Highlands



SIXTH FORM PROSPECTUS

2027 - 2028

Contents

Welcome from the headteacher	4
Welcome from the deputy headteacher	6
Welcome from the director of sixth form	8
Student leadership	10
An introduction to our staff	12
Extended Project Qualification (EPQ)	14
University destinations and results	16
The wider curriculum	18
How to apply for a place in the sixth form	20
Making the best subject combination choices	22
Subject specific entry requirements	24
A levels	25

Subjects

Art (Fine art)	26
Biology	27
Business (L3 BTEC) single	29
Chemistry	30
Computer Science	32
Dance	34
Design and Technology - Product Design	35
Drama and Theatre	36
Economics	37
English Literature	38
Geography	40
History	41
Mathematics and Mathematics (further)	43
Media Production (L3 BTEC) Single	46
Photography	47
Physical Education	48
Physics	49
Politics	51
Psychology	53
Religious Studies, Philosophy and Ethics	54
Sociology	55
Spanish	56



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, 2014 and 2024) at which students consistently outperform national expectations in terms of both attainment and progress. This is one of the reasons why our sixth form has grown steadily over the past few years with over 250 high performing students from Highlands and other schools joining us last September.

Another reason for our success is that we are relentless in our mission to make sure the quality of teaching is excellent in every department, as that is the main driver of student achievement. We recruit staff with high levels of subject expertise and in our professional development programme we focus on the latest research into cognitive science and how students learn. We spend two hours a week on our professional development, making us better teachers. We think this makes our sixth form special, and explains why students in our sixth form achieve so highly and go on to the destinations of their choice when they leave us.

We use our extracurricular 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, Eswatini, Morocco, France and Berlin and students studying geography visited Somerset as part of their NEA (Non-Examined Assessment) coursework field trip.

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, year on year, have gone on to study at Oxford, Cambridge, other Russell Group universities or who have gone on to prestigious apprenticeships at firms such as Deloitte and Goldman Sachs.

Student leadership is a strength at Highlands and our sixth formers have key leadership roles. I meet regularly with the head students, who are appointed from year 13. Sixth formers can also be appointed house captains and leaders within our four houses; Beech, Oak, Rowan and Willow. Over the past few years student leaders have led significant change at school, including increasing the sixth form study space, the introduction of a summer polo shirt and enhancing the range of extracurricular sports offered at school.

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 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 and sixth form 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 vision for the sixth form is to be the post-16 destination of choice for our community – an outstanding, high-achieving institution where every student is supported to succeed. We are proud of our track record of securing excellent academic outcomes, and the continued growth of our sixth form reflects the confidence that students and families have in the education and opportunities we provide.

Our aims are to:

- develop an ambitious curriculum offer which challenges, engages and supports our students to thrive in their chosen pathways;
- develop a culture of excellence, underpinned by our school values of determination, aspiration, respect and equality; and
- develop our students as confident leaders and role models who make a positive contribution within and beyond our school community.

The two years of sixth form are an important stage in a young person's life. Students flourish academically and personally as they specialise in subjects that interest them, developing their skills, talents and expertise. It is also a time to reflect on their aspirations and make important decisions about their future.

The decisions students make during these two years, alongside their achievements, can shape their opportunities beyond school. We want every student to leave Highlands Sixth Form with the knowledge, skills, confidence and experience to pursue the pathway that is right for them, including careers and opportunities they may not have previously thought possible.

Our super-curricular offer provides opportunities for students to extend their learning beyond the classroom. This includes student-led societies, such as Speak to Lead, where students develop communication and leadership skills in a supportive environment that encourages them to explore interests, share ideas and engage with others.

We are incredibly proud of our students' destinations, whether progressing to university, apprenticeships or employment. Our aim is for every student to leave well prepared for their next steps and confident in their ability to succeed.

We hope students are excited to join our ambitious and supportive community. In return, we expect them to work hard, embrace opportunities and contribute positively to sixth form life.

Ania Butler
Deputy headteacher



Our super-curricular offer provides opportunities for students to extend their learning beyond the classroom.



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. Our vision is to be a sixth form that inspires excellence, supports every student to succeed, and equips students with the skills required for them to thrive for the rest of their lives. 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 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. Our philosophy is that this provides the foundation for our students to become mature, independent and curious learners capable of achieving their goals. After many years of excellent academic results our students have access to the best universities and exciting work opportunities and we know that our approach to education works.

Our sixth form offers a 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 and 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. We 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.

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.

Matt Tuton
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 roles of responsibility. 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 School events 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 is 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.



Hello prospective year 12 students, parents and carers! My name is Naa-Shidaa Quartey, and I am delighted to introduce myself as one of the head students for this academic year.

