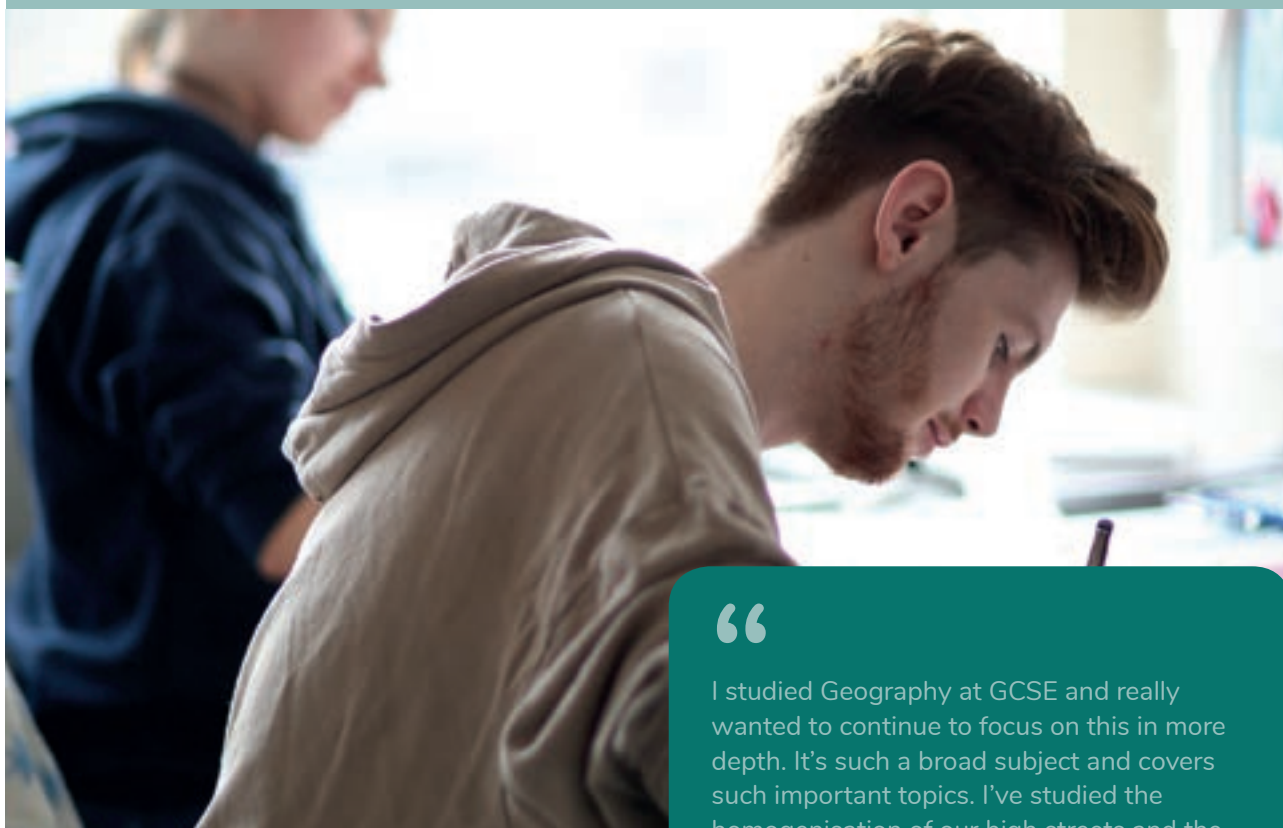
Past students have gone on to take courses as diverse as Theatre Management and Law as well as more traditional degrees related to History. History is traditionally very highly regarded by universities. The analytical skills required and the ability to construct a reasoned argument are skills that can be used across a number of disciplines.

## Requirements

It is not necessary to have studied History at GCSE or its equivalent in order to study the A Level.



# Individuals & Society: Geography



“

I studied Geography at GCSE and really wanted to continue to focus on this in more depth. It's such a broad subject and covers such important topics. I've studied the homogenisation of our high streets and the transition from finite to renewable resources!

”

## What will you do on this course?

The IB is taught at both Higher (HL) and Standard Level (SL), and covers the core theme of patterns and change (population distribution, global climate – vulnerability and resilience, global resource consumption and security). The core extension at HL are power, places and networks, human development and diversity, global risks and resilience. There are then options topics where two are studied at SL and three at HL. The topics studied at Sidcot are oceans and coastal margins, food and health and geophysical hazards.

