

HEDINGHAM SCHOOL  
S I X T H F O R M

**SIXTH FORM  
COURSES**

**2019-2021**

# SIXTH FORM COURSES

## 2019-2021

### **Business Studies**

Business Studies

### **Humanities & Social Sciences**

Geography

Government & Politics

History

Philosophy & Ethics

Psychology

Sociology

### **Media, Creative & Performing Arts**

Art & Design

Media

Photography

### **English & Modern Foreign Languages**

French

German

English Literature

### **Maths, Science & Technology**

Biology

Chemistry

Computer Science

Design & Technology

Mathematics

Physics

### **Enrichment**

Extended Project Qualification (EPQ)

Core Mathematics

The Duke of York Award (iDEA)

Community Sports Leadership Award

Further Mathematics

### **BTEC Level 2 Programme**

Multi-Trade Skills

### **BTEC Level 3 & Cambridge Technical Extended Certificate**

Children's Play, Learning & Development

Digital Media

Information Technology

Certificate in Performance

Sport

### **GCSE Resits**

English GCSE

Maths GCSE

# Important Notes:

## Entry requirements

### A Levels

#### **Grade 4 in English and Maths plus three other Grade 4 passes**

Please note: for individual courses a specific grade may be needed at GCSE eg. Biology requires a Grade 6.

### BTEC Level 3

**Grade 4 in English and Maths plus three other Grade 4 passes.** 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

This is a one year course for students who wish to follow a Level 2 Programme. Students need to have gained a Grade 1 pass or above in five GCSE subjects. For those students who have not gained a Grade 4 in either English or Maths or both must also take an appropriate Maths or English course as part of the programme.

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.

*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.**

### A Level Linear from 2018

A Level subjects are 'linear' qualifications. This means students take A Level exams at the end of two years. However, in order to assess student progress at the end of Year 12 a mock exam will be taken by students to assess their academic progress.

# Business Studies

## Business Studies

*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 Mr Adrian Illingworth, *Leader of Business Studies***

# Humanities & Social Sciences

## Geography

*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 could be offered as a residential course and there will be some cost attached to this. The data which you collect during this fieldwork will form the basis for your independent investigation.***

The 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.

Water cycle and water insecurity; The carbon cycle and energy security; Climate change futures; Superpowers; Global development and an interconnected world.

Typically year 2 will be of greater depth than year 1.

### **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

*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 has changed in the history 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?; To what extent do Conservatism, Liberalism and Socialism determine the direction of modern Politics.

Students who study Government and 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 all in the final year. In the first year, students will study UK politics and government, which will give them a set of core knowledge and understanding of politics. Students will then develop this knowledge and understanding into second year where they then study either the government and politics of the USA.

**Unit 1:** 2 hour written exam

**UK Politics** - Democracy and Participation; Political Parties; Electoral Systems, Voting behaviour and the media

+ **Core Political Ideas** E.G Conservatism, Liberalism, Socialism

**Unit 2:** 2 hour written exam

UK Government - constitution, Parliament, Prime Minister and Executive, Relationship between the branches

+ **Additional Political Idea - 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

Any course would go well with Government & Politics, particularly Humanities based subjects but it equally complements the Sciences. It would be an excellent course for those interested in taking law as significant components discuss the constitutional principles, legal system and previous legal precedents.

### **Entry Requirements:**

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

**For more information see Mr Tom Wadsworth, *Leader of Government & Politics***

# Humanities & Social Sciences

## History

*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: Based around Civil Rights in America**

*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

*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.

### **Year 1:**

**Epistemology:** What is knowledge? Perception and Reason. The limits of knowledge.

**Moral Philosophy including:** Utilitarianism, Kant, Virtue, Applied Ethics

**Meta-Ethics:** The origins of moral reasoning, Moral realism and anti-realism

### **Year 2:**

**Metaphysics:** Ontological, Cosmological and Teleological arguments.

Problem of evil.

Religious language.

