



Course Directory

Course Directory

In Pursuit of Excellence



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Welcome

Dear prospective Sixth Form Student (and Parent/Carer)

Deciding what to do after Year 11 is one of the most important decisions you will make. It will shape what you do in the future, whether that is employment, university or an apprenticeship. This directory will give you more information about all the courses on offer at Highcliffe Sixth Form.

It is important to study the information in this directory carefully before you make any decisions about which courses and qualifications you wish to take. In addition, you should talk to your teachers who can help you think through the options that are right for you. Some careers and university degree courses require you to have studied specific subjects in the Sixth Form. Support and guidance on course choices will be offered during the application process.

Our excellent results reflects the high quality expert teaching, excellent facilities and the supportive specialised pastoral team that we offer at Highcliffe Sixth Form. We are committed to providing you with the most relevant and sought-after courses and have a modern and diverse curriculum that reflects this.

In addition to the subjects and qualifications that are available, we also offer a wide range of enrichment opportunities for Sixth Form students. Our Enrichment Programme is designed to prepare students for adult life and give students 'the edge' over others locally, nationally and internationally. Our aim is to help shape your character so that you can make a genuine difference to local communities and the world around you. There are more details about the Enrichment Programme in the separate 'enrichment' booklet. In addition to these activities, we will also help you organise a work experience placement that suits your career aspirations.

Please note, courses will only run if there is sufficient demand for them. Please contact Mrs Jeavons, Sixth Form Administrator, on (01425) 282322 or email office@highcliffesixth.com if you have any queries relating to the application process or life in the Sixth Form.

We hope you will find this course directory helpful and we look forward to speaking with you personally about your post-16 choices and your future.

Yours faithfully



Miss Lisa Swan
Assistant Headteacher: Head of Sixth Form



Entry Requirements

Six Grade 4-9 at GCSE, including English Language & Mathematics (maximum of 2 equivalents).

Some courses require a higher level of entry criteria as set out below.

Applicants wishing to study A Level English Literature or A Level English Language & Literature must have attained at least a grade 5 in English Literature or English Language at GCSE.

Applicants wishing to follow an A Level Course in Biology, Chemistry, or Physics must have attained at least a grade 6 in a Science at GCSE.

Applicants wishing to study A Level Mathematics must have attained at least a grade 6 but preferably a grade 7 or above in GCSE Mathematics.

Students who have attained a final GCSE grade 6 in Mathematics will be accepted if they demonstrate ability in algebra by passing an algebra-bridging test, which is undertaken during the Sixth Form application process. Students applying for A Level Mathematics with a year 11 predicted grade 6 must indicate an alternative subject choice on their Sixth Form application.

In the event of oversubscription for A level Mathematics, preference will be given to students who have attained a grade 7 or above.

Those wishing to study Further Mathematics must have attained at least a Grade 7 in GCSE Mathematics, but preferably a grade 8 or above.

Applicants wishing to study Core Mathematics (an enrichment course) must have attained at least a Grade 5 in GCSE Mathematics.

Students wishing to study an EPQ (an enrichment course) must have attained at least a Grade 6 or above in GCSE English Literature or English Language.

PATHWAY	ENTRY REQUIREMENT	CORE ACADEMIC	PERSONALISED SUPPORT	PERSONALISED ENRICHMENT	PREPARATION FOR FUTURE LIFE	PATHWAY BEYOND HIGHCLIFFE
Enhanced Academic	Mainly grades 7-9 at GCSE	3 or 4 A Levels + compulsory EPQ	<p>Core Enrichment Programme</p> <p>Timetabled study periods</p> <p>Independent learning transition support from GCSE Study</p> <p>Pre University study transition support</p>	<p>EPQ</p> <p>Core Maths</p> <p>Early University entry programme</p> <p>Aspirant Medics or Law Programme</p> <p>MOOCs</p> <p>University Admissions Tests Support</p> <p>A range of optional Enrichment Courses</p>	<p>Tutorial programme</p> <p>Visits to Top Universities Incl. Southampton, Cardiff and Oxbridge</p> <p>Oxbridge trip (limited places)</p> <p>Oxbridge Conference</p> <p>Work Experience</p> <p>Voluntary Work</p> <p>A Range of compulsory Enrichment Courses</p>	<p>This Pathway is most suitable for students considering the most demanding academic routes to university or apprenticeship such as Law, the Sciences, Medicine, Engineering, Languages or Mathematics.</p> <p>Students are likely to be aiming for Russell Group or Oxbridge entry Oxbridge / Russell Group in Britain and top Universities Abroad.</p>
Academic	Mainly grades 5-7 at GCSE	<p>3 A levels + optional EPQ</p> <p>Or</p> <p>2 A Levels + 1 BTEC/CAM TECH + optional EPQ</p>	<p>Bespoke one to one or small group Study skills support provided by the Sixth Form study mentor</p> <p>Half termly University Style academic tutorials provided by the Sixth Form tutor</p> <p>Subject teacher support</p> <p>Rehearsal time</p>	<p>EPQ</p> <p>Core Maths</p> <p>MOOCs</p> <p>A range of optional Enrichment Courses</p>	<p>Tutorial programme</p> <p>Visits to Universities</p> <p>Work Experience</p> <p>Voluntary Work</p> <p>Careers Education</p> <p>A Range of compulsory Enrichment Courses</p>	<p>This Pathway is most suitable for students considering routes to university on academic courses at the highly-rated national universities including the Russell Group; or for Higher apprenticeships with top local and national companies.</p>
Applied Academic	Mainly grades 4-7 at GCSE	<p>A combined A Level and BTEC/ CAM TECH programme studied over two years.</p>	<p>Subject teacher support</p> <p>Rehearsal time</p>	<p>Employability, Empowerment and Enterprise programme</p> <p>MOOCs</p> <p>Performance Evenings, Trips and Events</p> <p>A range of optional Enrichment Courses</p>	<p>Tutorial programme</p> <p>Visits to Universities</p> <p>Careers Education</p> <p>A Range of compulsory Enrichment Courses</p> <p>Business trips and visits</p> <p>BTEC Related Work Placements</p>	<p>This Pathway is most suitable for students seeking routes to university on more applied courses such as Business , Sports Coaching; or highly specialised courses like Acting; or for apprenticeships with top local and national companies.</p>



Biology

Duration: Two year A Level

Exam board: OCR H420

Assessment: 100% examination plus practical skills endorsement. The three examination papers are Biological Processes, Biological Diversity and Unified Biology.

Entry requirements: Standard Sixth Form entry requirements, plus GCSE Science grade 6 or above.

POSSIBLE FUTURE PATHWAYS:

Research, Healthcare, Environmental Conservation, Education, Employment in Zoos, Aquariums and National Parks, Veterinary Science, Medicine, Marine Biology, Biotechnology, Agriculture, Food Science, Forensic Science, Politics and Policy, Environmental Protection, Pharmacology, Molecular Biology, Genetic Engineering, Physiotherapy and many more.

A level Biology provides students with the opportunity to develop a set of highly transferable skills. Competent biologists are adept at critical thinking. They are able to analyse and evaluate complex data. They have highly developed research skills and have the confidence to produce logical, evidence based solutions to problems.

COURSE OVERVIEW:

This course will develop knowledge and skills to help understand the living world around us. The course aims to provide a smooth transition between GCSE and A level with some topics being an extension of GCSE work. As well as studying in class, there are many opportunities available for students to enhance their learning and progress. Students in Year 12 visit the Biomedical Sciences at a University observing an electron microscope. Students in Year 13 go on a 3 day Ecology field course to the Purbecks. The content is split into six teaching modules with the Practical Endorsement to constitute the full A Level.

