Hedingham School & Sixth Form

Ready Respect Safe

Key Stage 4 Curriculum

2025 - 2026

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Introduction

Introduction

This booklet is intended to be a guide for you while you are selecting courses to study over the next two years. It contains advice about how to make choices and descriptions of courses offered. It is not the only help available. In school your tutors, subject teachers and senior staff will all offer you advice and guidance, but it is also very important that you discuss your choices with your parents.

There are **Core Subjects** that everyone must do. These are essential areas of learning for all young people as they develop vital skills and understanding. They provide an academic **core** to your curriculum.

At Hedingham there is also a wide range of subjects on offer from which you will make choices. We will be providing guidance because it is important for all young people to study a balanced set of courses. This allows you the opportunity to make choices later about your career or educational future beyond Year 11. Each subject area makes a particular contribution to learning and understanding. They allow you and other students to follow different pathways for learning.

There is a wide range of academic courses, with some vocational courses. Most courses lead to GCSE but some are BTEC courses which help students to explore a particular area of the world of work and have a higher coursework element.

RE, Citizenship, Computing and other aspects of Personal Development are delivered through the wider curriculum. They may occur on all or part of a school day in place of the usual timetabled lessons. Students also have a comprehensive tutorial programme which covers these areas.

Every effort will be made to ensure that you will be able to study the subjects you select, but this may not always be possible. You must list your chosen courses in your order of preference. Place at number one the course you most want to do, then your second favourite choice, and so on. Where there is a problem, it will be discussed with you and your family before any final decision is made.

It is also possible that subjects will be withdrawn if not enough students choose them.

Studying a balanced set of courses means that there are many possible choices to be made at 16. The courses you select for Year 10 have been planned so that they may be developed further in our extensive Sixth Form programme. This will be the natural step for the vast majority of our students' educational journey post-16. You may also decide to go onto college or some other form of training or further education.

February 2025 – Guided Choice Commences

Presentation to students via Year 9 Assembly

Students to complete a 'dry run' during school time

Thursday 27 February 2025

Parents' Information Evening - 5.00-6.30pm

Two Talks at 5.00pm and 5.45pm

Choices Booklet published on Website and on the Year 9 Guided Choice Sharepoint

Thursday 20 March 2025

Parents' Evening (Face-to-face) – 4.00-700pm

Friday 4 April 2025

Guided Choice Ends

All students in Year 10 will follow a core curriculum at Hedingham School which will provide them with the necessary skills for their future lives and next steps.

Core Subjects

Subject	Teaching Hours Every Two Weeks	Summary Information
English	8	All students will study for two GCSE's in English. (English Language and English Literature)
Maths	8	All students will study for a GCSE in Mathematics.
Science	10	All students will study for two GCSE's in Science. Some students will choose to study Triple Science as an additional subject from Options Choice 2 or 3
PE or Dance	6	All students will study for a Cambridge National in Physical Education or BTEC Level 1/2 Technical Award in Dance

Option Subjects

Students will then be offered the opportunity to study a further four subjects from the following option blocks (see next page for guidance).

Option	Choices
1	History, Geography, French or Computer Science.
2,3	Art, Business Studies, Child Development, Computer Science, Drama, Food Preparation and Nutrition, Geography, History, Media Studies, Music, Religion, Values and Ethics, Triple Science, DT (one of, Graphic Design, Textile Design, Three-Dimensional Design)

How to Make Your Selection and Complete the Guided Choice Selection Form

Once you have made your decisions about your options, you need to complete the online Guided Choice Selection Form. This is available through the Guided Choice Sharepoint link. This form will go live from **Monday 3 March 2025** to give you some time thinking time before making your choices.

Key Points - The Core Curriculum
All students must study the following core subjects:

English language and English Literature

Mathematics

Combined Science (with the option to study Triple Science as an extra separate Science as Option Choice 2 or 3) therefore you do not need to opt for these on your selection form.

PE- your Physical Education course that you follow in your core curriculum will be decided by your PE teacher based on their knowledge of your strengths and interests. If you have a particular preference on Sport or Dance, you can verbally give this information. They will inform you before the end of Year 9 which route you will follow. If you wish to change at this point you are able to.

There is no need to make a selection on your guided choice selection form for PE.

Option Choice 1

This option block completes your core academic foundation of your curriculum.

For Option Choice 1, students select only **one** of the following:

- Computer Science
- French
- Geography
- History

These are all listed on the Guided Choice Selection form.

Option Choice 2, 3 and 4
Students have an open choice of 2 subjects listed in these blocks. Option Choices 2 and 3 should be selected in the order the student most wishes to study the subject i.e.

- Option Choice 2- second choice
- Option Choice 3 - third choice

Students also require 2 reserve options from this block.
These will be used if your selected option choices are not available.

Your Guided Choice Selection Form must be completed by Friday 4 April 2025.

How to Make Your Decisions!

WHAT TO DO!

Discuss all your decisions with your teachers and family.
This will help you make the right decision for **you**.

Choose subjects that you are interested in.
You have two years of study ahead of you and it will be hard to motivate yourself if you do not enjoy the work.

If you know what you want to do when you leave school, make sure you check to see if there are any particular qualifications you need.
You do not want to find out in two years time, that you should have taken a certain subject!

If you are not sure what you want to do - don't worry.
Lots of people don't know at your age.
The guidelines are there to make sure you take a balanced range of subjects, so that no doors will be closed to you in the future.

WHAT NOT TO DO!

Do not make a decision until you have all the facts.
You have over three weeks to discuss your choices, think about them and make up your mind carefully.

Do not choose a subject just because your friend is doing it!
Think about what **you** want to do.

Do not take/not take a subject because you like or dislike the teacher.
The chances are that you might not have them next year.

Key Stage 4 Curriculum Overview 2025 - 2026

8 lessons per fortnight	8 lessons per fortnight	10 lessons per fortnight	6 lessons per fortnight (1 of the below)	Guided Choices Option 1 6 lessons per fortnight (1 of the below)	Guided Choices Option 2 and 3 6 lessons per fortnight (2 of the below)
English	Maths	Science	Sports Studies Dance	History Geography Computer Science French	Art Business Studies Child Development Computer Science Drama Information technology Food Preparation and Nutrition Geography History Media Studies Music Religion, Values and Ethics Triple Science Design Technology (Graphics, Textiles or Three-Dimensional Design)

Core Curriculum

Guided Choices 1, 2, and 3

English Baccalaureate

Please Note:

The Government has promoted the idea of an English Baccalaureate (EBacc), where students follow a programme at GCSE in:

English

Maths

Two Sciences

History or Geography

A Modern Foreign Language

The EBacc is not a qualification in itself, rather it is a recognition of student achievement across a specific group of academic subjects. It is not certificated.

The subjects included in the EBACC are referred to as Facilitating Subjects, in that they provide a strong foundation for A Level study and are regarded highly by Russell Group Universities.

Students might decide that this suggested academic route is one that they wish to follow and they may construct their options accordingly. However, it is important to emphasie that this route will not suit the needs of all students.

Core Subjects

Everyone must study:

English

Mathematics

Science

PE
(Cambridge National Sport Studies or BTEC Dance)

English Language and English Literature

WHY STUDY GCSE ENGLISH LANGUAGE AND ENGLISH LITERATURE?

Studying English Language and English Literature provides you with the opportunity to extend your understanding of the need to communicate successfully in an increasingly media-orientated world and increases awareness of the world around you. Exploring and analysing the language of communication is an exciting part of the English Language GCSE. Participating in speaking and listening activities builds confidence and is an integral part of the English GCSE.
The specification will enable you to develop the skills you need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.
You will study both English Language and English Literature concurrently as a two-year course.

WHAT WILL THE ENGLISH LANGUAGE AND LITERATURE COURSE INVOLVE?

GCSE English Language is designed on the basis that you should read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries. English Language investigates how writers use narrative and descriptive techniques to engage readers as well as exploring how different writers present similar topics over time.
English Literature provides the opportunity to develop critical reading skills through the study of poetry, plays and a nineteenth century novel. You will greatly benefit from the transferable skills learnt across the two subjects.

HOW WILL I BE ASSESSED IN LANGUAGE?