## How will you be assessed?

There are two written examinations for Standard Level and three written examinations for Higher Level. There is also an internal assessment that is a written fieldwork project.

## What could this course lead to?

Geography offers a key role in forming a bridge between the scientific, analytical view of the world and the role of human activity, which would be of great benefit to those considering future involvement in environmental issues. Geography can be studied

as a Science, Arts or Humanities discipline at degree level, either as a pure subject or in conjunction with other subjects, or as specific sub-areas of study. Geography is a facilitating subject and allows students to gain skills desirable to a wide range of careers.

# Individuals & Society: Psychology



“

I hope to study Criminology at University and Psychology is a good stepping stone into this. Understanding how the human mind works is fascinating.

”

## What will you do on this course?

All students will study three approaches to Psychology: biological, cognitive and sociocultural.

The biological approach looks at the physical and chemical attributes of the human brain, as well as hormonal and genetic influences on behaviour. The cognitive approach explores internal mental processes and the impact of different ways of thinking. The sociocultural approach is concerned with the influence of other people on behaviour, as well as examining variations between cultures. Higher Level students will undertake two further options: abnormal psychology and developmental psychology, while Standard Level students will only complete one. Both Standard and Higher Level students will learn about research methods and will complete a practical investigation. The write-up of the investigation will be submitted as coursework and will account for a significant portion of the final grade.

## How will you be assessed?

Both Standard and Higher Level students will complete Papers 1 and 2. **Paper 1** covers “approaches to psychology”, and will consist of three short answer questions and one 22-mark essay. **Paper 2** covers the

options (abnormal and developmental psychology); Standard Level students will complete one 22-mark essay, while Higher Level students will complete two. Higher Level students will complete an additional third paper, which covers approaches to research.

Both Standard and Higher Level students will also complete an internal assessment consisting of a report on an experimental study undertaken by the student. This will be worth 22 marks and will make up 20% of the final grade for Standard Level students and 25% for Higher Level students.

## What could this course lead to?

Through studying Psychology you will develop important transferable skills, such as critical analysis, essay writing and data handling and interpretation; these will be of use in both Science and Humanities subjects. For students interested in becoming chartered Psychologists, the traditional path is to complete an undergraduate degree in Psychology, followed by a postgraduate study in a particular field of Psychology: sport, forensic, health, clinical and educational, to name but a few.

# Experimental Science: Biology



“

As Sixth Formers we are given control over what subjects we choose to do and support to focus on our chosen career paths. The help I've had with careers advice and my university application has been amazing.

”

## What will you do on this course?

Biology is taught at both Standard Level (SL) and Higher Level (HL). It is one of the Group 4 subjects (Experimental Sciences) in the Diploma Programme.

### At SL, the Biology course comprises topics in:

Cell Biology, Molecular Biology, Genetics, Ecology, Evolution and Biodiversity, Human Physiology.

### Additional HL topics are:

Nucleic Acids, Metabolism, Cell Respiration and Photosynthesis, Plant Biology, Genetics and Evolution, Animal Physiology.

### Option:

Human Physiology.

## How will you be assessed?

There are three written papers, which include multiple choice questions, short answer questions and essay questions. The written papers make up 80% of the total mark. **Paper 1** has multiple choice questions, **Paper 2** has short answer questions and essays. **Paper 3** is about the option (Option A, Neurobiology and Behaviour) and questions about practical work and experiments. The remaining 20%

of the Biology mark comes from assessed practical work, including the Group 4 project, which is done in combination with students of the other sciences.

## What could this course lead to?

There are many courses linked directly to Biology - e.g. Anatomy, Animal Sciences, Biochemistry, Biology, Botany, Dentistry, Forestry, Genetics, Medicine, Microbiology, Pharmacology, Pharmacy, Physiology, Veterinary Science and Zoology are all courses or careers which people follow having studied Biology at Sixth Form level. There are many others related to Biology that the IB course will also help with; Chemistry, Geography, Physical Education, Physics and Psychology, to name but a few. Biology is a highly regarded subject. Students of Biology often study it alongside Chemistry, Physics or Geography. As one of the 'traditional' sciences, universities will know that you have a knowledge of scientific theory and practice, designing and carrying out experiments and analysing results.