Metaphysics of the mind. Dualism and Physicalism

### **Assessment:**

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

*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

*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. Students will learn to apply and evaluate a range of key theoretical positions. Two main topic areas will be covered - Globalisation and the Digital Social world alongside Education. Students will be able to reflect upon their own experiences and will learn to critically assess each topic in the light of recent and historical developments.

### **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***

# Media, Creative and Performing Arts

## Art & Design

*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

#### **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:**

*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 Level 6 (but high 5s will be considered) 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***

# Media, Creative and Performing Arts

## Media

*Examination Group: Eduqas*

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, Apprenticeships and careers in the creative Media sector, including Media, Film, History, Sociology, Cultural Studies and Journalism.

### Year 1

**Component 1: Media Products, Industries & Audiences** (*Written exam - 35%*)

#### **Media language, Representation, Industries & Audiences**

You will study a number of different case studies across different media platforms such as:

*Music videos, Video Games, Newspapers, Television, Radio and Film Marketing*

**Component 2: Media Forms & Products in Depth** (*Written exam - 35%*)

*TV in the Global Age, Magazines: Mainstream & Alternative, Media in the Online Age*

You will do an in-depth study of 6 case studies across three platforms  
*Humans, The Returned (TV) Zoella, Attitude (Online) Huck, Woman's Realm (Magazines)*

**Component 3: Making a Media Product** (*Coursework - 30%*)

#### **Music Video**

You will plan, film and edit your own music video to your chosen song. Editing will take place on the iMacs in the media suite.

### Assessment:

*Coursework is internally marked and externally moderated.*

*Component 1&2 are externally assessed examinations.*

*(70% examination, 30% coursework)*

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

### Entry Requirements:

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

A GCSE in Media Studies would be beneficial but is not required.

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

# Media, Creative and Performing Arts

## Photography

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

**Year 2: Unit 1:** Personal Investigation: Personal Study (Practical portfolio of work)  
**Unit 3:** Controlled Assessment

*Students taking the two year course would produce a major project (60%) 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 coursework is internally marked and externally moderated. The controlled assessment is also an internally marked and externally moderated examination. It would work well in combination with many subjects, including Art, Dance 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 more information see Miss Emma Hodgson, Leader of Media and Photography**

# English & Modern Foreign Languages

## French

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

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.

### Year 2

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 grade 6 in French at GCSE.

**For more information see Miss Sandra Dulais, *Leader of Modern Foreign Languages***

# English & Modern Foreign Languages

## German

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:

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.

### Year 2:

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 grade 6 in German at GCSE.

**For more information see Miss Sandra Dulais, *Leader of Modern Foreign Languages***

# English & Modern Foreign Languages

## English Literature

*Examination Group: AQA*

This course builds on the skills 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.

### **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 involves 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 'Literature from 1945 to the Present Day':**

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 personal and social identity, changing morality and resistance and rebellion.

### **Paper 3: Non-exam assessment (20%) 2,500 word 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 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 Miss Kate Butler, Acting Leader of English**

# Maths, Science & Technology

## Biology

*Examination Group: Edexcel*

Students at Hedingham School follow the Pearson Edexcel Biology A (Salters - Nuffield) specification 9BNO (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.

### Content in Year 12

**Topic 1** - Lifestyle, Health and Risk

**Topic 2** - Genes and Health

**Topic 3** - Voice of the Genome

**Topic 4** - Biodiversity and Natural Resources

**Topic 5** - On the Wild Side (*continues into Year 13*)

### Content in Year 13:

**Topic 6** - Immunity, Infection and Forensics

**Topic 7** - Run for your Life

**Topic 8** - Grey Matter

### Assessment:

#### **Paper 1: The Natural Environment and Species Survival (Topics 1 - 6)**

The paper may include multiple-choice, short open, open-response, calculations and extended writing questions. *Written exam 33.33% of total, 120 minutes, 100 marks*

