Highfields School
BE THE BEST YOU CAN

Sixth Form Prospectus

For students starting Year 12 in September 2027



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Introduction

A-levels are a new adventure, and we want you to love what you learn and how you learn it. The Sixth Form at Highfields is a friendly, energetic and supportive community where we want you to enjoy your time and find the rewards of studying at a high level.



Academic Success

For many years the supportive academic ethos created by our students and experienced staff team has led to excellent exam results. Nationally we have been in the top 25% for progress every year since 2011, with only two exceptions, and on several occasions near or at the top of the county's achievement table, including having the highest A Level average point score in 2023 of any school in Derbyshire.

This is the result of a tight-knit group of students who create a positive, supportive and competitive atmosphere as they learn. It also comes from a stable and passionate staff team where many of our subject specialists are also examiners.

Beyond your studies

Equally important to us however, is building a community where generosity and fun help to create the resilience needed for A level study and its challenges. We want students to enjoy volunteering and pushing themselves out of their comfort zones. It is these activities which distinguish students when they are applying for jobs and courses in the future. So, we have an energetic programme of events, trips and student led groups. Students get involved in hosting Christmas parties in care homes, visiting the elderly each week and reading in primary schools. This keeps us connected to our local community. Social events are organised by students each term, and there is a wide leadership programme where our students help to develop those in younger years. As well as taking a dip in the waters of Rother Valley Aqua park each year, we have also been camping with Year 13 students each summer and taken trips to Iceland and Greece.

Where it might lead

Around 75% of students go to university and we'll always be able to put you in touch with a former Highfields sixth former who has gone before you. So, whether you want to become a vet or dentist, a doctor or midwife, perform at a conservatoire, head into a career in property, engineering or law, or simply pursue the subject you love in the sciences, arts or humanities, we want you to be empowered. Sometimes students underestimate what they can achieve and where they can get to, so we'll have a quiet word where necessary, to make

sure you reach the place which best fits your talents. Wherever your ambitions lie, we'll always find ways to support you.

In recent years students have also gained well paid degree apprenticeships with Morrisons, Fujitsu, Jaguar Land Rover, Rolls-Royce and Balfour Beatty. These are competitive places which require thoughtful applications, and careful preparation for assessment centres.

If you love what you learn and are prepared to go the extra mile, then you get great results. Over the past five years, 85% of our Extended Project students have achieved A* grades. In 2023, four of these students went to Oxford or Cambridge. Over the last 7 years, Oxbridge places have been gained every year.

We work closely with the Universities of Nottingham and Sheffield, Nottingham Trent and De Montfort to help students understand the breadth of courses available to them. Former students visit us to give the most up-to-date and down-to-earth feedback on their courses and experiences. At the same time, we help to find mentors for students who are looking for direct entry to employment, with independent careers advice and mock interviews.

A special welcome to students from other schools. Our sixth form community has hugely benefitted from the influx of students who have not been with us in Year 11. They have often played a great role in our volunteering programmes and the wider life of school. In recent years, the destinations for these students have included a degree apprenticeship with the Waterman Group as well as many successful Oxbridge applications (Maths and Law at Oxford, as well as Medicine, Economics and Modern Languages at Cambridge).

Our Induction Days in the summer give students and tutors the chance to come together and enjoy some time for team building and an opportunity to think about Sixth Form studies before September. We ensure that students joining Highfields are well looked after and have a good feel of the school before they start. Entering sixth form is an important new phase in any student's career and we look forward to welcoming you.

Martin Flett
Director of Sixth Form



Chris Warrington
Assistant Director of Sixth Form



Rachel Sargeant
Year Manager



Ultimately, hearing from our own students is often the best way of learning about the Sixth Form opportunities and atmosphere...



I came to Highfields Sixth Form from Tibshelf School and it has been a warm, welcoming place where it is easy to make friends. Within the first few weeks I'd volunteered to help with reading at All Saints Junior school, I was driven down there and introduced to teachers. I then kept up the project all year, it was great seeing children who struggled with reading progress.

I chose to do an Extended Project into Modern Surveillance Legislation, because I want to study Law at university. I received lots of help with decoding the legal jargon throughout the course of my project. At Highfields, I have enjoyed studying my subjects because the teachers are passionate about what they teach and so are all the students. This makes learning engaging and interesting. I've had lots of help with my application to Cambridge and I'd say to anyone thinking of Highfields that it's definitely worth a bus journey!

Connor



After attending my previous school for five years, moving to Highfields Sixth Form has been the most positive experience. I received such a warm welcome and have made some wonderful friends.

The teachers were very helpful and also arranged for a group of us to volunteer at Golding Grange, a local day care centre which has been a very rewarding experience. I have thoroughly enjoyed my time here and would highly recommend it.

Amelia



During my time at Highfields Sixth Form I have been able to get involved in some of the amazing opportunities they offer here such as volunteering at Golding Grange day care centre and becoming an ambassador for the local charity Helen's Trust, helping organise a number of fund-raising events in school.

I have also been able to do an Extended Project on Biohybrid Robots with great support from staff. I have also been a member of the Student Parliament which was very rewarding. All of these opportunities have developed my confidence and this was really valuable when I gained a place on the Headstart course at Belfast Queens University in the Summer for Physical Sciences which really helped in my decision making to study Natural Sciences at University.

Isabel



Coming from another school, I knew very few people at Highfields, but I was put in touch with other people before I started and the teachers and students went to a lot of trouble to welcome me and make sure I felt comfortable. It didn't take long before I felt like I'd been her for ages. I also noticed that as soon as we were isolating due to covid, my teachers were immediately online and helping me in my zoom lessons by email. Although that hopefully won't happen to you, it showed me that teachers would quickly go the extra mile to help you and that was my experience throughout my time at Highfields. It is a very friendly environment which made the transition from an external school a lot easier. There are lots of opportunities with extracurricular activities, for example being in touch with care homes and supporting the local community. I would highly recommend talking part in these as it helps create new friendships.

Jack



Highfields Sixth Form was a fantastic experience. The sixth form team ran lots of fun activities, which provided a great social atmosphere alongside the academic work. Personally, the camping trip we went on was one of the absolute highlights of my two years in sixth form.

I was also provided with a lot of support during my application to university. I applied to study medicine, which involves a relatively intense and lengthy admissions process. I was given lots of guidance that made the application process much less stressful, including running mock interviews and providing support with my personal statement.

Oliver



Highfields Sixth Form has presented me with the most amazing opportunities which have helped me grow not just as a student but as a person. Each member of the sixth form team is like a cheerleader, showing support and encouragement for everything I have been involved in. The opportunity to carry out leadership roles such as choreographing for dance and drama clubs and presenting speeches at open evenings has improved my confidence and helped me succeed in interviews. Mr Flett's mock interviews and personal statement advice were extremely valuable in preparing me for university and job applications. I have made lasting friendships, with everyone embracing the fun of fundraisers and socials, no matter how silly our costumes sometimes were! Now a paediatric nursing student at Northumbria University, I feel that my time at Highfields Sixth Form pushed me to reach my full potential and has equipped me to pursue a successful and rewarding future.

Ella

Parent of a sixth former (2023 – 2025)

"The transition from Year 11 to Sixth Form is a significant move in itself, so to embrace the additional challenge of a new school is a real 'step out of your comfort zone' moment! Just over two years ago we walked through the doors of Highfields School and were unsure if our daughter would be offered a place! Thankfully she was and the sixth form team took the chance we needed. It's fair to say our daughter enjoyed the best 2 years of her school life at Highfields and was welcomed with open arms by both the students and staff. She felt guided and nurtured at every turn and this was instrumental to her final achievements and getting the place in university we once thought might have been out of reach".

Guidance for subjects

Three or four subjects in Year 12?

Whether students start with three or four A Levels will be considered on a case-by-case basis with each student. For most students, starting on three subjects will be appropriate but for a few students it may be sensible to start with four, with a view to dropping one when they are more certain which their three best subjects are. Core Maths and the Extended Project Qualification ('EPQ') are optional extras. The EPQ is the equivalent of half an A Level and allows you to devise your own topic and question to study and research by yourself. (Further details are on page 25). You don't need to decide whether or not you want to do an EPQ until you start Year 12. We do ask you to indicate whether or not you want to do Core Maths when you apply.

Resitting GCSE English or Maths

Students who, at the end of Year 11, do not achieve Grade 4 or better in GCSE English and/ or Maths are required to resit those subjects during Year 12. Students achieving a Grade 4, are given the opportunity to resit. We will discuss this with you on Results Day.

GCSE Entry Requirements

GCSEs are an important indicator of how students are likely to achieve at A Level Entry Requirements for the Sixth Form are set out below. However, where there are personal circumstances to take into account, we will listen carefully to teachers' views on the academic potential of the student to achieve at A Level.