You will be assessed through two written exam papers, both lasting 1 hour 45 minutes. The exam papers will test your ability to apply your skills to unseen extracts as well as your ability to write creatively and persuasively.
There will also be a Non-Exam Assessment to allow students to demonstrate their speaking and listening skills which is awarded as a separate endorsement.

HOW WILL I BE ASSESSED IN LITERATURE?

You will be assessed through two written papers. Paper 1 is 1 hour 45 minutes and Paper 2 is 2 hours and 15 minutes. The exam papers will evaluate your ability to analyse the texts you have studied, to offer individual interpretations and to apply relevant contextual details to develop answers.

Element of the course: AQA English Language 8700	**Content**	**Marks and Percentage**
Paper 1: Explorations in Creative Reading and Writing	**Reading (40 marks) (25%)** – one single text 1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks) **Writing (40 marks) (25%)** 1 extended writing question (24 marks for content, 16 marks for technical accuracy)	• Written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE
Paper 2: Writers' Viewpoints and Perspectives	**Reading (40 marks) (25%)** – two linked texts • 1 short form question (1 x 4 marks) • 2 longer form questions (1 x 8, 1 x 12 marks) • 1 extended question (1 x 16 marks) **Writing (40 marks) (25%)** • 1 extended writing question (24 marks for content, 16 marks for technical accuracy)	• written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE
Non-Examination Assessment: Spoken Language	• Presenting • Responding to questions and feedback • Use of Standard English	• Teacher set and assessed throughout course

		• Pass, merit or distinction award • separate endorsement (0% weighting of GCSE)

Element of the course: AQA English Literature 8702	**Content**	**Marks**
Paper 1: Shakespeare and the 19th Century Novel	**Section A Macbeth:** One question in which you are required to write in detail about an extract and the play as a whole. (1 x 30 marks + 4 SPAG) **Section B A Christmas Carol:** One question in which you are required to write in detail about an extract and the novel as a whole. (1 x 30 marks)	• written exam: 1 hour 45 minutes • 64 marks • 40% of GCSE
Paper 2: Modern Texts and Poetry	**Section A Modern texts**: An Inspector Calls: One essay question from a choice of two on their studied modern prose or drama text. (1 x 30 marks + 4 SPAG) **Section B Poetry Anthology: Power and Conflict Cluster:** One comparative question on one named poem printed on the paper and one other poem from the cluster. (1 x 30 marks) **Section C Unseen poetry:** One question on one unseen poem and one question comparing this poem with a second unseen poem. (1 x 24 marks + 1 x 8 marks)	• written exam: 2 hour 15 minutes • 96 marks • 60% of GCSE

THINGS TO CONSIDER:
GCSE English Language is an important foundation for many of the courses you may take in employment or further education, and a requirement for many university courses. It is a core subject, which helps you to develop your powers of self-expression and improve your reading and writing. It will furnish you with additional knowledge, understanding and skills that will prepare you for further studies of either English Language or English Literature at 'A' level as well as a wealth of others.

For further details regarding English Language (GCSE 9-1) please take a look at:
https://www.aqa.org.uk/subjects/english/gcse/english-8700/specification

For further details regarding English Literature (GCSE 9-1) please take a look at:
https://www.aqa.org.uk/subjects/english/gcse/english-8702/specification

For further details of this course please see **Ms Barker,** Leader of English, or any member of the English department.

Mathematics

WHY STUDY MATHEMATICS?

GCSE Mathematics covers many of the basic skills you will require throughout your life. Consequently it is a compulsory subject for all students in Years 10 and 11. You will employ many of the skills learnt in GCSE Mathematics in other subjects that you study, for example in Science you may be asked to use Formulae and Solve Equations, in Geography you will be required to read charts and diagrams and use statistics, in Design & Technology you may need to use measures and make scale drawings. The majority of College and Sixth Form courses require GCSE Maths as an entry requirement, as will many jobs and career paths.

WHAT WILL THE COURSE INVOLVE?

GCSE Mathematics covers a wide range of basic Mathematical knowledge and skills, grouped into six key areas:

Number
Algebra
Ratio and Proportion
Geometry
Probability
Statistics

Whilst studying Mathematics you will be expected to:
Use Mathematical skills and knowledge to solve problems.
Implement logic and reason to solve problems.
Break down problems into small steps in order to solve them.
Rely on the Mathematics that you learn to solve problems that might happen in real life.
Learn how to use a calculator to solve problems quickly and effectively.

HOW WILL I BE ASSESSED?

The assessment process will consist of three written examinations taken in the summer term of year 11.

Paper	**Time allowed**	**Contents**
Paper 1 (Non- Calculator)	1hr 30 mins	Mixed topics
Paper 2 (Calculator)	1hr 30 mins	Mixed topics
Paper 3 (Calculator)	1hr 30 mins	Mixed topics

Exam Board – Pearson Edexcel

Specification – 1MA1 Specification: Level 1/2 GCSE (9-1) in Mathematics

WHAT CAN I DO NEXT WITH MATHEMATICS?

GCSE Mathematics is an important foundation for many of the avenues you may choose to take when considering employment or further education, Mathematics is also a requirement for many University courses. If you receive a high grade at GCSE level, you may even decide to take Mathematics A level or Core Maths in the future.

For further details of this course please see **Mrs Woodley,** Leader of Maths, or any member of the Maths department.

WHY STUDY SCIENCE?

Studying Science equips students with a deep understanding of the natural world, alongside essential skills in investigation, experimentation, and critical thinking. It fosters an appreciation of the vital role Science plays in both individual lives and society as a whole. Through Science GCSEs, students gain valuable insights into scientific principles and processes, sparking curiosity and encouraging them to engage with Science in everyday contexts. This foundation empowers students to make informed decisions about further education and career paths in scientific fields and beyond.

WHAT DOES THE COURSE INVOLVE?

Most students will enroll in the Combined Science course (GCSE 9-1), which is equivalent to two GCSEs and covers all three core subjects: Biology, Chemistry, and Physics. These subjects are taught by specialist teachers on a rotational basis each academic year, allowing students to focus intensively on one subject at a time. This structure is well-suited for the majority of students and provides strong preparation for those considering Science A levels, provided they achieve the required grades in their final Year 11 examinations.

Alternatively, students with a strong interest in Science may opt for Triple Science. This pathway includes additional timetabled lessons and covers the Separate Sciences—Biology, Chemistry, and Physics—resulting in three distinct GCSEs. Triple Science is ideal for students who are passionate about Science and are likely to pursue it at A level. It offers deeper exploration of scientific concepts, enhancing both knowledge and practical skills to better prepare students for advanced studies. While there are no formal entry requirements for Triple Science, we seek students who demonstrate genuine enthusiasm and a strong commitment to meeting the higher academic demands of this challenging course.

HOW WILL I BE ASSESSED?

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Combined Science (1SC0)
Edexcel GCSE Sciences (2016) | Pearson Qualifications

Assessment consists of six examination papers taken at the end of Year 11. Each paper features a variety of question styles, including:

- Multiple-choice questions
- Short answer questions
- Calculations
- Extended open-response questions

There is a greater emphasis on mathematical skills compared to Key Stage 3, and calculators are permitted during the examinations.

The course content includes 18 mandatory core practicals. Students are expected to demonstrate their knowledge and understanding of these practical techniques and procedures within the written assessments.

Grading:

This GCSE qualification is graded on a 17-point scale, from 9–9 (highest) to 1–1 (lowest), based on the total subject mark. Individual papers are not graded separately.

- Foundation Tier: Grades range from 1–1 to 5–5.
- Higher Tier: Grades range from 4–4 to 9–9.
    - In cases where a student's score falls slightly below the 4–4 boundary, a 4–3 grade may be awarded.

This comprehensive assessment structure ensures a balanced evaluation of theoretical knowledge, practical skills, and mathematical competence.

