Highlands

SIXTH FORM PROSPECTUS

2026 - 2027

Contents

Alex Attaliotis
Law
University of Cambridge

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.

At Highlands our aim is to provide a world class educational experience to our students and, in whatever we do, to be held up as an example of best practice to other schools. This is an ambitious goal but we believe in setting ourselves the highest standards in the pursuit of excellence.

The journey our sixth form has been on is an example of this pursuit of excellence in action. Built on the foundations of excellent teaching and pastoral care, over the past seven years our sixth form has established itself as one of the most popular and highest performing in north London. Last year over 240 students joined our year 12 cohort, with 85 joining us from other north London schools. In the most recent Department for Education school performance tables (published February 2025) our sixth form value added score put us in the top 50 state school sixth forms in England.

We were inspected by Ofsted in November 2024, and judged to be 'Outstanding' in all areas. This is the third time consecutively that we have been judged 'Outstanding' by Ofsted. We were proud to show the inspectors our sixth form and for our sixth formers to speak with the inspection team. The sixth form received its own judgement as part of the inspection and it was judged to be 'Outstanding'. Our report said that, "students in the sixth form secure a deep knowledge in the different subjects they learn. This is a result of the school's highly effective and consistent approach to delivering the well-designed curriculum."

We have a strong track record of supporting our students to their post Key Stage 5 destinations. Along with supporting students into the most prestigious universities and courses we have had great success in supporting our students to access degree apprenticeships, with students leaving us to join Blackrock, Allen and Overy and Deloitte.

We use our extra-curricular provision and leadership opportunities 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 traveled to Morocco and Barcelona, and students studying physics visited Poland. Our student leaders have made real changes to the school, introducing our summer polo shirts and water dispensers and reusable water bottles to reduce waste.

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 wellbeing coordinator, 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

Welcome from the deputy headteacher

Our sixth form is an outstanding, high achieving institution which inspires and challenges our young people to succeed. This is evidenced by our track record of securing excellent results and destinations for our students, and by record numbers of students applying to join us in September 2025.

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 underpinned by our school values of determination, aspiration, respect and equality.
- 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

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 are relentlessly ambitious for our students. This means ensuring that our students are equipped with the knowledge, skills and experiences at sixth form to become successful 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 in 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 our 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.

Sam Marcus
Director of sixth form

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

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 leadership team is selected each year following an intensive interview process. The team is then led by the head students. The sixth form leadership 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 play a pivotal role in shaping our school priorities.**

My name is Elena Giudice and I am one of the head students here at Highlands. I have been a student at Highlands since year 7 and throughout my time here, I have thoroughly enjoyed being a part of such a supportive community, which ultimately made my decision as to whether I would remain at the school for my sixth form studies a very easy choice indeed.

With a strong support system, such as regular mentor meetings with form tutors, the sixth form ensures that all students feel welcomed and supported, making the transition process to year 12 as smooth and positive as possible.

Teachers go above and beyond to ensure that students reach their full potential and I feel fortunate to have received such a high level of teaching, both within lessons and also with a range of additional support that is accessible to all students. Now, as I study for my A level subjects in history, government and politics and sociology, I am able to engage with my subjects with enthusiasm, largely due to the passion and expertise of my teachers.

Aside from academia, Highlands School provides students with various extra-curricular activities, to help further a range of interests. I have had the opportunity to be an active member of multiple musical events, where I have contributed to orchestral and individual performances, musical competitions and assemblies, helping to make unforgettable memories.

Elena Giudice
Head student 2025-26

Hello prospective year 12 students, parents and carers, my name is Luke Tyrimos and I am very proud to be one of Highlands' head students. I am currently studying history, politics and English literature at A level.

The transition from year 11 to year 12, although perhaps daunting at first, marks a significant step in your academic journeys: greater responsibility, more independent learning and an increased focus on future planning. During your A level or BTEC studies, subject teachers will provide you with all the necessary resources, including detailed booklets and tailored advice, to achieve your potential.

As well as academic support, the sixth form team will provide you with valuable guidance on post-year 13 pathways, and its door is always open for any student who needs it.

