



HEDINGHAM SCHOOL
AND SIXTH FORM
ACHIEVEMENT & EXCELLENCE

KEY STAGE 4 CURRICULUM

2021 - 2022

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INTRODUCTION

INTRODUCTION

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

There are **Core Subjects** that everyone must do. These are essential areas of learning for all young people as they develop vital skills and understanding. They are English, Maths, Science and PE. All students must also opt to study either History or Geography.

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

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

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

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

It is also possible that subjects will be withdrawn if not enough students choose them.

Studying a balanced set of courses means that there are many possible choices to be made at 16. The courses you select for Year 10 have been planned so that they may be developed further in our extensive Sixth Form programme. You may also decide to go onto college or some other form of training or further education.

All GCSE subjects now follow the new reformed qualifications. These qualifications are graded numerically rather than via the traditional A*- G. The new grading system operates from 1- 9 with 9 being the highest possible grade.

Monday 22 February 2021 at 2.15pm

Presentation to students
Choices Booklet published on Website and on the Year 9 Guided Choice Team.

Week beginning 22 February 2021

Support through morning tutorial sessions with tutors available for Q&A.

Thursday 4 March 2021

Year 9 Guided Choice Presentation with Q&A.

Friday 26 March 2021

The Guided Choice slip to be submitted online.

CHOOSING COURSES

You have to choose the courses which are right for you and this is a very important decision. They must help you in the future. You may already have a career that you would like to follow or particular interests that you would like to extend. Be careful that decisions on your subjects do not reduce your choices in the future.

Broad and Balanced Curriculum

You should be thinking about selecting a broad range of subjects. Each subject can make a significant contribution to your learning, understanding and skills. Breadth of subjects allows for further study and support for a wide range of possible career choices. The Government has promoted the idea of an English Baccalaureate where students are recognised if they gain 5 or more passes at GCSE in the following subjects: Maths, English, two Sciences and either Geography or History and a Modern Foreign Language. This is a programme which should be considered carefully, and may be appropriate for many students but it is not suitable for everyone.

Another approach to breadth is to select a subject from a range of areas of study:

The Arts:

Art, Drama and Music

Design:

Food, Graphic Design, Textile Design and Three Dimensional Design

The Humanities:

Geography, History and Philosophy and Ethics

A Modern Foreign Language:

French and German

Information Communication Technology

Computer Science
Information Communication Technology
Business Studies

Vocational Courses

Vocational courses are linked closely to the world of work and offer a different approach to study. They have a greater emphasis on coursework rather than examinations. Within the core there are BTEC Level 2 courses in Dance, Sport and Leadership which lead to the equivalent of one GCSE. Within the guided choice there are also a BTEC Level 2 course in ICT and a Cambridge National in Child Development which are the equivalent of one GCSE each.

HOW TO MAKE YOUR DECISION!

WHAT TO DO!

- Discuss all your decisions with your teachers and family. This will help you make the right decision for you.
- Choose subjects that you are interested in. You have two years of study ahead of you and it will be hard to motivate yourself if you do not enjoy the work.
- If you know what you want to do when you leave school, make sure you check to see if there are any particular qualifications you need. You do not want to find out in two years time, that you should have taken a certain subject!
- If you are not sure what you want to do - don't worry. Lots of people don't know at your age. The guidelines are there to make sure you take a balanced range of subjects, so that no doors will be closed to you in the future.

WHAT NOT TO DO!

- Do not make a decision until you have all the facts. You have over three weeks to discuss your choices, think about them and make up your mind carefully.
- Do not choose a subject just because your friend is doing it! Think about what you want to do.
- Do not take/not take a subject because you like or dislike the teacher. The chances are that you might not have them next year.

Key Stage 4 Curriculum 2021 — 2022

(8 lessons per fortnight)	English					Guided Choices
(8 lessons per fortnight)	Maths					Art Business Studies Child Development Computer Science Creative IT Drama French Food Preparation & Nutrition German Geography History Media Music Philosophy & Ethics Separate (Triple) Sciences DT— <u>choose only one from:</u> Graphic Design, Textile Design or Three Dimensional Design
(8 lessons per fortnight)	Maths					
(9 lessons per fortnight)	Science					
(5 lessons per fortnight)	PE					
(5 lessons per fortnight)	History OR Geography					

Core

Guided Choices

PLEASE NOTE

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

1. English
2. Maths
3. Two Sciences
4. History or Geography
5. French or German

The core programme at Hedingham requires the student to follow a course in the areas 1-4. Therefore, the key decision for students is whether to pursue French or German as an option subject. As a school we believe that students should select subjects which meet their personal needs. There will be a number of students who want to study a language and we will discuss the benefits of this at the parents' evening and during discussions with students.

