בס"ד

Hasmonean High School for Boys

Sixth Form Brochure 2027-2028

HASMONEAN

אל תקרי בניך אלא בוניך

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Please note that the information in this booklet is correct at the time of publication but may be subject to change.

HASMONEAN

אל תקרי בניך אלא בוניך

וכל בניך למודי ה׳ ורב שלום בניך אל
תקרי בניך אלא בוניך

ברכות סד.

And all your children will be the students of Hashem, and your children will have peace. Do not read 'your children', but 'your builders'.

At Hasmonean High School for Boys, we pride ourselves on instilling in our students the attitudes and values that will serve them well throughout their adult lives. In accordance with our ethos of Torah im Derech Eretz, we deliver a combination of inspirational Jewish and secular studies in an inclusive, warm environment.

We feel that it is imperative that our students develop an appreciation of the roles and responsibilities that each of them has as an Orthodox Jewish member of British society. We educate Sixth Formers to become leaders themselves and to act as role models to younger students. Enthused by their teachers, Sixth Formers develop a passion for learning which enables them to progress to the next stages of their lives, whether this be yeshiva, university, an apprenticeship or employment. Students enter the Sixth Form as teenagers and leave it as young adults who are well-prepared for all that life has in store for them.

Students, if you want a school that will enthuse, educate and challenge you, and you are willing to work hard to realise your potential, then there is no better place for you to study. Hasmonean's Sixth Form offers you the opportunity to grow as individuals, broaden and deepen your studies, take on leadership roles and make a positive contribution to your community and the wider community.

We look forward to welcoming you into our Sixth Form.

Dr O Walton
Head of Sixth Form

WELCOME TO OUR SIXTH FORM

SIXTH FORM LIFE

Sixth Form life is different from that experienced lower down the school; students choose to be here and to specialise in subjects they wish to pursue for personal and career reasons. Alongside their academic subjects, students have an extensive Jewish Studies programme.

When students enter the Sixth Form, they learn to take more responsibility for their own work, researching set topics, reading widely, making presentations in class, completing extended essays or investigations and meeting deadlines. This requires guidance from teachers; they are there to help.

Sixth Form students play an important role in helping staff, supporting extra-curricular activities and representing the school at public events, distinguishing them from other year groups.

Many Sixth Form students run clubs and societies for the younger students at lunchtimes, organise tzedokoh activities and help to run the walking tours and camps. They are encouraged to broaden their studies with extra-curricular activities such as recreational art, technology projects, self-defence and first aid courses. Opportunities for students to develop new personal skills are built into the Sixth Form curriculum wherever possible and appropriate.

Sixth Form students do not wear a uniform; instead, they are required to dress smartly and within the ethos of the school.

WORK: WHAT TO EXPECT

The Head of Sixth Form oversees and monitors the academic progress of each student and liaises with parents and outside agencies where necessary.

Students will be taught for the majority of the week, leaving time in their timetable for independent and guided study. Independent and guided study is an important and integral part of A level courses and will be the most noticeable change for students entering the Sixth Form. It demands considerable self-discipline and the proper use of study time. It is an extremely important factor in determining the degree of success achieved by students, whatever type of course is being followed. It is important that good study habits are established early in a student's Sixth Form career.

During Years 12 and 13, students' academic progress is closely monitored, with regular support and guidance provided by the Sixth Form team. Students complete regular assessments throughout their courses, culminating in formal mock examinations towards the end of Year 12. These assessments enable us to identify where students are making strong progress and where additional support or intervention may be required. Where concerns arise, we work with the student, subject teachers and parents to agree targets and an appropriate programme of support. Progress is reviewed to ensure that the intervention is having the desired impact and to determine any further action required. Please be aware that all courses are now linear and we are only offering them as a full A Level.

Students take three A levels or equivalent Level 3 qualifications in school. Students are permitted to take Further Mathematics, Biblical Hebrew or Modern Hebrew as a fourth A Level.

We are committed to providing a structured and positive learning environment for all our Sixth Form students, an environment which challenges them and prepares them for their future lives.

ENTRY CRITERIA:

- To enrol on 3 A Level pathway at Hasmonean, students require six grades at 4 or above at GCSE, including a minimum of a Grade 4 in English Language or Literature.
- To enrol on BTEC only or a mixture of BTEC and A level courses at Hasmonean, students require five grades at 4 or above at GCSE, including a minimum of a Grade 4 in English Language or Literature.
- In addition to the above, A Level and BTEC courses have their own subject-specific entry criteria that students need to meet in order to be allowed to take the course. Please see the subject pages for details.

SPECIAL EDUCATIONAL NEEDS (SEND):

The School's SENDCO, Mrs R Sireling (r.sireling@hasmonean.co.uk) can be contacted regarding any SEND issues, especially where a student has an EHCP. Evidence of any diagnosis will need to be sent to the school when starting.

EXAMINATION ACCESS ARRANGEMENTS

Students who have previously received examination access arrangements will have their needs reviewed in accordance with current JCQ regulations. Arrangements must reflect the student's current needs and normal way of working. Students joining Hasmonean from another school should provide the SENDCO with relevant documentation from their previous centre as early as possible. Where necessary, further assessment or evidence may be required before an application can be made.

COURSE CONDITIONS

All courses offered in the booklet and by the school are subject to continued government funding, particularly with regard to the BTEC courses.

All courses are subject to sufficient student uptake and appropriate staffing. The school, therefore, reserves the right to amend or withdraw a course where necessary.

OPPORTUNITIES IN THE SIXTH FORM

- Participate in a wide range of extra-curricular activities
- Attend university open and taster days
- Organise and run Sixth Form and other school events
- Educational trips to Poland and various locations in the UK
- Acceptance to leading Yeshivot
- Develop and utilise your personal qualities. For example, you could join the mentoring programme and assist with lower year groups
- Volunteering Fair where students have the chance to sign up and help various charities
- Become a member of the Sixth Form Leadership Team
- Access a range of A Levels and Level 2/3 vocational courses

Students are prepared for further education and university entrance in a variety of ways:

- Individual support with UCAS applications and the UCAS personal statement questions
- One-to-one discussion with the Head of Sixth Form for help with university choices
- Access to Unifrog to assist with university choices
- Oxbridge preparation
- UCAT preparation for Medicine and Dentistry applicants
- Visit to University of Cambridge and/or Oxford
- UCAS conference
- Guidance about UCAS online
- Higher Education Fair
- Higher Education Evening
- Lunchtime workshops with specific careers focus
- Interview techniques and mock interviews
- Careers advisers
- Internship opportunities
- JUMP – Jewish professional mentor placement scheme
- Wings of Hope Scheme – recognition of extra-curricular activities in the world of work
- Support and advice on results day
- General advice and guidance where needed

CAREERS SUPPORT IN THE SIXTH FORM

Our careers programme is structured around the Gatsby Benchmarks for Good Career Guidance, the national framework for high-quality careers provision in schools and colleges.

In Year 12, students have an individual interview with an impartial careers adviser. This provides an opportunity to discuss their academic progress, career aspirations and possible post-18 pathways, including university, apprenticeships and employment. Students are also supported in understanding the qualifications and other requirements associated with different courses and careers.

During the summer term, Year 12 students undertake a week of work experience. Students are expected to arrange a placement that reflects their interests and, where possible, complements their future study or career aspirations. This provides valuable experience of the workplace and an opportunity to develop skills relevant to future education and employment.

Students considering higher education are encouraged to attend university open days and careers and higher education fairs. They are given opportunities to use Unifrog to research universities, courses, apprenticeships and careers, and receive guidance on any admissions tests required for their chosen courses. Students applying for particularly competitive courses receive additional support where appropriate.

Students can also benefit from academic and careers support through the JUMP mentoring programme.

