
HEDINGHAM
VI
FORM
PROSPECTUS
2027 - 2029
AS & A-Level
Psychology
Exam Board: AQA
CGP
HEDINGHAM SIXTH FORM

Contents

Welcome from the Headteacher

Hedingham School and Sixth Form is built on a culture of individual support and care, both in regard to driving academic achievement and students' well-being.

We attach huge importance to students' post-16 educational journey, aware of the value of ensuring that all students are fully prepared for their next steps beyond the walls of Hedingham School and Sixth Form. We leave no stone unturned in ensuring every individual accesses their chosen pathway of progression.

Our approach is a personal one. Class sizes are small allowing us to teach to the individual and carefully monitor each student's attainment and progress trends. There are excellent relationships between students and staff based on a foundation of mutual respect. Students receive teaching of the highest quality.

Although we attach immense importance to academic success, we also are committed to the growth of well-rounded individuals. We have huge pride in our Sixth Form students, and they are an asset to the wider school.

We strongly promote the development of leadership, and most students take on roles of responsibility that contribute towards the wider school and Sixth Form culture.

Students at Hedingham Sixth Form have access to exceptional collective support from the team of teachers and wider staff, all of whom work diligently to best support each individual's needs.

I look forward working with you towards a successful future within Hedingham Sixth Form.

Paul Finch
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 opt into.

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 application process 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, as well as preparing an excellent CV, application letter and interview technique. 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 can enrol on the Sixth Form Leadership Programme and 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 younger 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


Teachers and Advisers' Update
Discover your
ntial
DISCOVER
AT ONE OF
UPCOMING

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. We provide flexibility in each student's academic programme, offering blended courses that best meet individual needs.

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, 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.

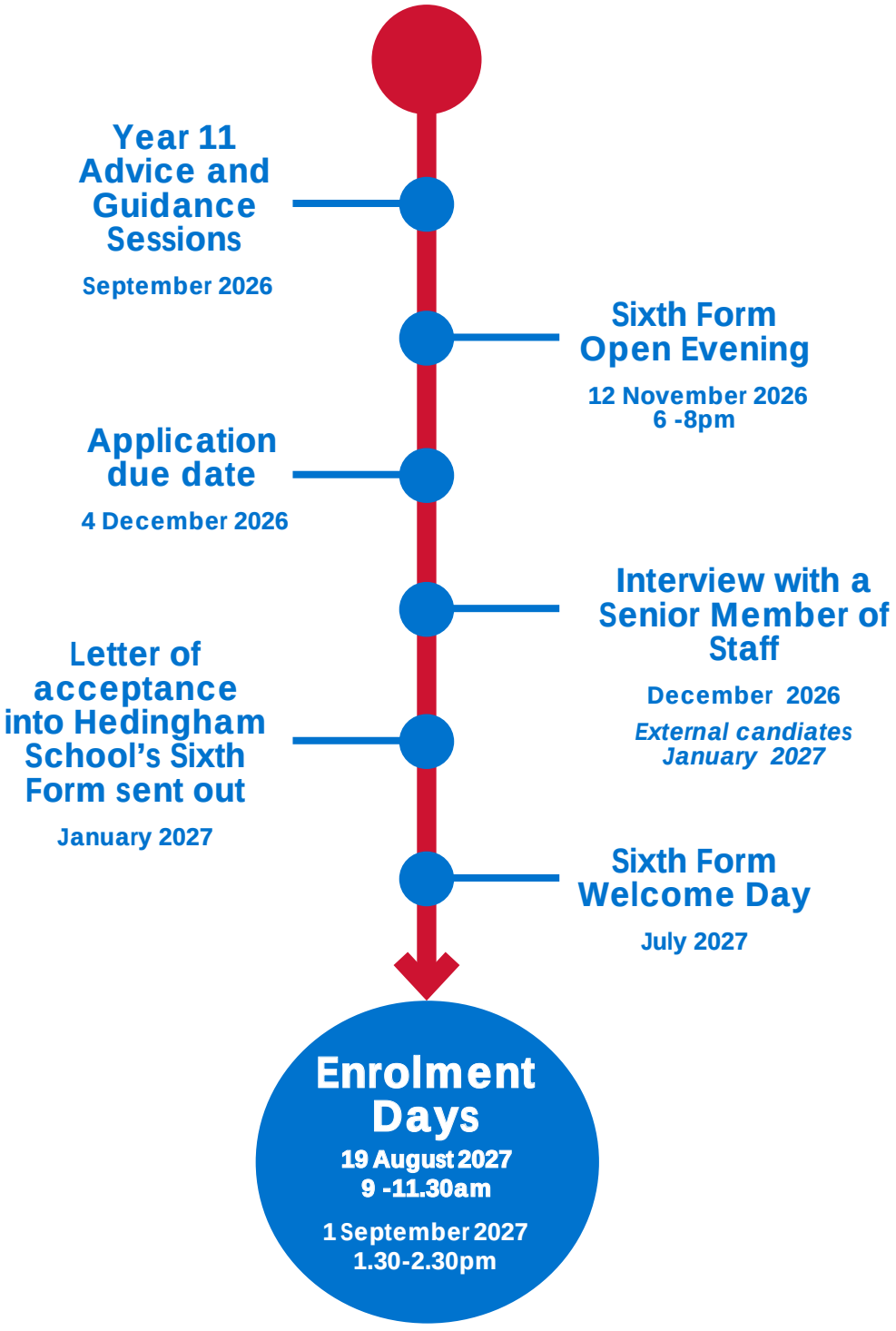
There is also a Sports programme on offer which is organised by the students themselves. Students regularly use the school's fitness facilities which includes cardiovascular equipment and a weight training area. The annual Football fixture Year 12 vs Year 13 is always a key event to look forward to!

The school day is from 8.30am until 3.15pm. Sixth Form will be open until 4.30pm for independent study where you complete additional work set by your teachers on Microsoft Teams.

There are a wide 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, Sanger Institute, New York, and Parliament 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 needs. These include Level 3 qualifications, such as A levels, which includes 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.

There is an ongoing consultation about Post-16 reforms and the introduction of new V-Levels. Further information to follow...

T-Level Programme

DIGITAL BUSINESS SERVICES

Level 3 Course Combinations

A LEVEL	A LEVEL	A LEVEL	ENRICHMENT
A LEVEL	BTEC Level 3	A LEVEL	ENRICHMENT
BTEC Level 3	BTEC Level 3	BTEC Level 3	ENRICHMENT

Combination of A Levels and Level 3 Vocational

Level 2/3 Programme Combinations

BTEC Level 3 | RESITS Level 2 English | RESITS Level 2 Maths

for example Child Development

Level 2 Programme Combinations

Level 2 Options | RESITS Level 2 English | RESITS Level 2 Maths

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 or Maths

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 is a T Level Course?

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

A T Level brings 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.

This 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. 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 '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, Cambridge Technical and courses in Sport, Child Development, Digital Media, Performing Arts, Music, Business, Applied Science, Multi-Trade (Construction) and Workskills.

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

Mr Batch, Leader of Vocational Education

Foundation Pathway

At Hedingham we offer students that do not meet GCSE entry requirements to access a Level 3 programme (Four GCSE grades including Maths and English) the opportunity to complete a foundation year before progressing on to a full Level 3 programme.

Students on the foundation pathway will pick four level 2 (GCSE equivalent) subjects to take in year one. Students on the program will also take part in the Hedingham Community Award. This involves supporting different departments within the school, for example, this could be supporting the Vocational Centre or working with the ICT technicians.

Students will pick from the following. *(They can take more than four)*.

A Block	B Block	Combination block *(Pick at least 2)*	Enrichment Block
GCSE Maths ***(8 hours)***	GCSE English ***(8 hours)***	Work Skills ***(9 hours)*** Construction ***(9 hours)*** Public Services ***(9 hours)***	Hedingham Community Award ***(4 hours)*** Sports Leadership Award ***(5 hours)***

Upon successful completion of the foundation year students can progress onto a Level 3 Vocational programme, this can either be for a one year qualification or a two year full qualification. Students can take 3 subjects.

A Block	B Block	C Block	D Block	E Block	F Block
BTEC Sport ***(2 years)***	Criminology	CTEC Business	Digital Media	Medical Science	Sport Leadership Award (Level 3)

Where staff feel that a student may benefit from starting on the foundation pathway this will be discussed in interview. If you would like more information about the foundation pathway please speak to either Mr Hyde, Miss Finch, Mr Abrey or Mr Finch.

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.

Business
Community Sports Leadership Award (CSLA)
Core Maths
Digital Media
Extended Project Qualification (EPQ)
Photography
Public Services (Level 2)

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, Criminology or Digital Media. This will be discussed at interview.