#### **Paper 2: Energy, Exercise and Co-ordination (Topics 1 - 4, 7 and 8)**

The paper may include multiple-choice, short open, open-response, calculations and extended writing questions. *Written exam 33.33% of total, 120 minutes, 100 marks*

#### **Paper 3: General and Practical Applications in Biology (All topics)**

The paper may include multiple-choice, short open, open-response, calculations and extended writing questions. *Written exam 33.33% of total, 120 minutes, 100 marks*

*Overall, a minimum of 10% of the marks across the three papers will be awarded for mathematics at Level 2 or above. Science Practical Endorsement - Pass/Fail - assessed internally throughout the two years. No contribution to A level grade.*

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# Maths, Science & Technology

## **Biology (cont.)**

*Examination Group: Edexcel*

*Continued from previous page*

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 grade 6 in the examined element(s) of GCSE Biology or GCSE Combined Science (*having sat and gained at least a 6 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

*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:**

*The A Level assessment consists of 3 papers, two 105 minute written exams with 30% each and a third paper of 150 minutes worth 40%. The 3rd paper includes questions on experimental methods and then core practicals performed during the year.*

Topics to be covered are: Atomic Structure and the Periodic Table, Banding and Structure, Redox I, Inorganic chemistry and the Periodic Table, Formulae, Equations and Amounts of Substance, Organic Chemistry I, Modern Analytical Techniques I, Energetics I, Kinetics I, Equilibrium I and II, Acid-Base Equilibria, Energetics II, Redox II, Transition Metals, Kinetics II, Organic Chemistry II and III and Modern Analytical Techniques II.

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 6 in the examined element(s) of GCSE Combined 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

*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 - 150 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 - 150 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.

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# Maths, Science & Technology

## Computer Science (*cont.*)

*Continued from previous page*

### **Entry requirements:**

Students should achieve a minimum of a Grade 5 in GCSE Computer Science. Students who have not studied GCSE Computer Science will be considered if they meet the A-Level entry criteria (five Grade 4's or above (including Maths and English), have good GCSE grades in Science and can demonstrate an enthusiasm to learn coding.

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

# Maths, Science & Technology

## Design & Technology (Product Design)

*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 Year 12 and Year 13.

**Year 2 (A2 Course):**

**Exam - Choice of Focus Areas:** Product Design; Fashion and Textiles.

*50% (180 minutes written paper)*

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

**Assessment:**

*The A2 course is 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

## Mathematics

*Examination Group: Edexcel*

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.*

Where considered beneficial, some students will be entered for AS Level assessment. The assessment consists of two papers, a two hour Pure Mathematics paper and a one hour 15 minute Statistics and Mechanics paper.

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.

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

# Maths, Science & Technology

## Physics

*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:**

*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. We will also complete 12 required (core) practicals.*

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

### **Entry requirements:**

Students should achieve a minimum of a Grade 6 in GCSE Physics or GCSE Combined Science to take A Level Physics. Students are required to have met the schools A Level entry requirements and have preferably gained a Grade 7 in Maths.

**For more information see Dr James Finn, *Leader of Science*, or Mrs Abby Swannell, *Leader of Physics***

# Enrichment

## Extended Project Qualification (EPQ)

The Level 3 Extended Project Qualification allows students to embark on a largely self-directed and self-motivated project. The qualification encourages both creativity and curiosity. Students are required to choose a topic, plan, research and develop an idea, making a final decision to create a finished product. The project topic may be directly related to a student's main study programme, but should look beyond the specification. A finished product may take the form of a:

**A research based written report** (*5000 words*).

**A production\*** (eg charity event, fashion show or sports event etc)

**An artefact\*** (eg piece of art, a computer game or realised design).

\*A written report must accompany these options (*1000 words*)

Students must also record their project process in a form of a Production Log. The process of recording and completing a project is as important as the finished product. Both the Production Log and Product will be assessed.

During an EPQ student will learn to:

**Manage** – identify, design, plan, and complete a project, applying organisational skills and strategies to meet the stated objectives.

