



STREATHAM & CLAPHAM

SIXTH FORM

Prospectus

AN ALL-THROUGH SCHOOL



Welcome

Introduction from the Head

The Sixth Form at SCHS is the jewel in our crown: it is where the students' bespoke programmes of academic study encourage their curiosity, insight and knowledge as well as develop reflective interpersonal skills to prepare them for adult life. We know and value our students as individuals, nurturing their potential, challenging them to be ambitious, and encouraging them to pursue further studies and life opportunities. I hugely value the sixth formers' support in joining me in leading the school and I am very proud of how they work with younger pupils and hosting parents and visitors: they are our finest ambassadors.

As well as being determined and conscientious, the Sixth Form students embrace the richness of our co-curricular opportunities within and beyond the school, forming valuable partnerships in their community service work and with the wider GDST network. As they prepare in these final two years to leave the SCHS family, I hope they take with them wisdom, excitement about all that lies ahead, and a deep-rooted understanding of their own sense of self and values. As well as achieving ambitious academic outcomes, they will have gained a deeper knowledge of how they learn, of what they hope for from life, and invaluable life skills to enable them to flourish.

Cathy Elliott BA (Oxon), MA (London), PGCE (Cantab)
Head - Streatham & Clapham High School

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Welcome

From the Sixth Form Team



At SCHS Sixth Form, we balance academic excellence with a rich array of co-curricular, leadership, and enrichment opportunities, all underpinned by outstanding pastoral care. We recognise and value each student as an individual, celebrating their unique qualities and diverse pathways through Sixth Form and beyond.

We nurture and empower our students to make their own decisions, reflecting our ethos of 'family, not factory'. As a smaller sixth form, we operate as a family, providing personalised support every step of the way. Our commitment to knowing each student personally allows us to guide them on the best pathway for their needs, offering tailored support, advice and provision.

Each student benefits from:

- One-to-one time with specialists: Dedicated support from in-house experts.
- Smaller class sizes: Personalised attention from subject teachers.
- Bespoke programmes: Hands-on preparation for the outside world and a bright future.



We encourage our students to live their school lives 'towards wisdom, unafraid'. This means fostering independence and passion for their subjects and broader interests. Academic rigour combined with a genuine love for learning is the key to success.

To support this, we offer:

- Enrichment activities: Enriching experiences through our Futures and Aspirations, Muse and Kinza programmes.
- Work experience opportunities: Practical engagement with various fields.

Our PSHCE, EPQ and General Studies lessons provide additional opportunities for students to pursue other interests and prepare for life beyond school. We also encourage all students to take a leadership role, preparing them to thrive in the wider world.

As part of the GDST network, our students benefit from a wealth of expertise, facilities, and enrichment opportunities, such as:

- GDST CareerStart Programme
- Shared Alumnae Network
- GDST Leadership and Enterprise Diploma with the London School of Economics
- Various Scholarships, prizes, and competitions

We are deeply proud of our Sixth Form provision and excited to welcome you and your family into our community. We hope our programme will be the right fit for you. For any questions, please refer to this prospectus or get in touch at any time. We look forward to meeting you at our 'Into the Sixth' open evening or in an individual meeting.



Ms Rusholme (Director of Sixth Form)
Ms Tuggey (Head of Year 13)
Ms Evans (Head of Year 12)



Student Leadership

Welcome to the SCHS Sixth form! As the Student Senior Leadership Team, we lead five departments: general leadership, academic, co-curricular, wellbeing and community. The Head of School (Lucy), the Deputies and the prefects shape the school and ensure the students have a strong voice.

The SCHS Sixth Form is smaller than some others (about 50-70 per year), making it more of a close community and meaning that we make friends for life.

Some things we love about our Sixth Form are the café and the common room where you can buy drinks and snacks, and all of the staff who are incredibly friendly and supportive. The study centre is the best place to study; it's quiet, and you can work in there until 6pm every evening, so the amount of work we have been able to get done is amazing.

We would encourage you to have fun in Year 12 but also to make the most of your time. As boring as it sounds (it's not when you love your subjects), get your homework and consolidation done so that you have more time to chill and hang out with friends, and so you get the most out of your time here and the best grades to take you on to the best Higher Education.

We can't wait to meet you all!

Student Senior Leadership Team

Sixth Form

Life



Social life

Sixth Formers have their own Café to work, play and relax. The Café facilities are plentiful, and students can buy paninis for lunch, coffees at break and a wide range of other snacks and drinks. Fostering a strong sense of community is integral to our Sixth Form ethos, and our regular socials throughout the year encourage integration across the year groups and a chance to foster supportive, long-lasting friendships. Past socials have included cinema trips, a visit to Winter Wonderland and rounders on the common in the Summer term.

The School Day

Students are expected to arrive at school by 8.25. Form time activities or assembly will run from 8.25-8.50, when they will be doing targeted activities such as quizzes, supra-curricular reading and having meetings with their form tutors. Depending on whether they are doing 3 or 4 A levels, students will most likely have one lesson per subject per day. This means that they have plenty of opportunities throughout the day to complete homework and other enrichment tasks. All students in Year 12 are expected to spend at least four hours a week in the Study Centre which is a quiet working space, and these lessons should be used to complete homework, consolidate their learning and engage in supra-curricular activities. Students are welcome to use the study area when they are not timetabled on, but can also collaborate in the café or a classroom. Year

13 students will usually be expected to be in the Study Centre for two hours a week, but often choose to use it more regularly. At lunch, the Café is available.

Personal and Academic Enrichment

Each student's timetable will be made up of their subject lessons, compulsory form time, assemblies, PE, and PSHCE lessons, and compulsory Sixth Form Enrichment sessions, such as Careers, Kinza, and our study skills sessions and lecture series. These are generally integrated into the normal timetable, with the exception of Kinza, which operates on alternate Mondays in Period 5 and 6, and the lecture series which runs fortnightly in the last period on Friday. The timings for the day are the same as lower down the school. We encourage all of our Sixth Form students to develop personally and academically above and beyond the curriculum, preparing themselves to thrive beyond school and to be prepared to be exceptional citizens of the wider world.

General Studies (EPQ, study skills and PSCHE)

General Studies lessons are split between PSCHE and study skills/ EPQ. The PSHCE curriculum is a carefully designed and developed set of pathways for Years 12 and 13 which prepare them to be successful in the wider world, including practical skills such as how to change



a tyre, financial literacy, celebrating LGBTQIA+ relationships and allyship and dealing with racism and microaggressions. In the first year of study skills, students start an EPQ and learn the skills of time-management, referencing, research and reflection. These then become more focused on independent learning and revision skills when students have completed their EPQ at the end of Year 12.

Supra-curricular

Students are encouraged to pursue their areas of interest in a wide range of essay competitions for reputable Universities, and we have a strong tradition of students regularly attending enrichment opportunities such as Subject Study Days and webinars in their areas of interest. We expect all of our students to spend a minimum of an hour a week doing wider reading, research or exploration in every subject, as this is the mark of an exceptional A level student. Form times are also used for discussing wider world issues and news and developments within their subject area.

Kinza

Through our Enrichment Programme, Kinza, students are encouraged to give back to the wider school and local community, contributing to the kindness and warmth at the heart of our school. Kinza sessions happen every fortnight and include a range of opportunities to be active or creative, to stretch and challenge themselves beyond the curriculum and to develop positive relationships. We encourage all of our students to

lead or help with Kinza activities to develop their leadership and teamwork skills, and to interact with students from across the school community as we are a family school.

Co-curricular clubs

We have a wide range of co-curricular opportunities which Sixth Form students can attend and lead, such as School Magazine, Current Affairs Club, the Duke of Edinburgh Award and many others, and we are always looking for opportunities to develop our provision. Sixth Formers are expected to participate in at least one co-curricular activity per term, and are encouraged to run or help at one (either during lunch or after school) as part of their leadership and work experience.

Partnerships

Building partnerships with local charities, primary schools and other areas of our community is part of the school's culture: Sixth Formers have represented the school through volunteering, reading to primary school children or helping support the younger students at our Prep School. Sixth Formers regularly present their own ideas to us for community outreach, meaning there is a wealth of opportunity for students to feel the rewards that come with helping others. We are also part of the Southwark Schools Learning Partnership wherein we collaborate with local maintained and independent schools for further supra-curricular activities.

Friday lecture series

Every fortnight, students are invited to inspiring lectures from career professionals, alumni and external speakers, who offer insight into their industries, own career trajectories and networking and work experience opportunities. This academic year, the Enrichment Lectures have included prominent people from the following industries: Law, Fashion, Journalism, Beauty, Comms, Art, Criminology, Tech, PR, TV.

Socials

We have a social every term, wherein Sixth Form students are invited to come together to do something fun and sociable, such as ice-skating, karaoke, rounders, a picnic or a trip. We are also planning to lead residential trips for the Sixth Form.

Recognition and prizes

The zealous participation of our students in the wealth of co-curricular opportunities and the benefit this has on them is clear through the frequent recognition they receive from companies, initiatives and prizes. Many students are offered scholarships for exceptional performances in a wide range of fields such as academic excellence, music, drama and art. A significant number have completed internships and Insight Days at prestigious companies through the GDST's CareerStart programme, and several students each year are invited to attend the Women of the Future Summit. In recent years, SCHS has had a strong track record in GDST Scholarships and Prizes: most notably a recent Deputy Head Girl, who received the prestigious GDST Minerva Prize for all-round excellence and commitment to school life. Students have also received the Languages Prize, the Ruth Gwatkin Prize for Classics and an award at the GDST Psychology Cup.

The House System

We have a strong house system throughout the school which encourages students from across the year groups to develop relationships. The houses are all named after inspirational SCHS alumni:

- Carter, after the esteemed writer Angela Carter who studied at SCHS from 1951-1958
- Fawcett, after Mathematician Phillipa Garrett Fawcett, who attended SCHS in the 1880/1890s and was daughter of Suffragette Millicent Fawcett
- Franklin, after Rosalind Franklin, a chemist and X-ray crystallographer who attended SCHS in the 1930s
- Knights, after prize-winning artist Winifred Knights who was at SCHS in the early 1900s
- Paston Brown, after academic and educator Dame Beryl Paston Brown, who was an SCHS student in the 1920s

Leadership

We also have a fantastic leadership structure, with plentiful opportunities for the Sixth Formers to step up into roles of responsibility and make a real difference to the school community. The process opens in January, and we are committed to adapting our leadership structure each year to reflect the emerging interests and pressing issues of each individual year group. The Head



of School Team runs and leads different areas of the school council for their area of responsibility. House Captains are also responsible for leading on a wide range of competitions and activities to create a sense of community and culture. Students in leadership roles are encouraged to be actively involved in making the school the best it can be, with recent teams introducing a culture day and a mock election, amongst many other achievements.

Preparation for Higher Education

From February of Year 12, students are encouraged and guided towards choosing their Higher Education Pathway. We start the research and application process and most students will have completed the majority of their application by the end of the summer term.

In Year 13, students continue to receive one to one support on their UCAS and higher education pathway applications; research developments in their intended future academic pathways and present their findings and learn how to thrive in assessments centres and take part in a mock assessment centre led by our specialist Talent team from Morgan Stanley.

Students who aspire to Oxbridge, Veterinary/ Medicine/ Dentistry, Art Foundation, Drama School and Conservatoire will receive specialist help with this and the details of this can be found on the Sixth Form Specialist Staff page.