Entry Requirements

A Level, T-Level and Vocational 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.

Foundation pathway 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.

Brooklyn Bridge,
New York

STUDY VISITS

You will have the opportunity to visit New York, CERN and the Sanger Institute

STUDENT VOICE

After leaving my secondary school Ramsey Academy, I decided to continue into sixth form at Hedingham. Although I hadn't initially planned on doing A levels, I made the decision over the summer that it was the right next step for me especially after looking around and meeting Mr Hyde. Hedingham was a convenient choice as its only around a ten minute journey for me, and there are regular buses. I was nervous to start somewhere completely new as an external student, but I settled in immediately and made a great group of friends.

I chose Hedingham because I knew that with it being a smaller Sixth Form, I would receive lots of individual support from teachers. I study A level Biology, Psychology and Geography, and my teachers have always been very supportive and willing to give me additional help if I need. I like that the Sixth Form gives you independence while still maintaining a structure and routine.

After Sixth Form I hope to go to university to pursue a healthcare degree, with diagnostic radiography being one that I am currently very interested in. Mr Hyde always takes the time to research different universities and courses with me, showing the level of individual support, the school gives us. Overall, I have really enjoyed my time at the Sixth Form and I'm sure that I will achieve the qualifications I need to move on to my next steps and I look forward to seeing where my A levels take me. Although my favourite part is that Mr Hyde is an Ipswich fan.

Isabelle Henderson,
Year 13 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 Mrs Katie Cavill

Sixth Form Assistants Mrs Sarah Godfrey
Mrs Catheryn Mead

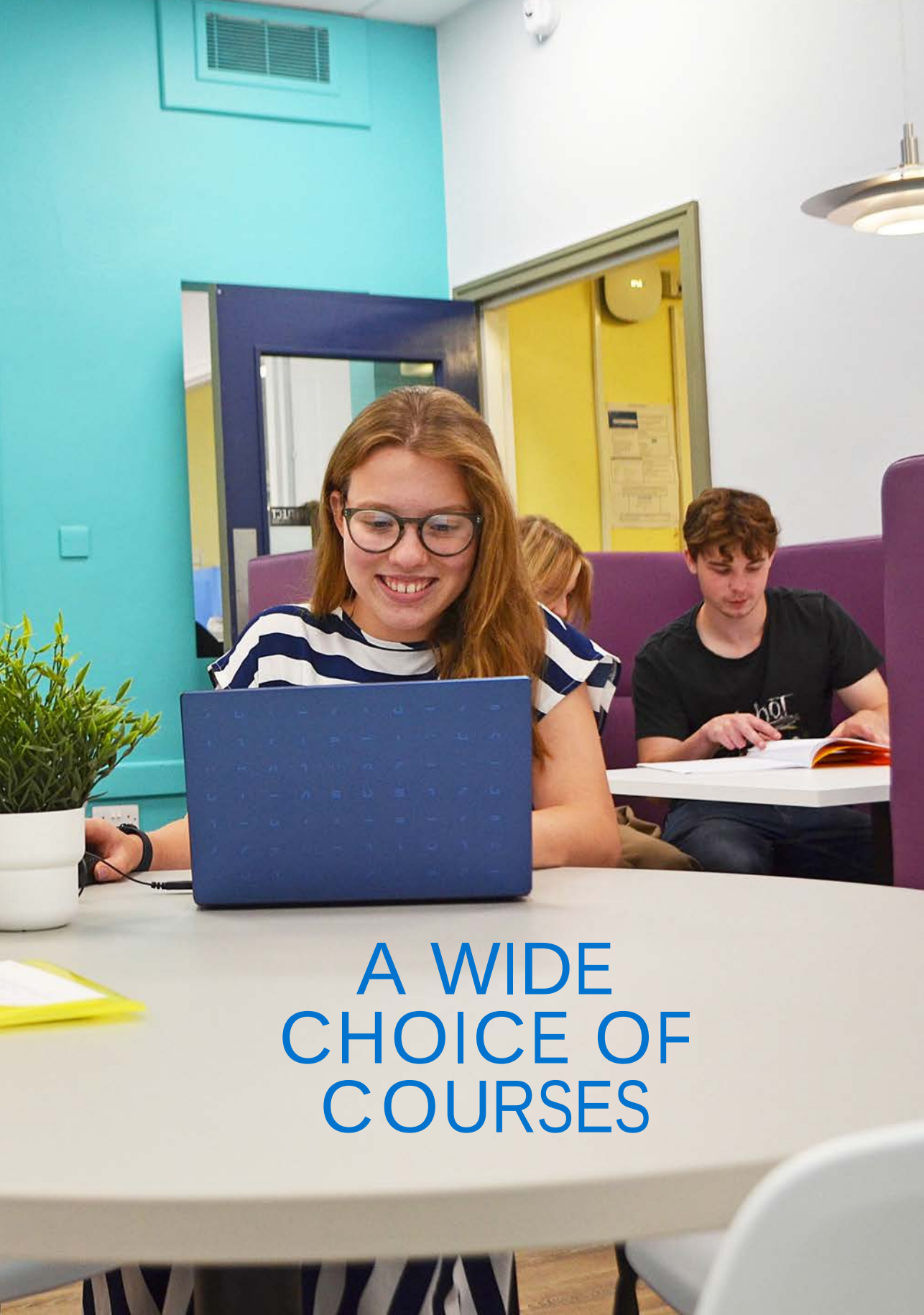
Tutors Miss Emma Hodgson
Mrs Katie North
Mrs Jacqui Pretty
Miss Elizabeth Salmon
Mrs Rosanne Taylor
Mr Tom Wadsworth
Miss Hannah Wallis
Mr Elliott Wincott

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.

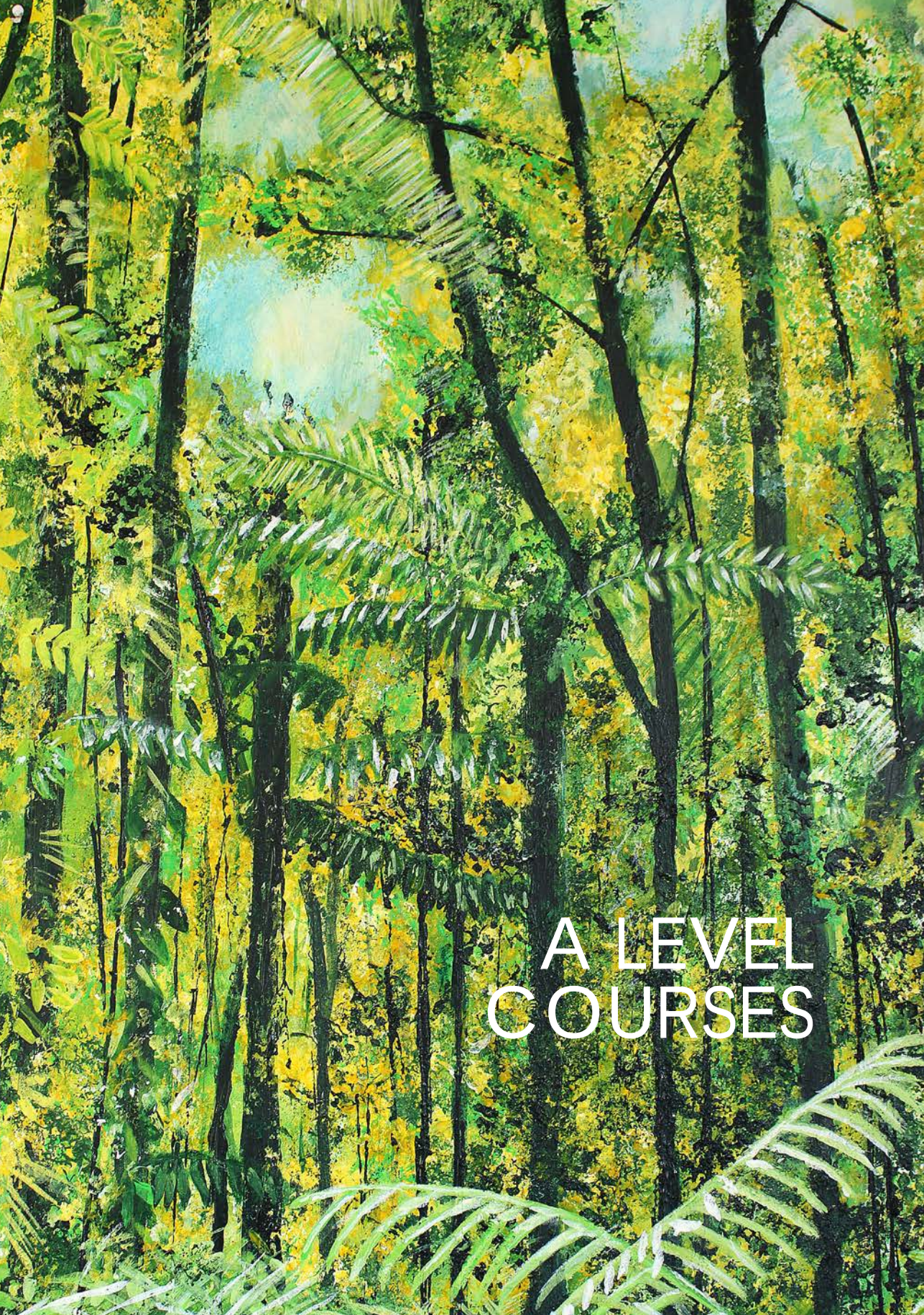
During your time at Hedingham you will be given professional advice on applying for higher education, apprenticeships and careers. Hedingham has some outstanding teachers that are there at all times to help you with all aspects of your work.