CORE SUBJECTS

Everyone must study:

English

Mathematics

Science

PE

History or Geography

Studying English Language and English Literature, provides students with the opportunity to extend their understanding of the need to communicate successfully in an increasingly media-orientated world and increases awareness of the world around them. Exploring and analysing the language of communication is an exciting part of the English Language GCSE. Participating in speaking and listening activities which builds students' confidence, is an integral part of the English GCSE.

ASSESSMENT OBJECTIVES

English Language investigates how writers use narrative and descriptive techniques, to engage readers as well as exploring how different writers present similar topics over time.

English Literature provides the opportunity to develop critical reading skills through the study of poetry, plays and a nineteenth century novel.

You will be assessed through the use of regular mock exams, with the final external examinations for Literature and Language in the summer term of Year 11.

Element of the course – English Language	Mark
English Language Examination	100%

Element of the course – English Literature	Mark
English Literature Examination	100%

THE RANGE OF ENGLISH GCSES AVAILABLE

The course is separated into two elements:

English Language & English Literature

Students will study both English Language and English Literature as two year courses, which are assessed by an external examination.

For students who enjoy English and are likely to pursue English 'A' levels, studying English Language and Literature courses will furnish them with additional knowledge, understanding and skills that will prepare them for further studies of either English Language or English Literature at 'A' level.

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

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

WHAT WILL THE COURSE INVOLVE?

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

Number
Algebra
Ratio and Proportion
Geometry
Probability
Statistics

Whilst studying Mathematics you will be expected to:

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

HOW WILL I BE ASSESSED?

The assessment process will consist of three written examinations, which will include one non-calculator and two calculator papers.

WHAT CAN I DO NEXT WITH MATHEMATICS?

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

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

WHY STUDY SCIENCE?

Studying Science provides students with a knowledge and understanding of the natural world, the skills of Investigation and Experimentation with an appreciation of the importance of Science to individuals and society. Science GCSEs provide insight and experience into how Science works, stimulating Learners' curiosity and encouraging them to recognise and engage with Science in their everyday lives. Providing them with the opportunity to make informed decisions about the possibility of further study or career options.

ASSESSMENT OBJECTIVES

The Science courses are all assessed by 100% examination.
There is no Controlled Assessment or Coursework Element.

There is now an increased mathematical requirement in the course.

Core practical's are assessed throughout the examination.

Question papers are targeted at either Foundation or Higher tiers.

THE RANGE OF SCIENCE GCSEs AVAILABLE

Most students in Years 10 and 11 will study 9 periods of Science throughout a two week timetable. The majority of students will complete a course in Combined Science (GCSE 9-1) which equates to 2 GCSEs. Alternatively, more able students who attain a specific level for their end of KS3 Science and Mathematics Tests may choose to spend a further 5 periods throughout a two week timetable following a two year course in the separate Sciences, known as a triple option (Biology, Chemistry and Physics) as a 'Guided Choice'. This will result in attaining 3 GCSEs.

The most appropriate programme for the majority of students, will comprise of the Combined Science (9-1). This choice is also adequate preparation for those students who may decide to study one or more Science A levels, provided they attain the required level.

For students who enjoy Science and are more likely to pursue Science 'A' levels, studying the separate Sciences will provide further opportunities to develop their interest and enthusiasm for Science as well as furnish them with additional knowledge, understanding and skills that will prepare them for the study of Science at 'A' level.

For further details regarding Combined Science (GCSE 9-1) or Separate Sciences please take a look at: www.edexcel.com

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

PHYSICAL EDUCATION

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

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

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

BTEC SPORT

WHAT WILL THE COURSE INVOLVE?

