

**HEDINGHAM SCHOOL**  
S I X T H F O R M

**SIXTH FORM**  
**COURSES**  
**2017-2019**

# **SIXTH FORM COURSES 2017-2019**

## **Business Studies**

**Business Studies**

## **Humanities & Social Sciences**

**Geography**

**Government & Politics**

**Health and Social Care (BTEC Level 3)**

**History**

**Philosophy & Ethics**

**Psychology**

**Sociology**

## **Creative and Performing Arts**

**Art & Design**

**Dance (BTEC Level 3)**

**Drama & Theatre**

**Music (Extended Certificate Level 3)**

**Photography**

## **English, Media & Modern Foreign Languages**

English Language

English Literature

French

German

Media

## **Maths, Science & Technology**

Biology

Chemistry

Computer Science

Design & Technology

Information Technology (BTEC Level 3)

Maths

Physics

## **Sport**

PE

Sport (BTEC Level 3)

Sports Development (BTEC Level 3) with CSLA & HSLA

## **Skills Programme**

Skills Programme (BTEC Level 2)

English GCSE

Maths GCSE

# Important Notes:

## Entry requirements

### A Levels

#### **Grade 5 in English and Maths plus three other A\*-C passes**

Please note: for individual courses a specific grade may be needed at GCSE eg. German requires a grade B.

### BTEC Level 3

#### **Grade 4 in English, grade 4 or above in Maths plus three other GCSEs A\*-C**

These 5 GCSE's can include BTEC Level 2 course outcomes equivalent GCSE grades if the student has achieved a Merit or higher. Students who have not achieved a grade 4 or above in Maths or English will need to enrol on the one year resit course.

### BTEC Level 2

#### **5 GCSEs A\*-G**

Students who have not achieved a grade 4 in English and/or Maths will need to enrol on the one year English and/or Maths course(s).

BTECs are vocational qualifications in which students are normally required to keep a portfolio of work. A Levels are academic qualifications which usually require traditional study skills. Level 2 BTECs are a one year programme of study and BTEC Level 3 courses are two year programmes.

Both A Levels and BTEC Level 3s are qualifications recognised by universities.

We would anticipate offering all of the BTEC and A Level courses outlined above but some courses may not attract sufficient applications to justify their inclusion in the curriculum. Students applying for courses that are not going to run will be seen by a senior member of staff as soon as possible.

### **Linear from 2017**

A Level subjects are becoming 'linear' qualifications. This means students take A Level exams at the end of two years which will make up 100% of their final grade. However, in order to assess student progress at the end of Year 12 students taking a linear programme may sit an AS exam in that subject (see subject specific details).

# Business Studies

## Business Studies (*Linear*)

*Examination Group: OCR*

Studying an A level in Business will give you a thorough consideration of the way in which businesses operate in the modern, ever changing world. You will gain knowledge and understanding of the key aspects of business decision making, and the impacts these have on the business and its stakeholders. You will investigate different types of businesses with an emphasis on what the importance and consequences are for them and why they differ depending on size. There will be in-depth discussion on how businesses confront issues, and tackle the challenges these issues raise. Alongside this you will learn how to make decisions, and develop the necessary analytical, questioning and quantitative skills to progress in the subject.

### **A Level:**

**Unit 1:** Operating in a local business environment

**Unit 2:** The UK business environment

**Unit 3:** The global business environment

### **Assessment:**

*Units 1, 2 and 3 of the A Level are each assessed by an external examination using a combination of multiple choice, data response, short-answer and extended response questions.*

Many other subjects complement the study of Business; Mathematics and the Sciences, ICT, as well as the Social Sciences such as Sociology and Psychology, all combine well with the study of Business.

### **Entry requirements:**

Students are required to have met the school's A Level entry requirements. A prior knowledge of Business Studies is useful.

**For more information see Mrs Amanda McIntosh, *Leader of Business Studies***

# Humanities & Social Sciences

## Geography (*Linear*)

*Examination Group: Edexcel*

This subject will appeal to anyone who is interested in current affairs, the natural environment and the world around them and enjoys a subject that is relevant to our lives in the 21st century. Geography A level will give you opportunities to explore issues and to carry out practical work in the field. Geography leads to a wide range of careers and university courses such as environmental science, geology, international development, politics and law, social sciences, urban planning, teaching or engineering. Geography will go very well with any other academic A Level subject especially social sciences, humanities, English, maths and science subjects. ***You will be required to complete four days fieldwork which will probably be offered as a residential course which will cost approximately £300.***

The Year 12 course will comprise of both Human and Physical Geography topics. You will study: Tectonic Processes and Hazards; Coastal landscape systems, processes and change; Globalisation; Shaping Places through Rebanding.

The Year 13 course will also comprise both Human and Physical Geography topics which are designed to complement the Year 12 work and develop greater depth of understanding about the world. You will study: Water cycle and water insecurity; The carbon cycle and energy security; Climate change futures; Superpowers; Global development and an interconnected world.

You will also complete an A Level Independent Investigation. This may relate to any aspect of the specification and will incorporate fieldwork data which you collect.

### Assessment of A Level Geography:

*There will be 3 A Level exams at the end of Year 13.*

**Paper 1:** *Will be 2 hours long and will cover ALL of the Physical Geography from the 2 years*

**Paper 2:** *Will be 2 hours long and will cover ALL of the Human Geography from the 2 years*

**Paper 3:** *Will be a synoptic resource based exam and it will be one hour 30 minutes long*

*Papers 1 and 2: Will each be worth 30% of the final grade whilst Paper 3 and the Independent Investigation will each be worth 20% of your grade.*

### Entry Requirements:

Students are required to have met the school's A Level entry requirements.

**For more information see Miss Elizabeth Salmon, *Leader of Geography*, or any member of the Geography Department**

# Humanities & Social Sciences

## Government & Politics (*Linear*)

*Examination Group: Edexcel*

The course allows students to develop their political knowledge and understanding of the UK's political tradition and to understand the contemporary world and their place within the UK. More specifically students will answer a range of important questions about the UK's political system such as: Why is political participation and democracy important? Do elections guarantee democracy?; What are the roles of political parties?; How important are pressure groups?; What is the role and significance of Parliament?; Do elections change anything?; Is there a need for constitutional reform?; Who has power in the executive?; How has EU membership affected the political system?

Students who study Government & Politics will become more active citizens and will be well suited to study Politics, Economics, Law, History or International Relations at university. There are three examined external components.

### Unit 1: UK Politics

**Political Participation** which includes a *2 hour written exam*

Democracy and Participation; Political Parties; Electoral Systems, voting behaviour and the media

### Unit 2: Core Political Ideas which includes Conservatism, Liberalism, Socialism

**UK Government which includes a 2 hour written exam**

Constitution; Parliament; Prime Minister and Executive; Relationship between the branches

**Optional Political Ideas:** choose one from anarchism, ecologism, feminism, multiculturalism and nationalism

### Unit 3: USA which includes a *2 hour written exam*

The USA Constitution and Federalism; US Congress; US Presidency; US Supreme Court; Democracy and Participation; Civil rights

*This course is subject to OFQUAL accreditation*

Any course would go well with Government & Politics, particularly Humanities based subjects but it equally complements the Sciences.

### Entry Requirements:

Students are required to have met the school's A Level entry requirements.

**For more information see Mr John Raynor, *Leader of Government & Politics***

# Humanities & Social Sciences

## Health and Social Care (BTEC Level 3) *Examination Group: Edexcel*

Health and Social Care at Level 3 is a 'stand-alone' qualification that does not require you to have studied the subject before. You will, however, need to have a commitment to maintaining good attendance throughout the duration of the course. A keen interest in the Health Care profession would be advantageous as this course would suit those looking to progress in the many Health and Social Care sectors including Nursing, Primary Education, Social Work and Sports Science. The Health and Social Care sector is one of the country's biggest employers and currently employs four million people across the UK in over 300 different career paths. The course is divided into two years, the first being the equivalent to an AS-Level and the second year brings this up to the equivalent of a whole A-Level and provides UCAS points for University entry. This qualification is also a very good route into entry level roles within the Public Services and NHS as a Higher Level Apprenticeship for those students who do not wish to go to university.