Entry into Sixth Form is subject to an average of a Grade 4 across all a student's GCSEs. There are additional requirements:

- for A Level Maths you will need Grade 7 at GCSE.
- for Further Maths A Level, you will need a Grade 8 at GCSE.
- for a Science subject at A Level you will need a Maths GCSE at Grade 6 or above, and also a Grade 6 in that Science subject at GCSE (or grade 6,6 in Combined Science). This means you cannot do a Science subject if you take Foundation Maths.

Average GCSE point score calculation

This is the mean average. This is calculated by adding up all the point scores from each of your subjects and dividing by the number of subjects you are taking as shown in the tables below

GCSE Grade	Point Score
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1

BTEC Tech Award/Cambridge National Grade	Point Score
L2D*	8.5
L2D	7
L2M	5.5
L2P	4
L1D	3
L1M	2
L1P	1.25

WJEC Tech Award Grade	Point Score
L2D*	8.5
L2D	7
L2M	5.5
L2P	4
L1D*	3
L1D	2
L1M	1.5
L1P	1

Example

A student achieves the following grades:

Total ÷ number of subjects = Mean Average

52.5 ÷ 9 = 5.83

Grade	Point Score
7	7
6	6
76 (combined science)	7 6
L2 Merit	5.5
5	5
5	5
8	8
3	3
Total	**52.5**

Core Maths and A Level Maths: Core Maths helps students develop their maths in Sixth Form without needing to take A Level Maths. It has equivalent UCAS points to an AS Level. Core Maths has an entry requirement of Grade 5 at GCSE.

Would Core Maths or Maths A Level be best for me?

If you answer yes to any of the following, you probably will want to do Core Maths:

- I am doing a subject which now has a significant Maths content at A Level (like Psychology, Geography, Geology, Engineering, or another Science subject) and I would like to improve my Maths for it, but I don't want to do A Level Maths. (These subjects do not require you to study Core Maths, but it can be useful).
- I enjoy Maths and want to continue it in Sixth Form, but I don't feel Maths A Level would be right for me.
- I am interested in a career which might use Maths (like Finance or Accountancy) so I want to do some Maths which is good for real life, but I don't need Maths A Level, which is more theoretical.
- I enjoy Maths, and might be interested in Primary School teaching, and therefore want to improve my Maths, but don't feel I would want to do a full A Level in it.
- If you answer yes to any of these questions, you probably want to do A Level Maths:
- I really enjoy Maths at GCSE and I want to continue to learn a more theoretical, conceptual Maths in a challenging A Level.
- I really enjoy Physics, and might want to do it at university.
- I really enjoy Chemistry, Biology or Physics and might want to study that subject at university (which probably means you are likely to get a Grade 7+ in GCSE science).
- I am considering the type of Engineering Degree which would require A Level Maths.

Thinking of University?

For some subjects your choices and combinations of subjects will be important. For example, medicine and related subjects, engineering, architecture and in some cases, law. For other subjects there might be 'clusters' of subjects which work well together. On the school website there is more detailed advice - 'Advice and Guidance for Year 11 students' in the Sixth Form section of the Highfields website. Choices might also be important if you are potentially thinking about Oxford or Cambridge. Speak with us if that is the case. The UCAS website can also help you. However, in most cases the choices and combinations are not so critical - studying what you enjoy is the most important thing.

Choosing the right courses

Exploring subjects carefully during Year 11 is important, to make sure you have chosen the best subjects for you. Subjects are different at A Level to how they were at GCSE, and new subjects are available. Researching the widest range of subjects will help you to be more confident in your choices and not miss something which might have suited you better. It is also better to have a few options in mind, just in case one of your choices has a clash with another in one option block. We'll try to avoid that where we can, but it is sometimes

unavoidable. There might also be a few cases where there aren't sufficient numbers to run a subject.

You should also think about the mix of assessment methods. Some subjects include coursework and, with a greater emphasis on coursework and assignments, the Health and Social, Business and Sports courses suit some students very well.

Every year we have a few cases where there are concerns that there are 'hard' and 'easy' subjects and that universities are unlikely to accept or favour some subjects. Please be careful with this view and talk to us where this is your motivation. We find in most cases that (a) universities will not distinguish between subjects in this way, and ultimately are more keen to see three good grades (which is what their offer will be based on) and that (b) what is a big problem (and we see more often) is where a student takes what they perceive to be a 'hard' subject in order to look good but fails to get the grade needed for their university place.

Assessment and Recording

Whichever A Level course you follow, the work will be intensive and assessment of your progress will occur at regular intervals. Progress and attendance will be monitored regularly so that students can see a way forward to achieving their goals. We value discussions between teachers, students and parents where there are problems with performance and attendance to help improve, so that your investment of two years of education pays off. In Year 12, there is a Parents' Evening in December to discuss progress on the A Level courses with subject staff.

Life outside your studies

The Sixth Form Committee plans charity and social events, organises events for Children in Need and Comic Relief, and sets up Christmas Parties for the elderly in Matlock - a really worthwhile beginning to the Festive Season. Sixth Formers also play a leading role in the School Ambassadors programme, taking up leadership responsibilities with the chance to help younger students across the school and change things for the better.

- Our community service programme provides a large range of different opportunities for Sixth Formers to feel that they are giving something back into school life and the wider community in Matlock.
- The Read On Write Away programme trains students to go into primary schools and help mentor younger children in their reading skills. This can have a really positive benefit for the child, as well as being a valuable one-on-one experience for students considering careers in the education, health or social fields.
- The same is true for the in-school mentoring programme where each year at least 70 students spend time each week helping pupils in Years 7 to 11 with academic work or giving them friendly advice on issues outside the classroom.

- Sixth Formers visit local care homes on a regular basis to bring music to the residents and a friendly face to chat with, and the Christmas Party with bingo, singing and food is a highlight in their calendar.
- The Sports Leaders Programme at Highfields is a significant commitment, but a rewarding experience for many sixth formers, who help to coach, encourage, supervise and support Primary School sport. They gain nationally recognised qualifications for doing so.
- Groups of students have also completed the Duke of Edinburgh's Gold Award, planning their own trips to the Lake District or further afield. It is one of the toughest but most memorable challenges, and often helps to develop students in ways which academic study cannot!

There are many more activities to become involved in, some of which they set up and lead themselves (like the Debate Club) so you are always welcome to propose new initiatives.

Support, wider development and preparation for the future

Form groups are at the heart of the Sixth Form Community. Established right from the start on Induction Day, they provide the social support of friends going through the enjoyment and challenges of A Level life. There will be mentoring support from your form tutor who will look at your studies with you on an individual basis. Form groups also provide a place for development on different fronts.

- Your independent experiences develop during your sixth form years and so it's important to think through the new benefits and risks of those experiences. For example, we'll think through festivals, drink-spiking, road risks and keeping safe.
- In job and university interviews you'll be asked to give your views on topics - so we prepare by debating issues in a friendly form environment; and at interview you may be asked to present to a panel – so you'll also have a go at making a presentation to a receptive form time audience.
- Form times also give you time to look at options for higher education and careers. We will guide you through platforms like Unifrog, to help you to explore possible careers and routes to them. There will also be talks from former students, independent careers advice when you want it, and the chance to go to careers and apprenticeship evenings.
- We also want forms to be enjoyable, and so a variety of quizzes, group games and challenges will be there to give you a good start to the day.

Enrichment offers

Various departments take students for residential or day trips. These include Geology, Biology, Geography, History and Business Studies. Some trips are open to all students, like those to New York, London and Morocco.

New York and London Trips

These are theatre focused trips, allowing students to explore the creative arts both on stage and behind the scenes. There is an opportunity to experience backstage tours of world famous theatres such as The Globe and Radio City Music Hall, whilst also visiting creative working spaces such as Warner Brothers Studios and The National Theatre. We also partake in musical theatre workshops with West End and Broadway professionals, as well as seeing blockbuster musicals in well-renowned theatres. These trips also allow opportunity for sightseeing of famous landmarks, learning about significant moments in history and immersing in city lifestyle and culture.





Geography - London



Recent enrichment opportunities have included theatre visits to London, most recently to have a guided tour of the Houses of Parliament (to support Global Governance content) and to see the RSC's adaptation of 'The Boy Who Harnessed The Wind', supporting our understanding of global issues and development.

Previous trips have included walking tours of Spitalfields and Brick Lane as well as a theatre performance of 'Come from away' – a musical describing the impact of 9 /11 on a small town in Canada.



The History Department also offers the opportunity to visit the Houses of Parliament, as well as a moving trip to Auschwitz.

Morocco

In April 2027, we will be taking a group of students to Morocco; we will spend time in Marrakech as well as the High Atlas Mountains where we will visit a film set, a date farm and spend time with a Berber community. We are very excited about this trip!

Our Sixth Form Subjects

You can read more about each of the subjects below in the following pages. Some of the subjects will require a certain number of students to opt for them in order to make the subject viable. All subjects are A Levels unless otherwise stated.