Throughout Years 12 and 13, the Futures Programme provides opportunities for students to hear from employers and professionals from a range of sectors and to learn about different career pathways. Students are also invited to the biennial Careers Convention, where they can speak directly with Hasmonean alumni, employers, careers professionals and representatives from universities and other education and training providers.

Students receive up-to-date guidance throughout the UCAS application process, supported by information and resources from UCAS and individual universities. This includes support with researching courses and institutions, completing the different sections of the UCAS application and preparing the three responses that form the UCAS personal statement.

INFORMAL EDUCATION

Informal Education is a very exciting feature of Hasmonean Sixth Form, which includes trips, shabbatonim, activities, and more. Students are encouraged to challenge, to ask questions and to think innovatively. The aim of the department is to inculcate a love of Judaism through its activities. Working in conjunction with the Jewish Studies Department and the school as a whole, we aim to achieve this goal through experiential learning, relationship building and fun activities.

The many cross-curricular activities that the Informal Education Department runs are consistent with the school's ethos of "תורה עם דרך ארץ". The department works with external organisations to enhance the quality of its offerings by using resources available in the community, such as guest speakers.

An important objective of the department is to promote the benefits of residential trips, providing students with the opportunity to experience and explore Judaism and its rich history in a relaxed and enjoyable environment. Students are also given the opportunity to work on their leadership skills by assisting with school trips for lower year groups in the school.

In addition to residential weekends, the school organises a landmark trip to Poland, giving students an understanding of their past and an appreciation of the role they can help play in shaping the future.

Involving students in their own education is a main focus of the Informal Education department. All of the clubs and societies that are run by the Sixth Form are facilitated by the Informal Education Department. Very often, Sixth Form students will act as madrichim or mentors.

Sixth Formers are active throughout the school and are involved in societies such as the Israel Society, Tzedakah Department, Living Torah newsletter, Daily Nach Consortium, Chessed Society and the Davening Society. In addition to leading all of these clubs, students are active in organising initiatives such as Mishna Munch and Learn to Lead. Students also assist with programmes for the lower years such as on Chanukah and Tu b'Shvat, as well as the highly successful Rosh Chodesh programmes.

Informal Education activities enable students to broaden their experience and develop skills beyond the classroom. Where relevant, these experiences can also help students demonstrate their interests, skills and suitability for particular courses when preparing university applications and interviews.

THE BEIS

The Beis has rightly earned an internationally acclaimed status as a bastion of excellence in Torah learning and is what Ofsted called “the jewel in Hasmonean’s crown”. It has three exciting options for your son. We hope that he will thoroughly enjoy whichever programme he joins.

Beis

This internationally acclaimed programme run by Rabbi Hartman offers a choice of shiurim, each with a different flavour. The programme starts with shacharis at 7.20am and aspires to educate and inspire boys to high levels of learning and prepare them for yeshiva. The Beis programme is exciting and varied. In addition to the core Gemoro classes, we offer all boys daily halacha, parsha thoughts as well as hashkafa. Attendance at shacharis and on Sundays is essential for this programme.

Beis Chadash

This is an exciting programme run by Rabbi Daniel Fine, assisted by Rabbi Danny Fisher. Beis Chadash is a warm, more personalised programme that will focus on practical Jewish living and skills, alongside the Gemara learning. The programme will commence with shacharis at 8:30am, followed by breakfast. Shiur will be Gemara-focused but with elements of philosophy and Jewish growth and then structured chavrusa time. This programme runs on Monday to Friday.

Beis Chazak

Led by Rabbi Doron Birnbaum, assisted by Rabbi Amram Landau and Rabbi Barry Lerer, this programme starts at 8.45am, with shacharis. It involves less text-based material and more discussion about all matters Jewish. The goal is to engage students who have not always flourished in Jewish Studies and give them an opportunity to challenge, debate and be inspired. Like Beis Chadash, this programme runs on Monday to Friday.

COURSES

ART & DESIGN

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	EDEXCEL 9FAO/01 and 02 (FINE ART) 9GCO/01
CONTACT:	MR M TUTTY

WHAT WILL I STUDY?

The A Level begins with a thorough introduction to assessment objectives, exam board marking schemes and exemplar work. Studying A Level Fine Art gives students the opportunity to complete a personal study portfolio in which they will develop their own ideas and practical skills in a wide range of media using a variety of techniques. They will study the work of artists or designers, analysing their work and studying it in its wider historical context through a written essay. Students will reflect on their own work and refine it in order to complete a final piece using all knowledge gained from their studies. Teachers will guide students in developing an appropriate Fine Art pathway. An emphasis is placed on complex ideas from the start of the course. Students are taught to develop their project in a highly personal and original way, resulting in very high-quality work. Students keep a working journal in the form of a sketchbook as well as working on a larger scale as appropriate.

HOW WILL I BE ASSESSED?

Students' work is internally assessed and externally moderated by Pearson Edexcel.

Component 1 (Internally Set Coursework)
12% Personal Study / Essay
48% Personal Investigation / Coursework

Component 2
40% Externally Set Assignment / Exam

Students are required to produce evidence of the following assessment objectives:

- Develop
- Explore
- Record
- Present

Students will receive regular individual tutorials with teachers and detailed feedback explaining how to improve their work and meet assessment objectives. Students will receive a combination of whole class and individual skills lessons based on their projects throughout the course.

ENTRY CRITERIA

- At least five GCSEs at grades 9-4, including:
- Grade 6 in GCSE Fine Art
- Grade 4 in GCSE English Language or Literature.

Decisions will be made on the basis of the portfolio presented and work ethic.

BIBLICAL HEBREW

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	AQA 7677
CONTACT:	RABBI A LANDAU

WHAT WILL I STUDY?

Biblical Hebrew is a unique subject which will give you the opportunity to develop and apply advanced analytical and evaluative skills by studying a range of Biblical texts.

You will study four set texts: two prose texts and two poetic texts. The four set texts are taken from I Samuel, II Kings, Jeremiah, and Psalms. Through your study you will develop your knowledge of the complexities of Biblical Hebrew grammar and your ability to analyse and evaluate ancient literature. You will also read some additional texts in order to understand the context from which the set texts have been taken.

Throughout the course, you will develop your ability to translate and understand unfamiliar Biblical Hebrew texts, both prose and prophetic poetry. You will also work to gain a greater understanding of Biblical Hebrew form, style and pointing in order to translate short prose texts from English into Biblical Hebrew.

Studying Biblical Hebrew at A Level will give you a completely new perspective on Biblical texts, while also helping you to develop the textual and critical thinking skills that are essential for Yeshiva and university.

HOW WILL I BE ASSESSED?

You will be assessed through three examination papers.

Paper 1: Translation, comprehension and composition (50%)

- Unseen prose (translation, comprehension and pointing)
- Unseen poetry (translation and comprehension)
- Composition from English into Biblical Hebrew

Paper 2: Prose literature (25%)

- Set text comprehension, translation and analysis (set texts 1 and 2)
- Set text essay (set text 2)

Paper 3: Poetry (25%)

- Set text comprehension, translation and analysis (set texts 3 and 4)
- Set text essay (set text 4)

ENTRY CRITERIA

- At least 5 Grades 9-4, including:
- Grade 6 or above in GCSE Biblical Hebrew
- Grade 4 or above in GCSE English Language or English Literature

BIOLOGY

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	AQA 7402
CONTACT:	MS I. ORDMAN

WHAT WILL I STUDY?

Biology is one of the most popular A Level subjects in the country, attracting students studying a wide range of other subjects. Many of the students enjoy the subject so much they eventually choose a biologically related degree course. Others go on to careers in law, computing, accounting or teaching. So, whatever field you eventually enter, you will find Biology a very rewarding and challenging course which will develop many of the skills essential for a successful career.

In the first year the main topics you will study are: Biological Molecules, Cells, Organisms exchange substances with their environments and Genetic information, variation and relationships between organisms. Practical work is at the heart of Biology, with six required practicals embedded into the year.