Being in year 12 last year, also afforded me the opportunity to engage in many extra and supercurricular activities, including a mock court trial at the Rolls Building and visits to both Oxford and Cambridge Universities, to name a few.

I look forward to seeing many of you joining our sixth form next year.

Luke Tyrimos
Highlands head student 2025-26

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.

Mrs Zaré

Mrs Zaré is KS5 lead in English; she has a first class degree in English literature and language from Kings College University. Mrs Zaré completed her teachers' training course at the Institute of Education achieving outstanding across all of the teaching standards. She is responsible for raising achievement in KS5 English and producing top band exemplars for the course.

Mrs Zaré has been involved in undergraduate workshops and co-planned a Serendipity storytelling session for University College London.

Dr Len

Dr Len teaches A level biology, she is also the science, technology, engineering and mathematics lead. She 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 and specialises in statistics. He has studied a degree in maths combined with actuarial studies and a masters in medical statistics. During his masters degree at the University of Southampton, he worked on a project to better predict the gestational age of pregnant women. This involved collecting and analysing the ultrasound measurement data of 165 pregnant women and using a variety of statistical modelling techniques, computer programming and collaborating with doctors and other medical professionals to make sense of the findings.

Mrs McCalmont

Mrs McCalmont has been the head of art at Highlands School for over 20 years. She has a passion for all art disciplines, but her love of printmaking led her to attend art college, in her free time, to further develop her etching techniques. She has since had her work exhibited at the Southbank Printmakers Gallery in Gabriel's Wharf, at the Eclectic Gallery in Margate and at the Westgate Galleria, Westgate on Sea.

Mrs Hutchinson

Mrs Hutchinson has been teaching PE for 12 years. Her background prior to teaching, is within elite sport where she represented Great Britain on the international stage for judo. During this time as an elite athlete, she won numerous medals at international level by working closely with coaches, physiotherapists, psychologists, nutritionists and other athletes. These experiences have given her the tools and commitment to support students in the classroom by bringing in her real life experiences and knowledge of the subject.

Mr Seston

Mr Seston teaches BTEC business at Highlands School.

Prior to completing his PGCE at UCL, he led corporate training initiatives for a financial technology company based in Canada, providing accounting training to over 300 accounting associates. He is strongly committed to facilitating individual development and providing students with entrepreneurial and business skills to support them in their future aspirations.

Mr Tuton

Mr Tuton is the head of academics, sixth form and KS5 lead in maths. He has a first class master's degree in mathematics from the University of Bristol specialising in quantum mechanics. He also teaches further maths and has recently completed a project with the current year 13 cohort finding the equation of the Highlands school logo for which he taught the class mathematical methods beyond the A level curriculum. He has also created a comprehensive online revision resource for A level maths and further maths.

Extended Project Qualification (EPQ)

Our outstanding Extended Project Qualification (EPQ) course is offered to students aiming for 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 project analysing the difficulties associated with reforming 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 and the EPQ often comes up in Oxbridge interviews.

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.

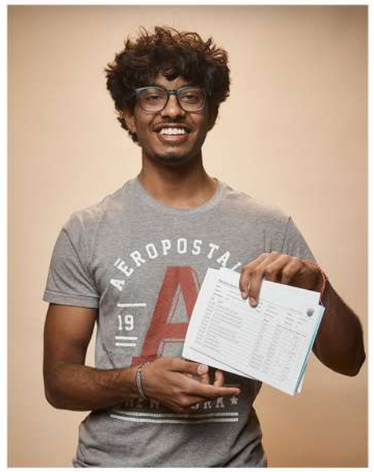
University destinations and results

Over the past three years, we have consistently been amongst the top schools nationally for value-added progress. This is an outstanding accomplishment, and a reflection of our exceptional dedication and hard work.

81% of students secured their first choice university and an impressive 40% of our students went on to Russell Group universities.

In the past six years, our students have routinely progressed to Oxford and Cambridge universities, as well as highly competitive courses including medicine and veterinary medicine.

