



Highlands



PROSPECTUS  
2024 - 2025

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## Welcome from the headteacher

**Welcome to Highlands School and Sixth Form. I hope that this prospectus provides you with an insight into the very special place that Highlands is to study.**

Highlands is an 'Outstanding' school (Ofsted 2011 and 2014) at which students consistently outperform national expectations in terms of both attainment and progress. We are a high performing school and one of the most popular in Enfield and our part of north London. At Highlands we have worked on improving the quality of teaching so that in every subject and department, we can say that the quality of teaching is exceptional. This is what makes Highlands special, and this is why students in our sixth form achieve so highly and go on to the destinations of their choice when they leave us.

Our teaching is informed by research and we give lots of time to professional development. For this reason teachers from across London and the south east apply for jobs at Highlands. This allows us to recruit very high performing staff to join our team of already excellent teachers. We use our extra-curricular provision to enhance the learning of students on post-16 courses, to strengthen UCAS applications and personal statements and to enhance character and values. For example, in recent years Highlands students travelled to Barcelona, Namibia and New York and students studying physics visited Poland as part of the Erasmus programme.

Supporting students to make the right university or career choices is a priority and a strength at Highlands. We have a dedicated team of staff who bring outside speakers into the school to develop students' understanding of the world of work (Robert Peston and Jon Butterworth – professor of physics at UCL, are examples). We have a special pathway for students wishing to enter careers such as law or medicine, study at Russell Group universities or who wish to study at Oxford or Cambridge. The success of these programmes can be seen by the students who, over the past four years, have gone on to study at Oxford, Cambridge, other Russell Group universities or who have gone on to prestigious apprenticeships or specialist colleges for the arts. Student leadership is a strength at Highlands. I meet regularly with the head students and the sixth form executive committee. (This year the head students and executive committee are leading on three areas across the school: tutoring and mentoring younger students, charity and fundraising, and the environment and sustainability.)

Pastoral support for our sixth formers is a priority at Highlands. We have a team of experienced tutors who support students with their welfare and the school also has a full time counsellor, a pastoral lead for each year and a strong form tutor system. Highlands is a family and we care for each other and make each other feel supported, especially during the sometimes stressful periods that are part of sixth form life.

I hope that this prospectus provides you with a sense of what a wonderful school Highlands is. If you wish to learn more, please don't hesitate to contact the school and we will do all we can to further help you.

**Vincent McInerney**  
**Headteacher**









**Our sixth form vision is  
to be the sixth form  
centre of choice for all  
our community; an  
outstanding, high  
achieving institution  
which inspires and  
challenges our young  
people.**





## Welcome from the deputy headteacher

Our sixth form vision is to be the sixth form centre of choice for all our community; an outstanding, high achieving institution which inspires and challenges our young people.

Our aims are to:

- develop a world class curriculum offer which challenges, engages and nurtures our students so that they are able to thrive in their chosen pathways.
- develop a culture of excellence through establishing standards, norms and an ethos.
- develop our students as leaders so they act as role models to those within and beyond our school community.

Your two years in the sixth form will be one of the most significant periods of your life; a time when your achievements, aspirations and experiences will shape your future. It is a time to engage academically and socially and develop your resilience, leadership and subject mastery. Our students work exceptionally hard and our staff here are dedicated to supporting you every step of the way, be that as teachers, tutors, or mentors. We offer the very best in expert guidance for the future, preparing you for the most competitive courses at some of the world's leading universities and apprenticeships. We open your eyes to careers in areas that you might not have known previously. Our renewed emphasis on science, technology, engineering and maths as a bespoke career pathway will provide you with unparalleled experience and support.

We expect all of our sixth form students to be excited by the prospect of joining our ambitious sixth form. We welcome applications to join our sixth form community from students wishing to work in strong partnership with us.

**Mia Lloyd**  
**Deputy headteacher**







**Our students achieve  
excellent academic  
results giving them  
access to the best  
universities and some  
exciting work  
opportunities.**





## Welcome from the director of sixth form

I'm delighted that you are considering taking the next steps in your education here at Highlands Sixth Form.

At Highlands, we prepare our students to make an impact on the world around them. This means being equipped with the knowledge, skills and experiences to become capable young adults, confident in their next steps. It is for this reason that we have built a diverse and challenging curriculum, along with excellent enrichment opportunities for our students. Our aim is for every young person to reach their full potential, whether that be higher education, apprenticeship or employment.

We are an inclusive sixth form, with a welcoming, diverse and grounded community in which our students feel cared for and supported. We believe that all students succeed when they study in a structured and caring environment with a strong pastoral system, offering guidance specifically tailored to each individual's needs. This is tied to a strong sense of trust we have for our students, encouraging them to develop as confident, independent people, capable of making the right choices. We will actively seek to develop effective leadership skills in all of our sixth form students and our aim is to help young people to build their character and resilience.

Our students achieve excellent academic results giving them access to the best universities and some exciting work opportunities. We offer a wide and varied curriculum delivered by expert teachers and the latest Ofsted report highlights the outstanding progress made by our students. By offering multiple pathways, combining academic and vocational qualifications, students receive a bespoke education that enables them to achieve their ambitions and have choices for the future.

Our enrichment programme is wide ranging. It aims to be stimulating, challenging and enjoyable; giving our students plenty to think about and preparing them to be global citizens of the twenty-first century. Students will meet experts and speakers who will motivate and help prepare them for life beyond school, plus have opportunities including trips, clubs, societies and social events, forming key parts of their sixth form experience.

I know that students will be happy and successful at Highlands Sixth Form, making excellent progress that will provide them with the qualifications, skills and experience they need to excel in the future. Making a decision about sixth form is a very big step and it is important that students together with their parents, take time in choosing the best post 16 pathway. I encourage all applicants to visit our open evening, speak to our staff as well as students, and make the decision to take their next step at Highlands Sixth Form.

**Holly Youlden**  
**Director of sixth form**





## Student leadership

At Highlands we believe that young people are the leaders of tomorrow. As a school we seek real opportunities to enable students to experience leadership and to develop their leadership potential.

Our students are given a range of opportunities to take on responsible roles. All of our sixth form students are encouraged to involve themselves in both Highlands and the local community. All sixth formers are encouraged to volunteer to help with Highlands and community events, developing their transferable skills. These experiences will enhance their CVs and UCAS applications, ready for their life after sixth form.

The sixth form executive team is selected each year following an intensive interview process. The team is then led by the head students. The sixth form executive team are pivotal to the running of the sixth form and the school. They play an important role within the student council and other key school events.

Here at Highlands we have a house system. Every student is assigned to a house. Alongside being able to represent their house in various competitions our sixth form students have taken on key leadership roles. As house leaders, they play a pivotal role in shaping our school priorities. Our sixth form students are ensuring that our student wellbeing needs are met; equalities and diversity is platformed; the profile of performance and environment is raised; and social action is a priority. We look forward to welcoming you, our next cohort of sixth form leaders, to this vibrant hub of leadership activities.