In the second year you will be building on the firm foundation of year one by consolidating and expanding that knowledge. The topics covered during this year are: Energy transfers in and between organisms; Organisms respond to changes in their internal and external environments; Genetics, populations, evolution and ecosystems and the control of gene expression. Practical work again features heavily with another six required practicals spread throughout the topics. During this section of the course students must meet the required standard to receive a Pass in the Practical Endorsement, reported separately from the A level grade.

The Biology A Level course helps students develop a number of skills:

- How to collect data and evaluate it
- How to investigate facts and use deduction
- How to communicate your point of view effectively
- How to take responsibility for your own learning

HOW WILL I BE ASSESSED?

There are three two-hour written papers:

- Paper 1 covers just the Year 1 Biology topics and practicals, is 91 marks and makes up 35% of the A Level.
- Paper 2 covers the Year 2 Biology topics and practicals, is 91 marks and makes up 35% of the A Level.
- Paper 3 covers all Biology topics and practicals from the two years, is 78 marks and makes up 30% of the A Level.

The required practicals will make up 15% of the written exam papers.

ENTRY CRITERIA

- At least five GCSEs at grades 9-4, including:
- Grades 7 & 7 in Double Science

Or

- Triple Science: Grade 7 in Biology and also in one other science.
- Grade 6 or above in GCSE Mathematics
- Grade 6 or above in GCSE English Language or English Literature.

BUSINESS

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	EDEXCEL 9BS0
CONTACT:	Dr O Walton

WHAT WILL I STUDY?

Many of the topics covered in Business will be familiar to people who have gone shopping or are aware of businesses in our local high street. These include how companies meet customer needs, market their products and how entrepreneurs develop business ideas such as in 'The Apprentice'. Areas such as business finance and business growth and competition will also be covered as well as wider themes such as globalisation and international trade practised by global business and international trade.

HOW WILL I BE ASSESSED?

You will be taught four themes over the two years. There will be six hours of exams over three 2 hour papers, each covering all four themes.

ENTRY CRITERIA

- At least 5 Grades 9-4, including:
- Grade 5 in Mathematics
- Grade 5 in English Literature or English Language
- You do not need to have studied GCSE Business, although this would be an advantage
- If you wish to study Business A Level, it is not recommended that you combine this with A Level Economics. The Business exams require numerical and essay writing skills with an ability to analyse a business case study. An undergraduate degree in Business often leads to careers in marketing, finance and banking, human resources, as well as management in most business organisations.

All four themes are studied for the A Level and will be assessed at the end of Year 13:

Year 12
Theme 1: Marketing & People
Theme 2: Managing Business Activities

Year 13
Theme 3: Business Decisions & Strategy
Theme 4: Global Business

CHEMISTRY

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	EDEXCEL 9CH0
CONTACT:	DR A WHYTE

WHY STUDY CHEMISTRY?

"A qualification in Chemistry opens doors to a wide range of careers".

As well as practical knowledge of the subject, chemistry students develop many other skills prized by employers such as problem solving, numeracy, communication, creativity and data analysis.

WHAT WILL I STUDY?

A Level Chemistry enables students to:

- Develop an understanding of fundamental concepts of Chemistry including abstract ideas, chemical synthesis and chemical analysis
- Develop practical laboratory skills through a rigorous course of core practical experiments

HOW WILL I BE ASSESSED?

A Level Chemistry is a linear qualification. Assessments will take place at the end of the two-year course. Students will be expected to carry out practical activities. Although the practicals do not contribute to the final grade, questions within written examination papers will aim to assess the knowledge and understanding that students gain while carrying out practical activities. Practical Endorsement (Pass), assessed by teachers against the Common Practical Assessment Criteria (CPAC), are reported separately from the A level grade.

The A Level assessment consist of three papers.

Paper 1: (9CH0/01) Advanced Inorganic and Physical Chemistry

Paper 2: (9CH0/02) Advanced Organic and Physical Chemistry, each of these papers is 1 hour 45 minutes (90 marks each), and is 30% of the total qualification.

Paper 3: (9CH0/03) General and Practical Principles in Chemistry.
This paper is 2 hours and 30 minutes (120 marks), is 40% of the total qualification. Half of the questions will test students' knowledge and understanding of practical skills and techniques.

ENTRY CRITERIA

- At least five GCSEs at grades 9-4, including:
- Double Science: Grades 7 & 7

Or

- Triple Science: Grade 7 in Chemistry and also in one other science.
- Grade 6 or above in GCSE Mathematics
- Grade 5 or above in GCSE English Language or Literature

COMPUTER SCIENCE

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	AQA 7517
CONTACT:	MR H KHAN

WHAT WILL I STUDY?

This course has been designed for students who wish to go on to higher education courses or employment where knowledge of Computing would be beneficial. You can study Computing and go on to a career in medicine, law, business, politics or any type of science.

The course is not about learning to use tools or just training in a programming language, although you will learn how to programme. The emphasis is on computational thinking, a problem-solving approach used by humans and machines. Thinking computationally is an important life skill and requires the use of abstraction and decomposition. The study of computation is about what can be computed and how to compute it.

Computer Science involves questions that have the potential to change how we view the world. For example, we may be computing with DNA at some stage in the future, with computer circuits made of genes. This leads to the question, does the natural world 'compute'? Experimental Computer Science can be done with computers, where we can learn more about the natural world by observing the emergent behaviour of a colony of interacting software agents in a simulation.

Computing/Computer Science is about designing new algorithms to solve new problems. In this sense, Computer Science is no more about computers than astronomy is about telescopes. Many great challenges lie in the future for Computer Scientists to solve. This course, with its emphasis on abstract thinking, general problem-solving, algorithmic and mathematical reasoning, and scientific and engineering-based thinking, is a good foundation for understanding these future challenges.

HOW WILL I BE ASSESSED?

On screen exam: 2 hours 30 minutes, 40 % of A Level. This paper tests the students' ability to programme and their theoretical knowledge.

Written exam: 2 hours 30 minutes, 40 % of A Level. This paper will test the students' knowledge of the subject content.

Non-exam assessment (coursework): 20% of A Level. This is an opportunity for the student to demonstrate their skills and knowledge, investigating and solving a practical problem.

ENTRY CRITERIA

- At least five GCSEs at grades 9-4, including:
- Grade 6 in GCSE Computing
- Grade 6 in GCSE Mathematics for students who did not study the GCSE Computer Science
- Grade 4 in English Language or Literature

ECONOMICS

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	EDEXCEL 9EC0
CONTACT:	MR J. GRAHAM

WHAT WILL I STUDY?

Economics helps us understand many of the forces that shape our everyday lives and the wider world. Economists explore questions surrounding interest rates, inflation, unemployment, exchange rates and international trade. During the course, students will investigate pressing economic challenges, including growth, trade and government policy, while exploring how supply and demand shape markets, why markets sometimes fail, and how businesses, consumers and governments respond to changing economic conditions.

HOW WILL I BE ASSESSED?

Three two hour papers covering all four themes.

ENTRY CRITERIA

- At least five GCSEs at grades 9-4, including:
- Grade 6 in GCSE Mathematics
- Grade 6 in GCSE English Language or English Literature

We strongly recommend students also study at least one of the following A levels: English, History, Geography or Mathematics.

If you want to study Economics at university, it is highly recommended you also take A Level Mathematics. An undergraduate degree in Economics most commonly leads to a career in areas such as law, banking, accountancy, politics, journalism, public administration e.g. as a statistician and, of course, economics.

All 4 themes are studied for the A Level and will be assessed at the end of Year 13.

First Year	Second Year
Theme 1: Introduction to markets and market failure	Theme 3: Business behaviour and the labour market
Theme 2: The UK economy – performance and policies	Theme 4: A global perspective

ENGLISH LITERATURE

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	AQA 7717 B
CONTACT:	MR B LABRON-JOHNSON

WHAT WILL I STUDY?