**Use resources/research** – obtain and select information from a range of sources, analyse data, apply it relevantly, and demonstrate understanding of any appropriate connections and complexities of the topic.

**Develop and realise** – use a range of skills, including using new technologies, to solve problems, to take decisions critically, creatively and flexibly, and to achieve the projects aims.

**Review** – evaluate the outcome, including the learning and performance.

### What Could I do next with an EPQ?

A Level 3 Extended Project Qualification is worth the equivalent of half an A Level. Therefore, the completion of the qualification can support the application for further education, apprenticeship and progression into a work place.

**For further details of this course please contact Mrs Nicola Cook, EPQ Co-ordinator.**

# Enrichment

## Core Maths

*Examination Group: Edexcel*

This course is targeted at students with a 4 or above in GCSE Mathematics but not wishing to take the full A Level Mathematics.

### **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.

### **What is Core Maths?**

The Core Maths course follows a two-year specification. Core Maths has been designed to maintain and develop real-life maths skills. What you study is not purely theoretical or abstract; it can be applied on a day-to-day basis in work, study or life. The course focuses primarily on statistics and finance and their real life application.

It will also help with other A Level subjects, in particular with Science, Design & Technology, Business Studies and Psychology.

### **Why Study Core Maths?**

The skills developed in the study of mathematics are increasingly important in the workplace and in higher education. Studying Core Maths will help you keep up these essential skills. In addition, with increasing mathematical demands of numerous A Level courses, skills developed through this course should help students' access content explored in other subject areas.

### **Assessment:**

*The course is terminally examined via two formal examinations. The course is a Level 3 course that is the equivalent of an A/S qualification (carrying the same number of UCAS tariff points).*

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

# Enrichment

## The Duke of York Award (iDEA)

The Duke of York Award also known as “iDEA” is a programme that helps you develop digital, enterprise and employability skills. Through a series of online challenges and events, you can win career-enhancing badges, unlock new opportunities and, ultimately, gain industry recognised awards that help you stand out from the crowd. iDEA is for anyone who wants to develop their skills.

Discover skills you never knew you had and hone the ones you’ve already got by taking these online challenges. The challenges are split into four main categories, each with its own series of badges to be won - citizen, worker, maker, entrepreneur and gamer. As well as being fun, these badges will help you show off what you’ve learned and could, when the time comes, help you land the job you want.

When you’ve taken enough badges in each of the categories, you will be able to earn an Award - a recognised symbol of your hard work, determination and skill. At beginner level, you can achieve the Bronze Award; and when you have mastered the basics, you can work towards the Silver Award, which is set at intermediate level. iDEA aspires to be the digital and enterprise equivalent of The Duke of Edinburgh Award. The Gold award is set to be released in early 2019 so you could be one of the very first in the country to achieve this award.

iDEA is sponsored by a series of companies and charities all with a vested interest in developing everyone’s digital skills. These sponsors include: Nominet Trust, The Prince Andrew Charitable Trust, Salesforce.org, The University of Huddersfield, The Peter Cundhill Foundation, UFI Charitable Trust, Seven Hills AND Microsoft.

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

# Enrichment

## Community Sports Leadership Award (CSL Level 2)

*Sports Leaders UK*

Students undertaking the qualification in Community Sports Leadership (CSL level 2) will learn and demonstrate important life skills such as effective communication and organisation whilst learning to lead basic physical activities to younger people, their peers within the community. The courses involve both guided and peer-to-peer learning and supervised leadership to ensure that learners have all the skills they need to lead basic physical activities to other people.

The sessions use sport to deliver fun and engaging physical activities with other students and within the community. Students will plan, lead and evaluate sports/physical activity sessions over a number of tutored hours and then demonstrate their leadership skills as part of their assessment. Students will have four lessons over a fortnight, with some of this time aimed at helping in lessons and, eventually, going in to primary schools to lead sporting events. To complete the course students will have to lead ten hours of coaching in a sport of their choice.

