

# Contents

Message from Headteacher	4
Welcome from Head of Sixth Form	6
Why Hedingham?	8
Application Process Timeline	10
Routes of Study	11
What are A Level Qualification?	12
What is the T-Level Course?	13
What are Vocational Courses?	13
What are Enrichment Courses?	14
Entry Requirements	15
Student Voice	18
To help you suceed	19
Subject Courses A Level	
Art and Design	23
Biology	24
Business Studies	25
Chemistry	26
Computer Science	27
Three Dimensional Design	29
English Literature	30
French	31
Further Mathematics	33
Geography	34
German	35
Politics	37
History	38
Mathematics	39
Media	40

Philosophy	41
Photography	42
Physics	43
Psychology	44 45
Sociology	45
T-Levels	
DIgital Business Services	47
Subject Courses BTEC & Cambridge Technical	
Applied Science	49
Business	50
Criminology	52
Children's Play, Learning and Development	53
Digital Media	54 55
Music Performing Arts	54
Sport	57
BTEC Levels1& 2	58
DIEC Levels I & 2	
Multi-Trade Skills	61
Workskills	62
Enrichment Courses	
Criminology (please refer to page 52)	
Community Sports Leadership Award	64
Core Mathematics	65 66
Extended Project Qualification Photography AS Level	67
	07
Mathematics And English GCSE Resits	
English and Mathematics	69
Post 16 Destinations	71
Policies	72
General Information	77

Welcome from the Headteacher

Hedingham School and Sixth Form has a richly deserved reputation for achievement and excellence. We offer a challenging and stimulating learning environment where students are actively encouraged to 'think' and explore strategies to grasp and apply knowledge.

Students are prepared for life in the 21st century through a safe, caring and supportive environment. The Sixth Form is an integral part of school life and students make an active contribution to the whole school.

We work together to foster positive relationships with students and staff, offering mutual respect for all members of the school community.

Hedingham Sixth Form offers a wide range of courses, providing students with the opportunity to follow appropriate and relevant pathways. Alongside this, we ensure that students are supported through a comprehensive personal development programme.



Sixth Form students are encouraged to take on leadership roles and participate in the enrichment opportunities available. This allows them to develop the skills and qualities required to meet the challenges of future life.

As a member of Hedingham Sixth Form you can expect:

Excellent teaching, advice and guidance from your subject teachers and tutors

A challenging curriculum which provides a range of courses to meet your needs and abilities

A commitment to your welfare and success through personal mentoring and target setting

The best opportunity to pursue your chosen career pathway at university, college or in employment

I look forward to working with you to achieve success at Hedingham Sixth Form.

Andrew Harvison Headteacher



# Welcome from the Head of Sixth Form



Where do you want to be in two years' time?

At Hedingham Sixth Form the student is at the heart of everything that we do. Our core purpose is to help guide them as they prepare for their exams and to help them make decisions about their futures.

We pride ourselves on the opportunities both inside and outside of

the classroom that help our students grow academically and also as people. We offer a range of subjects that cater for the differing needs of each student including

the traditional A Levels as well as the more vocational based BTECs and Cambridge Technicals. We also offer a wide variety of enrichment subjects that most of our Year 12 students will take.

We take great pride

in ensuring that all of our students have the support to pursue the next stage of their education or careers. About 50% of our students will go on to study at University, many of which are at Russell Group Universities as well as Oxbridge. Our students go on to study a wide range of degrees including Art, Medicine, Law and Film Production. A key part of coming to Hedingham is the support that we offer students with the UCAS process of applying to University. Your personal tutor will be with you at each stage of the process to help make sure that your application is as strong

as possible.

For those students who opt to go down the apprenticeship route, you will be supported in searching for the right apprenticeship in writing an excellent CV and application letter as well as interviewing techniques. Students from Hedingham go on to apprenticeships in a range of different fields including Accounting, Design, Engineering and with the Armed Forces.

Outside of the classroom Hedingham students play an active role within the school and wider community. Sixth Form students work as mentors for students in the lower school, helping to support them with aspects of school that they struggle with. You will have the opportunity to tutor GCSE students and to help vounger students with their reading. We have an active Sixth Form Council which runs and organises events throughout the year helping to raise thousands of pounds for local charities.

Sixth Form is the most exciting yet challenging time of a student's educational life and at Hedingham we pride ourselves on supporting each student through this stage of their education.

Rory Hyde Head of Sixth Form



# Why Hedingham?

# Hedingham Sixth Form gives you the best chance to fulfil your potential...

Our Sixth Form is small enough for everyone to get to know each other – a Sixth Form that has a real sense of community, which is intimate and friendly, offering each person the individual support they need and the freedom to express their personality.

Your future starts here... At Sixth Form you will study in ways that require higher levels of self-motivation and organisation, with plenty of support. You will be taught by specialist teachers in smaller groups within the classroom. There will be group guidance and also one-to-one tuition.

We will ensure that your independent study time is used purposefully and productively.

Alongside your academic programme at Hedingham you will get the chance to take part in a number of enrichment activities including the Sixth Form Leadership Programme,

mentoring younger students, paired reading and tutoring other students. Whilst at Hedingham, you will also have talks and advice on student finance. how to apply to university and apprenticeships as well as visiting different universities. Hedingham also gives students the chance to take part in the nationally recognised Enterprise Challenge programme where you will work with a local business for a week.

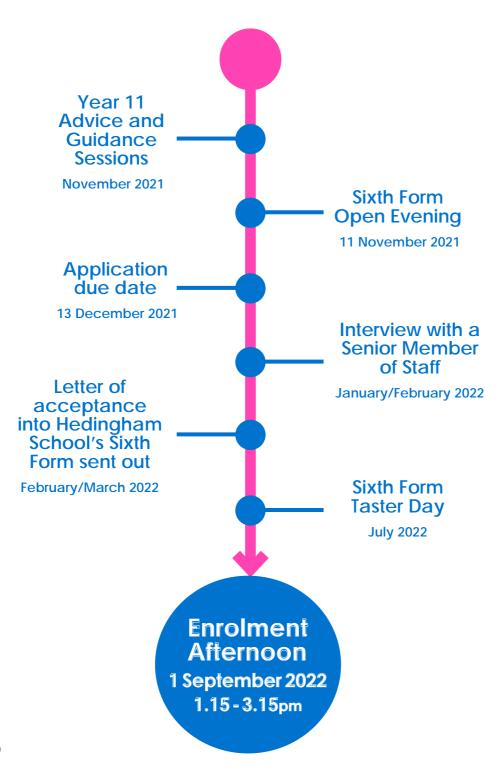
Your day is from 8.40am until 3.15pm You will have independent study time where you complete additional work set by your teachers on Microsoft Teams.

There are a range of enrichment activities which will enable you to develop your own interests or to try new experiences which will help build your personal portfolio.

There will be opportunities for cultural trips abroad, New York, Italy, Iceland, Krakow, Wales, to mention but a few.



# Application Process Timeline



# Routes of Study

There are different combinations of subjects you can take at Hedingham that caters for different learning styles. These include

Level 3 qualifications, such as A levels, BTECs and Cambridge Technicals, Level 2 qualifications and GCSE resits in English and Maths. Students may decide to follow a combination of A Levels and BTEC (Cambridge Technical) courses.

## **T-Level Programme**



#### **Level 3 Course Combinations**

























Combination of A Levels and Level 3 Vocational

## **Level 2/3 Programme Combinations**



RESITS Level 2 English



for example Child Development

## **Level 2 Programme Combinations**







# What are A Level Qualifications?

A Levels (short for Advanced Level) are the traditional qualifications that are offered by schools and colleges for students aged between 16 and 19.

There are many different A Level subjects that you can take – some will be subjects that you studied at GCSE and others may be new.

A Levels are graded from A - E and most universities will have a set entry requirement in relation to grades.

A Levels are highly valued by employers and universities so they can open lots of doors to further study and careers. Most A Levels are assessed through examinations, with some subjects offering a coursework element. Exams take place at the end of two years of study.

### Which careers require A Levels?

Some careers require a degree, but you must have obtained certain A Levels to be able to get a place on that degree course. The following careers require an A Level in the subjects listed:

Veterinary Science: Biology and one or two subjects from Chemistry, Maths or Physics

Medicine: Chemistry and Biology

Computer Science: Maths

Dentistry: Chemistry, Biology and either Physics or Maths

Law: History and English Literature

If you have a specific degree or career in mind, it is really important for you to look at the entry requirements to those courses when you choose your A Levels.

# What are T-Level Courses?

The T-Level course is a brand new, two-year qualification that is an alternative to an A Level, other post-16 courses or an apprenticeship.

T-Levels bring classroom learning and an extended industry placement together on a course designed with business and employers in mind. T-Levels have been introduced to provide a rigorous Level 3 classroom based technical study programme equivalent to the standard of an A Level.

The Digital Business Services

T-Level course will consist of 80% classroom learning and 20% 'on the job' experience which takes place during an industry placement of a minimum of 45 days over two years.

# What are Vocational Courses?

#### Vocational qualifications refer to work-related qualifications.

Vocational courses offer a way of learning that is different to the traditional GCSEs and A Levels, but still allow you to achieve a grade that is an equivalent to these traditional qualifications. Vocational courses are more practical, allowing students to learn and experience real life situations they will encounter in their future careers.

Vocational courses have held onto their 'coursework' elements where many qualifications have not. This means that students, who find examinations more challenging, can often achieve higher in vocational courses where they are assessed throughout the course on what they demonstrate rather than what they can remember for an exam.

At Hedingham we offer Vocational qualifications in BTECs and Cambridge Technicals.

Vocational courses are offered at different levels at Hedingham School, from Level 1 (skills based courses) through to Level 3. Currently we offer BTEC and Cambridge Technical courses in Sport, Child Development, Digital Media, Performing Arts, Music, Business, ICT, Multi-Trade (Construction) and Workskills.

If you would like to learn more about the vocational provision at Hedingham School then please contact

Mr Batch, Leader of Vocational Education

# What are Enrichment Courses?

Alongside your subjects most Sixth Formers choose to take an enrichment course to further boost their University application or career prospects. We offer a range of different courses, all of which will add value to your pesonal profile. These courses range from academic qualifications

to sporting awards or practical skills.