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 CERN 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


A LEVEL
COURSES

Art and Design: Fine Art

Examination Group: OCR

As a student who has a passion and talent for Art, studying at A-Level is an excellent opportunity for you to experiment, explore and develop practical skills in making and analysing art. A Fine Art A-level is important for those who wish to choose an Art related degree course or career, and it will fit well with any other course of study, especially Art & Design subjects.

The Art Department is a calm, focused environment, where you will be supported to work independently.

You will have access to an exclusive Sixth Form Art Studio, as well as the Art rooms and resources, and we actively encourage students to use these spaces as their artist's studio during study periods.

You will study the OCR Fine Art specification, which includes drawing, painting, print making, etc. Throughout, there is a focus on drawing in addition to understanding the sketchbook as an artefact and a place to experiment, explore, and develop your work.

Year 12 content

Foundation

During the Autumn term, you will do a Foundation unit, where you will investigate and experiment with drawing techniques and media, which will extend your skills and your visual language. You will do direct observational drawings, in an explorative and experimental way.

With an initial focus on still life, you will move on to explore processes and materials suitable for making abstract responses and portraits based on life. Through analysis of artists' work, you will grow your expressive abilities and learn how to develop your ideas.

Mock Externally Set Task

You will receive your Mock Externally Set Task exam paper in January of Year 12 and have approximately 10 weeks to prepare a mock exam sketchbook with guidance from your Art teacher. You will choose the theme from a past paper, the artist who will inform your investigation and your own line of enquiry in response. At the end of your preparatory period, you will complete a final piece during a 10-hour controlled assessment.

CONTINUED OVERLEAF

Year 13 content

H601/01: Personal Investigation and Related Study

Personal Investigation

For your Personal Investigation, an assessed practical portfolio, you will determine your own line of enquiry/focus of study, based on an artist of your choice. Through drawing, artist analysis and written reflection, you will explore and develop your own ideas, producing sketchbooks and final pieces for an end of course exhibition and a portfolio of work which will also be suitable for an application to Art & Design courses. This will be completed in the Autumn term of Year 13.

Related Study

Forming part of your Personal Investigation, this is a sketchbook based, illustrated essay (3000 words). You will investigate two artists in depth who have been influences on the artist you have chosen to explore for your Personal Investigation. You will identify your own line of enquiry and relate your study to your own development as an artist. This will be completed in the Summer Term of Year 12.

H601/02: Externally Set Task

You will receive your Externally Set Task exam paper in February of Year 13 and have 10 weeks to prepare your exam sketchbook with guidance from your Art teacher. At the end of this period, you will complete your final piece during a 15-hour controlled assessment.

Pathways/Careers/ University courses

Studying Art can lead to many different degree courses and careers in Art & Design, such as Advertising Architecture, Animation, Art Therapy, Curation, Fashion & Textiles, Games Design Graphic Design, Illustration, Interior Design, Product Design, Teaching, and Visual Art.

Foundation courses are available at colleges post A-Level if you are unsure of your area of study and wish to explore creative pathways in more depth before applying for a degree.

Many of our students progress onto Art & Design degree courses such as Fine Art, Illustration and Architecture. Art is a versatile qualification, and even for those considering careers in other areas, and a good result in Art A-Level could contribute to towards UCAS points for any Higher Education course of study.

Entry Requirements

Students are required to meet the school's A-Level entry requirements. A grade 6 minimum in GCSE 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
Mrs Taylor
Deputy Leader of Science

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-by-step 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 equilibrium

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 questions.

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 yet exciting 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
Mr Pretty
Teacher of Chemistry

Computer Science

Examination Group: AQA

A Level Computer Science gives you the opportunity to explore how computers work, develop advanced programming skills and solve complex problems using logical and computational thinking. You will study the theory behind modern computing while also developing practical skills that allow you to design and create your own software solutions.

Throughout the course, you will learn how to break down complex problems using techniques such as abstraction and decomposition, design effective algorithms and develop increasingly sophisticated computer programs. You will also explore how data is represented and processed inside a computer and gain a deeper understanding of computer systems, networks and digital communication.

The course combines theoretical knowledge with practical programming, giving you the opportunity to understand both how computer systems operate and how software can be designed to solve real-world problems.

Year 12 content

TopicS 1 to 5:
Programming
Data Structures and Algorithms
Finite State Machines and Pattern Recognition
Data Representation and Encryption

In Year 12, you will develop your programming skills using Python and learn how to create more sophisticated programs. You will explore different programming approaches, including object-oriented and event-driven programming, and develop an understanding of how programs can be structured effectively.
You will study a range of data structures and algorithms and learn how these can be used to store, search, sort and process data efficiently. You will also explore the efficiency of different algorithms, considering both time and space complexity.
You will investigate finite state machines and pattern recognition, learning how state diagrams can be used to represent systems and solve computable problems. You will also develop a detailed understanding of data representation. This includes binary and hexadecimal number systems, character coding, digital images and digital sound. You will examine how data is transmitted and learn how error-checking and encryption techniques can be used to protect information.

Year 13 content

Topic 6 to 11:
Boolean Algebra and Logic Gates
Hardware and Software
Moral, Ethical, Legal and Cultural Issues
Networking
Databases and SQL
Functional Programming

In Year 13, you will build on your existing knowledge and explore a wider range of advanced computing concepts.
In Boolean Algebra and Logic Gates, you will learn how computers use binary signals and logical operations to process information. You will represent logic circuits using Boolean expressions and learn how to simplify these expressions using the rules of Boolean algebra.
The Hardware and Software topic explores computer architecture in greater depth. You will study processors, memory, input and output devices and the relationship between hardware and software. You will also examine the fetch-execute cycle and gain experience of working with simple assembly language instructions.

CONTINUED OVERLEAF

Computer Science *cont...*

Examination Group: AQA

You will explore the moral, ethical, legal and cultural issues associated with computer-based systems. This includes considering the impact of technology on individuals, organisations and society, as well as the responsibilities involved in developing and using digital systems.

In Networking, you will study the principles behind computer networks and data transmission. You will explore network architecture, protocols and the TCP/IP model, developing an understanding of how data travels across local and global networks, including the internet.

Databases and SQL will develop your understanding of relational databases and how information can be stored, organised and managed effectively. You will gain practical experience of using Structured Query Language to create, retrieve, update and delete data.

You will also study Functional Programming, giving you experience of an alternative programming paradigm and broadening your understanding of the different ways software can be designed and developed.

NEA - Non-Examined Assessment

The NEA is your opportunity to bring together the knowledge and programming skills you have developed throughout the course.

You will identify a real-world problem and develop a substantial software solution to address it. This gives you considerable freedom to choose an area that interests you and create a project that demonstrates both your technical ability and your ability to manage a larger piece of independent work.

You will investigate the problem, work with an appropriate end user, design and develop your solution, test it thoroughly and evaluate how successfully it meets the original requirements.

The project allows you to demonstrate your skills in analysis, design, programming, testing and evaluation while producing a complete software solution of your own.

Assessment

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

Pathways/Careers/University courses

A Level Computer Science provides an excellent foundation for further study and careers across a wide range of digital and technology-related fields. Possible career areas include software development, cyber security, artificial intelligence, data science, systems engineering, games development and many other areas of computing and technology. The course also provides strong preparation for university study in areas such as Computer Science, Artificial Intelligence, Software Engineering, Computer Games Development, Data Science and Digital Technology. The analytical, logical and problem-solving skills developed throughout the course are also highly transferable and valuable across a wide range of careers.

Entry Requirements

Five Grade 4's or above at GCSE, including English and Maths. A Grade 5 in a GCSE Computer Science is also required; Students who have not studied GCSE Computer Science may be considered if they can demonstrate strong existing programming skills.

For more information see
Mrs Ravi
Leader of Computer Science & ICT

Product Design

Examination Group: Eduqas

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

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.