At SCHS we are committed to providing excellent support and guidance to all students, regardless of the path they wish to pursue. Most students still apply to UK universities through UCAS, so the advice for these applications is built into the fabric of our Sixth Form timetable for the two years. However, we pride ourselves on the breadth and depth of our expertise and provision of advice for all pathways. On the next pages are some more specific information on our provision for non-UCAS or otherwise specialist applications:

Art Foundation and related courses – Miss Rebecca Baker

In the Art Department, we support many students applying for Art Foundation courses every year and also students applying directly for positions on Art related degree courses. SCHS girls regularly secure places at prestigious London institutions, including Kingston University, City and Guilds London Art School, Camberwell and the Princes Foundation Programme. We assist these applications by guiding students to produce their personal statements, to photograph their work effectively and to prepare all aspects of their portfolios.

Degree Apprenticeships - Mrs Laura Cooper

Whilst the majority of our students choose to go onto university, we are seeing that students are increasingly open to Degree Apprenticeships and these are introduced to students and parents formally via our Higher Education evening presentations in May and June. We ensure that students are given up to date access to Degree Apprenticeship opportunities throughout the year and the Head of Futures & Aspirations provides one to one support to students applying for a degree apprenticeship including interview practice. In recent years, students have successfully applied to other work-based degrees such as PwC's Flying Start Programme, with the support of the Futures & Aspirations department.

Drama – Ms Penny Thane-Woodhams

For students that wish to follow Drama or Acting into higher education there are a number of avenues open to them and we are here to support them every step of the way. Firstly, there is the Drama Scholarship 16+ program. Scholars regularly go on theatre trips and visits, attend talks and workshops by industry professionals and are invited to special events, such as a directed first reading of a play at the National Theatre in July 2023. Application for a scholarship is recommended to those who wish to pursue Drama and Performing Arts. Those wishing to study at the highest level who are not scholars

as such may also be able to access this program upon discussion with the Director of Drama. Secondly, Robert Mountford, a childhood friend of the Director of Drama and professional actor, is available in a consultant basis to advise and assist any applicants. An alumnus of RADA, he is still heavily involved in the audition process and so is expertly positioned to give help and advice to our students. Similarly, Jane Cameron and Chantelle Hopkins, our LAMDA teachers, are also very experienced in the industry and can also offer help and support. We encourage students thinking about pathways in performance to take advantage of these avenues.

International applications – The Sixth Form Team

Students are closely supported in their applications to international universities. Guidance is given from an early stage if students let us know that this is an option they are considering. There will be a specialist information evening for parents and students, as well as frequent meetings with students while they prepare their applications. Help is provided for the application process as well as elements such as essay writing, entrance exams and interview techniques. We have had students submitting applications for higher education institutes all over the world, from Dublin, to the US, to Hong Kong, and Australia. The application process varies greatly between different colleges and countries, so we encourage students to attend conventions, information evenings, webinars, or view online materials we have access to through our subscription to Unifrog. We also attend these events ourselves to ensure our advice is up-to-date in an ever-changing and broad landscape.

Medicine, Veterinary Medicine, and Dentistry – Mr Phill Powell

With the medical applications (covering medicine, dentistry and veterinary) we support the students throughout the application process. We identify the students early during Year 12 and start meeting with them to identify areas of the courses that they need to strengthen to ensure that their end of year examinations will provide us with the data to predict the high grades required for a successful application. We have visiting speakers and regular weekly meetings to support the students through their application process. We work with the students to help them identify and apply for work experience, a necessity for all medical applications. After the summer examinations have finished, we then start looking towards personal statements, encouraging the

students to get drafts in early to give us more time to help make any necessary improvements to allow it stand out from a congested market. Support on the UCAT medical applications take place in the summer term, where we look at the demands of the different sections and help with practice questions and mock examinations. As the BMAT is being withdrawn from the 2024/5 university cycle, we will also ensure that we are kept abreast of what these universities require for their changing application process, and fully support applications to these institutions. Once UCAT results are in, we then sit down with each student and help plan which universities will be the best to apply based on their result. We also run practice interviews covering the range of different types of interviews that the different universities offer.



Music – Mrs Elizabeth Esser and Mr Matt Gibson

We will support applications for music conservatoires and for choral and organ scholarships to universities. We offer extra tutorials to help prepare students for their interviews and put in place meetings with relevant staff at conservatoires and universities. We have a host of specialists in the department that can offer advice to any student that is aiming to take up a music specialist place in further education and offer full support to them to help them through the process.

Oxbridge (Oxford and Cambridge) – Ms Hannah Evans and Ms Olivia Rusholme

Students are well prepared for applications to Oxford and Cambridge, with 1-2-1 support from the Spring term of Year 12 onwards. The Oxbridge provision is led by the Head of Year 12, Ms Evans, who holds weekly group sessions for interview practice, admissions test advice and help with personal statements. Students are interviewed by internal and external experts in the field. For example, a recent practice interview was conducted with an Oxford Philosophy graduate now studying for a PhD in Philosophy at UCL. Students also benefit from GDST initiatives such as the annual Oxbridge Conference, and GDST admissions test events. In recent years, students have been successful in receiving offers from Oxbridge to read Medicine, Music, Classics, and Modern Foreign Languages.

Sport – Ms Ciara Eves

At Streatham and Clapham High School, we provide extensive support to students who are interested in pursuing Sport Science courses and sports-related programmes. Our dedicated team meets with students to explore their potential applications in the field of sport. We have established direct connections with St. Mary's University, which allows us to offer unique opportunities such as visiting the university as part of the A-level course to conduct fitness tests. As a sports performer, you gain access to exceptional coaching from our international coaches. Additionally, being part of our first teams open doors to try out for GDST national teams across several core sports. We maintain a strong network of alumnae who are eager to share their experiences and provide guidance on applications. Our team also assists students in crafting personal statements. Notably, many of our Physical Education staff members have excelled in various sports and hail from diverse universities, contributing a wealth of knowledge and perspectives to our support systems.

Choosing A Levels and Sixth Form

Students face an important decision in choosing the right subjects and the right Sixth Form for them. For their subjects, they must consider what they will enjoy studying in depth for two years, as well as where their strengths lie; this is just as important as what they are likely to excel in, and what they might need to study for their anticipated potential Higher Education pathways.

We currently offer 24 A-Level subjects plus the Extended Project Qualification ('EPQ'- an independent project in any topic equivalent to half an A-Level), and students can theoretically choose any combination of these subjects. We will do our utmost to accommodate all combinations in the timetable, although we cannot guarantee every subject combination will be possible in the timetable or indeed be advisable in terms of Higher Education requirements. There are also some combinations which could create difficulties or disadvantage applications for particular courses or universities. We will provide advice on combinations in our 1-2-1 meetings over the course of upper fifth.

We take our role in helping guide students to the right A-Level choices for them very seriously, and we arrange a series of events and opportunities for both students and their families to ask questions and get a flavour of each subject in the Sixth Form. All current and prospective students are offered a meeting with the Head of Sixth Form or the Deputy Head of Sixth Form to discuss A-Level choices and answer any questions parents or students may have. All current students will experience two Sixth Form taster days where they get a taste of Sixth Form life at SCHS. External applicants will also be invited to a taster day. In addition, we invite the upper fifth students to the Sixth Form for a series of form times to speak to current sixth formers and Sixth Form staff. In September, at the second taster day, parents and students are invited to the 'Into the Sixth – Sixth Form Open Evening' event at the school, which is an opportunity for parents to hear from the Head and the Head of Sixth Form, as well as some current students. You can explore the facilities, and attend subject information sessions with each Head of Department, and talk to teachers with specialist Sixth Form roles in sixth form, such as the staff who lead on different Higher Education routes.

All students start the lower sixth, studying either three or four A-Levels, with everyone taking part in Sixth Form Enrichment, which leads either to the completion of an EPQ or other beneficial essay competitions. In general, students are expected to achieve a grade 7 in any GCSE subject they wish to continue at A-Level, and expected to achieve at least six grade 7s in their GCSEs to continue in the Sixth

Form at SCHS. Some subjects have other subject requirements or recommendations: please see the individual subject pages for further information. We understand that each student's situation is unique, and will, of course, consider individual exceptional requests or circumstances. Please arrange to speak to the Head, the Deputy Head Academic, or the Head of Sixth Form to discuss this further.

Some students will have a clear picture of what they want to study or do after Sixth Form, and others won't have thought about it yet: both are absolutely fine! We are equipped and experienced in supporting all situations, and have regular meetings with students when they are in Sixth Form to provide guidance on careers, university, college, apprenticeship, or and employment opportunities. However, some careers and courses require specific A-Levels and therefore A-Level subject choices need careful consideration in the GCSE year when A-Levels are being chosen. Most subjects and courses require or prefer for you to be currently studying the subject you wish to continue at university where possible, for example, most English Literature university courses will require or strongly prefer English Literature A-Level, but many Economics courses do not require Economics A-Level, and may only suggest it as preferable. However, many courses are not offered at A-Level, or require A-Levels in multiple specific subjects. It is an ever-changing picture, and in general these are not hard-and-fast rules, but we have compiled a list of common requirements or suggestions for particular university courses, outlined opposite.



Architecture: Some require Maths, Physics, and/or Art A-Level

Biology: Often requires one or two other Science/Maths A-Levels on top of Biology A-Level

Chemistry: Some require Maths or Physics, as well as Chemistry A-Level

Computer Science: All require Maths A-Level, although very competitive courses prefer Further Maths, whilst some require Physics

Economics: Some require Maths, although very competitive courses prefer Further Maths

Engineering: All require Maths and/or Physics, although very competitive courses prefer Further Maths. Chemistry A-Level is required for Chemical Engineering.

Law: No specific requirements, but excellent grades in essay-based, analytical subjects are recommended, and Politics can be directly relevant.

Mathematics: Many highly recommend Further Maths as well as Maths A-Level

Medicine/Veterinary Medicine: All require excellent grades in Chemistry and two of the following subjects: Biology, Physics, or Mathematics, with Biology highly recommended by many.

Modern Languages: Most modern languages can be started from scratch (ab initio) at university (except French), but often require an A-Level in at least one modern foreign language. English Literature and Classical Languages (Latin and Greek) are also recommended too.

Psychology: Some require Maths and/or a Science A-Level. Some consider Psychology and PE as science subjects, whilst some only consider Maths, Biology, Chemistry and Physics as sciences.

Physics: Most require Maths, although Further Maths and/or Physics A-Level are often preferable.

Sports Science: All require at least one A-Level science. Some consider PE and Psychology as science subjects, whilst some only consider Maths, Biology, Chemistry and Physics as sciences.

extracurriculars, and/or work experiences. It is best to speak to the teachers who lead on these areas in school for further advice.

Different Higher Education routes, for example, Oxbridge, International, Degree Apprenticeships, require or prefer different combinations of subjects,

A Level Options





Fine Art

Exam Board: AQA

Course Code: 7202

Requirements: GCSE Art

Course Description: A-Level Fine Art is a lively and exciting course, providing students with a great deal of freedom to experiment and explore, using a wide range of materials and methods. Students develop excellent problem-solving skills, in-depth knowledge of a broad range of artists and extend and expand upon their technical abilities in many different areas.