- Art & Design—Fine Art
- Art & Design—Textiles
- Art & Design—Photography
- Biology
- BTEC Business
- Chemistry
- Computer Science
- Drama and Theatre
- Engineering
- English Language
- English Literature
- Film Studies
- French
- Further Mathematics
- Geography
- Geology
- German
- Health and Social Care (Cambridge Technical)
- History
- Mathematics
- Music
- Physics
- Psychology
- Sociology
- Spanish
- BTEC Sport

Subjects that can be taken alongside your A-Level choices:

- Core Maths
- Extended Project Qualification (EPQ)

Sixth Form Subjects

For the school year 2027 – 2028



Art & Design - Fine Art

What is Art & Design?

Art and design - fine art introduces students to a wide range of different art medias, techniques and processes. The course emphasis is on learning by doing and allows learners to develop their creativity and independent thought.

Course content - Year 12

Students will be introduced to a wide range of experiences, exploring 2 and 3-dimensional media process and techniques. Students will develop their portfolio through sustained practical investigations, informed by contextual studies.

Course content - Year 13

The course allows students to explore more personal themes and ideas. Students choose their own area of study, researching relevant artists, crafts people and designers and use this understanding to develop their own practical work. Practical exploration will be supported by written work that documents how students' ideas and understanding have developed.

Assessment criteria

Year 12:
Component 1: Portfolio. Assessment: No time limit
Component 2: Externally set assignment. Assessment: Preparatory period + 10 hours supervised time

Year 13:
Component 1: Personal Investigation. Assessment: No time limit
Component 2: Externally set assignment. Assessment: Preparatory period + 15 hours supervised time

Are you interested in:

- Media and materials?
- Fine art and print
- making?
- 3-dimensional design?
- Illustration and design?
- Artists, galleries and
- museums?

Leading to a career in:

- Freelance design/
- illustration
- Architecture
- Fashion design
- Photography
- Art therapy
- Art history
- Craft design

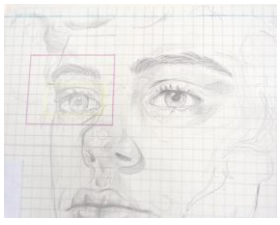
Exam Board: AQA

Course Code: 7207

Teaching Staff:

- Miss Fairbank
- Miss Sellers









Art & Design - Textiles

What is Textiles?

The course focuses on creative skills, techniques and processes associated with fine art textiles. It offers opportunities for personal expression in a broad range of techniques in the following specialisms: surface pattern; drawing; decoration; print and dye methods; knit; weave; felt; embroidery and mixed media

Course content - Year 12

Students are introduced to a wide range of materials, techniques and processes in art and textiles. Students will develop their portfolio through sustained research and investigations in response to a chosen theme.

Course content - Year 13

Students choose their own area of study to produce a personal investigation explaining relevant artists, designers and crafts people and developing their own practical work. Practical investigations will be supported by a written assignment between 1000-3000 words.

Assessment criteria

Year 1: 60% coursework, 40% externally set assignment (10-hour exam)

Year 2: 60% coursework, 40% externally set assignment (15-hour exam)

Are you interested in:

- Textile media and materials?
- Fashion design?
- Fine art textiles?
- Mixed media?
- Contemporary textiles?

Leading to a career in:

- Costume design
- Interior design
- Fashion and business courses
- Fashion/textiles design
- Knitwear/footwear
- Retail management training
- Trainee buyer / Merchandiser

Exam Board: AQA

Course Code: 7204

Teaching Staff:

- Miss Fairbank
- Miss White











Art & Design - Photography

What is Photography?

Students will be introduced to a variety of experiences that explore a range of photographic media, techniques and processes. They will be made aware of both traditional and new technologies responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

Course content Year 12

Students are introduced to a wide range of techniques and processes in photography. Students will develop their learning through sustained research and investigations in response to a chosen theme.

Course content Year 13

Students will be expected to undertake a personal investigation on a theme of their choice. They will develop a portfolio of work inspired their starting point and exploring a wide range of photographic techniques and processes. Practical investigations will be supported by a written assignment between 1000-3000 words.

Assessment criteria

Year 1: coursework

Year 2: 60% coursework, 40% externally set assignment (15 hour exam)

Are you interested in:

- Digital Photography?
- Multimedia?
- Photojournalism?
- Mixed media?
- Photoshop

Leading to a career in:

- Film maker
- Photographer
- Photojournalism
- Advertising
- Trend Influencer
- Cinematography

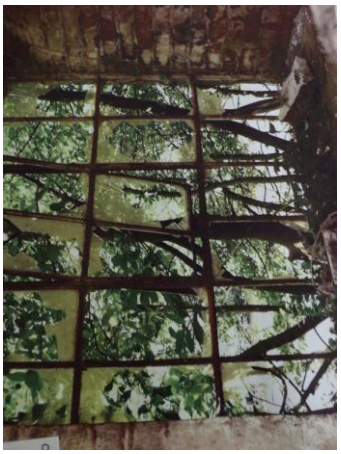
Exam Board: AQA

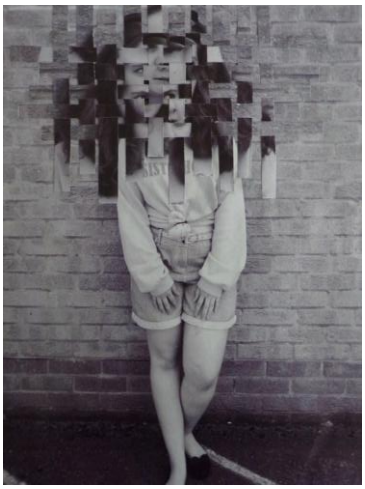
Course Code: 7206

Teaching Staff:

- Miss Sellers
- Miss Ward









Biology

What is Biology?

Biology is the study of living organisms, how they function and how they interact with each other.

Course content

This course has a great blend of topics. Some of which you will already be familiar with from GCSE such as the circulatory system and photosynthesis. Other topics are brand new, such as modern gene technologies including gene cloning, gene therapy and DNA fingerprinting.

If you like GCSE biology, you will love A-level because you can really get to grips with each topic and make your understanding more complete.

You will enjoy the balance between theory and practical lessons. The practical investigations will give you the chance to develop skills and consolidate your theoretical knowledge.

There are 12 required practicals, six in Year 12 and six in Year 13. These are opportunities to demonstrate your improving competencies in practical work, so that you can achieve a pass in the practical component by the end of Year 13.

Assessment criteria

Paper 1 (2 hours) – on Topics 1-4 content

Paper 2 (2 hours) – on Topics 5-8 content

Paper 3 (2 hours) – synoptic questions on all topics including an essay







Are you interested in:

- Living things and how they work?
- The way in which scientists work?
- The contribution of science to modern society?
- Understanding medical developments in the media?
- The impact humans have on the environment?

Leading to a career in:

- Medicine
- Dentistry
- Pharmacy
- Micro-biology
- Veterinary science
- Physiotherapy
- Genetics
- Bio-medical sciences
- Agricultural science
- Forensic science
- Midwifery
- Nursing
- Food science
- Environmental science
- Marine biology

Exam Board: AQA

Course Code: 7402

Teaching Staff:

- Mrs Stafford
- Miss Burgess
- Dr Tout

BTEC Business National Extended Certificate

What is BTEC Business?

The BTEC Business National Extended Certificate has been developed in conjunction with various companies and institutes including John Lewis, Barclays, Npower, The Peter Jones Foundation and the Chartered Institute of Management. Universities, Professional Bodies and Employers have confirmed that the Diploma meets their entry requirements. This BTEC will be the equivalent of one A Level for UCAS entry. The course will include links with local businesses and the qualification gives the knowledge, understanding and skills that underpin the business sector.

Assessment criteria

One unit is assessed through exam, another through a controlled assignment set in school, and the others through coursework.

Course content

Exploring Business: This looks at how businesses are organised, how they communicate, the characteristics of the environment in which they operate, and how this shapes them and their activities? You will also look at the importance of innovation and enterprise to the success and survival of businesses. (Coursework)

Creating a Marketing Campaign: You will look at how a marketing campaign is developed, explore different stages of that process which a business goes through and develop your own campaign. (Written supervised assessment with pre-release material)

Personal and Business Finance: Personal finance looks at how managing your money can help prevent future financial difficulties. It is vital you understand the financial decisions you will need to take throughout your life and how risk can affect you and your choices. The business finance aspects of the unit introduce you to accounting terminology, the purpose and importance of business accounts and the different sources of finance available to businesses. (Written examination)

An optional unit to be taken from:

- Customer service
- English legal system
- Employment Law
- Potentially some extended work experience

Are you interested in:

- Knowing how to manage your own finances?
- A practical applied approach to learning?
- Setting up your own business?
- Understanding the inevitability of change?
- Finding out about what really happens in the workplace?
- Understanding how teams work together?
- Why businesses make the decisions they do?
- Investigating a range of business case studies?
- The reality behind The Apprentice?
- How the economy, politics, social trends and technology can impact on business?
- The considerations when setting up a new business?
- How businesses manage change?