You will study units on 'Aspects of Tragedy' and 'Elements of Crime Writing'. In Year 13 you will also prepare a folder of coursework on texts of your choice. Your studies will include two Shakespeare texts, three novels and a collection of poetry, with writing from different periods including a twenty-first century text.

HOW WILL I BE ASSESSED?

Two exams (80%):
Paper 1A: Aspects of Tragedy (40%)
Paper 2A: Elements of Crime Writing (40%)
and a coursework submission of two essays (20%)

ENTRY CRITERIA

- At least 5 Grades 9-4, including:
- Grade 6 in English Language and Grade 6 in English Literature.

Students should genuinely take pleasure in reading and responding to literary texts and be willing to read independently, including other fiction texts and literary criticism and theory. Students should be both eager and able to respond to texts verbally and in written form. Independent reading and research are integral to success in the subject.

When choosing between A Level courses, please note that the English Literature course, although fully reviewed in line with the school's ethos, occasionally includes themes that some students and families may wish to consider carefully when choosing this course.

THE EXTENDED PROJECT QUALIFICATION

LEVEL OFFERED:	LEVEL 3 EXTENDED PROJECT QUALIFICATION (up to 28 UCAS POINTS)
SUBJECT CODE/EXAM BOARD:	AQA 7993
CONTACT:	MR S. WOOD

WHAT WILL I STUDY?

EPQ offers students an exciting chance to stretch and challenge themselves whilst developing the skills and confidence to succeed in Higher Education and the job market. The Extended Project is a single, stand-alone piece of work which will require students to use research, critical thinking, planning and evaluation. It runs from October in Year 12 until November Year 13.

The EPQ offers students the opportunity to research a topic in depth and produce either a 5,000-word report on a subject of their choice or create an artefact of their choice (for example make a film, write a song, organise an event, design an outfit), supported by a 1,000-word report. It is a free-standing qualification and its purpose is to add a further dimension to Sixth Form study, preparing students for the kind of independent learning that they will encounter at university.

The qualification is a stand-alone Level 3 qualification worth up to 28 UCAS tariff points.

HOW WILL I BE ASSESSED?

The EPQ is assessed as a complete piece of work made up of three sections. The three sections are:

- A production log
- A 5,000-word report or an artefact with supporting 1,000-word report
- An oral presentation about the project.

ENTRY CRITERIA

Grade 5 in GCSE English Language or Literature
Grade 5 in GCSE Mathematics
Six GCSEs at grades 9-5

FRENCH

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	FRENCH A LEVEL - 7652
CONTACT:	MME R. GER

WHAT WILL I STUDY?

Travel - so the saying goes – broadens the mind, and never more so than when you can speak the language. This course has been designed to give you a profound understanding of your chosen language and its cultural underpinnings. Not only will you know more about the mechanics of the language – like grammar and vocabulary – but also about how people live and use language on a day-to-day basis.

The specification has been developed in close consultation with universities and in particular the Russell Group. Universities and employers place a high value on languages, and it aids entry into a wide range of degrees. You will develop your analytical, critical and comprehension skills, as well as your global awareness and essay writing, which are valuable for further study and employment, while developing advanced linguistic, analytical and intercultural skills.

You will:

- Develop and build on skills learned at GCSE.
- Achieve a sound basis for further study.
- Gain an insight into another culture and society.
- Widen your degree and employment prospects.

HOW WILL I BE ASSESSED?

- Paper 1: Listening, Reading & Translation from and into target language
- Paper 2: Written paper on one book and one film or two books
- Paper 3: Speaking on your chosen research area and one theme

ENTRY CRITERIA

- At least 5 Grades 9-4, including:
- Grade 7 in GCSE French
- Grade 4 in English Language or Literature

French
Aspects of French Speaking Society: Family; cyber-society; voluntary work **Multiculturalism in French Speaking Society:** Diversity; the marginalised; law and order **Artistic culture:** Heritage; contemporary francophone music; cinema. **Aspects of political life:** Teenagers; demonstration; immigration.

GEOGRAPHY

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	EDEXCEL 9GEO
CONTACT:	MS R CHALLICE

WHAT WILL I STUDY?

Geography is a highly regarded traditional academic subject, recognised by universities and employers for the wide range of transferable skills it teaches, including giving presentations, data and map analysis, research and essay writing. A wide range of careers are open to Geography graduates in the technological financial, legal, environmental, social and public sector.

The A level examines relevant contemporary issues such as coping with climate change and other global hazards, globalisation, superpowers, health and human rights, managing water and energy resources with knowledge-based answers and more extended evaluative and analytical answers. Geography combines well with most subjects, bridging the gap between humanities and science. It is often studied alongside subjects such as Biology, Politics, Maths, Economics, History and Psychology.

HOW WILL I BE ASSESSED?

A level consists of four units:

Paper 1: (30%) examination based on all the physical themes of the course

Paper 2 (30%) examination based on all the human themes of the course

Paper 3 (20%) examination based on the synoptic elements of all three themes

Coursework (20%) Student independently undertake an investigation and produce a written report, developing research, data-analysis and evaluative skills that will help them learn about producing and managing large scale, regional and local areas.

ENTRY CRITERIA

Five GCSEs at grades 9 – 4 including:
Grade 6 in Geography
Grade 5 in Maths
Grade 5 in English Language or Literature

You can take Geography A level WITHOUT having taken Geography GCSE. You'll need to have attained:
Grade 6 in English language or literature
Grade 6 in Maths

LAW

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	OCR H418
CONTACT:	MR D HAYNES

WHAT WILL I STUDY?

This engaging course has been developed following the input of teachers and higher education stakeholders. The content has been designed to inspire, nurture and develop students. It will foster their interest and enjoyment in law. The qualification is designed to develop knowledge and skills for the further study of law, and related subjects, such as business. Students will develop their knowledge of the law in England, and an awareness of law in a European and global context. The course will enable learners to know and understand the changing nature of law and the interaction between law, morals, justice and society.

You will study the following areas:

- The legal system and criminal law
- Law-making and the law of tort
- The nature of law and human rights; or The nature of law and the law of contract

HOW WILL I BE ASSESSED?

Three two hour written papers – each paper worth 80 marks.

ENTRY CRITERIA

Essay writing and literary ability are necessary skills.
Five GCSEs at grade 9-4 with Grade 4s in GCSE English Language or Literature

HISTORY

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	EDEXCEL - 9HI01
CONTACT:	MRS L YAROS

WHAT WILL I STUDY?

A wide range of British, European and World History will be studied. This includes Modern Russia from the Revolution to the end of Communism, Post World War II China and the Communist Leadership, Nazi Germany and the Wars of the Roses in England.

Many students who choose to study History do so because they enjoy the subject, but there are sound practical reasons too for choosing History.

Students who study A Level History have access to a wide range of career and higher education opportunities. By the end of your course, you will have learnt how to evaluate and analyse information, how to weigh up evidence and how to communicate complex ideas effectively. These skills are recognised and valued by employers, universities and colleges.

History combines very well with other essay-based subjects such as English, Government and Politics, Geography, and Economics.

History A Level provides an excellent foundation for a number of popular careers including Journalism, Law and Business. An A Level in History develops analytical, evaluative and written communication skills valued in higher education and employment.

HOW WILL I BE ASSESSED?

Three exams (80%):
Paper 1E, Russia 1917-91 (40%);
Paper 2E, Mao's China, 1949-76 (20%);
Paper 3O, Lancastrians and Yorkists and Henry II
A coursework submission of one 4,000-word essay (20%)

ENTRY CRITERIA

- At least five GCSEs at grades 9-4 including:
- Grade 6 in GCSE History
- Grade 6 in GCSE English Language or English Literature

An aptitude for writing essays and coursework is needed as well as to further develop your evaluative and analytical skills.