Highlights over the past six 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

2024:
- Medicine, King's College London
- Medicine, University of Nottingham
- Medicine, University College London
- Veterinary Medicine and Surgery, University of Central Lancashire

2025:
- Law, University of Cambridge

2024/2025 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*>M%	D*>D%
Business	24	1	6	12	2	2	1	0	0	0	0	0	0	0	100.0%	100.0%	87.5%
Creative Digital Media	18	3	1	3	4	3	2	2	0	0	0	0	0	0	100.0%	100.0%	61.1%
Totals	42	4	7	15	6	5	3	2	0	0	0	0	0	0	100.0%	100.0%	76.2%

Subject 16 Ext Cert	Exams	D*	D	M	P	U	X	Q	D*>P%	D*>M%	D*>D%
Business	9	0	7	2	0	0	0	0	100.0%	100.0%	77.8%
Creative Digital Media	8	0	5	0	0	0	0	0	100.0%	100.0%	100.0%
Totals	17	3	12	2	0	0	0	0	100.0%	100.0%	88.2%

2024/2025 A level results

Subject	Exams	A*	A	B	C	D	E	U	A*>E%	A*>C%	A*>B%	Top 25% nationally
Art (Fine Art)	11	1	2	7	1	0	0	0	100.0%	100.0%	90.9%	✓
Art (Photography)	8	1	1	2	2	2	0	0	100.0%	75.0%	50.0%	
Biology	34	0	7	10	13	3	1	0	100.0%	88.2%	50.0%	✓
Chemistry	32	0	3	8	16	4	1	0	100.0%	84.4%	34.4%	
Computer Science	16	1	2	5	6	2	0	0	100.0%	87.5%	50.0%	✓
D&T (Product Design)	4	0	0	1	3	0	0	0	100.0%	100.0%	25.0%	
Drama & Theatre Studies	4	0	0	1	2	1	0	0	100.0%	75.0%	25.0%	
Economics	31	1	6	12	10	2	0	0	100.0%	93.5%	61.3%	✓
English Literature	26	0	4	11	10	1	0	0	100.0%	96.2%	57.7%	✓
Geography	12	0	6	1	4	0	1	0	100.0%	91.7%	58.3%	
Government & Politics	17	2	2	3	8	2	0	0	100.0%	88.2%	41.2%	
History	19	1	1	11	6	0	0	0	100.0%	100.0%	68.4%	✓
Mathematics	55	4	14	14	12	9	2	0	100.0%	80.0%	58.2%	
Maths (Further)	7	1	0	2	2	1	1	0	100.0%	71.4%	42.9%	
Physical Education	11	0	0	3	4	4	0	0	100.0%	63.6%	27.3%	
Physics	22	1	5	5	2	8	1	0	100.0%	59.1%	50.0%	
Psychology	37	3	8	19	4	2	0	0	100.0%	91.9%	81.1%	✓
Religious Studies	8	0	1	2	5	0	0	0	100.0%	100.0%	37.5%	
Sociology	34	3	7	11	11	2	0	0	100.0%	94.1%	61.8%	✓
Spanish	14	1	2	2	8	0	0	0	100.0%	92.9%	35.7%	
Totals	404								100.0%	87.1%	55.2%	
EPQ - Extended Project	Exams	A*	A	B	C	D	E	U	A*>E%	A*>C%	A*>B%	-
Subject	10	4	1	2	2	1	0	0	100.0%	90.0%	70.0%	-

Top 25% according to ALPS national progress measures 2025.

The wider curriculum

Careers programme and guidance

At Highlands Sixth Form, we are committed to helping students achieve their full potential, whichever path they choose. Our comprehensive careers programme is designed to help students explore their interests, develop their skills, and confidently step into their future, whether that's through university, an apprenticeship, or direct entry into the workforce.

Our careers guidance offers personalised support, beginning with one-on-one careers advice. We work closely with each student to identify their passions, strengths, and long-term aspirations. We publish a weekly careers newsletter packed with information from employers and universities across the UK. Alongside these opportunities, the newsletter highlights opportunities to apply for courses, apprenticeships, and work experience. It also features a "Job of the Week," Labour Market Information facts, an Employer Spotlight, and a Uni Spotlight to help students make informed choices about their future.