Theory content – Students will learn a range of topics relating to design and technology in areas such as materials and components, processes, industrial and commercial practice, product analysis and systems.

Years 12 & 13 content:

A Level NEA coursework (50%)

Students will design, present and make any three-dimensional product of their own choice and use any materials and processes to manufacture the product.

Students will research and analyse the work of an established designer that the student has chosen to study. The chosen context or theme will be set by the student which gives a wider opportunity to explore different avenues for future career development.

Year 13 content

A Level written examination (50%)

This is a three-hour written examination externally set by the exam board. Students will use their theoretical knowledge from the range of topics studied in year 12 and 13 relating to design and technology.

A Level NEA coursework (continued)

Students will continue with their NEA coursework started in Year 12 to produce their three-dimensional product, utilising the skills learned through their foundational skills.

Assessment

A Level coursework
50% (internally marked and externally moderated)
A Level practical exam
50% (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
Mrs Pretty
Leader of Design and Technology

Economics

Examination Group: AQA

Economics is the study of scarcity. Understanding Economics will allow you to gain an insight into many things that affect everyday life; why are petrol prices so high? Why do train tickets cost more at peak times? Why do I care about the strength of the pound or the Euro? Why do we have a benefit system? As well as many more local and global issues. You will study both Microeconomics (affecting individuals and businesses), as well as Macroeconomics (affecting governments and international trade). Alongside this understanding you will develop the ability to think critically, analyse and evaluate information, and draw evidence based conclusions on current real world issues.

Year 12 and 13 content

Paper 1
Markets & Market Failure:

- Price determination in a competitive market
- Production, costs, and revenue
- Perfect Competition, imperfectly competitive markets, and monopoly
- The labour market
- Distribution of income and wealth
- Market failure and government intervention

Paper 2
National & International Economy:

- Measuring macroeconomic performance
- Circular flow of income, aggregate demand and supply
- Economic performance
- Financial markets and monetary policy
- Fiscal policy and supply side policies
- The international economy

Paper 3
Markets & Market Failure:

- Both of the above

Assessment

3 x 2hr exams: *each worth 1/3 of the overall grade.* Answers will be a mixture of multiple choice, short answer, and extended writing.

Pathways/Careers/ University courses

Economics is a highly respected subject by both Universities and employers. Students who have studied economics are equipped with a wide range of transferrable skills applicable to all workplaces. It is most useful for university courses in Economics, Maths, or Business, or anyone considering a career in finance, banking, or insurance

Entry Requirements

Five grades a 9-4 including English and Maths. A high level of written communication and solid understanding of mathematics would be advantageous to students. A Grade 5 in Maths and English is preferable.

For more information see
Mr Abrey
Deputy Headteacher

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 understood.

Year 13 content

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

Film Studies

Examination Group: Eduqas

This course encourages learners to watch, engage critically with and explore a wide range of film; to develop and sustain confident, personal responses to film via textual analysis; and to enjoy a variety of critically acclaimed films across the major genres. These include films from different cultural perspectives and from the 1930s to present day. Students will analyse the film form, including micro-elements such as cinematography, mise-en-scene, editing and sound, as well as how genres and narratives are communicated. They will also explore the contexts of filmmaking and how audiences respond to these texts.

Years 12 & 13 content

Paper 1 – Varieties of Film and Filmmaking

Section A: Hollywood 1930-1990

Students will compare two films, one from the Classical Hollywood era *(1930-1960)* and another from the New Hollywood period *(1961-1990)*.

Section B: American Film since 2012

Students will compare one mainstream film with a contemporary independent film

Section C: British Film since 1995

Students compare two British films considering narratives and ideologies presented within them.

Paper 2 – Global Film Perspectives

Section A: Global Film

Students compare two non-english language films; one from Europe and one from outside of Europe to widen their understanding of filmmaking and narratives

Section B: Documentary

One contemporary documentary film is analysed with considerations for how the documentary genre has evolved to include both fiction and non-fiction content.

Section C: Film Movements: Silent Cinema

Students explore the beginnings of film by analysing one film from the silent era.

Section D: Film Movements: Experimental Film

Students analyse one film which challenges mainstream filmmaking practices.

Unit 3: Non-Examined Assessment: Making Short Film

This task comprises of 3 parts:

1, Watch and review shorts films

2, Plan and create a production - Learners have two options:

- Create a 4-5 minute short film, or
- A 1600-1800 word screenplay for a short film and accompanying storyboard

3, Write an evaluative analysis of the production in relation to existing professional short films *(1600-1800 words)*

Assessment

70% Exam

The exam content includes 2 papers, each with sub-sections which all require extended writing responses.

30% Non-Examined Assessment

Pathways/Careers/ University courses

Film studies provides students with a range of transferrable skills including excellent analytical skills, visual & written communication, problem solving, as well as presentation and organisational skills.

All of which would be advantageous to a number of university courses such as courses based around English Literature, Media & Communication, Journalism and humanities-based subjects.

Entry Requirements

A high level of written communication would be advantageous due to the nature of the exam assessment. A level 5 in English Literature is preferable.

For more information see

Miss Hodgson

Leader of Media & Photography

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 and develop teamwork skills.

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 Sciences, Social Sciences, History, Politics, English and Maths 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 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 (coursework).

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. Geography students are some of the most employable.

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

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.

You can also take this as a one year programme. You can sit the AS level qualification in Year 12 which covers Unit 1 and 2.

For more information see
Miss Wallis
Leader of History

Mathematics

Examination Group: Edexcel

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.

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

Philosophy

Examination Group: AQA

Studying Philosophy helps you develop highly transferable skills in critical thinking, logical argumentation, and clear communication by engaging with fundamental questions of knowledge, ethics, metaphysics, and the mind. For curious thinkers, this course offers you an opportunity to engage with profound questions about life, reality, and morality.

The course focuses on analyzing complex arguments and constructing well-defended philosophical positions, preparing students for university and a wide range of professions, including Law, Business, Politics.

Year 12 content

Moral Philosophy

'How do we create a safe society' In this unit we consider the ethical theories through which we shape our world. We look at rule making, judge if it is ever acceptable to lie or steal, analyze if games like CoD make people immune to violence, and discuss the ethics of vegetarianism

.

Epistemology *'What are the limits of knowledge?'* If you are a fan of The Matrix then you will enjoy Epistemology which is about perception, the mind and body experiences and examining if it is ever possible to have knowledge'.

Year 13 content

Metaphysics

'How do we know we exist?' We examine questions such as: What do we mean when we talk about mental states? Do other beings have a mind like mine? Can computers have consciousness? We also look at classic arguments such as Cosmological and Ontological, and Free Will and Evil and Suffering put forward by Aquinas and Descartes to explore the concept of Divinity.

Assessment

2 x 3 hour exams at end of course

Pathways/Careers/ University courses

You learn skills that are valuable for any career, particularly in fields like law, journalism, business, healthcare, and social work and teaching. Philosophy A level provides a strong foundation for most University degrees.

Key Benefits of Studying AQA A-Level Philosophy

- Develop Critical Thinking and Analysis
- Enhance Communication Skills: oral and written
- Opportunities to debate and discuss issues and ideas
- Prepare for Higher Education
- Valuable for Many Careers

Entry Requirements

5 GCSEs Grade 4-9 including English and Maths. Students are advised to have a grade 5 at GCSE English language or literature.

For more information see
Mrs Tyler
Leader of RVE & Philosophy
or Mr Wright
Teacher of of RVE & Philosophy

Photography

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: 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 pre-released brief culminating in a *15 hour controlled assessment*.

Assessment

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

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 Hodgson
Leader of Media & 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 in 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 Science

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, Conservatism, Liberalism and Socialism.

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

Psychology

Examination Group: AQA

Psychology is the study of the mind, questioning how the brain dictates and influences our behaviour through conscious and unconscious processes such as communication, memory, thought and emotion.

The Psychology A-Level is underpinned by the nature vs nurture debate – do we behave as we do because of how we were born, or due to the impact of the range of experiences throughout our life? The course content is wide-ranging, covering eight distinct but closely related topics. In addition, research methods (the critical assessment of the processes underpinning psychological studies and conclusions), issues and debates (including free will v determinism, nature v nurture and the ethic of animal research), and approaches (key theories that underpin key research across a range of topics) are integrated throughout the two-year course.

Years 12 content

Unit 1; Social influence: how other people influence our behaviour, why we conform to societal expectations or obey those with authority, and, in contrast, the processes leading to social change.

Unit 2; Attachment: how we form early relationships, the extent to which this is natural or learnt, and the impact this has on our future development both through childhood and later life.

Unit 3; Memory: the study of how and what we remember, the difference between short- and long-term memory and an exploration of what can impact our memory or explain situations in which we forget, and how this can be overcome to support the criminal justice system.