Community Sports Leadership Award (CSLA) Core Maths Criminology Extended Project Qualification (EPQ) Photography All of these qualifications are nationally recognised awards and some of them will give you UCAS points.

Some students may choose to complete a one year course in Photography and Digital Media. This will be discussed at interview.



# Entry Requirements

# A Levels, T-Levels and Level 3 Courses in BTEC and Cambridge Technical

Grade 4 GCSE in English and Maths plus three other Grade 4 GCSE passes. Please note: for individual courses a specific grade may be needed at GCSE for example Biology requires a Grade 6, or for a T-Level, five Grade 4s at GCSE including English and Maths and prior knowledge of IT or Business Studies would be beneficial.

Students who have not achieved a Grade 4

or above in English and Maths will follow an agreed timetabled programme which will include a resit opportunity in the subjects.

#### BTEC Level 1 and 2

This is a one year course for students who wish to follow a Level 1 or 2 Programme. Students need to have gained a Grade 1 pass or above in

five GCSE subjects.

The programme will include provision for Maths and English, which may include resit opportunities.

All courses are only viable if there are sufficent student numbers.

# Study visits

You will have the opportunity to visit New York, Iceland, Krakow and also closer to home, Wales...









There were many reasons for me staying on at Hedingham. Firstly, the main reason, was because I was already familiar with the school and had built good relationships with the teachers, making the transition into Year 12 extremely smooth. The Sixth Form also offered every subject I was interested in studying (Media, Biology and Geography). On top of the courses, the Sixth Form has opportunities such as peer mentoring, tutoring, and becoming subject ambassadors which are programmes that very few

colleges offer. Not only do these benefit the Sixth Form students by helping university applications and CVs becoming more desirable, but it also helps to support the lower school students. Hedingham Sixth Form also has supportive staff who are always willing to help across all aspects, not just educational.

Once I have completed my A Levels, I am planning on studying Media at University where I can build up my interest and hopefully find a career in teaching the subject that I love. Hedingham Sixth Form has been the right place that has allowed me to grow both personally and academically.

Lucy Tyson Year13 Student



# To help you succeed...

During your time at Hedingham there are many staff here to help you succeed to the best of your ability...

**Head of Sixth Form** Mr Rory Hyde **Deputy Head of Sixth Form** Sixth Form Assistants

Mr Gareth Nolan Mrs Sue Milev Mrs Lisa Black

**Tutors** 

Mr Darren Batch Mr James Gamble Miss Emma Hodgson Mrs Carrie Reed Mr Patrick Sadler Miss Elizabeth Salmon **Mr Rupert Sanders** Miss Hannah Wallis

In form time, you will take part in a mentoring programme where you will recieve one to one mentoring from your tutor on a range of issues, from academic to your future plans.

During your time at Hedingham you will be given professional advice on applying for higher education, apprenticeships

and careers. Hedingham has some outstanding teachers that are there at all times to help you with all aspects of your work.

You will also have an opportunity to join the active Sixth Form Council which organises various events throughout the year. There are also many once in a lifetime trips that you can go on that

will give you the chance to see and experience incredible places like Iceland and Auschwitz as well as cities like Florence and New York

Hedingham Sixth Form also runs a one-week business simulation called Enterprise Challenge which gives you the chance to work with a local company to solve a series of challenges.



# A WIDE CHOICE OF COURSES





## Art and 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 and Design, or a career for which an Art and Design background is relevant. We study the Fine Art module which includes drawing, painting, print making, sculpture etc.

#### Year 12 content

**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 13 content

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 guidance from Art teachers. Work on Unit 4 continues throughout this period.

> Abigail Flint Year 13 Student



#### **Assessment**

**A2 Art courses** are assessed through 60% coursework and 40% examination. This course would go well with any subject.

#### Pathways/Careers/ University courses

Art A Level is obviously required if students wish to pursue a path in Fine Art at Art college or at a university. However, it is also a required A Level for other career paths, for example Architecture, Advertising, Interior Design. The majority of universities are more than happy to accept A Level Art, even if it has no/ very little connection to the course a student has chosen to study. We have had students studying Art at A Level and then pursuing courses as diverse as Vetinary Medicine, Forensic Science and Accounting. There are a huge number of art courses available after A Levels. These include: Graphics, Textiles, Set Design and many, many more.

#### **Entry Requirements**

Students are required to meet the school's A Level entry requirements. A Grade 5 in Art is preferable.

For more information see Mr Nancarrow Leader of Art

# Biology Examination Group: Edexcel

Students at Hedingham School follow the Pearson Edexcel Biology A 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 the study of living organisms. The A level course is wide-ranging including biochemistry, physiology, ecology, genetics, cell biology, evolutionary theory and immunology. There is an emphasis on practical work with 18 core practical investigations over two years. Students will be taught to think critically according to the scientific method and to develop practical scientific skills.

#### Year 12 content

Unit 1: Lifestyle, health and risk – through the study of cardiovascular disease

Unit 2: Genes and health – cystic fibrosis, cause, symptoms and inheritance

Unit 3: Voice of the Genome - the interactions between genes and environment

Unit 4: Biodiversity and natural resources – adaptations and evolution

#### Year 13 content

Unit 5: On the wild side – photosynthesis, ecology and climate change

Unit 6: Infection, immunity and forensics – through TB and HIV/AIDS

Unit 7: Run for your life – respiration, muscle contraction and sport

Unit 8: Grey matter – nerve impulses, synapses and the brain

#### **Assessment**

100% examination at end of Year 2
Paper 1: The Natural
Environment and Species
Survival (100 marks, 2 hours)
Paper 2: Energy, Exercise and Coordination
(100 marks, 2 hours)
Paper 3: General and
Practical Applications in
Biology (100 marks, 2 hours)

All papers contain questions including multiple-choice, short open, open-response, calculations, and extended writing questions.

Paper 1 contains topics 1-6.
Paper 2 contains topics 1-4
and 7-8. Paper 3 contains
topics 1-8, the paper will
also include synoptic
questions that may draw on
two or more different topics.
A pre-release scientific
article will underpin one
section of the paper. 10% of
the marks are awarded for
mathematical skills.

#### Science Practical Endorsement

Students are internally assessed by teachers to ensure that they continue to develop their core practical skills supporting the theory discussed in lessons and develop their practical skills in preparation for University level experiments.

#### Pathways/Careers/ University courses

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.

#### **Entry Requirements**

Students will need a Grade 6 at GCSE Biology or 6-6 in Combined Science, Grade 6 in Maths and three other grades 4-9 subjects (including English).

For more information see Mr Sanders Leader of Biology

### Business Studies Examination Group: OCR

Studvina A Level 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. There will also be opportunities to engage in activities and talks provided by businesses and outside agencies.

The stimulating specification content encourages students who wish to develop their skills as independent learners, critical thinkers and decision-makers – all personal assets that can make them stand out as they progress to higher education and/or the workplace.

#### Year 12 content

Unit 1: Introduction to Business

Unit 2: Business objectives and strategy

Unit 3: External influences
Unit 4: Accounting and

finance

#### **Entry Requirements**

Students are required to have met the school's A Level entry requirements. A Grade 4 in Business GCSE is preferable.

For more information see Mr. Illingworth Leader of Business

#### Year 13 content

Unit 5: Human resource management

Unit 6: Marketing Unit 7 Operations management

#### **Assessment**

100% examination at end of Year 2.

Paper 1: Operating in a local business environment

Paper 2: The UK business environment

Paper 3: The global business environment

#### Pathways/Careers/ University courses

This course is ideal for students who want to go on to higher education or make business their career choice and offers progression to higher education, employment or apprenticeships. Students could then go on to a career in Law, Business or Finance for example.

## Chemistry

**Examination Group: Edexcel** 

Students at Hedingham School follow the Pearson **Edexcel Chemistry** specification at A Level. This has been designed to help students understand the world in which we live and underpins a wide range of science-based degree courses and careers.

A Level Chemistry helps students to develop skills such as research, problem solving and analytical skills. Students learn to challenge ideas and develop logical process through step-bystep reasoning. Students also learn to develop their teamwork and communication skills, as well as improving on their practical based skills learnt during the GCSE course.

#### Year 12 content

Unit 1: Atomic structure and the Periodic table

Unit 2: Chemical bonding and structure

**Unit 3: Redox reactions** 

Unit 4: Inorganic chemistry & the Periodic Table

Unit 5: Formulae, equations and amounts of substance

**Unit 6: Organic Chemistry** Unit 7: Modern and Analytic **Techniques** 

**Unit 8: Chemical Energetics** 

Unit 9: Reaction kinetics

Unit 10: Chemical eauilibrium

#### Year 13 content

Unit 11 Further Equilibrium

Unit 12: Acid-base equilibrium

Unit 13 Further energetics

Unit 14: Further redox

**Unit 15: Transition metals** 

Unit 16: Further kinetics

Unit 17: Further organic chemistry

#### Assessment

100% examination at end of Year 2

Paper 1: Advanced Inorganic and Physical Chemistry (90 marks, 1 hour 45 minutes)

Paper 2: Advanced Organic and Physical Chemistry (90 marks, 1 hour 45 minutes) Paper 3: General and

Practical Principles in Chemistry (120 marks, 2 hours 30 minutes) All papers may include

multiple choice, short open, open response, calculations, and extended writing

auestions.

Science Practical Endorsement, students are internally assessed by teachers to ensure that they continue to develop their core practical skills supporting the theory discussed in lessons and develop their practical skills in preparation for university level experiments.

#### Pathways/Careers/ University courses

Chemistry is a challenging vet excitina subject. Success in this subject will allow students to follow university courses or careers in Medicine, Veterinary Science, Forensic Science, the Pharmaceutical Industry, Biochemistry, Pharmacology, Research and Development and Environmental Science amongst others.

#### **Entry Requirements**

Students will need a Grade 6 at GCSE Chemistry or 6-6 in Combined Science, Grade 6 in Maths and three other grades 4-9 subjects (including English).

For more information see Miss Smith **Leader of Chemistry** 



### Computer Science Examination Group: AQA

Computer Science is the study of the principles and uses of computers. It teaches you the knowledge to understand what is happening inside a computer, and the subsequent skills required to make the computer carry out your commands.

This course will teach you a range of analytical and lateral thinking skills to design algorithms and programs to solve a variety of different problems. This combines the learning of advanced programming skills, abstraction and decomposition tools, and developing a knowledge of the computer systems architecture. You will learn about how data is stored and transferred across networks and will build logical and verbal reasoning skills to be applied across a wide variety of different problemsolving scenarios.