> Our careers guidance offers personalised support, starting with one-on-one careers advice, working closely with each student to identify their passions, strengths, and long-term aspirations.

Partnerships

We're proud to partner with local businesses and organisations, including leading engineering firms, law firms, and hospitals, where our students have secured outstanding work experience placements and apprenticeships. These opportunities enable students to develop key skills, build professional networks, and gain valuable insight into their chosen fields.

Work experience and insight days

We offer a wide range of opportunities across various sectors through our strong partnerships with local and national organisations. These placements give students a real taste of the professional world while helping them develop essential skills.

In addition, we organise Insight Days where students can visit industries such as STEM, law, finance, and media to gain first-hand experience of what it's like to work in these fields.

STEM opportunities

Specialised work placements, guest lectures, and STEM-focused workshops are available to our students, covering everything from engineering to environmental science. Students with aspirations in medicine, veterinary science, and dentistry also receive additional, tailored support.

> STEM workshops have transformed my learning experience; they ignite my curiosity and empower me to explore real-world challenges with confidence!

Oxbridge workshops

We offer dedicated Oxbridge workshops that guide students on crafting strong applications and preparing for interviews. These include visits to Oxbridge colleges for introductory academic taster sessions, giving students an authentic insight into the university experience.

> The Oxbridge visits and workshops have opened my eyes to new possibilities; they inspire me to dream bigger and think critically about my future!

Alumni

Our alumni programme plays a vital role in supporting students as they transition from sixth form to their next steps. Through engaging networking events, current students can connect with successful alumni who share their experiences and insights. These interactions provide invaluable guidance and mentorship while opening doors to internships, job opportunities, and further education. By fostering a strong community, our alumni programme empowers students to build meaningful connections and navigate their future paths with confidence.

> Alumni visits are incredibly valuable; hearing their stories inspires me to envision my own future. I can't wait to be a part of Highlands' alumni community and give back!

How to apply for a place in the sixth form

The application process differs based on whether you are a current or external student:

Current Highlands students: Applications are completed internally during an online pathways meeting with a senior member of staff in the spring term.

External applicants: You must apply via the online application system, Applicaa. More information is available on the sixth form tab of the school website:

www.highlands.enfield.sch.uk

As part of this process, Highlands will request a confidential reference from your current school.

Admissions criteria

Course type	Minimum GCSE grades (overall)	Includes (minimum)	Subject-specific requirement
A level only	6 grades 9-4 with at least 3 grades 9-6	Maths (grade 5) and English (grade 5)	Must meet the A level entry requirements for the individual A levels chosen.
BTEC only	6 grades 9-3 with at least 3 grades 9-4	Maths (grade 4) and English (grade 4)	N/A
Two A levels & one BTEC	6 grades 9-3 with at least 3 grades 9-4	Maths (grade 5) and English (grade 5)	Must meet the A level entry requirements for the individual A levels chosen.
One A level & two BTECs	6 grades 9-3 with at least 3 grades 9-4	Maths (grade 4) and English (grade 4)	Must meet the A level entry requirements for the A level chosen.

Age limit
Students must be under 18 years of age on the first day of term to begin a course.

Offers of places at Highlands Sixth
Students who meet the criteria will initially receive a conditional offer based on predicted grades/reference. A firm offer is only made after confirmation of GCSE results in the summer.

External students
There are a minimum of ten guaranteed places for external students.

If your predicted grades meet the entry requirements, your application will be held until August.

In the case of over-subscription (too many applicants), places will be offered based on the following priority:

- Students holding a statement of educational need.
- Students with siblings at the school.
- Students who are staff children.
- Students of expected year 12 age.
- Distance from the school.

Transition day
All students offered a place will be invited to attend a transition day usually during the first week of July. This will give them a chance to find out more information about Highlands Sixth Form and discuss courses with subject teachers.

Enrolment
You must attend school on a specified date after GCSE results (normally the final week of the summer holiday) to confirm your place and 'sign-on.'

Appeals
If you are not offered a place, your parents may appeal to the Governors of the school.