Examination paper	Topics	Time	% Allocation
Biology 1	Topic 1 – Key concepts in biology Topic 2 – Cells and control Topic 3 – Genetics Topic 4 – Natural selection and genetic modification, Topic 5 – Health, disease and the development of medicines	1 hour 10 minutes`	16.67
Biology 2	Topic 1 – Key concepts in biology Topic 6 – Plant structures and their functions Topic 7 –Animal coordination, control and homeostasis, Topic 8 – Exchange and transport in animals Topic 9 – Ecosystems and material cycles	1 hour 10 minutes`	16.67
Chemistry 1	Topic 1 – Key concepts in chemistry Topic 2 – States of matter and mixtures Topic 3 – Chemical changes Topic 4 – Extracting metals and equilibria	1 hour 10 minutes`	16.67
Chemistry 2	Topic 1 – Key concepts in chemistry Topic 6 – Groups in the periodic table Topic 7 – Rates of reaction and energy changes Topic 8 – Fuels and Earth science	1 hour 10 minutes`	16.67
Physics 1	Topic 1 – Key concepts of physics Topic 2 – Motion and forces Topic 3 – Conservation of energy Topic 4 – Waves Topic 5 – Light and the electromagnetic spectrum Topic 6 – Radioactivity	1 hour 10 minutes`	16.67
Physics 2	Topic 1 – Key concepts of physics Topic 8 – Energy - Forces doing work Topic 9 – Forces and their effects Topic 10 – Electricity and circuits Topic 12 – Magnetism and the motor effect Topic 13 – Electromagnetic induction Topic 14 – Particle model Topic 15 – Forces and matter	1 hour 10 minutes`	16.67

For further details of the course please see **Dr Finn,** Leader of Science, or any other member of the Science department.

Physical Education (Sports Studies)

WHY STUDY PHYSICAL EDUCATION?

All students will follow an accredited course within their KS4 programme. The course will be an extension of the work that students will have already been studying in KS3. With this in mind, there will be no student option process. Through a comprehensive assessment process during KS3, we are in a position to identify the appropriate course for individuals to follow in KS4, both achievement and student enjoyment being central to this decision.

We will endeavour to guide students towards appropriate accredited courses that will support their individualised needs, as well as continue to motivate and enthuse students towards practical activity. They will follow a balanced and varied programme of team and individual sports.

All students will study either Sport Studies or BTEC Dance. The details of each of these courses are included below.

OCR Cambridge National in Sport Studies Level 1/2

WHAT WILL THE COURSE INVOLVE?

During the course, students will learn about the many facets of the sports sector as well as experiencing different roles within practical sport (such as performers, leaders, officials and coaches). In addition students will have the opportunity to further their skills in a range of individual and team sports.

The Units students will study are:

Sport and the Media
Leading Sporting Activities
Practical Sports Performance
Contemporary Issues in Sport

Each of these units have elements that are delivered within the classroom however any opportunity to deliver a part of the course within a practical lesson will be utilised.

HOW WILL I BE ASSESSED?

In addition to an exam in Contemporary Issues, students are assessed by a number of coursework assignments that are completed within each of the three additional units. Students have to gather a range of evidence to complete these assignments. Deadlines are set regularly for each task and it is expected that these timescales are met.

THINGS TO CONSIDER:

The Vocational qualification still allows students to participate practically within sport but will be assessed through coursework projects, which consist of examples of activities completed within PE lessons and is equivalent to one GCSE.

WHAT CAN I DO NEXT WITH PE?

The Cambridge National course provides a wide range of knowledge and skills which act as an excellent foundation to an employment environment. Alternatively, the qualification can be used as a base for progression towards further education qualifications.

For further details of this course please see **Mr Sergeant,** Leader of PE, or any other member of the PE department.

Dance

WHAT WILL THE COURSE INVOLVE?

The BTEC Level 2 Technical Award in Performing Arts (Dance) allows students to develop both their theo-retical and practical knowledge of dance through vocational contexts. Students will develop key skills such as:

Reproducing repertoire from professional dance works.
Responding to a stimulus.
Exploring ideas, and creating and developing dances for performance.
Performance attitudes, that are considered most important in dance, including personal management and communication.
Increased knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.

Students will study three components over the next two years:

Component 1 – Exploring the Performing Arts
Students will develop a practical understanding of how performing arts work is created. Students will investigate different performing arts work covering stylistic qualities, features, intentions and purpose of the work. Students will also cover the skills and responsibilities required and the influences of other work. Finally, the unit will require students to actively explore the techniques, processes and approaches used in the creation of professional work studied.

Component 2 – Developing Skills and Techniques in the Performing Arts
Students are expected to take part in regular workshops and classes to develop technical, practical and interpretative skills through the rehearsal and performance process. Students will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance elements of the work. Reflective practice is essential to develop their skills and techniques and will take place regularly as students are required to respond to feedback and identify areas for improvement using logbooks.

Component 3 – Responding to a Brief
In this component, students will have the opportunity to respond to a brief set by the examination board. The brief will outline the performance requirements and asks students to consider a target audience and to start the creative process by using the stimulus included in the brief. Working as a group, students will develop ideas for a workshop performance in front of a live audience, applying performance skills and techniques.

WHAT CAN I DO NEXT WITH BTEC DANCE?
The BTEC dance course allows students to acquire knowledge and skills which acts as an excellent foundation to an employment environment. The qualification can contribute to a students' overall GCSE score to progress to further education such as A Levels or Level 3 programmes.

WHY STUDY DANCE?
Taking BTEC dance gives students the opportunity to work both collaboratively and independently, it develops student's creativity, problem solving, skills, artistry as performers, confidence, and ability to collaborate with others. In order to enjoy the course, you must have enjoyed lessons in lower school, and you must be prepared to perform and be filmed for assessment purposes.

For further details of this course please see **Mrs Murton,** Leader of Dance and Drama, or **Mrs Cook**.

Students have the opportunity to personalise the academic "core" of their curriculum by selecting one of the following options. These options (other than French) are also available in Blocks B. C and D if you wish to do more than one of them.

Computer Science

Geography

History

Modern Foreign Languages
(French)

Computer Science

WHY SHOULD I STUDY COMPUTER SCIENCE?

Do you want to learn how to program using the most popular/widely used programming language on the planet? Do you want to know how the internal components of a computer system function? Do you want to know about how information is transferred across the internet? Learn this and so much more when studying GCSE Computer Science.

In GCSE Computer Science you will develop a wide range of skills using Python 3, the programming language used by Google, Instagram, Pinterest, YouTube and many more to create and develop their systems. You will learn how to design and create coded solutions to a variety of problem-solving scenarios including how to rigorously test these programs to check for errors, to strengthen robustness and to ensure validity of data. This will centre around the main programming constructs of Sequence, Selection and Iteration and will include learning about how to create appropriate loops within your programs using WHILE and FOR, creating conditional sections of your programs using IF, ELIF and ELSE, and creating appropriate data structures to store a variety of data inside Arrays, Tuples and Dictionaries.

Alongside the practical programming skills, you will develop your knowledge of a wide range of theoretical elements including: how Binary and Hexadecimal can be used to communicate with computers, how images, sounds and characters can be represented within a computer and how data can be compressed and sent across networks such as the internet. You will also develop your knowledge of the internal components of computer systems, looking at how different hardware connects to one another and how data can be broken down and transferred across different types of networks. With Cyber Security being an ever-growing area of importance in Computer Science, you will also study how hackers attempt to breach security measures and learn of the skills and techniques employed by programmers to help combat these types of threats.

WHAT WILL THE COURSE INVOLVE?

During the Computer Science GCSE, you will cover 8 main areas of study:

1.	Fundamentals of Algorithms	2.	Programming
3.	Fundamentals of Data Representation	4.	Computer systems
5.	Fundamentals of Computer Networks	6.	Cyber Security
7.	Relational Databases and Structured Query Language (SQL)	8.	The Ethical, legal and environmental impacts of digital technology on wider society, Including issues of privacy

HOW WILL I BE ASSESSED?

You will be assessed on your knowledge through two written exam papers, the first lasting 2-hours, the second 1-hour 45 minutes. The exam papers will test your theoretical knowledge as well as your ability to solve computational problems, hand-trace algorithms and to determine how well you are able to apply your computational knowledge to a range of given scenarios. Both exam papers will consist of a mix of multiple choice, short-answer and long-answer questions. On Paper 1 there will also be the opportunity to create written coded solutions to programming problems.