The course is assessed by a mixture of external examinations and coursework and has 8 hours a fortnight of contact teaching time. Students are expected to carry out further study outside of lessons and will also be required to visit a variety of care settings to support their studies and career aspirations.

### Year 1 (BTEC L3 Certificate, equivalent to AS)

#### **Human, Lifespan and Development:**

Students will study the physical, intellectual, emotional and social development across the human lifespan. They will also look at the factors that affect development and the effects of ageing. (*Exam Assessment*)

#### **Meeting Individual Care and Support Needs:**

Students focus on the principles and practicalities that underpin meeting individual's care and support needs, which are the foundation of all the care disciplines. (*Coursework*)

### Year 2 (BTEC L3 Extended Certificate, equivalent to A Level)

#### **Working in Health and Social Care:**

Students explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations. There will be a period of work experience built into this unit. (*Exam Assessment*)

#### **Sociological Perspectives:**

Students study the application of sociological approaches to health and social care whilst considering social inequalities, demographic change, patterns and trends in social groups. (*Coursework*)

#### **Entry Requirements:**

Students are required to have met the school's BTEC Level entry requirements.

**For more information see Miss Charlotte Beard, *Teacher of Health and Social Care***

# Humanities & Social Sciences

## History (*Linear*)

*Examination Group: Edexcel*

History gives students an insight into the world we live in. It looks at key ideas of change and continuity, and cause and effect. It develops skills of analysis, and how to communicate ideas and understanding. History can lead to a range of university courses and gives access to a range of careers. These include Law, the Media, Politics, Journalism, Accountancy, Conservation and Town Planning.

Students will follow Route G of the A Level Specification.

### **Unit 1: Germany and West Germany, 1918-1989**

*This Unit is worth 30% of the overall mark and is assessed by a 135 minute exam.*

### **Unit 2: The Rise and Fall of Fascism in Italy, 1911-1946**

*This Unit is worth 20% of the overall mark and is assessed by a 90 minute exam.*

### **Unit 3: Lancastrians, Yorkists and Henry VII, 1399-1509**

*This Unit is worth 30% of the overall mark and is assessed by a 135 minute exam.*

### **Unit 4: Topic Based Essay**

*This Unit is worth 20% of the overall mark and is an internally assessed piece of coursework.*

### **Assessment:**

*Units 1, 2 and 3 are assessed by external examination. Unit 4 is internally moderated coursework.*

### **Entry requirements:**

Students are required to have met the school's A Level entry requirements.

**For more information see Mrs Carrie Reed, *Leader of History*, or any member of the History Department**

# Humanities & Social Sciences

## Philosophy & Ethics (*Linear*)

*Examination Group: OCR*

This is a course that develops both depth of thought and breadth of understanding. Philosophy is concerned with ultimate questions of meaning and purpose, such as the nature of truth. Ethics is the study of right and wrong, and will help students analyse some of the moral problems facing society today, including medical and sexual ethics. The course will develop a range of skills, including enquiry, interpretation, analysis and reasoning. Students should enjoy in-depth thinking, even where there is no definite answer, and learning through discussion and debate. It provides a good foundation to many university courses and careers, ranging from Law and Journalism to Teaching. It is also a good basis for the Social Sciences.

### **AS Course:**

**Part A: Philosophy:** the concept of God, Reality; Plato and Aristotle, arguments for and against the existence of God: the problem of evil and the questions posed by Psychology and Sociology. Life after Death - Religious experience.

**Part B: Ethics:** the problem of defining “right” and “wrong”; ethical theories and their application such as euthanasia and business.

**Part C:** Development in Buddhist thought. Nature and Purpose of Life. The World and Ultimate Reality. (To be confirmed by Exam Board).

### **A2 Course:**

**Part A: Philosophy:** religious language and nature of god

**Part B: Ethics:** free will, determination, religion and the conscience: ethical issues, sex and sexuality

**Part C:** Zen Buddhism. Far East Buddhist Thought. Buddhism in the West. (To be confirmed by Exam Board).

### **Assessment:**

*All units are assessed by examination.* The course leads to an A Level in Religious Studies, but the three subjects—Philosophy and Ethics and Development in Buddhist Thought — have been chosen to ensure that the skills developed are transferable to many other areas of study.

The course would go well with anything requiring a study of people and ideas (such as History, Psychology or Sociology), logical thought (such as Science, ICT or Maths), or creative thinking (such as English or Art).

### **Entry Requirements:**

Students are required to have met the school's A Level entry requirements.

**For more information see Mr Andrew Wright, Leader of RE**

# Humanities & Social Sciences

## Psychology (*Linear*)

*Examination Group: AQA*

This qualification offers an engaging and effective introduction to Psychology. Students will learn the fundamentals of the subject and develop skills valued by Higher Education (HE) and employers, including critical analysis, independent thinking and research. The proposed topics enable students to consider a range of influences on behaviour and cognitive processes.

### **A Level course:**

**1) Social influence:** Students learn to explain and evaluate explanations for conformity and obedience. Classic studies such as the Stanford Prison experiment are explored in depth enabling students to consider the influence of social roles on individual behaviour. Minority and majority influence are also studied alongside processes that may lead to social change.

**2) Memory:** Models of memory are studied providing a clear framework for students to explain processes involved in short term and long term memory. Students study research into eyewitness testimony as well as fascinating case studies which explore the effects of brain damage on memory and information retrieval.

**3) Attachment:** This unit introduces student to key explanations of human development and relationship formation. Bowlby's theory of attachment stages is explored alongside a range of explanations for the behaviours exhibited by children and adults at different developmental stages

**4) Approaches in Psychology:** Students are introduced to the key theories which underpin key debates and research in Psychology.

**5) Psychopathology:** Differing explanations for abnormality are explored alongside the central question - what is normal?

**6) Research methods:** Research methods requires students to explore and critically assess the fundamental processes that underpin research studies. Psychology students will have the opportunity to conduct small scale research designs.

**7) Biopsychology:** This new unit introduces students to key Physiological processes influencing behaviour including the fight or flight response, the central nervous system and the structure and function of neurons.

**8) Issues and debates in Psychology:** Students learn to apply key issues and debates to a range of topics in Psychology. Free will and determinism, nature versus nurture and the ethics of animal research are all explored.

### **Assessment:**

*3 externally assessed 2 hour written exams.*

This subject would go well with: Maths, Science and History.

### **Entry Requirements:**

Students are required to have met the school's A Level entry requirements.

**For more information see Ms Ruth Preston, *Leader of Social Sciences***

# Humanities & Social Sciences

## Sociology (*Linear*)

*Examination Group: OCR*

This course provides students with the opportunity to gain a deeper understanding of the world around them and reflect on social issues that are often relevant to their own social experiences.

### **A Level Course:**

#### **1) Socialisation, culture and identity:**

This first unit introduces students to key sociological concepts and theories. A range of social institutions are studied as students explore how identity is socially constructed. Students also study how family life has developed and changed in the contemporary UK.

#### **2) Research methods and researching social inequalities:**

Students consider how and why Sociologists conduct research. There will be opportunities for students to conduct their own small scale research designs. Social inequalities will also be considered with a focus on class, ethnicity and gender identities.

#### **3) Debates in contemporary society:**

This unit of the course introduces students to some of the key debates in Sociology namely structure and action. Students will learn to apply and evaluate a range of key theoretical positions.