# Individuals & Society: Chemistry



“

This is very different from the other subjects I study as you get to be more practical with the learning. I really enjoy putting the theories we learn about into practice.

”

## What will you do on this course?

The course is divided into core topics which are studied by Higher Level and Standard Level students. There is also additional Higher Level material studied by Higher Level students only. The additional material covers the core topics in greater depth.

Core topics: Stoichiometry. Atomic theory. Periodicity. Bonding. States of matter. Energetics. Kinetics. Equilibrium. Acids & bases. Oxidation & reduction. Organic Chemistry.

In addition students study one option, chosen by the teacher, from the following list:

- Materials
- Biochemistry
- Energy
- Medical Chemistry.

Practical work is an integral part of the course and in addition there is a day visit to Bristol University to carry out experiments in the undergraduate laboratories.

## How will you be assessed?

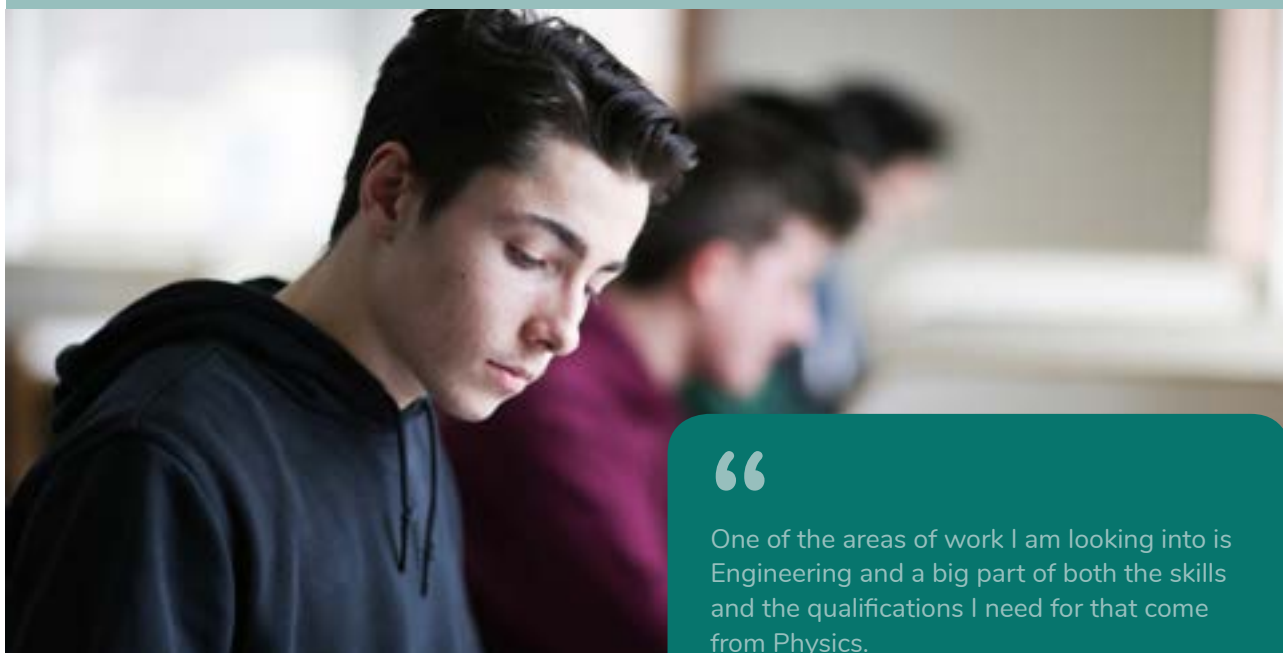
The course will have a substantial practical element and coursework which comprises internally assessed experiments contributing 24% of the overall assessment. The written assessment is at the end of the course and has three papers:

- **Paper 1** has multiple choice questions
- **Paper 2** has short answer questions and two extended response questions
- **Paper 3** has questions on the optional area of study chosen by the teacher as well as practical skills

## What could this course lead to?

The course provides a firm foundation for further study of Chemistry but also provides knowledge and skills which are valuable in other university courses such as Biological Sciences, Biochemistry, Medicine, Veterinary Science, Geology and Engineering.