	Paper 1: Computational thinking and problem solving	**Paper 2: Written Assessment**
Content	Areas of study 1 and 2	Areas of study 3 to 8
Marks	90 marks available	80 marks available
Percentage	50% of final GCSE	50% of final GCSE

THINGS TO CONSIDER:

You should consider GCSE Computer Science if you have a keen interest in learning a programming language, like to work on logical problems and have good math's skills. Programming involves the regular use of math's and it is essential in order to do well in this subject. We also offer A-Level Computer Science, so this is a natural progression route, should you wish to study the subject at Sixth-Form.

For further details of this course please see **Mrs Ravi**, Leader of Computer Science and Information Technology.

Geography

WHY STUDY GEOGRAPHY?

Geography is the spatial science; helping us to understand the world's people, places, environments and the interactions between them – at local, national and global scales.

Studying Geography will enable you to understand more about the world in which you live in and the challenges that it faces in the 21st century. It will pair very well with all of your other academic subjects including History, Science or Business Studies. The course will offer the Edexcel B specification.

WHAT WILL THE COURSE INVOLVE?

Paper 1 - Global Geographical Issues, consisting of three topics.

1. **Hazardous Earth** - the world's climate, climate change, tropical cyclones and tectonic hazards.

2. **Development Dynamics** - the study of global inequalities, economic growth and development in the context of an emerging country (India)

3. **Challenges of an Urbanising World** - how and why cities change over time, megacities and challenges of population growth, with a focus on Mumbai

Paper 2 - UK Geographical Issues, you will study two topics and you will be required to complete fieldwork in this unit.

4. **The UK's evolving physical landscape** - geology, coasts and rivers.
5. **The UK's evolving human landscape** - population, economic change and cities
6. **Fieldwork** – investigating deprivation in a rural area and coastal change and conflict at the beach

Paper 3 - People and Environment Issues, three topics to study and develop decision making skills.

7. **People and the biosphere** - examining the world's biomes.
8. **Forests under threat** - exploring the threats and management facing taiga forests and tropical rainforests.

9. **Consuming energy resources** - considering our energy needs and how we should meet these.

HOW WILL I BE ASSESSED?

Paper	Title	Time	Percentage
Paper 1	**Global Geographical Issues**	1 ½ hours	37.5%
Paper 2	**UK Geographical Issues**	1 ½ hours	37.5%
Paper 3	**People and Environment Issues**	1 ½ hours	25%

There will be three examinations at the end of Year 11 and this course is only assessed by three written exams of each 1½ hours long.

THINGS TO CONSIDER:

This subject is interesting and relevant but does require a good level of both literacy and numeracy. It provides the opportunity to develop teamwork and data collection skills through fieldwork and will complement many other subjects. This course provides an excellent basis for the Geography A Level course we offer at Hedingham Sixth Form and long term Geography graduates experience low levels of graduate unemployment due to the wide variety of skills which Geography develops.

Geography B (9–1) from 2016 | Pearson qualifications

https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html

For further details of this course please see **Miss Salmon,** Leader of Geography, or any member of the Geography department.

History

WHY CHOOSE TO STUDY HISTORY?

History is a facilitating subject; it gives you valuable skills which can be applied to almost any profession. Research suggests that employers today are looking for people who have skills in project management, communication, analysis, critical thinking and emotional intelligence.

Studying history provides you with all of the above skills, while also giving you a broader understanding of the factors that have shaped the modern world – creating well rounded and thoughtful individuals.

WHAT WILL THE COURSE INVOLVE?

You will study the Edexcel Specification. It contains three exams taken at the end of Year 11.

1. **Paper 1:** Crime and Punishment in Britain, c1000 - Present *and* Whitechapel, c1870 – c1900: crime, policing and the inner city. (30%)
2. **Paper 2:** The American West, c1835 – c1895 (20%) **AND** Early Elizabethan England, 1558 – 88 (20%)
3. **Paper 3:** The USA, 1954 – 75: conflict at home and abroad (30%)

Paper 1:
In paper one you focus on ***crime, punishment and law enforcement*** from 1000 – present day. Focusing specifically on how and why things changed across the period. Each time period has a key case study, these include:

- → The Gunpowder Plot
- → Witchcraft
- → Pentonville Prison
- → The abolition of the Death Penalty

You will also investigate Whitechapel in the late 1800s focusing on the difficulties of policing, Students will ***visit Whitechapel*** to help develop their knowledge of this area.

Paper 2
American West – you will study the expansion of the America West during the mid to late 1800s, focusing specifically on the impact migration had on the lives of the Native Peoples of America and Law Enforcement.

Early Elizabethan England – you will study the first 30 years of Elizabeth I's reign looking at the plots to remove her from the throne, the Spanish Armada and life for ordinary Elizabethans.

Paper 3
In this paper you study ***The Civil Rights Movement*** and ***The Vietnam War***. In the Civil Rights units you investigate key protests, individuals and laws, and how these led to progress in equality. In the Vietnam units you look at the reasons for involvement, tactics and reasons for US failure.

THINGS TO CONSIDER:

History provides you with the key skills relevant to a number of future occupations, making it a great choice for those who are unsure of their future goals. Those who study history also go onto feature heavily in careers in ***Law, Politics, The Civil Service, Business and Heritage.***

For further details of this course please see **Miss Wallis,** Leader of History, or any member of the History department.

Modern Foreign Languages
French

WHY STUDY MODERN FOREIGN LANGUAGES?

Learning a Language introduces you to different, very diverse cultures, people and their traditions (No, French is not only spoken in France but in a lot of other countries too).
It opens a lot of opportunities for understanding and connecting with people but also opportunities for travel and employment.
By learning another language, you develop other useful skills like problem solving and analytical thinking. It also creates more connections in your brain, which will improve your memory.

WHAT WILL THE COURSE INVOLVE?

Through the different topics seen, students will develop the ability to understand and use the language in such a way that they will be able to communicate effectively with other French speaking people either abroad or in our country, through employment, holidays abroad or just socialising with people from different horizons.

Students will have covered a third of the content at the end of Year 9, which will give them more time in KS4 for exam practice.

The topics are divided into three themes:
Theme 1: People and lifestyle
Topic 1: Identity and relationships with others
Topic 2: Healthy living and lifestyle
Topic 3: Education and work

Theme 2: Popular Culture
Topic 1: Free-time activities (covered in Year 9)
Topic 2: Customs, festivals and celebrations (covered in Year 9)
Topic 3: Celebrity culture

Theme 3: Communication and the world around us
Topic 1: Travel and tourism
Topic 2: Media and technology (covered in Year 9)
Topic 3: The environment and where people live

HOW WILL I BE ASSESSED?
Each exam covers a variety of topics.

Students can be entered either for Foundation or Higher tier.
All 4 exams/papers are final exams and will be sat at the end of Y11.

FOUNDATION TIER

Skills	Time	% allocation
Speaking Exam (conducted by class teacher) (50 marks) -Task 1: Role play (10 marks) -Task 2: Reading aloud (5 marks) +short follow-up conversation (10 marks) -Task 3: Description of 2 photos (5 marks) + follow up conversation (20 marks)	15 minutes preparation time 7 to 9 minutes exam	25%
Listening paper (50 marks)	35 minutes	25%
Reading paper (50 marks)	45 minutes	25%
Writing paper (50 marks) • Task 1 : 5 sentences about a picture (10 marks) • Task 2: 50 word paragraph (5 bullet points in English to cover) (10 marks) • Task 3: Grammar multiple choice (5 marks)	1h30 minutes	25%

• Task 4: 5 sentences to translate (10 marks) • Task 5 : 90 word paragraph (3 bullet points in English to cover) – choice of 2 (15 marks)		

HIGHER TIER

Skills	Time	% allocation
Speaking Exam (conducted by class teacher) (50 marks) -Task 1: Role play (10 marks) -Task 2: Reading aloud (5 marks) +short follow-up conversation (10 marks) -Task 3: Description of 2 photos (5 marks) + follow up conversation (20 marks)	15 minutes preparation time 10 to 12 minutes exam	25%
Listening paper (50 marks)	45 minutes	25%
Reading paper (50 marks)	60 minutes	25%
Writing paper (50 marks) • Task 1: 5 sentences to translate (10 marks) • Task 2 : 90 word paragraph (3 bullet points in English to cover) – choice of 2 (15 marks) • Task 3 : 150 word paragraph 23 bullet points in English to cover) – choice of 2 (25 marks)	1h15 minutes	25%

EXAMINATION DETAILS:
EXAM BOARD: AQA
EXAM SPEC NUMBER: 8652
LINK TO EXAM SPECIFICATION: GCSE French Specification for first teaching in 2024: Specification

For further details of the course please see **Miss Dezert**, Leader of Modern Foreign Languages, or any other member of the Modern Foreign Languages department.