#### Year 12 content

#### Topic 1: Programming

You will develop advanced programming skills using Python, introducing new programming paradigms such as Object Oriented and Event-Driven programming, including the creation of Graphical User Interfaces.

# Topic 2 & 3: Data Structures & Algorithms

You will learn about how data structures are conceptually modelled using different visual tools and will learn about standard algorithms to search and sort data sets. This includes optimization algorithms to find the best way to carry out specific tasks.

#### Topic 4: Finite State Machines and Pattern Recognition

You will learn about creating and represent finite state machines using state diagrams to solve computable problems. You will use these finite state machines to recognise and generate acceptable data patterns. You will also learn about classifying algorithms by their Time (processing) and Space (memory) complexity.

# Topic 5: Data Representation and Encryption

You will learn different ways data is represented within a computer including Binary

and Hexadecimal. You will learn about character coding schemes, creating digital images and sounds, and how error checking and encryption techniques can be used on transmitted data.

#### Year 13 content

# Topic 6: Boolean Algebra and Logic Gates

You will learn about how electrical signal patters are manipulated by a computer to generate a required output including how to represent logic gate circuits using algebraic expressions and simplify logic circuits to their simplest form using the rules of Boolean algebra.

# Topic 7: Hardware & Software

You will look at the principles of all computer hardware, studying specific devices and components. You will learn about the fetch-execute cycle and will learn how to write simple CPU executable programs using assembly language instructions.

# Topic 8: Moral, Ethical, Legal and Cultural Issues

You will learn about the vast implications of computer-based systems, including the impact of computers on moral, ethical, legal and cultural issues.

CONTINUED OVERLEAF

## Computer Science cont...

CONTINUED FROM PREVIOUS PAGE

#### Topic 9: Networking

You will learn the main principles behind computer networking, data transmission and the creation of TCP/IP based networks including the internet.

#### Topic 10: Databases & SQL

You will learn about how information is stored in relational databases. You will use Structured Query Language (SQL) to create, retrieve, update and delete data from an SQL database.

# Topic 11: Functional Programming

You will learn about an alternative programming paradigm called functional programming and you will create and modify simple functional programs.

#### NEA - Non-Examined Assessment

You will develop a piece of coursework for a data processing problem of your choosing. You will create the program code (including an appropriate Graphical User Interface) and will build a series of supporting documentation to demonstrate your ability to analyse, design, implement, test and evaluate a system.

#### **Assessment**

Paper 1 - On Screen (40% of A-Level) Paper 2 - Paper Exam (40% of A-Level) NEA Coursework (20% of A-Level)

#### Pathways/Careers/ University courses

This could lead to a career working in computer programming, systems engineering, eSports etc. This course would provide suitable footing for university courses such as Artificial Intelligence (BSc), Systems Programming (BSc), Computer Games Development (BSc), Creative Computing (Web Technologies) (BSc).

#### **Entry Requirements**

Five Grade 4's or above at GCSE, including English and Maths. A Grade 5 in GCSE Computer Science qualification is also required; students without will be considered if they can demonstrate excellent pre-existing programming skills.

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

### Three Dimensional Design Examination Group: OCR

This is an exciting new A Level course that enables students to design, present and make any three dimensional product using a wide variety of materials and processes.

The course will enable you to demonstrate the creative and practical skills that are required for a broad range of careers such as Architecture, Engineering, Interior Design, Furniture Design and Set Design

# Year 12 content Unit 1:

Foundation skills- Students will design, present and make a range of products focusing on different materials, processes and equipment in preparation for their A Level coursework.

# Years 12 & 13 content Unit 2:

A Level coursework (60%) Students will design, present and make any three dimensional product of their own choice and use any materials and processes to manufacture the product. This work will also include a 1000-3000 word investigation, to research and analyse the work of an established designer that the student has chosen to study.

#### Year 13 content

#### Unit 3:

A Level practical exam (40%)
This is a 15 hour practical design, present and make task; in which students focus on one design context chosen from seven possible design contexts set by the exam board.

The design, present and make contexts are published on 1st February by the exam board and students can research, practice, prepare and develop their ideas during the second term of year 13 in advance of the practical exam.

#### **Assessment**

A Level coursework 60% (internally marked and externally moderated) A Level practical exam 40% (internally marked and externally moderated)

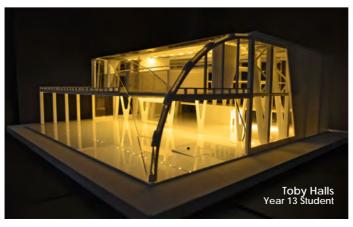
#### Pathways/Careers/ University courses

The A Level in Three
Dimensional Design will
provide students with a
direct pathway into degree
courses in Architecture,
Engineering, Set Design,
Interior Design, Furniture
Design and a wide variety
of courses and careers
in design and creative
disciplines.

#### **Entry Requirements**

Students should have achieved at least a Level 5 in GCSE Three Dimensional Design, Graphic Design or Design Technology and meet the schools A Level entry requirements. Students should only consider taking this course if they possess very strong freehand drawing and CAD skills, along with creative design and practical skills. All work can be completed using a range of freehand drawing/making skills as well as using digital media including Computer Aided Design and Manufacturing processes.

For more information see Mr Gamble Leader of Design and Technology



## English Literature Examination Group: AQA

A Level English Literature involves the study of literary movements, eras and genres. It explores universal themes and encourages students with a shared passion for reading to become confident critics. 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.

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.

#### Year 12 content

#### Unit 1:

Love Through the Ages':
Paper 1 involves the study
of a Shakespeare play,
a novel and a pre-1900
poetry anthology as well
as approaches to unseen
poetry. 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

#### Year 13 content

understood.

#### Unit 2:

'Literature from 1945 to the Present Day':

Paper 2 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.

#### Unit 3.

'Texts across Time':

This coursework unit involves 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**

Paper 1: (40%) three hour written exam

Paper 2: (40%) two hours 30 minutes written exam NEA: Non-exam assessment (20%) 2,500 word Independent Critical Study.

#### Pathways/Careers/ University courses

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 meet the school's A Level entry requirements. A Grade 5 in English is preferable.

For more information see Ms Barker Leader of English

### French Examination Group: AQA

This course will broaden students' horizons.
Students will learn to develop language skills through the study of four set topic areas which will be covered during the 2-year course. They will develop a wide range of vocabulary and accurate grammar. They will also expand their knowledge and interest in contemporary French culture.

They will be able to read French magazines, newspapers and websites, and understand contemporary spoken French from TV and radio. If you are an enthusiastic linguist, this course is for you.

#### Year 12 content

**Unit 1:** Aspects of Frenchspeaking society: current trends

The changing state of the family,

The digital world (internet, social media, digitalisation)
Voluntary work

Unit 2: Artistic culture in the French Speaking world National heritage Contemporary Francophone Music Cinema

Film: Students will study the film 'un long dimanche de fiançailles'. They must also be able to construct essays, learn vocabulary and grammar thoroughly. They will be expected to contribute to discussion work, handle documentary source analysis confidently, and carry out research on the film.

Grammar: Students will expand upon the grammatical knowledge they have acquired at GCSE. They will learn to use more sophisticated language and structures.

#### Year 13 content

**Unit 3:** Aspects of French-speaking society: current issues:

Aspects of a diverse society Marginalised people Criminals

**Unit 4**: Aspects of political life in the French speaking world:

Teenagers, the right to vote and politics The role of strikes Politics and immigration

Grammar: Students will expand upon the grammatical knowledge they have acquired at GCSE. They will learn to use more sophisticated language and structures.

Literary text: Students will study the book 'No et moi'. Students must also be able to construct essays, learn vocabulary and grammar thoroughly. They will be expected to contribute to discussion work, handle documentary source analysis confidently, and carry out research on literary texts.

CONTINUED OVERLEAF

#### French cont...

CONTINUED FROM PREVIOUS PAGE

#### **Assessment**

#### Paper 1:

Listening, reading, writing (translations (42% weighting 2 hours 30 minutes)
Students will be assessed on listening and reading comprehensions. They will have to write in the target language on one of the four topics above.

Paper 2: Writing: translation, film and literary text essay (33% weighting 2 hours).

Paper 3: Speaking 25% weighting (5 minutes preparation plus 16-18 minutes). Conducted by your teacher. Answer 3 questions on a card covering core content 1 to 4 and ask one question during the exam Section One: discussion on stimulus material (choice of two) - 5 to 6 minutes. Section Two: discussion of the IRP independent research project 2 min presentation and 9

2 min presentation and 9 to 10 minutes discussion. In Year 12 there will be one official mock exam in and many exam practices for all papers throughout the 2-year course.

#### Pathways/Careers/ University courses

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.

#### **Entry Requirements**

Students are required to have met the school's A Level entry requirements and gained a Grade 5 in French at GCSE.

For more information see Miss Dulais Leader of Modern Foreign Languages

### Further Mathematics 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 is possible to take this subject as an AS qualification over two years.

It has the reputation of developing students' logical thinking and problem-solving skills. Ideal for students who want to extend their knowledge of Mathematics beyond A Level

#### Years 12 & 13 content

Unit 1: Further Core 1: This unit includes topics such as: Proof
Complex numbers
Matrices
Further Algebra
and Functions.

Unit 2: Further Core 2; This unit includes topics such as:

Further calculus
Further vectors
Polar coordinates
Hyperbolic functions
Differential equations in
both Units 1 and 2

#### Unit 3: Decision:

This unit is different to anything studied in the Maths A Level and includes topics such as:

Algorithms and graph theory Algorithms on graphs Algorithms on graphs II Critical path analysis Linear Programming.

Unit 4: Further Mechanics; This unit builds on the Mechanics taught as part of the Maths A Level course. Topics include:

Momentum and impulse Work and energy Elastic strings and springs and elastic energy Elastic collisions in one dimension Elastic collisions in two dimensions.

#### Assessment

Students will be assessed by four 1 ½ hour exams at the end of the two-year course. Each exam is worth 25% of students' overall grade.

Exam 1; Further Core contains questions based on the work studied in both Units 1 and 2.