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

The units students will study are:

Leading Sporting Activities
Training for Personal Fitness
Fitness for Sport & Exercise
Practical Sports Performance

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

HOW WILL I BE ASSESSED?

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

THINGS TO CONSIDER:

The BTEC qualification still allows students to participate practically within sport but will be assessed through coursework projects, which consist of examples of activities completed within PE lessons.

WHAT CAN I DO NEXT WITH PE?

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

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

WHAT WILL THE COURSE INVOLVE?

The BTEC Level 2 Tech Award in Performing Arts (Dance), allows students to develop both their theoretical and practical knowledge of Dance through vocational contexts. Students will study three main components over the two year course enabling students to develop key skills, for example:

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

COMPONENT 1 AND 2

These components are internally assessed, the aim is to develop core knowledge and understanding of a range of performance styles and disciplines, Urban, Jazz and Contemporary Dance. Students will learn about the key features that contribute towards them, including practitioners' roles, responsibilities, skills and techniques and we will look specifically at three professional works and choreographers.

Students are also expected to develop and apply skills, such as physical and interpretative expression, rehearsal techniques and performance aptitude in Dance through workshops and classes.

Reflective practice is essential to develop their knowledge and techniques, which will take place regularly as students are required to respond to feedback and identify areas for improvement using personal logbooks.

COMPONENT 3

Is an externally assessed component which is based on a key task that requires students to demonstrate how they can effectively use an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole course in an integrated way. The key task will require students to apply their performance skills and techniques in response to a brief and stimulus, developing a group workshop performance for a selected audience.

WHAT CAN I DO NEXT WITH BTEC DANCE?

The BTEC Dance course will allow students to acquire knowledge and skills which act as an excellent foundation into the employment environment. The qualification will contribute to a students' overall GCSE score to progress into further education, such as A Levels or Level 3 programmes.

For further details of this course please see **Miss Challis**, Leader of Dance, or any other member of the Performing Arts department.

WHY STUDY GEOGRAPHY?

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

Dr Rita Gardner CBE, Director of the Royal Geographical Society (with IBG).

Geography is recognised by the Government as one of the family in English Baccalaureate GCSE subjects. Studying Geography will enable you to understand more about the world in which you live in and the challenges that it faces in the 21st century. It will pair very well with all of your other academic subjects including History, Science or Business Studies. The course will offer the New Edexcel B specification, which began in September 2016. This organises ideas thematically according to place, across three main components. Each component will include a combination of Human and Physical Geography.

HOW WILL I BE ASSESSED?

There will be three examinations at the end of Year 11 and this course is only assessed by a 1½ hour paper exam and will be worth 37.5% of the grade.

Global Geographical Issues, consisting of three units.

1. **Hazardous Earth** - the world's climate, climate change, tropical cyclones and tectonic hazards.
2. **Development Dynamics** - the study of global inequalities, economic growth and development in an emerging country .
3. **Challenges of an Urbanising World** - how and why cities change over time, megacities and challenges of population growth.

UK Geographical Issues, you will study two topics and complete fieldwork in this unit.

There is a requirement to complete two days of fieldwork within this component. The exam will be 1½ hours and worth 37.5% of your grade. It will include questions designed to assess your ability to understand a geographical enquiry process and how to complete fieldwork effectively.

1. **The UK's evolving physical landscape** - geology, coasts and rivers.
2. **The UK's evolving human landscape** - population, economic change, the challenges face by both cities and rural environments.

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

This exam will be 1½ hours and worth 25% of your final grade. It will include an extended written answer, asking you to justify a decision.

1. **People and the biosphere** - examining the world's biomes.
2. **Forests under threat** - exploring the threats and management options facing different forest biomes.
3. **Consuming energy resources** - considering our energy needs and how we should meet these in the future.

THINGS TO CONSIDER:

This subject is interesting and relevant but does require a good level of both literacy and numeracy. It provides the opportunity for fieldwork and will complement many other subjects. Looking beyond GCSE this course provides an excellent basis for the Geography A Level course we offer at Hedingham Sixth Form, the Russell Group of universities has selected Geography as one of their preferred 'facilitating' A Level subjects to support an application into degree courses. Geography Graduates experience low levels of graduate unemployment due to the wide variety of skills which Geography develops.