# Experimental Science: Physics



“

One of the areas of work I am looking into is Engineering and a big part of both the skills and the qualifications I need for that come from Physics.

”

## What will you do on this course?

Physics is a wide-ranging subject which covers many aspects of the physical world from the very small (atoms and nuclei) to the very large (stars, galaxies and the Universe). The course includes an assessed experimental programme in which many practical skills are developed.

## How will you be assessed?

Both the Standard Level and Higher Level are examined in May of the second year of the course. There is a coursework element to these qualifications in the form of internally assessed experimental skills:

### SL subject content includes:

Measurements and uncertainties; mechanics; thermal physics; waves; electricity and magnetism; circular motion and gravitation; atomic, nuclear and particle physics and energy production. The chosen option for both SL and HL courses will be Astrophysics.

Assessed by:

**Paper 1:** 45 minutes – 20% of SL 30 multiple choice questions

**Paper 2:** 1 hour 15 minutes – 40% of SL

Short and long answer questions on the core material **Paper 3:** 1 hour – 20% of SL

**Section A:** Data based question and short answer questions on experimental work.

**Section B:** Short and long answer questions on the option, Astrophysics.

### HL subject content includes:

All the SL topics and in addition: Wave phenomena; fields; electromagnetic induction; quantum and nuclear physics.

Assessed by:

**Paper 1:** 45 minutes – 20% of HL 40 multiple choice questions

**Paper 2:** 2 hours 15 minutes – 36% of HL Short and long answer questions on the core material

**Paper 3:** 1 hour 15 minutes – 24% of SL

**Section A:** Data based question and short answer questions on experimental work

**Section B:** Short and long answer questions on the option, Astrophysics.

Students will complete prescribed practical work throughout the course and one detailed practical assignment will be submitted at the end of the course which will make up 20% of the final mark for both SL and HL.

## What could this course lead to?

Physics is highly regarded as an excellent preparation for university courses in Engineering, the Medical Sciences and Mathematics, as well as being essential for further studies in Physics and Astrophysics. For some of these HL will be preferred.

# Mathematics: Applications & Interpretations



## What will you do on this course?

Applications and Interpretation of Mathematics will be offered at both SL and HL for students who are interested in developing their mathematics for describing our world, modelling and solving practical problems using the power of technology. Students who take Mathematics: Applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

## How will you be assessed?

**Higher Level Maths:** During the course, the students will undertake a project, worth 20%. The end of course assessment comprises three examination papers;

**Standard Level Maths:** During the course, the student will undertake a project worth 20%. This is assessed by the teacher and externally moderated by the IBO. The end of course assessment comprises two examination papers.

## What could this course lead to?

**Higher Level Mathematics:** The course provides a sound basis for students wishing to pursue Sciences, Economics or similar mathematics-related courses at university level. The course covers a wide range of traditional topics with detail and rigour, enabling the students to develop high standards of mathematical processing and problem solving.

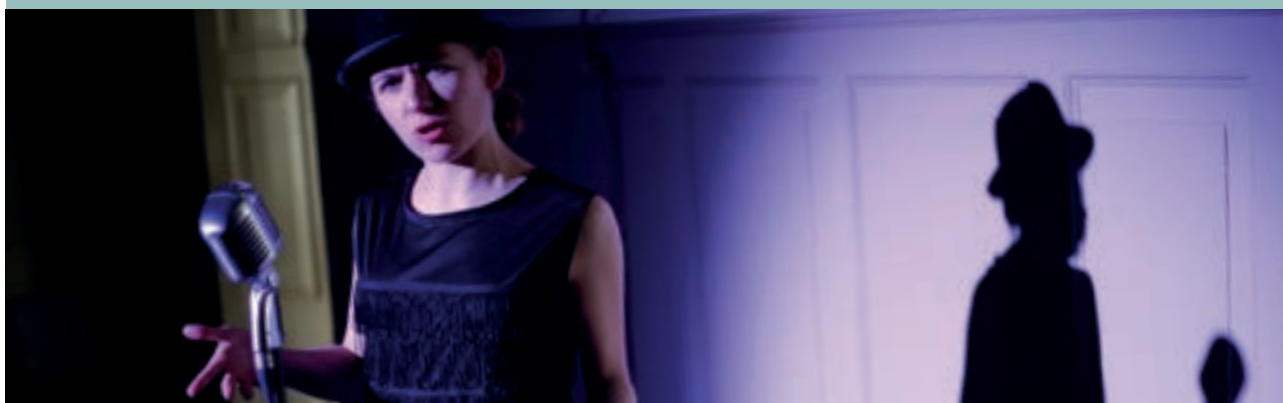
**Standard Level Mathematics:** This course provides grounding for students considering a degree in a subject which requires mathematical understanding including Natural Sciences, Social Sciences, Business and Economics.