**Exam 2**; Further Core contains questions based on the work studied in both Units 1 and 2.

**Exam 3**: Decision contains questions based on Unit 3.

**Exam 4:** Further Mechanics contains questions based on Unit 4

#### Pathways/Careers/ University courses

A wide range of degree/ career options including Mathematics, Science related degrees, Finance, Accountancy, Data Analysis and Engineering

#### **Entry Requirements**

Students 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 must also be studying A Level Maths to take this course.

For more information see Mrs Woodley Leader of Mathematics

## Geography

Examination Group: Edexcel / Pearson

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.

Russell Group universities considered Geography to be one of their preferred 'facilitating subjects'at A level and many university courses which require students to study sciences at A level include Geography as a science subject. Geography graduates are particularly sought after by employers.

#### Years 12 & 13 content

You will be required to complete four days of fieldwork which could be offered as a residential course and there will be some cost attached to this. The skills which you learn during this fieldwork will lead to you developing your independent investigation.

Unit 1: Tectonic processes and landscapes

Unit 2: Coastal landscapes and change

**Unit 3: Globalisation** 

Unit 4: Regenerating places

Unit 5: The water cycle and water insecurity

Unit 6: The carbon cycle and energy security

**Unit 7: Superpowers** 

Unit 8: Migration, identity and sovereignty

#### **Assessment**

There will be three examinations at the end of Year 13

**Paper 1** is on the physical geography modules. It is 2 ¼ hours long and worth 30%.

Paper 2 is on the human geography modules. It is 2 ¼ hours long and worth 30%.

**Paper 3** is 2 ¼ hours. It is a synoptic investigation. It is worth 20%

**NEA (coursework)** is worth 20%.

#### Pathways/Careers/ University courses

Geography is considered by universities to be one of their preferred, facilitating subjects. Most university courses which require a number of 'Science' A Levels identify Geography as being one of these. Geography A Level will enable you to progress to virtually any degree course as well as a Geography one.

#### **Entry Requirements**

Students are required to meet the school's A Level entry requirements. A Grade 5 in both Geography and Maths at GCSE is preferable

For more information see
Miss Salmon
Leader of Geography

### German Examination Group: AQA

Students will learn to develop language skills through the study of four set topic areas which will be covered during the 2-year course. They will be expected to develop a wide range of vocabulary and accurate grammar. They will also expand their knowledge and interest in contemporary German culture. Students will learn to write report summaries and essays, hold conversations in German and take part in debates about German culture and society.

They will be able to read German magazines, newspapers and websites, and understand contemporary spoken German from TV and radio. If you are an enthusiastic linguist, this course is for you.

#### Year 12 content

**Unit 1: Aspect of German** Speaking society: current trends

The changing state of the family,

The digital world (internet, social media, digitalisation)
Youth culture: fashion and trends, music, television

Unit 2: Artistic culture in the German speaking world: Festivals and traditions Art and architecture Cultural life in Berlin, past and present

Film: Students will study the film 'Good-bye Lenin'. They must also be able to construct essays, learn vocabulary and grammar thoroughly. They will be expected to contribute to discussion work, handle documentary source analysis confidently, and carry out research on the film.

Grammar: Students will expand upon the grammatical knowledge they have acquired at GCSE. They will learn to use more sophisticated language and structures.

#### Year 13 content

Unit 3: Multiculturalism in German speaking society:
Immigration
Integration

Racism

Unit 4: Aspect of political life in the German speaking world:
Germany and the European Union
Politics and youth
German re-unification and its consequences

Grammar: Students will expand upon the grammatical knowledge they have acquired at GCSE. They will learn to use more sophisticated language and structures.

Literary text: Students will study the book 'Der Vorleser'. Students must also be able to construct essays, learn vocabulary and grammar thoroughly. They will be expected to contribute to discussion work, handle documentary source analysis confidently, and carry out research on literary texts.

CONTINUED OVERLEAF

#### German cont...

CONTINUED FROM PREVIOUS PAGE

#### **Assessment**

#### Paper 1:

Listening, reading, writing translations (42% weighting 2 hours 30 minutes)
Students will be assessed on listening and reading comprehensions. They will have to write in the target language on one of the four topics above.

Paper 2: Writing: translation, film and literary text essay (33% weighting 2 hours)

Paper 3: Speaking 25% weighting (5 minutes preparation plus 16-18 minutes). Conducted by your teacher. Answer 3 questions on a card covering core content 1 to 4 and ask one question during the exam Section One: discussion on stimulus material (choice of two) – 5 to 6 minutes. Section Two: discussion of the IRP independent

2 minutes presentation and 9 to 10 minutes discussion. In Year 12 there will be one official mock exam in and many exam practices for all papers throughout the 2-year course.

research project

#### Pathways/Careers/ University courses

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.

#### **Entry Requirements**

Students are required to have met the school's A Level entry requirements and gained a Grade 5 in German at GCSE.

For more information see Miss Dulais Leader of Modern Foreign Languages

# Politics Examination Group: Edexcel

Politics means everything around us today.

Every law that is passed. What an individual prioritises and stands for.

Every decision to a nationwide crisis.

Every school, hospital, almost every outcome has been influenced by it.

The subject takes a practical understanding and analysis of UK and US Politics as well as Political ideologies. It should be a serious consideration for those who are good at written communication. It requires you to develop knowledge, analysis and have a justified opinion (evaluation).

#### Year 12 content

Paper 1: Introduction, UK Political Parties, UK Democracy, Electoral Systems, Elections and the Media

Paper 2: UK Constitution, Parliament, Executive, Supreme Court and sovereignty

Paper 3: Conservatism, Liberalism, Socialism

**Paper 4:** Nationalism, Feminism

#### Year 13 content

Paper 3: US Constitution, US Congress, US Presidency, US Democracy, US Supreme Court

#### **Assessment**

100% examination at end of Year 2

Paper 1: UK Politics and core ideologies

Paper 2: UK Governance and non-core ideologies Paper 3: US and Comparative

#### Pathways/Careers/ University courses

Every year several students go on to take Politics or International Relations in some area of study, despite not necessarily intending to do so at the start of the year.

You could be thinking about careers in Law/
Barrister, Media and
Communications,
Leadership, Diplomacy
and Foreign Relations
abroad, Public Relations,
Civil Service/ Government
Departments (Finance,
Education, Health, Defence,
Crime and Punishment,
Housing, Culture, Media,
Sport, Transport), Activist,
Campaigner, Analyst or
Researcher

#### **Entry Requirements**

Students must have met the School's entry requirements. A Grade 5 in English is prefable.

For more information see
Mr Wadsworth
Leader of Politics

# History Examination Group: Edexcel

History gives students an insight into the world we live in, exploring past conflicts, ideologies and social issues. This gives us an understanding of the forces that have shaped the modern world. In year 12 the course focuses on Nationalism, Dictatorship and Democracy in 20th century Europe. Whilst in year 13 we focus on the conflicts of the Wars of the Roses. This course is suited to anyone with an interest in History, and works well with subjects like Government and Politics.

#### Year 12 content

Unit 1: Germany and West Germany, 1918 - 1989

Unit 2: The Rise and Fall of Fascism in Italy, c1911 - 1949

#### Year 13 content

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

Unit 4: Coursework

#### **Assessment**

80% assessment and 20% coursework at the end of Year 2

**Unit 1:** An exam paper of 2hrs 15 minutes comprising of 3 questions. Worth 30% of the overall A Level

**Unit 2:** An exam of 1hr 30 minutes comprising of 2 questions. Worth 20% of the overall A Level

**Unit 3**: An exam of 2hrs 15 minutes, comprising of 3 questions. Worth 30% of the overall A Level

**Unit 4:** An independent piece of writing between 3000 – 4000 words. Worth 20% of the total A Level

#### Pathways/Careers/ University courses

History is seen as a "facilitating subject" by universities meaning it does not limit your options. A Level students in the past have gone on to study degrees in, History, Law, Politics, International Relations, Sociology, Psychology and many more.

As well as more obvious careers such those in the heritage sector or education, history graduates also feature heavily in the legal profession and civil service.

#### **Entry Requirements**

Students must have met the school's A Level requirement, and a Grade 5 in GCSE History is prefeable.

For more information see Miss Wallis Leader of History

### **Mathematics**

Mathematics 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.

This course would go well with any subject, particularly Biology, Chemistry, Physics, Computer Science and Business Studies.

#### **Examination Group: Edexcel**

#### Year 12 content

Unit 1: Pure Maths 1: Taught in Year 12, this unit provides a continuation from topics taught at GCSE, like Trigonometry and Algebraic graphs and also introduces brand new topics such as Differentiation and Integration.

#### Year 12/13 content

Unit 3: Statistics; Taught across both years, this unit looks at displaying and interpreting data, along with Probability.

Unit 4: Mechanics; Taught across both years, this unit has strong links with Physics, involving work on forces, acceleration and equations of motion.

#### Year 13 content

**Unit 2: Pure Maths 2:** Taught in Year 13, this unit continues to develop the topics taught in Pure Maths 1.

#### **Assessment**

Students will be assessed by three 2 hour exams at the end of the two-year course. Each exam is worth a third of students' overall grade.

Exam 1: Pure Maths contains questions based on the work studied in both Units 1 and 2. Exam 2; Pure Maths contains questions based on the work studied in both Units 1 and 2. Exam 3; Statistics and Mechanics contains questions based on work studied in both Units 3 and 4.

#### Pathways/Careers/ University courses

A wide range of degree/ career options including Mathematics, Science related degrees, Finance, Accountancy, Data Analysis and Engineering.

#### **Entry Requirements**

Students need to have met the School's entry requirements and been entered for the higher tier in Maths. We will expect them to have achieved a Grade 7 or above at GCSE.

For more information see Mrs Woodley Leader of Mathematics

### Media Examination Group: Edugas

Media products and platforms dominate our daily lives, and so it is important to understand the processes and the influence they can have over us.

Studying Media not only gives you an insight into the industry and the everchanging world around us, but also improves analytical skills, writing skills, creativity, confidence, and the ability to form an argument.

#### Years 12 & 13 content

Unit 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.

Unit 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 six case studies
across three platforms:
Humans & The Returned (TV)
Huck & Woman's Realm
(Magazines)
Zoella & Attitude (Online)

#### Unit 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 Adobe Premiere Pro on the iMacs in the media suite.

Or.