### **Assessment:**

*Three externally assessed written exams – six hours in total.*

This subject would go well with: History, Philosophy and Ethics and Geography.

### **Entry Requirements:**

Students are required to have met the school's A Level entry requirements.

**For more information see Ms Ruth Preston, *Leader of Social Sciences***

# Creative and Performing Arts

## Art & Design (*Linear*)

*Examination Group: OCR*

This is intended for those students who have developed a considerable interest and talent in one or more aspects of Art or Design. It is particularly important for those wishing to choose a career in Art & Design, or a career for which an Art & Design background is relevant. We study the Fine Art module which includes drawing, painting, print making, sculpture etc.

### **A Level Course:**

#### **Year 1: Unit 1: Foundation Project**

Recording from primary sources

Developing ideas and techniques, often in an experimental way

Learning to analyse the work of others

#### **Unit 2: Landscape Project**

Experimenting with media materials and methods. Studying four important landscape artists to gain experience in a variety of techniques

Unit 3: Controlled Assessment (*10 hours*) AS Fine Art is assessed solely on this element.

#### **Year 2: Unit 3: Critical Study**

An illustrated essay (in sketchbook) investigating and comparing two artists in depth (*3000 words*). These artists will be influences on the artist you have chosen for your Personal Investigation.

#### **Unit 4: Personal Investigation**

Students determine the focus of their practical work for the year, based on an artist of their choice. Sketchbooks and final pieces produced for end of course exhibition

#### **Unit 5: Controlled Assessment (*15 hours*)**

Students receive their exam paper in February and have three months to prepare their exam sketchbook in their own time with extensive guidance from Art teachers. Work on Unit 4 continues throughout this period.

### **Assessment:**

*AS is assessed through 100% examination.*

*A2 Art courses are assessed through 60% coursework and 40% examination.*

This course would go well with any subject.

### **Entry Requirements:**

Students are required to have gained a grade B in Art at GCSE and to have met the school's A Level entry requirements.

**For more information see Ms Kathy Crawley, *Leader of Art***

# Creative and Performing Arts

## Dance (BTEC National Extended Certificate Level 3)

*Examination Group: Edexcel*

The *NEW* BTEC Level 3 Extended Certificate in Performing Arts (Dance) is a two year vocational qualification equivalent to one A Level. This qualification will suit those students who are interested in learning about the performing arts sector. Success in the qualification will support those students with a view to progress into the Performing Arts industry, or to a wide range of higher educational courses if taken as part of a programme of study that includes other A Levels or BTEC Nationals.

Students will study four units over the two years. The units provide a balance of breadth and depth whilst retaining a degree of choice for individual students to study content relevant to own interests and progression choices. The following three units are compulsory:

### **Unit 1: Investigate Practitioners Work**

This unit requires students to complete an extended piece of writing based on two practitioners. Students must investigate and critically analyse contextual influences and the practitioners performance work.

### **Unit 2: Developing Skills and Techniques for Live Performance**

This unit requires students to develop appropriate skills and techniques in the dance discipline. Students will participate in regular workshops, classes and exercises to acquire, practice and develop the necessary technical, and practical interpretive performance skills to help succeed when performing in front of a live audience. Students will take part in two live performances in different styles, which they will then review and evaluate individual skill development.

### **Unit 3. Group Performance Workshop**

Students are expected to respond to a given stimulus (provided by the exam board) as part of a group, using research, discussion and practical exploration to develop and create performance material lasting 10 – 20 minutes to a live audience.

One of the following two units will be studied. This will be chosen to suit the needs and interests of the class of students:

### **Unit 4 Contemporary Dance**

In this unit, students will develop the skills needed to be a contemporary dancer by participating in technique classes, rehearsals and performance. Students will gain an understanding of this dance style and the key influences on its development through research and practical application.

# Humanities & Social Sciences

## Dance (*cont.*)

*Examination Group: Edexcel*

### Unit 5 Jazz Dance

Students develop skills in this unit which enable them to understand the key stylistic features of Jazz dance and prepare students for performing or choreographing a wide range of Jazz dance performances.

### Leaders Courses:

Dance Students will be given the opportunity to offer children's dance lessons to the community and feeder primary schools. This will give the opportunity to complete the Dance Leaders qualifications.

### Entry Requirements:

Students are required to have met the school's BTEC Level entry requirements.

**For more information see Mrs Gemma Brighton, *Acting Leader of Dance***

# Creative and Performing Arts

## Drama & Theatre (*Linear*)

*Examination Group: AQA*

This course builds your confidence, improves your imagination and develops your sensitivity and your artistic knowledge and understanding. Drama and Theatre also provides an introduction to all aspects of theatre, from directing, devising and performing to lighting and set design.

There is a mixture of practical and written work throughout the 2 years with only one written exam. It is an academic subject that grants access in particular to Drama, Humanities, English, Media, Theatre and Stage Management as well as other courses at university.

**Component 1:** Drama and Theatre

Study of 2 plays:

Analysis and evaluation of the work of live theatre makers

**Component 2:** Creating original drama (*Practical*):

Process

Performance (as performer, designer or director)

**Component 3:** Making Theatre (*Practical*):

Practical exploration and interpretation of three extracts

Performance of third extract

### **Assessment:**

*Component 1: Written exam three hours; open book; 80 marks; 40% of A Level*

*Component 2: Working notebook 40 marks; Performance 20 marks; 30% of A Level marked by teachers, moderated by AQA*

*Component 3: Performance 40 marks; reflective report 20 marks; 30% of A Level marked by AQA*

### **Entry Requirements:**

Students are required to have met the school's A Level entry requirements.

**For more information see Mrs Anne Beaumont, *Leader of Drama***

# Creative and Performing Arts

## **Music (Extended Certificate Level 3)** *Examination Group: Edexcel*

BTEC Level 3 in Music is a two year course and covers the key knowledge and practical skills required in the music industry; is equivalent to one GCE A Level. Students will have opportunities to perform songs to a live audience and will have access to all facilities within the music department (i.e. practise rooms, recording equipment, instruments). In addition to this, as part of the course students receive a free 20 minute instrumental lesson each week to support the development of performance skills.

### **Units covered are:**

Music Performance brief

Music Composition brief

Professional Practice in the Music Industry

Solo Performance (*Optional*)

### **Assessment:**

*Coursework involves completing practical tasks in work related scenarios. Assessments are a mixture of internal and externally marked work.*

This course would go well with any subject, particularly other Performing Arts subjects.

### **Entry requirements:**

Students are required to have met the school's BTEC Level entry requirements. If you do not have BTEC Level 2 in Music then you may be asked for a short audition on your instrument.

**For more information see Mr Richard Cull, *Leader of Music***

# Creative and Performing Arts

## Photography (*Linear*)

*Examination Group: OCR*

Students taking this course have the opportunity to study photography in detail. This will give students the chance to learn the practical and theoretical skills involved in this industry.

### **Year 1:**

**Unit 1: Key Skills:** Students are taught key Photographic techniques and styles

**Unit 2: Personal Investigation: Related Study** (*1000-3000 words*)

### **Year 2:**

**Unit 2: Personal Investigation: Personal Study**

**Unit 3** Controlled Assessment

*Students taking the two year course (A2) would produce a major project which has personal significance, including a written study. This is a document between 1000 and 3000 words. The other 40% being taken from a controlled assessment using early release material which they use to plan and carry out a practical solution to a situation set by the examination board.*

### **Assessment:**

*A Level Photography courses are internally marked and externally moderated coursework. Both Controlled Assignments are internally marked and externally moderated examinations. It would work well in combination with many subjects, including Art, Dance, Drama, Music and Media. However, it would also stand alone for students who have a particular interest in photography and wish to improve their skills while gaining a nationally recognised qualification.*

### **Entry Requirements:**

Students are required to have met the school's A Level entry requirements.