Coursework Element: 60% - the Personal Portfolio component, for which each student chooses their own title, the artists that they would like to respond to and the media in which they choose to work. Students will develop this component from January of Year 12 until January of Year 13, with a mid-point assessment forming their 10 hour Year 12 end of year exam in May. Their 15 hour Year 13 mock exam in January will provide the final outcome for the project. Students also write an extended essay of 1000 to 3000 words, linking closely with their Personal Project. They also have the opportunity to take part in a series of life drawing sessions, during the autumn term.

Exam Element: 40% - the final project, beginning in February of Year 12, with a series of seven titles from the exam board for students to choose from, concluding with a final 15 hour exam in May, to finish the course. This early finish is highly advantageous, providing students with additional

time to focus on their remaining subjects.

Trips: We run a day trip in London for the whole of the Sixth Form during the Autumn term. Last year, we went to White Cube, then to the William Kentridge Exhibition at the Royal Academy then finally to the Tate Modern.

Additional Activities: We run a series of Life Drawing sessions during the Autumn term every year, exploring a range of media. In September 2024, we will also have an Artist's visit - urban landscape specialist, Jeanette Barnes will be joining us to explore local architecture.

Careers and Further Studies: We have many students going on to study Foundation courses at prestigious London institutions, including Kingston University, Camberwell School of Art, City and Guilds of London Art School, and the Prince's Drawing School. Art can lead to a broad range of different careers, including Graphic Design, Product Design, Furniture Design, Illustration, Architecture, Set Design, Interior Design, Fashion and Photography.



“A Level Art at SCHS summed up in 3 words would have to be: complete creative freedom. Not only have I branched out into a number new creative mediums this past year (chicken wire sculpture, film, and installation art to name a few) but the course has also made me think more critically about the concepts behind my work, and how I can translate my own thoughts, politics and personal philosophy into a piece of art. The Fine Art A Level is mostly coursework based, and is entirely self-driven, meaning you choose your own project title and creative direction. The autonomy of Streatham's Fine Art course is undoubtedly what I've loved most. As a spirited feminist, I've been working around the project title of "Female Experience", discussing the hardships, constraints and empowerment of woman, accompanied by undertones of my own circumstances. Throughout the two year course, I have weekly tutorials from my Art teachers, who help brainstorm new creative ideas and set me a task list to ensure there is quantity to my project. The balance between teacher encouragement and personal control has made me incredibly driven, and motivated my decision to continue Fine Art after A Levels. In this regard, teachers have also helped tremendously in helping me choose foundation and degree courses for my artistic path ahead.”

Flo





Biology

Exam Board: OCR

Modules: Foundations in Biology

Exchange and Transport, Biodiversity, Evolution and Disease, Communication and Homeostasis Genetics

Course Description: You will delve into the OCR A Biology specification, which builds upon and expands the topics you encountered in your GCSEs. For instance, while you previously learned about genetics, this course will deepen your understanding by exploring the complex interactions of multiple genes and the proteins they encode. Additionally, you'll encounter new concepts such as the liver's functions and the technique of electrophoresis. Alongside theoretical knowledge, you'll enhance your practical skills through a variety of experiments, documenting your findings in a lab book, akin to the style used at university.

Exams: Biological process 2 hours 15 minutes, Biological diversity 2 hours 15 minutes, Unified Biology 1 hour 30 minutes

Coursework: None, but a requirement to pass the practical assessment (PAG) which carries no weighting to the overall grade.

Trips: Biology in action conference, field work course, genetics trip to Addenbrookes hospital. Careers and Further Studies: Biology at A-Level is a very interdisciplinary subject. It not only requires a sound understanding of GCSE Biology, but will also utilise some knowledge from Chemistry and Mathematics as well as requiring a good level of English language for the examinations and range of range of new words that are covered. Due to this, A-Level biology is a highly favourable qualification for universities and employers alike. We have a large number of students applying for a range of different Biology based degrees (including Biology, zoology, botany, marine biology, ecology and conservation) medical based courses (including medicine, dentistry, veterinary, biomedical sciences, nursing and dental hygiene) as well as others including psychology, economics, law and business based qualifications.



“Studying Biology at SCHS is an amazing way to understand and gain more knowledge of the surrounding world around us. You will learn about the human body, evolution, ecology, genetics and many more topics which can help teach you why the world is the way it is. Using the knowledge that will be taught will be useful in a variety of fields and courses, including going into medicine, marine biology, and others. Biology can also help develop lifelong skills which can help impact your lives like problem solving and analysing data. It is an extraordinary subject since it is changing drastically, and new discoveries are evolving every day. I believe that studying Biology can help educate everyone but also appreciate the beauty and magnificence of our natural world.”

Maegan

Chemistry

Exam Board: AQA 7405 specification

Requirements: SCHS recommended grade in Mathematics as well as Chemistry

Modules: Inorganic Chemistry; Organic Chemistry; Physical Chemistry; Practical skills- Required Practical Assignments

Course Description: In Year 12 you will study the following, Atomic Structure; Amount of Substance; Bonding; Energetics; Kinetics; Equilibria; Oxidation & Reduction; Periodicity; Group 2 The Alkaline Earth Metals; Group 7 (17) The Halogens; Introduction to Organic Chemistry; Alkanes: Halogenoalkanes; Alkenes; Alcohols; Organic Analysis.

In Year 13 you will study Thermodynamics; Kinetics; Equilibrium; Electrode Potentials; Acids, Bases & Buffers; Periodicity; The Transition Metals; Reactions of Inorganic Compounds in Aqueous Solutions; Nomenclature and Isomerism; Carbonyl Compounds; Aromatic Chemistry; Amines; Polymerisation; Amino Acids; Protein; DNA; Organic Synthesis; Structure Determination. Students will also have to complete a (minimum) 12 Required Practical assignments and will be assessed against the Common Practical Assessment Criteria (CPAC) and keep appropriate record of their practical work in a lab book. They will learn how to use various apparatus and demonstrate their technique (AT). Students who demonstrate the required standard across all the requirements of the CPAC will receive a 'pass' grade. Written papers will assess knowledge and understanding of these practical assignments and the skills exemplified within each practical.

Exams: The examinations will measure how students have achieved the following assessment objectives: -

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures in a theoretical context. In a practical context, when handling qualitative and quantitative data.

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence. To make judgements and reach conclusions; develop and

refine practical design and procedures.
Paper 1: 2 hour written examination; 105 marks (short and long answer questions) 35% of A-Level.
Paper 2: 2 hour written examination; 105 marks (short and long answer questions) 35% of A-Level.
Paper 3: 2 hour written examination; 90 marks (40 marks of questions on practical techniques and data analysis; 20 marks of questions testing across the specification; 30 marks of multiple choice). 30% of A-Level

Coursework: None

Trips / Activities: There is a trip to the A-Level Chemistry in Action seminars at the Emmanuel Centre, where students will see the advancements/ research into chemistry or chemistry related topics at university and industry. There are visits from the University College of London and/or Imperial College, to deliver a course on one of the topics of study 'Structure Determination' which will

be delivered by Postgraduates. Year 12 enter the Cambridge Chemistry Challenge. In Year 13 students will be entered into the Royal Society of Chemistry Olympiad Competition.

Careers and Further Study: Health and clinical professions such as medicine, nursing, biochemistry, pharmacy, dentistry, veterinary, forensic science. The chemical industry such as, petrochemical, paint manufacturing, detergents, food, and consumer products. Also careers in:- Material science and Metallurgy, Environmental science, Special effects, Engineering, Toxicology, Space exploration, Cosmetics, Science journalism, Software development and Teaching.



Chinese

Exam Board: Edexcel 9CN0

Requirements: Chinese GCSE

Themes:

Theme 1: Changes in Contemporary Chinese Society

Theme 2: Chinese Culture

Theme 3: Evolving Chinese Society

Theme 4: The Influence of Reform and Opening-up China in 1978

Students study Chinese language and a film (Please vote for me) in Year 12 and a literary text (A Very Special Pigeon) in Year 13. Students complete listening, reading, translations and grammar tasks as well as preparing for the oral examination. They write analytical essays in Chinese about the film and literary text.

Exams:

Paper 1: Listening, reading and translation, 2 hours. (40%)

Paper 2: Written response to works and translation, 2 hours and 40 minutes. (30%)

Paper 3: Speaking, 21 to 23 minutes. (30%)

Coursework: None

Trips / Activities: In October 2025 there will be a trip to China (multiple cities), plus a visit to London Chinatown and the Guanghua bookstore. Students will also attend the Chinese New Year MFL dinner and the summer dinner at a Chinese restaurant to taste delicious dim sum and embrace Chinese culture.

Careers and Further Study: In the modern world, the Chinese language is quickly becoming an essential communication skill. As a result, studying the A-Level Chinese curriculum is an excellent way to master the language. While the Chinese A-Level is not a requirement for every Chinese degree course, it is very useful to have, and it will enhance your university application. Students who are serious about using Chinese in the future should consider taking it if they have the option.

Moreover, the demand for Mandarin - speaking professionals is growing rapidly, creating exciting career prospects for those proficient

in the language. According to a recent survey conducted by YouGov for the Mandarin Excellence Programme, over three-quarters of British business leaders believe that speaking Mandarin would give school leavers a significant advantage in their future careers. In fact, 69% of these leaders stated that Mandarin skills would be important for the future of British business and the economy.

Studying Chinese A-Level can pave the way for various future career and further study opportunities. Students who pursue Chinese at A-Level often choose to continue their language journey at university level. Many universities in the UK including Oxbridge and around the world, offer Chinese studies as a BA Honours program, often including a year abroad in China, Taiwan, or Singapore. Additionally, joint honours degrees combining Chinese with subjects like Business Management, International Relations, Marketing, Global Communication, or another European language can provide a multidisciplinary approach to future career paths. By studying Chinese A-Level, students not only gain proficiency in the language but also develop a deep understanding of Chinese culture, history, and society. This knowledge can open doors to careers in areas such as international relations, diplomacy, business, translation, tourism, and academia. The ability to communicate effectively in Mandarin is increasingly valuable in a globalized world, where China's influence continues to grow.



Classical Civilisation

Exam Board: OCR

Modules: The World of the Hero, Greek Art, Greek Religion

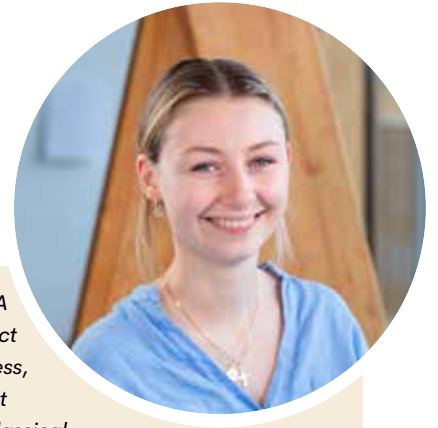
Modules: The World of the Hero, Greek Art, Greek Religion

Course Description: During Year 12, students undertake the Greek Art module. They are introduced to the fundamental principles of Archaic and Classical sculpture and vase painting, and they study how the culture, beliefs and events of the time shaped the way the ancient Greeks produced and viewed art. During Year 13, as part of the Greek religion module, students investigate the role of religion in Greek society through the study of the works of Hesiod and Homer in translation as well as religious sanctuaries such as Olympia and Delphi. The World of the Hero course runs alongside these two modules. In Year 12, students read Homer's Odyssey in translation and examine the key themes of the epic such as the role of the gods and homecoming. In Year 13, they move on to Virgil's Aeneid in translation, and study how the concept of heroism shifts from Greek into Roman culture. Throughout the course, students hone their essay-writing skills, developing sophisticated analysis of Classical literature and material culture and developing perceptive and rational arguments.

