



STREATHAM & CLAPHAM

SIXTH FORM

GDST
GIRLS' DAY SCHOOL TRUST

Towards Wisdom Unafraid

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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 intellectual and 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 Form students' support in joining me in leading the school and I am very proud of how they work with younger pupils and host parents and visitors: they are our finest ambassadors and the best role models in our school family.

As well as being determined and conscientious, the sixth form students embrace the richness of our co-curricular opportunities within and beyond the school in the commitment they give to sport, music and drama and the huge variety of special interests they pursue. They form valuable partnerships in their community service work, work experience and with the wider GDST network and students from other local schools. In these final two years, as they prepare 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.

In their journey "Towards wisdom unafraid" our Sixth Form students strive for the most ambitious academic outcomes, and gain a deeper knowledge of how they learn, of what they hope for from life, and a wealth of invaluable life skills to enable them to flourish. I look forward very much to sharing this journey with you.

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

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', while 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.

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.

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.

We are deeply proud of our Sixth Form provision and excited to welcome you and your family into our community.

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



Student Leadership

Welcome to the SCHS Sixth Form! The Student Leadership Team manages six departments: General leadership, Academic, Co-curricular sport, Co-curricular creative arts, Wellbeing and Community. The Head Girl, Ellicia, the Deputies and School captains are determined to build on to the excellence of our school and ensure unity and equality across all year groups.

Our Sixth Form is located on the top floor of the school with fantastic views over London. It is relatively small compared to other schools (around 50-70 students per year), which creates a friendly and welcoming environment. This setting allows students to flourish as they benefit from more individual attention, stronger relationships with teachers, and a supportive community where everyone is known and encouraged to reach their full potential.

Some of our favourite things about our Sixth Form are the café, the Sixth Form socials (we've been ice skating, participated in interactive games, visited Chessington and attended Enrichment talks and workshops), the friendships we have made, the study centre and the amazing teachers who support us. We are looked after and supported not only for academic life but also through co-curricular activities, helping to cope with exam stress, time management and personal challenges.

Year 12 is a time of building new friendships, exploring new subjects, learning skills of independence and looking ahead to life on the other side of school. This may all seem daunting, but we advise you to always ask for help when needed and to enjoy your time in the Sixth Form!

The SCHS Sixth Form is excited for you all to embark on this journey and join the Streatham sisterhood.

We can't wait to meet and speak to you all!

The Head Girl Team



All-Girls Education

The evidence that girls do better in all-girls education personally and academically is compelling. In GDST schools, we develop the confidence to go out into the world, smash the glass ceiling and be unafraid of challenge. We empower girls to be successful and to use their voice; we celebrate risk taking; we cultivate the dispositions that enable girls to engage with boys on equal terms.

GDST students are more likely to want to work in a leadership position; they are more likely to be willing to take risks; at age 18 they are much more likely to be confident in talking to people with other opinions.

The gender gap in educational achievement is around 14% between girls and boys and this is higher in all-girls schools, where girls can focus and receive support from the peer groups without gendered expectations.

Girls in all-girls schools are also nearly two and a half times more likely to take STEM subjects at A level.

At SCHS, we are preparing our girls for a successful future, and as an all-girls school, we are extraordinarily well-placed to inspire them to succeed in that future, as their unique and fearless selves.

“Womanhood is one of the most powerful things about this school. I feel so proud to be a woman standing here today, and I hope every single woman in this room feels that too.”

Sixth Form Life



Social Life

Sixth Form students have their own café to work, play and relax. The café facilities are plentiful, and students can buy paninis, salads, wraps and hot food for lunch, coffees and hot chocolates 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 termly socials throughout the year encourage integration across the year groups and a chance to foster supportive, long-lasting friendships. Past socials have included ice skating at Christmas, bowling in the spring and a picnic, games and quizzes in the summer.

The School Day

Students are expected to arrive at school by 08:20 and should be in form time by 08:25. Form time activities or assembly will run from 08:20-08:50, 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 three or four 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 centre 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. The café is also available for collaborative learning and social time!

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 Periods 5 and 6, and the careers enrichment series which runs fortnightly. 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.

"There is something so special about being part of a community where people support one another and encourage each other to be their very best."

General Studies (EPQ, study skills and PSHCE)

General Studies lessons are split between PSCE 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. Before Christmas, they can decide whether to pursue this or whether to focus on other supra-curricular activities such as competitions and MOOCs. Sessions then become more focused on independent learning and revision skills when students have completed their EPQ at the end of Year 12. In June of Year 12, students will present their EPQs to friends, family and teachers at two dedicated presentation evenings.