Having attended Highlands since year 7, I've experienced the many opportunities available for student leadership. From form representatives to strand leads and house captains, students can contribute ideas while developing valuable skills. Through our house system, I've organised bake sales, proposed ideas for our Cultural and Heritage Day and helped create positive change within the school.

There's also a real sense of community in sixth form, with clubs and societies including Christian Faith Club, Psychology Society, Chess Club, Sixth Form Choir and Orchestra. Students can even create and lead their own activities.

Academically, the jump from year 11 to year 12 can feel daunting. However, whilst studying A level chemistry, biology and psychology, I've received an incredible amount of support from my teachers. The staff are immensely committed to their students, which is reflected in both the support they provide and the excellent results our school achieves.

Good luck with your GCSEs, and I hope to see many of you joining us at Highlands in September.

Naa-Shidaa Quartey
Head student 2026-27

Hello prospective year 12 students, parents and carers. My name is Harrison Sykes, and I am proud to be one of the head students at Highlands. My journey started in 2020 when I joined year 7, and since then I have made many amazing memories that have shaped my experience and made Highlands feel like a second home.

I am currently studying A level psychology and sociology, alongside BTEC business studies. Since joining the sixth form, I have found it to be a place where students are encouraged to grow in confidence, independence and ambition.

Moving from year 11 to year 12 can feel challenging, but it is also exciting. At Highlands, the transition is made much easier by the support around you. Teachers are always ready to guide and challenge you, while the sixth form team provides valuable advice and support whenever needed.

What makes Highlands special, is that learning extends beyond the classroom, with opportunities and experiences that help you develop as both a student and a person.

It is a privilege to represent such a supportive and ambitious community, and I would encourage you to embrace everything Highlands Sixth Form has to offer.

Harrison Sykes
Head student 2026-27

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 at Highlands. She is the science, technology, engineering and mathematics (STEM) lead and has nearly 20 years experience in science research, both in universities and commercial research laboratories. In addition, Dr Len has a successful academic publication record.

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

Mr Marshall



Mr Marshall is an English teacher at Highlands School, also acting as one of the school's UCAS and Higher Education Coordinators. Prior to achieving his PGCE qualification, Mr Marshall studied for a BA in Chinese at the University of Oxford and an MA in History at UCL, with a specialism in 20th century Chinese history and culture. He has several years of experience copywriting and editing for a number of publications. Mr Marshall has been involved in supporting applications to top-level university destinations over the past year.

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 11 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 is the head of economics and teaches BTEC business and economics 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.

Ms Apa



Having served as head of psychology for eight years, Ms Apa has developed the department into one of the school's most popular and highest-performing A level subjects. Her evidence-based approach, shaped by her training at the Ontario Institute for Studies in Education (OISE) at the University of Toronto, draws on cognitive neuroscience to help students understand memory and develop effective learning strategies. Under her leadership, student enrolment has grown significantly alongside outstanding academic outcomes, fostering curiosity, critical thinking and a passion for psychology.

Extended Project Qualification (EPQ)

Our outstanding Extended Project Qualification (EPQ) course is offered to students aiming for top 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 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

For many 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.

72% of students secured their first choice university and an impressive 35% of our students went on to Russell Group universities. In the past seven 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 seven 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
- Veterinary Medicine and Surgery, University of Central Lancashire
- Medicine, University College London
- Medicine, University of Nottingham

2025:
- Law, University of Cambridge

2026:
- Law, University of Cambridge

2025/2026 BTEC results

Subject: 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	21	0	6	6	8	1	0	0	0	0	0	0	0	0	100.0%	100.0%	95.2%
Creative Digital Media	15	0	1	2	2	4	2	2	2	0	0	0	0	0	100.0%	86.7%	33.3%
Totals	36	0	7	8	10	5	2	2	2	0	0	0	0	0	100.0%	94.4%	69.4%

Subject: Ext Cert	Exams	D*	D	M	P	U	X	Q	D*>P%	D*>M%	D*>D%
Business	25	1	18	4	2	0	0	0	100.0%	92.0%	76.0%
Creative Digital Media	1	0	0	0	1	0	0	0	100.0%	0%	0%
Totals	26	1	18	4	3	0	0	0	100.0%	88.5%	73.1%

Subject: Found Dip	Exams	D*	D	M	P	U	X	Q	D*>P%	D*>M%	D*>D%
Business	1	0	0	0	1	0	0	0	100.0%	0%	0%
Creative Digital Media	19	0	15	4	0	0	0	0	100.0%	100%	78.9%
Totals	20	0	15	4	1	0	0	0	100.0%	95.0%	75.0%