Exam Element: The World of the Hero - 2hrs20mins. Greek Art - 1hr45mins. Greek Religion - 1hr45mins

Coursework: None

Trips: In 2022-2024 there will have been a trip to Rome, plus a visit to the exhibitions at the British Museum, a



“Classical Civilisation A Level is an amazing subject to take due to its broadness, its subjectivity and what it teaches you about life. Classical Civilisation covers a broad scope, allowing students to learn about the Ancient World through art, religion, culture and literature. This means you gain a wide range of skills and knowledge because of the different aspects within the course. Classical Civilisation is a subjective A Level, which means there is no necessary right or wrong answers, allowing you to bring your own opinions to the subject and expand on those ideas in lessons. Classical Civilisation teaches you about life - the literature side of Classical Civilisation involves reading Epics, such as 'The Odyssey', which is a fabulous poem filled with human emotion, adventure and makes a lasting impression once read. The art module includes sculpture, vases and architecture, which are very interesting to know about if you ever see them in real-life. There are also many phrases we use today that come from Classical stories like 'don't be a Cassandra', which shows one of the many ways it is still used today. Overall, you will learn about the history of the classical world and it is fascinating to understand how the world has changed and stayed similar.”

Connie

London Classics conference, and a trip to the UCL Classical play

Careers and Further Studies: The study of the Classical world is interdisciplinary, combining the study of literature, art, history, politics, and much more, and requiring high levels of analysis and articulation. Therefore, it is a very versatile subject for further study. Students who study Classical Civilisation often go on to study Classics, Liberal Arts, Modern Languages, History, Psychology, Law, International Relations, and Medicine, for example.



Classical Greek

Exam Board: OCR

Requirements: Classical Greek GCSE

Modules: Greek Language, Greek Prose Literature, Greek Verse Literature

Course Description: Over the course of the Year 12 language lessons, students consolidate their knowledge from the GCSE syllabus and then finish learning the fundamental grammar of the language using Taylor's Greek Beyond GCSE. As part of this, they translate fascinating stories about Crocodiles in Egypt, the life of Socrates, and Alexander the Great. In Year 13, having covered all the grammar and syntax, they hone their skills in unseen translation, comprehension, and prose composition by translating longer passages by authors such as Herodotus, Plato, and Sophocles. In the Year 12 and 13 Literature lessons, they study a range of texts which change every few years, but often features either the Iliad or the Odyssey by Homer, a Greek tragedy, a philosophy by

Plato, and history by writers such as Herodotus. Students annotate the texts in a similar way to the GCSE, learning how to translate the passages, but also how to analyse the style and content of each text, relating it to the relevant context surrounding the literature.

Exams:

Unseen translation: 1hr 45mins. Comprehension/ Prose Composition: 1hr 15mins.

Prose Literature: 2hrs.

Verse Literature: 2hrs

Coursework: None

Trips: In 2022-2024 there will have been a trip to Rome, plus a visit to the exhibitions at the British Museum, a London Classics conference, and a trip to the UCL Classical play.

Careers and Further Studies: The study of the Classical world is interdisciplinary, combining the study of language, literature, history, politics, and much more, and requiring high levels of precision for the language aspect, and high levels of analysis and articulation for the literature. Therefore, it is a very versatile subject for further study, and highly regarded by all institutions. Students

who do Classical Greek often go on to study Classics, Liberal Arts, Modern Languages, History, Psychology, Law, International Relations, and Medicine, for example.

Students also develop a deep understanding of Chinese culture, history, and society. This knowledge can open doors to careers in areas such as international relations, diplomacy, business, translation, tourism, and academia. The ability to communicate effectively in Mandarin is increasingly valuable in a globalized world, where China's influence continues to grow.



Computer Science

Exam Board: Cambridge International

Requirements: SCHS recommended grade in Mathematics

Modules:

Paper 1 Theory Fundamentals

Paper 2 Fundamental Problem-solving and Programming Skills

Paper 3 Advanced Theory

Paper 4 Practical

Course Description: Computer Science is an intellectually challenging yet very practical and rewarding subject. It is an intensely creative subject where you can apply the knowledge and skills learned in the classroom in exciting and inventive ways.

You will learn to:

- Think creatively, innovatively, analytically, logically and critically.
- Apply the principles of computer science, including abstraction, decomposition, logic and data representation.
- Analyse problems in computational terms and solve them by designing, writing and debugging programs.
- Apply mathematical skills relevant to computation.
- Understand how computer hardware is used to solve problems and communicate.
- Appreciate the legal and ethical issues that surround the technology we use today.

Exams: See modules

Coursework: None

Trips / Activities: Students will attend a computing conference in London and there will be a trip to the computing museum in Cambridge.

Careers and Further Studies: A good grade in Computer Science at A-Level is valued by universities and employers since it requires the development of analytical thinking and problem solving skills. This course also lays an appropriate foundation for further study of computer science, engineering, physics, economics or related subjects in higher education. As the use of technology automates many areas of employment the need for programmers and computer scientists is expected to continue to grow.



“Computer Science is a subject available from U3 through to A Levels and currently uses the Edexcel GCSE board and the Cambridge international A Level board. Modules such as using and manipulating binary, learning about different networks, and becoming more familiar with different hardware and software (e.g., scratch and excel) are taught throughout the school. However, one of the biggest focuses in computing is teaching students of all ages how to code using different coding languages. For me, this is the best and most useful skill you will learn in computer science as it will become more and more relevant today. It will allow students to go into jobs such as software engineer, AI developer or even working in cybersecurity. Learning to code also improves your problem-solving skills as well as your creativity and is incredibly satisfying when you get a code right.”

Bella

Drama and Theatre

Exam Board: Edexcel

Requirements: Drama GCSE preferable

Units: Devising, Text in Performance, Theatre Makers in Practice

Course Description: In Year 12, students will start to explore the two set texts that will be examined in the summer of their final year of study. *Machinal* by Sophie Treadwell, follows episodes in the life of a young woman in 1928 New York who is compelled to marry a man she finds repulsive. Students will study the play from the perspectives of an actor and a designer through practice and theory. *Hedda Gabler* by Henrik Ibsen, in a translation by Richard Eyre, is the text studied from a director's perspective. Students will look at how the text might be interpreted in the style of Constantin Stanislavski, covering advanced study of the text and practitioner. Additionally, there will be theatre trips and students will analyse these in terms of how theatre makers bring ideas to the stage for an audience.

Students will start their Devised Piece, the stimulus for which is an extract from a play, and will dissect it in terms of characters, themes, issues, subtext, social and cultural context to develop their own piece. They will select a relevant theatre practitioner, company or director and will devise their piece in that style. Students must keep a diary of their work.

In Year 13, students will complete their Devised Piece and perform it for an audience. They will embark upon their Supporting Portfolio of 3000 words, which is framed by responses to six pre-set questions, which they can answer via their diaries kept during the process. Students will continue to study the set texts and complete practice questions.

The Text in Performance component is in March of Year 13, and they will select text extracts to perform in a group and additionally a solo piece or a duologue performance. Students will be advised by expert staff and will be able to access the extensive library of plays that we keep in the department.

Exams: Scripted examination Text in Performance; practical, visiting examiner, 20–45 minutes group piece (3–6 people) and monologue (2–3 minutes) or duologue (5–6 minutes) 20%. Written examination 2 hours 30 minutes Theatre Makers in Practice, set texts and live theatre analysis. 40%.

Coursework: Devised Performance (15–30 minutes, 3–6 performers) plus 3000-word portfolio. 40%.

Trips: Theatre trips, National Theatre/The Globe backstage tours, workshops, practitioner visits, access to online theatre performances from National Theatre at Home and Digital Theatre+

Careers and Further Studies: The study of Dramatic Arts is multi-disciplined, combining the study of written and physical language, performance art, history, psychology, technology and much more, and requiring high levels of precision for the textual units, and advanced levels of analysis and articulation for all units. Therefore, it is a very versatile and relevant subject for further study, especially for those wishing to follow careers that involve communication with people.

Students who study Drama and Theatre often go on to higher level study of Performing Arts, Drama and Performance, Journalism, Classics, English, Psychology, Law, Medicine, History, Education, Human Resources, Nursing and many more.

“Drama A Level at SCHS is interactive and demands creativity. Throughout our time at Streatham, we have had the opportunity to take part in multiple productions. Each year we have either a Sixth Form or Upper School play. This year we devised our own Sixth Form Play which was an excellent chance for both years to mix and share ideas. A Level drama is very similar to GCSE, but the smaller classes allow students to have more open communication among both the students and teachers. Drama is a combination of both practical and written work; the variety means that lessons are never boring and allow you to gain skills in all aspects of theatre. Alongside our excellent syllabus we have also been lucky enough to visit the theatre and watch many different productions, this has provided us with a good insight to the industry as we have been surrounded by other passionate individuals. Drama is a brilliant subject to have alongside any other A Level as it offers a break from typical lessons while helping you understand people and emotions more effectively. I believe that drama is especially helpful with all essay subjects as it teaches you to examine why a person does something and the effects of the action.”

Izy



Design Technology, Product Design

Exam Board: OCR

Requirements: SCHS recommended grade in GCSE Design & Technology and Mathematics. GCSE Art is welcomed.

Modules: Materials, components and their selection and uses in products; industrial and commercial practices; wider issues affecting design decisions.

Course Description: During the two-year course, you will study a range of materials. You will develop a technical understanding of how products function and how they are made to appropriately support the design and manufacture of your own design solutions. You will learn about wider design principles and the effect of design on users and the world we live in. You will identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes / products. You will develop your subject knowledge, including how a product can be developed through the stages of prototyping, realisation, and commercial manufacture. You will develop a critical mind through enquiry and problem solving, exploration, creation, and evaluation of iterative designs. We encourage freedom in approaches towards designing and making so as not to limit the possibilities of project work or the materials and processes being used. The OCR content requires you to apply mathematical and scientific knowledge, understanding and skills. This content reflects the importance of Design and Technology as a pivotal STEM subject.

Exams: Two written exams (totalling 50%): Principles of Design and Technology, and Problem solving in Design and Technology.

Coursework: A Non-Examined Assessment (50%) – created personally

Trips / Activities: Year 12 students will be developing skills learnt prior to the course, and becoming an expert in several of them, while also exploring new techniques of manufacture. During the course, there will be trips to a museum, an exhibition, industrial companies, and the opportunity to join lectures across the whole Sixth Form.

Careers and Further Studies: You will gain skills that are useful in a wide range of careers, in further study of design or engineering. You will also develop decision making skills, including the planning and organisation of time and resources when managing a project. This allows access to a range of future career aspirations in the design and engineering industries, leading to future careers in product design, engineering, architecture, fashion and graphic design; it will develop your design and thinking skills; opening up a world of possibility, and providing the tools to create the future of analysis and articulation for all units. Therefore, it is a very versatile and relevant subject for further study, especially for those wishing to follow careers that involve communication with people.