The summary of components is as follows:

- Module 1: Development of practical skills in Biology
- Module 2: Foundations in Biology
- Module 3: Exchange and Transport
- Module 4: Biodiversity, Evolution and Disease
- Module 5: Communication, Homeostasis and Energy
- Module 6: Genetics, Evolution and Ecosystems

Business Studies (BTEC)

Duration: Two year BTEC

Exam board: Edexcel Pearson Extended Certificate

Assessment: Four Units are assessed; two internal coursework units, two external examinations, one examination taken in each year.

Entry requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

Business related degrees, Law, Sociology, Psychology, Banking or Accounting and Finance. The best opportunities for progression in the world of Business in the future lies in Languages. If you have a passion for Spanish or French, then the world of Business opens up even further. Pathways could lead to employment directly or a Business related apprenticeship.

Learners will also develop employability skills such as cognitive and problem-solving skills, intrapersonal skills and interpersonal skills. BTEC Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses. These include effective writing, analytical skills, creative development and preparation for assessment methods used in degrees.

COURSE OVERVIEW:

BTEC Business follows on from GCSE Business, although GCSE Business is not a requirement for this course. The content is appropriate and consistent with current practice for learners planning to enter employment directly into the Business sector or take Business into Higher Education. The learning programme covers four units. The first covers how learners study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive. The second covers how learners gain skills relating to, and an understanding of, how a marketing campaign is developed. The third addresses how learners study the purpose and importance of personal and business finance. They will also develop the skills and knowledge needed to understand, analyse and prepare financial information. The final unit explores how the recruitment process is carried out in a business and gives learners the opportunity to participate in selection interviews and review their performance.

The summary of components is as follows:

- Unit 1 Exploring Business (Year 12)
- Unit 2 Developing a Marketing Campaign (Year 12)
- Unit 3 Personal and Business Finance (Year 13)
- Unit 8 Recruitment and Selection Process (Year 13)



Business Studies (A Level)

Duration: Two year A Level

Exam board: Edexcel Pearson

Assessment: Paper 1; Marketing, people and global businesses (35%), Paper 2; Business activities, decisions and strategy (35%), Paper 3; Investigating business in a competitive environment. (30%)

Entry requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

Studying Business A Level can lead you onto a number of business related degrees in areas such as Economics, Business Law, Marketing, Accounting and Finance, HR, Business Management, Business Analytics, Business Administration, Enterprise and Entrepreneurship, Information Technology, Hospitality and Travel and Tourism. Studying Business at A Level can gain you specific skills such as analytical ability, communication skills, teamwork, understanding figures, problem solving, organisation, ability to think logically, presentation skills, report writing skills and literacy. One of your options is to join a scheme with one of the big graduate recruiters; these will often provide professional training as well as experience and a decent salary. You could also consider employment or apprenticeships in the following areas; Consulting, Teaching, Advertising, Investment Banking, Retail Banking, Retail Buying, Marketing and Digital Marketing, HR, Consumer Products, Retail Management, Sales, Logistics.

COURSE OVERVIEW:

A-level Business follows on from GCSE Business, although GCSE Business is not a requirement for this course. The course aims to develop an enthusiasm for studying Business and, through the themes studied, gives the students a holistic understanding of business in a range of contexts. Students will develop a critical understanding of organisations and their ability to meet society's needs and wants, and understand that business behaviour can be studied from a range of perspectives. Students will get the opportunity to generate enterprising and creative approaches to business opportunities, problems and issues and be aware of the ethical dilemmas and responsibilities faced by organisations and individuals. There is a quantitative element to the course too and students will apply numerical skills in a range of business contexts.

The summary of components is as follows:

- Theme 1 Marketing and People (Year 12)
- Theme 2 Managing Business Activities (Year 12)
- Theme 3 Business Decisions and Strategy (Year 13)
- Theme 4 Global Business (Year 13)

Chemistry

Duration: Two year A Level

Exam board: OCR H432

Assessment: Periodic Table, Elements and Physical Chemistry 37% of total A Level Synthesis and Analytical Techniques 37% of total A Level Unified Chemistry 26% of total A Level.

Entry requirements: Standard Sixth Form entry requirements, plus GCSE Science grade 6 or above.

POSSIBLE FUTURE PATHWAYS:

Chemistry related degrees, Medicine, Veterinary Sciences, Pharmacology, Biochemistry, Biomedical Sciences, Engineering, Environmental Science, Forensic Science, Materials Science, Neuro Science and Scientific Research.

Many different careers are based on STEM (Science, Technology, Engineering and Mathematics) skills. Employers value people with STEM qualifications and skills, not just for their specific knowledge but also for their transferable analytical, problem solving and creative skills. Examples of growth areas for STEM opportunities include new sustainable Energy Resources, Medicines, Nanotechnology, Space Technology and Civil and Water Engineering. Many of the challenges facing today's society will only be overcome with the help of chemical scientists.

COURSE OVERVIEW:

Chemistry is divided into topics, each covering different key concepts. Some topics follow on from the GCSE course such as quantitative chemistry, electronic structure and bonding. Other new concepts are also introduced such as enthalpy, isomerism and aromatic chemistry. This course has a strong mathematical component; approximately 40% of the course is based upon chemical calculations.

The teaching of practical skills is integrated with the theoretical topics and they are assessed both through written examination papers and the practical endorsement. Students will complete approximately 3 hours of practical work every week. They will be expected to keep accurate and up-to-date records of practical work in their laboratory books in order to achieve the final practical endorsement. The learning process is a blend of dynamic learning styles, including teacher-led sessions and active learning (e.g. problem solving, peer tutoring, discovery practicals, student-led sessions, presentations and projects). These may be accompanied by field trips and visits to local industries or Universities.

The summary of components is as follows:

- Module 1 – Development of Practical Skills in Chemistry
- Module 2 – Foundations in Chemistry
- Module 3 – Periodic Table and Energy
- Module 4 – Core Organic Chemistry
- Module 5 – Physical Chemistry and Transition Elements
- Module 6 – Organic Chemistry and Transition Elements



Computer Science

Duration: Two year A Level

Exam board: AQA 7517

Assessment: 80% examination with two papers of equal weighting; 20% practical project. The A Level course includes two, 2 ½ hour examinations worth 40% each, as well as a practical programming project worth 20%, all at the end of the second year.

Entry requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

Computer Science related undergraduate degrees: Games Programming, Systems Analysis, Network Engineering, Cognitive Science and AI, Data Analysis, Robotics, Telecommunications, Software Engineering, and more. Computer Science related Level 3 apprenticeships: IT, Software, Telecoms, Informatics, Creative & Digital Media, and more.

A Computer Science A-Level is a well-respected qualification to hold, giving opportunities to access relevant university courses as well as technical careers. The content covered in the Computer Science A Level coincides with content taught during the first year of most university Computer Science courses, meaning that students are more attractive enrolment prospects at better universities.

COURSE OVERVIEW:

Advances in Computing are transforming the way Computer Scientists work and this Computer Science specification reflects this. This popular qualification, built on strong foundations, delivers a flexible, accessible and rigorous qualification, backed by top quality support, resources and professional development. This course focuses on the knowledge, understanding and skills students need to progress to Higher Education or in the workplace. Computer Science is a practical subject where students can apply academic principles learned to real-world systems. This intensely creative subject combines invention and excitement, looking at the natural world through a digital prism. Our Computer Science qualification values computational thinking, helping students to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence. The programming project will involve designing, creating, testing and evaluating an IT system for a real world client and students will use knowledge and skills gained throughout the course to achieve this.

The summary of components is as follows:

- Principles and concepts of Computer Science, including abstraction, logic, Algorithms and data representation.
- Principles and concepts of Computer Science, including analysis of problems in computational terms.
- Design, program and evaluate systems that solve problems, making judgements and presenting conclusions.