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. Kinza opportunities include volunteering in the local community, mentoring students from the prep school, work experience, the GDST LEAD programme, Maths Institute Masterclasses and HSK (Chinese). Students are also invited to run or help at Kinza sessions for students in the younger years.

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 Form students 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 Form students have represented the school through volunteering, reading to primary school children or helping support the younger students at our Prep School. Sixth Form students 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.

“That willingness to connect, to support, to show up for one another is what makes Streatham special.”

Futures and Aspirations Lecture Series

Every fortnight, students are invited to inspiring lectures from career professionals, alumnae 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, Communications, Art, Criminology, Tech, PR and broadcast television.

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 and this Christmas will be skiing in France!

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 women:

- Carter, after 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.
- Knights, after prize-winning artist Winifred Knights.
- 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 Sixth Form students 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 Student Leadership Team run and lead 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. There is also one subject captain per department. 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, 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 receive specialist help.

Specialist Application Support

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 as well as students applying directly for positions on Art related degree courses. SCHS students regularly secure places at prestigious London institutions, including Kingston University, City and Guilds London Art School, Camberwell and the Princes Foundation Programme. We assist students to produce their personal statements, photograph their work effectively and 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.



“Being Head Girl has been one of the most challenging and most rewarding experiences of my life.

In this role, I've learnt grace, confidence, and resilience. But most importantly, I've learnt how to believe in myself.”

“Streatham & Clapham Sixth Form helped me grow into someone who isn’t afraid to stand up for what matters.”

Drama – Mrs Penny Thane-Woodhams

Students that wish to follow Drama or Acting into higher education have 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+ programme. Scholars regularly go on theatre trips and visits, attend talks and workshops by industry professionals and are invited to special events. 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 programme upon discussion with the Director of Drama. Secondly, Robert Mountford, a childhood friend of the Director of Drama and professional actor, is available on a consultancy 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 very experienced in the industry and can offer help and support.

International Applications – Ms Olivia Rusholme

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 institutions 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 accessible 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 – please speak to Miss Sarah Fitzgibbon Head of Science

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 to 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 was 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 universities offer.

Music – Mrs Elizabeth Esser

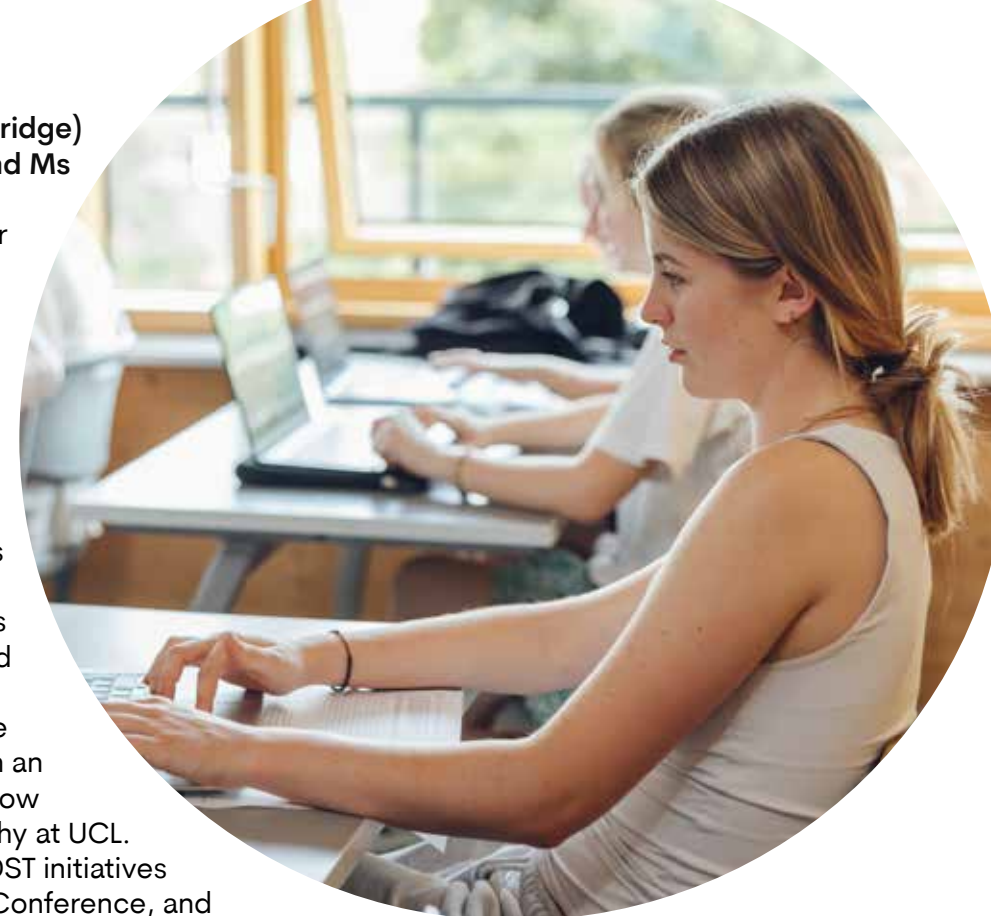
We will support applications for music conservatoires and for choral and organ scholarships to universities. We offer extra tutorials to help prepare students for their interviews and put in place meetings with relevant staff at conservatoires and universities. We have a host of specialists in the department 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-Young and Ms Olivia Rusholme