**As house leaders, they  
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shaping our school  
priorities.**







I am Isabella Gormley and I am proud to be one of the current head students at Highlands School. Transitioning into year 12 can be somewhat daunting, but the sixth form team is especially supportive and attentive if you find yourself struggling. We are fortunate enough to have a designated school counsellor and a wellbeing room, amongst other pastoral teams within the school community.

The quality of teaching is excellent across every faculty, providing lesson booklets and other beneficial resources. Highlands uses an effective cognitive science approach to teaching involving active retrieval to combat the forgetting curve through spaced repetition. Furthermore, the teachers provide consistent support and advice about further education and UCAS including assistance in writing personal statements. All of which have confirmed I made the right decision in staying on at Highlands Sixth Form.

**Isabella Gormley**  
**Highlands head student 2023-24**



I am Rayaana Kaderia and I'm currently one of the head students at Highlands School. There is a huge jump from year 11 to 12 but Highlands makes this transition so effortless. The experience and quality of sixth form teachers are exceptional across all departments combined with the provision of excellent resources to ensure students reach their full potential.

Student leadership is a key part of the school, as the sixth form leadership team and the new house system has created numerous extra-curricular opportunities to enhance your UCAS applications and develop your interpersonal skills.

When applying to UCAS, you will receive significant support and guidance from teachers whether it's personal statements, choosing a university course or another career path.

I have enjoyed my time here at Highlands and staying here was definitely the correct choice for me.

**Rayaana Kaderia**  
**Highlands head student 2023-24**



## An introduction to our staff

**Highlands School ensures that sixth form students are taught by the very best teachers. The latest educational research guides the classroom practice of our sixth form teachers. This ensures that sixth form students at Highlands School receive the very best educational experience.**

Here are the profiles of just seven of the school's sixth form teachers.

### Mr Duce

Mr Duce teaches A level English Literature. As head of English he finds Rosenshine's principles of instruction incredibly valuable in terms of carefully sequencing and chunking the knowledge within English.

He believes that the principles of guided and individual practice are particularly powerful in teaching essay writing.



### Dr Len

Dr Len teaches A level biology, she is also an associate assistant headteacher. She is the science, technology, engineering and mathematics lead and has nearly 20 years experience in science research, both in universities and commercial research laboratories. In addition, Dr Len has a successful publication record.

Her research interests are: AI in medicine, disruptive gene and cell therapy technologies, immunology and virology.



### Mr Depala

Mr Depala teaches A level maths. He is the director of maths and numeracy.

Mr Depala is interested in reading and learning about different mathematical models, and how these can be used to explain mathematical concepts and unlock the beauty of mathematics for all learners.



### Miss Pavlou

Miss Pavlou teaches A level history and serves as the head of the history department. Her undergraduate studies at UCL encompassed a wide range of historical periods and continents, including European History and the broader global landscape. Nevertheless, her primary academic passion centers on the modern social and political history of post-war Britain and America. Miss Pavlou is committed to following Rosenshine's principles, which promote the consistent evaluation of comprehension and the methodical dissection of information into manageable components, aiming to foster effective and high-quality learning outcomes. This approach underlines her dedication to ensuring that high-quality learning takes place in her classroom.



### Dr Hurst

Dr Hurst is a deputy headteacher at Highlands School. He teaches A level history. In addition to being a visiting fellow of King's College London, he is also a fellow of the Chartered College of Teaching.

Dr Hurst is particularly interested in the 'cognitive apprenticeship' teaching model. This approach enables students to think like subject experts.



### Mrs Halil

Mrs Halil teaches business and economics. She is also the curriculum management lead for business and economics as well as head of year 13.

She is particularly interested in how Rosenshine's principles help students to retain knowledge into their working memory. Additionally, she shows a strong interest in curriculum development where she keeps the course materials up-to-date, integrating new business concepts and technologies to ensure lesson plans, assignments, and assessments all contribute to effective learning.



### Mr Avann

Mr Avann teaches A level physical education. As head of PE, he believes in the value of evidence-based pedagogical practices, which play a pivotal role in his lesson planning and delivery.

Mr Avann recognises the relationship between cognitive science and learning, and as a result explicitly chunks and models tasks into manageable episodes. A key emphasis in all of his lessons is placed upon his students' ability to successfully recall and apply knowledge from previous lessons.





## Extended Project Qualification (EPQ)

Our outstanding Extended Project Qualification (EPQ) course is offered to students aiming at the elite universities. Studying an EPQ demonstrates valuable proof of your capacity for independent learning, as well as your passion for the subject you want to study at a higher level.

An EPQ is an excellent taster of university-style learning as it is effectively an independent research project which can, but does not have to relate to an A level subject that is being studied. It is important therefore that students choose topics that they are interested in and relate to further study so they are motivated to complete it. For example, an aspiring medic could write a research article analysing the difficulties associated with management of the NHS. This could help students substantiate evidence for their desire to study a specific degree course. Students who achieve top grades at EPQ have also been offered lower tariffs by Russell Group Universities.



**Studying an EPQ  
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at a higher level.**







Hannan Cali  
LLB, Law  
City, University of London



# University destinations of sixth form students

	2023 Highlands	2022 Highlands	2021 Highlands
Russell Group*	26%	33%	34%
Top other**  Universities rated highly in league tables but not in Russell Group	25%	29%	26%
Local  University of Hertfordshire and Middlesex	5%	14%	7%
Other universities	44%	24%	34%

\* Russell Group represents 24 universities who are research intensive universities.

\*\* Other top universities include the following:

- Aston University
  - University of Loughborough
  - University of Bath
  - Oxford Brookes University
  - Brunel University
  - University of Reading
  - City University, London
  - Royal Holloway, London
  - University of East Anglia
- University of Surrey
  - University of Essex
  - University of Sussex
  - Goldsmiths University, London
  - University of Swansea
  - Keele University
  - School of Oriental & African Studies, London
  - University of Lancaster
  - University of Leicester

Oxbridge destinations in the past four years:

- 2020: Geography, University of Oxford
  - 2021: Physics, University of Oxford  
History and politics, University of Cambridge
- 2022: French, University of Oxford
  - 2023: Philosophy, politics and economics, University of Oxford