2025/2026 A level results

Subject	Exams	A*	A	B	C	D	E	U	A*>E%	A*>C%	A*>B%	Top 25% nationally
Art (Fine Art)	9	0	6	2	1	0	0	0	100.0%	100.0%	88.9%	
Art (Photography)	4	0	2	1	1	0	0	0	100.0%	100.0%	75.0%	✓
Biology	49	1	3	12	22	5	5	1	98.0%	77.6%	32.7%	
Chemistry	42	0	8	11	10	7	5	1	97.6%	69.0%	45.2%	
Computer Science	24	1	2	5	8	1	5	2	91.7%	66.7%	33.3%	
D&T (Product Design)	10	0	1	4	2	3	0	0	100.0%	70.0%	50.0%	
Economics	41	2	10	14	10	3	1	1	97.6%	87.8%	63.4%	
English Literature	27	3	5	13	4	2	0	0	100.0%	92.6%	77.8%	✓
Geography	12	0	0	4	7	0	1	0	100.0%	91.7%	33.3%	
Government & Politics	26	3	5	6	8	4	0	0	100.0%	84.6%	53.8%	✓
History	15	1	5	6	2	1	0	0	100.0%	93.3%	80.0%	✓
Mathematics	83	8	9	19	18	16	11	2	97.6%	65.1%	43.4%	
Maths (Further)	8	1	3	3	1	0	0	0	100.0%	100.0%	87.5%	✓
Physical Education	13	2	1	5	3	2	0	0	100.0%	84.6%	61.5%	✓
Physics	20	0	3	2	6	7	2	0	100.0%	55.5%	25.0%	
Psychology	68	5	23	25	14	1	0	0	100.0%	98.5%	77.9%	✓
Religious Studies	11	0	5	2	4	0	0	0	100.0%	100.0%	63.6%	✓
Sociology	48	3	13	14	11	6	1	0	100.0%	85.4%	62.5%	✓
Spanish	10	0	3	1	4	1	1	0	100.0%	80.0%	40.0%	
Totals	529								98.7%	81.5%	55.2%	
Subject	Exams	A*	A	B	C	D	E	U	A*>E%	A*>C%	A*>B%	-
EPQ - Extended Project	1	1	0	0	0	0	0	0	100.0%	100.0%	100.0%	-

Top 25% according to ALPS national progress measures 2026.

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

Our strong partnerships with employers, universities and organisations provide students with valuable opportunities to explore a wide range of career pathways. Through employer engagement, work experience, careers events and industry insights, students develop essential employability skills, gain a better understanding of the world of work and explore opportunities in higher education, apprenticeships and employment. These partnerships help students connect their learning to future opportunities and make informed decisions about their next steps.

Work experience and insight days

Our students benefit from a wide range of work experience, employer engagement and industry insight opportunities designed to help them explore careers and develop valuable workplace skills. Our work experience programme enables students to gain first-hand experience across a diverse range of sectors, while employer-led talks, workshops and insight days give students the opportunity to learn directly from professionals and explore different career pathways.

These experiences help students develop their confidence, communication and employability skills, while making meaningful connections between their studies and the world of work. We also support students in exploring apprenticeships, higher education and other progression routes, helping them make informed decisions about their future.

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 play an important role in supporting and inspiring our sixth form students. Former students regularly return to Highlands to share their experiences of university, apprenticeships and the world of work, providing valuable insights into different pathways and career opportunities.

Through talks, Q&A sessions and careers events, our students have the opportunity to hear directly from alumni about their experiences and gain a greater understanding of the different routes available to them after sixth form.

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 student or a new applicant.

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

New 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. The deadline for external applications is 31st January 2027.

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.
Vocational pathway (equivalent to 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.

* Due to national reforms in post 16 education, the triple BTEC courses are being defunded and replaced with alternative vocational options. Our vocational offer will be communicated with applicants once further government guidelines have been published.

Where English is specified as an entry requirement, this refers to either GCSE English Language or GCSE English Literature.

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 Form
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.

New applicants
There are a minimum of ten guaranteed places for new applicants.

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 curriculum offer and place in the sixth form.

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 an 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
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, plus grade 5 in GCSE maths
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	Grade 6 or higher in GCSE drama or an audition either by video or live
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) 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, 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 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
Spanish	Grade 6 or higher in GCSE Spanish

Where English is specified as an entry requirement, this refers to either GCSE English Language or GCSE English Literature.

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. The A level subjects offered at Highlands are:

- Art (Fine art)
- Biology
- Chemistry
- Computer Science
- Dance
- D&T – Product Design
- Drama and Theatre
- 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.

Vocational pathway

Our vocational pathway provides students with the opportunity to study subjects through an applied and practical approach to learning. These level 3 qualifications combine the development of subject knowledge with practical skills and understanding, preparing students for a wide range of future pathways including higher education, apprenticeships and employment.

We are committed to maintaining a strong and ambitious vocational offer at Highlands Sixth Form. As part of the national reforms to post-16 qualifications, a number of existing vocational qualifications, including triple BTEC programmes, are being withdrawn from funding. We are therefore reviewing our offer to ensure that we can continue to provide high-quality alternatives which meet the needs, interests and aspirations of our students.