## Requirements

IB Mathematics can be a challenging subject for some students. Ask your Maths teacher for advice about your suitability for this course.



# The Arts: Drama



## What will you do on this course?

Theatre is a practical subject that encourages development of both theatre and life skills; the building of confidence, creativity and working collaboratively. The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It emphasises the importance of working both individually and collaboratively as part of an ensemble.

## Are there any trips or extracurricular activities linked to this course?

Yes, lots!

## What benefits does this subject have for university entrance?

The 'soft skills', polished through the practical collaborative style of the course, is specifically enriching for those wanting to embark on courses in Law, Media, Humanities and the Arts in general.

## What skills or learning approach do I need for this subject?

A commitment to deadlines and the ability to collaborate towards a shared aim. A passion for communication and theatre in all its forms. An ability to research and elicit original work derived from a known methodologies, dramaturgs and World Theatre traditions.

## How does the Higher Level differ to the Standard Level?

Additionally at Higher Level Theatre students are required to practically explore one theatre theorist and engage with the process of creating a piece of theatre based on their theory.

## How is it assessed?

**Task 1:** Solo theatre piece (HL only) Research a theatre theorist they have not previously studied,

identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes).

**Task 2:** Director's Notebook (SL and HL)

Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.

**Task 3:** Research Presentation (SL and HL)

Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.

**Task 4:** Collaborative Project (SL and HL)

Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice.

## Coursework:

Yes, both written and practical work to be assessed internally and externally.

## Examination Method

Assessment takes place entirely through coursework which is marked separately by IB examiners externally. The devised module is the sole component marked internally and externally moderated.

## What could this course lead to?

Primarily this course can lead to studying a wide spectrum of performance based disciplines. These courses would be directly industry focused for those who wish to pursue a career within Performing Arts.

## GCSEs required

A solid GCSE in Drama is expected, a grade 5 or above at GCSE, or equivalent. English Language or Literature GCSE would also be desirable.

# The Arts: Music



“

Music is a big part of my life, and is important to me. Taking the subject has enriched my knowledge and skills. When it comes to playing and performing in the future, this course really will have helped me.

”

## What will you do on this course?

Music is a five term course, during which 2 musical scores are studied in depth at both Standard and Higher Levels. Students will study and analyse all areas of Western Classical Music from 1550-present, Jazz in all its forms and World Music, including the musical cultures of China, Japan, Latin America and Australia. Depending on the chosen level, students will also be expected to perform and compose music.

## How will you be assessed?

Both Standard Level (SL) and Higher Level (HL) music students are required to study musical perception. All students therefore submit a musical links investigation and also respond to a listening examination paper. In the latter, HL students are required to answer an additional question. This question allows them to demonstrate a wider understanding of music in relation to time, place and cultures.

SL students in music are required to choose one of three options: • SL creating (SLC) • SL solo performing (SLS) • SL group performing (SLG)

HL students are required to present both creating and solo performing. This is a significant difference in expectation and enables HL students to bring to their musical studies a wider perspective. The study of three components in an integrated way allows HL students to make not only more connections but, potentially, these connections may carry more importance and have more influence during their musical studies. For creating, SLC students are required to present two

pieces of coursework, while HL students present three. This allows HL students to present work that either demonstrates contrasts in content, nature and intention or comes from a wider, and therefore more challenging, choice of creating options. For solo performing, SLS students are required to present 15 minutes, while HL students present 20 minutes. This challenges HL students to present a performing programme that features more music of a contrasting nature. For those students (SLG) presenting group performing, the requirement is 20 - 30 minutes.

All performances and compositions are assessed internally • Musical Links Investigation is assessed externally • One written examination paper.