MATHEMATICS

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	PEARSON 9MA0
CONTACT:	MS M. SUCHAK

WHAT WILL I STUDY?

Mathematics at A Level is a subject worth studying for its own sake as well as being a sought-after qualification in the workplace and in higher education. It is divided into three branches:

Core (Pure) Mathematics

This extends knowledge of such topics as Algebra, Trigonometry and Geometry as well as learning some new ones such as Calculus. The ideas in Pure Mathematics are interesting in their own right, but they also serve as a vital foundation for other branches of mathematics, especially mechanics and statistics.

Mechanics

This involves learning how to describe, mathematically, the motion of objects and how they respond to forces acting upon them. Many of the ideas form an introduction to modern fields of study such as robotics and biomechanics, as well as the more traditional ideas of engineering and physics.

Statistics

Students will learn how to analyse and summarise numerical data in order to arrive at conclusions and predictions about it.

Students will extend the range of probability problems that they studied for GCSE by using the new mathematical methods studied in Pure Mathematics.

HOW WILL I BE ASSESSED?

There will be three exam papers at the end of Year 13. They are two hours each and have equal weighting. All papers will allow the use of a calculator.

ENTRY CRITERIA

- At least Five GCSEs at grades 9-4 including:
- Grade 7 in GCSE Mathematics
- Grade 5 in English Language or Literature

An interest in Mathematics and analytical thinking is needed.

FURTHER MATHEMATICS

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	EDEXCEL 9FM0
CONTACT:	MS. M. SUCHAK

WHAT WILL I STUDY?

Further Mathematics A Level will put students in an excellent position to study Mathematics or a subject with a very high mathematical content at university.

Areas of study are similar to those in Mathematics. However, Further Mathematics takes students further into the field of Pure Mathematics (Algebra, Trigonometry and Calculus) as well as developing their knowledge of Mechanics.

HOW WILL I BE ASSESSED?

Year 12 students will study A Level Mathematics in Year 12 and Further Mathematics in Year 13. They are taught in a separate group from students taking only Mathematics A Level.

There are four examinations, each lasting 1 hour 30 minutes, at the end of Year 13, of equal weighting, for the Further Mathematics A Level as well as the three exams for Mathematics A Level.

ENTRY CRITERIA

- At least 5 Grades 9-4 including:
- Grade 9 in GCSE Mathematics
- **OR** a Grade 9 in GCSE Further Mathematics
- Grade 5 in English Language or Literature

The ability to work at a quick pace and develop a high level of understanding is needed.

MEDIA STUDIES - BTEC

LEVEL OFFERED:	BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE 601/7467/5 BTEC NATIONAL FOUNDATION DIPLOMA IN CREATIVE DIGITAL MEDIA PRODUCTION 601/7468/7
SUBJECT CODE/EXAM BOARD:	PEARSON NQF
CONTACT:	MR S WOOD

WHAT WILL I STUDY?

This exciting vocational course is aimed at those students who have an interest in television and film and who may wish to pursue a career in the media industry. The exciting practical element will allow students to gain or develop creative and technological skills in video production using new media facilities to research, plan, shoot and edit a range of video projects. It will help students to understand a very powerful force in our society, and is a good introduction for a variety of higher education courses. Students also study advertising techniques for the creative media industry, media research and film and video editing techniques.

HOW WILL I BE ASSESSED? (National Award)

One unit will be assessed with an external examination, one unit will be in the form of an assignment which is constructed and marked by the exam board, and two units will be internally assessed project work which incorporates practical assessments and demonstrations.

The units are based on 58% exam, 42% coursework:

- 1 Media Representations (90 credit) - exam
- 4 Pre-Production Portfolio (90 credits) - coursework
- 8 Responding to a Commission (120 credits) – controlled assessment style exam
- 10 film production – fiction (60 credits) – coursework

ENTRY CRITERIA

- A desire to learn about the media industry
- Creativity and an interest in film
- Single/1.5 qualification
- Five GCSEs at grades 9-4 with Grade 4 in GCSE English Language or Literature

ADDITIONAL QUALIFICATION

The BTEC National Extended Certificate is equivalent to one A Level. This BTEC will also be offered as Foundation Diploma, which is equivalent to one and a half A Levels. The extra units are Media Campaigns, and one additional unit.

MODERN HEBREW LISTENING, READING, WRITING

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	AQA 7672
CONTACT:	MRS R. WOLGROCH

WHAT WILL I STUDY?

Studying A Level Modern Hebrew will enrich students' knowledge of the language beyond GCSE level. Learning Modern Hebrew will enable students to understand, read and write in Hebrew, as well as converse. Many of our A Level students who go to Yeshivot are able to enter the 'Hebrew- speaking' streams.

COURSE OVERVIEW

The course is divided into large themes, covering Israel; social issues and trends and political and cultural. Each of these areas of study will delve into the past and present of Hebrew-speaking society, investigating political, social, technological and immigration trends. The A Level will also develop students' knowledge of Israel.

HOW WILL I BE ASSESSED?

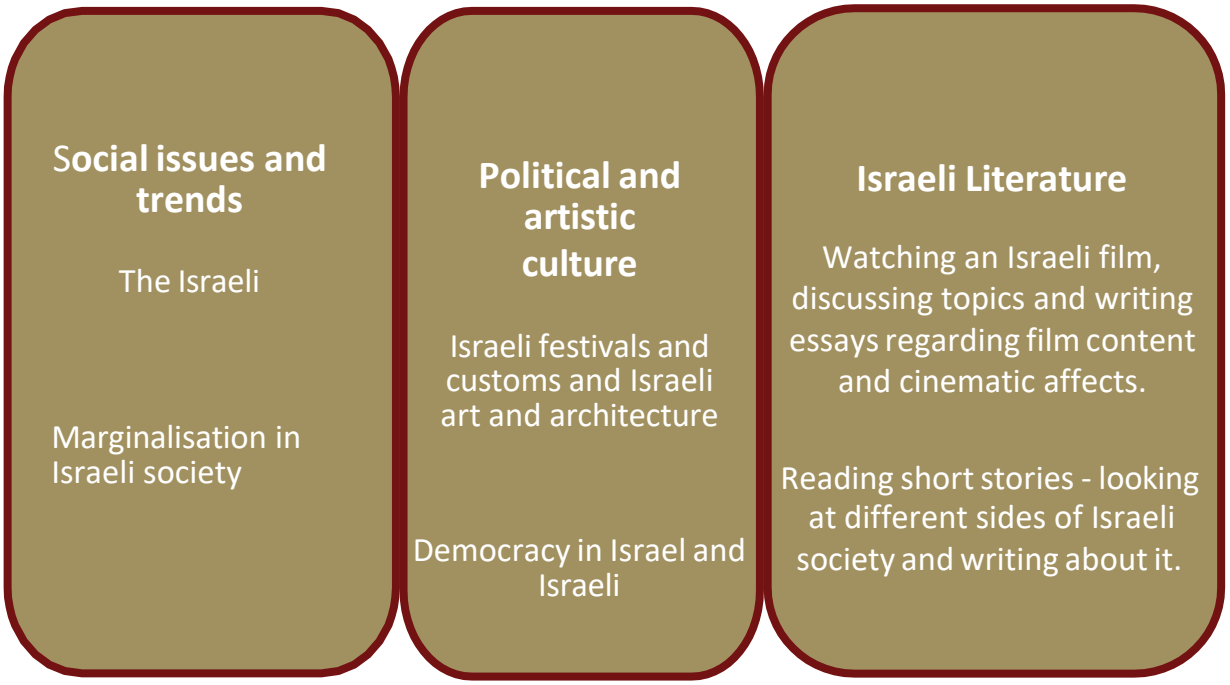
Paper 1: Reading and Writing: 2 hours and 30 minutes and will be 37.5% of the overall grade.