Students who study Drama and Theatre often go on to higher level study of Performing Arts, Drama and Performance, Journalism, Classics, English, Psychology, Law, Medicine, History, Education, Human Resources, Nursing and many more.



“DT A Level is more in depth than the GCSE, with a widened range of knowledge such as woods, metals, and making processes. The teachers are hands-on and helpful which allows you to achieve your highest possible grade. You also have complete freedom for your A Level project, so it can link to your university subject, apprenticeship applications or employment. You get to do a mixture of making, theory and projects which creates a nice variety and means it's not the same every lesson. Alongside this, it is a lovely break from all the academic subjects as it is very creative and exciting. As we have such a wide selection of lesson plans it makes the subject more interesting, and we really look forward to the lessons. #WomenInSTEM”

Orielle

Economics

Exam Board: Edexcel (9EC0)

Requirements: SCHS recommended grade in Mathematics

Modules: Theme 1: Introduction to markets and market failure/ Theme 2: The UK economy - performance and policies/ Theme 3: Business behaviour and the labour market/ Theme 4: A global perspective

Course Description: In Economics A-Level, students will explore how individuals and societies deal with the problems of scarcity and resource allocation. They will learn how to think like a social scientist; drawing on current events and global affairs in order to examine human nature and the institutions that shape our world. By the end of the course, you will have developed transferrable analytical skills and be able to draw meaningful conclusions from statistical data using economic indicators to assess the performance of countries and industries. You will also have gained a critical awareness of how economic agents are affected by market forces in order to evaluate economics arguments and challenge government policies.

Exams: Paper 1: Markets and business behaviour (35%, 2 hours written)
Paper 2: The national and global economy (35%, 2 hours written)
Paper 3: Microeconomics and Macroeconomics (30%, 2 hours written).

Coursework: None

Trips / Activities: There are numerous opportunities throughout the year to attend talks and networking events at various venues in London including potential trips to the Royal Automobile Club, Gresham College, London School of Economics and the Royal Geographical Society. We also endeavour to organise an annual trip to the Bank of England and City of London and we are exploring the possibility of an international

trip to Frankfurt; the home of the European Central Bank, the Bundesbank, and many of the EU's financial institutions.

Careers and Further Studies: Economics is a rigorous and much sought-after degree subject. Its multi-disciplinary nature is highly valued by a diverse range of employers and industries from journalism, charity work and the civil service; to banking, finance and consultancy.



“At SCHS, students can study economics in the sixth form. Economics A Level allows students to develop a better understanding of the world outside of the school gates and gain greater knowledge about the different types of economy on both a micro and macro scale. One of my personal favourite parts is learning about famous economists and their theories on solving long debated issues. Lessons are very engaging and often include detailed discussions surrounding what is going on in the current economic climate, such as inflation and interest rates. It is also very well integrated into other A Level options and a good complimentary subject.”

Zara



English Literature

Exam Board: Edexcel 9ET0

Requirements: SCHS recommended grade in both English Literature and English Language GCSE

Modules: Drama, Poetry, Prose, Non-Examination Assessment

Course Description: English at A-Level is academically rigorous and requires an enthusiasm for literature. Students will study tragedy as a dramatic form, with specific focus on Shakespearean and modern American tragedy. They will critically assess a range of contemporary poets' work and develop the sight-reading skills that were assessed on the unseen paper at GCSE. In Year 13, students compare prose texts from different cultures and time periods through the thematic lens of 'Women and Society' and, as a preparatory unit for degree-level study, they complete a rigorous independent analysis of two texts of their own choosing for the NEA unit. Students of Literature here at SCHS will follow in the footsteps of our esteemed alumna Angela Carter.

Exams: One 3000-word comparative essay on a taught text and another that is individually chosen (20%.)

Coursework: One 3000-word comparative essay on a taught text and another that is individually chosen (20%.)

Trips / Activities: Annual theatre trips, lectures and academic writing workshops; a monthly literary society; opportunity to represent the English department at GDST-wide events.

Careers and Further Studies:

The study of English Literature at A-Level is skills-focused and interdisciplinary. Students of Literature at SCHS leave with strong subject knowledge in history, politics, philosophy, psychology, and the arts that provides an excellent foundation for university study in the arts and humanities. Learning how to research, write and debate well are universally required skills for success in tertiary education and these are taught with skill on the English Literature course. Moreover, the NEA component that provides students with some freedom to dictate what and how they study helps to develop the academic rigour that is required of individuals at university, in the workplace and beyond.



“ I chose English as it's an opportunity to explore ideas through books and plays. It's a fascinating way to look at political, social, and psychological issues and how they present in an art form. It has been great to learn a subject that is all about debate. It helps you to form your own opinions about subject matter and enables you to feel confident interpreting a text. In that sense, studying English Literature is preparing me for university. Learning to understand Medieval English has been quite challenging, but you do get used to it and The Wife of Bath is hilarious! There are opportunities outside the classroom too: we went to watch the National Theatre's production of Othello, by William Shakespeare, which was incredible and really brought the play off the page for us! I'm keen to go on another theatre trip soon. ”

Rosie

Extended Project Qualification (EPQ)

Exam Board: AQA 7993

Requirements: Available to all Year 12 students

The Extended Project is an A-Level 3 qualification. It can contribute to programmes of study as a stand-alone qualification and counts towards UCAS points. Students choose to take the Extended Project Qualification as an extension from studies for any other A-Level qualifications.

The Extended Project will develop and extend from one or more of the student's study areas and / or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the student(s) and agreed as appropriate by the centre.

Delivery of the Extended Project Qualification will involve some teaching of the necessary skills, supervision, and assessment of the student's progress. It will involve extended autonomous work by the student. It will require in total 120 guided learning hours.

Students are required, with appropriate supervision by their EPQ supervisor teacher, to:

- Choose an area of interest.
- Draft a title and aims of the project for formal approval.
- Plan, research and carry out the project
- Deliver a presentation to a non specialist audience.
- Provide evidence of all stages of project development and production for assessment.

Skills gained:

- Research skills including the ability to search for and identify suitable sources of information in the chosen subject area
- Skills or techniques that will be required for the safe and effective execution of the project which are not part of the candidate's course of study. e.g. conducting risk assessment, assessing the ethical principles of project proposals and research, safe laboratory or workshop technique, professional codes of practice, ethical guidelines, research methodology
- ICT skills that will enhance the production of

the report and/or the development of the project

- Project management skills including time, resource and task management
- The format and structure of accepted academic forms of research report
- Referencing, the evaluation of sources and the prevention of plagiarism
- Presentation skills.

Artefacts or dissertation: Students can choose to do a 5000 words research-based written report or an artefact with a minimum 1000 words. Students can provide evidence for the artefact by including photographs of each development stage and the final product. Large artefacts don't need to be included as evidence; photographs or other media are sufficient.



“An EPQ (Extended Project Qualification) is an independent research project, that allows students to explore a topic of their choice in depth and present their findings in the form of a written report or a practical project. There are numerous benefits to choosing to complete an EPQ alongside A Levels at SCHS. Firstly, it provides an opportunity for students to pursue an area of interest beyond their regular curriculum, fostering independent research skills and intellectual curiosity. The EPQ also enhances critical thinking, time management, and project planning abilities, which are crucial for university and future career success. The school offers excellent resources and support, with each student being allocated an EPQ supervisor to help guide them through their project and finally, completing an EPQ demonstrates dedication, self-motivation, and can help to strengthen university applications.”

Harriet



French

Exam Board: Edexcel 9FPO

Requirements: French IGCSE

Themes:

Theme 1: Changes in French Society

Theme 2: The political and artistic culture of the French-speaking world

Theme 3: Immigration and multicultural society in France

Theme 4: The Occupation and the Resistance

Students study a film in Year 12 (Intouchables) and a literary text in Year 13 (La Place by Annie Ernaux)

Students complete listening, reading, translations and grammar tasks as well as preparing for the oral examination. They write analytical essays about the film and novel.

Exams: Paper 1: Listening, reading and translation, 2 hours (40%)

Paper 2: Written response to works and translation, 2 hours and 40 minutes (30%)

Paper 3: Speaking – 21 to 23 minutes (30%)

Coursework: None

Trips / Activities: In 2024-2025, students are encouraged to complete work experience, homestays, and language courses. In London, there will be trips to the cinema, theatre, restaurants, online university talks and lectures.

Course Description:

In Year 12, students cover the topics of Family, Education, Work, Music, Media and Festivals. They build on the solid foundation of grammar they have built during their IGCSE studies and learn new grammatical structures such as the subjunctive and recognising the past historic. They study the film Intouchables in depth and develop essay skills to analyse key features of the film.

Alongside this, students also build their listening and reading skills, tackling complex texts and audio material, as well as honing their translation skills. In Year 13, students study the topic of Immigration and The Second World War and study the novel La Place by Annie Ernaux and further develop their literary analysis and essay skills.



“ Learning French at SCHS has provided me with knowledge beyond the language. In French we have been learning about the society and how the French world is changing from unemployment to French music. The subject is great as we have so many different types of components such as: listening, speaking, reading, and writing which gives us the opportunity to integrate with the culture and communicate with others more seamlessly. Furthermore, the teachers give you a lot of support throughout the course and give you guidance and help with the tasks which is great. I would recommend this subject! ”

Martina

Careers and Further Study:

By the end of their A-Level course, French students are highly articulate in the language, speaking confidently and fluently on an impressive range of topics, as well as writing sophisticated analyses of the prescribed book and film. As well as their knowledge of the language, they develop many transferrable skills; the course promotes communication skills, builds confidence in oral presentation skills and develops students' capacity for critical thinking, resulting in a profound understanding of Francophone culture and society. This makes French a versatile subject for further study, and highly regarded by all institutions. Many previous students who have studied French A-Level go on to study French as part of a joint honours degree; either the study of French with another language (often from first principles) or with another discipline such as Linguistics, History, English or Law. A major advantage of a Modern Foreign Languages is the unmissable opportunity of the year abroad, where students practise and develop their speaking skills as well as embrace the new cultures and traditions. In terms of future careers, a university degree in French opens many doors; employers view linguists very favourably.

Geography

Exam Board: OCR H481

Requirements: GCSE Geography

Modules: Physical Systems and Human Interactions, Geographical Debates, Investigative Geography (NEA)

Course Description:

Over the course of Year 12, geography students will study the first two modules listed above. For Physical Systems, they will study coasts as their landscape system, and the carbon and water cycle that form the Earth's life support systems. In lessons pertaining to the Human Interactions topics, students will study place and space; students will investigate what we mean by place, contrasting place profiles, factors that affect place perception, change and rebranding. They will also study two other units in Year 12: Migration and power and borders. A successful student will be able to make synoptic links between topics and be able to apply their knowledge. There is also an expectation that they keep abreast of current affairs. The students will go on a residential field trip, where they will learn data collection, processing and statistical data-processing techniques. They will be able to embark on their NEA after this trip.

Year 13 geographers will study two further units: Tectonic hazards and disease dilemmas. Students will draw upon knowledge gained in Year 12 and will have the opportunity to study these issues in great depth. In addition to this, they will be completing their NEA independently.