Probation period
All students must complete a six-week probation during September and October. Your place is only confirmed after satisfactorily completing this period, during which checks are made on:

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

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 *(under review)*
Computer Science	Grade 6 or higher in GCSE maths
Dance	Grade 6 or higher in GCSE dance, or an audition either by video or live
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 8 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 or higher in GCSE PE plus 5-5 in GCSE combined science or separate sciences
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
- Dance
- 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
- Creative Media Production (L3 BTEC) Triple (film, television and interactive media)
- Creative Media Production (L3 BTEC) Single (film, television and interactive media)

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

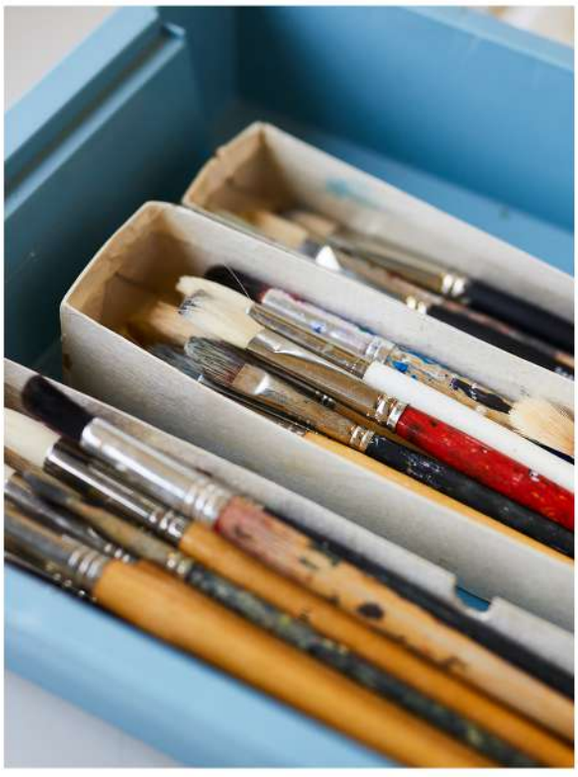
Art (Fine Art)

Entry requirements

Grade 6 or higher in GCSE art.

Course content

Students will produce practical and critical/contextual work in one or more of the following areas of study, drawing, painting, mixed-media, sculpture, ceramics, installation, printmaking, 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

Students will develop practical skills by planning experiments, collecting data, analysing experimental results and making conclusions. Students 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

Browncia Kiakoulanda
Midwifery
King's College London

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 students will need to complete seven mandatory units plus six elective units. Students 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: International business

Unit 8: Recruitment and selection

Unit 27: Work experience in business

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

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

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 students will need to complete three mandatory units plus one elective unit. Students 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.

Year 12 topics

Physical chemistry 1:	Atomic structure, amount of substance, bonding, energetic, kinetics, chemical equilibrium, Le Chatelier's principle and Kc.
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.

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.

Exam board: AQA

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: OCR

Raphael Richter
Computer Science
University College London

Dance

Entry requirements

Grade 6 or higher in GCSE dance, or an audition either by video or live.

Course content

This A level dance course offers a balanced mix of 50% practical and 50% theory, allowing students to develop both performance and analytical skills.

Units

Practical units:

Performance in a quartet
Students must perform in a quartet and select a style from either ballet, contemporary or American Jazz (3 and a half minutes long).

Performance of a solo
Students must perform in a solo dance. The dance must be based on the choreographic style of a professional dance practitioner. (2 minutes long).

Choreography of a group dance
Students must choreograph a group dance based on one of the given stimuli from the exam board. This work must be completed in year 13. The dance must have between 3 and 5 dancers.

Theory unit:

Compulsory unit 1
Rooster by Christopher Bruce. The students must analyse the dance *Rooster* by Christopher Brice.

Compulsory unit 2
History of Rambert Dance Company. Students must research the history of the dance company and focus on some of their most famous lead choreographers and artistic directors.

Optional unit 1
Students have to study one additional dance style - American Jazz. Students will then research and analyse American Jazz focusing mainly on the 1930's to the 1960's.

Optional unit 2
Students will study the choreographic content of the musical *Singing in the Rain*.