Unit 4; Psychopathology: definitions of abnormal behaviour and how these originate, what causes certain individuals to behave in this way and how it can be treated.

Years 13 content

Unit 5; Biopsychology: the physiological processes that influence our behaviour including the nervous system, the structure and function of neurons and the fight or flight response.

Unit 6; Aggression: comparing and contrasting different explanations of aggression and applying theory to help explain real-life situations.

Unit 7; Forensic Psychologys: The Physiology of stress, the role of stress in illness, sources of stress, measuring stress, individual differences in stress and managing and coping with stress.

Unit 8; Gender: the difference between sex and gender and the individual and societal influences which define our gender identity.

Assessment

100% examination at end of Year 2

Paper 1: Introductory topics in psychology

Paper 2: Psychology in context

Paper 3: Issues and options in psychology

Pathways/Careers/ University courses

Psychology supports students to adopt an inquiring mind, develop the ability to use scientific research to support and challenge their understanding of human behaviour, and tackle real-world themes, questions and ideas pertinent to their lives. Psychology is relevant to many University degrees or potential future careers, especially those 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

GCSEs including English Grade 6 and Maths grade 5.

For more information see
Miss Halls
Leader of Social Sciences

Sociology

Examination Group: OCR

Sociology is the study of human society, exploring its impact on group and individual behaviour, social relationships and interactions, and the cultures and identities associated with everyday life.
A-Level Sociology provides an exciting opportunity to gain a deeper understanding of the world around us, to reflect on social issues and the changing nature of the modern world, and to think about your own social experiences and what has caused them. The course includes three core components or papers, each of which provides the content for an externally assessed written exam.

Years 12 content

Unit 1; Socialisation, culture and identity: encourages students to explore who they are as individuals, which groups they belong to and what this means, and how they came to understand or learn what these groups represent. Six aspects – nationality and ethnicity, gender, social class, sexuality, disability and age – are used to understand the different elements of an individual's identity, how these interact, and how they change across time and place. The role of the media as an agent of socialisation is studied in depth, considering a range of evidence of how different groups are represented in the media, and the role of audiences in managing media effect.

Unit 2; Research methods and researching social inequalities: introduces students to the research methods used to draw sociological conclusions, such as questionnaires, interviews and media content analysis, identifying, through practical application, the strengths and limitations of each. Students will also develop their knowledge of patterns and trends of social inequality, and how different factors – social class, age, gender, and ethnicity – impact your opportunities in all areas of social life.

Years 13 content

Unit 3; Debates in contemporary society: focuses on two areas – globalisation and the digital social world and education – that root our curriculum firmly in real-life experiences that are relevant and relatable to our learners. Students combine what they already know with key theoretical perspectives and a range of national and international case studies to critically assess each topic in the context of recent and historical developments.

Assessment

100% examination at end of Year 2
Paper 1: Socialisation, culture and identity
Paper 2: Researching and understanding social inequalities
Paper 3: Debates in contemporary society

Pathways/Careers/ University courses

Sociology students are equipped to understand, explain and question the world around them, and are taught to write fluently, consider evidence from different perspectives and draw thoughtful, meaningful conclusions. As a result, Sociology is fantastic preparation for a wide range of University study and the department has established links with the Social Sciences faculty at the University of Essex. Similarly, Sociology can lead to careers such as journalism, public relations or within the charitable sector, or more specialised roles in health, the criminal justice system or law.

Entry Requirements

Five 4-9 GCSEs including a grade 5 or above in English.

For more information see
Miss Halls
Leader of Social Sciences

T LEVEL COURSE

Digital Data Analytics **Examination Group: Pearson Edexcel**

The T Level in Digital Data Analytics is a full-time, two-year study programme, meaning it is the only course you take. It brings together knowledge and skills from areas including Business Studies, Information Technology, Computing, Economics and Digital Media.

If you are interested in how organisations use data to make better decisions, identify patterns and trends, solve problems and communicate useful information clearly, this could be the course for you. This modern, industry-focused qualification will help you develop the technical knowledge, practical skills and professional behaviours needed to work successfully in a digital and data-driven environment. The course has been developed with employers to make sure that what you learn reflects the skills used in the workplace.

The course is delivered in our state-of-the-art T Level Building and combines theoretical knowledge with practical skills development across a range of software and digital tools. As part of your study, you will complete practical, project-based work that reflects the way organisations use data in the real world. You will develop skills in areas such as data analysis, databases, digital environments, cyber security, problem solving and emerging technologies.

Alongside your lessons in school, you will also complete an industry placement lasting at least 315 hours, approximately 45 days, over the two years of the course. This gives you the opportunity to develop valuable workplace experience and apply the knowledge and skills you have learned in lessons within a real organisation. You will work closely with an employer on a range of tasks and projects and will be able to bring this experience back into your classroom learning. We work collaboratively with employers to help ensure that your placement supports your development and gives you meaningful experience of working in a business or technology-related environment.

Course Breakdown:

Paper 1 (Written Examination) 2 hours and 15mins– 30% of the Core Component

Problem Solving-Learn how to tackle complex digital challenges using logical and computational thinking. You will learn how to break larger problems into smaller, manageable parts, identify patterns, remove unnecessary detail and develop clear solutions.

Introduction to Analytics Discover the fundamentals of data analysis and learn how organisations use data to answer questions and make informed decisions. You will work with tools such as spreadsheets, databases and SQL, learning how to query, clean, manipulate and analyse data to identify meaningful trends and insights.

Data-Develop a detailed understanding of how data is collected, stored, structured and used. You will explore different data types and formats, data quality, data modelling, data transformation and visualisation, as well as the systems and technologies organisations use to manage large amounts of information.

Paper 2 (Written Examination) – 30% of the Core Component

Legislation and Regulatory Requirements – EExplore the laws, regulations and professional standards that affect digital organisations. Topics include data protection and UK GDPR, computer misuse, health and safety, equality and intellectual property. You will also consider professional codes of conduct, acceptable-use policies and the responsibilities organisations have when working with data.

Business Context– Understand how different types of organisations operate and how data and digital technology support their work. You will explore

CONTINUED OVERLEAF

different sectors, business models, stakeholders and the ways digital systems can support areas such as sales, logistics, finance and human resources.

Emerging Issues – Investigate developments that are shaping the future of digital technology. You will explore areas such as artificial intelligence, automation, quantum computing, sustainability and digital inclusion, considering how emerging technologies may affect organisations, individuals and society.

Digital Environments – Study the hardware, software, networks and cloud-based systems that support modern data analytics. You will explore connectivity, virtualisation, system resilience and the practical challenges involved in integrating different digital systems

Security – Develop an understanding of the risks and threats facing modern digital organisations and the ways these can be reduced. You will explore how organisations protect sensitive information, manage vulnerabilities and apply security principles to help maintain the confidentiality, integrity and availability of data.

Employer Set Project (14-hours 30 mins) – 40% of the Core Component

The Employer Set Project is an industry-inspired assessment in which you will apply the knowledge and skills developed throughout the Core Component to a realistic digital and data-related challenge.

You will need to understand the requirements of the project, plan an appropriate approach, work with data and digital information, develop suitable solutions and communicate your decisions clearly.

The project is designed to test your ability to apply what you have learned in a practical context. It gives you the opportunity to demonstrate problem-solving, planning, communication and data-handling skills in a situation that reflects the type of work you may encounter in industry.

Occupational Specialism (47-hours 30 mins) – 50% % of the overall Technical Qualification

In the second part of the course, you will complete the Data Analytics Technician Occupational Specialism.

This is a substantial, industry-inspired project in which you will demonstrate the practical skills and professional behaviours needed when working with data in a real organisation. You will learn how to source, organise and manage data securely, combine information from different sources and analyse both structured and unstructured data. You will use your findings to identify patterns, trends and useful insights, before presenting and communicating your conclusions clearly to an appropriate audience.

Throughout the project, you will also be expected to consider legal, ethical and professional responsibilities and demonstrate that you can use reliable sources of information to support your work.

Assessment

The Core Component, normally completed during Year 12, consists of:

Paper 1 – *30%* of the Core Component

Paper 2 – *30%* of the Core Component

Employer Set Project – *40%* of the Core Component

Together, these assessments make up **50% of the overall Technical Qualification.**

The Data Analytics Technician Occupational Specialism, normally completed during Year 13, makes up the remaining ***50% of the overall Technical Qualification.***

Your performance across the Core Component and Occupational Specialism contributes towards your final T Level result

Entry Requirements

Five GCSEs at grade 4 or above, including English and maths. Previous study of Business Studies,

Information Technology or Computer Science is not required, although experience in one or more of these subjects may be beneficial.