Exams: Paper 1: Physical Systems – a written paper of 90-minute duration, Paper 2: Human Interactions – a written paper of 90-minute duration. Paper

1 and 2 are both worth 22% of the A-Level. Paper 3 – Geographical Debates – a written paper of 150-minute duration. This paper is worth 36% of their A-Level. In addition to these, there is a NEA due in the Spring Term of the Year 13 (see below)

Coursework: Investigative Geography – NEA – the students have to collect primary data to enable them to research on a title that relates to any part of the OCR Geography specification. This is worth 20% of the A-Level.

Trips / Activities: The students will go on a 5-day residential fieldtrip to south Devon, where they

will collect primary data that relates to human and physical geography. This data could be used to inform their NEA.

Careers and Further Study:

The study of Geography is interdisciplinary, combining the study of the physical world, by drawing on an understanding of Natural and Environmental Sciences, and human society; geographers will make links with History and Politics, Sociology and Economics. Geography students need to be literate, and numerate, be able to use digital resources and set and test hypotheses. Therefore, it is a very versatile subject for further study, and highly regarded by all institutions. Students who gain a Geography A-Level have gone to study Geography or other humanities, Natural Sciences, Liberal Arts, Modern Languages, History, Sociology Psychology, Law, Medicine and International Relations.

Government and Politics

Exam Board: Edexcel

Requirements: GCSE History preferable

Modules: UK politics, UK government, US politics, US government, Conservatism, Liberalism, Socialism, Feminism.

Course Description: The A-Level syllabus covers UK (Year 12) and US (Year 13) government and politics, and the study of political ideologies (Year 12 and Year 13).

The UK government and politics course covers important political systems such as voting systems, political parties and the role of the media. The course will also cover the important political institutions such as Parliament, Supreme Court and the Executive, and you will study and discuss questions such as 'What is Brexit all about and why did it happen?', 'What powers does the Prime Minister have?', and 'Is Britain truly democratic?'. In Year 13, you will then study US government and politics, drawing direct comparisons between the US and UK systems. You will find out the answers to questions like 'How did Donald Trump become President?', and 'Why is race such a big issue in America?'. We will also explore the political ideas that have shaped our world for good or not, and which underpin our political parties. This will include ideologies such as liberalism, conservatism and socialism, while assessing the impact of important political thinkers including John Locke, Thomas Hobbes and Karl Marx. The government and politics course will enable you to develop a deep understanding of both US and UK political systems, providing you with insight into political beliefs which are essential to understanding the modern world. It is especially important considering today's turbulent political climate.

Exams: Paper 1: UK Politics, 2hrs. Paper 2: UK Government, 2hrs. Paper 3: US comparative paper, 2hrs.

Coursework: None

Trips / Activities: Trip to Parliament in the Autumn term, opportunities in London to explore.

Careers and Further Study: You will also develop a range of transferrable analytical, debating and communication skills - all of which are valuable in a wide range of careers. It provides an excellent background for careers in law, journalism, the caring professions, teaching, finance and a range of management and business areas. The course also provides a foundation of political knowledge on which to develop skills for citizenship and university study. Example degree courses which generally require or accept Politics A-Level include Politics, Economics, Journalism, Law, International Relations, History and Social Policy.

History

Exam Board: AQA

Requirements: History GCSE

Modules: Tsarist and Communist Russia 1855-1964, The Making of Modern Britain 1951-2007

Course Description: The A-Level History syllabus is a linear 2 year course, which means you will study both Tsarist and Communist Russia (breadth study), and The Making of Modern Britain (depth study) at the same time for 2 years.

For Tsarist and Communist Russia, this will include studying the state of Russia in 1855 after the Crimean War, continuing the study of the nature of power of the different Russian Tsars. You will then study the causes of the Russian Revolution, followed by a comparison between the different communist rulers of Lenin, Stalin and Khrushchev until 1964. The main themes addressed across the period include the nature of authoritarian leaders, how far society changed, as well as the importance of ideas and individuals in the development of Russia.

The Making of Modern Britain starts with the postwar consensus and continues to focus on the different Conservative and Labour governments throughout the 1900s until 2007. This also includes key societal changes, as well as Britain's global relationship. By the end of the course, you will have established a deep understanding of why Britain exists as it does today.

There is also a non-examined assessment (NEA) element of the course. This is a 4000-4500 word essay that you will start in the summer term of Year 12 and complete by February in Year 13, which is worth 20% of your A-Level.

Exams: Paper 1: Tsarist and Communist Russia 1855-1964 2hrs 30minutes. Paper 2: The Making of Modern Britain 2hrs 30mins.

Coursework: 4500 word essay.

Trips / Activities: Trip to Parliament in the Autumn term, opportunities in London to explore.

Careers and Further Study: History is an intellectually rigorous course. It gives you highly sought-after, transferrable skills, including being able to effectively communicate complex ideas, the ability to research, analyse and evaluate information, both orally and in writing, and the capacity to make substantiated judgements, all whilst developing independent work skills. It is a flexible qualification, providing an excellent pathway to degrees such as History, Law, International Relations, Politics and Philosophy. Beyond that, it can lead to a range of interesting careers, ranging from teaching, banking, law, publishing, journalism, public policy, social work and many more.



“History A Level at Streatham and Clapham High School has pushed me to excel extraordinarily in ways in which I never would have imagined. The school provides enticing yet informative lessons which allow us as students to study trends and patterns equipping us with the evaluative skills to anticipate future consequences. History at SCHS never fails to make links to the modern day and has encouraged me to develop my own critical opinions on the constant turbulence of everyday life. It has highlighted to me that past experiences play an imperative role in making decisions today. Streatham and Clapham High School teaches History in such a motivating way that I am going to pursue History at university to continue the love for the subject that was created here at the sixth form and in lesson time; the lessons provided have most certainly shaped the independent, critical, aspiring young woman I am today.

”

Millie/Katy

Exam Board: OCR

Requirements: Latin GCSE

Modules: Latin Language, Latin Prose Literature, Latin Verse Literature

Course Description: Over the course of the Year 12 language lessons, students consolidate their knowledge from the GCSE syllabus and then finish learning the fundamental grammar of the language using Taylor's Latin Beyond GCSE. Grammar lessons are complemented by the translation of passages of Livy, who wrote a history of Rome from Romulus and Remus to the Emperor Augustus. In Year 13, having covered all the grammar and syntax, they hone their skills in unseen translation and comprehension, and prose composition by studying a variety of prose authors and the varied and often scandalous works of Ovid. In the Year 12 and 13 Literature lessons they study a range of texts which changes every few years, but often features either the Aeneid by Virgil, love elegy by writers such as Catullus, the rhetoric of Cicero, and Tacitus' history of the first Roman emperors. Students annotate the texts in a similar way to the GCSE, learning how to translate the passages, but also how to analyse the style and content of each text, relating it to the relevant context surrounding the literature.

Exams: Paper 1: UK Politics, 2hrs. Paper 2: UK Government, 2hrs. Paper 3: US comparative paper, 2hrs.

Coursework: None

Trips / Activities: Trip to Parliament in the Autumn term, opportunities in London to explore.

Careers and Further Study: You will also develop a range of transferrable analytical, debating and communication skills - all of which are valuable in a wide range of careers. It provides an excellent background for careers in law, journalism, the caring professions, teaching, finance and a range of management and business areas. The course also provides a foundation of political knowledge on which to develop skills for citizenship and university study. Example degree courses which generally require or accept Politics A-Level include Politics, Economics, Journalism, Law, International Relations, History and Social Policy.



Mathematics

Exam Board: OCR (MEI) H640

Modules: GCSE/IGCSE Mathematics grade 8 preferable.

Requirements: The A-Level course includes Core Pure Mathematics (Compulsory 50% weighting), Mechanics, Statistics and Extra Pure (Options 50% weighting).

Course Description: Over the course of Year 12, students consolidate their knowledge from the IGCSE syllabus and discover exciting new topics, including exponential growth, which helps you to understand population change, hypothesis testing in Statistics, which is frequently used in medical research, and particles in motion in Mechanics, which allows you to calculate how quickly you will fall to Earth while skydiving.

In Year 13, you will learn new skills that allow you to model various real-life problems. Mathematics at A-Level is challenging, but there is nothing like the satisfaction of completing a 3-page problem and getting the answer right. A-Level Mathematics will extend your knowledge of topics studied at GCSE / IGCSE and allow you to discover the origins of key mathematical concepts such as differentiation.

If you enjoyed the problem-solving questions at GCSE/IGCSE, you would relish the challenge of Mathematics at A-Level. This approach is exemplified by mathematical modelling, where you will turn a complex real-life problem into a simpler one that you will then analyse and solve using techniques you have learnt in your studies.

Have you ever wondered if a pulley that would allow you to lift an elephant exists? In Mechanics, we answer such questions using Newton's laws of motion. The skills taught in Statistics are commonly used in the wider world, such as using sampling techniques to study wildlife changes in the Amazon rainforest. To aid your studies, we use Integralmaths, an online resource with online quizzes, lesson aids and extension problems for you to try. A-Level Mathematics complements the study of computing, economics, geography, music, psychology and the sciences.

“SCHS offers an extensive range of math modules, including pure maths, statistics, and mechanics. Each classroom holds a fostering environment where each student feels supported and are given individualised attention from teachers when they are struggling. Within the complex modules, we dive deep into the mathematical concepts and learn to solve problems methodically. Through practical elements such as problem solving and applying mathematical concepts to real world scenarios my confidence as well as performance in mathematics has improved significantly and has helped me develop a passion for it. The critical thinking and analytical problem-solving skills I have acquired at SCHS can be carried into the future to help me pursue a career in finance.”

Valerie

Exams: Paper 1: UK Politics, 2hrs. Paper 2: UK Government, 2hrs. Paper 3: US comparative paper, 2hrs.

Coursework: None

Trips / Activities: Trip to Parliament in the Autumn term, opportunities in London to explore.

Careers and Further Study: You will also develop a range of transferrable analytical, debating and communication skills - all of which are valuable in a wide range of careers. It provides an excellent background for careers in law, journalism, the caring professions, teaching, finance and a range of management and business areas. The course also provides a foundation of political knowledge on which to develop skills for citizenship and university study. Example degree courses which generally require or accept Politics A-Level include Politics, Economics, Journalism, Law, International Relations, History and Social Policy.

Further Mathematics

Exam Board: OCR (MEI) H645

Modules: GCSE/IGCSE Mathematics grade 8 preferable.

Requirements: The A-Level course includes Core Pure Mathematics (Compulsory 50% weighting), Mechanics, Statistics and Extra Pure (Options 50% weighting).

Course Description: Further Mathematics is studied in conjunction with Mathematics. It counts as a separate qualification and, with Mathematics, requires the time of two A-Levels. It will likely improve your A-Level Mathematics grade by consolidating and reinforcing the standard A-Level Mathematics work.

Further Mathematics involves a broader and deeper study of Mathematics than the standard course. Students who study A-Level Further Mathematics will have strong problem-solving skills. They develop strong resilience and determination when searching for solutions to complicated problems, demonstrating high logical skills. In addition, they form strong written communication and verbal skills when explaining how they arrived at a solution or proof.

For Year 12, students will be introduced to exciting new topics such as complex numbers; working with the square root of negative one, an important concept for computer programming. They will also learn about matrices, which is used to represent real-world statistics, from a display of bus or train routes to data on population and mortality rates. The majority of core pure content and all of the mechanics and statistics content will be covered in the first year. Students will study mathematical argument; language and proof; mathematical problem solving; and mathematical modelling. They will also learn mechanics and statistics as an extension to the standard mathematics syllabus.