Progression routes

An A level in dance provides a strong foundation for students wishing to pursue professional Dance or Musical Theatre BA (Hons) degrees at some of the UK's leading performing arts institutions, including ArtsEd, Emil Dale, Mountview, Bird College, Urdang, and Laine Theatre Arts.

This qualification demonstrates to universities and employers that students are confident, creative, and able to work effectively as part of a team. It also opens pathways to careers in dance teaching, primary education, or specialising in dance within the therapy sector.

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.

Course content

Drama and Theatre Studies aims to develop students' knowledge, skills, and understanding of drama while encouraging them to apply this to their own creative work. The course focuses on working with play texts, improvisation, devised pieces, and performance. Students will study drama from the perspectives of a director, designer, performer, and critic, allowing them to strengthen both their practical and analytical abilities.

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 or higher in a GCSE humanities subject

Course content

Economics examines how individuals, businesses, and governments make choices in a world of limited resources. One of the subject's core principles is that human wants are unlimited, meaning not all needs and desires can be met. As a result, decisions must be made about how goods and services are produced and distributed - often by businesses aiming to meet consumer demand.

The course explores key topics such as the role of markets, business objectives, market structures, the labour market, government policies, the global economy, and the financial sector. Economics encourages analytical thinking, problem-solving, and evaluation - skills essential for understanding real-world issues.

Assessment

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

English Literature

Entry requirements

Grade 6 or higher in GCSE English literature.

Course content

This course is structured around four modules which are designed to allow students to read widely and interpret a range of literary genres and forms.

A level English literature will enable students to engage critically and creatively with texts; develop and apply their knowledge of literary analysis and evaluation; explore how contextual factors shape meaning and engage with critical interpretations to enhance their own critical arguments.

Units

Unit 1: Drama 30%

Tragedy
Section A: One essay question on William Shakespeare's *Othello* incorporating critical interpretations from wider reading.

Total marks: 35

Section B: One essay question on Tennessee Williams' *A Streetcar Named Desire*.

Total marks: 25

Unit 2: Prose 20%

Science and society
One essay comparing Kazuo Ishiguro's *Never Let Me Go* and Mary Shelley's *Frankenstein*.

Total marks: 40

Unit 3: Poetry 30%

Modern Poetry
Section A: One essay comparing a poem from the *Poems of the Decade* anthology to an unseen poem.

Total marks: 30

The Medieval Period

Section B: One essay on a selected extract from Geoffrey Chaucer's 'The Wife of Bath's Prologue and Tale' and an extract selection of your choice.

Total marks: 30

Unit 4: Coursework 20%

One comparative essay on Margaret Atwood's *The Handmaid's Tale* and a text of your choice incorporating critical interpretations.

Total marks: 60

Progression routes

A level English literature is a highly regarded facilitating subject that opens up a range of progression routes in higher education and beyond. Its emphasis on critical thinking, textual analysis and academic communication makes it an ideal foundation for a degree in English, law, history, journalism and many more. The analytical and evaluative skills acquired through the study of literature translate well into careers in journalism, publishing, education, media and a broad range of professional pathways.

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

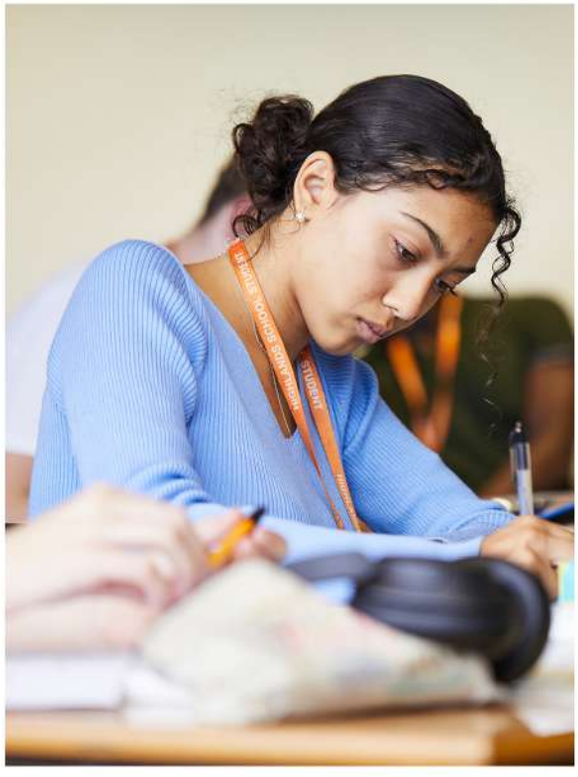
History

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

Peter Pieretti
Apprenticeship
Deloitte

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 students would 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