## What could this course lead to?

An IB course in Music can lead to work as a performer, arranger, producer, orchestrator, composer, film scorer, songwriter, transcriber, copyist, conductor, music director, programme director, recording engineer, music synthesist, music sequencer, publisher, editor, broadcaster, music therapist...

## Requirements

A GCSE (or equivalent) in Music and/or grade 7 pass or above in a recognised musical examination board (e.g. ABRSM or Trinity College London) in the primary instrument/voice.

## The Arts: Visual Arts



“

My passion is Fine Art and I really enjoy using my pieces as a response to things I care about. The Art Department gives you the freedom to explore different ideas and really express yourself through your work.

”

### What will you do on this course?

We offer facilities for a very wide range of possibilities in Fine Art, Three-Dimensional Design, Photography and lens-based media, and Textiles. Students can work in areas as diverse as glass casting, installation art, beautiful and functional ceramics, digital film making and animation, traditional watercolour, oil painting, and printmaking techniques such as etching and screen printing. The IB in Visual Arts has three basic components, a comparative study, process portfolio and exhibition. Students are encouraged to explore their own cultural roots and their journals may develop marked themes, and should strongly reflect the students' own artistic interests, complementing the practical work that they do, charting how their work has developed, allowing the examiner to understand the studio work that the student has produced, and to see the breadth and depth of the study that the student has undertaken. The exhibition comprises a selection of the practical work that students produce over the five term course.

### How will you be assessed?

Students mount a final exhibition of their studio work in the February/March of the second year then photograph a specified number of representative pieces from their exhibition, along with a selection of

pages from their workbooks, their comparative study presentation, and a curatorial statement, and these slides are uploaded to the IB site to be examined. The number of work book pages, final pieces, and extent of the study is dependent on the specific option that the student has chosen.

Comparative Study 20%

Process Portfolio 40%

Exhibition 40%

### What could this course lead to?

Art is a highly regarded subject and a good foundation for any number of courses involving artistic creativity and research. Many of our students progress to the top London colleges such as the University of the Arts and Central St. Martins School of Art.

Further study in Art and its subsidiaries include: Photography, Graphic Design, Fashion, Interior Design, Textiles, Art History, and many more besides, which might lead to a wide range of professions as diverse as architect, designer, illustrator, photographer, director, curator, arts administration, product designer etc.



# Business



## Why choose BTEC Nationals?

Young people taking their first steps towards a new career need the right blend of technical and academic skills in order to become the highly skilled, work-ready individuals employers and universities look for.

BTEC Level 3 Nationals are vocational qualifications designed to help learners succeed. They have been developed in collaboration with over 5,000 universities, employers and professional bodies with employability at the heart, so learners can develop the skills and confidence they will need to step into their future.

## Benefits

- Equivalent in size and value to two A Levels
- Assessment is done unit by unit through the course
- 8 units, of which 6 are mandatory
- 3 are assessed externally

## Grading

A learner's final qualification grade reflects their achievements across units in their BTEC Nationals course. Both internally and externally assessed units are individually graded, and each final unit grade is allocated points.

- Internally assessed units are marked and graded in the Centre (School, college or training provider) and subject to external verification by Pearson.
- Externally assessed units are marked and graded by Pearson.
- Units are graded Pass, Merit or Distinction with points between grades also recognised for external units. Total points scored across all units are used to calculate the final qualification grade.



## Which units will students cover?

### Mandatory Units

- Exploring Business
- Developing a Marketing Campaign
- Personal & Business Finance
- Managing & Event
- International Business
- Principles of Management

### Optional Units

- Recruitment & Selection Process
- Team Building in Business
- Recording Financial Transactions
- Final Accounts for Public Limited Companies
- Financial Statements for Specific Businesses
- Cost & Management Accounting

- Investigating Customer Service
- Investigating Retail Business
- Visual Merchandising
- Digital Marketing
- Creative Promotion
- Pitching for a New Business
- Investigating Corporate Social Responsibility
- Market Research
- The English Legal System
- Employment Law
- Aspects of Civil Liability Affecting Business
- Aspects of Criminal Law Impacting on Business & Individuals
- Work Experience in Business

## What syllabus do you follow?

Pearson BTEC Level 3 National Diploma in Business.