Magazine. You will plan, write, take photos and design four pages of a new magazine. You will use software such as Adobe InDesign & Adobe Photoshop using the iMacs in the media suite.

#### **Assessment**

70% Exam 30% Coursework

#### Pathways/Careers/ University courses

Recent figures suggest that 1 in 11 UK jobs are related to the creative industries. Those who study Media open the doors to a number of different career paths, ranging from the Film & TV industry, to marketing, social media and video games development. The course also teaches valuable transferrable skills that would be beneficial to any career choice.

#### **Entry Requirements**

Students are required to have met the Sixth Form's A Level entry requirements. A Grade 4 GCSE in Media Studies would be beneficial but is not required.

For more information see Mr Hyde Leader Sixth Form / Acting Leader of Media



# Philosophy Examination Group: AQA

This is a course that develops both depth of thought and breadth of understanding.

What is real?
Why should we follow rules?
What is knowledge?
What is evil?

If these questions interest you, choose Philosophy.

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 whether it is right to kill animals or whether simulated killing is ethical.

The course will develop a range of skills, including enquiry, interpretation, analysis and reasoning.

Students should enjoy indepth thinking, even where there is no definite answer, and learning through discussion and debate. Philosophy A Level 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. This A Level helps you develop excellent communication and critical

# thinking skills. Year 12 content

Unit 1: Epistemology; The theory of knowledge. Can we ever know what is rea? Can we trust our senses to

Can we trust our senses to inform us what the world is like?

Unit 2: Moral Philosophy:
Exploring different moral theories and how they determine what is the right and wrong thing to do. The course looks at Utilitarianism, Kantism and Virtue ethics. These theories are applied to scenarios such as lying, simulated killing and other real world situations

#### Year 13 content

# Unit 3: Metaphysics of the mind:

What is the mind? Is our mind simply a by product of a physical brain operating a body or is there something more to it? Exploring the idea of consciousness.

Unit 4: Metaphysics of God: Evaluating arguments about the existence of a divine being. These arguments have been around for centuries. They do not necessarily prove the existence of a biblical God. The main arguments are the Ontological, Teleological and Cosmological. You will also explore the problem of evil which is seen as the strongest argument

against an all loving deity. **Assessment** 

100% Examination at end of Year 2

#### Pathways/Careers/ University courses

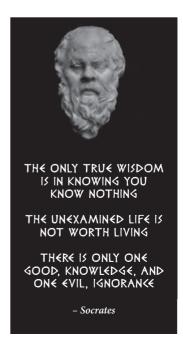
The study of Philosophy is a very good mix with other subjects.

There are many courses which are joint Philosophy including Maths, Science and English Literature.

#### **Entry Requirements**

Students must have met the School's entry requirements. A Grade 5 in English GCSE is recommended.

For more information see Mrs Tyler, Leader of Religion, Values & Ethics



# Photography

A course for anyone with a keen interest in photography and design.

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.

**Examination Group: OCR** 

#### Year 12 content

# Unit 1: Introduction to photography

This unit will cover the basics of photography as well as allowing you to explore different mediums such as portrait, landscape, still life etc. You will gain both creative and technical skills to take forward in your work.

#### Unit 2: Coursework Element 1 Related Study

(3000 words)
You will choose two
photographers to study in
detail and re-create some
of their pieces.

#### Unit 3: Coursework Element 2 Practical Portfolio

This is the largest body of work that you will create and is your own personal exploration of a particular medium of photography.

#### Year 13 content

Continuation of Unit 3: Coursework Element 2 Practical Portfolio

#### Unit 4: Externally set task

(exam). A response to a prereleased brief culminating in a 15 hour controlled assessment.

#### Assessment

40% Exam – at the end of Year 2 60% Coursework

#### Pathways/Careers/ University courses

This course will 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 Sixth form's A Level entry requirements (five 4-9 including English and Maths.)

A Grade 4 GCSE in Art or another creative subject would be beneficial but is not essential.

Students are expected to work with their own digital SLR camera.

For more information see Miss Dunne Acting Leader of Photography



### Physics Examination Group: AQA

Students at Hedingham School follow the AQA Physics specification at A Level. This course has been designed to explain the universe from the very small sub-atomic quantum physics level, to understanding how all matter and energy in the universe behaves.

A Level Physics forms the basis for many other subjects including Chemistry and Biology, as well as being essential for courses such as Engineering and Astrophysics. Students will develop skills in problem solving and quantitative reasoning that opens the door into working areas far beyond the scope of Physics itself.

#### Year 12 content

Unit 1: Measurements and their errors

Unit 2: Particles and radiation

Unit 3: Waves mechanics

**Unit 4: Materials** 

**Unit 5: Electricity** 

#### Year 13 content

Unit 6: Further mechanics

Unit 7: Thermal physics

Unit 8: Fields and their consequences

Unit 9: Nuclear physics

#### **Optional Unit**

Option 1: Astrophysics

Option 2: Medical physics

Option 3: Engineering physics

Option 4: Turning points in physics

Option 5: Electronics

#### **Assessment**

100% Examination at end of Year 2

Paper 1: Particles, Waves, Mechanics, Electricity (85 marks, 2 hours)

Paper 2: Thermal physics, Fields, Nuclear Physics (85 marks, 2 hours)

Paper 3: Practical Component, Optional Component (85 marks, 2 hours)

All papers contain long or short answer questions, alongside a multiple choice section for both Papers 1 and 2. Paper 3 covers practical skills and data analysis alongside questions from the optional unit covered.

Science Practical Endorsement, students are internally assessed by teachers to ensure that they continue to develop their core practical skills supporting the theory discussed in lessons and develop their practical skills in preparation for University level experiments.

#### Pathways/Careers/ University courses

Physics is a challenging subject utilising strong Mathematical reasoning, it complements subjects such as Mathematics, Biology, Chemistry, Geography and Computer Science. Taking the Mathematics A Level is not required, but is actively encouraged as both subjects support one another in their understanding.

Students who are successful in Physics are enabled to follow University courses or careers in Science, as well as more diverse areas such as Medicine, Law, Finance and Journalism.

#### **Entry Requirements**

Students will need a Grade 6 at GCSE Physics or 6-6 in Combined Science, Grade 7 in Maths and four other grades 4-9 subjects (including English).

For more information see Dr Finn Leader of the Science

# Psychology

**Examination Group: AQA** 

This qualification offers an engaging 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.

This subject would go well with: Maths, Science and History as well as other Social Sciences.

#### Years 12 & 13 content

Unit 1; Social influence:
Students learn about
explanations for conformity
and obedience. Classic
studies such as the Stanford
Prison experiment are
studied enabling students
to consider the influence of
social roles on
behaviour. Minority and
majority influence are also
studied alongside
processes that may lead to
social change.

Unit 2; Memory: Models of memory are studied providing a clear framework for students to learn about 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.

Unit 3; Attachment: This unit introduces students to explanations of human development and relationship formation. Bowlby's theory of attachment is explored alongside a range of explanations for the behaviours exhibited by children and adults.

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

Unit 5; Psychopathology: Differing explanations and treatments for abnormal behaviours are considered.

Unit 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.

Unit 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

Unit 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

Three written exams – each lasting for two hours.

#### Pathways/Careers/ University courses

A Level Psychology will provide students with the skills required of an undergraduate - an inquiring mind and the ability to use scientific research findings to support and challenge various claims about why people behave the way that they do. Psychology is relevant to many occupations involving interactions with others. Psychology prepares students for employment in a variety of areas including mental health, human resources, education, research, and law.

#### **Entry Requirements**

Students are required to have met the school's A Level entry requirements. Students need to be mindful of the fact that the subject involves a great deal of reading and extended written work.

For more information see Mr Sadler Leader of Social Sciences

# SOCIOLOGY Examination Group: OCR

This course provides students with the knowledge and skills needed to critically assess a range of social processes and institutions. They will learn about key Sociological theories from the 19th -21st Centuries and will develop an ability to apply different viewpoints to a diverse range of issues. Sociology also involves research methods and students will learn about a range of studies.

This subject would go well with: History, Philosophy and Ethics and Geography. Studying Sociology can lead to careers including research, education and law.

#### Years 12 & 13 content

Unit 1: Socialisation, culture and identity: This first unit covers the processes involved in socialisation. A range of social institutions are studied as students explore how identity is socially constructed. Students also study media representations of gender, age, class and ethnicity alongside theories of media effects on audiences. This unit also looks at the role of the media in reporting and amplifying crime and deviance.

Unit 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 smallscale research designs. Social inequalities will also be considered with a focus on class, age, ethnicity and gender identities. Students will be taught to write extended, discursive essays integrating theory with evidence and examples.

Unit 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

Paper 1: 1 hour and 30 minutes

Paper 2 & 3: both 2 hours and 15 minutes

#### Pathways/Careers/ University courses

Sociology teaches students to become critical thinkers who develop an informed insight into the workings of society. Sociology develops areat problem-solving abilities alongside the ability to analyse a range of data, report on the findings and make recommendations based on these findings. Sociology can lead to areas of employment such as health, criminology, law and economics. Sociology can also lead to further study progressing to careers such as teaching, journalism and public relations.

Additionally, a range of government agencies and outreach organisations seek out sociologists for specialist research. Many sociologists go on to carve out careers as independent research consultants, examining trends in human behaviour for a variety of clients.

#### **Entry Requirements**

Students are required to have met the school's A Level entry requirements. Students need to be mindful of the fact that the subject involves a great deal of reading and extended written work.

For more information see Mr Sadler Leader of Social Sciences

# **GIVING STUDENTS** THE SKILLS **EMPLOYERS** NEED







# **Digital Business Services**

# Be part of something new!

Do you already know what you want to do with your career?

Do you have an interest in being able to merge and analyse data from multiple sources in order to maximise your company's performance whilst minimising their costs?

Do you want to be able to assist management in planning future projects and altering procedures and strategies in order to make your company more efficient; to be able to analyse market data to identify potential new markets for your product or even entirely new products for your company; to be able to increase sales revenue and maximise your company's return on investment?

Do you have five Grade 4s at GCSE including English and Maths and prior knowledge of IT or Business Studies would be beneficial.

Then a T-Level in Digital Business Services is the course for you.

A brand new qualification brought to you by Hedingham School which offers you the opportunity to learn in a working environment. It provides the chance to learn whilst you are on the job, giving you the opportunity to learn in a real-world work situation combined with the traditional school setting. Also, you will get the opportunity to put your classroom knowledge to use immediately in the workplace and to use the skills you gain whilst at work to improve your academic performance.