Students will be extending their 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 students 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 studying 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 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 students 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 students useful tools for looking at this information critically and efficiently

Continued overleaf...

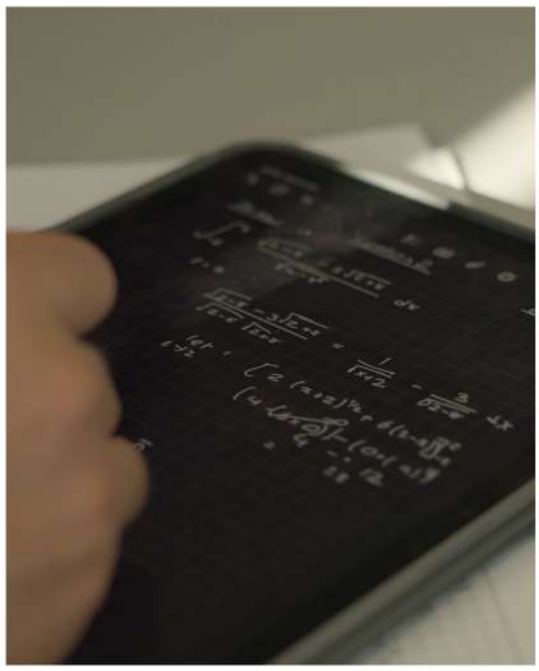
Exam board: Edexcel

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 at top universities are increasingly favouring students of further mathematics. These courses include:

- Mathematics
- Medicine
- Architecture
- Engineering
- Computer science
- Economics
- Physics

We strongly encourage students aiming for such destinations to consider our further mathematics course in order to have a more competitive application.

Mathematics (Further)

Entry requirements

Grade 8 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

Ahura Sedaghat
Film Production
Canterbury Christ Church University

Media Production (L3 BTEC) Triple

Entry requirements

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

Course content

This course develops the student's ability to evaluate media products, then plan and produce their own to industry standards. Students work across video, print, and audio - for example, film, documentaries, advertising, magazines, news, and radio. Practical projects build their creative, technical, and analytical skills for producing content across a range of professional media formats.

Assessment

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

Year 12 units

Unit 1: Media representations (external exam)

Unit 4: Pre-production

Unit 6: Media campaigns

Unit 8: Responding to a commission (external exam)

Unit 15: Advertising

Unit 5: Specialist investigation (external exam)

Unit 10: Fictional film production

Unit 2: Working in the industry

Year 13 units

Unit 3: Digital media skills (external exam)

Unit 11: Radio production

Unit 14: Digital magazines

Unit 16: Factual production

Unit 17: News production

Progression routes

This course prepares students for further study, apprenticeships, or entry-level roles in the creative industries. They'll gain transferable skills in content creation, analysis, and digital communication, useful across film, journalism, advertising, marketing, and audio production. With a strong portfolio and practical experience, students will be well equipped to move into media-focused courses or roles in the fast-paced, evolving media landscape.

Exam board: Edexcel

Media Production (L3 BTEC) Single

Entry requirements

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

Course content

This course develops the student's ability to evaluate media products, then plan and produce their own to industry standards. Students work across video, print, and audio - for example, film, advertising, and radio. Practical projects build their creative, technical, and analytical skills for producing content across a range of professional media formats.

Progression routes

This course prepares students for further study, apprenticeships, or entry-level roles in the creative industries. They'll gain transferable skills in content creation, analysis, and digital communication, useful across film, journalism, advertising, marketing, and audio production. With a strong portfolio and practical experience, students will be well equipped to move into media-focused courses or roles in the fast-paced, evolving media landscape.