Economics

Duration: Two year A Level

Exam board: AQA 7136

Assessment: 100% examination with three papers of equal weighting.

Entry requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

Economics is a fascinating subject because it includes the study of how people behave and interact with each other. The dynamic between consumer, manufacturers and government makes Economics a vibrant subject. Economics helps develop a number of personal skills; research, analysis and evaluation, communication, working with others to discuss economic issues and solve economic problems.

Economics is a versatile subject that can help you in a number of careers. Not only could you find yourself working for big corporations, banks or the government but your qualification in Economics could also be a valuable support in a career like Marketing, Law, Journalism or Accountancy and Finance.

COURSE OVERVIEW:

Economics students will look at the fundamental forces, which affect our lives, such as employment, prices, international trade and poverty. Economists often engage in healthy debate over these issues. It is this controversy which makes Economics lively and interesting and which allows you the opportunity to make your own judgements and form your own opinions.

In year one you will focus on both Microeconomics and Macroeconomics. Microeconomics address issues such as: “Why are house prices so high?” “Can pollution effectively be controlled?” and “Should government interfere with markets?” The macroeconomic issues covered include: “Why does the government have an inflation rate target and how does it affect us?” “What happens to the economy if people decide to spend more?” and “How are we affected by the Chinese and Indian economies?”

In year two you will build on your micro and macro knowledge and study another two key topics. First, “The Global Context” includes the impact of globalisation on UK economics performance. Second “The European Union Context” includes the affects of Brexit and economic policies of UK economy.

The summary of components is as follows:

- Individuals, Firms Markets and Market Failure
- Economic Principles and Issues
- National and International Economy



English Language and Literature

Duration: Two year A Level

Exam board: Edexcel 9ELO

Assessment: 80% examined. 20% non-examination assessment.

Entry requirements: Standard Sixth Form entry requirements, including at least a grade 5 in English Literature or Language at GCSE: plus a strong enjoyment of independent reading and writing.

POSSIBLE FUTURE PATHWAYS:

Apart from degrees in English Literature, and Linguistics, this course will also support your understanding and appreciation of whatever subject you choose to study. Most obviously, the course will suit students interested in pursuing the following careers: the Creative Industries, Advertising, Marketing, Public Relations, and Journalism. However, the course will develop your ability to write and think with greater understanding – a skill that underpins everything you will do in whatever course or career you choose.

COURSE OVERVIEW:

Think about all the times you tell someone about something. In effect, you are telling a story. Why do you tell the story in the way you do? What do you keep in and why? What do you leave out and why? This applies not just to the way we tell stories, but how we present our ideas and attitudes. Many factors affect how people tell stories or present their ideas. Building on the knowledge and skills developed in your GCSEs in English Language and English Literature, we will analyse in depth and detail how and why people tell stories – in the broadest sense – by looking at a variety of fictional and non-fictional texts, as well as poetry and Shakespeare. You will be expected to engage in much independent reading and be willing to take the initiative when exploring how writers use language to present their ideas and attitudes.

The summary of components is as follows:

- Component 1 Voices in Speech and Writing
- Component 2 Varieties in Language and Literature
- Non-Examination Assessment

English Literature

Duration: Two year A Level

Exam board: Edexcel 9ET0

Assessment: 80% examination and 20% non-examination assessment.

Entry requirements: Standard Sixth Form entry requirements, including at least a grade 5 in English Literature or Language at GCSE: plus a strong enjoyment of reading independently.

POSSIBLE FUTURE PATHWAYS:

A Level English Literature opens up wide and varied pathways for your future. You may choose to undertake an English literature degree or study for careers in law; journalism, teaching, public relations, advertising, social work, the civil service, theatre, film; or writing.

A level English Literature supports all careers where spoken and written communication skills are important. In addition, the subject develops critical thinking skills and the ability to craft evidence-based independent opinions and judgements. It is therefore extremely helpful for a wide range of careers, both vocational and practical. This is the most appropriate course to take for students who are considering further study of English Literature at university.

COURSE OVERVIEW:

This course is designed to enable students to become confident and reflective readers and is a fantastic way to fuel a passion for literature. Students learn to use critical concepts and terminology with understanding and discrimination. They are encouraged to reflect on their own responses to texts, consider interpretations by other readers and develop awareness of the contexts in which texts were written. Using detailed knowledge and understanding of individual texts, students will explore comparisons and links between them, appreciating the significance of cultural and historical influences upon readers and writers.

A variety of study methods are used, and we encourage students to be active participants. The non-examination assessment is an opportunity to follow personal interests and passions. It promotes the skills needed for independent study at University level in a supportive environment. This course requires an enjoyment of reading and the curiosity to explore beyond the set texts.

The summary of components is as follows:

- Component 1: Drama
- Component 2: Prose
- Component 3: Poetry
- Non-Examination Assessment



Film Studies

Duration: Two year A Level

Exam board: EDUQAS (WJEC)

Assessment: Two written papers of equal weighting (70% total) and a written assessment. (30%)

Entry requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

Film Studies degree courses, the Art/Design/Culture sector, the Media/Film industry, Journalism, Advertising. This course provides a suitable progression to a range of Higher Education Degree and Vocational Level courses. This specification develops a range of transferable skills including analytical and interpretative skills and the development of confident and independent critical thought. The application of theoretical and critical approaches provides a good grounding for undergraduate study.

COURSE OVERVIEW:

A Level Film Studies provides an opportunity to investigate how the culturally significant medium of film works both as a means of representation and as an aesthetic medium. A broad learning experience encompasses a range of films including: mainstream American films past and present; recent and contemporary British films; American Independent films, and Global films. The historical range of film study is extended by the study of silent film and significant film movements so that learners can gain a sense of the development of film. This course allows learners the opportunity to consider film within its social, cultural, political, historical, and technological contexts. The production element of the course provides learners with the opportunity to apply their knowledge and understanding of how films are constructed to their own filmmaking or screenwriting process. It would be beneficial for students embarking on this course to have knowledge of, and interest in, both a diverse range of films and the film industry itself.

The summary of components is as follows:

- Varieties of Film and Filmmaking 35%
- Global Filmmaking Perspectives 35%
- Production (Film Production or Screenwriting) 30%

Fine Art

Duration: Two year A Level

Exam board: AQA 7202

Assessment: 60% portfolio (personal investigation); 40% externally set assignment.

Entry requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

Art related degrees, Professional Artist, Designer, Animator, Photographer, Arts Administrator, Printmaker, Ceramicists, Teacher, University Lecturer, Museum or Gallery Curator.

Students will develop the independent skills required to move onto Further or Higher Education, or moving into the Design Industry. The course encourages students to develop their own style as an artist, whilst covering the requirements of the four assessment objectives.

COURSE OVERVIEW:

The Fine Art course is designed to follow on from the GCSE Art courses offered in Graphics, Textiles, Fine Art and Three Dimensional Design. It is recommended that one of these courses has been successfully completed at GCSE to maintain the high demand of the work and independence required to study the A Level course.

Students will produce practical and critical/contextual work in one or more areas of study, for example: drawing, painting, mixed-media, sculpture, ceramics, installation, moving image and photography.

The two year course will comprise of a personal investigation, which will include written material around a student's individual Art work and chosen line of enquiry. This will include a structured, extended response of between 1000 and 3000 words of continuous prose. Each student's investigation will be an in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning, from an initial starting point to a final realisation. There is also an externally set practical assignment including a development period from the 1st February plus a 15 hour supervised examination.

The summary of components is as follows:

- Unit 1: Personal Investigation
- Unit 2: Externally Set Assignment



French

Duration: Two year A Level

Exam board: AQA 7652

Assessment: Three units: Unit 1 Listening, Reading & Writing; Unit 2 Writing; Unit 3 Speaking.