## 2022/2023 A level results

Subject	Exams	A*	A	B	C	D	E	U	X	Q	A*>E%	A*>B%	Student progress
													top % nationally
Art (Fine Art)	9	0	3	3	3	0	0	0	0	0	100%	67%	top 50%
Biology	29	0	5	7	8	7	2	0	0	0	100%	41%	top 25%
Chemistry	20	1	3	4	7	5	0	0	0	0	100%	40%	top 25%
Computer Science	14	1	2	1	2	5	3	0	0	0	100%	29%	top 40%
D&T Product Design	3	0	1	0	2	0	0	0	0	0	100%	33%	top 25%
Economics	37	1	9	15	6	6	0	0	0	0	100%	68%	top 10%
English Literature	26	2	3	10	10	1	0	0	0	0	100%	58%	top 10%
Geography	12	1	2	5	3	1	0	0	0	0	100%	67%	top 25%
Government & Politics	12	1	2	3	5	0	1	0	0	0	100%	50%	top 25%
History	11	0	3	7	1	0	0	0	0	0	100%	91%	top 10%
Mathematics	39	8	7	6	10	2	5	1	0	0	97%	54%	top 25%
Maths (Further)	4	2	2	0	0	0	0	0	0	0	100%	100%	top 10%
Physical Education	15	0	1	5	4	4	1	0	0	0	100%	40%	top 40%
Physics	12	1	3	2	3	0	3	0	0	0	100%	50%	top 25%
Psychology	28	0	1	12	6	4	5	0	0	0	100%	46%	top 50%
Religious Studies	16	0	7	4	3	2	0	0	0	0	100%	69%	top 10%
Sociology	26	3	5	13	2	3	0	0	0	0	100%	81%	top 25%
Spanish	4	0	0	2	0	2	0	0	0	0	100%	50%	small cohort
Totals	318	21	60	99	75	42	20	1	0	0	100%	57%	-
Subject	Exams	A*	A	B	C	D	E	U	X	Q	A*>E%	A*>B%	Student progress
EPQ - Extended Project	11	3	5	3	0	0	0	0	0	0	100%	100%	-

We use an external provider (ALPS) to measure the progress our students make from GCSE to A level or BTEC. In the table above, the final column indicates how the progress of our students compares to expected progress nationally.



# 2022/2023 BTEC results

Subject 16 Ext Dip	Exams	D*D*D*	D*D*D	D*DD	DDD	DDM	DMM	MMM	MMP	MPP	PPP	U	X	Q	D*>P%	D*>D%
Business	26	1	11	4	3	2	1	2	1	1	0	0	0	0	100%	73%
Creative Digital Media	19	0	2	3	1	3	4	2	0	2	2	0	0	0	100%	32%
Totals	45	1	13	7	4	5	5	4	1	3	2	0	0	0	100%	56%



Nicholas Papanicolaou, History and Politics, University of Cambridge  
 Ellie Andreou, Vetinary Science, University of Liverpool  
 Yagmur Haydaroglu, Physics, University of Oxford



## How to apply for a place in the sixth form

We welcome applications from any student who is predicted to meet the entry requirements detailed below.

Applications from current Highlands students and external applicants must be made via Applicaa. Further information on how to apply can be found on our website:

**[www.highlands.enfield.sch.uk](http://www.highlands.enfield.sch.uk)**

As part of the application process for external students, we will be requesting a confidential reference from their current school.

### Admissions criteria

#### **A level entry requirements:**

A minimum of 6 grades 9-4 with at least 3 grades 9-6 at GCSE including maths (grade 5) and English (grade 5) and a grade B/6 in each of the subjects to be studied at A level.

#### **BTEC entry requirements:**

A minimum of 6 grades 9-3 with at least 3 grades 9-4 at GCSE including maths (grade 4) and English (grade 4).

#### **Two A levels and 1 BTEC requirement:**

A minimum of 6 grades 9-3 with at least 3 grades 9-4 at GCSE including maths (grade 4) and English (grade 4). The entry requirements for the A level they want to pursue.

#### **One A level and 2 BTECs requirement:**

A minimum of 6 grades 9-3 with at least 3 grades 9-4 at GCSE including maths (grade 4) and English (grade 4). The entry requirements for the A level they want to pursue.

### **Age limit**

Students can only begin a course if they are under 18 years of age on the first day of term.

### **External students**

There are a minimum of ten guaranteed places for external students. Applicants who can demonstrate that their predicted grades meet the Highlands entry requirements will have their application held on file until confirmation of grades in August. Offers of places will then be made and in the case of over-subscription the standard entry criteria will be applied. These are, in order of priority: students holding a statement of educational need, students with siblings at the school and distance from school.

### **Offers of places at Highlands Sixth**

Based on evidence available from the application form and reference, students who satisfy the admissions criteria will be made a conditional offer. A firm offer will only be made following confirmation of GCSE results in the summer.

### **Induction period**

All internal students entering the sixth form are to attend an induction period in the first week of July. This is to ensure that students are on suitable courses and that their approach to their learning and sixth form life is appropriate.



**Enrolment**

Students will be required to attend school on a specified date after GCSE results to confirm their place and 'sign-on'. This is normally in the final week of the summer holiday.

**Probation period**

All students must satisfactorily complete the six week probation during September and October before their place is confirmed. During this period regular checks are made on:

- Attendance
- Behaviour for learning
- Contribution to the sixth form
- Dress code
- Effort
- Finishing of work

**Appeals procedures**

Parents of students who are not offered places may appeal to the Governors of the school.



# Making the best subject combination choices

When considering your choice of course it is important to keep in mind the essential subjects required by universities. Some subjects are more frequently required for entry to degree courses than others. These are often referred to as 'facilitating' subjects because choosing them at advanced level keeps open a wide range of options for university study. These facilitating subjects are:

- Biology
- Chemistry
- English Literature
- Geography
- History
- Physics
- Modern and classical languages
- Mathematics and Further Mathematics

If you don't know what you want to study at university, then it's a really good rule of thumb that taking two facilitating subjects will keep a wide range of degree courses open to you. For some courses, taking a combination of vocational and academic qualifications might give you the best range of choice for both degree courses and degree apprenticeships.

This table gives an indication of the essential and useful subjects for some popular university courses and there are some information videos in the apply section of our school website. You can also consult individual university websites for full requirements.





	Essential A level subjects	Useful additional subjects
Medicine, dentistry, biological, life sciences	Chemistry and biology	Mathematics, further mathematics
Physical sciences, engineering	Mathematics and physics	Chemistry, further mathematics
Mathematics	Mathematics, further mathematics	Physics, computer science
Economics, actuarial science	Mathematics	Economics, further mathematics
Humanities		English, history, geography, modern foreign languages, psychology, biology, religious studies, sociology
Psychology	Some require biology or chemistry	Biology, psychology, chemistry, English, sociology, religious studies
Law	Some require English	English, history
Computer science	Mathematics	Further mathematics, physics, computer science
The Arts, social sciences, English	English Literature, history, modern foreign languages, mathematics, drama, art	Economics, geography, religious studies, sciences, sociology
Business accounting		Mathematics, business, economics
Teacher training	A national curriculum subject	English, mathematics, geography, history, sciences, religious studies, sociology