Leading to a career in:

- Administration
- Accounting
- Management
- Sales
- Customer Service
- Human Resources
- Financial Services
- Marketing
- Operations

Exam Board: Edexcel

BTEC Business

Teaching Staff:

- Mrs Langsdale
- Mr Flett

Chemistry

What is Chemistry?

Studying the principles of physical, inorganic and organic Chemistry and exploring these through experimental work.

Course content Year 12

During Year 12 students will look at the relationship between atomic structure, chemical reactivity and patterns in the Periodic Table. This leads onto an introduction to organic chemistry, including alkanes as fuels and the environmental consequences of this use.

Course content Year 13

During Year 13 there is an opportunity for practical investigations to explore thermodynamics, transition metals, organic chemistry and their applications in industry and medicine.

Assessment criteria

100% examination Year 12 has two module exams and Year 13 has three module exams with assessment of practical skills part of these written module exams.

A separate endorsement of practical skills consisting of six practicals in Year 12 and six in Year 13 will be taken alongside the A-Level which will be assessed by teachers.

Are you interested in:

- Practical Chemistry?
- Applications of Science?
- Problem solving?
- Scientific research?

Leading to a career in:

- Chemistry and chemical engineering
- Medicine and related fields
- Veterinary studies
- Biochemistry
- Pharmacy
- Physiotherapy

Exam Board: AQA

Course Code: 7405

Teaching Staff:

- Dr Atkins
- Mrs Harrison









Computer Science

What is Computer Science?

The emphasis of this course is on abstract thinking, general problem-solving, algorithmic reasoning along with a strong emphasis on mathematical computation. The course develops students' computational thinking skills and problem solving ability. Students will also develop a range of skills including: high and low-level programming languages, network topologies, communication and Boolean algebra.

A range of different group and individual based teaching techniques are used to deliver the course theory. Students are expected to be able to work independently on the majority of the practical aspects of this course and be able to problem solve to find solutions for themselves.

Course content

Paper 1: The internal workings of the (CPU), data exchange, software development, data types and legal and ethical issues.

Paper 2: What is meant by computational thinking (thinking abstractly, thinking ahead, thinking procedurally etc.) Problem solving and programming – how computers and programs can be used to solve problems Algorithms and how they can be used to describe and solve problems.

Assessment criteria

Paper 1: 2-hour 30 min written exam (40% of A level)

Paper 2: 2-hour 30 min written exam (40% of A level)

Practical Problem Solutions: (20% of A-Level)

Are you interested in:

- Computer programming?
- How the Internet works?
- Solving problems?
- Whether or not a problem can be solved?

Leading to a career in:

- Science
- Engineering
- Software Development
- Network Management

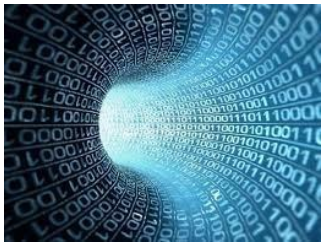
Exam Board: OCR

Course Code: H446

Teaching Staff:

- Mr Davies









A Level Design and Technology—Design Engineering

What is Design Engineering?

This qualification is designed for students who are interested in pursuing a career in the engineering sector and who are interested in engineering technology. The qualification could lead to further study in engineering, or an engineering related apprenticeship or employment.

Are you interested in:

- Engineering

Leading to a career in:

- Mechanical Engineering
- Mechatronic Engineering
- Electronic Engineering

Exam Board: OCR

Course Code: H404

Teaching Staff:

- Mr Jackson

Course content

Paper 1: This paper is set out through four sets of questions that predominantly cover technical principles within each endorsed title.

Learners will be required to:

- Analyse existing products
- Demonstrate applied mathematical skills
- Demonstrate their technical knowledge of materials, product functionality, manufacturing processes and techniques
- Demonstrate their understanding of wider social, moral and environmental issues that impact on the design and manufacturing industries



Paper 2: This component has a series of longer answer questions that require learners to demonstrate their problem solving and critical evaluation skills.

Learners will be required to:



- Apply their knowledge, understanding and skills of designing and manufacturing prototypes and products
- Demonstrate their higher thinking skills to solve problems and evaluate situations and suitability of design solutions

The '**Iterative Design Project**' requires leaners to undertake substantial design, make and evaluate project centred on the iterative processes of explore, create and evaluate. Learners identify a design opportunity or problem from a context of their own choice, and create a portfolio of evidence in real time through the project to demonstrate their competence.



This is an excellent opportunity to learn about and experience different aspects of engineering and the science behind it. It will suit students who might be interested in Engineering degrees in the future (possibly when taken alongside Maths and/ or Physics) or Product Design degrees, and those interested in Higher Apprenticeships in Engineering.

Assessment criteria

Paper1: 1 hour 30 minutes written paper—26.7% of total A Level

Paper 2: 1 hour 45 minutes written paper—23.3% of total A Level

Iterative Design project: Approx. 65 hours, non-exam assessment—50% of total A Level

Drama and Theatre

What is Drama and Theatre?

The A-Level course extends the GCSE skills of responding, developing and evaluating in ways that emphasise their interdependence. Students completing the course will have a thorough understanding of drama and theatre, highly toned analytical and creative skills and an ability to communicate effectively with others.

Course Content

Component 1 – Drama and Theatre (Written exam)

- Knowledge and understanding of Drama and Theatre.
- Study of two set plays.
- Analysis and evaluation of the work of live theatre makers.

3 hour written exam (open book)

Component 2 – Creating original drama (Practical)

- Process of creating devised drama. The piece must be influenced by the work and methodologies of one prescribed practitioner.
- Performance of devised drama.

Performance of devised drama plus working notebook

Component 3 – Making theatre (Practical)

- Practical exploration of 3 extract texts.
- Extract 3 is performed as a final assessed piece. The piece must have evidence of the methodology of a prescribed practitioner.

Performance of an extract plus reflective report

Are you interested in:

- Performance?
- Experiencing different live theatre performances?
- Working in groups in a creative context?
- Developing strong communication skills?
- Close textual analysis?
- Learning about the craft of the playwright and how plays are structured?

Leading to a career in:

- Performance
- Directing
- Theatre production
- Teaching
- Law
- Psychology
- Project Management
- Other careers working with

Exam Board: AQA

Course Code: 7762

Teaching Staff:

- Mrs Bonsall-Allen
- Mrs Rifkin
- Mrs Cupitt

"Drama helped to develop my confidence. As a new student to the school in sixth form, it allowed me to build friendships as well as improve my leadership skills which have been invaluable during my Midwifery training" - Amy





"It was my most challenging but most rewarding A Level – I really enjoyed the balance of practical and academic work." – Jack

"A Level Drama and the extra-curricular 'Highfields Theatre' programme gave me so many opportunities, including a trip to NYC, London residential and workshops with Broadway & West End professionals." - Ella





English Language

What is English Language?

It's a systematic study of the use of English in everyday contexts. Therefore, you will learn how to analyse a diverse range of texts including examples such as conversation between a hairdresser and their client, an advertisement for a nightclub or a washing label from a pair of jeans. You will also discover how sociological and psychological factors such as gender and power have an impact on the way language is produced. To do this you will need to learn lots of new technical terms, investigate your own and others' language use and understand established theories about language.

Course content

Unit 1 Exploring Language (40%)

- **Language under the microscope** - First part focuses on analysing lexical feature, second part on a grammatical feature of a short written text
- **Writing about a topical language issue** - Piece of original writing focusing on an issue or concept related to language in use where the purpose, audience and form will be given
- **Comparing and contrasting texts** - The focus of this section is on exploring linguistic connections and comparisons between different modes of texts, for example, in spoken and written texts or different forms of spoken English, which could include British regional dialects

Unit 2 Dimensions of linguistic variation (40%)

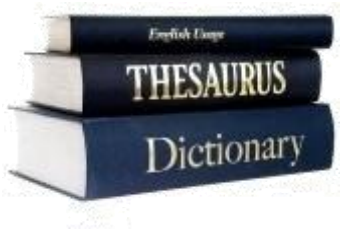
- **Child language acquisition** - The focus of this section is on children's acquisition of spoken language. The age range to be explored is 0–7 years old
- **Language in the media** - This section focuses on discourse in a multi-modal media text and requires you to apply language concepts and theories to your analysis of linguistic and graphological features. For example, you may consider relevant theories of language and power; language and gender or language and technology
- **Language change** - The focus of this section is on the analysis of historical varieties of English. The analysis will be based on drawing connections and comparisons between two texts from the 1600s to present day

NEA Independent language research (20%) - An independent investigation of language on an area of study which is of particular personal interest plus an academic poster where you present your research

Assessment criteria

Two exams worth 40% each and coursework worth 20%





Are you interested in:

- Analysing texts?
- Developing your own creative writing skills?
- Exploring the effective use of language?
- Learning about grammar and its usage?