Entry requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

Languages can be studied as a standalone subject or as a combined degree with a huge variety of subjects, including Business, Mathematics, Economics, Law and International Relations. It is possible to study one, two or three languages in a degree, and any language can be studied from scratch or continued from GCSE or A-Level standard. Language degrees prepare learners for careers related to the subject such as Translation, Interpretation and Teaching, but are also in demand for pathways such as Law, International Relations or Banking.

COURSE OVERVIEW:

The course has been designed to give a profound understanding of French. Not only will you understand more about the mechanics of the language (grammar, vocabulary), but also how people live and use language on a daily basis. All this will be taught by looking at newspapers, books, magazines, television, film and, of course, textbooks. You will do some work in our language laboratory and will also have one hour per week of intensive speaking work with the French assistant.

The topics covered include current trends, issues in society, artistic culture in the French-speaking world, aspects of political life and literary texts and films. The cultural works studied will be *Le Tartuffe* by Molière and *Les 400 Coups* by François Truffaut.

The summary of components is as follows:

- Social Issues and Trends
- Political and Artistic Culture
- Grammar
- Works: Literary Texts and Films

Geography

Duration: Two year A Level

Exam board: AQA 7037

Assessment: 80% examination across two equally weighted papers; 20% Independent Fieldwork Investigation.

Entry requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

Geography/Geology based degrees, Coastal Engineering Planning, Environmentalist, Town Planner, Geographical Information System Officer, Meteorologist, Teacher, Cartographer, Tourism Officer, Transport Planner, International Aid/Development worker.

The topics we teach will excite students' minds, challenge perceptions and stimulate their investigative and analytical skills.

COURSE OVERVIEW:

A Level Geography is designed to follow on from GCSE. The specification is divided into Human and Physical Geography, identical to GCSE Geography. The topics we teach are designed to reflect world issues in an ever-changing world. The physical topics are Coastal Systems and Landscapes, the Water and Carbon cycles and hazards, and the human topics are Changing Urban Environments, Global Systems and Global Governance and Changing Places. Students also have to complete an independent fieldwork investigation in which they must come up with their own hypothesis, plan their fieldwork and methods, and implement their study. This is to help students build on their independent skills in preparation for University.

The two year course involves all students undertaking fieldwork in relation to processes in both Physical and Human Geography. The students will undertake four days of fieldwork during their A-Level course, both local and further afield.

The summary of components is as follows:

- Physical Geography
- Human Geography
- Geography Fieldwork Investigation
- Geographical Skills



Government & Politics

Duration: Two year A Level

Exam board: Edexcel 9PIO

Assessment: 80% examination (number of papers and weighting required); 20% topic based essay.

Entry requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

Government & Politics lends itself to a variety of degree courses including Law, International Relations, History, Economics Journalism, Business and Finance and of course Politics.

It supports careers where analytical skills are essential, for example management, finance, government, industry and business environments.

COURSE OVERVIEW:

A Level Government & Politics will enable students to develop knowledge and an informed understanding of contemporary political structures, both within the United Kingdom (UK) and globally. It will also enable them to develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes. Component One explores the nature of politics and how people engage in the political process in the UK and covers Democracy and Participation, Political Parties, Electoral systems, Voting behaviour and the media. It also allows students to explore the three traditional political ideas of conservatism, liberalism and socialism. Component Two is fundamental to understanding the nature of UK government, since it enables students to understand where, how and by whom political decisions are made. It also includes the exploration of Feminism how it applies in practice to human nature, the state, society and the economy. Component Three covers the Government and Politics of the USA; as a world power, understanding the nature of US democracy, and the debates surrounding it, are crucial given the considerable impact that the USA has on UK, European and global politics.

The summary of components is as follows:

- Unit 1: UK Politics
- Unit 2: UK Government
- Unit 3: Comparative Politics

Graphics

Duration: Two year A Level

Exam board: AQA 7203

Assessment: 60% portfolio (personal investigation) 40% externally set assignment.

Entry requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

Graphics, Illustration, Typography, Art, Fashion and Visual Media related degrees as well as a Designer, Animator, Photographer, Product Designer, Artist or Arts Administrator, Printmaker, Modeller, Teacher, University Lecturer, Architect, Landscape Architect, Environmental Designer and Museum or Gallery Curator.

Students will develop the independent skills required to move onto Further or Higher Education, or moving into the Design industry. The course encourages students to problem solve through completing a range of briefs, developing their own style as a Graphic Designer, Illustrator, Typographer or Artist, whilst covering the requirements of the four assessment objectives.

COURSE OVERVIEW:

This course is designed to follow the GCSE Art & Design courses offered in Graphics, Textiles, Fine Art and Three Dimensional Design. It is recommended that one of these courses has been successfully completed at GCSE Level.

Students will develop artistic and practical abilities through knowledge, understanding, skills and application for designing graphic outcomes. Graphic Communication encompasses a variety of design disciplines including Art, Photography, Typography and Media such as the Adobe suite, including Illustrator, Photoshop and InDesign, as well as animation and CAD/Web design. These elements are firmly rooted into producing highly original and vibrant graphic outcomes, often to a live design brief.

This course contains a personal investigation, usually identified in conjunction with a business or commercial client.

Students work closely with their client to deliver appropriate, marketable graphic outcomes. A written prose is also required of between 1000 and 3000 words, based around individual investigations, which demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial brief to a final realisation. There is also an externally set practical assignment including a development period preceding a supervised examination.

The summary of components is as follows:

- Unit 1: Personal Investigation
- Unit 2: A2 Externally Set Assignment



Health & Social Care (Cambridge Technical)

Duration: Two year Cambridge Technical

Exam board: OCR 05831

Assessment: Three external examinations of equal weighting and three coursework units of equal weighting assessed externally.

Entry requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

Midwifery or Nursing degrees, Psychology or Sociology degrees, Apprenticeships working in nurseries and residential homes (elderly and people with disabilities), Youth Work and Social Work.

Learners will develop transferable skills that are vital in Further and Higher Education as well as in the workplace. They will also be able to use the knowledge and understanding learnt in Health and Social Care and apply this in the workplace. Health and Social Care is a vocational subject so the skills learnt can be applied to the Health and Social Care work place immediately.

COURSE OVERVIEW:

There are six modules over a two year course. In Year 1 we cover three units, one of which is coursework and the other two are examination based. In Year 2 one unit is examination based and the other two are coursework. There will be opportunity for work experience placements during the course.

The summary of components is as follows:

- Unit 1: Equality and Diversity in Health and Social Care - Coursework
- Unit 2: Equality, Diversity and Rights in Health and Social Care - Examination
- Unit 3: Health, Safety and Security in Health and Social Care - Examination
- Unit 4: Anatomy and Physiology in Health and Social Care – Examination
- Unit 5: Public Health – Coursework
- Unit 6: Mental Health Conditions – Coursework

History

Duration: Two year A Level

Exam board: OCR H505

Assessment: 80% examination (number of papers and weighting required): 20% topic based essay.

Entry requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

History lends itself to a variety of degree courses including Law, International Relations, Politics, Economics Journalism, Business and Finance and of course History. History is also a popular choice for joint honours degrees with subjects such as: English Literature, International Relations, Languages, Politics, Economics and American Studies.

History supports careers and Higher Education courses in Legal professions, Journalism, Diplomacy, Social Work, Teaching, Heritage Organisations and the Security Services.

Our aim is to create independent learners, critical thinkers and decision-makers – all personal assets that can make them stand out as they progress to higher education and/or the workplace.