# Subject specific entry requirements

Subject	GCSE criteria
Art (Fine art)	Grade 6 or higher in GCSE art
Biology	Grade 6 or higher in GCSE biology or 6-6 in GCSE combined science, including grade 6 in biology modules
Business (L3 BTEC) Triple	6 GCSEs grade 9-3 with grade 4 or higher in English and maths
Business (L3 BTEC) Single	6 GCSEs grade 9-3 with grade 4 or higher in English and maths
Chemistry	Grade 6 or higher in GCSE chemistry or 6-6 in combined science, including grade 6 in chemistry modules, plus grade 5 in GCSE maths ( <i>under review</i> )
Computer Science	Grade 6 or higher in GCSE maths
D&T – Product Design	Grade 6 or higher in GCSE D&T (resistant materials or graphics)
Drama and Theatre Studies	Grade 6 or higher in GCSE drama or evidence of active interest in drama
Economics	Grade 6 or higher in GCSE maths and grade 6 in GCSE humanities
English Literature	Grade 6 or higher in GCSE English Literature
Geography	Grade 6 or higher in GCSE geography
History	Grade 6 or higher in GCSE history
Mathematics	Grade 6 or higher in GCSE maths
Mathematics (further)	Grade 7 or higher in GCSE maths
Media (L3 BTEC) Triple	6 GCSEs grade 9-3 with grade 4 in English and maths
Media (L3 BTEC) Single	6 GCSEs grade 9-3 with grade 4 in English and maths
Photography	Grade 6 or higher in GCSE art or a high-quality portfolio of work
Physical Education	Grade 6 in GCSE PE plus 2 GCSE science grades 5 or higher, including biology
Physics	Grade 6 or higher in GCSE physics or 6-6 in GCSE combined science, including grade 6 in physics module, plus grade 6 in GCSE maths
Politics	Grade 6 or higher in a related humanities subject (eg. history, RS) or grade 6 in GCSE English
Psychology	Grade 6 or higher in GCSE humanities or grade 6 in GCSE English Language plus 2 GCSE science grades 5 or higher
RS, Philosophy and Ethics	Grade 6 or higher in GCSE RS or a related humanities subject
Sociology	Grade 6 or higher in GCSE humanities or grade 6 in GCSE English Language
Spanish	Grade 6 or higher in GCSE Spanish

Courses and options are subject to alterations and cancellation due to insufficient student numbers and dependant on timetabling restrictions. Provisional offers are made based on predicated grades.



# A levels

A levels are two year courses with challenging exams at the end of the course which test the whole of the syllabus. There are no longer any units or resit opportunities during the two years.

Students will choose to study **three** A levels throughout years 12 and 13. Some of our most able students will study **four** A levels.

- Art (Fine art)
- Biology
- Chemistry
- Computer science
- D&T – Product design
- Drama and theatre studies
- Economics
- English literature
- Geography
- History
- Mathematics
- Mathematics (further)
- Photography
- Physical education
- Physics
- Politics
- Psychology
- Religious studies, philosophy and ethics
- Sociology
- Spanish

Whenever possible, Highlands School will deliver these subjects through lessons based on site. The provision of any individual subject is based on student numbers with a minimum group size of 11. Highlands is an active member of the Enfield Sixth Form Consortium and we are able to offer minority subjects through collaboration with local schools.

## BTEC National Level 3

BTEC Nationals are level 3 (A level equivalent) work-related qualifications and are assessed through written examination and coursework. The courses provide specialist, work-related learning, delivering the knowledge, skills and understanding students need to prepare for their chosen career. BTEC Nationals offer progression to higher education or directly into employment. The qualification is equivalent to three A levels and is graded at Distinction\*, Distinction, Merit and Pass.

We offer a choice of:

- Business (L3 BTEC) Triple
- Business (L3 BTEC) Single
- Media Production (L3 BTEC) Triple (film, television and interactive media)
- Media Production (L3 BTEC) Single (film, television and interactive media)

Full details of the BTEC courses can be found later in this booklet.





# Art (Fine Art)

## Entry requirements

Grade 6 or higher in GCSE art.

### Course content

Students will work in at least two of the following areas of art, craft and design: drawing and painting, mixed-media including collage and assemblage, sculpture, ceramics, installation, print making (relief, intaglio and screening processes), moving image and photography.



## Year 12 components

**Component 1:** Studies and portfolio work consisting of observational drawings and material explorations and contextual studies.

**Component 2:** Internally set assignment: students select one of five starting points and are required to produce preparatory work and a finished piece or pieces.

## Year 13 components

**Component 1:** Personal investigation: based on an idea, issue, concept or theme, supported by a written element of no less than 1,000 words and no more than 3,000 words, leading to a finished piece or pieces.

**Component 2:** Externally set assignment.

## Progression routes

A higher education course in fine art, graphic design, textile design, 3D design, illustration, architecture and fashion or a career in one of these areas.

**Exam board: AQA**



# Biology

## Entry requirements

Grade 6 or higher in GCSE biology or 6-6 in GCSE combined science, including grade 6 in biology modules.

### Course content

You will develop practical skills by planning experiments, collecting data, analysing experimental results and making conclusions. You will also learn how scientific models are developed, the applications and implications of science, the benefits and risks that science brings and the ways in which society uses science to make decisions.



### Year 12 topics

- Topic 1:** Biological molecules
- Topic 2:** Cells
- Topic 3:** Organisms exchange substances with their environment
- Topic 4:** Genetic information, variation and relationships between organisms.

### Year 13 topics

- Topic 5:** Energy transfers in and between organisms.
- Topic 6:** Organisms respond to changes in their internal and external environments.
- Topic 7:** Genetics, populations, evolution and ecosystems.
- Topic 8:** The control of gene expression.

There is a compulsory field trip in year 12, subject to availability.

### Progression routes

An undergraduate degree in life sciences, medicine, environmental or forensic science.

Employment, for example in the areas of biological testing, biotechnology, independent research and the food industry.

**Exam board: AQA**



Imani Crawford  
Deputy Head Student  
Environmental Biology  
University of Nottingham



# Business (L3 BTEC) Triple

## Entry requirements

6 GCSEs grade 9-3 with grade 4 in English and maths.

### Course content

BTEC Business Level 3 National Extended Diploma is the equivalent to three A levels and is a nationally recognised qualification. The course is made up of different sections called 'units'.

On this two year programme you will need to complete seven mandatory units plus six elective units. You will need to gain a minimum PASS in all the internal and external units to qualify for this award at the end of the two years.

### Year 12 units

- Unit 1: Exploring Business
- Unit 2: Developing a marketing campaign (exam)
- Unit 3: Unit 3 Personal and Business Finance (exam)
- Unit 4: Managing an event
- Unit 5: Unit 5 International business
- Unit 8: Unit 8 Recruitment and selection
- Unit 27: Unit 27 Work experience in business

## Progression routes

BTEC Business can lead to further study in any aspect of accounting, business, finance or management at university. This course can also lead to a wide variety of careers in business, finance, insurance, banking and management after completion.

### Year 13 units

- Unit 6: Principles of management (exam)
- Unit 7: Business decision making (exam)
- Unit 14: Investigating customer services
- Unit 16: Visual merchandising
- Unit 19: Pitching for a new business
- Unit 21: Training and development

Exam board: Edexcel

# Business (L3 BTEC) Single

## Entry requirements

6 GCSEs grade 9-3 with grade 4 in English and maths.

### Course content

BTEC Business Level 3 National Extended Certificate is the equivalent to one A level and is a nationally recognised qualification. The course is made up of different sections called 'units'.

On this two year programme you will need to complete three mandatory units plus one elective unit. You will need to gain a minimum PASS in all the internal and external units to qualify for this award at the end of the two years.