**Students would be expected to work with their own digital camera.**

**For further information see Mr Rory Hyde, *Leader of Media and Photography***

# English, Media & Modern Foreign Languages

## English Language (*Linear*)

*Examination Group: AQA*

This course builds on the skills you developed at GCSE by engaging creatively and critically with a wide range of texts and discourses. It will help you to develop your autonomy as a reader and to develop the analytical tools to explore language choices. In addition to English, these courses prepare you for any other University course that demands the ability to argue and defend a point of view, to be open-minded and to think logically.

### **AS Level:**

**Paper 1:** (50%) one hour 30 minutes written exam 'Language and the Individual': Explore the ways language varies depending on subject, audience, purpose, genre and mode. Consider the ways in which identity and representation are constructed.

**Paper 2:** (50%) one hour 30 minutes written exam 'Language Varieties': Explore the ways in which language varies according to social and geographical contexts. Consider the attitudes people may have to different accents and dialects. Both papers develop methods of language analysis in looking at these two areas.

### **A Level:**

**Paper 1:** (40%) two hours 30 minutes written exam 'Language, the Individual and Society': This paper continues your AS work on audience, genre, purpose, mode and representation. It also examines how children learn language and how they are able to understand and express themselves through language.

**Paper 2:** (40%) two hour written exam 'Language Diversity and Change': This paper builds on your AS work on the way language varies according to social groupings and geography. You now explore the way language changes over time as well as from place to place.

**Paper 3:** (20%) Non exam assessment: A language investigation and piece of original writing: 'Language in Action: Now you get a chance to research an area you are interested in. For example, this might include: differences in the way men and women talk; the language of the media; the language of different occupations or pastimes. You also produce a piece of original writing based on one of these three areas:

- The Power of Persuasion
- The Power of Storytelling
- The Power of Information

It might take the form of a speech, a short story or a blog, amongst others.

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# English, Media & Modern Foreign Languages

## English Language (*cont.*)

*Examination Group: AQA*

*Continued from previous page*

### **Assessment:**

*Components 1 and 2 are assessed by external examination.*

This course would go well with Media Studies, History, Philosophy, Sociology and any subject that requires higher level communication skills. English Language is useful for careers in Law, Business, the Media, Teaching and Journalism. In all careers, of course, the ability to communicate effectively is essential.

### **Entry Requirements:**

Students are required to have gained a grade 5, preferably a grade 6, in English Language at GCSE.

**For more information see Ms A Barker, *Leader of English***

# English, Media & Modern Foreign Languages

## English Literature (*Linear*)

*Examination Group: AQA*

This course builds on the skills you developed at GCSE by engaging creatively and critically with a wide range of texts and discourses. It will help you to develop your autonomy as a reader and as a critic of a wide range of literature, both classic and modern. In addition, this course prepares you for any other university course that demands the ability to argue and defend a point of view, to be open-minded and to use inference and deduction.

### **AS Level:**

**Paper 1:** (50%) one hour 30 minutes written exam 'Love through the Ages': Shakespeare and Pre-1900 Poetry.

For this paper, you will explore aspects of a central literary theme as seen over time. It involves the study of Shakespeare's representations of love within a dramatic genre. You will encounter a range of poetic forms as you study aspects of love such as jealousy and guilt, truth and deception and social conventions and taboos.

**Paper 2:** (50%) one hour 30 minutes written exam 'Love through the Ages': Prose. Through the study of two prose texts, this unit explores the relationships that exist between texts and the contexts in which they are written, received and understood using a range of reading strategies and critical perspectives.

Both papers develop methods of analysis and encourage multiple interpretations and critical debate. This course opens up a rich, challenging and coherent approach to English Literature that provides an excellent basis for further study in the subject.

### **A Level:**

The A Level course encourages the exploration of texts in a number of different ways. You will engage with two of the main historicist perspectives; texts written across widely different time periods that explore the same theme and those written within a narrower and clearly defined time period. It entails the study of various texts, both singly and comparatively. You are required to read widely across a range of texts and connect them across time and topic.

**Paper 1:** (40%) three hour written exam 'Love through the Ages':

This paper builds on your AS work with the study of Shakespeare, poetry and prose. The historicist approach of exploring a key theme as seen over time encourages you to evaluate the relationships that exist between texts and the context in which they are written, received and understood.

**Paper 2:** (40%) two hours 30 minutes written exam 'Texts in Shared Contexts':

This paper involves the study of three texts within a shared time period: One prose, one poetry and one drama. Focusing on contemporary literature, areas to be explored include wars and their legacy, personal and social identity, changing morality or resistance and rebellion, or changing morality.

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# English, Media & Modern Foreign Languages

## English Literature (*cont.*)

*Examination Group: AQA*

*Continued from previous page*

Paper 3: Non-exam assessment (20%) 2,500 words Independent Critical Study: ‘Texts across Time’:

This entails a comparative critical study of two texts. It provides a challenging and wide ranging opportunity for independent study. You are able to pursue your own interests through comprehensive independent reading. The comparative critical study is based on a theme of your choice, for example the representation of gender, the gothic, the struggle for identity or crime and punishment.

### **Assessment:**

*Components 1 and 2 are assessed by external examination.*

This course would go well with Drama and Theatre Studies, Media Studies, Sociology, History, Philosophy and any subject that requires higher level communication skills. English Literature is useful for careers in Law, Business, the Media, Teaching and Journalism. In all careers, of course, the ability to communicate effectively is essential.

### **Entry Requirements:**

Students are required to have gained a level 5, preferably a Level 6, in English Literature and English Language at GCSE.

**For more information see Ms A Barker, *Leader of English***

# English, Media & Modern Foreign Languages

## French (*Linear*)

*Examination Group: AQA*

This course will broaden your horizons! You will be able to read French magazines, newspapers and websites, and understand contemporary spoken French from TV and radio. You will learn to write report summaries and essays, hold conversations in French and take part in debates about French culture and society. Further studies in French will open up more opportunities in Higher Education as well as the world of work. It will improve employability in international and European companies and show that you have superior linguistic competence and language skills.

### **Year 1 (AS Course):**

#### **Aspects of French-speaking society: current trends**

The changing nature of family; The 'cyber-society'; The place of voluntary work

#### **Artistic culture in the French-speaking world**

A culture proud of its heritage; Contemporary francophone music; Cinema: the 7th art form

#### **Study of a book or a film**

#### **Assessments at AS:**

*Paper 1: Listening, Reading and Translation into English (45% of AS marks)*

*Paper 2: Writing and Translation into French (25% of AS marks)*

*Paper 3: Speaking (30% of AS marks)*

### **Year 2 (A-Level Course):**

#### **Aspects of French-speaking society: current issues**

Positive features of a diverse society; Life for the marginalised; How criminals are treated

#### **Aspects of political life in the French-speaking world**

Teenagers, the right to vote and political commitment; Demonstrations, strikes - who holds the power?; Politics and Immigration

#### **Study of a book**

#### **Assessments at A-Level:**

*Paper 1: Listening, Reading and Translation (50% of A Level marks)*

*Paper 2: Writing (20% of A Level marks)*

*Paper 3: Speaking (30% of A Level marks)*

This course would complement any A Level programme.

#### **Entry Requirements:**

Students are required to have met the school's A Level entry requirements and gained a B grade in French at GCSE.

**For more information see Miss Emily Malaval, *Leader of Modern Foreign Languages***

# English, Media & Modern Foreign Languages

## German (*Linear*)

*Examination Group: AQA*

This course will broaden your horizons! You will be able to read German magazines, newspapers and websites, and understand contemporary spoken German from TV and radio. You will learn to write report summaries and essays, hold conversations in German and take part in debates about German culture and society. Further studies in German will open up more opportunities in Higher Education as well as the world of work. It will improve employability in international and European companies and show that you have superior linguistic competence and language skills.