Paper 2: 2 hours Writing Hebrew Literature Exam

Paper 3 Listening, Reading and Writing:
2 hours 30 minutes. This will include a translation from English to Hebrew.

ENTRY CRITERIA

- At least five GCSEs at grades 9-4 including:
- Grade 7 in GCSE Modern Hebrew
- Grade 4 in GCSE English Language or English Literature



MUSIC

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	EDEXCEL 9MU0
CONTACT:	MRS C. ALGRANATI

WHAT WILL I STUDY?

This qualification will support students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills, including performing, composing and appraising. Students will be encouraged to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.

Candidates will be expected to:

Interpret musical ideas through performing, with technical and expressive control and an understanding of style and context. You will be given opportunities to develop your performing skills as a soloist and in ensemble, in the classroom and in public concerts.

Create and develop musical ideas with technical and expressive control and coherence. You will study traditional harmony and develop your own compositions to a wide variety of briefs.

Demonstrate and apply musical knowledge and comment perceptively on the structural, expressive and contextual features of music. You will study a wide range of set works covering instrumental and vocal music, traditional and modern.

Use analytical and appraising skills to make evaluative and critical judgements about a very wide range of music. You will evaluate music from the Renaissance to Hip-Hop, from avant-garde classical to jazz & blues.

HOW WILL I BE ASSESSED?

Component 1 Performing – Coursework assessment: externally assessed	30% of A Level
Component 2 Composing – Coursework assessment: externally assessed	30% of A Level
Component 3 Appraising – Written examination: externally assessed	40% of A Level

ENTRY CRITERIA

- At least 5 Grades 9-4 including:
- Grade 5 in GCSE Music, grade 5 award in your musical instrument and/or grade 5 theory.

A Level Music students will be expected to contribute fully to the extra-curricular ensembles and performances in our school.

PHYSICS

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	AQA 7408A
CONTACT:	DR A WHYTE

WHAT WILL I STUDY?

First year

Students will start to unravel the universe starting with how to effectively investigate the world before plunging into the mysteries of the subatomic world and the weird nature of light. Students continue their GCSE learning to a greater depth with forces and motion and broaden to new topics such as waves that are stationary as well as the properties of materials. Students also learn how electric circuits really work and have those amazing Physics questions students have always wanted to ask, answered.

Second Year

Students will continue their progression into understanding the very fabric of how our universe is constructed. They will learn the first levels of some of the most fundamental concepts in Physics such as simple harmonic motion and thermal energy transfers. Students will also learn how gravitational, electrical and magnetic fields are constructed along with their properties. The fun continues into deepening their understanding of radiation and radioactive decay. The course will end with students learning about how to look into space and then a (metaphorical) trip into space and to see how it moves and how stars change in their life cycles.

HOW WILL I BE ASSESSED?

The assessment is three externally assessed written examination papers, each lasting 2 hours. The first two are worth 34% each and the third is worth 32% of the course.

Paper one has content taught in the first year with paper two having content taught in the second year. The third paper includes the Astrophysics topic as well as the experimental and investigative techniques and skills which students will be learning throughout the two years.

Certificate of Practical Endorsement

Students will be expected to complete 12 core practical experiments. These will lead to an endorsement of practical skills in Year 13. This endorsement does not count towards the A Level grade. It is based on the skills developed, including planning experiments, collecting data, analysing experimental results and drawing conclusions.

ENTRY CRITERIA

- At least 5 Grades 9-4 including:
- Grade 7 or above in GCSE Mathematics
- Grade 5 or above in GCSE English Language or English Literature
- Double Science: Grades 7 & 7
- Or
- Triple Science: Grade 7 in Physics and also in one other science.

POLITICS

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	EDEXCEL ADVANCED GCE IN POLITICS (9PL0)
CONTACT:	MRS L YAROS

WHAT WILL I STUDY?

Students will be able to read about the current political events and debates of the UK and the USA and be able to apply their knowledge and skills to gain an in-depth understanding of events and political processes.

Importantly, students will be able to apply their learning to countries and governments not included in these studies and evaluate them in terms of relevant political concepts and democratic principles.

Component 1 - UK Politics

- Political Participation - students will study democracy and participation, political parties, electoral systems, voting behaviour and the media.
- Core Political Ideas - students will study conservatism, liberalism, socialism.

Component 2 - UK Government

- UK Government - students will study the constitution, parliament, Prime Minister and executive relationships between the branches.
- Optional Political Ideas - students will study Feminism and the differences within the ideology.

Component 3 - Comparative Politics

- Students will follow the USA option.
- For USA (3A) - students will study the US Constitution and Federalism, US Congress, US Presidency, US Supreme Court, democracy and participation, civil rights.

HOW WILL I BE ASSESSED?

- Component 1: Written examination of 2 hours – 33.3% of the total mark
- Component 2: Written examination of 2 hours – 33.3% of the total mark
- Component 3: Written examination of 2 hours – 33.3% of the total mark

ENTRY CRITERIA

- At least Five GCSEs at grades 9-4 including:
- Grade 5 in English Language and English Literature

RECOMMENDED CRITERIA

- Grade 6 in GCSE History/Geography/RS

A willingness to read the newspaper, follow current events and the ability to understand both sides of a political argument in the context of the UK and the USA are needed. This provides examples to back up points made in assessment essays. Whilst the provided textbooks are good, strong knowledge of real-life politics adds a lot more detail.

PSYCHOLOGY

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	AQA PSYCHOLOGY 7182
CONTACT:	MRS E. MAURER

WHAT WILL I STUDY?

Through their science-based approach to the study of Psychology A Level, students develop knowledge and understanding of concepts, theories, research studies, research methods and ethical issues in key areas of Psychology. Students develop skills of analysis, evaluation and interpretation in these areas as well.

Areas for study in Year 1 are:

- Social Influence – Conformity, obedience and minority influence
- Memory – Models of memory, explanations of forgetting and eyewitness testimony
- Attachment - Explanations of attachment, types of attachment and influence of early attachment on relationships
- Approaches in Psychology - Assumptions of the learning approach, cognitive approach and biological approach, biopsychology
- Psychopathology - Definitions of abnormality, mental disorders and treatments
- Research Methods - Methods, scientific process, data handling and analysis

Areas for study in Year 2 are:

- A Level Year 1 content as above
- Issues and debates in Psychology - including gender and culture bias, free will and determinism and the nature-nurture debate
- Cognition and development - theories of cognitive development, theories of social cognition
- Schizophrenia - classification and diagnosis, explanations and treatments
- Addiction - risk factors, explanations and theories
- Research methods - inferential statistical testing

HOW WILL I BE ASSESSED?

Three two hours examination papers, each worth 33.3% of the A Level, including multiple choice, short answers and extended writing

Paper 1: Introductory Topics in Psychology
Paper 2: Psychology in Context
Paper 3: Issues and Options in Psychology

ENTRY CRITERIA

- At least Five GCSEs at grades 9-4 including:
- Grade 6 in GCSE English Language or English Literature
- Grades 5-5 in GCSE Double Science or a 5 in Biology and a 5 in Chemistry or Physics
- Grade 5 in Mathematics GCSE

An interest in and aptitude for science, an interest in research-based approaches to the working of the brain and mind, and a proven ability to write structured essays are all important.

RELIGIOUS STUDIES - JUDAISM

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	AQA JUDAISM & THE PHILOSOPHY OF RELIGION - 7062/1E JUDAISM & ETHICS 7062/2E
CONTACT:	RABBI SLIW

WHAT WILL I STUDY?

Students will examine a number of key philosophical and ethical issues that have challenged people and society, both historically and currently. They will observe the conclusions of the secular world and gain an understanding of how Jewish scholars have responded to these issues.