# Sports



## What will you do on this course?

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

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

Learners will study six mandatory units including:

- Anatomy and Physiology
- Fitness Training
- Programming for Health, Sport and Well-being
- Professional Development in the Sports Industry
- Sports Leadership
- Skill Acquisition in Sport.

And you will also study a range of optional units including:

- Practical Sport Performance
- Sports Injury Management
- Fitness Testing

Overall you will be immersed in the world of sport. You will sample performance, physiology, mental strength and sport as a business.

## How will you be assessed?

Most units are internally assessed. This means that your teachers set and assess the assignments that provide the final assessment of each unit. You will be given opportunities to write up the findings of your own research, use case studies to explore complex or unfamiliar situations, carry out projects, and demonstrate practical and technical skills.

Each external assessment for a BTEC National is linked to a specific unit. The styles of external assessment used for qualifications in BTEC Level 3 Sport are examinations and set tasks. BTEC learning has always encouraged learners to apply their learning in realistic contexts using scenarios and realistic activities that will draw on and apply their learning.





### What could this course lead to?

Sport is regarded as a Science and it has value for entrance on many university courses, not just those with a sporting element.

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses. It combines well with a large number of subjects and supports entry to higher education courses in a very wide range of disciplines (depending on the subjects taken alongside). For learners who wish to study an aspect of sport in higher education, opportunities include:

- BA (Hons) in Sport Studies and Business
- BSC (Hons) in Sport Psychology
- BA (Hons) in Sports Education and Special
- BSC (Hons) in Sport and Exercise Science

### Requirements

All combinations are acceptable although it is desirable to have studied Physical Education to GCSE standard.

“

The thing I like best about studying BTEC Sport is that the course is extremely varied so no two lessons are the same. The course helps me to understand more about how we as humans function in sport which is really helpful to me as an athlete.

”

### What syllabus do you follow?

The Pearson BTEC National Diploma in Sport is an Applied General qualification for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the sport sector. The qualification is equivalent in size to two A Levels, and it has been designed as a full two-year programme.

# 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.

Students usually have two group lessons and one individual lesson with an EAL teacher per week. Both types of 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.

## Foreign Language Exams

Overseas students may take an A-Level examination in the Upper Sixth in their native language. As the course involves studying a film and a piece of literature they will need to attend classes.

# International English Language Testing System

This is the preferred English Language qualification of most UK universities. This course focuses on academic language skills useful for A Level courses in addition to the IELTS qualification. Year 12 students have two group lessons and one individual lesson per week, working towards the exam in June. Students who need it, are supported into Year 13.

There are four parts to the exam, each testing a particular skill area:

## 1. Listening – 30 minutes

Candidates listen to a number of recorded tests. These include a mixture of monologues and conversations and feature a variety of English accents. The recording is heard only once, and candidates are given time to read the questions and write down their answers.

## 2. Academic Reading – 60 minutes

There are three reading passages with tasks. Texts are taken from books, magazines, journals and newspapers, all written for a non-specialist audience. At least one of the texts contains a detailed argument. Candidates answer a variety of questions.

## 3. Academic Writing – 60 minutes

The first task requires candidates to write a description of at least 150 words. This is based on material found in a chart, table, graph or diagram and demonstrates their ability to present information and to summarise the main features of the input. For the second task, candidates write a short essay of at least 250 words in response to a statement or question. They are expected to demonstrate an ability to present a position, construct an argument and discuss abstract issues.

## 4. Speaking – 11–14 minutes

The test is a face-to-face interview. Candidates are assessed on their use of spoken English to answer short questions, to speak at length on a familiar topic, and also to interact with the examiner.

## Results

Results are reported on a scale of 1 (non-user) to 9 (expert user) in each module, together with an average score. Universities require a minimum score of 6, 6.5 or 7 depending on the university and course. All four parts of the exam are equally weighted. This is reflected in the IELTS course at Sidcot and students are particularly encouraged to take a full and active part in the development of speaking skills through class discussions, presentations and role plays.



# Sidcot people

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## **Chair of Governors – Rosemary Carr**

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## Admissions team

We would love to hear from you. Please do not hesitate to give us a call or email us.

Please see our website for a full staff list: [sidcot.org.uk/who-we-are](http://sidcot.org.uk/who-we-are)



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