### **Year 1 (AS Course):**

#### **Aspects of German-speaking society: current trends**

The changing nature of family; The digital world; Youth culture: fashion and trends, music, television

#### **Artistic culture in the German-speaking world**

Festivals and traditions; Art and architecture; Culture life in Berlin, past and present

#### **Study of a book or a film**

#### **Assessments at AS:**

*Paper 1: Listening, Reading and Translation into English (45% of AS marks)*

*Paper 2: Writing and Translation into German (25% of AS marks)*

*Paper 3: Speaking (30% of AS marks)*

### **Year 2 (A-Level Course):**

#### **Multiculturalism in German-speaking society**

Immigration; Integration; Racism

#### **Aspects of political life in the German-speaking world**

Germany and the European Union; Politics and youth; German reunification and its consequences

#### **Study of a book**

#### **Assessments at A-Level:**

*Paper 1: Listening, Reading and Translation (50% of A-Level marks)*

*Paper 2: Writing (20% of A Level marks)*

*Paper 3: Speaking (30% of A Level marks)*

This course would complement any A Level programme.

#### **Entry Requirements:**

Students are required to have met the school's A Level entry requirements and gained a B grade in German at GCSE.

**For more information see Miss Emily Malaval, *Leader of Modern Foreign Languages***

# English, Media & Modern Foreign Languages

## Media (*Linear*)

*Examination Group: OCR*

This course develops critical awareness by analysing media products and the use of the media as a means of creative expression. The technical and communication skills you will acquire are useful for a range of university courses, including Media, Film, History, Sociology and Cultural Studies.

### **Year 1:**

**Unit 1:** Making a Media Product ie Film (*coursework 30%*)

### **Year 2:**

**Unit 2:** Media Products (*written exam 30%*)

**Unit 3:** Media in the Digital Age (*written exam 40%*)

### **Assessment:**

*Coursework is internally marked and externally moderated. Media Products and Media in a Digital Age are external exams. (70% examination, 30% coursework)*

It would work well in combination with many subjects, including Photography, English, Sociology and Art.

### **Entry Requirements:**

Students are required to have met the school's A Level entry requirements.

**For more information see Mr Rory Hyde, *Leader of Media* or Miss Emma Hodgson**

# Maths, Science & Technology

## Biology (*Linear*)

*Examination Group: Edexcel*

Students at Hedingham School follow the Pearson Edexcel Biology B specification 8B101(AS)/9B101(A Level). This has been designed to encourage and inspire students by showing how an understanding of many contemporary issues requires a grasp of fundamental biological ideas. Biology is very important for anyone interested in studying a university course or pursuing a career in: Scientific Research, Medicine, Veterinary Science, Agricultural or Environmental Sciences, the Pharmaceutical Industry, Teaching or Conservation.

### **AS Level:**

**Unit 1:** Core Cellular Biology and Microbiology

**Unit 2:** Core Physiology and Ecology

AS Units 1 and 2 are each assessed by a written examination of one hour 30 minutes (80 marks) each contributing 50% to the AS Level. The Paper may include multiple choice, short, open response, calculations and extended writing questions and a significant number of questions on the 8 core assessed practicals in the course, along with 10% questions based on the mathematical skills taught throughout.

### **A Level:**

**Unit 1:** Advanced Biochemistry, Microbiology and Genetics

**Unit 2:** Advanced Physiology, Evolution and Ecology

**Unit 3:** Synoptic paper

### **Assessment:**

*Units 1 and 2 are each assessed by a written examination paper of 115 minutes duration, contributing 30% each to the total A Level. Unit 3 contributes 40% to the total A Level marks and is a synoptic paper of 150 minutes which may draw on all of the topics covered. The final element is a Science Practical Endorsment which is assessed internally. To achieve a pass, students must demonstrate that they are competent in a prescribed list of practical skills, by completing a number of core practicals throughout the course. This will not contribute to the final grade, but will be reported as a pass on the student's certificate.*

The course would complement Physics, Chemistry, Psychology, PE, Health and Social Care, Maths and Geography A Levels.

### **Entry requirements:**

Students should achieve a minimum of a B grade in the examined element(s) of GCSE Biology or GCSE Science *and* Additional Science (having sat and gained at least a B grade in at least one higher tier GCSE Biology paper) to take A Level Biology. Students are required to have met the school's A Level entry requirements and gained a grade 6 in Maths.

For more information see Dr James Finn, *Leader of Science*, Mr Rupert Sanders, *Leader of Biology*

# Maths, Science & Technology

## Chemistry (*Linear*)

*Examination Group: Edexcel*

This course offers a variety of topics to study incorporating a number of core practicals. Success in this course will allow students to follow university courses or careers in Engineering, Medicine, Veterinary Science, Forensic Science, the Pharmaceutical Industry and Environmental Science amongst others.

### **A Level:**

**Paper 1:** Advanced Inorganic and Physical Chemistry

**Paper 2:** Advanced Organic and Physical Chemistry

**Paper 3:** General and Practical principles in Chemistry

### **Assessment:**

*AS Level assessment consists of two papers, each worth 50% of the total, each taking 90 minutes.*

*A Level assessment consists of two 105 minute written exams each worth 50% and a further third paper of 150 minutes worth 40% which includes questions on experimental methods and then core practicals performed during the year.*

This course would complement any of the other Sciences: Biology, Physics and Maths, but is equally an ideal companion with Social Sciences, Humanities and the Arts.

### **Entry requirements:**

Students should achieve a minimum of a grade B in the examined element(s) of GCSE Science *and* Additional Science or preferably Chemistry GCSE (having sat at least one higher tier Chemistry paper). Students are required to have met the school's A Level entry requirements and gained a grade 6 in Maths.

**For more information see Miss Miranda Smith, *Leader of Chemistry*, or Dr James Finn, *Leader of Science***

# Maths, Science & Technology

## Computer Science(*Linear*)

*Examination Group: AQA*

The AQA Computer Science specification has been designed to teach students a range of analytical and lateral thinking skills and is ideal for students who wish to go on to higher education courses or employment where a knowledge of Computer Systems and Programming would be beneficial. One can study Computer Science and go on to a wide variety of different careers such as Medicine, Law, Business, Politics and of course, ICT or Computing. The course combines a range of different elements and although a large portion of the course requires students to develop a knowledge of a programming language, there is also a large emphasis on computational thinking. Computational thinking is the reasoning used by both humans and computers in order to solve a problem, this means using abstraction and decomposition to break a problem down to its most basic elements; this is an important life skill and can be applied across wide and varied curriculum. Many great challenges lie ahead for future Computer Scientists to solve. This course, with its emphasis on abstract thinking, general problem-solving, algorithmic and mathematical reasoning and scientific and engineering based thinking, is a good foundation for understanding these future challenges.

### **Assessment:**

Due to the new linear style of the course, the assessment is as follows:

#### **Paper 1 Taken at end of Year 13: On screen exam - 2 hours 30 minutes (40% of A Level):**

This Paper tests a student's ability to program, as well as their theoretical knowledge of computer science. This includes content from the following units: Fundamentals of Programming, Fundamentals of Data Structures, Fundamentals of Algorithms, Theory of Computation and Systematic Approach to Problem Solving.

#### **Paper 2 Taken at end of Year 13: Written exam - 2 hours 30 minutes (40% of A Level):**

This Paper tests a student's theoretical knowledge of computer science and covers content from the following units: Fundamentals of Data Representation, Fundamentals of Computer Organisation and Architecture, Consequences of uses of Computing, Fundamentals of Communication and Networking, Fundamentals of Databases, Big Data and Fundamentals of Functional Programming.