Guided Choice Course Details

Option Blocks 2 and 3

You may choose **three** further subjects from the box below.

Think seriously about which subjects will help you in your future adult and working life.

Guided Choices:

Art	Business Studies	Child Development
Computer Science	Information Technology	Drama
Food Preparation and Nutrition	Geography	History
Media Studies	Music	Religion, Values and Ethics
Separate (Triple) Science		
Design Technology: You can only choose one from the below		
Graphic Design	Textile Design	Three-Dimensional Design

You can only choose **one** Design and Technology subject from: Graphic Design, Textile Design and Three-Dimensional Design.

Food Preparation & Nutrition is a separate option and can be taken alongside any of the above courses.

Certain students will be invited to take part in a Skills course instead of 1 choice to help them cope with the pressure of GCSE courses. These students will be contacted on an individual basis.

You must list your chosen courses in order of preference. Place at Number 1 the course you most want to do, then your second favourite and so on.

GCSE Art & Design: Fine Art

WHY STUDY GCSE ART & DESIGN FINE ART?

For those who are passionate about Art, a GCSE Fine Art is a rewarding and exciting course, where you will be encouraged to investigate Artist's work, experiment with different drawing medias and create final pieces which explore different ways of making in depth. Through intensive study at GCSE, you will see your technical skills progress, and many of our students choose to pursue further courses of study in Art after their GCSE. A Fine Art GCSE demonstrates skills in making, problem solving and visual literacy which are key skills for working in the Creative Industries. GCSE Fine Art is for everyone, and if you are prepared to work hard and invest in yourself, you will achieve success to your best ability.

WHAT WILL THE COURSE INVOLVE?

The Fine Art GCSE has a strong focus on drawing skills, and you will develop your drawing and making techniques throughout the course. GCSE Fine Art is a coursework subject, and every lesson and homework counts towards your qualification, as you create evidence to support your grade against each of the Assessment Objectives: AO1 DEVELOP (Artist Investigation); AO2 REFINE (Developing & Experimenting Ideas); AO3 RECORD (Drawing and Written Recording); AO4 PRESENT (Final Pieces).

Year 10:
Coursework Unit 1: Still Life
There are different Still Life themes every year, and students produce a sketchbook and final pieces in response to this theme. The first unit's focus is on AO3, exploring drawing skills in a variety of media and understanding the importance of high-quality sketchbooks. We then investigate relevant Still Life artists and then develop final portfolio pieces in the style of those artists, meeting AO1 and AO2. The AO4 Portfolio pieces for the Still Life project may include: a Ceramic Tile, a Batik, Lino Prints, a Painting and an Oil Pastel Drawing.

Coursework Unit 2: Landscape

The second unit in Year 10 consists of a GCSE Mock Exam, exploring the theme 'Place'. Students have a preparatory period of up to ten weeks to produce a sketchbook (covering AO1-3) exploring the exam theme and investigated artist in a variety of medias. This is done during lesson time and homework. At the end of the preparatory period, there is a five hour practical exam, where students make an AO4 final piece responding to their investigation. This unit is assessed and then is entered as coursework.

Year 11

Coursework Unit 3: Figure

The third coursework project is 'Finding the Figure'. Students investigate two artists whose work is concerned with the human figure and produce drawings and develop ideas for final pieces in a sketchbook covering AO1-3. The AO4 Portfolio pieces produced include intaglio prints, mixed media drawings and a clay sculpture.

Externally Set Task (Exam)

The Spring Term of year 11 consists of the GCSE Exam (Externally Set Task). The exam paper is released in January, and students have up to 10 weeks of lesson time and homework to produce a preparatory sketchbook responding to their chosen theme, covering AO1-3. At the end of the preparatory period, students undertake a ten hour Practical Exam where they make their AO4 Final Piece.

HOW WILL I BE ASSESSED?

You will study OCR GCSE Art & Design Fine Art, specification J171. Your qualification is assessed as Coursework Portfolio 60% Externally Set Task 40%. Sketchbooks are formatively marked throughout the year and homework is set weekly throughout the year. All work is marked using formative GCSE levels with written targets and development advice every two weeks for sketchbooks.

Final assessment of the Externally Set Task is done at the end of the Exam period and the Coursework Portfolio before the end of the course. These combined marks are submitted to the Exam Board for moderation.
The OCR GCSE Fine Art specification you will study is available to view here: OCR GCSE (9-1) Art and Design J170-J176 specification

THINGS TO CONSIDER:

Doing Fine Art at GCSE is incredibly rewarding, and you should see your skills in making improve over the course. A GCSE Fine Art course is for everyone who loves art, and be prepared to work hard so you can achieve success to the best of your ability

As a coursework subject, putting in maximum effort is crucial because 90% of your Fine Art GCSE is done in lessons and at home, with only 10% completed as a practical exam. There is a minimum expectation of you spending 1.5-2 hours per week on your homework, and the Art Studios are open at lunchtime and afterschool to support you with this.

You can access all the required Art resources and equipment by attending lunchtime homework clubs, but you may want to purchase your own Art equipment for working at home.

For further details of this course please see **Mr. Nancarrow,** Leader of Art, or any member of the Art Department.

Business Studies

WHY STUDY BUSINESS STUDIES?

No matter what you do in life you will work for a business of some description, be it your own or someone else's! Studying a GCSE in Business Studies will provide you with a unique insight into the world of work.

WHAT WILL THE COURSE INVOLVE?

Throughout the study, you will discover how businesses operate and learn about their key elements and essential Business functions. You will gain Business knowledge, understanding and skills, looking into current events in Local, National and Global contexts. You will also look at how to run a small business, including employees, marketing, production and finance. Students will also consider Business ethics and the impact a Business makes on the environment. You will develop independently and will be encouraged to use an enquiring, critical approach to distinguish facts from opinions, form arguments and make informed judgments.

This course prepares students for further study in Business and Business-related subjects, including A-level Business Studies, CTEC Business, and beyond. If you are a budding entrepreneur or looking to be successful in the future, then this is the course for you.

HOW WILL I BE ASSESSED?

The Business Studies Exam Board is OCR and will consist of two units:

Content Overview	Assessment Overview	
Business Activity Marketing People	**Business 1:** 80 Marks 1 Hour 30 Minutes Section A: Multiple choice questions. Section B: Short, medium and extended response style questions which use stimulus material that draws on real Business contexts.	50% of the total GCSE
Operations Finance Influences on business The interdependent nature of business	**Business 2:** 80 Marks 1 hour 30 minutes Section A: Multiple choice questions. Section B: Short, medium and extended response style questions which use stimulus material that draws on real business contexts.	50% of the total GCSE

Specification: https://www.ocr.org.uk/qualifications/gcse/business-j204-from-2017/specification-at-a-glance/

Qualification factsheet: https://www.ocr.org.uk/Images/304435-qualification-factsheet.pdf

For further details of this course please see **Mr Illingworth,** Leader of Business Studies.

Child Development

WHY STUDY CHILD DEVELOPMENT?

This qualification will allow students to develop applied knowledge and practical skills in child development. It is structured with both practical and theoretical elements, which will prepare students for further qualifications within the Childcare sector including, Health and Social Care, Psychology, Sociology and Biology. In the UK about 3 million people work in the Health and Social Care sector with a large proportion of those working directly with children or in a child-based setting. The Childcare industry is rapidly growing in the UK and this course will provide a stimulating and rewarding career for anyone who chooses it.

WHAT WILL CHILD DEVELOPMENT INVOLVE?

All students will study three mandatory topics:

Health and Well-being for Child Development

This unit underpins all of the other learning in this qualification. Students will develop the essential knowledge and understanding in Child Development, reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety.

Create a safe environment and understand nutritional needs for children from birth to five years

In this unit, students will gain knowledge of the equipment required for babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices, students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes.