Students are well prepared for applications to Oxford and Cambridge, with one-to-one support from the Spring term of Year 12 onwards. The Oxbridge provision is led by the Head of Year, Ms Evans-Young, 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, History and Modern Foreign Languages.

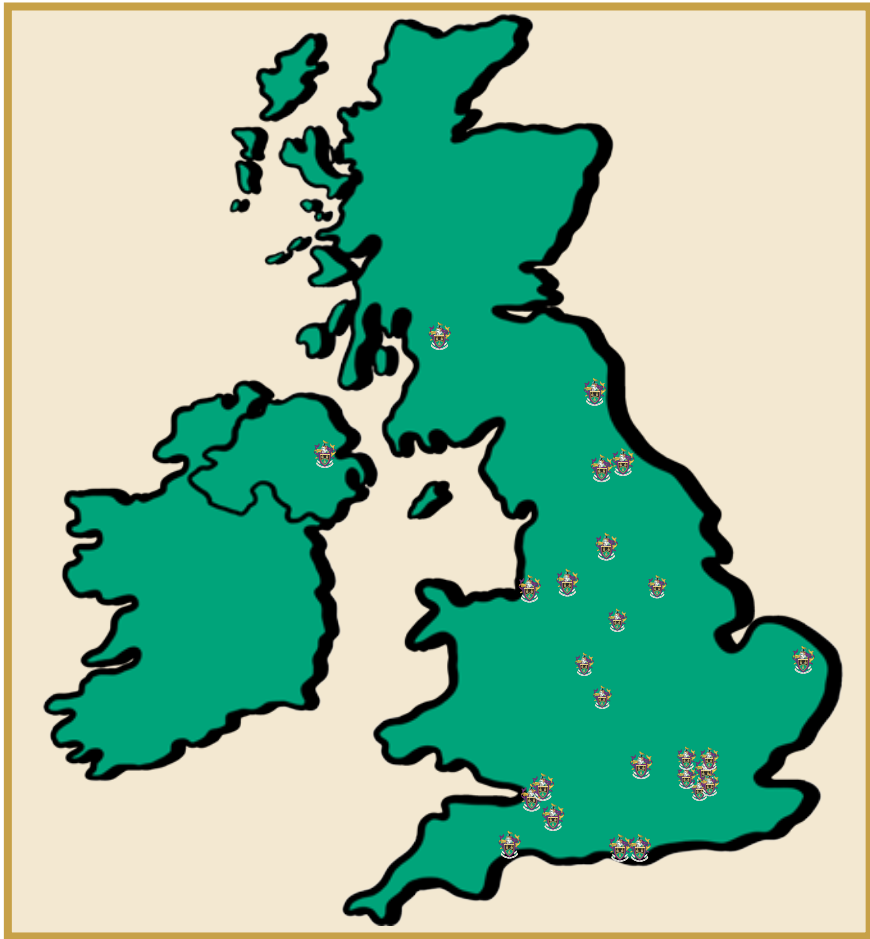
Sport – Ms Ciara Eves

At SCHS, 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 opens 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.