#### **Non-Exam Assessment (NEA): Coursework (20% of A Level):**

The non-exam assessment tests student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving which they have learnt from their theory modules and will produce a project log to accompany either their investigation or their created system.

#### **Entry Requirements:**

Students are required to have met the school's A Level entry requirements.

**For more information see Mr Robert Daniels, *Leader of Computer Science and ICT***

# Maths, Science & Technology

## Design & Technology (Product Design) (*Linear*) Examination Group: WJEC

Provides technological awareness and capability. It develops skills in graphical communication as well as written communication. The course provides access to CAD/CAM and encourages the use of ICT for design presentation. It will make you a better problem-solver and lateral-thinker; it will help you develop self-discipline and perseverance. This course provides access to Design and Engineering courses at University and careers in these fields.

Students can opt to complete their 'Design and Make' project in Graphics, Resistant Materials or Textiles in both the AS and A2 years.

### Year 1 (AS Course):

**Exam - Choice of Focus Areas:** Product Design; Design Engineering; Fashion and Textiles. 50% (150 minutes written paper)

**Design and Make Coursework Task:** Product Design; Design Engineering; Fashion and Textiles. 50% (40 hours)

### Year 2 (A2 Course):

**Exam - Choice of Focus Areas:** Product Design; Design Engineering; Fashion and Textiles. 50% (180 minutes written paper)

**Design and Make Coursework Task:** Product Design; Design Engineering; Fashion and Textiles. 50% (80 hours)

*This course is subject to OFQUAL accreditation*

### Assessment:

*The AS and A2 courses are assessed by means of 50% coursework and 50% examination.*

This course would particularly complement Maths, Physics, Art & Design.

### Entry requirements:

Students are required to have met the school's A Level entry requirements.

**For more information see Mr James Gamble, *Leader of Design & Technology***

# Maths, Science & Technology

## Information Technology (BTEC Level 3) *Examination Group: Edexcel*

The NEW Level 3 BTEC in Information Technology is designed to engage students in the use of information systems and to help develop their understanding of the best ways to utilise digital technologies. It is a suitable qualification for any student who is interested in continuing on to further education in IT or who wishes to pursue a career in the IT industry. The course provides students with the opportunity to develop a range of vocational skills that relate to real life information systems, they will do this by learning about how data is stored and processed in a computer, how businesses use social media and by developing models to provide a projection for business finances.

In the first year of the course students will learn about “Creating Systems to Manage Information”, this will involve learning skills to create, modify and extract data from databases. The students will be assessed through a controlled assessment task over a period of 10 hours. They will be given a scenario and must create an appropriate system based on the specification they receive. In the second part of their first year students will carry out a piece of extended coursework that looks at “Using Social Media in Business”, this unit delves into looking at the ways that businesses use social media outlets to promote their brands, products and services. Students will be expected to create a social media campaign and analyse the results of this, looking at how effective their campaign was, plotting statistical data onto graphs and charts, and presenting their findings.

In their second year students will carry coursework that looks at “Data Modelling”. This unit looks at business finances, and how businesses make the correct financial decisions based on projections. Students will then develop a range of advanced spreadsheet skills and create a business model to predict and analyse a range of financial scenarios. The final unit (theory) teaches students about a variety of different information technology systems; these will be studied in detail so students can select an appropriate computer system for a given purpose. They will look at what impact IT systems have on different organisation/ individuals and they will draw on their learning from the other units covered so far. This is then tested by a written paper at the end of the year.

### **Year 1: Certificate (AS equivalent):**

Unit 2 – Creating Systems to Manage Information (*controlled assessment*)

Unit 3 – Using Social Media in Business (*coursework*)

### **Year 2: Extended Certificate (A-Level equivalent):**

Unit 5 – Data Modelling: (*coursework*)

Unit 1 – Information Technology Systems (*2 hour written exam*)

### **Entry requirements:**

Students are required to have met the school’s BTEC Level entry requirements. Although no previous ICT qualification is required, a Level 2 BTEC in ICT/I&CT or a GCSE in ICT or Computer Science is preferred.

**For more information see Mr Robert Daniels, *Leader of Computer Science and ICT***

# Maths, Science & Technology

## Mathematics (*Linear*)

*Examination Group: Edexcel/AQA*

This is a challenging course that will prepare you for a wide variety of university or employment opportunities. It has the reputation of developing students' logical thinking and problem-solving skills.

### **A2 Course:**

Students will follow a two year programme including units in Pure Mathematics, Mechanics and Statistics. Topics such as differentiation, integration, co-ordinate geometry and trigonometry are some of the main components of the course.

### **Assessment:**

*Students will be assessed by three 2 hour exams at the end of the two year course.*

This course would go well with any subject, particularly Biology, Chemistry, Physics, ICT, Geography, Philosophy and Business Studies.

### **Entry requirements:**

Students will need to have been entered for the higher tier and we will expect them to have achieved a grade 7 or above at GCSE. Students who have achieved a grade 6 will be considered in some circumstances.

**For more information see Mrs Georgina Woodley, *Leader of Mathematics* or any member of the Mathematics department**

# Maths, Science & Technology

## Physics (*Linear*)

*Examination Group: AQA*

A Level Physics is a stepping stone to furthering your study of a science based subject at university. It is an extremely versatile qualification and is essential for Electronics, Engineering and Pure Sciences and also very useful for auxiliary science based subjects, such as Medicine. The intellectual training that one gains studying Physics, such as the use of Applied Mathematics and logical reasoning, as well as the scientific approach to problem-solving, can be considered useful for any profession. We will follow the AQA Physics specification.

### **Content:**

#### ***Core content***

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and materials
- Electricity
- Further mechanics and thermal physics
- Fields and their consequences
- Nuclear physics

#### ***Options***

**Astrophysics; Medical physics; Engineering physics; Turning points in physics; Electronics**

### **Assessment:**

*AS Level - There are two examinations, both of which are one hour 30 minutes in duration. Paper 1 consists of short and longer answer questions whereas Paper 2 also tests practical and data analysis skills.*

*A Level - There are three examinations, all two hours in duration. These consist of long or short answer questions, alongside a multiple choice section for Paper 1 and 2. Paper 3 covers practical skills and data analysis alongside questions from the optional units covered.*

This course would complement other Science subjects and A Level Maths.

### **Entry requirements:**

Students should achieve a minimum of a B grade in the examined element(s) of GCSE Physics or GCSE Science *and* Additional Science (having sat at least one higher tier GCSE Physics paper) to take A Level Physics. Students are required to have met the school's A Level entry requirements and have gained a grade 6 in Maths.

**For more information see Dr James Finn, *Leader of Science***

# Sport

## Physical Education (*Linear*)

*Examination Group: OCR*

The PE specifications provide students with the exciting opportunity to gain a deeper understanding of PE and sport in the wider context. Stimulating content is at the heart of these engaging qualifications, which will encourage students to immerse themselves in the world of sports and PE. Studying for A Level PE will give you a fantastic insight into the amazing world of sports performance. Not only will you have the chance to perform or coach a sport through the non-exam assessment component, you will also develop a wide-ranging knowledge into the how and why of physical activity and sport.

All areas of content are now compulsory. As such, you will receive a well-rounded and full introduction to the world of PE, sport and sports science. This complete grounding in the subject provides a fantastic base for you to build when you move on to higher education, employment or further training. The assessment will take part in four components:

### **Component 1: Physiological Factors Affecting Performance** (30% of overall grade)

This group of topics focuses on key systems of the human body involved in movement and physical activity. Candidates will develop their knowledge and understanding of the changes within these body systems prior to exercise, during exercise of differing intensities, and during recovery.

### **Component 2: Psychological Factors Affecting Performance** (20% of overall grade)

This component focuses on the psychological factors affecting physical activities and sports, including: models and theories that affect learning and performance in physical activities; how different methods of training and feedback work and why their effectiveness differs from a person to person; group dynamics and the effects of leadership and stress on performers.