Leading to a career in:

- Journalism and the media
- Teaching
- Publishing
- Advertising
- Legal profession
- Any job with an emphasis on communication

Exam Board: OCR

Course Code: H470

Teaching Staff:

- Mr Garth
- Mr Labonte

English Literature

What is English Literature?

English Literature is the study of literature written in the English language. Literature is any written work that is deemed to have artistic or intellectual value, such as novels, poetry and plays. The writers do not necessarily have to be from England but can be from all over the world. English Literature deals with universal themes and values; it also teaches us about different time periods and faraway places.

Course content

Aspects of tragedy (40%) - We will look at one Shakespeare play, one modern play and one poetry text.

- Othello (Shakespeare)
- Death of a Salesman (Arthur Miller)
- 4 poems by Keats

Crime Writing (40%) - There will be one novel written after 2000 and two texts including poetry and one pre-1900 text.

- Rime of the Ancient Mariner (Coleridge)
- When Will There be Good News (Atkinson)
- Brighton Rock (Greene)
- An unseen passage for the exam

Coursework (20%)

Two texts for coursework (one poetry and one novel). Students will have the opportunity to choose their own texts here and will produce two essays of 1200 - 1500 words linking their texts to literary theories (feminism, Marxism, ecocriticism etc)

Assessment criteria

Two exams worth 40% each and coursework worth 20%

Are you interested in:

- Reading widely?
- Exploring and sharing ideas?
- Developing your analytical skills and essay writing?
- Discussing and debating literary texts?

Leading to a career in:

- Journalism
- Publishing
- Teaching
- Advertising
- Legal profession
- Any job with an emphasis on ideas and writing

Exam Board: AQA

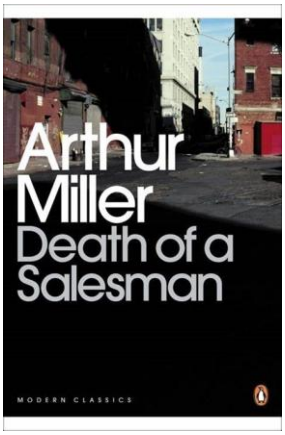
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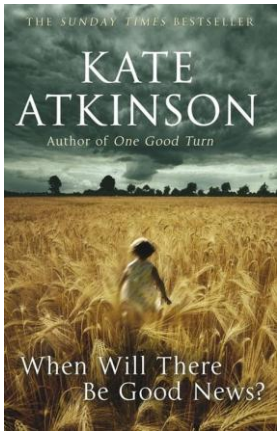
Teaching Staff:

- Mr Garth
- Mrs Flitter









Extended Project Qualification (EPQ)

What is EPQ?

The EPQ is a standalone qualification taken in addition to your A Level studies. The EPQ should not be counted as one of your A-Level choices.

It is the equivalent of an AS level and carries the equivalent UCAS points. It is a piece of independent research based upon any particular area of interest, but should not already be part of your A Level study. Typically projects test a hypothesis and involve a wide range of resourced information, surveys, interviews and data collection.

Course content

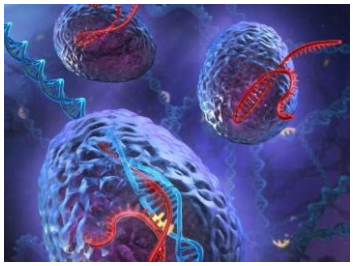
The EPQ is a written academic style report, a record of the process, a presentation and review/reflection of your project. It is internally assessed, and all of these elements form part of the overall mark. You will be assigned a Supervisor who will advise and support you through the project.

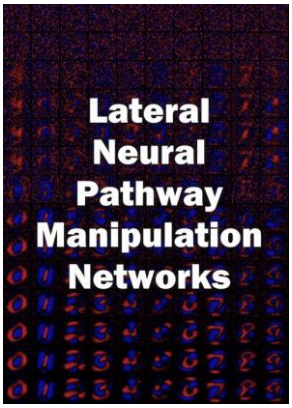
The EPQ project can take many forms; either a min 5000 word academic style dissertation or a shorter academic report supported by an artefact which could be an artwork, a visual media such as a film or animation, a play or piece of music. The EPQ is supported by a timetabled taught element of one period a week learning study and research skills to support your project.

Assessment criteria

EPQ projects are marked internally by the EPQ Supervisors to four Assessment Objective (AO) criteria and are standardised by the Course Co-ordinator. Projects are externally moderated.

- A01 Manage (20%)
- A02 Use Resources (20%)
- A03 Develop and Realise (40%)
- A04 Review (20%)





University Recognition:

It is not necessary to study an EPQ to gain a place at University, however, the EPQ is recognised by universities as an invaluable tool to equip undergraduate students with independent study skills.

Many university interviews will refer to EPQ study and in some cases offers may be amended on the basis of a good grade in the EPQ.

Exam Board: AQA

Course Code: 7993

Supervising Staff:

- Mr Flett

Course Co-Ordinator:

- Mr Flett

Recent Project Titles:

- How far has the use of Friedrich Nietzsche's philosophy by far-right movements been justifiable?
- Since 2000, has the legislation and regulation around state surveillance developed in a manner which is fit for purpose?
- The potential development of CRISPR-Cas9 as a method for treating disease
- Is Music Preference Biologically Hardwired or a Cultural Creation?

Film Studies

What is Film Studies?

Film Studies at Highfields is an exciting new subject which you may not have studied at GCSE. It is not necessary to have done GCSE Film Studies to do A-Level. You will never look at a film in the same way once you have begun this course!

The course is designed to deepen students' appreciation and understanding of film, a major art form of the 20th Century. Now film is over 100 years old and you will have the chance to delve into its history, studying influential movements and international film styles from the past and present. Recent new technologies have meant that film has become a method of self-expression that is accessible to a growing number of people—the youth of today are adults of the future and will need the ability to use this powerful tool for communication as well as to analyse and interpret its messages and values.

Not only will you benefit from learning an academic and theoretical approach to film but you get hands-on opportunities to experience the practical process of planning, shooting and editing your own short film. The department is fully equipped with HD and DV cameras and with the industry preferred editing software, Final Cut Pro.

Are you interested in:

- Film? (you have to be!)

Leading to a career in:

- Film/Online Video
- Radio
- Television
- Journalism
- Teaching
- Politics

Exam Board: EDUQAS

Course Code: A6760QS

Teaching Staff:

- Mr Warrington
- Miss Mabbs

Course content

Component 1:

- Varieties of Film and Filmmaking
- Hollywood 1930-1990
- American Film Since 2005
- British Film since 1995



Component 2:

- Global Filmmaking Perspectives
- Global Film
- Documentary Film
- Film Movements - Silent/Experimental Film



Component 3:

- Making a short film

Assessment criteria

- **Component 1**: 35% 2.5 hr Exam
- **Component 2**: 35% 2.5 hr Exam
- **Component 3**: 30% Internal Assessment

French

What is French?

A level French provides an engaging and exciting opportunity for you to build on your previous study of French. Through social, intellectual, historical, political and cultural themes you will be able to develop your linguistic knowledge and cultural understanding of the countries/communities where the language is spoken. Studying literature and film will allow you to undertake a deeper analysis of language structures and increase your cultural awareness. A strong focus is placed on building your confidence and fluency in spoken French using relevant and topical themes. The requirement to research an area of personal interest related to the country/ communities where French is spoken will enhance your cultural appreciation and enable you to gain a greater awareness of intercultural differences.

Course content

Being a young person in French speaking society: Family structures, traditional and modern values, friendships/relationships, citizenship. Youth trends, issues and personal identity Educational and employment opportunities.

Understanding the French-speaking world: Regional culture and heritage in France and French-speaking countries and communities France in a European context Literature, art, film and music in the French-speaking world

Diversity and difference: Migration and integration; cultural identity and marginalisation; the positive aspects of a diverse society; discrimination and diversity

France 1940-1950: The Occupation and the post war years: Life in occupied France, the resistance, the cultural dimension and reconstruction.

In Year 13 students will undertake independent research on a cultural topic of their choice

Assessment criteria

- **Component 1**: Speaking - 30%
- **Component 2**: Listening, reading and translation -50%
- **Component 3**: Written Paper - 20%



Are you interested in:

- Understanding how language works?
- Living or working abroad?
- Social and cultural issues?
- Communicating with others?
- Impressing employers?
- Increasing your salary potential?

Leading to a career in:

- Business with international links
- Employment which requires communication, research and analytical skills
- Marketing
- Teaching
- Interpreting and translating
- Law
- Management
- European related jobs
- Travel and tourism

Exam Board: WJEC / EDUQAS

Course Code: A800QS

Teaching Staff:

- Mrs Bowen
- Mr Roberts

Geography

What is Geography?