### *What do students gain from this course?*

Increased confidence

The ability to confidently lead others

Valuable team-working skills

Improved communication skills

The ability to plan, implement and review your own and others performance

Improved social and academic confidence

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

# Enrichment

## Further Maths

*Examination Group: Edexcel*

This is a challenging course that will be very beneficial if you have plans to study Mathematics or Engineering at university. It has the reputation of developing students' logical thinking and problem-solving skills.

### **AS Course:**

Students will follow a two year programme gaining an AS qualification. The course includes units in Pure Mathematics, and then options to study Mechanics, Decision or Statistics. Topics such as complex numbers, matrices, calculus and vectors are some of the main components of the course.

### **Assessment:**

*Students will be assessed by two exams, both 1 hour and 40 minutes in length at the end of the two year course.*

This course would go well with any subject, particularly Maths, Biology, Chemistry, Physics, ICT, 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 8 or above at GCSE. Students who have achieved a grade 7 will be considered in some circumstances. In addition, you must be taking A level Mathematics alongside this course.

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

# BTEC Level 2 Programme

## Multi-Trade Skills

*Examination Group: Edexcel*

The Multi-Trade 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, within industry or as an individual.

Level 2 Learners are those students who have gained five GCSEs at Grade 1 and above. The Programme is designed for students to follow for a one year period.

### **Year 12:**

The year 12 programme provides courses at level 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 along side the Level 2 programme.

Work Skills

Multi-Trade

Maths and/or  
English Resit

### **Course content and delivery:**

*Work Skills may include incorporates:*

Preparing for the Recruitment Process  
Applying for a jobs  
Online Branding for job success  
Planning an enterprise activity  
Running an enterprise activity

*Multi Trade course may include the following units:*

Health and Safety and Welfare in Construction  
Developing Carpentry Skills  
Developing Decorating Skills  
Developing Plumbing Skills  
Developing Bricklaying Skills  
Vehicle maintenance and repairs

**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***

# BTEC Level 3 & Cambridge Technical Extended Certificate

## National Extended Certificate in Children's Play, Learning and Development

*Examination Group: Edexcel*

### **The early years sector:**

The early years sector in England is made up of over 80,000 settings, with 1.3 million childcare places for children under five. This ranges from childminders and nannies, to nurseries, crèches and preschools. Alongside the care provision, the sector has further career paths for students interested in working with children in Teaching and Nursing. Degree courses in speech therapy, social work, special education and play-work offer additional opportunities in the sector.

This qualification is for students interested in learning about how play, learning and development shape the early years sector as part of a balanced study programme. It is intended as an Applied General qualification and is equivalent in size to 1 A level, it gives the same equivalent UCAS points as an A-Level course but also offers practical work based experience to enable students to develop skills that are not purely academic. It supports access to a range of higher education courses such as Teaching, Nursing, Social Work and Psychology if taken alongside further level 3 qualifications. If you are interested in a Healthcare pathway it is advised that you consider taking A-Level Biology alongside this or if you are more interested in a Social Care route then Sociology and Psychology are excellent companions to this course.

The content of this qualification has been developed in consultation with higher education to ensure it supports progression towards higher study. In addition, employers and professional bodies have been involved, in order to confirm that the content is also appropriate for those interested in working in the sector. Students taking this qualification will study the following three mandatory units and one additional unit:

### **Children's Development**

### **Development of Children's Communication, Literacy and Numeracy Skills**

### **Play and Learning.**

### **Children's Physical Development, Care and Health Needs**

*Students will also complete 50 hours of work experience in the sector. This will be organised locally to the school and will incur a fee of around £70 to the work experience provider for DBS disclosure certification. This work experience will form part of the requirements for Units 3 and 6 and is an excellent opportunity to enhance your CV and UCAS applications.*

### **Entry Requirements:**

No prior study of the sector is needed, but students should normally have a range of achievement at level 2 in GCSEs or equivalent qualifications with a Grade 4 (C) or above in Maths, English and Science.