Development norms of a child from one to five years

Students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of and skills in, developing activities to observe development norms in children up to the age of five. This topic will also include researching, planning and carrying out activities with a child, observing and evaluating the activities, as well as comparing the child to the expected development norms.

HOW WILL I BE ASSESSED?

Unit 1 is assessed by an externally set exam at the end of year 2. Units 2 and 3 are assessed through coursework, which is completed throughout the two years and assessed externally by the OCR examination board.

WHAT CAN I DO AFTER I HAVE A GCSE IN CHILD DEVELOPMENT?

Knowledge and experience gained in this qualification will be a great asset for further studies in Health and Social Care, Psychology, Sociology, PHSE, Biology and other Child Development avenues. Evaluation skills are also developed, which will be useful in further studies in many other areas of study. Researching, planning, observing and evaluating skills will support many further studies, as these are transferable skills and can be applied to many subject areas or career paths.

For further details of this course please see **Mr Batch,** Leader of Vocational Education.

Information Technology

WHY SHOULD I STUDY INFORMATION TECHNOLOGY?

Do you want to expand your knowledge of the digital world and build your skills across a variety of digital content? Do you want to learn about the different systems and tools businesses and organisations use on a daily business to handle areas such as finance, payroll and stock management? Do you want to learn about how information can be communicated with customers through various advancing technologies including web communication tools and augmented reality? If so, this could be the course for you! This course is designed to teach a range of theoretical and practical IT skills, ranging from the manipulation of data sets, user interface design, digital communication tools and techniques e.g. social media, instant messaging services, augmented reality applications, the structure of the internet and much more.

Alongside technology being utilised in across most workplaces, organisations and businesses, the UK also has a thriving technology sector and constantly needs new talent to join an ever-expanding industry. In 2021 there were over 80 UK based technology companies with a market capital of over £1 Billion, alongside technology jobs providing annual salaries over 50% higher than the national average wage. The UK is leading the charge and becoming a major global player in the technology industry and it needs young, creative, talented young people with the right skills to come and join the industry at a time of great expansion. Not only is there a huge gap in the technology job market for people with the right skills, most non-technology related employers still require staff with the right computer knowledge and skills for the 21st century workplace.

WHAT DOES THE COURSE INVOLVE?

During this course you will study three units. The examination unit will be studied over the course of Year 10 and Year 11. The two coursework units will be split with one unit being completed in Year 10 and the other in Year 11.

Unit	Assessment Type	No. of Topic Areas	Topic Areas
R050: IT in the Digital World	Exam	6	Tools, Human Computer Interface (HCI), Data and Testing, Cyber Security and Legislation, Digital Communications and Internet of Everything (IoE)
R060: Data Manipulation using Spreadsheets	Coursework	4	Planning/Designing, Creating, Testing and Evaluating a Spreadsheet Solution
R070: Using Augmented Reality to Present Information	Coursework	4	Augmented Reality (AR) then Designing, Creating and Testing/Reviewing an Augmented Reality (AR) Model Prototype

HOW WILL I BE ASSESSED?

Unit(s)	Assessment Method
R050: IT in the Digital World	The unit will be assessed through a 1 hour 30-minute written examination worth a total of 70 marks. This will include a variety of closed response, multiple choice, short response and medium and extended response questions.
R060: Data Manipulation using Spreadsheets and R070: Using Augmented Reality to Present Information	Both of these units will be assessed using an OCR-set assignment. Students will carry out all of the required learning and will then be presented with an assignment with specific tasks they are required to complete in the given 12-hour timeframe. This coursework is then externally moderated by OCR.

THINGS TO CONSIDER:

You should consider studying the Cambridge National in Information Technology if you are keen to learn a variety of new IT skills which can be utilised across the rest of your curriculum or in future educational settings and/or workplaces. You should be keen to spend time learning new software packages and developing your existing skills further. You will be required to produce a variety of different documentation as part of the course, so it is important to demonstrate good written English skills. If you are interested in continuing to study an IT related subject in Sixth Form/College, we offer the T-Level Digital Business Services course at our Sixth Form, which is a suitable follow on from this course.

For further details of this course, please see **Mrs Ravi**, Leader of Computer Science and Information Technology.

Drama

WHY STUDY DRAMA?

Drama is the ideal subject to study if you enjoy working with others, have a lively imagination and a keen interest in Theatre. Drama builds confidence, improves communication skills and allows you to be creative. Like all the Arts, Drama helps us make sense of the world.

GCSE Drama is not only for students who wish to pursue a career in the Arts, through the course you will enhance your confidence, communication, presentation, problem-solving, collaborative and leadership skills, all of which are transferable and valuable to any career and/or future study.

WHAT DOES THE COURSE INVOLVE?

COMPONENT 1: Understanding Drama 40%:
Students will develop knowledge and understanding of the play *Blood Brothers* in preparation for the written exam. Study of the play is undertaken predominately through **practical** exploration of the play and supported by analysis tasks in order to develop understanding of the characters, key scenes, and drama terminology in readiness for writing about these in the final exam. Students are also given the opportunity to attend theatre trips to see and experience Live Performances which then form the basis of their *Live Theatre Review* question in the written exam.

COMPONENT 2: Devising Drama 40%:
Students are required to explore a variety of stimuli selected by the teacher according to the cohort's interests and preferences. Students then develop their explorations of their chosen stimulus, creating a devised group performance piece with clear characters, themes and aims. Alongside their performance, students produce a 2,500 word written log which documents their initial ideas, collaborative process and developments, and evaluates the final performance.

COMPONENT 3: Texts in practice 20%
Students perform two scripted extracts from a play which they choose with guidance from the teacher. Students are expected to explore the context, themes and characters of the play; learn lines; and apply vocal, physical and interaction skills that they have learnt through Component 1. Performance takes place in front of a visiting examiner.

HOW WILL I BE ASSESSED?

- **Component 1:** Written exam 1hr 45 minutes. Section A: Theatre Knowledge, Section B: Blood Brothers, Section C: Live Theatre Essay question.
- **Component 2:** Devising log (3 sections) and performance assessed by teacher, moderated by Exam Board
- **Component 3:** Two scripted performances to visiting examiner.

AREAS OF STUDY

- Characteristics of performance texts and dramatic works
- Social, cultural and historical contexts
- Drama and theatre terminology and how to use it appropriately
- Roles and responsibilities of theatre makers in contemporary professional practice
- Interpreting text for performance
- Analysis of live theatre performance
- Create and develop ideas to communicate meaning in a devised performance

WHAT OTHER THINGS SHOULD I CONSIDER?

In order to enjoy the course, you must have enjoyed Drama in lower school, or have been part of Drama/performance groups outside of school. You should be keen to attend visits to the theatre organised by the Drama department to see a variety of plays. Whilst you do not need to be a natural performer, you should be committed to developing your performing skills. You will certainly need to rehearse outside of lesson time in the lead up to assessments. You will also need to be prepared to be filmed for assessment purposes.

For further details of this course please see **Mrs Murton,** Leader of Drama and Dance.

Food Preparation and Nutrition

WHY STUDY FOOD PREPARATION & NUTRITION?

Students who choose to study Food Preparation and Nutrition will have the opportunity to develop practical culinary skills as well as a wide variety of knowledge surrounding nutrition.

A knowledge of nutritional needs, food choices, commercial food production, hygiene and safe working practices are developed throughout the entire course.

WHAT WILL FOOD PREPARATION & NUTRITION INVOLVE?

Throughout Year 10 students will experience a balance of nutritional theory and practical lessons to help fortify their learning in preparation for Year 11.

In Year 11 students will complete their GCSE Non-Exam Assessments (two pieces of coursework) which will include an investigative food science experiment, and planning and preparing for a practical task. Finally, students will also complete a written exam which they will have developed extensive notes to study for.

Students will be expected to provide **all** the ingredients for practical tasks. Ingredients will be required on average once a fortnight throughout this course.

Non-Exam Assessment (coursework) - a total of 50%	Food Scientific Investigation - 15%
	Food Preparation Assessment - 35%
Terminal Examination - a total of 50% Exam Board: OCR	Single Tier (1hr 30 minutes) - 50%

HOW WILL I BE ASSESSED?