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

WHY CHOOSE TO STUDY HISTORY?

There are still many people who believe History to be a dull and boring study of dates, Kings, Queens and Battles. This could not be further from the truth! History is very relevant to every day life because our future is decided by the choices we make today, just as our life now has been shaped by the past! We study History to investigate how and why people throughout the ages lived, what their way of life was like, beliefs and how their attitudes have affected the societies we live in now and what were the moral dilemmas faced by great politicians and ordinary people alike.

WHAT WILL THE COURSE INVOLVE?

We will be studying the Edexcel Specification, it will contain three exams taken at the end of Year 11.

Paper 1 will be based around a Thematic Paper with Historic Environment:

Crime and Punishment in Britain with Whitechapel, c1870-1900: crime, policing and the inner city. This exam is worth 52 marks and is 30% of your overall mark and will be 1 hour and 15 minutes long.

Students will be investigating the nature and changing definitions of criminal activity, the nature of law enforcement and punishment over four different time periods. Each period will contain a case study, for the influence of the church on Crime and Punishment and the treatment of conscientious objectors in the First and Second World War.

The Historic Environment study you will be researching the local area of Whitechapel regarding the organisation of policing and the developments of investigative techniques.

Paper 2 is a Period Study and British Depth Study

The American West c1835-c1895 and Early Elizabethan England 1558-88. This exam is worth 64 marks and is 40% of your overall mark and will last 1 hour and 45 minutes long.

The American West topic focuses on the Plains Indians and their beliefs and way of life, the development of the Plains and how the settlement of the west affected the life of the Plains Indians and conflicts and conquests; the destruction of the Plains Indians way of life.

The Depth Study focuses on Queen Elizabeth, her government and religious issues and the challenges to Queen Elizabeth at home and abroad.

Paper 3 will consist of a Modern Depth Study

The USA, 1954-75; conflict at home and abroad. This exam is worth 52 marks and is 30% of your overall mark this exam will last 1 hour and 20 minutes.

This study is divided into four separate topics. The development of The Civil Rights movement, Protest, Progress and Radicalism, the US involvement in the Vietnam War, Reactions to and the end of US involvement in Vietnam.

THINGS TO CONSIDER:

History develops a wide range of skills that can be useful in many areas of employment and also at university. For example you will learn to analyse a range of historical sources to independently research information, to record your findings in a concise manner and to draw your own conclusions supported by evidence. All of these will be useful when completing a dissertation or research project at university, in areas of education, law, medicine, psychology, journalism, administration, museums, local councils, publishing or even the police force. Students do not just look at past events, they also look at how the consequences of the events affect communities and the future.

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

GUIDED CHOICES

Guided Choices 2021 - 2022

You **must** choose to study either **HISTORY** or **GEOGRAPHY** as part of the Core.

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

Think seriously about which subjects will help you in your future adult and working life. Consider the idea of Entitlement - continuing to study an Arts subject, a Design & Technology subject, a Humanity, a Modern Foreign Language and Information Communication Technology.

Guided Choices:

**Art Business Studies Child Development
Computer Science Creative IT Drama French
Food Preparation & Nutrition Geography
German History Media Music
Philosophy & Ethics
Separate (Triple) Sciences
Design: Choose only one from
Graphic Design, Textile Design and
Three Dimensional Design**

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

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

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

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

GUIDED CHOICE COURSE DETAILS

WHY STUDY ART & DESIGN?

A strong drawing basis is the main emphasis of this course.

WHAT WILL THE COURSE INVOLVE?

Students are encouraged to work from real life, including collected objects or a large still-life relating to a particular theme, landscape or the human figure. Students will develop a range of skills and techniques and produce work in their sketchbooks and for exhibition/portfolios.

HOW WILL I BE ASSESSED?

OCR Coursework will equate too 60% of the final mark.

During the course you will be expected to cover three separate units of coursework;

Still Life
Landscape - Year 10
The Human Figure - Year 11

Each piece of coursework unit should include preparatory and sketchbook work, related to the final pieces in a chosen area of study, which will be linked to an established artist.

OCR Controlled Test (10 hours) will equate too 40% of the final mark.

You will be required to respond to one starting point, set by the exam board. There will be a preparatory period of 9-10 weeks, followed by a 10 hour exam.