You will be placed with a specific employer who will tailor your job as well as your learning. This course will be designed jointly by the school and the employer. This leads to a much leaner. streamlined vocational course which aims to prepare you specifically for employment. This provides a natural bridge between GCSEs and employment in the field of data analysis. Spheres of study will include the impact of digital technologies on businesses, the use and creation of the systems involved in strategic planning, management, marketing and, indeed, every aspect of your business.

Specialist content will encompass a wide range of skills within your academic study including research techniques, presentation skills and kinesthetic skills such as the interpretation and analysis of digital information, as well as giving you the abilities to make recommendations based upon data.

#### Next steps

Employment, Higher Apprenticeships are both ideal but the course also carries UCAS points equivalent to a 3 A Level programme of study which can lead to a degree course at University. Additionally, there could be employment prospects within the placement company or within other companies, both nationally and globally.

#### Assessment

A 2-year course with nine weeks of industry placement. Assessments are a mix of written examinations coupled with a project set by your employer which will account for 30% of your final grade. Your employer will grade your performance throughout your placement with a series of assignments which will push you further than traditional examinations.

**Interested?** Ask for one of our in-depth information packs today.

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



# Applied Science Level 3 Cambridge Technical Extended Certificate Examination Group: OCR

This course will equip you with the skills to pursue a career in a scientific field or go on to further study. It is an opportunity to develop professional skills through carrying out real experiments and research.

Students gain an understanding of the different types of scientific industries and settings plus how laboratory design can vary across organisations and sectors

#### Year 12 content

# Unit 1: Science fundamentals

This unit creates a solid foundation for all the other units covered.

#### Unit 2: Laboratory technique

This includes lots of the skills required by technicians working in any kind of scientific laboratory, including working for an industrial company, the NHS, contract analysis of environmental samples and working in science education.

#### Year 13 content

# Unit 3: Controls of hazards in the laboratory

This unit covers an overview of the most common hazards encountered in typical research labs.

#### Unit 4: Microbiology

This develops a range of practical manipulative skills that enable safe work in a microbiology laboratory.

# Unit 5: Product testing techniques

This unit looks at how consumer products are rigorously tested and regulated before being allowed to be sold and after sales.

#### **Assessment**

Unit 1 and Unit 2 are externally assessed through formal exams, this will include case studies related to the science sector.

Units 3, 4, and 5 are assessed through controlled assessments that look at applying and evidencing theory through practical means.

#### Pathways/Careers/ University courses

This Level 3 qualification is the equivalent to an A level and can be

used for applications to Higher Education or for employment within scientific fields

Some students who gain the level 3 Cambridge Technical in Applied Science may wish to enter a specialist area of employment within the science industry or within organisations that use science in positions such as: Quality control technician/ analyst, medical physics technicians, research lab work, forensic science service, chemical industry, or scientific journalism. Other areas students are suited for include: Biological Science, Forensic Science, Molecular Biology, Nursing, Sports Science, Medical Technology, Midwifery, Paramedic, Biophysics, Food Technology.

#### **Entry Requirements**

5 GCSEs (4-9) including English and Maths. Students will require a 4-4 or above at GCSE Combined Science or 4 or above in each Biology, Chemistry and Physics triple exams.

For more information see Mrs R Taylor Second in Science

# Business Level 3 Cambridge Technical Extended Certificate

**Examination Group: OCR** 

A CTec in Business is a more vocational option to the A Level in Business and would suit learners who prefer to work in smaller, more focussed chunks

The level 3 Cambridge Technical is equivalent to one A-level and will provide you the opportunity to develop core skills and understanding of the requirements of the business sector. You will gain hands-on experience and have the opportunity to focus on specific topics such as human resources, marketing and business planning. This offers learners a vocational alternative to the more academic A Level course.

#### Year 12 content

Unit 1:The business environment (Written exam) Understand different types of businesses and their objectives.

Understand how the functional areas of businesses work together to support the activities of businesses.

Understand the effect of different organisational structures on how businesses operate.

Be able to use financial information to check the financial health of businesses.

Understand the relationship between businesses and stakeholders.

Understand the external influences and constraints on businesses and how businesses could respond. Understand why businesses plan.

Be able to assess the performance of businesses to inform future business activities

# Unit 2: Working in Business (Written exam)

Understand protocols to be followed when working in business.

Understand factors that influence the arrangement

of business meetings. Be able to use business documents.

Be able to prioritise business tasks.

Understand how to communicate effectively with stakeholders.

# Unit 3:Customers and communication (Coursework)

Understand who customers are and their importance to businesses.

Understand how to communicate with customers learning outcome.

Be able to establish a rapport with customers through non-verbal and verbal communication skills. Be able to convey messages for business purposes.

Know the constraints and issues which affect the sharing, storing and use of information for business communications.

CONTINUED ON NEXT PAGE

### BTEC & CAMBRIDGE TECHNICAL COURSES

#### Year 13 content

Unit 4: Marketing and market research (Coursework)

Understand the role of marketing in businesses. Know the constraints on marketing. Be able to carry out market research for business opportunities. Be able to validate and present market research findings.

Unit 5: Business events (Coursework)

Be able to prepare for a business event.
Be able to support the running of a business event.
Be able to review and evaluate if the business event met its objectives.

into further study of business studies at university or college.

This qualification can also be taken as a standalone one-year enrichment course resulting in a Certificate in Business being awarded (equivalent to one AS level)

To achieve the certificate level you would need to complete units 1,2 & 3 only.

#### **Entry Requirements**

Students are required to have met the Sixth Form's entry requirements. A GCSE Grade 4 or above in Business Studies would be beneficial but is not required.

#### Assessment

2/3 Exam 1/3 Coursework

#### Pathways/Careers/ University courses

Whatever direction you choose to take your career path in the future, you will either be employed or an employer and this course will provide you with valuable insights into how your business (or the one for which you work) operates and, importantly, satisfies its customers. As such it is ideal for students looking at entering employment or apprenticeships straight away but also gives a route

For more information see Mr Illingworth Leader of Business or Mr. Nolan

# Criminology Diploma

**Examination Group: WJEC** 

During Year 1 you will study for the Certificate, for Year 2 you will progress to the Diploma (equivalent of 1 A Level)

Criminology is a qualification which includes elements of Psychology, Law and Sociology. The course aims to develop knowledge and understanding of the criminal justice system and an awareness of the different types of crime as well as exploring the behaviour and theories behind why people commit crime.

#### Year 12 content

Unit 1: Changing Awareness of Crime: This unit focuses on building your understanding of the different types of crime and the things that influence the way we perceive crime. We will also examine the reasons why certain types of crimes are less likely to be reported to the police.

Unit 2: Criminological
Theories: We will look at
how we define crime and
what constitutes criminal
behaviour. We will also
look at the fundamental
question of why people
commit crime, drawing on
biological, psychological
and sociological theories.
We will then examine how
these theories may have
influenced social policy in
relation to crime.

#### Year 13 content

Unit 3: Crime Scene to Courtroom: This unit will enable you to develop your understanding of the criminal justice system from the moment a crime has been identified to the verdict in the courtroom. We will look at the complex processes involved in investigating and prosecuting crimes, and we will review real criminal cases to evaluate the evidence and the validity of the verdict.

# Unit 4: Crime and Punishment

Using the knowledge and understanding gained from units already studied we will address questions such as: Why do most of us tend to obey the law even when to do so is against our own interests?

What institutions have we developed to ensure that people do obey laws?

What happens to those who break the law?

Why do we punish people? How do we punish people? How effective is the criminal justice system in preventing and dealing with criminality?

#### **Assessment**

The course is assessed using a combination of examinations and controlled assessments. You will sit one controlled assessment and one exam in your first year. There will be a second controlled assessment and one exam in your second year. The controlled assessments will take place part way through the year, and the exams will be in the summer.

#### Pathways/Careers/ University courses

This subject provides a valuable first step for university courses in Criminology, Sociology, Psychology, Political Science, Law or other subjects. In terms of careers, it can assist students in progressing onto multiple professions. From within local government, the probation service, civil service, forensic psychology and the police force, to name a few

#### **Entry Requirements**

Five GCSEs at Grade A-C (9-4), including maths and English.

Criminology can be taken as a one year Enrichment course

For more information see Mr Sadler Leader of Social Sciences

# Children's Play, Learning and Development BTEC Level 3 National Extended Certificate

**Examination Group: Pearson** 

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. This course gives students an insight into working with children in a range of different settings. It enables students to gain an understanding of the Early Years Foundation Stage Statutory Framework and how this is applied in different settings.

#### Year 12 content Unit 1: Children's

Development: You will learn about theories and models of development that explain how and why children develop and how this relates to the EYFS. You will understand a range of factors that may influence children's development. Section A: Scenario-based questions which will assess your ability to apply theory to practical real-life situations. Section B: Long-answer questions that assesses your ability to analyse and interpret theories, how they relate to other areas of development and their impact.

Unit 4: The Early Years
Foundation Stage: You
will look at the legislation,
regulations and guidance
relevant to health, safety
and safeguarding. You will
investigate approaches to
creating safe and secure
environments and polices
and procedures to control
and prevents the spread of
infection

#### Year 13 content

Unit 2: Communication and Numeracy: Children's development of speech, communication, language, literacy and numeracy skills is an essential part of early childhood development. You will learn the sequence of this development and plan appropriate activities to encourage development.

Unit 3: Play and Learning: You will learn about the types of play and the opportunities that should be made available to children at different ages and stages of development.

#### **Assessment**

**Unit 1: Exam:** 1 hour and 45 minutes (90 marks)
January and June with the opportunity to re-sit

Unit 2: Task set and marked by Pearson, completed under supervised conditions **Section A:** students will be given a case study two days before to carry out research.

Section B: the supervised assessment is carried out in 3 hours timetabled by Pearson (68 marks). January and June

**Unit 3:** Coursework internally marked

**Unit 4:** Coursework internally marked

#### Pathways/Careers/ University courses

This course would suit anyone planning a career in child care, child services or teaching. Further study options include Child Psychology, Child Development and Learning, Early Child Education.