Next steps

The T Level in Digital Data Analytics can provide a strong route into university, higher-level apprenticeships or employment.

A T Level carries the same UCAS tariff points as three A Levels, providing opportunities to progress to degree courses in areas such as Data Science, Artificial Intelligence, Business Analytics, Computing, Digital Technology Solutions and IT Management for Business.

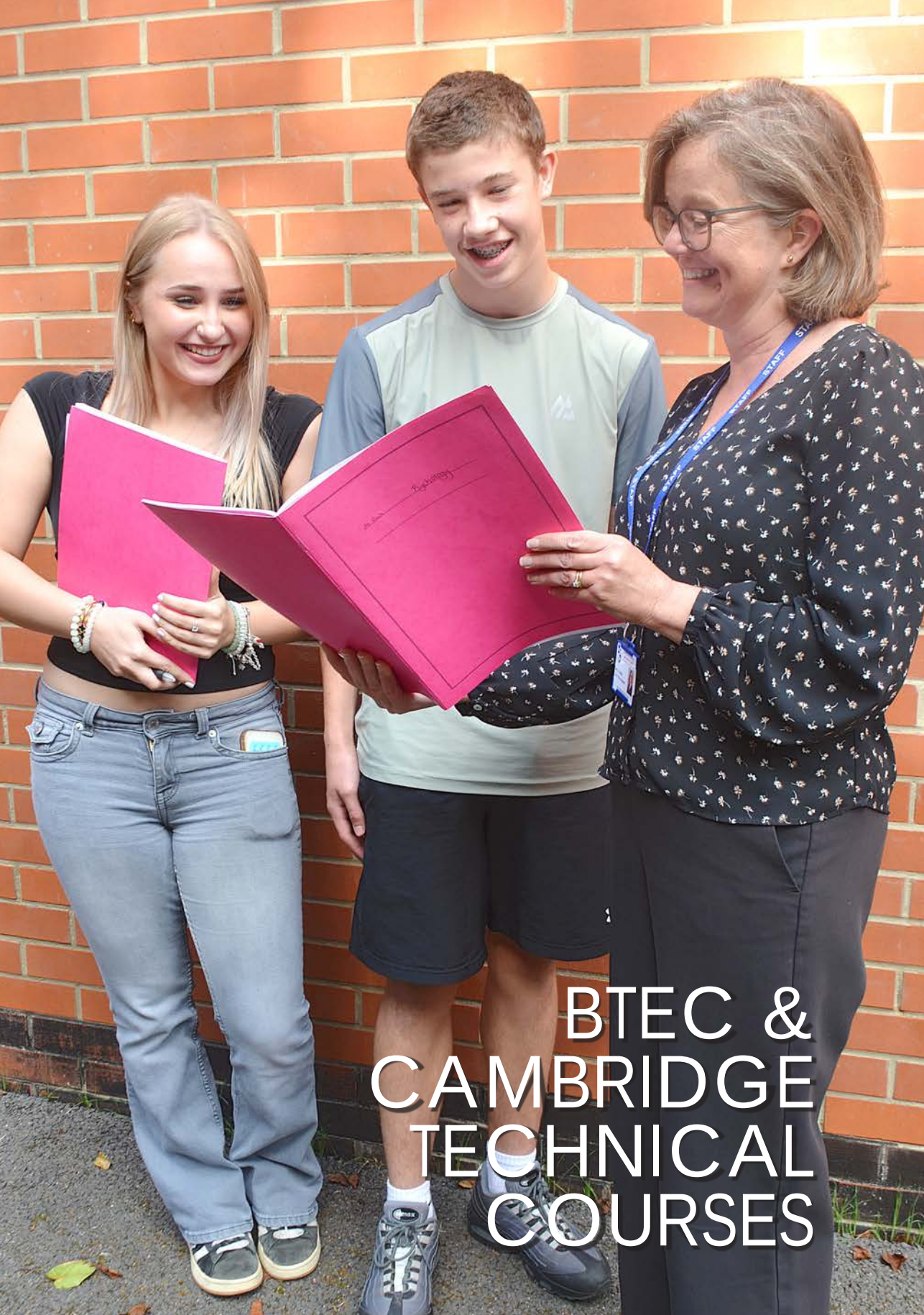
You could also progress to a higher or degree apprenticeship, including areas such as data analysis, digital technology and business intelligence.

For students who want to move directly into employment, the course develops skills relevant to roles such as Data Analytics Technician, Junior Data Analyst and other entry-level positions involving the collection, management, analysis and presentation of data.

Whichever route you choose, the combination of technical knowledge, practical experience and a substantial industry placement means you will leave the course with skills that can be applied across a wide range of modern organisations

For more information see

Mrs Ravi
Leader of Computer Science & ICT



BTEC & CAMBRIDGE TECHNICAL COURSES

Applied Psychology

Examination Group: Pearson

Psychology is an fascinating and enriching subject that allows students to engage in the scientific study of the mind and behaviour. Applied Psychology explores how psychological theories and research can be used to understand behaviour in real-life situations. You will investigate why people behave in particular ways and consider how psychological knowledge can be applied to contemporary issues in society.

The course will introduce you to different psychological approaches and give you the opportunity to apply these to areas such as aggression, consumer behaviour and gender. You will also develop practical research skills by planning and carrying out your own psychological investigation.

Content

Unit 1: Psychological Approaches and Applications

In this unit you will explore four key approaches to understanding human behaviour: **cognitive, social, behavioural and biological psychology**. You will consider how each approach offers a different explanation of why people think and behave as they do.

You will study topics including memory, conformity and the influence of groups, conditioning and social learning, as well as the influence of genes, the brain, hormones and evolution on behaviour. You will then apply these approaches to contemporary issues, including **aggression, consumer behaviour and gender.** For example, you will consider how psychology can explain aggressive behaviour, how businesses use psychological principles to influence consumers, and how biological, cognitive and social factors can contribute to our understanding of gender.

Unit 2;Conducting Psychological Research

Psychologists use scientific research to investigate human behaviour. In this unit you will learn how psychological research is designed and conducted, including the use of experiments, questionnaires, interviews and observations. You will explore qualitative and quantitative research, sampling, hypotheses, reliability, validity and the ethical issues psychologists must consider when researching human participants.

You will then have the opportunity to **plan and carry out your own pilot study in**to a psychological issue. You will collect and analyse data, present your findings and evaluate your research. This will help you develop independent research, analytical and academic skills that are valuable for university study.

Assessment

The qualification combines external examination and internally assessed coursework, with each of *the two units contributing 50% of the qualification's guided learning hours.*

Unit 1 is assessed through a *1 hour 30 minute examination*, set and marked by Pearson. The examination includes a range of questions requiring you to demonstrate your knowledge and apply and evaluate psychological ideas in different contexts.

Unit 2 is *internally assessed* through assignments and your psychological research project. You will be required to apply knowledge from across the course when planning, conducting and evaluating your research.

Entry Requirements

Grade 4 in English.

For more information see
Miss Halls
Leader of Social Sciences

Business Level 3 Cambridge Technical Extended Certificate

Examination Group: OCR

A CTECin Business is a dynamic qualification, designed to equip learners with the essential skills and knowledge needed for a successful career in the ever-evolving business landscape.
It will suit students who are self-motivated and able to work under the pressure of deadlines throughout the course.

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.

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.

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.

Assessment

40% Exam 60% 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 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.

Business Level 3 can be taken as a one year Enrichment course

For more information see
Mr Illingworth
Leader of Business

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, 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
Miss Halls
Leader of Social Sciences

Early Childhood Development

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 5. This ranges from childminders and nannies, to nurseries, creches and preschools. Learning about child development is vital for any professional working with children, whether that be within the education, health, or social care sectors. It gives you a background of the key theories which will inform all aspects of your understanding of how children develop from birth, up to the age of eight years.

Year 12 content

Unit 1: Children's Developmen *(Exam)***:** In this unit, you will learn about the principles of children's development and milestones across each of the five areas of development. You will learn how to apply theories and models of children's development, as well as develop an understanding of the potential impact of a range of factors which may affect how a child progresses through the developmental milestones.
A: The principles of development and how they are applied
B: Physical development from birth up to eight years
C: Cognitive development from birth up to eight years
D: Language development, including communication from birth up to eight years
E: Emotional development from birth up to eight years
F: Social development from birth up to eight years

Unit 3: Play and Learning *(Coursework)***:** There are several theoretical perspectives, philosophies and curriculum approaches to play that have been developed over many years. You will investigate these and consider how they continue to influence practice in children's care and education (0- 8 years) settings. You will explore the skills that are essential for professionals working with children aged 0 – 8 years in the care and education sector and understand how they can be applied to support play and learning experiences.