Assessment

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

Year 12 units

Unit 1: Media representations (external exam)

Unit 4: Pre-production

Unit 15: Advertising

Year 13 units

Unit 6: Media campaigns

Unit 8: Responding to a commission (external exam)

Unit 11: Radio production

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. Photojournalist, food photographer, fashion photographer, wedding or portrait photographer, photographic artist, forensic or military photographer, art or photography teacher, designer, social media marketing. The valuable creative thinking skills you have picked up can be applied to a wide range of jobs.

Exam board: AQA

Physical Education

Entry requirements

Grade 6 or higher in GCSE PE plus 5-5 in GCSE combined science or separate sciences.

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

Unit 1: Applied anatomy and physiology, exercise physiology and Biomechanics (30%)

Unit 2: Skill acquisition, sports psychology (20%)

Unit 3: Sport and society, contemporary issues in physical activity and sport (20%)

Unit 4: 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

Szymon Pasierowski
Neuroscience
King's College London

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 students will gain knowledge and understanding in the content areas described below. They will also learn how to think analytically, enabling them to analyse, interpret and evaluate a range of scientific information, ideas and evidence. Students 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.

Year 12 topics

Topic 1: Measurements and their errors

Topic 2: Particles and radiation

Topic 3: Waves

Topic 4: Mechanics and materials

Topic 5: Electricity

Year 13 units

Topic 6: Further mechanics and thermal physics

Topic 7: Fields and their consequences

Topic 8: Nuclear physics

Topic 9: Turning points in physics (option module)

Progression routes

Students 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!

The knowledge and skills gained by studying physics will be useful. Physics is more than a subject – it trains the brain to think beyond boundaries.

Exam board: AQA

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.

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.

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

Exam board: AQA

Zunara Kaisar
Philosophy, Politics and Economics
University of Oxford

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

Students will learn about a selection of major ways of understanding human behaviour. They 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. Students will learn to use statistical tests to help interpret data and they will have an opportunity to study some uses of psychology in the real world.

Eleven different units across three A level exam papers.

Includes topics such as social Influence, memory, attachment, clinical psychology and mental health, 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 students choose the arts route, psychology shows a competence in scientific thinking and numeracy that will add breadth to their skills.

Similarly, the science route can often lack the opportunity to show students the ability to construct a well argued essay, but psychology will show them how to do this.

Exam board: AQA

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 students will also be developing practical research skills, by designing, carrying out and analysing their own sociological research.

Sociology is for students who 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?*

If students 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 'come alive' and every day there will be examples for learners to consider. Students 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

The AQA A level Spanish course builds on the foundations of GCSE and develops fluency, accuracy, and confidence in using the language. Students will explore a rich variety of themes, including social issues and trends, as well as political and artistic cultures in the Spanish-speaking world, and key historical events. Students will also study a Spanish-language film and literary text in depth, sharpening their analytical and critical thinking skills. The course includes independent research and a speaking exam based on a topic of their choice, allowing students to explore an area that genuinely interests them.

Whether students want to travel, work internationally, or connect more deeply with the Spanish-speaking world, this course offers the skills and knowledge to take them there.

Assessment

Paper 1: Listening, reading and writing

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

What is assessed? (four themes)

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

Paper 2: Writing

2 hours, 80 marks, 20% of Alevel.

What is assessed?

- One text and one film
- Grammar

Paper 3: Speaking

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

What is assessed?

- Individual research project
- One of four themes

Progression routes

A level Spanish opens up a wide range of exciting progression routes. Many students go on to study Spanish or related subjects at university, either as a single honours degree or combined with other subjects such as business, law, or another language.

The language skills developed can also lead directly into careers in translation, education, tourism, international business, media, and diplomacy. In addition, A-level Spanish is highly valued by universities and employers for the communication, cultural awareness, and analytical skills it demonstrates.

Students may also choose to spend time volunteering or working abroad in Spanish-speaking countries.

Exam board: AQA

Pupils, and students in the sixth form secure a deep knowledge in the different subjects they learn.
This is a result of the school's highly effective and consistent approach to delivering the well-designed curriculum

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