#### **Entry Requirements**

Students are required to have met the Sixth Form's entry requirements. All students will be expected to carry out 50 hours of work experience. This qualification will support anyone wanting to work with children whether this be in a nursery or pre-school setting, or who want to take this qualification further and work in the social care or teaching sector.

For more information see Mr Batch Leader of Vocational Education

# Digital Media Level 3 Cambridge Technical Extended Certificate Examination Group: OCR

The Digital Media course is a more vocational option to the A Level in Media Studies and would suit learners who prefer to work in smaller, more focussed chunks.

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.

#### Year 12 content

Unit 1: Media Products & Audiences (Written exam): Media Ownership.
Advertising & Distribution. How meanings are created by media products.
How products appeal to their audience.
Understanding Research Data.
Legal, ethical and regulatory issues.

Unit 2; Social Media &
Globalisation (Written exam):
How online & social media
products are used and
what their purpose is.
The impact of social
media & globalisation.
Positive/negatives of
online media.
Legal & ethical issues.
How to develop an online
project.
How to plan & manage a
social media campaign.

Unit 3: Create a Media Product (Coursework)

Create a proposal to meet a client brief. Produce planning materials.

Create & manage original content.

Apply editing techniques.

#### Year 13 content

Unit 4: Pre-Production & Planning (Written exam)
Planning a project.
Financial aspects.
Legal, ethical and regulatory issues.
Meeting client requirements.

Unit 5: Advertising Media (Coursework)
How advertising campaigns work across different platforms.

Plan a cross-media advertising campaign. Produce a cross-media advertising campaign.

#### **Assessment**

2/3 Exam 1/3 Coursework

#### Pathways/Careers/ University courses

Recent figures suggest that 1 in 11 UK jobs are related to the creative industries. Those who study Digital Media will be equipped to obtain employment within these industries, opening the doors to a number of different career paths, ranging from the Film & TV industry, to marketing, social media and video games development.

This qualification can also be taken as a standalone one-year enrichment course resulting in a Certificate in Digital Media being awarded (equivalent to one AS level). To achieve the certificate level you would need to complete units 1,2 & 3 only

#### **Entry Requirements**

Students are required to have met the Sixth Form's entry requirements.
A GCSE Grade 4 or above in Media Studies would be preferable.

For more information see Mr Hyde Leader of Sixth Form and Acting Leader of Media

## Music, BTEC Examination Group: Edexcel

This course is designed for those who want to continue their music education through applied learning and who aim to progress to higher education and ultimately to employment, possibly in the music sector or the creative sector as a whole.

#### Year 12 content

Unit 1: Performance Session Styles (Internally Assessed) Working as a session musician is one of the most exciting and varied careers available to musicians today. From one-off studio sessions with producers to world tours, skilled session musicians are the backbone of the music industry. Session musicians can be required to learn parts quickly so technical musical knowledge is critical, as is the skill to play in different situations. In this unit, you will explore a range of genres and styles, investigating their scales, tonality, rhythms, riffs and groove. It will give you greater insight into the skills and knowledge needed to be a working session musician. You will develop your own musical skills as well as the skills of collaboration for performance in different settings, such as the recording studio and the stage.

Evidence will include:

Presentation that explores key styles and genres of music.

Evidence documenting a sustained period of developmental practical work.

Audio recordings and video recordings of sessions and performances showing different genres and styles.

# Unit 2: Practical Music Theory and Harmony (Internally Assessed)

Music theory and harmony relates to all forms of music. It is about how the music we make and listen to is constructed and how it works. This unit will develop your knowledge and understanding of fundamental musical theory and how it's applied in practical musical activities. You will develop and apply theoretical knowledge in a relevant, useful and meaningful way. Through a composition or arrangement, you will gain a secure and thorough understanding of a variety of types of chords and learn to apply them with high levels of skill and proficiency in the use of harmony. You will use this learning to produce a piece of musical notation that fully articulates your intentions so that they can be used in a performance situation. Evidence will include:

A presentation, showing an understanding of the content covered. Practical demonstrations showing how melody and harmony interrelate. A set of parts for an arrangement or composition that are appropriate for the performers and context.

CONTINUED OVERLEAF

### Music, BTEC continued

CONTINUED FROM PREVIOUS PAGE

#### Year 13 content

Unit 3: Professional Practice in the Music Industry (Externally Assessed)

You will explore what it is that makes someone a professional in the music industry and how to put forward a bid for work. This unit considers the importance of professional practice in the music industry and is designed to enable you to develop the relevant skills, knowledge and understanding needed. You will gain understanding of what is meant by the term 'professional practice' as well as what it means to be a freelancer working in the music industry. You will develop an understanding of the professional skills that are important in the industry and learn the importance of financial management, effective interpersonal skills and working with others. Evidence will include: A written task set and marked by Edexcel and completed under supervised conditions in a two-week period timetabled by Edexcel. In response to music industry scenario, you will create a project plan, budget, rationale and a presentation. Research period of three hours, followed by a

supervised assessment period of five hours.

# Unit 4: Ensemble Music Performance

**Externally Assessed)** 

Musicians rarely work in isolation and the ability to perform as part of an ensemble is an essential skill for any musician, regardless of style. Whether you are part of a pop group or a large symphony orchestra, the skills of teamwork and communication are vital. In this unit, you will become part of a musical group and will develop your ensemble skills by taking part in rehearsals. As an ensemble, you will be given a list of songs from which you must choose three. You will then learn, rehearse and perform these songs to an audience. You will also provide a presentation on how you used different techniques, stylistic and musical elements in the musical parts you performed. To complete the assessment task within this unit, you will need to select and apply learning from across the whole course. It is suggested that you complete the assessment towards the end of the course after you have completed learning from the other units (this is called 'synoptic' assessment) Evidence will include:

A task set and marked by

Edexcel and completed under supervised conditions in a period timetabled by Edexcel. Create four milestone stages during the process, responding to prompts provided by Edexcel. This will include a video recording of the final group performance, between 6 and 15 minutes in duration. The supervised written assessment period is two hours. You will then have between 30-45 min to record the performance.

#### **Assessment**

Internally and Externally assessed work

Unit 1: 17% Unit 2: 25% Unit 3: 25% Unit 4: 33%

#### Pathways/Careers/ University courses

This qualification is particularly suited to prepare learners for a range of higher education courses and job roles in the Music sector.

#### **Entry Requirements**

Students must have met the School's entry requirements.

For more information see Mr Cull Leader of Music

## Performing Arts BTEC Level 3 National Extended Certificate

The course focuses on the development of students skills as Musical Theatre Performers. It develops students' vocal and physical skills through workshops in movement, dance, acting and singing. The BTEC Level 3 Extended Certificate in Performance is a two-year vocational aualification equivalent to one A Level. This qualification will suit those students who are interested in learning about the performing arts sector, those who would like to pursue a career in performing arts, and those who would enjoy a creative and practical subject to balance their A-Level curriculum. The course is suitable for students who have studied a performing arts course as part of their GCSEs and/or those who have experience of performing arts classes outside of school.

#### Years 12 content

Unit 34: Developing Skills and Techniques for Performance:

Students will develop knowledge of the roles and skills of a musical theatre performer by exploring topics such as; training and qualification routes, working conditions and lifestyle factors, and professional development and career opportunities in the Arts Practical study in this unit requires students to develop appropriate skills & techniques in a performing arts discipline(s). Students

will participate in regular workshops, classes and exercises to 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/disciplines, which they will then review and evaluate.

# Unit 27: Musical Theatre Techniques:

Students will explore musical theatre as a performance style, looking at the history and development of musical theatre and studying a variety of West End and Broadway Musicals.

Through practical workshops they will develop the skills to be a musical theatre performer. Students will be expected to participate in technique classes, rehearsals and a final group musical theatre performance.

### Years 13 content

Two Optional Units:

The final two units are optional and will be chosen according to student interest and strengths within the class. These include:

Acting Styles
Developing the Voice
for Performance
Tap Dance, Jazz Dance
Street Dance
Contemporary Dance
Choreography Live
Performance
Singing Techniques
for Performance.

#### Examination Group: Edexcel

Unit 3: Group Performance:

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, musical theatre to work in.

#### **Assessment**

Assessment is conducted through the two-year programme. Four units are internally assessed through coursework. Coursework includes live performances, practical workshop videos and written portfolios. The final unit is externally assessed by the exam board through a video performance and a written reflection logbook.

#### Pathways/Careers/ University courses

The course provides students with an excellent foundation of knowledge and practical skills which will prepare them for further study of Dance, Drama or Musical Theatre at both university and performing arts vocational training colleges.

#### **Entry Requirements**

Students are required to have met the School's entry requirements.

For more information see
Mrs Cook
Acting Leader of Dance& Drama

# Sport BTEC Level 3 National Extended Certificate Examination Group: Pearson Edexcel

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.

The BTEC course will give you a well-rounded education in the Sports Industry. Giving you detailed knowledge of various pathways within the Industry. This course would be well suited for individuals looking to further their sporting knowledge in pursuit of a career in in the Sports industry.

#### Year 12 content

# Unit 1;Principles of Anatomy and Physiology in Sport:

(1hour 30 min exam)
The aim of this unit is to explore the structure and function of the skeletal, muscular, cardiovascular and respiratory systems and also to learn the fundamentals of the energy systems. On completion of this unit a learner should:

Know the structure and function of the skeletal system.

Know the structure and function of the muscular system.

Know the structure and function of the muscular system of the the cardiovascular system. Know the structure and function of the respiratory system.

Know the different types of energy systems.

# Unit 2; Fitness Training and Programming:

(externally graded)
The aim of this unit is for learners to be able to plan a fitness training sessions and design fitness training programmes. It gives the learners an opportunity to explore the body's response to acute exercise and how the body adapts to long-term exercise participation. On completion of this unit a learner should:

Know different methods of fitness training. Be able to plan a fitness training session.
Be able to plan a fitness training programme.
Be able to review a fitness training programme.

#### Year 13 content

# Unit 3;Professional Development in the Sports:

(internally assessed)
The aim of this unit is to explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.

In this unit learners will: Understand the career and job opportunities in the sports industry Explore own skills using a skills audit to inform a career development action plan. Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway Reflect on the recruitment and selection process and your individual performance.