You will be expected to produce preparatory studies, research in your sketchbook and a final piece.

THINGS TO CONSIDER:

As an Art student you will need to purchase the relevant equipment for the course. Your Art teacher will prepare an equipment list, during the summer term.

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

WHY STUDY BUSINESS STUDIES?

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

WHAT WILL THE COURSE INVOLVE?

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

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

HOW WILL I BE ASSESSED?

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

Content Overview	Assessment Overview	
<ul style="list-style-type: none">• Business Activity• Marketing• People	Business 1: 80 Marks 1 Hour 30 Minutes Section A: Multiple choice questions. Section B: Short, medium and extended response style questions which use stimulus material that draws on real Business contexts.	50% of the total GCSE
<ul style="list-style-type: none">• Operations• Finance• Influences on business• The interdependent nature of business	Business 2: 80 Marks 1 hour 30 minutes Section A: Multiple choice questions. Section B: Short, medium and extended response style questions which use stimulus material that draws on real business contexts.	50% of the total GCSE

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

WHY STUDY GRAPHIC DESIGN?

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

HOW WILL I BE ASSESSED?

<p>Non-exam assessment (35 hours)</p> <p>Students complete this work in school over two terms in Year 11. Students set their own design brief.</p>	<ul style="list-style-type: none"> • Research and investigation 15% • Design and development 15% • Analyse and evaluate 15% • Making and practical skills 15% 	<p>60% of GCSE undertaken in Year 11</p>
<p>Set task (10 hours) presentation time.</p> <p>Students present this work in school over two full days in Year 11 and have a choice from five set briefs. Which students can research, practice and prepare, well in advance of the set task.</p>	<ul style="list-style-type: none"> • Research and investigation 10% • Design and development 10% • Analyse and evaluate 10% • Making and practical skills 10% 	<p>40% of GCSE undertaken in Year 11</p>

THINGS TO CONSIDER:

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

The GCSE in Graphic Design is 100% coursework based with no written examination and will therefore require students to be fully committed to the time and effort required to produce high quality design and practical work, throughout the GCSE course.

For further details of this courses please see **Mr Rutter**, Teacher of Design and Technology or any member of the Design and Technology department.

GCSE TEXTILE DESIGN

WHY STUDY TEXTILE DESIGN?

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

HOW WILL I BE ASSESSED?

<p>Non-exam assessment (35 hours)</p> <p>Students complete this work in school over two terms in Year 11. Students set their own design brief.</p>	<ul style="list-style-type: none">• Research and investigation 15%• Design and development 15%• Analyse and evaluate 15%• Making and practical skills 15%	<p>60% of GCSE undertaken in Year 11</p>
<p>Set task (10 hours) presentation time.</p> <p>Students present this work in school over two full days in Year 11 and have a choice from five set briefs which students can research, practice and prepare, well in advance of the set task.</p>	<ul style="list-style-type: none">• Research and investigation 10%• Design and development 10%• Analyse and evaluate 10%• Making and practical skills 10%	<p>40% of GCSE undertaken in Year 11</p>

THINGS TO CONSIDER:

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

The GCSE in Textile Design is 100% coursework based with no written examination and will therefore require students to be fully committed, to the time and effort required to produce high quality Designs and practical work throughout the GCSE course.

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

GCSE THREE DIMENSIONAL DESIGN

WHY STUDY THREE DIMENSIONAL DESIGN?

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

HOW WILL I BE ASSESSED?

<p>Non-exam assessment (35 hours)</p> <p>Students complete this work in school over two terms in Year 11. Students set their own design brief.</p>	<ul style="list-style-type: none"> • Research and investigation 15% • Design and development 15% • Analyse and evaluate 15% • Making and practical skills 15% 	<p>60% of GCSE undertaken in Year 11</p>
<p>Set task (10 hours) presentation time.</p> <p>Students present this work in school over two full days in Year 11 and have a choice from five set briefs which students can research, practice and prepare well, in advance of the set task.</p>	<ul style="list-style-type: none"> • Research and investigation 10% • Design and development 10% • Analyse and evaluate 10% • Making and practical skills 10% 	<p>40% of GCSE undertaken in Year 11</p>

THINGS TO CONSIDER:

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

The GCSE in Three Dimensional Design is 100% coursework based with no written examination and will therefore require students to be fully committed to the time and effort, required to produce high quality design and practical work throughout the GCSE course.