### Year 12 units

**Unit 2:** Developing a marketing campaign (exam)

**Unit 3:** Personal and Business Finance (exam)

### Year 13 units

**Unit 1:** Exploring a Business (coursework)

**Unit 27:** Work experience (coursework)



### Progression routes

BTEC Business can lead to further study in any aspect of accounting, business, finance or management at university. This course can also lead to a wide variety of careers in business, finance, insurance, banking and management after completion.

**Exam board: Edexcel**



# Chemistry

## Entry requirements

Grade 6 or higher in GCSE chemistry or 6-6 in combined science, including grade 6 in chemistry modules, plus grade 5 in GCSE maths. *(under review)*

### Course content

The course covers physical, inorganic and organic chemistry.

## Progression routes

A degree course such as chemistry, pharmacy, medicine, medical science.

Careers such as chemical engineering, veterinary science, quality control, polymer engineering and related programmes.

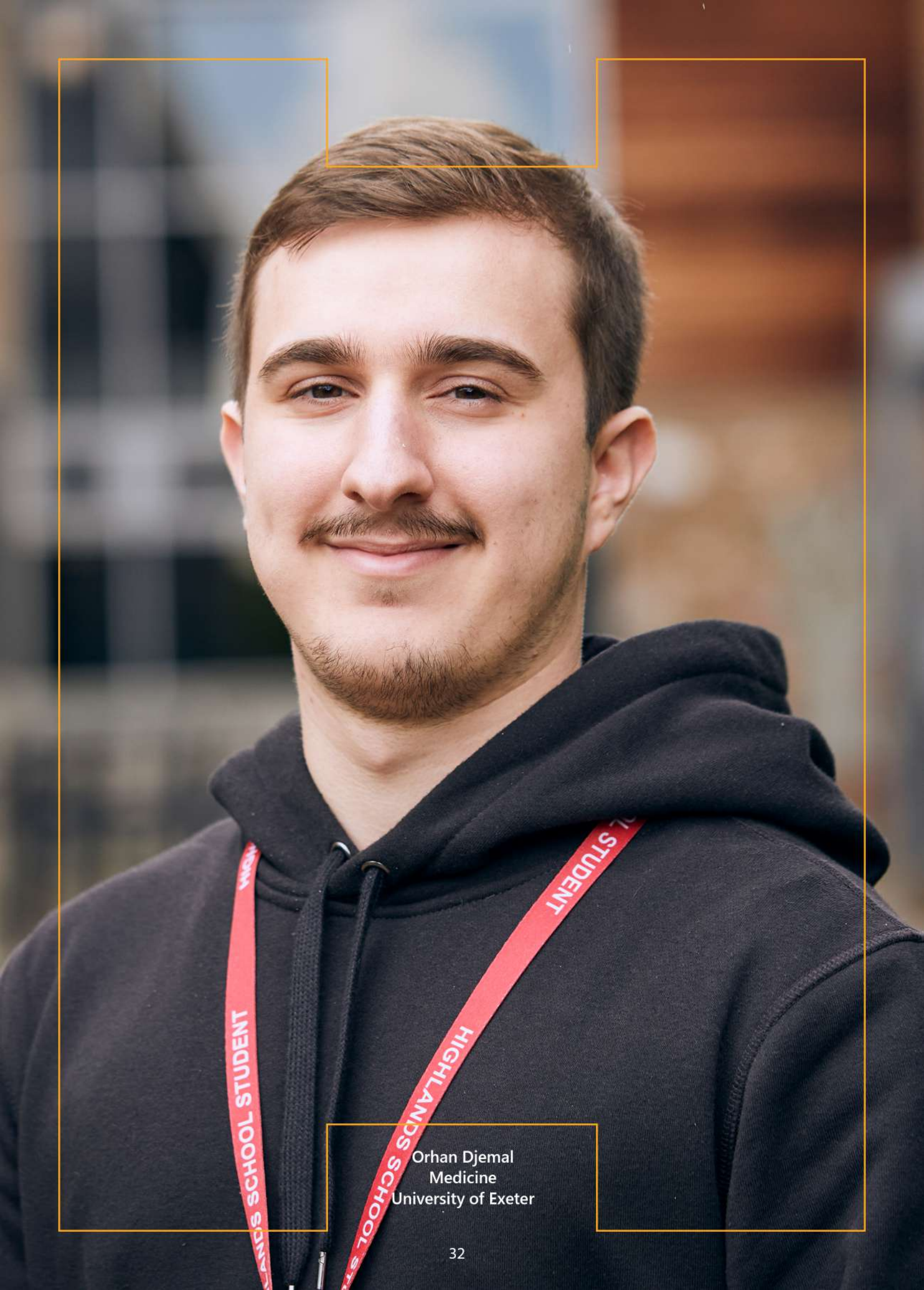
## Year 12 topics

Physical chemistry 1:	Atomic structure, amount of substance, bonding, energetic, kinetics, chemical equilibrium, Le Chatelier's principle and $K_c$ .
Inorganic chemistry 1:	Periodicity, group 2 the alkaline earth metals and group 7(17) the halogens.
Organic chemistry 1:	Alkanes, haloalkanes, alkenes, alcohols, organic analysis.

## Year 13 topics

Physical chemistry 2:	Thermodynamics, kinetics, equilibrium constant, electrode potentials, acids, bases and buffers.
Inorganic chemistry 2:	Periodicity, transition metals, reactions of inorganic compounds in aqueous solutions.
Organic chemistry 2:	Isomerism, carbonyl groups, aromatic chemistry, amines, polymerisation, amino acids, proteins and DNA, organic synthesis, chromatography.

Exam board: AQA



Orhan Djemal  
Medicine  
University of Exeter



# Computer Science

## Entry requirements

Grade 6 or higher in GCSE maths.

### Course content

The characteristics of contemporary processors, input, output and storage devices:

- Software and software development
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues
- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms

### Assessment

**Computer systems:** 2½ hour written exam – 40% of A level total.

**Algorithms and programming:** 2½ hour written exam – 40% of A level total.

**Programming project:** Coursework component – 20% of A level total.

### Progression routes

A degree in computing, IT or related fields, such as software engineering (programming degree).



Exam board: AQA

# Design and Technology - Product Design

## Entry requirements

Grade 6 or higher in design technology (resistant materials or graphics).

### Course content

This creative and thought-provoking course gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries.

Students will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their own learning into practice by producing prototypes of their choice.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

### Units

**Paper 1:** Technical principles - 2 hours and 30 minutes (120 marks).

**Paper 2:** Designing and making principles - 1 hour 30 minutes (80 marks).

**Non-exam assessment:** Approximately 45 hours (100 marks) 50% of A level.

### Progression routes

This qualification supports progression into further education such as a university or college course to study a HND or Degree.

Training or employment, such as any appropriate design-related course.

Exam board: AQA



# Drama and Theatre Studies

## Entry requirements

Grade 6 or higher in GCSE drama or evidence of interest in drama.

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### Course content

Drama and Theatre Studies aims to extend your knowledge, skills and understanding of drama and apply this to your own creative work. The emphasis is on working with play texts, improvisation, devised work and performing. Your studies will be done from the point of view of a director, designer, performer and critic and allows you to develop both your performance and analytical skills.