In Year 12, they will study different philosophies concerning the nature of G-d, life after death, the source of religious authority and the nature of religious experience. They will also consider the ethical issues of justice, honesty and the nature of morality. Modern issues such as medical ethics, capital punishment and animal rights will be examined in light of these ethical approaches.

In Year 13, they will go on to examine the relationship between science, religion and religious responses to the continuing secularisation of society. They will compare different understandings of the nature of belief and how this is manifest today in the Jewish world, the nature of miracles and the use of language in religious expression. In Judaism and Ethics, students will study the ethical responses of different groups within Judaism, as well as issues of identity, relationships, community and moral responsibility.

The qualification is linear. Students take two 3-hour exams at the end of Year 13.

Each exam counts as 50% of the A Level.
All units are examined in English and the ability to translate is not required.

ENTRY CRITERIA

- At least Five GCSEs at grades 9-4 including:
- Grade 5 in GCSE English Language or English Literature
- Preferred Grade 6 or higher in GCSE Religious Studies
- Students are normally expected to have studied GCSE Religious Studies; students who studied GCSE Biblical Hebrew may also be considered.

An interest in developing skills in analysing philosophical and ethical issues and how they impact on Jewish identity and a willingness to work independently is important.

SPANISH

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	AQA 7692
CONTACT:	SRA. VALENCIA

WHAT WILL I STUDY?

The British Council has made Spanish its top priority language for Britons. Essential for work and travel in the US, Spanish is also a language that opens up a window to the past and widens our opportunities for the future. This is your opportunity to delve into the culture, ask questions about its diversity and learn to discuss your point of view. The perfect course to complement a science-heavy course or to enhance your humanities combination. A-level language study develops advanced linguistic, analytical and intercultural skills that complement both science and humanities subjects.

The course is divided into four themes which are tested in the reading and listening papers.

- Aspects of Hispanic Society: Modern and traditional values; cyber-space; equal rights
- Multiculturalism in Hispanic society: Immigration; racism and integration
- Artistic culture: Modern day idols; Spanish regional identity; cultural heritage
- Aspects of political life: Today's youth, tomorrow's citizens; monarchies, republics and dictatorships; popular movements.

Film and literature - the essay aspect of the course will focus on one film and one text which we will investigate and learn to write about themes, cultural relevance as well as evaluating how enjoyable the pieces are.

Speaking will be covered through an Independent Research Project which will be on a topic of your choice. You can spend some time investigating an aspect of the Hispanic world. Whilst this is done independently you will receive appropriate support.

HOW WILL I BE ASSESSED?

- Paper 1: Listening, Reading & Translation from and into target language
- Paper 2: Written paper on one book and one film or two books
- Paper 3: Speaking on your chosen research area and one theme

- You will develop and build on skills learned at GCSE.
- Achieve a sound basis for further study.
- Gain an insight into another culture and society.
- Widen your degree and employment prospects.

ENTRY GUIDELINES

- At least Five GCSEs at grades 9-4 including:
- Grade 7 in Spanish

APPRENTICESHIPS

For some students, an apprenticeship provides an excellent route into employment and further training after Year 11. Although you may be exploring apprenticeships due to a concern that you may not meet the entrance criteria for A levels and BTECs, it is important to know that there are many potential positives that Apprenticeships have to offer:

You have the chance to leave school at 16 and go straight into work so you can develop a valuable career path, gaining real on-the-job experience. Many young people leave school or university without any real work experience. An apprenticeship gives you the experience that employers look for.

Apprenticeships combine paid employment with structured training. Each apprenticeship standard specifies a minimum amount of off-the-job training, which takes place during the apprentice's normal working hours.

Unlike A Levels or BTECs, Level 2 Apprenticeships normally do not require any formal qualifications and you can usually embark on a Level 2 Apprenticeship without specific GCSE qualifications. Please note though, you will need to take functional skills as part of the apprenticeship (which is an alternative to GCSEs) during your apprenticeship.

Hasmonean Beis and Apprenticeships

Apprenticeships <u>cannot</u> be offered as a school pathway. Therefore, if you are interested in pursuing an apprenticeship, you will need to 'leave the school' at the end of Year 11 and inform the school of this decision.

However, the school understands that you may want to continue with your Jewish learning during these important years. We therefore are offering you the chance to apply to the school to attend Beis (be that Beis, Beis Chadash or Beis Chazak), as a private student, who is committed to attending Beis on a daily basis.

This will necessitate finding an apprenticeship relatively near to the school and which is supportive of this, as you would be starting your working day late morning. It may be the case that the duration of the apprenticeship would need to be extended by a few months to make up for this.

If you are able to find a company willing to take you on in a job you are interested in, but is not yet set up to take on an apprentice, we can put you in touch with organisations that can help the company meet the statutory requirements.

Please note – the School can give you general information about apprenticeships including suggestions as to how to go about finding an apprenticeship, but you will need to take on the responsibility of finding and securing your apprenticeship.

This School's offer is subject to a number of conditions, including (but not limited to):

-approval by the school of your application to study in Beis;
-your willingness to sign a contract between you and the school regarding amongst other things, expected attendance and behaviour at Beis;
-Providing written confirmation from a registered, accredited apprenticeship employer that you have secured an Apprenticeship with them;
-You understand that you will be required to pay an amount equal to the Beis voluntary contribution requested of families for students at the school;
-Your commitment to abide by the school's Behaviour Policy and other policies, albeit that you will be at the school as a visitor, not as a student;

For further information regarding apprenticeships, please email Mr Marcus, Director of Personal Development.

GENERAL INFORMATION

Hasmonean High School for Boys has achieved excellent public examination results for many years. Almost all of Year 13 leavers proceeded to higher education, including Yeshivot. At A Level, examination results were consistently excellent for many years.

The OFSTED report of November 2023 commented that:

"Students in the sixth form enjoy a rich experience in the formal curriculum and beyond. For example, students reflect on important issues and take part in formal discussions with their peers and teachers. Careers provision in the sixth form is strong. This results in the majority of students being successful in their applications to Russell Group universities."

The Pikuach inspectors noted that:

- "The Sixth Form is outstanding in all respects. Students have very mature attitudes to learning and are encouraged to do independent research and read widely. All are treated as individuals and their needs are recognised and met."

- "The Sixth Form provides students with two years of excellent teaching in Limmudei Kodesh combined with superb academic and personal care, guidance and support from their rebbeim and teachers. Standards are very high and students' achievement is outstanding. They develop into thoughtful and mature young adults and relish the numerous opportunities, in which they can take responsibility, and help people in the community."

- "The Beis and Chaburah programmes, focused mainly on Years 12 and 13 are the jewels in the crown of Hasmonean's Jewish educational provision."

Hasmonean's academic and career-based provision gives students of all abilities the opportunity to continue their studies in an Orthodox Jewish environment.

Roshei Yeshiva consider our Sixth Form students to be an asset to their institutions, and ex-Hasmonean students have earned an excellent reputation throughout the Torah world.

We encourage Sixth Form students to play a leading part in the many extra-curricular activities at Hasmonean, including overseas Jewish heritage trips such as our Year 12 trip to Poland, camps, walking tours, Shabbatonim, Melave Malkas, concerts, societies, sporting activities and the Young Enterprise Scheme, so that every individual can develop his character to the full in a rich Jewish atmosphere.

Hasmonean alumni cherish for life the friendships made at school through their contact with their peers and their teachers, which continue long after they leave.

FUTURES PROGRAMME

Hasmonean High School for Boys offers a comprehensive careers and higher education programme designed to help students make informed decisions about their future. Through the Futures Programme, students receive guidance and support with university applications, apprenticeships and other post-18 pathways, enabling them to explore the opportunities best suited to their interests, abilities and aspirations.

UCAS support is provided throughout the Sixth Form, complemented by external guidance, including opportunities to meet university admissions staff and visit universities. With the rise in the number of students undertaking apprenticeships once they have left school, we have formed new links with organisations who understand apprenticeship opportunities, entre requirements, and application processes.