Year 13 content

Unit 2: Keeping Children Safe *(Exam)***:** In this unit we will examine the legislation and guidance in place which ensures health, safety and safeguarding procedures are in place within children's care and education (0-8 years) settings. You will investigate the approaches to ensure a safe environment is in place, supported by policies and procedures to control and prevent the spread of infection. You will learn how to recognise hazards, address health and safety risks and respond to emergency situations in children's care and education (0-8 years) settings. It is important that you know how to safeguard children, including ways to empower them so they become confident in protecting themselves. You will discover how to ensure children are safe when using technology online and how to protect the rights of the child in relation to safeguarding measures. You will also need to know the correct procedures for responding to concerns about abuse.
A: Investigate legal responsibilities and approaches to health and safety in early years settings
B: Recognise hazards and risks to children
C: The Early Years Framework and Safeguarding
D: Respond to Child Abuse.

Unit 4: Research and Reflective Practice in an Early Childhood Setting *(Coursework)***:** Research and Reflective Practice in an Early Childhood Setting (Coursework)
In this unit you will review the research carried out

CONTINUED OVERLEAF

Early Childhood Development

cont... Examination Group: Pearson

CONTINUED FROM PREVIOUS PAGE

into issues in the sector and consider how the research findings may benefit children's care and education (0-8 years) and improve practice for professionals. The unit will help you to develop effective research and reflective skills that will be useful for higher education programmes, where these skills often form part of the programme.

Assessment

Unit 1: *The unit will be assessed through one examination of 80 marks lasting 1 hour and 45 minutes.* January and June with opportunity to resit. Students will be assessed through a number of short- and long-answer questions. Students will need to explore and relate to case studies. The questions will assess understanding of principles, patterns, theories and models of child development and potential factors that impact upon children's development from birth up to eight years.

Unit 2: *The unit will be assessed through one examination of 80 marks lasting 1 hour and 45 minutes.* January and June with opportunity to resit. Students will be assessed through a number of multiple-choice, short- and long-answer questions. Students will need to explore and relate to case studies presented. The questions will assess understanding of health, safety and safeguarding in early years settings.

Unit 3 and 4: *Coursework internally marked.*

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

Pathways/Careers/ University courses

This course would suit anyone planning a career in childcare, 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. It is also recommended that students gain access to 50 hours of work placement in an early years' setting, however, this is not required to pass the qualification.

For more information see
Mr Batch
Leader of Vocational Education

Level 3 Cambridge Technical Extended Certificate in Digital Media

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 - January)
This unit develops an understanding of how producers create products that will appeal to an intended audience. You will look at different ownership models and how products are advertised & distributed whilst considering legal, ethical and regulatory issues.

Unit 2;Pre-Production & Planning
(Written exam - June)
You will learn how to research and plan a media project whilst considering the constraints that they have to be made within including timescales, financial limitations and legal issues.

Unit 3;Create a Media Product
(Coursework)
You will research, plan, produce and edit original content for your intended product. This project can be completed in a variety of mediums such as audio-visual, audio or print.

Year 13 content

Unit 4: Social Media & Globalisation
(Written exam)
By completing this unit you will understand the ways in which online technologies and social media products have created a globalised, connected society and how such tools are used by media producers. As part of this you will evaluate the positive and negative impacts of social media on businesses and individuals. As part of this exam you will plan and create your own online social media advertising campaign

Unit 5: Advertising Media
(Coursework)
You will plan and create an advertising campaign for a product or service, selecting the appropriate media components to produce it, considering the market and its target audience, as well as legal and ethical constraints.

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 in Media Studies would be beneficial but is not required.

Digital Media can be taken as a one year Enrichment course

For more information see
Miss Hodgson
Leader of Media & Photography

Medical Science Level 3 Alternative Qualification BTEC National (Extended Certificate)

Examination Group: Pearson

Starting from September 2026, we are delighted to offer this new course which enables students to study the principles and applications of medical science. This two-year course is designed for students with an interest in medical sciences and aiming to progress to higher education as a route to graduate level employment.

The course is composed of three mandatory units and an optional unit. Students will also learn practical and investigation skills that build on this fundamental knowledge.

Equivalent to one A Level in size, it is suitable for students looking to develop their applied knowledge and skills in medical sciences as part of a study programme alongside two other A Levels.

Curriculum

Unit 1 *(Mandatory)*:Human Physiology, Anatomy and Pathology

In this unit, you will study how the human body functions at a cellular and tissue level. You will gain understanding of the various organ systems that comprise the human body – nervous, endocrine, musculoskeletal, cardiovascular, respiratory, renal and digestive systems – and gain some insight into how these systems interrelate.

You will also gain some insight into the factors that affect health and how an understanding of such factors may help to make a positive impact upon our lives.

Unit 2 *(Mandatory)*:Human Health Issues and Scientific Reporting

In this unit, you will explore several key areas in the field of medical science, with a focus on health issues faced by the human population today. You will gain an understanding of diagnostic techniques, before focusing on health issues themselves alongside associated initiatives including, cancer and various aspects of immune dysfunction, to the increasingly important world of genetics.

You will learn how to research the impact of such health initiatives through developing knowledge in how to interpret and analyse different forms of scientific information, from newspaper articles to scientific journals. You will develop your critical thinking and analysis skills, including data analysis, learning how to assess the reliability of sources of published scientific information.

Unit 3 *(Mandatory)*:Practical Microbiology and Infectious Diseases

In this unit you will investigate the effect of antimicrobial agents on the growth of microorganisms, by selecting and applying knowledge of microorganisms and infectious diseases. You will draw on your wider scientific understanding and skills to plan and carry out a range of practical techniques.

Unit 4 *(Option Choice)*
The fourth unit is one of the following:

Diseases, Disorders, Treatments and Therapies
You will study the principles of physiological diseases and disorders and their associated drug and medicine development.

Biomedical Science
You will study biomedical science techniques and their clinical application.

Human Reproduction and Fertility
You will study reproductive science including causes of infertility and the associated impacts on health and well-being.

Assessment

Units 1 and 2 are assessed by an external examination set and marked by Pearson. Unit 1 has a *1 hour 30-minute exam* and Unit 2 has a *2-hour exam*. Each exam has a total of *80 marks* and there is an opportunity to resit these examinations.

Units 3 and 4 are internally assessed by completion of an assignment which is set by Pearson. Assignments are marked by your teachers and verified by Pearson.

Pathways/Careers/ University courses

This qualification is designed to be taken alongside A Levels as part of a study programme and can link to learning in A Level subjects such as physical education and sport, sociology, chemistry and psychology.

This qualification can lead to progression to the following degrees:

BSc (Hons) Nursing (Adult Health/Child Health/Mental Health)

BSc (Hons) Psychology

BSc (Hons) Physiotherapy

Entry Requirements

5 GCSEs at grades 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 Taylor
Deputy Leader of Science

Performing Arts BTEC Level 3 National Extended Certificate

Examination Group: Edexcel

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 qualification 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.

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. We also have workshops and talks from visiting professional West End performers- which provide students with real-life insights into the industry..

Entry Requirements

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

For more information see
Mrs Murton
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

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


MAGIA

BTEC LEVELS1&2 COURSES

Introduction in Construction Level 1 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.

Content

Being Organised
Learners will develop key techniques to help organise their work and priorities and manage their time effectively. The skills you learn in this unit are key for progression to the next stage in your education. They are also crucial for work and life.

Developing a Personal Progression Plan
Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there. The skills you develop in this unit will be good preparation when applying for another course or training programme.

Building a Simple Wall
Learners will develop the skills needed for building a simple brick wall using construction methods and different materials. You will develop skills to prepare and construct simple walls safely. You will find out about the tools and materials that are used in wall building. You will learn about the methods that make sure the wall is strong enough to remain standing and you will develop your skills in pointing so that your wall is neat and attractive.

Decorating an inside wall
Learners will develop the skills needed to decorate an inside wall. You will learn about the tools, materials and equipment needed for painting and wallpapering inside walls and will develop the skills to prepare and paint walls, surrounding frames and to apply wallpaper as well as the skills needed to paint an inside wall, skirting boards, dado rails and coving. You will develop the skills needed to cut, paste and apply wallpaper to a wall. You will find out which tools and equipment are needed for each job and learn why thorough preparation is needed for a quality finish.

Making Carpentry Joints
Learners will develop the skills needed to work with timber to produce a simple wooden frame using joints and basic woodworking and joinery skills. You will find out how to read from a drawing, measure out timber and mark cuts. You will learn how to use the correct tools and equipment to make a wooden frame. You will develop the skills needed to join the pieces of timber together by making joints.