COURSE OVERVIEW:

A Level History lends itself to detailed discussion and the sharing of ideas and interpretations. It builds on key skills of logic and reasoning as well as studying the views of different Historians. Unit 1 focuses on the Early Stuarts and the Origins of the Civil War 1603-1660 and includes a source enquiry study on the execution of Charles I and the Interregnum 1646-1660. Unit 2 examines the impact of WW1 on Germany, the rise of Hitler, Nazi Germany, the Holocaust, the impact of WW2 and the defeat of Germany and the Federal Republic and the GDR 1949–1963. Unit 3 covers the topics of the Nature of Government, Society, Economy, War and Revolution and the Treatment of the Russian People, National Minorities and Satellite States. In Unit 4 students will produce an in-depth study of between 3000-4000 words about a historical controversy of their choice: developing planning, organisational and research skills in extended writing.

The summary of components is as follows:

- Unit 1: Early Stuarts and Origins of the Civil War 1603 – 1660 25%
- Unit 2: Democracy and Dictatorships in Germany 1919–1963 15%
- Unit 3: A Thematic Study on Russia and its Rulers 1855 – 1964 40%
- Unit 4: Topic Based Essay about a Historical Controversy of your choice 20%



Information Technology (BTEC)

Duration: Two year BTEC

Exam board: Edexcel Pearson Extended Certificate

Assessment: Four units are assessed – two internal coursework units, two external examinations, one examination taken each year.

Entry requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

The BTEC qualification, when studied alongside other Level 3 qualifications, is aimed at progression to Higher Education. However, it also enables students to develop the knowledge and skills needed for entry level roles related to IT, including vocational apprenticeship roles and trainee/entry level roles, such as a Social Media Specialist, Content Developer, Web Developer or Business Analyst.

For students wanting to study for an IT-related degree, opportunities would include Undergraduate courses in Computer Arts, Software Development for Animation, Website Development, Games Design and Development and more.

COURSE OVERVIEW:

Information Technology (IT) involves the use of computers widely in industry and commerce. The UK is one of the leading digital nations, and its economy has the highest percentage of GDP involved in the digital economy in Europe. The National Institute for Economic and Social Research (NIESR) shows that the digital economy includes almost 270,000 UK digital companies, and 11% of all jobs.

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assignments. Students perform independent research alongside the case studies provided, focusing on the holistic development of the practical, interpersonal and thinking skills required for success in employment and Higher Education.

This course uses a combination of assessment styles to give students the confidence to apply their knowledge, succeed in the workplace, and have the study skills for lifelong learning. The range of vocational assessments, both practical and written, means students can showcase their learning and achievements when they take their next step, whether that's supporting applications to Higher Education courses or potential employers.

The summary of components is as follows:

- Information Technology Systems
- Using Social Media in Business
- Creating Systems to Manage Information
- Website Development

Mathematics

Duration: Two year A Level

Exam board: Edexcel 9371

Assessment: 100% examination with three papers of equal weighting.

Entry requirements: Standard Sixth Form entry requirements, plus minimum Mathematics GCSE grade 6 or above but preferably grade 7 or above.

POSSIBLE FUTURE PATHWAYS:

Mathematics, Science and Technology based degrees, Architecture, Engineering, Finance, Medical degrees, Computing, Law, Economics, Business and Management

This course will provide students with key employable skills such as problem-solving, logical reasoning, communication and resilience. We aim to create confident, independent thinkers and decision makers that can work effectively. This A Level is a versatile qualification that is well respected by employers and Higher Education, and provides excellent preparation for a wide range of University courses.

COURSE OVERVIEW:

This course will develop knowledge and skills to help model and solve complex mathematical situations. It gives insight into how mathematical models predict the world around us. It builds on the understanding and problem solving techniques established at Higher GCSE, including Algebraic Manipulation and Trigonometry, as well as introducing new areas of Mathematics such as Calculus. The content of this course is two thirds Pure Mathematics (two exams) and one third Statistics and Mechanics in equal proportions (one exam). The Mechanics element of the A level pairs well with Physics A Level, however, this is not a requirement for the course. Students will be required to have a calculator more advanced than the GCSE Scientific Calculator. Purchasing these will be organised through the school at a discounted rate when the course commences in September.

Mathematics is a highly respected A Level and there is good reason for this: it is a challenging subject that requires students to have a good understanding of the algebra content of the Mathematics GCSE. Students are required to learn extensive mathematical techniques and apply them in ways they have not seen before in examinations. In order to maximise success in this challenging subject the Mathematics Faculty at Highcliffe School requires students to start the course with a solid understanding of the algebra GCSE content. It has an expectation that students build on their work outside of lessons to consolidate their understanding and reflect on tests and exercises, striving to fully correct any mistakes. Individual support and guidance is given to all students, with additional support sessions provided three times a week. We provide opportunities for diagnosis and therapy in class, encouraging peer support, reflective time and ways to improve.

The summary of components is as follows:

- Two units of Core Mathematics
- One unit of Applied Mathematics (this includes Statistics and Mechanics)



Mathematics (Further)

Duration: Two year A Level

Exam board: Edexcel 9372

Assessment: 100% examination with three papers of equal weighting.

Entry requirements: Standard Sixth Form entry requirements plus minimum Mathematics GCSE grade 7 or above but preferably grade 8 or above.

POSSIBLE FUTURE PATHWAYS:

Mathematics, Science and Technology based degrees, Engineering, Finance, Medical degrees and Computing. If you are intending on applying for a STEM degree, it is recommended that you study Further Mathematics.

Studying Further Mathematics is excellent preparation for University, especially if you wish to study any Mathematics-related subject such as Engineering, Science, Computing or Technology, as well as Mathematics itself. Many universities now encourage students to take Further Mathematics qualifications to improve their mathematical preparation for degree courses. Leading universities, including Cambridge, now specify Further Mathematics as an entry requirement for certain courses.

COURSE OVERVIEW:

This course will further develop knowledge and skills to help model and solve complex mathematical situations. Concepts from the Mathematics A Level will be developed with new and exciting areas of Mathematics introduced, such as matrices and complex numbers. The course content is half Pure Mathematics (two examinations), one-quarter Statistics (one examination) and one-quarter Mechanics (one examination).

Alongside the rigorous, stimulating and challenging course we deliver, we offer students the opportunity to deepen their interest, understanding and skills beyond A Level. Enrichment trips are organised where students attend inspirational lectures and develop problem-solving skills, giving them an insight into Mathematics based university courses. When it comes to applying to do a Mathematics degree, it would seem that the main thing Mathematics departments at University are interested in is the Maths you have done, so the more you do the better! At Highcliffe we offer timetabled lessons throughout Year 12 and 13 that help prepare students for the STEP, and other entry examination papers. These lessons also prepare students for any mathematical problem solving questions that could come up during interview, alongside improving skills for their Further Mathematics examinations.

The summary of components is as follows:

- Two Further Pure Mathematics Units
- One Statistics Unit
- One Mechanics Unit

Media Studies

Duration: Two year A Level

Exam board: EDUQAS (WJEC)

Assessment: 70% examination; 30% non-examination assessment. (practical production)

Entry requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

Careers in Television, Film, Radio, Journalism, Digital Media, Advertising and Marketing, Public Relations, Teaching.

This course equips students with excellent communication skills, skills of critical analysis and investigative skills that will be necessary for most careers. Students will develop their research and problem-solving skills, building their capacity for independent research and gaining a deeper appreciation and understanding of the role media plays in day to day life. Students will refine their debating skills through the discussion of contemporary issues from a range of perspectives. They will also extend their practical and creative skills through the non-examination unit.

COURSE OVERVIEW:

This course involves the in-depth study of media products in relation to the four areas of the theoretical framework: media language, representation, industries and audiences. Students will study a range of media forms: advertising and marketing, films, magazines, music video, newspapers, online media, radio, television and video games. The course will provide comprehensive and integrated coverage of media theory and practice. In creating their own media products, students will develop their technical skills and ability to work to a brief and meet deadlines.