### **Component 3: Socio-cultural and Contemporary Issues** (20% of overall grade)

This component focuses on the sociological and contemporary factors that influence and affect physical activity and sport for both the audience and the performer and how sport affects society. It includes the emergence and evolution of modern sport and how social and cultural factors shaped the characteristics of sports and pastimes in pre-industrial and post-industrial Britain.

### **Component 4: Performance within Physical Education** (30% of overall grade)

Learners will be required to undertake two parts within this component.

### **Assessment:**

*Part 1: Performance/coaching of a sport or activity from the approved DfE list.*

*Part 2: The Evaluation and Analysis of Performance for Improvement (EAPI) of a sport or activity from the approved DfE list. This does not have to be the same sport or activity that was undertaken in part 1, although it can be.*

This course would go well with Sport BTEC Level 3, Biology, Psychology, Chemistry and Physics.

### **Entry requirements:**

Students are required to have met the school's A Level entry requirements.

**For more information see Mr David Sergeant, Leader of PE**

# Sport

## Sport (BTEC Level 3)

*Examination Group: Edexcel*

### **Sport, Development, Coaching and Fitness**

This BTEC Level 3 course prepares learners for potential employment within the sport and recreation sector. The qualification gives learners the opportunity to develop a range of techniques, personal skills and attributes essential for successful performance in working life. This BTEC qualification in Sport provides an introduction to the sector for learners looking to build a career in sport, within one of its many occupational areas, including careers in exercise and fitness, coaching and leadership, sports development and the outdoors.

#### **Year 1: Mandatory Units:**

Principles of Anatomy and Physiology in Sport

The Physiology of Fitness

Assessing Risk in Sport

Fitness Testing for Sport and Exercise

#### **Year 2: Further Units:**

Practical Team Sports

Psychology for Sports Performance

Sports Injury

#### **Assessment:**

*All assessments are internally assessed through written and practical assignments.*

This course would go well with Sport Development and A Level PE.

#### **Entry requirements:**

Students are required to have met the school's BTEC Level entry requirements.

For more information see Mr Darren Batch, *Leader of Vocational Education*

# Sport

## Sports Development (Level 3) with CSLA & HSLA

*Examination Group: Edexcel and Sports Leaders UK*

This two year BTEC Level 3 Sports Development is a specialist course giving students the opportunity to learn about key aspects of sports development, such as the various aspects of sports coaching, barriers to sport participation and how government and sports organisations overcome these barriers.

Students take Community Sports Leadership Award in the first year of the course, with Higher Sports Leadership Award taken in the second year. These courses are accredited by Sports Leaders UK and complement the learning undertaken during the Level 3 Certificate in Sports Development.

### **Year 1 Units:**

- Level 2 Community Sports Leadership Award
- Sports Coaching

### **Year 2 Units:**

- Level 3 Higher Sports Leadership Award (16 UCAS Points)
- Sports Development

### **Assessment:**

*All assessments are internally assessed through written and practical assignments.*

This course would go well with Level 3 Sport BTEC and other Level 2 courses.

### **Entry requirements:**

Students are required to have met the school's BTEC Level entry requirements.

For more information see Miss Chelsea Wood, *Teacher of PE*

# Skills Programme

## Skills Programme (BTEC Level 2)

*Examination Groups: Edexcel, Royal Society for Public Health, British Safety Council, Goodskills Training*

The Skills Programme is a varied package of courses aimed at students wanting to develop skills and abilities used in the workplace. It is designed for Level 2 learners who work towards nationally recognised qualifications that are relevant in the workplace or in the home, within industry or as an individual.

**Level 2 Learners** are those students who have not gained five GCSEs at grade C and above including Maths and English at grade 4. The Programme is designed for students who may wish to follow a one or two year course.

### **Year 12**

The Year 12 Programme provides courses at Levels 1 and 2. For those students who have not yet gained a grade 4 at either English or Maths or both, they must take a Maths and/or English course and three further blocks.

### **Options:**

**Work Skills**  
**Construction**  
**Hospitality**  
**Maths and/or English**

Course content and delivery:

### **Work Skills incorporates:**

Preparing for the Recruitment Process  
Applying for a job  
Planning an enterprise activity  
Running an enterprise activity

### **Construction incorporates:**

Health and Safety and Welfare in Construction  
Developing Carpentry Skills  
Developing Decorating Skills  
Producing a Product  
Good Skills First Aid in the Workplace

### **Hospitality incorporates:**

BTEC Jamie Oliver Home Cooking Skills  
Good Skills Food Safety  
BTEC Food Service

# Skills Programme

## Skills Programme (*cont.*)

*Examination Group: Edexcel*

Success in the Skills Programme would allow students a useful stepping stone to:

Further Vocational qualifications at Level 2

Further Vocational qualifications at Level 3

Apprenticeships

Employment

**For more information see Mr Darren Batch, *Leader of Vocational Education***

# Skills Programme

## English GCSE

*Examination Group: AQA*

For students who have not yet achieved a GCSE English grade 4, the English Learning Area will be offering the AQA English Language GCSE as a one year course with two exams in the summer term.

**Paper 1:** Explorations in Creative Reading and Writing (50%).

**Paper 2:** Writers' Viewpoints and Perspectives.

For more information see Ms A Barker, *Leader of English*

## Mathematics GCSE

*Examination Group: Edexcel*

For students who have not yet achieved a GCSE Mathematics grade 4 the Mathematics Learning Area will be offering a GCSE in a year long course. This will follow a Linear Foundation specification with exams in the summer.

**Assessment:**

*The exam consists of three papers: one is a non-calculator paper and the other two are calculator papers.*

For more information see Mrs Georgina Woodley, *Leader of Mathematics* or any member of the Mathematics department

# Policies

## Attendance

In order for you to attain your full potential, attendance at all lessons for your chosen courses is compulsory. Year 12, 13 and 14 students must register each morning between 8.40-9.00 am in the Sixth Form area. They must also attend 1-1 mentoring by appointment with their personal tutor. We expect you to read your school email daily. It is compulsory for students to attend all personal tutor sessions. Their attendance counts towards the minimum 90% requirement. Failure to attend above an average of 90% of your lessons may result in you being asked to leave the course.

To maximise your potential as a Sixth Form student you are also encouraged to stay in school all day to make the best use of your personal study time. Teachers may ask to meet with you during this time. Year 12, 13 and 14 students may go home after their last lesson of the day. If you are leaving the school site during the school day it is compulsory to sign out at the Sixth Form office. This allows us to have correct information for fire drill procedures.

## Absence

If you are ill or for any other reason unable to get to the school, the school must be notified by telephone on the morning of the absence. Year 12 parents must telephone the school. In Year 13 students can telephone the school before 9.00 am. If there is an absence of five days or more, then this should be supported by a doctor's certificate.

For planned absence eg hospital appointment, university visit, funeral, driving test etc, you should fill in an absence form prior to the event. You can get these from the Sixth Form Office. Students should not plan driving lessons or routine doctor's appointments during the school day.

Parents of students who are not present at school and have not completed a form prior to their absence or telephoned in will be texted on the morning of the day they are not in school to check the reason for absence. Students who arrive late to school must sign in at the Sixth Form Office.

## Learners' Code

Hedingham Sixth Form has very high expectations of all learners. Students will need to show that they are capable, polite, co-operative and independent learners. They will have to work hard to keep their place on their chosen courses here by performing to expectations, working at or above their target grades, achieving well in all exams, keeping up attendance and behaving appropriately at all time. Hedingham Sixth Form's policy on behaviour and performance expectations has been put into place to support *student's* learning and to enable them to achieve their goals.