### Assessment

A piece of coursework where you will develop and perform a unique piece of theatre from a stimulus using a drama practitioner as an influence.

A practical exam where you perform two scripted pieces – one group and one monologue or duologue.

A written exam where you will write as an actor, designer, director and theatre critic about the study of two set texts

### Progression routes

Students on this course will be able to progress to study drama at universities and drama schools.

The course opens up opportunities in the professional world of arts administration, stage management and other Arts related areas.

Studying drama supports applicants studying law, medicine and other career paths that rely on good communication skills.

**Exam board: Edexcel**

# Economics

## Entry requirements

Grade 6 or higher in GCSE maths and grade 6 in GCSE humanities.

### Course content

A key aspect of life and survival requires input from businesses. One of the key pillars of economic theory is that 'human wants are unlimited'. As a result humans have to 'do without' some goods and services. However, the goods and services which are delivered to consumers, in an attempt to satisfy their wants are produced by businesses. This relationship supports the basic idea of a course in economics.

Units covered include the role of markets, business objectives, market structures, the labour market, macroeconomic objectives, implementing policy, the global economy and the financial sector.

### Year 12 topics

Written examinations (100%) including case studies and essay questions.

**Paper 1:** Microeconomics

**Paper 2:** Macroeconomics

**Paper 3:** Themes in economics

### Progression routes

This course can lead to further study of economics, politics, law, business, finance or social sciences at university.

Future careers include: banking, management, insurance and actuarial sciences.

**Exam board: OCR**





Tyreece Green-Barban  
Head Student  
Economics  
University of Reading

# English Literature

## Entry requirements

Grade 6 or higher in GCSE English literature.

### Course content

If you enjoy English and actively enjoy reading and researching around a topic, this could be the right option for you. English literature is a course that encourages your independence of thought and an enthusiasm for literary works. It is very important that you develop your own ideas in your responses to texts, building on and enhancing the knowledge and skills you gained at GCSE.

You will study a rich range of texts across a broad spectrum. You will be expected to develop a personal relationship with texts. Your ideas about Literature will be challenged and you will be asked what the purpose of English literature is and why we study it. You will be encouraged to explore how writers achieve effects in their works and what choices they have made to impact upon the reader. You will consider the ideologies and points of view of writers and their social and political context.

### English literature

The course is structured around four modules. In year 12 students study poetry, drama and prose. For poetry you will study a modern anthology of poems. Drama includes the study of *Othello* and *A Streetcar Named Desire*. During the Prose component, students study Mary Shelley's *Frankenstein* and *Never Let Me Go* by Kazuo Ishiguro. As you progress into year 13, you will also complete a coursework piece consisting of an independent comparative essay and finish your study of poetry with Chaucer's *The Wife of Bath*.

### Progression routes

English literature is a broad and inclusive subject that prepares you well for the demands of Higher Education. It is one of the most popular subjects to study at university level. English is a very useful subject for any career where you communicate with people. Occupations such as journalism, law and marketing are all keen to employ successful English graduates. Career opportunities are abundant to an individual with a degree in English because skills gained from this area of study can be easily applied to many areas. Individuals possessing the ability to think clearly and critically, to analyse and interpret data, and communicate results are in great demand by employers.

**Exam board: Edexcel**



# Geography

## Entry requirements

Grade 6 or higher in GCSE geography.

### Course content

This A level offers some familiar topics such as hazards, urban change and coastal systems but there are also some new topics with a twist which link in to university skills and demands. These include global governance (organisations working at an international / cross border level – eg. NATO, EU, UN , NAFTA and NGO's) and the water and carbon cycles.

There is also an independent geography fieldwork investigation which requires students to write up a 3,000-4,000 piece of work from their own data collection and research.

## Components

**Component 1:** Physical geography

**Component 2:** Human geography

**Component 3:** Geography fieldwork investigation

## Assessment

By written examination (80%) and coursework (20%).

## Progression routes

Geography offers a path to university or other forms of higher education.

Career paths after university are highly varied as geography is rated highly by employers for the range of skills that it fosters.

**Exam board: AQA**

# History

## Entry requirements

Grade 6 or higher in GCSE history.

### Course content

'The study of history is the best medicine for a sick mind. For in history you have a record of the infinite variety of human experience plainly set out for all to see; and in that record you can find yourself and your country both examples and warnings; fine things to take as models, base things, rotten through and through to avoid.' - Livy.

### Units

**Unit 1:** Pitt to Peel (Y110) (25%)

**Unit 2:** Russia 1894 – 1941 (OCR Y219) (15%)

**Unit 3:** China 1839 – 1989 (OCR Y317) (40%)

Topic-based essay, coursework on Nazi Germany (unit Y100) (20%).

### Progression routes

History offers a path to university or other forms of higher education to continue the study of history or related subjects such as law, politics or journalism.

You could also pursue a career in areas such as research, politics and social service.



**Exam board: OCR**



A portrait of a young woman with long, dark, wavy hair, smiling warmly at the camera. She is wearing a dark blue or black top with a small bow at the neckline and a delicate necklace with a circular pendant. The background is a soft-focus green, suggesting an outdoor setting. The entire image is framed by a thin orange border, with a small rectangular cutout at the top center.

Vanshi Gunesh  
Deputy Head Student  
Mathematics and Statistics  
University of Warwick



# Mathematics

## Entry requirements

Grade 6 or higher in GCSE maths.

### Course content

Mathematics is a course worth studying not only as a supporting subject for the physical and social sciences, but in its own right. It is challenging but interesting. It builds on work you will have met at GCSE, but also involves new ideas produced by some of the greatest minds of the last millennium.

Mathematics is divided into the following branches.

### Pure mathematics

You will be extending your knowledge of algebra and trigonometry as well as learning some brand new ideas such as calculus. This is the study of the more abstract elements of mathematics: it teaches the knowledge and skills that underpin the whole course.

Topic 1: Proof

Topic 2: Algebra and functions

Topic 3: Coordinate geometry in the (x,y) plane

Topic 4: Sequences and series

Topic 5: Trigonometry

Topic 6: Exponentials and logarithms

Topic 7: Differentiation

Topic 8: Integration

Topic 9: Vectors

### Mechanics

Mechanics deals with the action of forces on objects. It is therefore concerned with many everyday situations, e.g. the motion of cars, the flight of a cricket ball through the air, the stresses in bridges and the motion of the earth around the sun. Such problems have to be simplified or modelled to make them capable of solution using relatively simple mathematics. Many of the ideas you will meet in the course form an almost essential introduction to such important modern fields of study such as cybernetics, robotics, biomechanics and sports science, as well as the more traditional areas of engineering and physics.

### Statistics

When you study statistics you will learn how to analyse and summarise numerical data in order to arrive at conclusions about it. Many of the ideas in this part of the course have applications in a wide range of other fields, from assessing what your car insurance is going to cost to how likely it is that the Earth will be hit by a comet in the next few years.