Through studying Media Studies, students will view, evaluate and analyse a variety of media products. The course involves contemporary, diverse topics and varied and engaging content. A variety of study methods are used on this course, including debate, discussion, presentations and written analysis. It is worth noting that this is not a media production course; whilst there is an element of media production in the non-examination unit, there is a strong emphasis on media analysis and theory.



Music Performance (A Level)

Duration: Two year A Level

Exam Board: EDUQAS

Assessment : Two externally assessed components - Performing (25-35%) and Composing (25-35%); one written examination - Appraising (40%)

Entry Requirements: Standard Sixth Form entry requirements and audition.

POSSIBLE FUTURE PATHWAYS:

The qualification prepares students who wish to undertake further study in performance at university or conservatoires throughout the UK and abroad. The study of music opens doors to a wide range of careers, both within and outside the arts as the commitment and discipline required supports students heading for destinations as diverse as Broadcasting, Publishing, Law, Politics and the Civil Service.

COURSE OVERVIEW:

This course provides an opportunity to study the disciplines of music in an integrated way as well as cultivating the highly desirable skills needed for Higher Education and future employment including self-management, creativity, data analysis, performance, teamwork, problem-solving and communication. Students will have a choice of specialising in either performance or composition whilst reinforcing their knowledge and understanding of music through three areas of study: The Western Classical Tradition; Twentieth Century Music; and one from either Rock and Pop, Musical Theatre, or Jazz.

To support their personal instrumental studies students will be given a rich variety of public performance opportunities: Christmas Concerts; Summer Concerts; School Production; Lunchtime Concerts; Evening Recitals; the Primary Schools' Music Tour – leading to showcase events such as Regent Centre Community Project and other local music events in the community. The course content is delivered through joint lessons involving students from both Music Performance pathways to maximise ensemble performance opportunities and to support collaborative learning. A-level students will also benefit from regular tutorials and additional Music Theory classes delivered through the Music Enrichment programme.

The summary of components is as follows:

- Component 1: Performing;
- Component 2: Composing;
- Component 3: Appraising (written exam).

Students can opt to specialise in Composing to support their choices in progression to Higher Education and to link with relevant occupational areas.

Music Performance (BTEC)

Duration: Two year BTEC

Exam Board: Edexcel Pearson Extended Certificate

Assessment : Two externally assessed mandatory units; two internally assessed units, one mandatory. (optional)

Entry Requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

Music related degrees, Music Teaching, Music Therapy, Instrumental Teaching, Events Management, Business and Arts Management, Performing Arts, Journalism, Sound Engineering. In addition to the Music sector-specific content outlined above, it will support entry to higher education courses in a wide range of disciplines, depending on the subjects taken alongside it.

COURSE OVERVIEW:

The course is highly practical, involving extensive group work, project-based activities, and portfolio-style submissions. The specification has been designed to develop a deeper understanding of listening and appraising, performance skills and composition skills. The BTEC course offers more opportunities to perform, and learn the skills of analysis and theory in a practical setting, and is equivalent to one A Level. This course enables students to develop skills in communication, performance and teamwork, as well as personal vocal/ instrumental technique development.

The content of this qualification supports progression to Higher Education. Employers and professional bodies also confirm that the course content is consistent with current practice, for learners planning to enter employment directly into the music sector.

The summary of components is as follows:

- Three mandatory units
- Unit 1: Ensemble Music Performance;
- Unit 2: Practical Theory and Harmony;
- Unit 3: Professional Practice in the Music Industry (written exam).
- One optional unit to support their choices in progression to Higher Education and to link with relevant occupational areas. Optional units cover content areas such as Composing music; Music promotion; Music performance.



Music Production

Duration: Two year A Level

Exam board: Edexcel 9MT0

Assessment: Two externally-examined papers (60%) and two non-examined assessment components (40%)

Entry requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

Recording Artist, Studio Recording Engineer, Technician, Producer, Live Sound Engineer, Acoustic Engineer, designing acoustic spaces and venues, Designing/Constructing sound systems for venues, Computer Programmer in music applications, Music for Gaming/Ringtones, MIDI Programmer, design and manufacture of electronic instruments/devices, Electrical Engineer developing microphones and speakers, Sound Engineer in media/ television/radio, Composer of film/media music.

COURSE OVERVIEW:

The Music Production pathway combines A Level Music Technology with an enrichment programme centring on industry related work experience e.g. live sound engineering, studio placements.

The three areas of study are, Recording and Production Techniques for both Corrective and Creative Purposes, Principles of Sound and Audio Technology, and Development of Recording and Production Technology. During the course students will have the opportunity to capture, edit and produce a recording, use sound creation and manipulation techniques to create, edit and structure a composition, identify production on commercial recordings and correct and mix a recording. They will also study the principles of sound and of audio technology in relation to theoretical and practical contexts and develop their knowledge of current digital technologies, as well as those dating back to the mono, analogue recording technologies from the 1930s onwards.

The summary of components is as follows:

- Studio Production coursework
- Production-based creative Composition coursework
- Listening and analysing examination
- Producing and analysing examination

Physical Education

Duration: Two year A level

Exam Board: OCR H555

Assessment: 70% examination; 30% Practical (performance or coaching) including verbal evaluation.

Entry Requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

Sports related degrees, Sports Science, Coaching, Teaching, Physiotherapy, Sports Statistics, Sports Psychologist, Recreational Management, Sport and Leisure Industry and many more.

Learners will also develop the transferable skills that are in demand by Further Education, Higher Education and employers in all sectors of industry. This specification will create confident, independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team – all skills that will enable them to stand out and effectively promote themselves as they progress through life.

COURSE OVERVIEW:

A Level Sports Science and Physical Education is designed to follow on from GCSE PE, although GCSE PE is not a requirement for students wishing to follow this course. Students will specialise in one sport as part of the practical assessment or be assessed coaching. It is essential that students are actively involved participating in their sport in a club. Students will need to keep a log of their training and competitive fixtures undertaken during Year 12 and 13.

This course will develop theoretical knowledge and understanding of factors that underpin physical activity and sport in an academic setting. Modules include Anatomy and Physiology, Biomechanics, Exercise Physiology, Sport and Society, Contemporary Issues in Sport and Sports Psychology. A variety of study methods are used on this course including Problem Solving, Debate, Discussion and Presentations, Practical Performance and Oral Observation of Live Performances. This course is academic in nature so practical lessons are limited to specific activities.

The summary of components is as follows:

- Physiological factors affecting Performance (Anatomy and Physiology)
- Psychological factors affecting Performance (Sports Psychology)
- Socio-cultural issues in Physical Activity and Sport (Contemporary Issues)
- Performance in Physical Education (Practical or Coaching)



Photography

Duration: Two year A Level

Exam board: AQA 7206

Assessment: 60% Portfolio (personal investigation) 40% externally set assignment. (examination)

Entry requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

Art related degrees, Professional Photographer, Designer, Animator, Magazine Features Editor, Press Photographer, Digital Marketer, Film Editor, Teacher, University Lecturer, Web Designer.

Students will develop the independent skills required to move onto Further Education, Higher Education or into the Design industry. The course encourages students to develop their own style as an artist, whilst covering the requirements of the four assessment objectives.

COURSE OVERVIEW:

A Level Photography course complements Art and Design subjects offered at GCSE. It is not essential, but would be beneficial to have studied one of the following subjects at GCSE: Fine Art, Graphics, or Textiles.

Students will produce practical and critical/contextual work in one or more areas of study, for example: Portraiture, Landscape Photography, Still Life, Documentary Photography, Photojournalism, Fashion Photography, Experimental Imagery, Multimedia, Photographic Installation and Moving Image in Film and Animation.