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

WHY STUDY DRAMA?

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

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

WHAT DOES THE COURSE INVOLVE?**COMPONENT 1:****Understanding Drama 40%**

Study of one set play - Blood Brothers. This is explored through both practical and written approaches.
Review of a live theatre performance.

COMPONENT 2:**Devising Drama 40%**

Creating your own work based on a stimulus/theme of your choice.
Performance of the work created.
Evaluation of the work created.

COMPONENT 3:**Texts in practice 20%**

Performance of two scripted extracts - these are chosen according to the students' preference and skill.

HOW WILL I BE ASSESSED?

- Written exam 1hr 45 minutes.
- Devising log and performance assessed by a teacher, moderated by the Exam Board.
- Performances to visiting examiner.

AREAS OF STUDY

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

THINGS TO CONSIDER:

In order to enjoy the course, students must have enjoyed Drama in lower school, or have been part of Drama/Performance groups outside of school. The student should be keen to attend visits to the Theatre organised by the Drama department and will see a variety of plays. Whilst students do not need to be a natural performer, it is important that students should be committed to developing their performing skills. Students will be expected to rehearse outside of timetabled lessons in the lead up to assessments. You will also be required to give permission to be filmed for assessment purposes.

For further details of this course please see **Miss Challis**, Leader of Drama.

FOOD PREPARATION & NUTRITION

WHY STUDY FOOD PREPARATION & NUTRITION?

Students that choose to study Food, will have the opportunity to identify and solve real problems by designing and making products, in a wide range of contexts relating to various scenarios.

There will be the opportunity to analyse and evaluate situations, design and create products, then appraise them.

Students will carry out activities related to industrial practices when designing and creating products.

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

WHAT WILL FOOD PREPARATION & NUTRITION INVOLVE?

In Year 10 student's will complete a variety of tasks in preparation for Year 11.

In Year 11 student's will complete additional coursework which will include practical tasks and experiments.

HOW WILL I BE ASSESSED?

Students will be expected to provide **all** the ingredients for practical tasks. Ingredients will be required at least once a week throughout this course.

Coursework a total of 50%	<ul style="list-style-type: none">• Food Investigation 15%• Food Preparation Assessment 35%
Terminal Examination a total of 50%	<ul style="list-style-type: none">• Single Tier (1.45hours)

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

CAMBRIDGE NATIONAL IN CHILD DEVELOPMENT

WHY STUDY CHILD DEVELOPMENT?

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

WHAT WILL CHILD DEVELOPMENT INVOLVE?

All students will study three mandatory topics:

Health and Well-being for Child Development

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

Understanding equipment and nutritional needs for children from birth to five years

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

Development norms of a child from birth to five years

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

HOW WILL I BE ASSESSED?

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

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

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

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

GCSE COMPUTER SCIENCE (AQA)

WHY SHOULD I STUDY GCSE COMPUTER SCIENCE?

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

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

WHAT WILL THE COURSE INVOLVE?

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

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

HOW WILL I BE ASSESSED?

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

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

THINGS TO CONSIDER:

Students should consider GCSE Computer Science if they have a keen interest in learning a programming language, enjoy working on logical problems and have good Math skills. Programming involves the regular use of Math and it is essential in order to excel in this subject. We also offer A-Level Computer Science, which would be a natural progression route at Sixth Form.

For further details of this course please see **Mr Daniels**, Leader of Computer Science and ICT.

CAMBRIDGE NATIONAL IN CREATIVE INFORMATION TECHNOLOGY (OCR)

WHY SHOULD I STUDY CREATIVE IT?

Do you enjoy using computers and want to learn how to use professional software for a variety of fun and dynamic tasks? Do you have creative ideas that could be brought to life using a computer? Do you want to learn how to make a variety of digital content? If the answers to the previous questions were “yes”, then this could be the course for you. This course is designed to help you develop a range of digital creative skills required in the planning, design and implementation of a range of digital products. You will learn about pre-production techniques used by creative teams of professional developers, animators, editors and programmers in order to allow them to create unique and engaging multi-media content.