Many of the techniques are used in sciences and social sciences. Even if you are not going on to study or work in these fields, in today's society we are bombarded with information (or data) and the statistics units will give you useful tools for looking at this information critically and efficiently

Continued overleaf...

Exam board: Edexcel



# Mathematics and Further Mathematics

## Assessment

Three two hour written examinations taken at the end of year 13.

## Progression routes

Advanced GCE Mathematics is a much sought-after qualification for entry to a wide variety of full-time courses in higher education. There are also many areas of employment that see a Mathematics A level as an important qualification and it is often a requirement for the vocational qualifications related to these areas.

Higher Education courses or careers that either require Advanced GCE Mathematics or are strongly related include:

- Economics
- Medicine
- Architecture
- Engineering
- Accountancy
- Geography (Bsc)
- Teaching
- Psychology
- Physics
- Computing



## Mathematics (Further)

### Entry requirements

Grade 7 or higher in GCSE maths.

### Course content

Essential for those that want to study Mathematics at university and also to support engineering and physics.

Students who select further maths must also select mathematics, so this route accounts for two option choices.

### Topics

Proof, complex numbers, matrices, further algebra and functions, further calculus, further vectors, polar coordinates, hyperbolic functions, differential equations. further statistics and mechanics.

Exam board: Edexcel





Nicholas Andreou  
Mathematics  
Imperial College London



# Media Production (L3 BTEC) Triple

## Entry requirements

6 GCSEs grade 9-3 with grade 4 in English and maths.

### Course content

The following units will give you all of the information, knowledge and analytical techniques you will need to produce your own moving images to the same standard as that which is broadcast. Most of these units, however, will not be taught just in the classroom, but will be explored through practical work.

## Progression routes

Media Production is designed to equip you with a comprehensive skill set and theoretical knowledge in various aspects of media production. We provide a well-rounded insight into a range of different media sectors allowing you to gain practical skills and transferable knowledge. Although there are a few externally assessed exams, both courses are assessed primarily through coursework units allowing you to build up a robust portfolio of work.

## Assessment

Over the two-year duration of the course, you will complete thirteen units, four of these units are marked externally by external examiners. The remaining nine units are marked internally by your lecturers. All units are graded PASS, MERIT or DISTINCTION.

### Year 12 units

**Unit 1:** Media representations (external exam)

**Unit 4:** Pre-production

**Unit 15:** Advertising

**Unit 5:** Specialist investigation (external exam)

**Unit 10:** Fictional film production

**Unit 21:** Film editing

**Unit 2:** Working in the industry

### Year 13 units

**Unit 8:** Responding to a commission (external exam)

**Unit 11:** Radio production

**Unit 6:** Media campaigns

**Unit 3:** Digital media skills (external exam)

**Unit 27:** Photography

**Unit 17:** News production

**Exam board: Edexcel**

# Media Production (L3 BTEC) Single

## Entry requirements

6 GCSEs grade 9-3 with grade 4 in English and maths.

### Course content

The following units will give you all of the information, knowledge and analytical techniques you will need to produce your own moving images to the same standard as that which is broadcast. Most of these units, however, will not be taught just in the classroom, but will be explored through practical work.

## Progression routes

Media Production is designed to equip you with a comprehensive skill set and theoretical knowledge in various aspects of media production. We provide a well-rounded insight into a range of different media sectors allowing you to gain practical skills and transferable knowledge. Although there are a few externally assessed exams, both courses are assessed primarily through coursework units allowing you to build up a robust portfolio of work.

### Year 12 units

**Unit 1:** Media representations (external exam)

**Unit 4:** Pre-production

**Unit 10:** Fictional film production

### Year 13 units

**Unit 6:** Media campaigns

**Unit 8:** Responding to a commission (external exam)

**Unit 11:** Radio production

### Assessment

Over the two-year duration of the course, you will complete six units, two are external exams. All units are graded PASS, MERIT or DISTINCTION.

**Exam board: Edexcel**



# Photography

## Entry requirements

Grade 6 or higher in GCSE art or a high-quality portfolio of work.

### Course content

Students will produce practical and critical/contextual work in one or more areas including portraiture, landscape photography, still-life photography, documentary photography, photo-journalism & experimental imagery.

Areas of study include: history of photography (equipment, materials, photographers and photographic movements), general photographic theory, darkroom skills for black and white photography, digital photography, using Photoshop and photographic contextual studies.

### Year 12 components

**Component 1:** Coursework: a portfolio of developmental work

**Component 2:** Internally set assignment: students select one of five starting points and are required to produce preparatory work and a finished piece or pieces.

### Year 13 components

**Component 1:** Personal investigation: based on an idea, issue, concept or theme, supported by a written element of no less than 1,000 words and no more than 3,000 words, leading to a finished piece or pieces.

**Component 2:** Externally set assignment

### Progression routes

A higher education course in photography, media or art and design.

A career in one of these areas.

**Exam board: AQA**

# Physical Education

## Entry requirements

Grade 6 or higher in GCSE PE plus 2 GCSE science grades 5 or higher, including biology.

### Course content

The course content has been designed to allow learners to study Physical Education in an academic setting, enabling them to critically analyse and evaluate their physical performance and apply their experience of practical activity in developing their knowledge and understanding of the subject.

To meet the requirements of the exam board, students are required to regularly compete in a competitive sport of their choice. The practical side of the course is assessed by student's own video recordings of their performance in competitive competition.

### Units

- |                |   |
|----------------|---|
| <b>Unit 1:</b> | Applied anatomy and physiology, exercise physiology and Biomechanics (30%)            |
| <b>Unit 2:</b> | Skill acquisition, sports psychology (20%)  |
| <b>Unit 3:</b> | Sport and society, contemporary issues in physical activity and sport (20%)           |
| <b>Unit 4:</b> | Performance or coaching, evaluation and analysis of performance for improvement (30%) |

### Progression routes

This course will prepare learners for the further study of PE or sports science courses as well as other related subject areas such as psychology, sociology and biology. Learners will also develop the transferable skills that are in demand by further education, higher education and employers.

Exam board: OCR



# Physics

## Entry requirements

Grade 6 in GCSE physics or 6-6 in GCSE combined science, including grade 6 in physics module, plus grade 6 in GCSE maths.

### Course content

By studying physics you will gain knowledge and understanding in the content areas described below. You will also learn how to think analytically, enabling you to analyse, interpret and evaluate a range of scientific information, ideas and evidence. You will gain an appreciation of how scientific models are developed and evolved, the applications and implications of science, the benefits and risks that science brings and the ways in which society uses science to make decisions.

## Progression routes

You could use physics to support other qualifications or move on to further studies or employment, including:

- An undergraduate degree in physics, engineering, or just about anything else! Of all the subjects listed for entry on to a degree, physics came second only to maths in the number of times it was listed as essential in a recent report by the Russell Group of UK universities.
- A career in environment and climate, space, energy, medicine, building and structures, law and finance, education, sports and games, music and television, transport, cutting edge technology, or something completely different!

Whatever you do, the knowledge and skills you gain by studying physics will be useful. Physics is more than a subject – it trains your brain to think beyond boundaries.