The two year course will comprise of a personal investigation, which will include written material around the student's Art work and chosen line of enquiry. This will include a structured, extended response of between 1000 and 3000 words of continuous prose. Each student's investigation will be an in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. There is also an externally set practical assignment including a development period from the 1st February plus a 15 hour supervised assignment.

The summary of components is as follows:

- Unit 1: Personal Investigation
- Unit 2: Externally Set Assignment

Physics

Duration: Two year A Level

Exam board: OCR H556

Assessment: 100% examined in three papers with a separately assessed practical endorsement Paper -1 Modelling Physics; Paper 2 - Exploring Physics; Paper 3 - Unified Physics.

Entry requirements: Standard Sixth Form entry requirements, plus a grade 6 at GCSE studies.

POSSIBLE FUTURE PATHWAYS:

Physics Research and Development, Engineering of many disciplines from Communications, Chemical, Electrical, Automotive and Marine, to name but a few. The following fields allow Physicists to use their mathematical and analytical skills: Business, HR, Finance, IT, Consultancy, Banking and Accountancy.

The analytical skills and logical approach developed in the study of Physics is well regarded in many fields. Learners will also develop the transferable skills that are in demand by Further Education, Higher Education and employers in all sectors of industry. This course will allow them to develop as a confident, independent thinker and, also as someone who can operate effectively as an individual or part of a team – all skills that will enable them to stand out and promote themselves as they progress through life.

COURSE OVERVIEW:

The specification is divided into topics each covering different key concepts. As learners progress through the course they will build on their knowledge of the laws of Physics, applying their understanding to solve problems on topics ranging from Sub-Atomic Particles to the Entire Universe. The specification aims to encourage learners to develop essential knowledge and understanding of different areas of the subject, and how they relate to each other, as well as a deep appreciation of the skills, knowledge and understanding of scientific methods. Learners will also develop competence and confidence in a variety of practical, mathematical and problem solving skills. There are opportunities throughout the course for learners to hone their interest in and enthusiasm for the subject, to understand how society makes decisions related to scientific issues, and also how the sciences contribute to the success of the economy and society as a whole.

The summary of components is as follows:

- Module 1: Development of practical skills in
- Module 2: Foundations of Physics
- Module 3: Forces and Motion
- Module 4: Electrons, Waves and Photons
- Module 5: Newtonian World and Astrophysics
- Module 6: Particles and Medical Physics



Product Design

Duration: Two year A Level

Exam board: AQA 7205

Assessment: Examination one – Technical Principles 30%; examination two – Designing and Making Principles 20%; Practical Application of Techniques 50%

Entry requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

Engineering, Product Design, Apprenticeships, 3D Design, Architecture, Interior Design, Sustainable Design, Project Management.

The course encourages students to problem solve through completing a range of projects, developing their understanding of materials and processes, whilst relating this to every day contexts. Through study, 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.

COURSE OVERVIEW:

The Three Dimensional (Product Design) course is designed to follow on from the GCSE Product Design course and all our other courses on the AQA Art and Design Specification. It is recommended that one of these courses has been successfully completed at GCSE to maintain the high demand of the work and independence required to study the A Level course. The two year course will comprise of a personal investigation, which will include written material around student's individual design work and chosen line of enquiry. This will include a structured, extended response of between 1000 and 3000 words of continuous prose. Each student's investigation will be an in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning, from an initial starting point to a final realisation. There is also an externally set practical assignment including a development period from the 1st February plus a 15 hour supervised examination.

The summary of components is as follows:

- Unit 1: Personal Investigation
- Unit 2: Externally Set Assignment

Psychology (A Level)

Duration: Two year A Level

Exam board: AQA 7182

Assessment: 100% examination comprising three papers of equal weighting.

Entry requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

Psychology and/or Sociology related degrees, Clinical Psychology, NHS, Human Resources, Banking and Finance, Teaching, Counselling, Psychotherapy and many more.

Learners will develop transferable skills that are vital in Further and Higher Education as well as in the workplace. They will also be able to use the knowledge and understanding learnt in A Level Psychology to work with others in the work place or in the wider society.

COURSE OVERVIEW:

Students do not need to have a GCSE in Psychology to study this subject at A Level. Students will learn mandatory topics in Year 12 and then will be taught topics in Applied Psychology, Research Methods, Issue, Approaches and Debates in Year 13. The mandatory topics taught in Year 12 are Memory, Social Influence and Attachment as well as Psychopathology. The Applied topics that we currently deliver in Year 13 are Stress, Forensic Psychology and Gender Studies.

This course will develop theoretical knowledge of Psychology and allow students to understand the factors that cause human behaviour.

The summary of components is as follows:

- Introductory Topics in Psychology
- Psychology in Context
- Issues and Options in Psychology



Applied Psychology (BTEC)

Duration: Two year BTEC National Extended Certificate

Exam board: Pearson

Assessment: Four Units are assessed; two internal coursework units, two external examinations, one examination taken in each year.

Entry requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

Psychology and/or Sociology related degrees, Clinical Psychology, NHS, Human Resources, Banking and Finance, Teaching, Counselling, Psychotherapy and many more. Learners will develop transferable skills that are vital in Further and Higher Education as well as in the workplace. With the BTEC, the knowledge and understanding learnt in Psychology will help students to work with others in the workplace or in the wider society.

COURSE OVERVIEW:

Students do not need to have a GCSE in Psychology to study this subject at BTEC, however experience with a BTEC would be helpful. Students will learn mandatory topics in Year 12 and then will be taught the remaining mandatory unit and optional unit in Year 13. The mandatory units in year 12 will cover the various approaches in psychology and how to conduct investigations. In year 13 you will explore Health Psychology, which looks at healthy decision making, stress, addiction and how we can change behaviour. We will also be looking at the optional unit of Psychopathology, which will give you an understanding of disorders and treatments.

This course will develop theoretical knowledge of Psychology and take an applied approach to explaining behaviour. Additionally, students will gain an understanding of how to plan, conduct, and evaluate practical research in a scientific manner, through the completion of practical study.

The summary of components is as follows:

- Psychological Approaches and Applications (exam)
- Conducting Psychological Research
- Health Psychology (exam)
- Introduction to Psychopathology

Religious Philosophy and Ethics

Duration: Two year A Level

Exam board: OCR H573

Assessment: 100% examination, comprising three papers of equal weighting.

Entry requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

This course supports a range of careers such as Law, Medicine, Social Work, Journalism, Teaching and so on. Universities recognise this course as a valuable academic subject, which will enable students to develop the key skills needed for higher education.

COURSE OVERVIEW:

Philosophy of Religion includes an exploration of key and ultimate questions. There is much room for discussion and personal opinions, whilst taking into account past and present philosophical thinkers and their works. The Ethics element of the course incorporates both the study of ethical theories and their application, looking at issues such as Conscience, Freedom, Sexual Ethics, War and Peace, Authority, Justice, Law and Punishment among others. The study of Buddhism involves an exploration of Beliefs, Practices, Authority, History, Values and the impact of religion on society as a whole.

The summary of components is as follows:

- Philosophy of Religion: Ancient influences, arguments for and against the existence of God, religious experience, the problem of evil, soul, mind and body and life after death, the nature of God and issues in religious language.
- Ethics: Normative ethical theory, application of ethical theory, ethical language and thought, debates surrounding the significance of conscience, the influence of ethical thought on developments in religious belief and the philosophy of religion.
- Buddhism: Beliefs, values and teachings, how they have developed historically and how they are presently discussed. Key areas covered in this unit include: the significance of the Buddha, exploration of the Buddhist world view, meditation and Buddhism in contemporary society.