The UK has a thriving technology sector and constantly needs new talent to join an ever-expanding industry. The UK computer games industry alone contributes over £1 Billion every year to the UK's economy, with around 4,000 designers, developers and programmers employed in the Cambridge area alone. The second year of this course has a heavy focus on the creation of digital animation and the study and design of computer games. Whilst these are not the only topics covered in this course, an interest in and experience of watching/playing digital animations and computer games would be desirable. The creation of Digital Graphics and Animations is no easy task; it requires focus, patience and the willingness to learn a variety of new skills – there is an element of artistic flair required, so be prepared to come forward with new and innovative ideas.

WHAT DOES THE COURSE INVOLVE?

During this course you will study four units. Two of these units will be completed in Year 10 and the other two in Year 11.

Year 10		Year 11	
R081: Pre-Production Skills	R082: Creating Digital Graphics	R086: Creating a Digital Animation	R091: Designing a Game Concept

Each unit has four learning objectives (LO), these are: LO1 – Understanding, LO2 – Planning, LO3 – Creating and LO4 – Reviewing.

HOW WILL I BE ASSESSED?

Unit(s)	Assessment Method
R081: Pre-Production Skills	This unit will be assessed through a 1 ¼ hour written paper which you will sit in the June exam series of Year 10.
R082: Creating Digital Graphics R086: Creating a Digital Animation R091: Creating a Game Concept	These units are assessed through a piece of coursework that must be completed in 10 hours. Tasks are provided by the exam board and distributed to you to complete. Work is marked internally then moderated by the exam board.

THINGS TO CONSIDER:

You should consider studying the Cambridge National in Creative Information Technology if you are passionate about the use of computers and want to build your knowledge of how they can be used in the planning and development of a range of multimedia products. You should be keen to spend time learning new software packages and developing your existing skills further. You will be required to produce a variety of different documentation as part of the course, so it is important to have good written English skills. If you are interested in continuing to study an IT related subject in Sixth Form/College, we offer the BTEC Level 3 Extended Certificate in IT at our Sixth-Form which is a suitable follow on from this course.

Please note, the qualification students receive is an OCR Cambridge National Certificate in Creative iMedia (J817), however it is titled Creative IT to avoid confusion with Media Studies courses.

For further details of this course, please see **Mr Daniels**, Leader of Computer Science & ICT.

WHY STUDY MEDIA STUDIES?

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

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

WHAT WILL THE COURSE INVOLVE?

Students will examine a range of Media products looking at: Media Language (how the Media communicates to an audience), Representation (how people, places and groups are represented), Industry (who owns, funds and regulates the Media) & Audience (who uses a product and why?) These products include:

- Film marketing
- Music Videos
- Magazines
- Advertising
- Online Media
- Newspapers
- Video Games
- TV Sitcoms
- Radio Dramas

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

HOW WILL I BE ASSESSED?

Component 1 - Written Exam <ul style="list-style-type: none">• Exploring the Media - Case studies of 10 Media products across different platforms	40%
Component 2 - Written Exam <ul style="list-style-type: none">• Television Sitcoms- <i>Friends and the IT Crowd</i>• Music Videos & Online Presence - <i>Pharrell Williams & Taylor Swift</i>	30%
Component 3 - Coursework <ul style="list-style-type: none">• A practical response to a changing brief that will be released in March. Either a Film Marketing campaign or a Magazine.	30%

To do well in Media GCSE, you must be able to express yourself effectively in writing.

WHAT CAN I DO NEXT WITH A MEDIA GCSE?

July 2018 figures suggest that 1 in 11 UK jobs are related to the creative industries. Those who study Media open the doors to a number of different career paths, ranging from the Film & TV Industry, to transferrable skills that would be beneficial to any career choice.

For further details of this course please see **Miss Hodgson**, Leader of Media or any other member of the Media department.

WHY STUDY MUSIC?

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

WHAT WILL THE COURSE INVOLVE?

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

HOW WILL I BE ASSESSED?