The annual Futures Fair, held in the summer term, gives Sixth Form students the opportunity to speak directly with professionals from a wide range of sectors, university admissions staff and Hasmonean alumni at different stages of their studies and careers. These conversations enable students to explore a variety of post-18 pathways, gain first-hand insight into different professions and courses, and make more informed decisions about their next steps.

In addition to this, a range of speakers from a variety of professional fields are organised throughout the year to speak to interested students. We have speakers from a wide variety of professions, including engineering, finance, law, media, medicine, science and many more. This gives our students the opportunity to hear from people who work in industry about how they got to where they are now and what their work entails. Hearing directly from professionals helps students understand different career pathways and the realities of working in those sectors.

The Futures Programme is designed to provide all students with access to information, guidance and opportunities relevant to a range of post-18 pathways. Other avenues of support throughout the year include entry to UCAS exhibitions, apprenticeship fairs and university taster days.

For more information about the Futures programme, please contact Dr Walton, Head of Sixth Form.

ETHOS

The school ethos of 'Torah im Derech Eretz' underpins the Sixth Form in every aspect of its life at Hasmonean. In essence, this means respect for each other and younger students, for all staff, teaching or non-teaching and for all the beliefs and practices of Orthodox Judaism.

In addition, we expect our Sixth Form students to act as role models for the rest of the school as younger students will often emulate their actions. It is therefore important that positive behaviour is displayed at all times. It is expected that students will conduct themselves with dignity and courtesy, showing respect for each other as well as all staff. This applies to their behaviour both within and outside the school.

PROGRESS

An induction day for all Year 12 students is held on the first day of the new academic year.

Students will be required to choose their options whilst in Year 11. Prior to the beginning of Year 12, those who find it necessary to change their choices, or do not achieve the necessary grades, will need to meet with the Head of Sixth Form to discuss their options.

Students who have not achieved grade 4 or above in GCSE Mathematics and / or an eligible GCSE English qualification will be required to continue studying an appropriate Mathematics and / or English qualification in accordance with current 16-19 funding requirements.

Subject staff are here to help in all academic matters. If for any reason a student experiences difficulties with a particular subject, they should approach their subject teacher and ask for help. Further help is available from the Director of Learning and Subject Leader.

Hasmonean students are expected to have a good attendance at all lessons, be punctual and work hard. Each student's work and progress is monitored throughout the Sixth Form. There is a rigorous tracking system designed to identify students who are underachieving and to implement strategies for improvement. Students across the Sixth Form will be offered individual progress meetings at least twice a year in order to ensure steady progress and realisation of their targets. Furthermore, an academic progress report is produced once per term and the results are communicated to parents. If a student is found to be experiencing difficulties, an assessment is undertaken and all teachers concerned with the student are asked to write comments regarding work, progress, attitude, attendance, punctuality and behaviour. The student may be asked to discuss the assessment with the Head of Sixth Form. This may be followed up by a communication with parents, and they may be invited into school. Advice and support will be offered, in consultation with relevant staff, the student will agree actions to address the areas of difficulty.

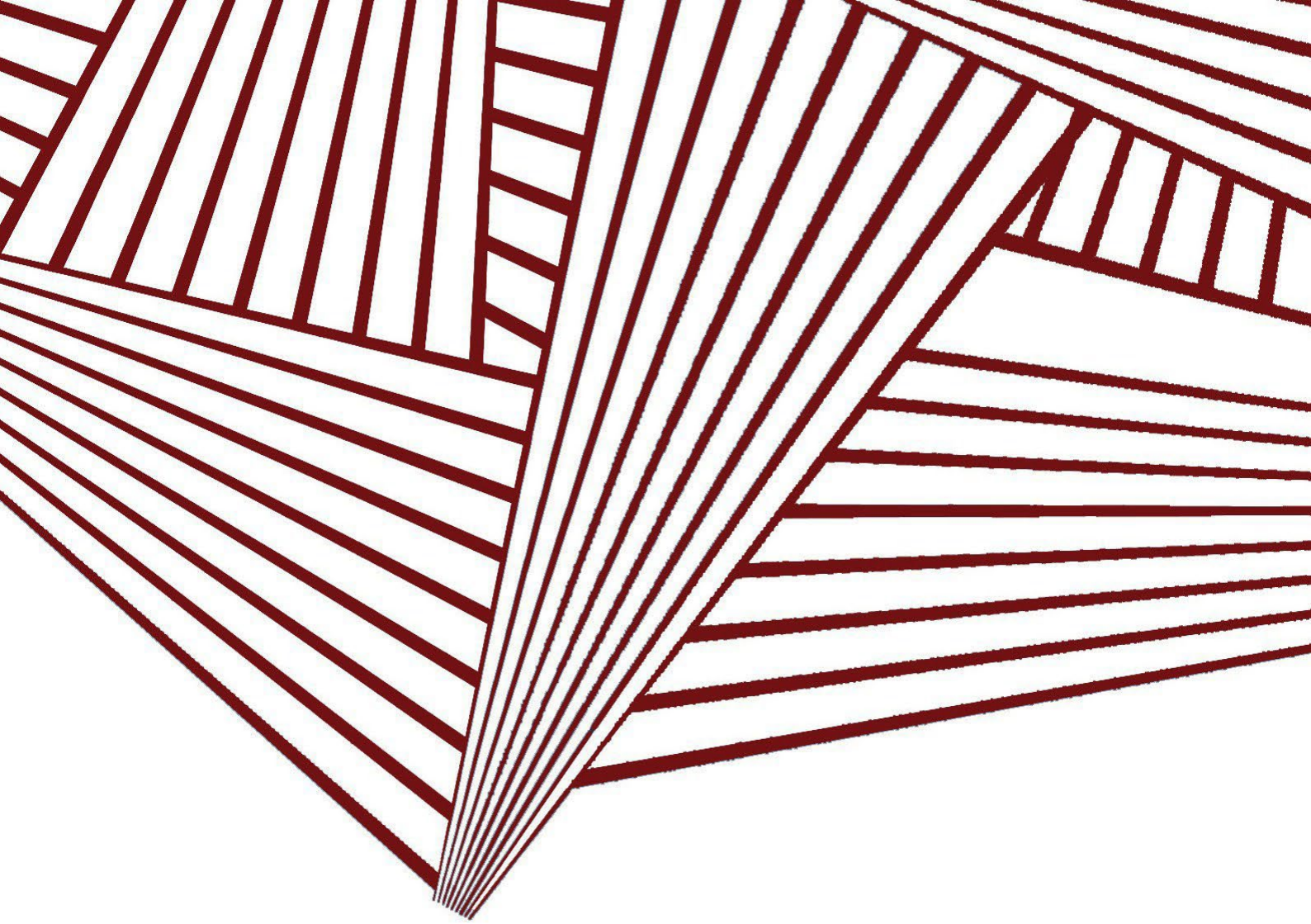
Regular assessments take place throughout the year, towards the end of Year 12, mock examinations will be held in A Level subjects.

Subject Leaders and teachers will inform students of coursework requirements at the beginning of the academic year. Students will periodically be required to show the subject teacher evidence of progress. Extensions will only be granted if there is a valid reason and any extension must be agreed at least a week before the deadline.

Careers information, advice and guidance is available on the Hasmonean website, from the Head of Sixth Form and the school's careers provision. Please ask them about suitable A Level and BTEC combinations needed for university courses and careers or Mr Marcus about apprenticeships.

Please note that minimum numbers are required in order to ensure the viability of all courses.

Whilst every effort will be made to ensure the continuation of all courses, the school reserves the right to withdraw courses that are not financially viable. These may be withdrawn after the preliminary choices in Year 11 or in September 2027, if too few students sign up to the course.



Hasmonean High School for Boys
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