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

Public Services Level 2 Certificate

Examination Group: Pearson

The BTEC Level 2 certificate in Preparation for Public Services is a thoroughly engaging course that is designed to support students in developing the skills, knowledge and understanding required for successful performance in a Public Services role. Public services as a sector encompasses the Emergency, Armed and Voluntary services and students will develop an in-depth understanding of what employees in these services do and how they interact and work collaboratively through multi-agency practices. In addition, students will consider the role of Central Government and Local Authorities in the management of these services and develop an understanding of the skills required to work within these Governing bodies. A wide variety of teaching and learning strategies will be utilised to enrich student experience. Student's will be presented with complex, real-life scenarios that aim to simulate the situations faced by Public Service workers and will be challenged to apply their knowledge and skills to respond effectively in a fast-paced environment. Guided learning sessions will range from employer-led practical's to structured debate style lessons to create a stimulating learning environment where students are actively encouraged to keep a clear line of sight on the world of work.

Content

The Level 2 Certification in Preparation for Public Services is designed to be completed as a 1 year course. There are two mandatory units of study:

Unit 1 – Public service skills and support for the community.

Unit 2 – Employment in Uniformed services.

In these units of study, students will focus on the developing core, transferable skills that will underpin their success throughout the course; communication, teamwork, research, organization and leadership skills that are fundamental to successful engagement in a public services role.
In addition, students will study the following units:

- Crime and it's effects on society
- Community and cultural awareness
- Attending emergency incidents in the public services

Through these units, students will study a wide range of contemporary, social issues that pose big questions such as: Why are some individuals more likely to become a victim of crime? How do Public Services workers support diversity within their communities? In an emergency incident, what should the first response be and which service should act first? Study of these units is intended to equip students with the knowledge and attributes that will enable them to become critical thinking, active citizens in their local communities.

Assessment

The Level 2 Preparation for Public Services is internally assessed. Students build a portfolio for assessment through a variety of summative tasks and activities. This will then be graded at Pass, Merit or Distinction standard.

For more information see
Miss Halls
Leader of Social Sciences

Workskills Level 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.

Content

Developing Job Application Skills
Learners will consider suitable job opportunities that reflect their goals and match their skills. Learners will explore how to present themselves and their skills to potential employers in writing. They will also consider where to source suitable job opportunities and complete relevant documentation to present themselves, their skills and experience to employers.

Developing Interview Skills
Learners will examine the various assessment methods involved in the interviewing process and to determine how they can ensure they are prepared for different types of assessment including interviews.

Understanding Work-based Rights and Responsibilities
Learners will develop an understanding of the rights they have as an employee and the responsibilities employers have towards their employees. They will also develop an understanding of their own responsibilities in the workplace and how to apply these to situations they may find themselves in at work.

Working as Part of a Team
Learners will work together towards achieving a common work-related outcome. They will need to understand your role in the team, the roles of others and work together utilising each member of the team's skills effectively. At the end of the task they will review their own and the team's performance.

Anticipating and Meeting Customer Needs and Expectations
Learners will explore the skills needed to work with customers and demonstrate how to deal with customer service issues. They will identify customer needs and expectations and explore how to deal with them effectively. They will identify key customer service issues including complaints and problems and determine appropriate solutions.

Being Entrepreneurial
Learners will be given the opportunity to find out what is involved in becoming an entrepreneur. They will consider what is needed to conduct a successful enterprise activity and carry it out. They will keep accurate records, recording the profit or loss of the enterprise activity. They will also develop an understanding of how to increase the chances of success of an enterprise activity and how to evaluate it's performance.

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

ENRICHMENT COURSES

Community Sports Leadership Award

Examination Group: OCR

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.

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 team-working skills Improved communication skills.

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

Improved social and academic confidence.

For more information see
Mr Sergeant
Leader of PE

Core Mathematics **Examination Group: AQA**

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 one-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.

Year 12 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.

Assessment

Students will be assessed by two 1 ½ hour exams at the end of the course. Each exam is worth 50% of students' overall grade.
Exam 1: Compulsory Component
Exam 2; Optional Component

Pathways/Careers/ University courses

The skills developed in the study of Mathematics are increasingly important in the workplace and in higher education. Studying Core Maths will help you keep up these essential skills. In addition, with increasing Mathematical demands of numerous A Level courses, skills developed through this course should help students' access content explored in other subject areas, for example Science, Design and Technology, Business Studies, Psychology and Geography.

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 mini-dissertation; 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, plan and completed a project whilst applying organisational skills and strategies to meet the stated objectives.
Use resources/research: Obtain and select information from a range of sources, analyse data, apply it relevantly and demonstrate understanding of any appropriate connections and complexities of the topic.
Develop and realise: Use 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 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 6 in English at GCSE.

For more information see
Mr Holman
EPQ Coordinator

French AS Level **Examination Group: AQA**

Students will learn to develop language skills through the study of 2 set topic areas which will be covered during this 1-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. If you are passionate about French and its culture and want to only commit for a year, 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 and Cinema
Film: Students will study the film ***'l'auberge espagnole'***. 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.

Literary text: Students will study the book ***'Bonjour tristesse'***. 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.
Grammar: Students will expand upon the grammatical knowledge they have acquired at GCSE. They will learn to use more sophisticated language and structures.

Assessment

Paper 1: Listening, reading and writing (translation) *(45% weighting; 1 hours 45 minutes).* Students will be assessed on listening and reading comprehensions. They will have to write, translate a passage from French to English.

Paper 2: Writing: film or literary text essay + translation *(25% weighting, 1 hour 30 minutes).*

Paper 3: Speaking: *(30% weighting; 12 to 14 minutes).* Conducted by your teacher. Three questions on 2 two photocards covering content from Unit 1 and 2 and ask one question during the exam. Follow-up discussion on stimulus material *(choice of four)* essential.

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 Dézert
Leader of Modern Foreign Languages

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: Cousework portfolio
Your own personal exploration of a particular medium of photography.

Assessment

100% coursework portfolio.

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 Hodgson
Leader of Media & Photography

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

GCSE 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


Beverly

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 8.40-9.10 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. Students should aim for a minimum of 95% attendance. If attendance is a concern there will be a meeting with parents.

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 receive a text during the morning.

Students who arrive late to school must sign in at the Sixth Form Office.

Code of Conduct

Hedingham Sixth Form has very high expectations of all learners. Students will need to show that they are respectful, polite, co-operative. We expect students to meet all deadlines set and maintain a high level of focus during lessons.

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

Students are supported with a comprehensive careers programme. The Sixth Form participates in the Higher Education Conference in June each year at one of the local universities. They also have access to a Personal tutor. In the Summer Term for Year 12 students there is a business Enterprise week which prepares 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 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 respectful towards each other. 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. 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.

Teaching and Learning

The Teaching and Learning 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. 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. There are regular meetings throughout Sixth Form with SEN students to discuss any issues.

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 Personal Development programme 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.

Post 18 Destinations

Destinations of our Students 2026

The table identifies the career destinations of our students who left in the Summer 2026 after their final year of compulsory education.

	Year 13
Higher Education	60%
Employment	22%
Apprenticeships	18%

General Information

Headteacher:	**Mr Paul Finch**
Deputy Headteacher:	**Mr Chris Abrey**
Head of Sixth Form:	**Mr Rory Hyde**
Chair of Governors:	**Mr Martin Lee**
Vice Chair of Governors:	**Mr Dan Lee**

Term Dates 2027-2028

Autumn Term starts:	1 September 2027
Half Term holiday:	*18 - 29 October 2027*
Autumn Term ends:	17 December 2027
Spring Term starts:	4 January 2028
Half Term holiday:	*14 -18 February 2028*
Spring Term ends:	31 March 2028
Summer Term starts:	18 April 2028
Half Term holiday:	*29 May - 2 June 2028*
Summer Term ends:	21 July 2028

The School Day

Registration	8.30 am
Period 1	9.00 am
Period 2	10.00 am
Break	*11.00* am
Period 3	11.20 am
Period 4	*12.20* pm
Lunch	*1.20 pm*
Period 5	2.05 pm
1:1 Mentoring	3.05 pm
Finish	3.15 pm

Students who do not travel on school buses should normally arrive at 8.30 am. A late bus travels on Wednesdays at 4.45 pm for students who stay in school for extra-curricular activities. All schools are required by law to produce a Prospectus which contains specific items of information. As well as giving the mandatory details, we have tried to provide the more wide-ranging information which parents and students need to have before they can make the important choice of the right Post-16 institution. We hope that you find this Prospectus helpful.We try to establish, develop and maintain an open, responsive and supportive relationship with parents and carers. If you have further queries about the school after reading this Prospectus, please feel free to contact us.

HEDINGHAM VI FORM

ORIGINATION AND PRINT
BY HEDINGHAM SCHOOL

HEDINGHAM VI FORM

www.hedingham.essex.sch.uk