In Year 13, the remainder of the core pure and the extra pure option is covered. They extend their study of complex numbers and matrices and are introduced to first-order and second-order differential equations, which students will find helpful in their degree courses. Overwhelmingly, students taking Further Mathematics find it an enjoyable, rewarding and stimulating experience. For students who enjoy mathematics, it provides a challenge and a chance to explore new and more sophisticated mathematical concepts.

Exams: Core Pure (2 hrs 40 mins), Mechanics (75 mins) Statistics (75 mins) and Extra Pure (75 mins).

Coursework: None

Trips / Activities: In 2023-2025 students will have participated in the annual Senior Mathematical Challenge and follow-up challenges for those who score highly. A select group will have also sat the Mathematical Olympiad for Girls and represented the school in the team challenges. They would have attended a Mathematics conference where prominent speakers give inspirational talks on Mathematics in real-life.

Careers and Further Study: Follow a degree course in Mathematics, Finance, Computing, Engineering, Statistics, Biology, Psychology, Geography, Economics, Physics, Natural Sciences etc. Mathematics is a sought after A-Level for many jobs. There are the traditional mathematical careers of engineering, medicine, actuarial, accounting and banking, programming and now the emerging mathematical fields of internet security and artificial intelligence. Mathematics at A-Level is also sought by law firms, who wish for their trainees to have a high level of numeracy. Many companies are also increasingly looking for employees who have a higher level of financial literacy than is taught at GCSE/ IGCSE.



Exam Board: Eduqas

Requirements: Music GCSE or Grade 7+ on an instrument

Modules: Appraising Music – The Western Classical Tradition (The Symphony); choice of Rock and Pop, Musical Theatre, Jazz; Into the Twentieth Century (Debussy and Poulenc); Performing; Composing

Course Description: The Western Classical Tradition' is a compulsory area of study and focuses on the development of the symphony from 1750- 1900. You will study Symphony No. 104 in A major, 'London', by Haydn for detailed analysis and Symphony No.4 in A major, 'Italian', by Mendelssohn for general study and learn how to analyse and compare symphonies from the Classical and Romantic periods. You can choose one area of study from Rock & Pop, Musical Theatre and Jazz. You will explore different stages of development and learn how to identify specific musical fingerprints. 'Into the Twentieth Century' explores the development of Impressionism, Expressionism, Serialism, Neo- classicism and the move away from traditional diatonic harmony. You will study Debussy 'Nuages' and Poulenc 'Trio for Oboe, Bassoon and Piano: Movement 11' in depth.

The coursework is broken up into 25% and 35% modules and you can choose which element you will specialise in. Performing and Composing are the two areas of assessment. The performance is live, in front of the examiner. The composition is submitted online and consists of two or three pieces, depending on which weighting you choose.

Exams: Appraising Music (40%) – 2.5 hours

Coursework: Performing (25 / 35%) and Composing (25 / 35%)

Trips / Activities: There are various concert visits, on-site workshops and concerts.

Careers and Further Study: The study of music at A-Level gives you insight into the social and political structures across the world that have led to the development of different musical styles. You will also be learning how to present to audiences

“When picking my A Levels I was conflicted with my decision for my final choice. Music was my passion but I didn't know how beneficial it would be for my future and university applications. I quickly learned the skills I gained of resilience, time management and determination, from music where essential for every aspect of my life and has helped me through my first year of A Levels and will undoubtedly better me for the future in university and/or the workplace. Once you have picked music A Level you will be asked to decide on a topic you would like to study where you have the option of rock and pop (1960-1990), Jazz, and musical theatre. Our class chose rock and pop, so we were able to discover how societal differences in the period influenced how music developed and progressed, as well as the influences of the past such as blues and jazz have weaved their way in to the music we listen to today. Next the teacher will choose whether you study into the 20th or 21st century and then finally your set work. We are studying Haydn's London symphony. The rest of your grade is based on composition and performance (similar to GCSE) you have the option of doing three or two compositions depending which option you choose will determine the length of your performance.”

Josie

and to use creativity to develop compositions and programme your recital. Music is a very versatile companion at A-Level and over the years has been chosen alongside all the subjects. Students who take Music go on to study just about everything. Recent leavers are now studying Music, Astro-Physics, Medicine, Languages, Psychology, Politics and Drama, for example.





Physical Education

Exam Board: AQA

Modules: Applied Anatomy and Physiology, Skill Acquisition, Exercise Physiology, Biomechanical movement, Sport Psychology, Sport and Society, the role of technology in physical activity and sport.

Course Description: The emphasis throughout the course is on the development of knowledge, application of knowledge, competence and confidence in a wide variety of skills. You will learn how Physical Education affects and contributes to society and also how to apply your knowledge from this course to any number of different practical situations or career choices. Although not necessary to have studied the subject at GCSE, this is strongly advised as previously acquired knowledge of examination PE will underpin learning at this level. There is also an increase in the amount of scientific study, together with the inclusion of data analysis requiring mathematical skills. Over the course of Year 12, students consolidate their knowledge from the GCSE syllabus and then finish learning the intricacies of anatomy and physiology where they will explore details of the body systems. Along with this, they will cover skill acquisition, and look at historical beginning of sport in Britain and in society in which the students will delve into the world of globalisation.

In Year 13, the students will further develop their anatomy knowledge by reviewing the energy systems and the biomechanical principles that impact sporting performance. Students will become experts in the field of contemporary issues in sport and society. They will also look at theories attached to sports psychology. Students will also investigate the role of technology in physical activity and sport. They will cover a range of interesting topics that they will be able to apply to their own sporting lives such as the use of technology, diet and nutrition, injuries and preparation training. Students analyse and examine theories covered and apply them to a variety of different sports and athletes.

Exams: Paper 1: Factors affecting participation in physical activity and sport (2 hours)
Paper 2: Factors affecting optimal performance in physical activity and sport (2 hours)



“PE A Level is a great subject as it gives me the opportunity to add some educational depth to my favourite sport. Taking this subject alongside rowing helps me to analyse my performance as well as educating me in how I can improve. I have received a great amount of support in completing my coursework as well as work inside the classroom which gives me the confidence to work hard. Streatham has great sporting facilities to give us the opportunity to gain of knowledge in a breadth of different sports. I am particularly fond of learning about the history of sports and the impact it has on society. Overall, I really enjoy PE at Streatham and am looking to further my studies beyond sixth form.”

Lucy

Coursework: Two pieces of coursework.

Students assessed as a performer or coach in the full sided version of one activity. Plus: written / verbal analysis of performance.

Trips / Activities: There will be opportunities to lead in several sports. Visits to university sports labs. Opportunities to be involved in a variety of team sports and trial for GDST national team. Students will have access to high level coaching from our international coaches.

Careers and Further Study: A-Level Physical Education delivers a well-rounded and full introduction to the world of PE, sport and sports science, providing a strong base from which to move on to higher education, employment or further training. The study of PE enables learners to analyse data, justify applications of theories to different sports, and understand the history of sport. The breadth of content includes all body systems, biomechanics, diet and nutrition, injuries and rehabilitation, physical training, sports psychology theories, skill acquisition, commercialisation, elite performers, law and governance of sport, and finally ethics, drugs and violence in sport. It is a very versatile and highly regarded subject for further study, and can open pathways to careers in sports science, coaching, medicine and physical therapies.

Physics



“I highly recommend studying Physics at A Level as it deepens your understanding and curiosity towards the workings of the universe. As a subject it challenges you to think analytically to tackle complex question consequently leading you to acquire a versatile set of skills, such as critical thinking and problem-solving. These skills are developed not only through theoretical learning but also through engaging in practical applications during fun hands-on experiments. As you progress through the course these become increasingly independent working in small groups with minimal input from teachers encouraging you to figure out how to investigate problems and find solutions for yourselves. During the course so far, I have found the astrophysics module in particular highly fascinating looking at the creation and phenomena of the expanse of our universe. Whilst studying the A Level you will learn about a wide variety of topics such as waves, quantum physics, motion and medical applications of physics giving you a broadened understanding of our world. Although it can be challenging, I am delighted that I chose to pursue Physics after GCSE because it is a highly rewarding subject that equips you with transferable skills applicable to any future field while continuing to be captivating and exciting.”

Kate

Exam Board: OCR A

Requirements: SCHS recommended grade in Mathematics as well as Physics

Modules:

Module 1 – Development of Practical Skills in Physics

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

Course Description: In Year 12, students will delve deeper into the foundational aspects of physics covered during their GCSE studies, including Forces and Motion and Electricity. The A-Level Physics course, designed specifically for the OCR A specification, offers an opportunity to explore a wide range of topics from the fascinating applications of superconductors to the vast expanse of astrophysics; this course serves as a gateway to unravel the mysteries that have captivated human curiosity for centuries. By opting for this course, you will not only expand your knowledge but also nurture essential skills such as analytical thinking, problem-solving, and hands-on practical expertise through the required practical components (PAG) embedded within the curriculum. In Year 13, you will have the chance to explore new frontiers of physics, delving into intriguing subjects such as quantum phenomena, particle physics, and the laws governing gravity. The mix of theory, research and practical assignments should equip students with invaluable skills and knowledge to pursue a multitude of future endeavours.

Exams: Paper 1: Modelling Physics – 2 hrs 15 minutes, 100 marks (15 multiple choice, 85 marks of written questions)

Paper 2: Exploring Physics – 2 hrs 15 minutes, 100 marks (15 multiple choice, 85 marks of written questions)

Paper 3: Unified Physics – 1hr 30 minutes, 70 marks

Coursework: None

Trips / Activities: Previous trips have included CERN in Geneva and Science Seminars at Euro

Disney. There have also been workshops at Imperial College and Royal Holloway.

Careers and Further Study: Studying A-Level Physics offers an infinite number of amazing career opportunities including:

- Geophysicist / field seismologist
- Healthcare scientist, medical physics
- Radiation protection practitioner
- Research scientist (physical sciences)
- Meteorologist
- Structural engineer
- Acoustic engineer
- Product / process development scientist
- Systems developer

Exam Board: AQA

Requirements: SCHS recommended grade in Biology and an essay-based subject.

Modules: Introductory Topics in Psychology; Psychology in Context; Issues and Options in Psychology

Course Description: The A-Level specification provides a broad and engaging introduction to the scope and nature of psychology as a science. The emphasis of learning is on applying knowledge and understanding rather than just acquiring knowledge, thereby developing students' transferrable skills of analysis, evaluation and critical thinking. In the first year a diverse range of topics, which introduces students to the fundamentals of the subject, is covered in Paper 1. These include: social influence, memory, attachment and psychopathology. This will enable research methods, a critical component, to be studied in context. Paper 2 focuses on the various Psychological Approaches; Biopsychology and Research Methods. In Year 13 there is a range of topic-based options which bring together explanations from different approaches (e.g. the evolutionary approach) and engage students in issues and debates in contemporary psychology such as nature-nurture and determinism versus free will. The Paper 3 topics are: Relationships, Schizophrenia and Forensic Psychology, as well as Issues and Debates.