The precise qualifications available for September 2027 are currently being finalised in response to the national reforms. Full details of the courses available will be provided once these arrangements have been confirmed.



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.

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



Mercedes Acquaye
Pharmacy
Nottingham University

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, plus grade 5 in GCSE maths.

Course content

The course covers physical, inorganic and organic chemistry.

Year 12 topics

Physical chemistry 1:	Atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibria, 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, halogenoalkanes, alkenes, alcohols, organic analysis.

Year 13 topics

Physical chemistry 2:	Thermodynamics, kinetics, the equilibrium constant, electrode potentials, acids, bases and buffers.
Inorganic chemistry 2:	Periodicity, transition metals, reactions of inorganic compounds in aqueous solution.
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



Rukiye Coban
Medicine and surgery
Lancaster University

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:	2 hours 30 minutes written exam – 40% of A level total.
Algorithms and programming:	2 hours 30 minutes 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



Adrian Tumanya
Engineering Degree Apprenticeship
Goldman Sachs Software

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 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

Entry requirements

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

Course content

A level Drama and Theatre inspires students to become independent theatre makers. This qualification emphasises practical creativity alongside research and theoretical understanding. Students learn through experience, seeing theatre and making theatre for themselves. Students are introduced to a wide range of theatrical styles and contexts as they explore plays practically, devise and work on performances.



Assessment

Component 1: Drama and Theatre (3 hour written exam) 40%

Component 2: Creating Original Theatre (Practical) 30%

Component 3: Making Theatre (Practical) 30%

Progression routes

This course provides the skills students need to go on to higher education, whether that is to study a course in drama or another subject.

This course opens up opportunities in the theatre sector as a performer, designer, stage manager or director. Studying drama also supports applicants studying law, medicine and other career paths that rely on good communication, teamwork and creativity.

Exam board: AQA

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



Luke Tyrimos
Head student
Law
Cambridge University

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 constituting a 3000-4000 report based on data collected during a residential trip, focused on a human or physical geography enquiry.



Components

Component 1: Physical geography

Component 2: Human geography

Component 3: Geography fieldwork investigation

Assessment

Component 1 and 2: written examinations: 80%

Component 3: non-examined assessment (NEA): 20%

Progression routes

Geography provides a strong pathway to university and other forms of higher education. It is recognised by Russell Group universities as a facilitating subject because it combines elements of both the sciences and the humanities, keeping a wide variety of degree options open.

Geography is rated highly by employers for the range of skills that it fosters, including skills in research, analysis, problem-solving and critical thinking, meaning that geography graduates are consistently among the most employable. Career paths after university include environmental science, business, law, urban planning, climatology, cartography (GIS), international relations and journalism, to mention a few.

Exam board: AQA

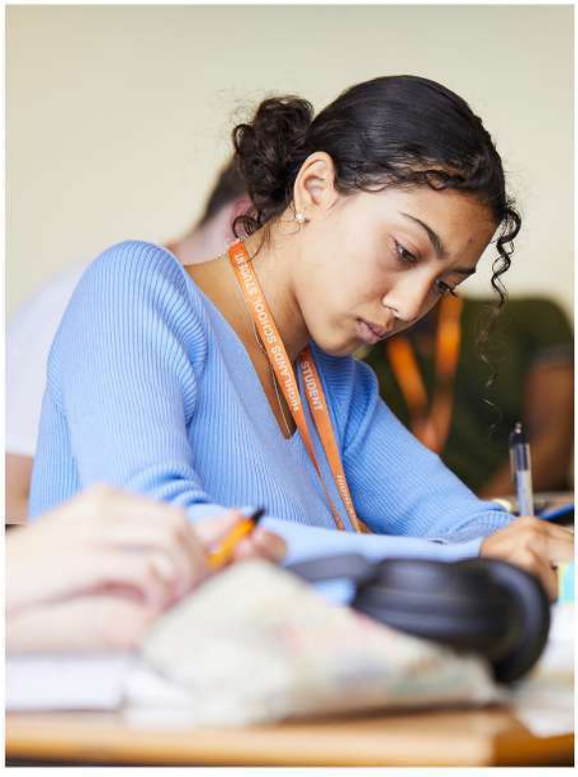
History

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



Elena Giudice
Head student
History
Warwick University

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

There are three two-hour written examinations at the end of year 13:

- Two pure papers
- One applied paper (statistics and mechanics)

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 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



Arnelijus Mankevicius
Aerospace Engineering
Bristol University

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 of which are external exams. All units are graded **Pass, Merit, Distinction** and **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

Physics

Entry requirements

Grade 6 in GCSE physics or 6-6 in GCSE combined science, 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
Oxford University

Psychology

Entry requirements

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

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 A level.

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



Mea Branco
Law with Spanish
University College London

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

OFSTED 2024



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