## Year 12 topics

- Topic 1: Working as a physicist
- Topic 2: Mechanics
- Topic 3: Electric circuits
- Topic 4: Materials
- Topic 5: Waves and the particle nature of light

## Year 13 units

- Topic 6: Further mechanics
- Topic 7: Electric and magnetic fields
- Topic 8: Nuclear and particle physics
- Topic 9: Thermodynamics
- Topic 10: Space
- Topic 11: Nuclear radiation
- Topic 12: Gravitational fields
- Topic 13: Oscillations

**Exam board: Edexcel**





Yagmur Haydaroglu  
Physics  
University of Oxford



# Politics

## Entry requirements

Grade 6 or higher in a related humanities subject (eg. history, religious studies) or grade 6 in GCSE English.

### Course content

Politics is all around us and our lives are often governed by the decisions of others, whether that be laws that determine how we live or institutions that provide services we use every day, from the Health Service, the police, schools, courts, the media or the local council.

Politics looks at who holds power within the UK and the ways that different power holders interact with each other, particularly when compared to other systems such as the USA. It also examines the political ideas we hold and how this has shaped the type of country and people we are today.

### Units


The course is made up of three units.

- The government and politics of the UK
- The government and politics of the USA, and comparative politics
- Political ideas

### Progression routes

This course is ideal if you are considering studying politics, sociology, ethics, advertising or journalism at university and is highly regarded by employers in industries including politics, international organisations, the media, government and the civil service.

Exam board: AQA

A portrait of a young woman with dark hair pulled back, smiling at the camera. She is wearing a light pink short-sleeved button-down shirt, a gold necklace with a pendant, and large pearl earrings. The background is a plain, light-colored wall. The entire image is framed by a thin orange border.

**Zunara Kaiser**  
**Philosophy, Politics and Economics**  
**Oxford University**



# Psychology

## Entry requirements

Grade 6 or higher in GCSE humanities or grade 6 in GCSE English language plus 2 GCSE science grades 5 or higher.

### Course content

You will learn about a selection of major ways of understanding human behaviour. You will discover a key topic of research; learn about important studies related to that topic, and find out how research is conducted in that area. You will learn to use statistical tests to help interpret data. You will have an opportunity to study some uses of Psychology in the real world.

**Eleven different units across three A level exam papers.**

Includes memory, social influence, gender, schizophrenia and forensic psychology alongside research methods and mathematical and scientific skills.

### Assessment

Written examinations including multiple choice, short answers questions and short essay.

### Progression routes

Occupations such as journalism, nursing and marketing.

Because it sits on the boundary between arts and science subjects, psychology combines elements of both. If you choose the arts route, psychology shows a competence in scientific thinking and numeracy that will add breadth to your skills.

Similarly, the science route can often lack the opportunity to show your ability to construct a well argued essay, but Psychology will show you can do this.



**Exam board: AQA**





Blessen Boateng  
Psychology  
University of Surrey



# Religious studies, Philosophy and Ethics

## Entry requirements

Grade 6 or higher in GCSE religious studies or a related humanities subject.

### Course content

The course is wide ranging and interesting looking at some of the deepest questions to ever face humanity – What is the truth? Does God exist? Do we know the meaning and purpose of existence? How do we know the right thing to do? Should we allow euthanasia, abortion, capital punishment and animal experimentation? Are there two sides to the story? Furthermore, the course explores the implications of artificial intelligence in ethics – taking you into cutting edge territory.

In terms of techniques and skills the two main assessment objectives are Knowledge (AO1) and Analysis / Evaluation (AO2). More weight is given to evaluation as it is a higher level skill. In the second paper Christianity is analysed and any pupil with a strong background/ knowledge in Christianity would have an advantage although the course is designed for all to do well.

### Assessment

By written examination, there are various medium length to long essays over the two papers and this makes the course particularly suitable to those who enjoy extended writing.

**Paper 1:** Philosophy of Religion and Ethics

**Paper 2:** Christianity and Dialogues with Philosophy

### Progression routes

Philosophy itself offers a path towards university or other forms of higher education. Students interested in philosophical issues could pursue a career in business, journalism, politics, law or any of the branches of social care or human resources as well as teaching, environmentalism, communications and advertising.

The course develops a number of skills that are transferable and useful in a variety of careers. Analysis of evidence, evaluation and essay writing skills will develop. Any future which requires you to question and consider options will welcome you after this course.

**Exam board: AQA**  
**Specification code: 7062**

# Sociology

## Entry requirements

Grade 6 or higher in GCSE humanities or grade 6 in GCSE English language.

### Course content

The course covers a wide range of topics relating to how society works, or should work. The four main areas are education, the family, beliefs and crime and deviance. During the course you will also be developing practical research skills, by designing, carrying out and analysing your own sociological research.

Sociology is for you if you want to explore and understand society. Why do some people do well at school and others don't? Why do some people have children and others don't? Why do some people join cults and others don't? Why do some people commit crimes and others don't? Also if you enjoy debating and evaluating social theory and indicating strengths and weaknesses the course gives a lot of weight to those skills. Sociology can make the world around you 'come alive' and every day there will be examples for you to consider. You will never see society the same again!

### Assessment

Written examinations including source material and essays. There are various long essays over the three papers and this makes the course particularly suitable to those who enjoy extended writing.

### Progression routes

Sociology develops a number of skills that are transferable and useful in a variety of careers. analysis of evidence, evaluation and essay writing skills develop as do research skills. Sociology can directly lead you into higher education courses such as law, social policy/politics or anthropology. Many areas such as business, marketing, journalism, social research, teaching, management consultancy, HR and public relations all require skills learnt in sociology.

**Exam board: AQA**  
**Specification code: 7192**



# Spanish

## Entry requirements

Grade 6 or higher in GCSE Spanish.

### Course content

There are four areas that are assessed across three papers as part of GCSE Spanish.

## Assessment

### Paper 1: Listening, reading and writing

Written exam: 2 hours 30 minutes  
100 marks, 50% of A level.

- Aspects of Hispanic society
- Artistic culture in the Hispanic world
- Multiculturalism in Hispanic society
- Aspects of political life in Hispanic society
- Grammar

### Paper 2: Writing

Written exam: 2 hours  
80 marks, 20% of A level.

- One text and one film or two texts from the list set in the specification
- Grammar

### Paper 3: Speaking

Oral exam: 21-23 minutes (including 5 minutes preparation time)  
60 marks, 30% of A level.

- Individual research project
- One of four themes i.e. Aspects of Hispanic society or artistic culture in the Hispanic world or Multi-culturalism in Hispanic society or aspects of political life in Hispanic society

## Progression routes

A level Spanish can lead you into very exciting careers which can include a broadcast journalist, an international development worker, a tour manager, a diplomatic service officer and an interpreter among many other careers.

**Exam board: AQA**



**This is a high performing school where students make rapid progress and reach high standards across a broad range of subjects, including English and mathematics. Students' high levels of achievement continue into the sixth form, with high standards attained in a range of subjects.**



OFSTED







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