Geography is the study of the world around us and people's impact on it. It considers the physical and human influences that shape and style our world including climate change, immigration, extreme climates, earthquakes, regeneration of cities, as well as coastal landforms; the water and carbon cycles and ocean governance (a brand new area of study in A level Geography).

Course content

Year 12 content includes both physical (Tectonics) and human geography (Changing Places) plus geographical skills as well as an optional unit on Coastal Landscapes.

In Year 13, additional physical themes are Water/Carbon Cycles and Ecosystems while human themes are Global Governance and India

Fieldwork days - these will include work in Ringinglow and Sheffield for Human Geography, The Peak District and the Yorkshire coast for Physical Geography. Physical Geography. At the end of Yr 12, students also undertake an independent fieldwork-based study into a geographical issue of their choice.

Assessment criteria

80% examination: one fieldwork investigation worth

20% and three examinations on syllabus content.



Are you interested in:

- The world around you?
- The challenges facing the environment?
- Understanding other cultures?
- The pressures and opportunities of world cities?
- Fieldwork and active research?
- A bridge between both arts and sciences?

Leading to a career in:

- International development
- International relations
- Conservation
- Travel and tourism
- Local government planning
- Resource management
- Meteorology and climatology, including climate change
- Law
- Financial services
- Multi-national organisations
- Retail and global supply chains
- Non-government organisations

Exam Board: WJEC / EDUQAS

Course Code: A110QS

Geology

What is Geology?

Geology is the 'Earth Science'. Geology is an accessible and practical science that involves the study of the Earth: its structure; the processes that form rocks; the role of plate tectonics in creating earthquakes and volcanoes, how fossils show how life has evolved on Earth and how it shapes everyday life from toothpaste to tsunamis, from landfill to landslips. There is a requirement for field based learning and skill development.

Course content Year 12

Students learn about the Earth, its structures, evolution and dynamics. It develops four main concepts:

- **Elements, minerals and rocks**: How elements make up minerals which in turn make different types of rock.
- **Surface and internal processes of the rock cycle**: Weathering and erosion to deposition and diagenesis.
- **Time and change**: Including the study of fossils, including trilobites, ammonites and dinosaurs.
- **Earth structure and global tectonics**: Including the study of earthquakes and volcanoes.

Course content Year 13

In addition to increasing the depth of understanding from Year 1 topics including:

- **Natural Resources**: the formation, exploration and extraction of natural resources, such as metals and petroleum
- **Past life and Past Climates**: the evolution of life from the Pre Cambrian to the present and the study of climate change through time.
- **Rock Forming Processes**: from the formation of igneous rocks from magma to the structures formed during tectonic processes – folding and faulting.
- **Rock Deformation**: how structures including folding and faulting occurred and what they can tell us about the forces involved. Students also choose one of three special topics which include:
- **Geohazards** of earthquakes, volcanoes and landslips.
- **The geological evolution of Britain** - how our country was shaped by its geological setting in the past.

Assessment Criteria

- 3 examinations with a large practical element, also testing the skills developed during fieldwork.
- A practical endorsement will also be reported as a separate item at A level.





Are you interested in:

- Fossil, including dinosaurs?
- The evolution of life on Earth?
- Minerals and rocks?
- Climate changes past and present?
- Plate tectonics
- Earthquakes & volcanoes?
- Fieldwork?
- Travel?

Leading to a diverse career in areas with a shortage of qualified people:

(source: UK Visa Bureau)

- Field geologists
- Geochemists
- Environmental scientists
- Engineering geologists
- Geophysicists
- Geo-environmental specialists
- Groundwater engineers
- Hydrogeologists
- Geotechnical engineers
- Petroleum or mining engineers
- …and many more

Exam Board: WJEC

Course Code: 603/0859/X

Teaching Staff:

- Mr Fairhurst

German

What is German?

The course develops your listening, speaking, reading writing and translation skills as well as your general knowledge of the countries where German is spoken. You will develop these skills through researching and discussing topics in written and spoken language. You will study a novel *Die Verwandlung*, by Franz Kafka) and a film (*Das Leben der Anderen)* and put them into their cultural and historical context.

Course content

Social issues and trends; education, work and travel; local festivals and traditions; youth culture; political and artistic culture – including museums, art galleries, historical sites and media. Difference and diversity in German speaking countries; immigration; and understanding modern Germany since 1989. In Year 13 students undertake independent research on a cultural topic of their choice linked to a German-speaking country (examples of previous chosen topics include the influence of the Berlin Wall on the ballet scene in Berlin, the importance of the German civil aviation industry in the 20th & 21st Centuries and how the role of women changed during the Weimar Republic and Third Reich).

Assessment criteria

Component 1: Speaking - 30%

Component 2: Listening, reading and translation - 50%

Component 3: Essay paper – 20%



Are you interested in:

- Understanding how language works?
- Living or working abroad?
- Social and cultural issues?
- Communicating with others?
- Impressing employers?
- Increasing your salary potential?

Leading to a career in:

- Business with international links
- Employment which requires communication, research and analytical skills
- Marketing
- Teaching
- Interpreting and translating
- Law
- Management
- European related jo9bs
- Travel and tourism

Exam Board: EDUQAS / WJEC

Course Code: A820QS

Teaching Staff:

- Mrs Andrews
- Ms Gresswell
- Mr Kirk

Health and Social Care

What is Health and Social Care?

The Health and Social care course is for learners who want to study health science, social care or childcare. You will look at the importance of relationships and communication, and the key factors that affect our health.

Course Content

The Cambridge advanced National extended certificate is the equivalent to 1 A-level.

It includes:

Two exam units- Principles of Health and Social Care and Anatomy and Physiology for Health and Social Care

Four Assignments- Two mandatory and two optional units

You will get the opportunity to carry out work experience at the local care home in order in gain the skills needed to work in this sector.



Are you interested in:

- How communication shapes relationships?
- How diseases can affect the body and person?
- How the law has developed to ensure safeguarding?

Leading to a career in:

- Nursing
- Health care
- Social work
- Early childcare studies
- Elderly care
- Midwifery
- Management

Exam Board: OCR

Course Code: 05831

Teaching Staff:

- Miss Burgess
- Miss Boam
- Mrs Sainsbury

History

What is History?

Students will need to become familiar with a large amount of background material, but will also need to be able to analyse this and produce from it reasoned arguments in response to specific questions. They will also need to be familiar with sources from the periods studied and be able to evaluate them.

Course content

Unit 1A The Age of Crusades, 1071-1204 - Students will learn about the motives for the crusades as well as their consequences and how these shaped the relations between the Byzantine Empire, the Outremer (Crusader) States, and the Latin West.

Unit 2M Wars and Welfare: Britain in Transition, 1906–1957 - Students will learn about the origins of modern Britain, including the advancement towards full democracy, the impact of both world wars, the advent of the welfare state and the origins of mass migration.

Unit 3: Coursework - Germany in the 19th and 20th Centuries - Students write an independently researched essay of 3000-4000 words based around Germany, c.1800-1945

Assessment criteria

Unit 1: Examination of 2 hour 30 minutes—40%

Unit 2: Examination of 2 hour 30 minutes—40%

Unit 3: Coursework– 20%



Are you interested in:

- Thinking?
- Analysing information?
- Discussion and debate?
- Research?
- Independent reading?
- Working in groups?
- Evaluating evidence?

Leading to a career in:

- Law
- Education
- Media
- Public sector
- Business
- Journalism

Exam Board: AQA

Course Code: 7042EM

Teaching Staff:

- Mr Copeland
- Miss Lawson
- Miss Aldred-Hill



Core Maths

What is Core Maths?

Core Maths is the qualification for those who want to keep up their valuable maths skills but are not planning to take AS or A-level mathematics. At the end of the one-year course, students will come out with a level 3 qualification – with equivalent UCAS points to an AS level.

This qualification is for students who have passed GCSE Mathematics at grade 5 or above. It builds upon and strengthens existing skills and focuses on using and applying mathematics to solve problems relevant to their everyday lives.

Core Maths builds on GCSE maths with a sharper focus on problem solving skills by considering and tackling mathematics in meaningful contexts. This includes financial applications of mathematics as well as further statistical ideas that can support work in other subjects they will be studying at A-level such as psychology, health sciences, geography, sociology and even history.

Leading to a career in:

- Finance
- ICT
- Web design
- Graphics
- Fashion design
- Logistics
- Advertising
- Psychology
- Interior design

Exam Board: AQA

Course Code: 1350

Teaching Staff:

- Mrs Wragg
- Mrs Ruston

Course Content

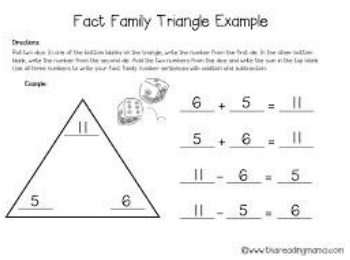
The 1-year linear course consists of 2 exam papers at the end of Y12. Both papers have a maximum of 60 marks. There is no coursework. Frequent assessments will be done within school so that students are aware of their progression towards their target grade.