AREAS OF STUDY?

Units covered on the course will include:

- **Nutrition**
  - The relationship between diet and health; Nutritional and dietary needs of different groups of people; Nutritional needs when selecting recipes for different groups of people; Energy balance; Protein; Fat; Carbohydrate; Vitamins; Minerals; Water; Nutritional content of the main commodity groups
- **Food (food provenance and food choice)**
  - Food provenance: source and supply, Food processing and production; Food security; Technological developments to support better health and food production; Development of culinary traditions (students study British cuisine and a minimum of two international cuisines); Factors influencing food choice
- **Cooking and food preparation**
  - Food science; Sensory properties; Food safety
- **Skills requirements (preparation and cooking techniques)**
  - Knife skills; Preparation and techniques; Cooking methods; Sauces; Set a mixture; Raising agents; Dough; Judge and manipulate sensory properties

For further details of this course please see **Miss Powell or Miss Westbrook,** Teachers of Design and Technology.

Media

WHY STUDY MEDIA?

Fake news, influencers, gender stereotypes and political bias – these issues are rife within the media today and can make navigating the world incredibly difficult. It is important to understand the techniques used by producers to manipulate on a day-to-day basis, and grasp how to critically analyse the media we consume.
Studying Media not only gives you an insight into the industry and the ever-changing world around us, but also improves analytical skills, writing skills, creativity, confidence, and the ability to form an argument.

As one of the few subjects that still has a coursework element, Media students benefit from knowing 30% of their grade before entering the exam hall, thus lightening the load of the intense final exam period.

WHAT WILL THE COURSE INVOLVE?

Students will examine a range of media products looking at the 4 key areas:

1. Media Language (how the media communicates to an audience)
2. Representation (how people, places and groups are represented)
3. Industry (who owns, funds and regulates the media)
4. Audience (who uses a product and why they do so)

These products include:

Music Videos	Film Marketing	Video Games	Radio
Online Media	Advertising	TV Sitcoms	Newspaper & Magazines

In each topic, it will be required to complete analytical written tasks to demonstrate your understanding of the Media, as well as complete creative, practical tasks to put this understanding into practice. Students will develop skills in industry-standard design software such as Adobe Photoshop whilst doing so.

HOW WILL I BE ASSESSED?

Component Name	Content	Assessment style	% of grade
Component 1 **Exam** *Exploring the Media*	Case studies of Media products across different platforms.	- 3 stepped questions - 1 essay style question	40%
Component 2 **Exam** *Understanding Media Forms & Products*	1) Television Sitcoms 2) Music Videos & Online Presence	- 2 essay style questions - 2 shorter written questions	30%
Component 3 ***Coursework***	Create a film marketing campaign: Students will take their own photographs and produce a DVD cover and accompanying poster.		30%

WHAT CAN I DO NEXT WITH A MEDIA GCSE?

This course prepares students for further study in Media related subjects, including A-level Film Studies, CTEC Media, and Photography. It also develops analytical skills which would benefit studies in English Literature, Humanities and Social Science subjects.

2024 figures suggest that nearly 10% of all UK job roles are related to the creative media industries. Those who study Media open the doors to a number of different career paths, ranging from film & Tv, journalism, photography and marketing, to transferrable skills that would be beneficial to any career choice.

For further details of this course please see **Miss Hodgson,** Leader of Media and Photography, or **Mr Hyde.**

Exam Board: Eduqas
https://www.eduqas.co.uk/media/1ckd54eo/eduqas-gcse-media-studies-spec-from-2017-e-2.pdf

Music

WHY STUDY MUSIC?

Music is open to everyone entering Year 10. Music focuses on performing, composing and developing an understanding of how music is made.

WHAT WILL THE COURSE INVOLVE?

The course offers opportunities for instrumentalists and singers to further their skills in solo performance and ensemble work, in addition to learning about and using various techniques seen through a range of Musical styles. Students will compose Music in different styles, initially starting on simple building blocks and improving on their work overtime. Lessons are generally split between completing composition coursework and developing their understanding of Music for the exam (end of Year 11), with performance mostly worked on independently or with the peripatetic Music staff. Hedingham School's Music Department have a friendly team of excellent visiting Music teachers; this will include school-funded instrumental lessons weekly, to support performance skills over the duration of the course. In addition to this, we will be continuing the exciting opportunities that previous students have experienced in recent years, such trips, workshops and concerts.

HOW WILL I BE ASSESSED?

Unit	Name of Unit	What It Involves	Mark
Unit 1	Performance (Coursework)	Have you ever thought about all of the things that need to happen before a gig or concert? Over the course of this unit, you will explore performance skills and make decisions as you prepare for performance. After a year, your skills are assessed as a solo and ensemble performance.	30%
Unit 2	Composition (Coursework)	Have you ever wondered who writes the music that surrounds us? This unit will require you to develop a portfolio of basic composition ideas, some of which will be developed further and two of which will be completed.	30%
Unit 3	Appraising Music (Externally assessed exam)	What is the formula to the best music in the world? In an hour long exam you will answer a range of questions to show your knowledge of this question. You will spend time learning about the context and construction of different styles of music, such as classical, pop/rock, and film music.	40%

THINGS TO CONSIDER:

GCSE Music is an ideal course for anyone who enjoys music, interested in performing, composing Music and learning about how Music works. Students should be prepared to work hard but also have fun!

As seen above, whilst the Performance component is only worth 30%, students often exceed themselves in this area, which can play an enormous role in pulling up their overall grade at the end of the course. Whilst all students have had strong instrumental experience during Key Stage 3, there is no expectation that you will be required to be of a certain performance level on an instrument. What must be seen is a strong desire to want to improve and to aim to exceed themselves in their ability to play an instrument (or sing); Hedingham School is highly supportive of the development of musicianship skills by offering school-funded instrument or vocal tuition each week. For students to be successful, they must recognise that they have the organisational skills and commitment to attend these lessons as well as continually practising their music skills in their own time. In addition to this, from time to time during lessons, students will be expected to perform in front of small audiences, including peers and their music tuition teacher.

Within Key Stage 3, students have been introduced to a range of the course's concepts (as seen in the table above), and GCSE Music continues what is a highly streamlined and developed Music curriculum. Following the GCSE, there are clear pathways of progression to the many courses offered by local 6th form providers, such as vocational qualifications like BTEC Level 3 Music and BTEC Performing Arts, as well as the more 'rigorously academic' A-Level Music. The course also develops a range of skills, techniques and personal qualities essential for working life, in Music or other career choices.

For further details of this course please see **Mr Cull,** Leader of Music.

WHY STUDY RELIGION, VALUES AND ETHICS?

Because you enjoy learning about and discussing the real-life issues, we do in RVE. This GCSE is suitable for all students, and it is about people and the world we live in. You will be studying, religion, culture, morality (what is right and wrong) and philosophy (asking big questions). Studying this helps students to develop important life skills: empathy, critical thinking, evaluation and debate.
It takes what you have enjoyed doing in KS3 RVE lessons to the next level. The GCSE is well respected by employers and universities, supporting any career path, especially careers in public services, law, childcare and business. As a well-respected humanities subject it complements all GCSE combinations. And is a great grounding for A level Sociology, Psychology and Criminology etc.

WHAT WILL THE COURSE INVOLVE?

The course is made up of two elements: The study of belief systems and the study of ethical issues called themes. The study of belief involves analysing Christianity and Buddhism. The study of ethical themes involves studying Crime and Punishment, Human Relationships, War and Peace and issues people debate in life: how did the world begin? Should we eat animals? Is abortion, right? Is euthanasia? In this we focus on practical and ethical applications of religious teaching in the modern world.

COURSE STRUCTURE
We follow the AQA exam board specification A.
AQA | Religious Studies | GCSE | GCSE Religious Studies

Component 1: The study of religions: beliefs, teachings and practices 50%	**Component 2: Thematic studies 50%**
Beliefs, teachings and practices of **two** from: • Buddhism • Christianity	• Theme A: Relationships and families. • Theme B: Religion and life. • Theme D: Religion, peace and conflict. • Theme E: Religion, crime and punishment.