Sociology

Duration: Two year A Level

Exam board: AQA 7192

Assessment: 100% examination comprising of three examinations of equal weighting.

Entry requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

Sociology and/or Psychology related degrees, NHS, Human Resources, Social Work, Civil Service, Journalism, Law, Researcher, Teaching, Marketing, Criminal Justice System, Counselling, Media and many more.

Learners will develop transferable skills that are vital in Further and Higher Education as well as in the workplace. They will also be able to use the knowledge and understanding learnt in A Level Sociology to work with others in the work place and understand the processes of wider society.

COURSE OVERVIEW:

Students do not need to have a GCSE in Sociology to study this subject at A Level. Students will learn mandatory topics in Year 12 and Year 13. The topics taught in Year 12 are Education with Methods in Context and Families and Households with Research Methods. The topics in Year 13 are Crime and Deviance with Theory and Methods and The Media.

This course will develop theoretical knowledge of Sociology and enable students to understand societal processes and structure as well as what causes societal action and change.

The core themes that are covered are Socialisation, Culture and Identity and Social Differentiation, Power and Stratification.

The summary of components is as follows:

- Paper 1: Education with Theory and Methods in Context
- Paper 2: Topics: Families and Household and The Media
- Paper 3: Crime and Deviance with Theory and Methods

Sports Diploma (Cambridge Technical)

Duration: Two year Diploma

Exam Board: OCR 05827

Assessment: Four coursework units and two external examinations

Entry Requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

Sports related degrees, Sports Science, Coaching, Teaching, Physiotherapy, Sports Statistics, Sports Psychologist, Recreational Management, Sport and Leisure Industry.

This qualification is not just about being able to play sport, it will provide learners with the skills, knowledge and understanding to progress into Higher Education on a sport-related programme.

COURSE OVERVIEW:

The Cambridge Technical Extended certificate is designed to follow on from the OCR Sport Science course, although is not a requirement for students to have followed this course. Learners will take six units made up of mandatory and optional units:

Students will study the following mandatory units:

- Body Systems and the Effects of Physical Activity (external examination)
- Sports Coaching and Leadership (coursework leading coaching sessions)
- Sports Organisation and Development (external examination).

These units will give learners an understanding of sport in the wider contexts of coaching and leadership, anatomy and physiology, the body's short- and long-term responses to physical activity and the framework of sport in the UK and the organisations involved. Learners will also develop transferable skills such as planning, communication, adaptability and leadership.

Students will also study the following units:

- Nutrition and Diet for Sport and Exercise (coursework)
- Organisation of Sports events (coursework, including organising 2 sports events)
- Physical Activity for Specific groups (coursework).



Spanish

Duration: Two year A Level

Exam board: AQA 7692

Assessment: Three units comprising: Unit 1 Listening, Reading & Writing; Unit 2 Writing; Unit 3 Speaking

Entry requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

Languages can be studied as a standalone subject at university, or as a combined degree with a huge variety of subjects, including Business, Mathematics, Economics, Law and International Relations. It is possible to study one, two or three languages in a degree, and any language can be studied from scratch or continued from GCSE or A-Level standard. Language degrees prepare learners for careers related to the subject such as Translation, Interpretation and Teaching, but are also in demand for pathways such as Law, International Relations or Banking.

COURSE OVERVIEW:

The course has been designed to give you a profound understanding of Spanish. Not only will you understand more about the mechanics of the language (grammar, vocabulary), but also how people live and use language on a daily basis. All this will be taught by looking at newspapers, books, magazines, television, film and, of course, textbooks. You will do some work in our language laboratory and will also have one hour per week of intensive speaking work with the Spanish Assistant.

The course covers aspects of Hispanic Society, Multiculturalism, Artistic Culture, Political life in the Hispanic world, and literary texts and films. The cultural works studied are *La Casa de Bernarda Alba* by Federico García Lorca and *Volver* by Pedro Almodóvar.

The summary of components is as follows:

- Social issues and trends
- Political and artistic culture
- Grammar
- Option topics covering literary texts and film

Textiles

Duration: Two year A Level

Exam board: AQA 7204

Assessment: 60% portfolio (personal investigation) 40% externally set assignment.

Entry requirements: Standard Sixth Form entry requirements.

POSSIBLE FUTURE PATHWAYS:

Art related degrees, Professional Artist, Printmaker, Clothing or Textile Technologist, Colour Technologist, Interior and Spatial Designer, Fashion and Costume Designer, Textile Designer.

Students will develop the independent skills required to move onto Further or Higher Education or moving into the Design Industry. The course encourages students to develop their own style as an Artist, whilst covering the requirements of the four assessment objectives.

COURSE OVERVIEW:

The Textiles Design course complements the GCSE Art and Design courses offered in Graphics, Textiles Design and Fine Art. It is recommended that one of the following courses has been successfully completed at GCSE, to maintain the high demand of work and independence required to study the course.

Students will produce practical and critical/contextual work in one or more areas of study, for example: Fashion Design, Fashion Textiles, Costume Design, Digital Textiles, Printed and Dyed Fabrics and Materials, Domestic Textiles, Wallpaper, Interior Design, Constructed Textiles, Art Textiles and Installed Textiles.

The course will comprise of a personal investigation, which will include written material around a student's individual artwork and chosen line of enquiry. This will include a structured, extended response of between 1000 and 3000 words of continuous prose. Each student's investigation will be an in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. There is also an externally set practical assignment including a development period from the 1st February, plus a 15 hour supervised examination.

The summary of components is as follows:

- Unit 1: Personal Investigation
- Unit 2: Externally Set Assignment



Core Mathematics

Duration: 3 points of entry over the two year A Level (enrichment course)

Exam board: AQA 7993

Assessment: An academic written report (5000 words), a presentation, and the completion of a production log.

Students are able to achieve an A* with university points equivalent to half an A Level.

Entry requirements: Grade 6 or above in GCSE English language or English Literature.

POSSIBLE FUTURE PATHWAYS:

Any, although research and report writing skills are enhanced with the qualification.

COURSE OVERVIEW:

The EPQ is an opportunity for students to research a topic of their choice, either related to their personal interests or course of academic study. Students are also required, with appropriate supervision, to; (i) draft a title and aims of the project for formal approval, (ii) plan, research and carry out the project, (iii) deliver a presentation to a non-specialist audience (iv) provide evidence of all stages of project development and production for assessment.

The EPQ is marked according to 4 assessment objectives: Management, Resources, Development and Realisation and Evaluation. The taught programme involves 30 learning hours, delivered in 1 hour sessions, once a week. Students are then expected to independently spend at least a further 60 hours of study. Skills that are specifically developed through EPQ include; Decision Making, Problem Solving, Research Methods,

Critical Thinking – Analysis, Synthesis, Evaluation, Presentation and Communication. Students use primary and secondary methods such as questionnaires and surveys as well as accessing books and articles from academic sources.

Extended Project Qualification (EPQ)

Duration: 3 points of entry over the two year A Level (enrichment course)

Exam board: AQA 7993

Assessment: An academic written report (5000 words), a presentation, and the completion of a production log.

Students are able to achieve an A* with university points equivalent to half an A Level.

Entry requirements: Grade 6 or above in GCSE English language or English Literature.

POSSIBLE FUTURE PATHWAYS:

Any, although research and report writing skills are enhanced with the qualification.

COURSE OVERVIEW:

The EPQ is an opportunity for students to research a topic of their choice, either related to their personal interests or course of academic study. Students are also required, with appropriate supervision, to; (i) draft a title and aims of the project for formal approval, (ii) plan, research and carry out the project, (iii) deliver a presentation to a non-specialist audience (iv) provide evidence of all stages of project development and production for assessment.

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