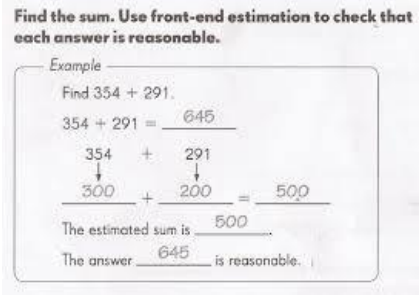
Paper 1 is a 1 hour 30 minutes written exam with the following compulsory content: Analysis of data, Maths for personal finance, Estimation

Paper 2A is a 1 hour 30 minutes written exam with the following compulsory/Optional content:

Compulsory: Critical analysis of given data and models

Optional:
The normal distribution
Probabilities and estimation
Correlation and regression
Critical path and risk analysis
Expectation
Cost benefit analysis
Graphical methods
Rates of change
Exponential functions.





Mathematics

What is Mathematics?

Mathematics has developed over time as a means of solving problems and for its own sake. Mathematics can stimulate moments of pleasure and wonder when you solve a problem for the first time, discover a more elegant solution, or notice hidden connections.

Course Content Year 12

Pure Mathematics: Proof, Algebra and functions, Coordinate geometry, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration

Mechanics: Vectors, Quantities and units in mechanics, Kinematics, Forces and Newton's laws

Statistics: Statistical sampling, Data presentation and interpretation, Probability, Statistical distributions and statistical hypothesis testing

Course Content Year 13

Pure Mathematics: Proof, Algebra and functions, Coordinate geometry, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Numerical methods

Mechanics: Vectors, Quantities and units in mechanics, Kinematics, Forces and Newtons laws, Moments

Statistics: Statistical sampling, Data presentation and Interpretation Probability, Statistical distributions, Statistical hypothesis testing

Assessment Criteria

There are 3 exam papers which are 2 hours long and have a maximum of 100 marks. There is no coursework. Frequent assessments will be done within school so that students are aware of their progression towards their target grade.

Are you interested in:

- The language of the universe?
- How real-life situations are modelled with mathematics?
- How important decisions are made based on statistics?
- How mathematics is the starting point for computer programming?
- Mathematics for its own sake?

Leading to a career in:

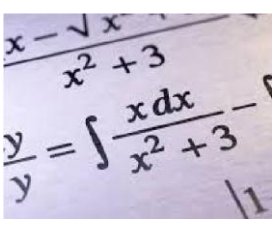
- Finance
- Computing
- Medicine
- Architecture
- Statistical research
- Engineering

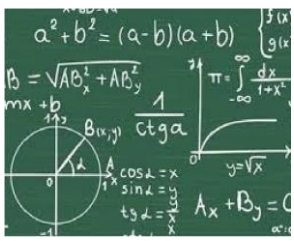
Exam Board: OCR

Course Code: H240

Teaching Staff:

- Mr Prescott
- Mr Brooks
- Mr Moss
- Mrs Megginson
- Mr Marriott
- Mrs Biggs





Further Mathematics

What is Further Mathematics?

Further Mathematics extends the understanding gained in A level Mathematics to higher levels, as well as exploring topics afresh. It is advantageous to students who are considering studying Mathematics at university. Also, students who study Physics and Engineering will benefit from studying mathematics at this level.

Course content

Paper 1 and **Paper 2** both consist of a mix of question styles, from short, single-mark questions to multi-step problems taken from the following Pure Mathematics topics: Proof, Complex numbers, Matrices, Further Algebra and Functions, Further Calculus, Further Vectors, Polar coordinates, Hyperbolic functions, Differential equations, Trigonometry, Coordinate geometry

Paper 3 consists of a mix of question styles, from short, single-mark questions to multi-step problems and students can choose 2 of the following 3 sections – Statistics, Mechanics and Discrete maths.

Statistics: Discrete Random variables and expectation, Poisson Distribution, Type 1 and type 2 errors, Continuous random variables, Chi Tests for association, Exponential Distribution, Inference – one sample t-distribution

Mechanics: Dimensional analysis, Momentum and collisions, Work, energy and power, Circular Motion, Centres of Mass and Moments

Are you interested in:

- The possibility of learning about areas of mathematics that you never knew existed?
- Being challenged to the limit of your understanding?
- Developing your sense of fun and achievement at solving problems of great depth?
- Do you love maths?

Leading to a career in:

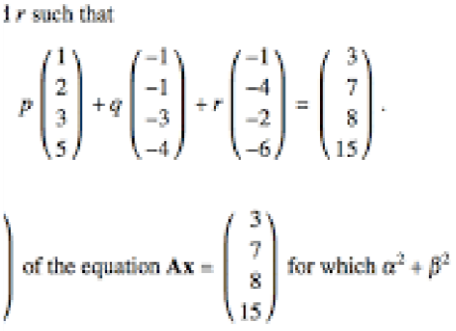
- Finance
- Computing
- Medicine
- Architecture
- Statistical research
- Engineering

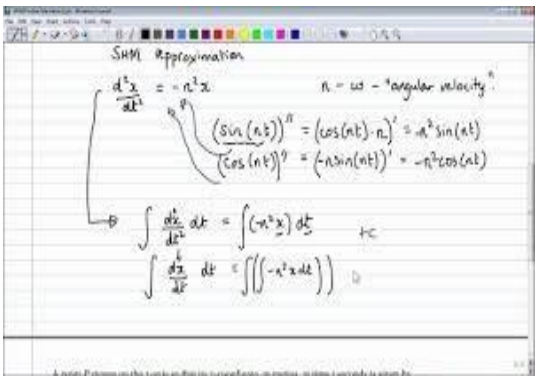
Exam Board: OCR

Course Code: H245

Teaching Staff:

- Mr Brooks
- Mr Moss
- Mr Marriott





Music

What is Music?

The Music course extends the GCSE skills of performing, composing and appraising in ways that emphasise their interdependence. Engagement with the widest possible range of music is encouraged and there are increased opportunities for the development of skills and understanding.

Course content Year 12

In Year 12 you will analyse music from the classical pop, jazz and film traditions with the aim of broadening your understanding of how music works. You will follow a course of formal harmony alongside more free composition projects and are expected to engage fully with the extensive performance opportunities in the department.

Course content Year 13

In Year 13 you will continue to perform regularly and additional set works will provide material for analysis. You will further develop skills in the techniques of composition and submit a portfolio of works along with a technical study focusing on harmony. You will perform an extended solo recital.

Assessment criteria

Your grade is based on individual or ensemble performance, composition, and developing and demonstrating your musical understanding through close analysis of set works.

Are you interested in:

- Performance?
- Composition?
- Analysis?
- Listening?
- Understanding music?

Leading to a career in:

- Performance
- Teaching
- Music production / management
- Music therapy
- Music retail
- Publishing
- Art administration

Exam Board: EDUQAS

Course Code: A660PA/B

Teaching Staff:

- Mr Rowley







Physics

What is Physics?

Physics explains the world around us, from galaxies to sub-atomic particles. Physics also enables us to change the world through the work of engineers, designers and technologists. From your GCSE studies you will realise whether you have the curiosity, interest and ability to pursue this subject further. To study Physics you must first come with an enquiring mind. We aim to develop your qualities of self-motivation, determination and appetite for challenge.

Course content Year 12

- Unit 1: Measurements and their errors
- Unit 2: Particles and radiation
- Unit 3: Waves
- Unit 4: Mechanics and materials
- Unit 5: Electricity

Course content Year 13

- Unit 6: Further mechanics and thermal physics
- Unit 7: Fields and their consequences
- Unit 8: Nuclear physics
- Unit 9: Option Topic

Assessment criteria

Paper 1: Short, long and multiple choice questions Units 1-5

Paper 2: Short, long and multiple choice Units 6-9

Paper 3: Short, long questions. Data analysis and Option Topic

Are you interested in:

- Asking the fundamental questions?
- Intellectual challenge?
- Experimental work?
- Problem solving?

Leading to a career in:

- Physics
- Medicine
- Biochemistry
- Engineering
- Architecture
- Research & development

Exam Board: AQA

Course Code: 7408

Teaching Staff:

- Mrs Morgan
- Mr Nightingale-Smith
- Mr Ruston







Psychology

What is Psychology?

Psychology is the scientific study of behaviour and experience. The course focuses on the influence of both biological and psychological factors on individuals. The different theoretical and methodological approaches of behaviourists, psychodynamic, cognitive and social psychologists, as well as those who favour the biological approach are recurring themes throughout the course. An evaluation of the research methods and analytical techniques used within the discipline are an integral part of all of the Year 12 and Year 13 units.