#### Unit 4;

Plus, one optional unit: Sports leadership Practical sport Sports Psychology Fitness Testing

CONTINUED ON NEXT PAGE

# BTEC & CAMBRIDGE TECHNICAL COURSES

#### Assessment

One exam unit; 1hour 30 mins. One externally moderated synoptic unit; A set task from the exam board Two internally assessed units

# Pathways/Careers/ University courses

This BTEC qualification in Sport introduces 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 and sports development.

**Entry Requirements**Students are required to have met the School's entry requirements.

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



# BTEC LEVELS1&2 COURSES

# Multi-Trade Skills Programme Level 1 and 2 Certificate Examination Group: Pearson

This qualification is for candidates wishing to gain understanding and practical experience of the variety of trades in the Construction industry.

#### Year 12 content

Unit 1: Introduction to Health and Safety in Construction
This unit is designed to introduce learners to the health and safety and welfare issues in construction. It aims to help learners to be aware of the potential hazards to which they may be exposed in construction environments and how to reduce these risks.

#### Unit 2: Plumbina

This unit introduces learners to the hand tools, materials and personal protective equipment (PPE) used in plumbing. The unit offers learners opportunities to develop the skills needed to perform basic plumbing operations.

#### Unit 3: Bricklaying

This unit introduces learners to the hand tools, materials and personal protective equipment (PPE) used in bricklaying, and offers them opportunities to develop the skills needed to construct basic brickwork structures.

#### Unit 4: Joinery

This unit is designed to introduce learners to the hand tools, materials, personal protective equipment (PPE) and skills used in joinery. Learners will have the opportunity to produce a joinery item.

#### **Assessment**

All units are assessed through practical and written coursework assignments.

#### Pathways/Careers/ University courses

The primary aim of this qualification is to help prepare you to progress into further learning and training in the construction sector.

#### **Entry Requirements**

Students are required to have achieved five Grade 9-1 at GCSE Level.

For more information see Mr Batch Leader of Vocational Education

### Workskills Level 2 Examination Group: Pearson

This qualification will give up to date skills that employers really value such as; how to successfully apply for jobs, how to become an effective team member and many other skills to help you land your dream job!

#### Year 12 content

#### Working in a Team:

Most jobs need people to be able to work well together but it is not always easy. We all have our own ideas and ways of doing things. We have different levels of patience and different personalities. A good team is one that can work well together. They respect each other and use the skills each person has to complete the task.

#### Developing your CV:

There is a difference between having a CV and having a CV that will get you a job interview. A CV needs to be a document that will grow with you as your career and qualifications do. However, too much information on a CV will potentially stop employers looking at it. This Unit will help you achieve the balance needed.

#### Achieving Success at Interview:

The route to employment always includes being successful at interview. An interview can be something that fills even the most confident of individuals with fear. By being prepared and knowing what to expect you can greatly increase your chances of getting that job. This unit will introduce you to the key parts of the interview process and give you the skills to improve your chances of success.

# Planning and Running an Enterprise Activity:

Enterprise activities are planned and run by individuals or groups of people keen to develop, promote and deliver a chosen product or service to a particular group of people or customers. Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. Planning an enterprise activity is essential to its success, as this encourages individuals and groups to consider the best way to achieve a positive outcome or profit and to make the activity worthwhile.

#### **Assessment**

All units are assessed through practical and written coursework assignments.

#### Pathways/Careers/ University courses

The primary aim of this qualification is to help prepare you to progress into further learning, training or an apprenticeship of your choice.

#### **Entry Requirements**

Students are required to have achieved five Grade 9-1 at GCSE Level.

For more information see Mr Batch
Leader of Vocational
Education

# ENRICHMENT COURSES

# Community Sports Leadership Award

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.

**Examination Group: OCR** 

# Year 12 content Unit 1

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.

#### **Assessment**

Written Log of Leadership 10 hours community leadership Teacher observations.

#### Pathways/Careers/ University courses

What do students gain from this course?

Increased confidence
The ability to confidently
lead others.

Valuable teamworking 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 Sergeant Leader of PE

# Core Mathematics Examination Group: Pearson

The course is a Level 3 course that is the equivalent of an AS qualification (carrying the same number of UCAS tariff points).

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.

# Years 12 & 13 content Unit 1; Compulsory

Component:

This unit includes topics such as, data collection, percentages and financial problems, along with the revision of various GCSE topics.

Unit 2; Optional Component: This unit will be decided upon by the class teacher based on the students' strengths and areas of interest. Choices will be between Statistical techniques, Critical Path and Risk Analysis and Graphical Techniques.

#### Pathways/Careers/ University courses

The skills developed in the study of Mathematics are increasingly important in the workplace and in higher education. Studving 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, for example Science, Design and Technology, Business Studies, Psychology and Geography.

#### **Assessment**

Students will be assessed by two 1 ½ hour exams at the end of the two-year course. Each exam is worth 50% of students' overall grade.

Exam 1: Compulsory
Component

Exam 2; Optional Component

#### **Entry Requirements**

Students must have achieved a minimum of Grade 4 at GCSE Mathematics.

For more information see Mrs Woodley Leader of Mathematics

# Extended Project Qualification Examination Group: AQA

A fast-paced, one-year course that molds around your interests, hobbies or career prospects. Independence, organisation and creativity is key! The course can be adapted to suit the needs, skills and knowledge of the individual to create a research project that acts like a minidissertation; employers and higher education love this! The Level 3 Extended Project Qualification is an opportunity for students to embark on a self-directed and self-motivated journey. Students will be asked to choose a topic, plan, research and develop an idea. The finished product may take the form of: 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 the form of a Production Log. The process of recording and completing a project is, in fact, just as important than the finished product. Both the Production Log and the Product will be assessed. Student will learn to: Manage: identify, design,

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 of range of skills, including using new technologies, to solve problems, take decisions critically, creatively and flexibly and to achieve the projects aims.

**Review:** evaluate the outcome, including the learning and performance which will require honesty and careful consideration.

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 or further education, apprenticeship and progression into a work place.

#### Year 12 content

Unit 1: Compulsory Component: Production Log; This unit is a working document that is continuously adapted through the one-year

through the one-year course. It will show your skills in planning, research, development and execution

#### Unit 2

#### **Compulsory Component:**

Essay; Alongside your production log, will be an essay outlining all the things you have found along the way.

#### Unit 3

#### **Compulsory Component:**

Artefact; Choosing to build/ design/perform an artefact is your choice but should complement your research and essay by giving a physical representation of what you have found out.

#### **Assessment**

100% Coursework Production Log Essay Optional: Artefact

#### Pathways/Careers/ University courses

Universities are recognising the EPQ course more and more, with some even giving grants to those with high grades. This course is designed to develop confidence, organisation, communication, dedication and research skills that can be applied to higher education as well as career prospects.

#### **Entry Requirements**

Minimum of Grade 4 in English at GCSE.

For more information see
Miss Panayi
EPQ Coordinator

plan and completed a

project whilst applying

organisational skills and

# Photography AS Level Examination Group: OCR

A course for anyone with a keen interest in photography and design. 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 12 content

# Unit 1; Introduction to photography

This unit will cover the basics of photography as well as allowing you to explore different mediums such as portrait, landscape, still life etc. You will gain both creative and technical skills to take forward in your work.

# Unit 2; Externally set task (exam)

A response to a prereleased brief culminating in a 10 hour controlled assessment.

#### **Assessment**

100% Exam

#### Pathways/Careers/ University courses

This course will 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 Sixth form's A Level entry requirements (five 4-9 including English and Maths.)

A GCSE in Art or another creative subject would be beneficial but is not essential

Students are expected to work with their own digital SLR camera.

For more information see
Miss Dunne
Acting Leader of Photography



# MATHEMATICS AND ENGLISH GCSE RESITS

# BTEC & CAMBRIDGE TECHNICAL COURSES

# GCSE English

**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.

#### **Assessment**

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

Paper 2: Writers' Viewpoints and Perspectives. (50%)

For more information see

Ms Barker

Leader of English

### GCSF Mathematics

**Examination Group: Edexcel** 

For students who have not yet achieved a GCSE Mathematics grade 4 or above. Resit GCSE is offered as a one-year course, following the Linear Foundation specification with exams in the summer. With the possible option of an exam in November for those who only narrowly missed the Grade 4.

#### **Assessment**

Three written papers each 1 hour and 30 minutes in length. (One non-calculator and two calculator)

For more information see Mrs Woodley Leader of Mathematics







The table identifies the career destinations of our students who left in the Summer 2021 after their final year of compulsory education.

Higher Education	46
Employment	15
Apprenticeships	24

Year 13



# **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 will lead to a progress meeting.

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.

#### **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. We provide advice and guidance on possible 'next steps' whether that is higher education, apprenticeships or employment.

### **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 Sixth Form 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.

#### 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, Vocational Education Unit, a wetroom 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.

#### 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. The Leader of Learning Support 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.

#### 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

Year 12 Enrolment

Autumn Term starts:

Autumn Term ends:

on school buses should

normally arrive at 8.30

am. A late bus travels on

Wednesdays at 4.45 pm

school for extra-curricular

required by law to produce

a Prospectus which contains

activities. All schools are

for students who stay in

Half Term holiday:

Spring Term starts:

Headteacher: Mr Andrew Harvison

Deputy Headteacher: Mr Paul Finch

Head of Sixth Form: Mr Rory Hyde

Chairman of Governors: Mrs Sarah Ford

Vice Chairman of Governors: Mr Martin Lee

#### Term Dates 2022-2023

# 1 September 2022 Registration 5 September 2022 Period 1 24 - 28 October 2022 Period 2 20 December 2022 Break 5 January 2023 Period 3 13 - 17 February 2023 Lunch

Spring Term ends: 13 - 17 February 2023
Spring Term ends: 31 March 2023
Summer Term starts: 17 April 2023

Half Term holiday: 29 May - 2 June 2023

# Summer Term ends: 21 July 2023 Students who do not travel specific items of in

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

The School Day

Period 4

Period 5

Finish

8.40am

9.10am

10.10am

11.10am

11.30 am

12.30pm

1.15pm

2.15pm

 $3.15\,\mathrm{pm}$ 

HEDINGHAM SCHOOL, YELDHAM ROAD, SIBLE HEDINGHAM, ESSEX CO9 3QH

TELEPHONE: 01787 460470 ENQUIRIES@HEDINGHAM.ESSEX.SCH.UK WWW.HEDINGHAM.ESSEX.SCH.UK