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

# BTEC Level 3 & Cambridge Technical Extended Certificate

## Cambridge Technical Extended Certificate in Digital Media

The Level 3 Cambridge Technical is equivalent to one A-level and will provide you the opportunity to develop core specialist knowledge, as well as the practical skills, to succeed in the media industry.

Successful completion of the course will provide you with UCAS points to use when applying to university.

### **Unit: 1 Media Products and Audiences**

*External 2 hr Exam*

How products appeal to their audience  
How meanings are created  
Ownership  
Audience Categorisation  
Distribution  
Advertising  
Research Data  
Legal, ethical and regulatory issues

### **Unit: 2 Pre-Production and Planning**

*External 2 hr Exam*

Planning a project  
Financial aspects  
Legal, ethical and regulatory issues  
Meeting client requirements

### **Unit:3 Create a Media Product**

*Internal*

Create a proposal to meet a client brief  
Produce planning materials  
Create and manage original content  
Apply editing techniques

### **Unit 6: Social Media and Globalisation**

*External 1 hr 30 Exam*

How online and social media products are used  
The purpose of these products  
The impact of social media and globalisation  
Positive/negatives of online media  
Legal and ethical issues  
How to develop an online project  
How to plan and manage a social media campaign

### **Unit 20: Advertising Media**

*Internal*

How advertising campaigns work across different platforms  
Plan a cross-media advertising campaign  
Produce a cross-media advertising campaign

For more information see Miss Emma Hodgson, *Leader of Media and Photography*

# BTEC Level 3 & Cambridge Technical Extended Certificate

## Information Technology

*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***

# BTEC Level 3 & Cambridge Technical Extended Certificate

## National Extended Certificate in Performance

*Examination Group: Edexcel*

The BTEC Level 3 Extended Certificate in Performance 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: Developing Skills and Techniques for Performance**

This unit requires students to develop appropriate skills & techniques in a performing arts discipline. Students will participate in regular workshops, classes and exercises to acquire, practice and develop the necessary technical, practical and 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 2: Group Performance Workshop**

Students are expected to respond to a given stimulus as part of a group (set by the exam board), using research, discussion and practical exploration to develop & create performance material lasting 10 – 20 minutes to a live audience. Students will be able to pick one or more of the disciplines, dance, acting, music to work in.

### **Unit 3: Musical Theatre Techniques**

Students will develop the skills to be a musical theatre performer, combining skills such as dancing, singing and/or acting depending on areas of strength and interest. Students will be expected to participate in technique classes, rehearsals and a final performance in the disciplines, reflecting on areas of strengths and progress.

The final optional unit will be chosen according to student interest and strengths within the class. The Optional units include: Tap Dance, Jazz Dance, Street Dance, Contemporary, Choreography Live Performance, Acting Styles, Developing the Voice for Performance, Singing Techniques for Performance.

**For more information see Mrs Nicola Cook, *Leader of Performing Arts***

# BTEC Level 3 & Cambridge Technical Extended Certificate

## Sport

*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.*

#### **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***

# GCSE Resits

## 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. (50%)

**For more information see Miss Kate Butler, Acting 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.

# 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.

# 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
Head of Sixth Form:	Mr Rory Hyde
Chairman of Governors:	Mr Miles Scrivens
Vice Chairman of Governors:	Ms Julia King

## Term Dates

Autumn Term starts:	3 September
<i>Half Term holiday:</i>	<i>28 October - 1 November</i>
Autumn Term ends:	19 December
Spring Term starts:	6 January
<i>Half Term holiday:</i>	<i>17 - 21 February</i>
Spring Term ends:	3 April
Summer Term starts:	20 April
<i>Half Term holiday:</i>	<i>25 - 29 May</i>
Summer Term ends:	22 July

## Term Dates 2019-2020

## The School Day

Registration	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
Finish	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.



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