Course content Year 12

We look at a range of topics including:

- **Memory**: Looking at how we remember/forget information.
- **Attachment**: This is about the relationships which babies and young children form with adults.
- **Social Influence**: We look at questions like - 'why do most people follow the crowd?' (this is called conformity).
- **Psychopathology**: We consider different explanations and different treatments for mental health problems.
- **Research Methods**: Evaluating different methods of investigation, as well as data handling and analysis.

Course content Year 13

We will recap the topics from Year 12 and introduce new ones such as:

- **Biopsychology**: Looking at the structure of the brain and biological rhythms.
- **Issues and debates**: Discussing the relative contribution of nature and nurture.
- **Aggression**: We consider why people act more aggressively in group situations.
- **Schizophrenia**: Looking at the causes and treatments of this disorder.
- **Cognition & Development:** Exploring how children think and reason differently as they age.

Assessment criteria

All the course is assessed by exams. Three exams - all 2 hours long. You are tested on your knowledge of Psychology, your ability to evaluate it, apply it and discuss the Research Methods used in it. There will be a mixture of multiple choice, short answer and extended writing questions.

Are you interested in:

- Consciousness, thought processes and how the mind works?
- The relationship between mind and body, e.g. stress?
- Individual differences and mental disorders?
- The extent to which study of the human being can be scientific?
- The effects of nature (genetics and evolution)?
- The effects of nurture (the environment, learning and the media)?

Leading to a career in:

- Personnel
- Social work
- Teaching or childcare
- Counselling
- Medicine
- Police
- Sport psychology
- Media

Exam Board: AQA

Course Code: 7182

Teaching Staff:

- Mr Flett
- Miss Ould



Sociology

What is Sociology?

Sociology is the study of people in Society. It looks at the behaviour of groups and the interaction between individuals. It examines different Sociological Theory and evidence around Social Order and Conflict in Society and evaluates Sociological Research Methods. It builds analytical, critical and transferable intellectual skills.

Course Content

Paper 1: 2-hour exam

Education - The role and functions of the education system. Why do we have differential educational achievement of social groups by social class, gender and ethnicity in society. Identities and subcultures, the hidden curriculum and Government Policy on education.

Theory and Methods - Research design and sources of data for Sociologists. The theoretical, practical and ethical considerations influencing choice of topic, choice of method and the conduct of research.

Paper 2 Topics in Sociology: 2-hour Exam

Families and Households - The relationship of the family to social change and changing patterns of marriage, cohabitation and divorce. Family diversity and gender roles, domestic labour and power relationships within the family. The nature of childhood, and changes in the status of children in the family and society.

Beliefs in Society - The conflict between Ideology, Science and Religion. Social change and religious beliefs. New Religious movements such as, Cults, Sects and New Age movements. The Global significance of religion and Fundamentalism.

Paper 3: 2-hour Exam

Crime and Deviance - Crime, deviance and Social control, Who commits Crime? New types of Crime such as Cyber and Environmental crime. How do the media exaggerate Crime? The State and Surveillance in the 21st Century. Prison and punishment and how effective it is in preventing Crime.



Are you interested in:

- People?
- Social issues?
- Current affairs?
- Diversity and difference?
- Understanding society?
- Social change?

Leading to a career in:

- Law
- Police
- Criminology
- Human resources
- Journalism
- Teaching

Exam Board: AQA

Course Code: 7192

Teaching Staff:

- Miss Llewellyn
- Mr Cole

Spanish

What is Spanish?

The course develops your listening, speaking, reading writing and translation skills as well as your general knowledge of the country. You will develop these skills through researching and discussing topics in written and spoken language. You will study texts and films and put them into their cultural and historical context.

Course content

Families and citizenship, youth trends and personal identity, education and employment opportunities, regional culture and heritage in Spanish-speaking communities, media, art, film and music in the Spanish-speaking world, migration and integration, marginalisation, cultural identity and enrichment, discrimination and diversity, the Spanish Civil War, the Francoist dictatorship, the transition to democracy and post-dictatorship Spain. All topics will be studied through the lens of Spain, or the Spanish-speaking world as a whole. Students will also study a Spanish language film, and a Spanish language play. In Year 13 students will undertake independent research on a cultural topic of their choice which will form a presentation and discussion in their speaking exam.

Assessment criteria

Component 1: Speaking - 30%

Component 2: Listening, reading and translation - 50%

Component 3: Written Paper - 20%









Are you interested in:

- Understanding how language works?
- Living or working abroad?
- Social and cultural issues?
- Communicating with others?
- Impressing employers?
- Increasing your salary potential?
- Accessing a much wider range of jobs?

Leading to a career in:

- Business with international links
- Employment which requires communication, research and analytical skills
- Marketing
- Teaching
- Interpreting & translating
- Law
- Management
- European related jobs
- Travel & tourism
- Journalism
- Government work

Exam Board: WJEC / EDUQAS

Course Code: A810QS

Teaching Staff:

- Ms Shaw
- Mr Roberts

BTEC National Sport Level 3 Extended Certificate

What is Sport Level 3 Extended Certificate?

This course is designed to aid preparation for future work within the sports industry. The course is built up of units to which you will have to meet certain criteria to achieve certain levels.

There are 3 mandatory units and 1 further unit that you will study.

Two of the units will be assessed via coursework/ portfolio/evidence from your teachers and there will be one unit assessed externally as a written examination, and one unit that you will complete as a pre-release scenario task, which you will be able to take notes into the room to complete the assignment.

Are you interested in:

- Sport in all its forms?
- Analysing and improving performance?
- Performing practically?

Leading to a career in:

- Teaching
- Sports development
- Physiotherapy
- Sports journalism
- Personal trainer

Exam Board: Edexcel

Teaching Staff:

- Mr Shirtcliffe
- Mr Searson
- Mr Waller
- Miss Geraghty

Course Content

- Unit 1: Anatomy and Physiology.
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being.
- Unit 3: Professional Development in the Sports Industry.
- Unit 4: Sports Leadership Assignment briefs and external assessment

Unit 1: The Anatomy and Physiology unit will be assessed as a written exam 1.5 hours. • 90 marks

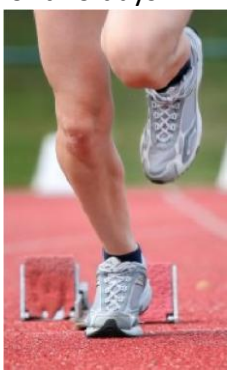
Unit 2: The Fitness Training and Programming for Health, Sport and Well-being unit will be assessed via a set task.

Set tasks – learners demonstrate understanding through completion of a vocational task.

- In Part A, learners will be given a case study two weeks before a supervised assessment period in order to carry out research.
- In Part B, the supervised assessment period is two hours over a period of two days. Written submission 60 marks.

The other units are assessed by your PE teachers within your BTEC lessons, a sample will then be checked by external standards verifiers to make sure your work is the grade your teacher says it is and check your progress at certain times of the year.





Destinations after Sixth Form

Results Days have been happy events too. Typically between 75% to 85% of students go to university, with other students choosing higher and degree apprenticeships, local education courses and employment. Of those going to university, between 80 and 85% will make their first choice, with practically everyone getting into their second choice.

There have been great stories across the board, several students leaving for sought after Degree and Higher Apprenticeships with Balfour Beatty, National Grid and Jaguar Land Rover. In recent years a good number of students have gone on to study Medicine, Dentistry and Veterinary Science. Oxbridge students have gone to study Maths, English, Natural Sciences, Politics, Philosophy, History, German, Economics, Law and Computer Science. Others have gone on to Architecture, Law, Languages, English and History at highly competitive universities including UCL, Warwick, Durham and Imperial College.

Sixth Form Application Process for September 2027 Entry - Key Dates

November 2026

Publication of Sixth Form Prospectus and Sixth Form Open Evening Thursday 12 November (5.30pm-8.30pm in the Wheeldon Hall, Lumsdale site).

Students will be asked to indicate their preference choices of A-Level subjects following the Open Evening.

December 2026

Option Blocks created in response to demand.

Year 11 Mock Examinations w/c 24 November and w/c 1 December

January - March 2027

Students choose from option blocks and are interviewed to help understand and guide their choices.

August 2027

On GCSE Results day, Thursday 19 August, every student will have their choices confirmed or, in the case of lower than expected results, we will check the choices made are the most appropriate.

2027-2028 Provisional Holidays

Term Dates:

- 6 September 2027 – 22 October 2027
- 1 November 2027 – 22 December 2027
- 6 January 2028– 18 February 2028
- 28 February 2028 – 7 April 2028
- 24 April 2028 – 26 May 2028
- 5 June 2028 – 24 July 2028

CPD days to be confirmed

Highfields School

BE THE BEST YOU CAN

WE ARE HIGHFIELDS