Exams: Paper 1: Introductory Topics in Psychology (96 marks, 2 hours)

Paper 2: Psychology in Context (96 marks, 2 hours)

Paper 3: Issues and Options in Psychology (96 marks, 2 hours)

Coursework: None

Trips / Activities: In the autumn term Year 12 students visit the Freud Museum at 20 Maresfield Gardens London NW3 5SX. The visit to Sigmund Freud's former family home offers a unique opportunity for them to learn more about the life and work of 'the founding father of psycho-analysis'. It gives them a view of his study, preserved just as it was during his lifetime, and they learn more about psycho-analytic theory. The museum promises a visit that is 'experiential, interactive, student-centred, and self-reflexive'. Qualifying students also take part in The Psychology Cup, a GDST-wide competition. In addition, guest speakers are invited to address the students on diverse topics such as criminal profiling in Forensic Psychology and mental health. All students with a keen interest in psychology or who wish to develop their research skills have the opportunity to join the Freudian Slips Club which meets bi-weekly on a Monday.

Careers and Further Study:

The transferrable skills that students acquire such as collecting, organising and interpreting data will considerably widen their career prospects. If they choose to enrol for a psychology degree at university they will gain a broad knowledge in various areas such as clinical, counselling, educational, occupational, forensic, health or sports psychology, before specialising in one or two of interest after their first or second year. Not all psychology graduates become chartered psychologists, but instead work in diverse fields ranging from marketing, human resources and careers advice to business, management and social welfare. Internships are a good way of gaining experience in a field of interest.

“ Psychology is a fascinating and exciting subject that you can study in the sixth form at Streatham and Clapham. When you think of psychology, things like the human mind and how we behave, probably comes to mind. Although these things are key features in the course, there is so much more to offer. We cover a wide range of content in year 1 ranging from: different types of phobias, attachment, and memory. As well as this, in year 2 studying: relationships, aggression and schizophrenia. These are only a few examples of some of the type of things covered in our course. Although psychology can appear challenging at first, as you are faced with this unfamiliar dense material, the lessons are well-structured and collaborative. This makes absorbing this information a lot easier and more fun, with discussions and debates that are held regularly. For me personally, as a student studying psychology in her first year, I have found the course so far intriguing. I love learning about the different types of studies and pieces of evaluation that come with it. It has given me this insight into the lives of others, as well as my own. Not only this, but psychology also has a more technical side to it, where we learn about different types of research methods and how these are structured and conducted. I think this is a great skill to have for future jobs and sectors in this subject. ”

Flo

Philosophy, Religion and Ethics

Exam Board: Edexcel

Modules: Philosophy of Religion, Religious Ethics, Islam

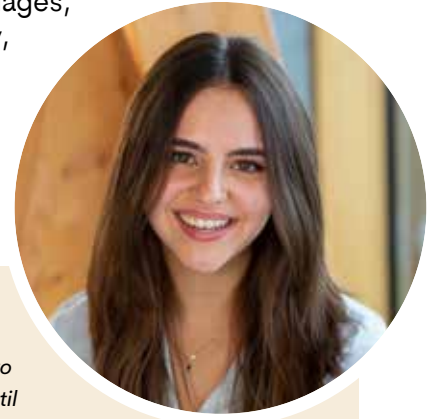
Course Description: Students study all three components concurrently, with the three strands of the course divided between 2-3 teachers. In Year 12 we work on first principles, studying the classical arguments for the existence of God, the history of Islam, and the classical ethical theories. As the course progresses, we build on this foundation and explore the wider implications of religion, ethics, and philosophical theory in the modern world. This includes the relationship between religion and science (from both a Western and Islamic perspective), ethical theories in practice (Euthanasia, Environmental Ethics etc) and the relationship between Islam and the West. Challenges to religious belief are explored as well as fundamental questions about life, death, and the nature of the soul. The content becomes more abstract and philosophical in Year 13 when we study the nature of language, meaning and meaninglessness, meta-ethics, and the fundamental nature of morality. Students will study key texts from eminent scholars, and develop their skills clarifying, analysing, and evaluating these ideas. Students learn how to identify and critique logical fallacies, support strong points, and attack weak ones. They can critically compare the significance of diverse religious beliefs and practices from a rational, moral, and historical perspective.

Exams: One exam paper for each of the three modules (philosophy, Ethics, and Islam). Each paper is two hours long and contributes 33% towards the final grade.

Coursework: None

Trips / Activities: 'Candle Conferences' Philosophy and Ethics conference in Central London.

Careers and Further Study: Philosophy, Religion and Ethics is a highly academic discipline which touches on aspects of History, Politics, Science, Psychology, Sociology and much more. Students with A-Levels in Religious Studies and Philosophy are prized by universities for their higher than average essay writing skills and sophisticated command of language. It is therefore a versatile subject for further study. Students who do Religious Studies often go on to study Philosophy, Religious Studies, Classics, Liberal Arts, Modern Languages, History, Psychology, Law, International Relations, and PPE for example.



“PRE stands for Philosophy, Religion, and ethics- the exploration into these 3 topics helps to instil critical thinking skills and encourages curiosity. The lessons are constantly engaging as they include passionate discussions, thought-provoking debates, and insightful readings. Learning about different religions from around the world allows us to become educated on different cultures and how history has shaped their society. We incorporate all these factors into the classroom when we delve into complex topics in philosophy (so complex that it touches on quantum physics). Overall, this is such a useful subject to develop skills that I use in my other A Levels and expand my curiosity for the world.”

Kendra

Spanish

Exam Board: Edexcel 9SP0

Requirements: Spanish IGCSE

Themes:

Theme 1: The evolution of Spanish society.

Theme 2: The political and artistic culture in the Hispanic world.

Theme 3: Immigration and multicultural society in Spain.

Theme 4: The Franco dictatorship and transition to democracy.

Students study a film in Year 13 (Volver) and a literary text in Year 13 (La Casa de Bernarda Alba). Students complete listening, reading, translations and grammar tasks as well as preparing for the oral examination. They write analytical essays about the film and play.

Exams:

Paper 1: Listening, reading and translation – 2 hours (40%)

Paper 2: Written response to works and translation – 2 hours and 40 minutes (30%)

Paper 3: Speaking – 21 to 23 minutes (30%)

Coursework: None

Trips / Activities:

In 2024-2025, students are encouraged to complete work experience, homestays, and language courses. In London, there will be trips to the cinema, theatre, restaurants, online university talks and lectures such as a visit to the BFI for a Study Day on Volver by Pedro Almodóvar and a visit to the Cervantes Theatre to see the play of 'La Casa de Bernarda Alba'. Students will also attend the Christmas MFL dinner and the summer dinner at a Spanish restaurant to taste delicious tapas and embrace Spanish culture.

Careers and Further Study:

The study of Spanish enhances students' linguistic skills and promotes and develops their capacity for critical thinking based on their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken.



“Studying Spanish at SCHS has been a great experience that I would highly recommend to anyone seeking to expand their linguistic and cultural horizons. The Spanish program at our school provides a great depth of knowledge for the language as well as the exploration of Spanish culture and traditions. We study many Spanish books and films that give us the advantage of learning the language more authentically. In addition to this, we frequently visit local Spanish restaurants and events to practise using our knowledge live, in a practical experience. The department is committed to our academic success as well as our enjoyment in the subject which really helps us to grow our minds and curiosity. Learning a language gives an upper hand when applying to future jobs or universities as your wider capabilities for communication is an essential skill to many employers- as well as the fact you will be more capable to travel the world and explore different countries.”

Kiki

It develops language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence as well as equipping them with transferrable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural, and cognitive flexibility, that will enable them to proceed to further study or employment. Therefore, it is a very versatile subject for further study, and highly regarded by all institutions. Many previous students who have studied Spanish A-Level, go on to study Spanish as part of a joint honours' degree. One of the great advantages of studying a language is the year abroad, where students have the opportunity to practise and develop their speaking skills as well as to embrace new cultures and traditions.

Futures & Aspirations



...in the Sixth Form

In the Sixth Form, SCHS students have F&A lessons once a fortnight with a Careers specialist teacher. The objective of the lessons is to provide students with skills, confidence and experience to allow them to thrive in future applications and intended higher education or employment pathways, whilst updating them on the ever-changing post 18 landscape.

All students in the Sixth Form:

- Create a CV and receive one to one guidance and feedback from a team of Talent specialists at Morgan Stanley Investment Bank.
- Publish a LinkedIn profile
- Receive Interview Guidance Workshops
- Have a mock online interview with an industry professional
- Learn about finance and budgeting post 18
- Discuss the benefits of both university and degree apprenticeships
- Receive a login to the Unifrog tool to research future pathways independently
- Receive regular one to one post 18 guidance with the Head of F&A

Work Experience

Relevant and recent work experience is increasingly viewed as an essential part of any post 18 application and we encourage students to be proactive in organising suitable placements during Key Stage 5 in the holidays, in order to gain greater self-confidence, to understand how their intended higher education

pathway might relate to a career and to assist them in writing their UCAS and future employment applications.

Students:

- Receive a termly careers newsletter with details of work experience programmes and insight days across many industries
- Are supported by the Head of F&A for cover letters, references, interview guidance and assessment centre practice in relation to work experience or insight day applications
- Are connected with work experience providers known to the school
- All get the opportunity to experience at least one day of Virtual Work Experience and one day of in-person Work Experience

In the first half term of Year 13, students spend a day working in an industry linked to their university degree choice. All placements that take place during school hours must be checked (Health and Safety & Employment Liability Insurance) the Head of F&A.



Lecture Series

We are proud to host a Lecture Series once a fortnight and be visited by professionals from varying and highly interesting industries to speak to our Sixth Form about recent developments, typical career trajectories, challenges and inspiring stories happening in their fields.

The students enjoy asking questions following the lectures which invariably give way to insightful discussions and an increased enthusiasm for the world beyond higher education amongst our sixth formers.

Examples of lectures and industries given in 2022/23:

- Corporate audit (Bank of America)
- Investment Management (Mercer)
- Law (Bird and Bird)
- Human Osteology (Bank of England)
- Live Broadcasting and Journalism (BBC)
- Start-ups (Wise)
- Evolving trends in Editorial Fashion (Vogue)

Higher Education Week

In June we organise a fantastic week of information and preparation for various different pathways beyond school. The sessions are delivered by a variety of internal and external experts in their field, and we make real progress with important aspects of any application, such as personal statements, student finance, and cover letters. We also look at important things such as Gap Years and Degree Apprenticeships, and take all students out on a university visit. The timetable changes slightly every year, but below is a sample of the week from the summer of 2023:

Day	Session 1	Session 2	Session 3
Monday	Personal Statement Workshop	Personal Statement Challenge	UCAS data entry and advice
Tuesday	Choosing the right course and university/ employer		
Wednesday	Student Finance session	University visit: Queen Mary's, London	
Thursday	Virtual Work Experience Day		
Friday	Gap Years talk	Degree Apprenticeships talk	Sixth Form Social: Rounders on the Common



Scholarships and Bursaries

There are a variety of scholarships and bursaries available for current and prospective SCHS students. Full details can be found on the website, and our Admissions team are happy to speak about individual applications and circumstances.

Scholarships are available for Academic, Sport, Music, Drama, and Art. All applicants complete a short application form expressing their interest, explaining some of their experience and suitability for the scholarship. All applicants will be interviewed and sit an assessment appropriate to the type of scholarship being applied for. Students can apply for more than one scholarship. Students currently with a scholarship do not have to reapply but can apply to grow the size of their scholarship if they would like.