HOW WILL I BE ASSESSED?
At the end of Year 11 there will be two exams each lasting 1 hour 45 minutes. Each exam is divided into 4 sections. These are similar to tests you have taken at KS3 and have a range of short knowledge questions and longer essay questions where you debate issues.

For further details of this course please see **Mrs Tyler,** Leader of Religion, Values and Ethics.

WHY STUDY TRIPLE SCIENCE?

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Biology (1BI0)
Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Chemistry (1CH0)
Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physics (1PH0)
Edexcel GCSE Sciences (2016) | Pearson Qualifications (Biology)
Edexcel GCSE Sciences (2016) | Pearson Qualifications (Chemistry)
Edexcel GCSE Sciences (2016) | Pearson Qualifications (Physics)

For each of the three Science subjects, students will sit two examination papers at the end of Year 11, resulting in a total of six examinations. Each paper includes a variety of question styles, such as:

- Multiple-choice questions
- Short answer questions
- Calculations
- Extended open-response questions

There is an increased mathematical requirement compared to Key Stage 3, and calculators are permitted during the examinations.

WHAT WILL THE COURSE INVOLVE?

The course content includes 24 mandatory core practicals (8 for each subject). Students are expected to apply their knowledge and understanding of these practical techniques and procedures in the written assessments.

Students with a strong interest in Science may opt for Triple Science. This pathway includes additional timetabled lessons and covers the Separate Sciences—Biology, Chemistry, and Physics—resulting in three distinct GCSEs. Triple Science is ideal for students who are passionate about Science and are likely to pursue it at A level. It offers deeper exploration of scientific concepts, enhancing both knowledge and practical skills to better prepare students for advanced studies. While there are no formal entry requirements for Triple Science, we seek students who demonstrate genuine enthusiasm and a strong commitment to meeting the higher academic demands of this challenging course.

Grading:

Each GCSE qualification is graded and certificated on a nine-grade scale, from 9 (highest) to 1 (lowest), based on the total subject mark. Individual papers are not graded separately.

- Foundation Tier: Grades range from 1 to 5.
- Higher Tier: Grades range from 4 to 9.
    - If a student's score falls slightly below the 4/3 grade boundary, a grade 3 may be awarded.

COURSE STRUCTURE

This structure provides a comprehensive assessment of students' scientific knowledge, practical skills, and mathematical proficiency, preparing them effectively for further academic pursuits in Science.

GCSE Biology

Examination paper	Topics	Time	% Allocation
Biology 1	Topic 1 – Key concepts in biology Topic 2 – Cells and control Topic 3 – Genetics Topic 4 – Natural selection and genetic modification Topic 5 – Health, disease and the development of medicines	1 hour 45 minutes`	50
Biology 2	Topic 1 – Key concepts in biology Topic 6 – Plant structures and their functions Topic 7 – Animal coordination, control and homeostasis Topic 8 – Exchange and transport in animals Topic 9 – Ecosystems and material cycles	1 hour 45 minutes`	50

GCSE Chemistry

Examination paper	Topics	Time	% Allocation
Chemistry 1	Topic 1 – Key concepts in chemistry Topic 2 – States of matter and mixtures Topic 3 – Chemical changes Topic 4 – Extracting metals and equilibria Topic 5 – Separate chemistry 1	1 hour 45 minutes`	50
Chemistry 2	Topic 1 – Key concepts in chemistry Topic 6 – Groups in the periodic table	1 hour 45 minutes`	50

	Topic 7 – Rates of reaction and energy changes Topic 8 – Fuels and Earth science Topic 9 – Separate chemistry 2		

GCSE Physics

Examination paper	Topics	Time	% Allocation
Physics 1	Topic 1 – Key concepts of physics Topic 2 – Motion and forces Topic 3 – Conservation of energy Topic 4 – Waves Topic 5 – Light and the electromagnetic spectrum Topic 6 – Radioactivity Topic 7 – Astronomy	1 hour 45 minutes`	50
Physics 2	Topic 1 – Key concepts of physics Topic 8 – Energy - Forces doing work Topic 9 – Forces and their effects Topic 10 – Electricity and circuits Topic 11 – Static electricity Topic 12 – Magnetism and the motor effect Topic 13 – Electromagnetic induction Topic 14 – Particle model Topic 15 – Forces and matter	1 hour 45 minutes`	50

For further details of the course please see **Dr Finn,** Leader of Science, or any other member of the Science department.

WHY STUDY GRAPHIC DESIGN?

This GCSE will provide opportunities for students to work with a range of materials including card, foam board and acrylic. The Graphic Design GCSE will require strong creative and modelling skills including free hand drawing and computer aided design skills. Written work will mainly be completed and presented using computer-based formats.

HOW WILL I BE ASSESSED?

<table>
<tr><td colspan="4">Non-exam assessment</td></tr>
<tr><td rowspan="4">Students complete this work in school over two terms in Year11. (Design brief set by exam board.)</td><td>Research and investigation</td><td>20%</td><td rowspan="4">50% of GCSE undertaken in Year 11</td></tr>
<tr><td>Design and presentation drawings</td><td>30%</td></tr>
<tr><td>Analysing and evaluating design ideas</td><td>20%</td></tr>
<tr><td>Making and practical skills</td><td>30%</td></tr>
<tr><td colspan="4">Written examination (2 hours)</td></tr>
<tr><td rowspan="4">The exam tests students understanding of a broad range of general and specialist knowledge within the subject including mathematical and scientific understanding.</td><td>Environmental design</td><td>25%</td><td rowspan="4">50% of GCSE undertaken in Year 11
Single Tier.
Exam board Eduqas.</td></tr>
<tr><td>Electronic and Mechanical systems</td><td>25%</td></tr>
<tr><td>Materials (including smart materials)</td><td>25%</td></tr>
<tr><td>Specialist question on chosen material</td><td>25%</td></tr>
</table>

THINGS TO CONSIDER:

This course is aimed at and suited to students who are considering following careers in areas such as Advertising, Illustration, Animation and any other design-based career path, that requires designing and making within a graphical context.

The GCSE in Graphic Design is 50% coursework based, with the remaining 50% from a two-hour written examination. The course will therefore require students to be fully committed to the demanding and extensive time and effort required to produce high quality design and practical work throughout the GCSE course.

For further details of this course please see **Mrs. Pretty or Miss Westbrook,** Teachers of Design and Technology, or any member of the Design and Technology department.

DT – Textile Design

WHY STUDY TEXTILE DESIGN?

This GCSE provides opportunities for students to work with a wide range of fabric materials and textile accessories. The Textile Design work will require strong creative and practical skills including free hand drawing and making skills along with some computer aided design and manufacturing skills. Written work will mainly be completed and presented using computer-based formats.

HOW WILL I BE ASSESSED?

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</table>

THINGS TO CONSIDER:

This course is aimed at and suited to students who are considering following careers in areas such as Fashion Design, Costume Design, Jewellery Design, Interior Design and any other career that requires a creative flair for designing, with the use of textiles and associated materials.

The GCSE in Textile Design is 50% coursework based, with the remaining 50% from a two-hour written examination. The course will therefore require students to be fully committed to the demanding and extensive time and effort required to produce high quality design and practical work throughout the GCSE course.

For further details of the course please see **Mrs. Pretty,** Teacher of Design and Technology, or any member of the Design and Technology department.

DT – Three-Dimensional Design

WHY STUDY THREE-DIMENSIONAL DESIGN?

Students who choose this course will work with a wide range of materials including timber, metals and plastics. The Three-Dimensional Design work will require very strong creative and practical skills, including free hand drawing and making skills along with computer aided design and manufacturing techniques including laser cutting. Written work will mainly be completed and presented using computer-based formats.

HOW WILL I BE ASSESSED?

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</table>

THINGS TO CONSIDER:

This course is aimed at and suited to students who are considering following careers in areas such as Architecture, Product Design, Automotive Design, Furniture Design and any other Design or Engineering career that requires designing and making within a Three-Dimensional context.

The GCSE in Three-Dimensional Design is 50% coursework based, with the remaining 50% from a two-hour written examination. The course will therefore require students to be fully committed to the demanding and extensive time and effort required to produce high quality design and practical work throughout the GCSE course.

For further details of this course please see **Mr. Gamble,** Leader of Design and Technology, or any other member of the Design and Technology department.