# Policies

## Dress Code

Students are expected to wear clothes suitable for a learning environment and remember that they are role models for younger students.

T-shirts with any wording that may be considered offensive are not appropriate. Students should also not wear clothing in the summer that exposes large areas of flesh. Skirts and shorts, if worn, should be no shorter than just above the knee. Flip flops should not be worn to school due to health and safety issues. Students should be aware that only natural hair colours and minimal piercings are acceptable.

Sixth Form students are also not allowed to wear hoods or hats anywhere on the school site. Students must also wear their photo ID badge at all times on school site.

## Careers

The Sixth Form participates in the Higher Education Conference in June each year at one of the local universities and has a programme of guidance for university entrance. They also have access to a Personal tutor. In the Summer Term for Year 12 students there is a business Enterprise week which prepared students for the world of work.

## Employment

We understand that many Year 12, 13 and 14 students have paid employment for a number of hours each week. It is important that this is always out of school time and we recommend that 8 hours should be the maximum length of time spent in paid employment per week. Additional hours will have a detrimental effect on a student's ability to study effectively. Students are not allowed to undertake paid work during the school day and it is recommended that they think carefully about afternoon and evening work as post-16 courses are very demanding.

## Bullying

We pride ourselves in being a caring school in which students are keen to work, and bullying is rare. Nevertheless, we acknowledge that incidents of bullying can occur. The Anti-Bullying Policy was devised by students and staff. It lays out how we attempt to build an ethos which is positive about individual differences between people and which deters bullying. It makes it clear that bullying is unacceptable, and finds ways of supporting the victim, and guiding the bully into more socially acceptable ways. In addition, Sixth Form students offer active listening to support any younger student who needs to talk.

## Charging

The School's policy makes charges for a number of defined activities in accordance with the Education Reform Act 1988, including:

*Board and Lodging on overnight trips  
Work Experience Transport*

*Finished Products in Technology  
Individual Music Tuition in School*

# Policies

## **Child Protection**

All staff at Hedingham School are committed to protect and safeguard the welfare of all students within the school. Our aim is to create an environment where all students feel safe, accepted and trusted.

Students will know that there are adults within the school who they can approach if they are worried or in difficulty. There are activities and opportunities included in the curriculum which equip students with the skills they need to stay safe from abuse.

All actions follow the Essex Safeguarding Children Board Guidelines and recommended Essex Child Protection procedures.

## **Students with a Disability**

The school is committed to inclusion to prevent disabled students being treated less favourably than other pupils and aims to be an accessible place for all people, whatever their age, ability, race, culture or gender. Arrangements for the admission of students with disabilities begins prior to them joining the school. The school's Special Needs coordinator works with families, and outside agencies to determine the student's needs and implications for the school's provision for inclusion. The school has implemented its accessibility plan and now has a fully accessible site. This has included providing wheelchair access to the sports hall, farm, a wet room and a new lift.

## **E-Safety**

The school is passionate about the use of technology. However, with every technological advance new risks are presented as well as opportunities. The aim is to maintain an environment that harnesses technology but also ensures students remain safe by detailing the acceptable use of the internet, recording devices and mobile phones. The policy identifies what is an E-Safety incident and the procedures the school will follow.

## **Gifted and Talented**

Schools have a responsibility to meet the educational needs of all students, but should provide greater challenges in lessons for gifted and talented students. Gifted and talented describes children and young people with an ability to develop to a level significantly ahead of their year group (or with the potential to develop those abilities). All mainstream secondary schools have a gifted and talented register which identifies students which fall into these categories. This process is carried out as part of the annual school census and usually includes around 10% of the school population. Students are identified as gifted and talented based on evidence including test results, quality of work and views of teachers and parents.

# Policies

## Learning and Teaching

The Learning and Teaching Policy is central in providing direction for the learning that takes place in the classroom. It aims to:

- Provide a structure for learning that can be understood by students to promote greater consistency in planning and organising lessons
- Encourage students to take more responsibility for their learning
- Enable staff to use a wider range of teaching strategies

Teaching staff are expected to use a range of styles of learning. These include discussion work, group work, thinking skills, writing, role play, and ICT for non-specialists. An important development for all teachers is to integrate the personal, learning and thinking skills into the programme of study. Learning and teaching is monitored rigorously in the school self evaluation programme. All teachers are observed as part of the reviews.

## Learning Support and Special Needs

All members of staff have a responsibility to meet students' special educational needs. The Leader of Learning Support leads and co-ordinates support for students. She is supported by two HLTAs, one of whom has a literacy specialism. Students with SEND are fully integrated into normal classes. They are withdrawn when their individual education plan highlights a need for small group or individual teaching. Many of these use ICT to support student learning. Learning Support staff are timetabled to support students in targeted lessons but most have a subject specialism.

## Policies and Complaints

Parents wishing to see or acquire relevant curriculum or policy documents, or to discuss concerns in respect of the curriculum, are welcome to contact the Headteacher. It is hoped that any other difficulties that arise may be resolved by contacting the school office who would arrange for an appropriate person to respond as soon as possible. In exceptional cases a parent may wish to make a formal complaint. In this case they should do so in writing to the *Chair of Governors, c/o the School*.

## Race Equality

As a school, we are committed to the promotion of equal opportunity for all, including people from different racial, ethnic, cultural and religious backgrounds. In relation to race equality, the curriculum addresses two dimensions, the development of intercultural awareness and education against racism. The school's PSHE and RE programmes explore the two dimensions with students.

We consider that all manifestations of racism are wholly unacceptable and will act positively to eliminate racial discrimination where it occurs. We will take prompt, effective and systematic action to deal with the racist incidents and to identify and address racial, ethnic, cultural and religious inequalities.

# Policies

## **Sex and Relationships Education**

The Sex and Relationships Education Policy promotes open and honest discussion in mixed and single sex groups of young adults whenever possible. Outside speakers are used on topics where particular expertise and knowledge is considered beneficial. Hedingham's Sex and Relationships Education Programme is designed to support and complement the teaching provided by parents in the home. Parents are welcome to contact the school for further information about topics and resources. Parents have the right to withdraw their children from the elements of the Sex and Relationships Education Programme that are not part of the national curriculum. The policy may be viewed at the school on application.

# General Information

Headteacher:	Mr John Panayi
Deputy Headteacher:	Mr Andy Harvison
Deputy Headteacher:	Mr Paul Finch
Leader of Sixth Form:	Mr John Raynor
Chairman of Governors:	Mr Miles Scrivens
Vice Chairman of Governors:	Mrs Julia King

## Term Dates

Autumn Term starts:	4 September
Half Term holiday:	23-27 October
Autumn Term ends:	20 December
Spring Term starts:	2 January
Half Term holiday:	12-16 February
Spring Term ends:	29 March
Summer Term starts:	16 April
Half Term holiday:	28 May-1 June
Summer Term ends:	20 July

## Term Dates 2017-2018

## The School Day

<i>Registration</i>	8.40am
Period 1	9.00am
Period 2	10.00am
<i>Break</i>	11.00am
Period 3	11.20am
Period 4	12.20pm
<i>Lunch</i>	1.20pm
Period 5	2.10pm
<i>Finish</i>	3.15pm

Students who do not travel on school buses should normally arrive at 8.30 am. A late bus travels on Wednesdays at 4.45 pm for students who stay in school for extra-curricular activities. All schools are required by law to produce a Prospectus which contains specific items of information. As well as giving the mandatory details, we have tried to provide the more wide-ranging information which parents and students need to have before they can make the important choice of the right Post-16 institution. We hope that you find this Prospectus helpful.

We try to establish, develop and maintain an open, responsive and supportive relationship with parents and carers. If you have further queries about the school after reading this Prospectus, please feel free to contact us.

**Hedingham School, Yeldham Road, Sible Hedingham, Essex CO9 3QH**

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