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

THINGS TO CONSIDER:

GCSE Music is an ideal course for anyone who enjoys music, interested in performing, composing Music and learning about how Music works. Students should be prepared to work hard but also have fun! The course is within a streamlined Music curriculum (with Key Stage 3 having previously been introduced to some of the course's concepts) and there is a pathway progression to A-Level Music and BTEC Level 3 in Music or Performing Arts from Year 12. The course also develops a range of skills, techniques and personal qualities essential for working life, in Music or other career choices.

All students have experienced playing instruments during Key Stage 3 and there is no expectation that you will be required to be of a certain performance level on an instrument, however there must be a desire to want to improve, for example, students will take responsibility for attending the school-funded Music lessons and practicing the instrumental skills in their own time. It will also be expected to perform in front of small audiences from time to time during lessons, including peers and Music teachers.

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

MODERN FOREIGN LANGUAGES

WHY STUDY MODERN FOREIGN LANGUAGES?

Against popular belief, more than 60% of the world's population does not speak English. Modern Foreign Languages are really important in the world we live in, as they give you great skills for the rest of your life. The study of Modern Foreign Languages is becoming ever more important as trade barriers in Europe disappear, closer partnerships develop between British companies and their counterparts abroad. The knowledge of, ability to understand and speak another language will make any potential employee more attractive to prospective businesses throughout a wide range of careers, as well as adding valuable additional dimensions to life skills if considering University entrance.

WHAT WILL THE COURSE INVOLVE?

Through the skills of listening, speaking, reading, writing and translating students will develop the ability to understand and use the language in such a way that it is possible to communicate effectively with other Europeans either abroad or in our country, whom you may meet socially or through employment.

The course will be topic based and will cover three themes:

1. Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in French/German-speaking countries and communities

2. Local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

3. Current and future study and employment

- My studies
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions

HOW WILL I BE ASSESSED?

The final examination will consist of four tests including listening, speaking (conducted by your teacher), reading and writing, each worth 25% of your final grade and will be taken at Foundation or Higher level.

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

PHILOSOPHY AND APPLIED ETHICS

WHY STUDY PHILOSOPHY AND APPLIED ETHICS?

Philosophy and Applied Ethics is a GCSE course which offers an exciting and relevant opportunity, for students to consider a response to fundamental questions of life. Students will develop their knowledge of beliefs, values and traditions of Christianity and explore how Christians respond to pertinent moral and Philosophical issues raised by human and religious experience.

WHAT WILL THE COURSE INVOLVE?

Philosophy	Applied Ethics	Christianity	Buddhism
Life and Death: Origins of the universe and human life, stewardship and value of human life. The Soul, Afterlife, Euthanasia and Abortion.	Relationships: Attitudes about Families, Sexual relationships, Marriage, same Sex Marriage and Equality.	Nature of God, Creation, Jesus Christ, Salvation and the Afterlife.	Life of the Buddha, Dharma, Four noble truths, human personality, Human destiny and Ethical teaching.
Crime and Punishment: Death Penalty, Aims of punishment and Corporal punishment.	Peace and Conflict: Violence and Weapons of mass destruction.	Types of Worship, Baptism and Eucharist, Pilgrimage, the Church in the local community and worldwide.	Buddhist place of worship, Meditation, Devotional practices, Death, Mourning, Festivals and Retreats.

HOW WILL I BE ASSESSED?

Students will look at Philosophy and Ethics from the Christian and Buddhist perspective. Over the two years students will follow the AQA course in Religious studies. At the end of Year 11 there will be two exams each lasting 1 hour 45 minutes.

During lesson time students will be involved in a range of activities including discussion, debate, presentations, research and evaluation. The students will need a high level of literacy to cope with the demands of the course.

WHAT CAN YOU DO WITH A GCSE IN PHILOSOPHY AND APPLIED ETHICS?

The course takes issues which are in the news every day and investigates the issues involved by looking at a variety of belief systems including Christianity, Buddhism, Secular and personal viewpoints.

The course will develop:

- In-depth thinking, useful for careers such as law, teaching, medicine, psychiatry and any others which require in-depth and creative thought, especially when there are no straight forward answers.
- A depth in understanding the importunity of issues from a variety of viewpoints, useful for any employment that involves working with other people: journalism, social work, police nursing, management, the civil service and similar careers.

For further details of this course please see **Mr Wright**, Leader of Religious Studies.