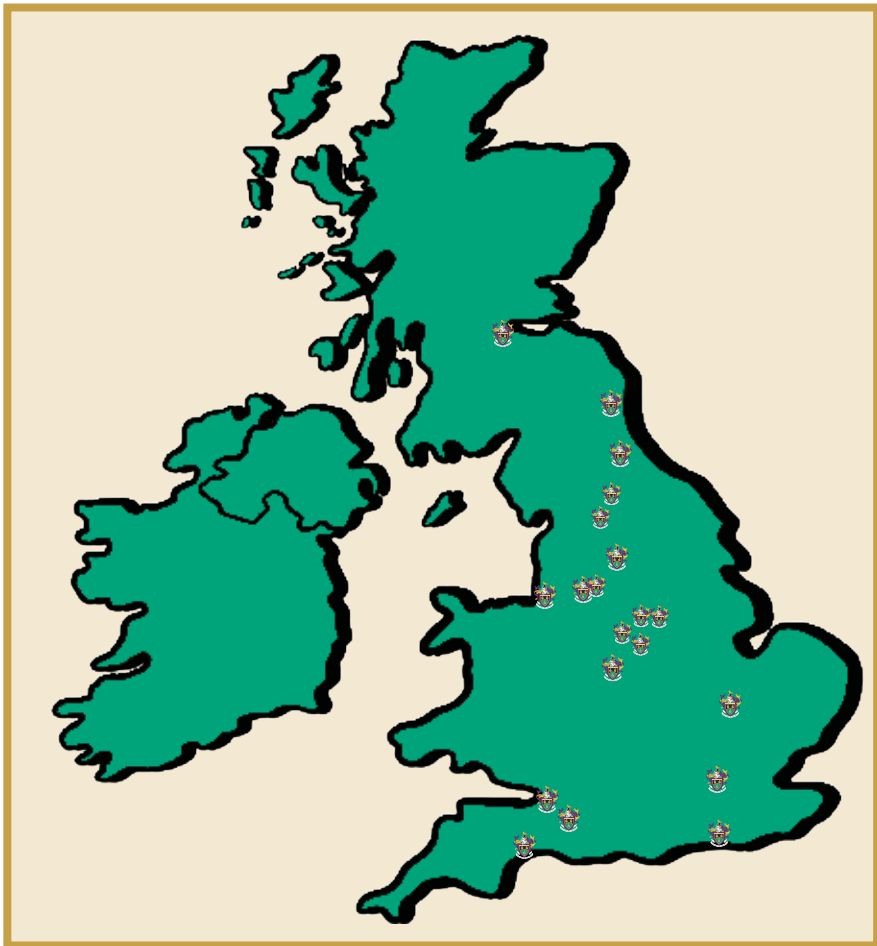
“This has honestly been one of the most important experiences of my life. It’s pushed me in ways I didn’t expect, it’s made me more confident, more open, and more willing to speak up, even when it feels uncomfortable.”

University Destinations 2026



- **University of the Arts London** (Fashion Communication: Journalism)
- **University of Birmingham** (History and Politics; Sport, Exercise and Health Sciences)
- **Brunel University** (Accounting and Finance)
- **University of Bristol** (Engineering Mathematics; Modern Languages; Psychology)
- **University of East Anglia, UEA** (Developmental Psychology)
- **University of Exeter** (Developmental Psychology; English; Philosophy, Religion and Ethics)
- **University of Glasgow** (Psychology)
- **King's College London** (Global Health and Social Medicine with a Year Abroad)
- **Kingston University** (Aviation Operations with Commercial Pilot Training)
- **University of Leeds** (Geography; Sport and Exercise Sciences)
- **University of Liverpool** (Criminology; Sociology and Business Studies)
- **London School of Economics and Political Science, University of London** (History)
- **University College London** (Biological Sciences)
- **University of Manchester** (Law with International Study; Politics and Spanish)
- **McGill University, Canada** (Sciences)
- **Newcastle University** (Economics; Economics and Business Management; Media, Communication and Cultural Studies; Medicine and Surgery; Politics; Sport and Exercise Science)
- **University of Nottingham** (Criminology and Sociology)
- **Queen Mary University of London** (Biological Sciences; International Relations; Mechanical Engineering)
- **Queen's University Belfast** (International Relations and Politics)
- **University of Sheffield** (Geography and Planning)
- **University of Southampton** (Criminology; Finance and Financial Technology with Placement Year; Neuroscience)
- **Southampton Solent University** (Fashion Business with Marketing)
- **University of Warwick** (Chemistry; History and Politics; Law)
- **University of West of England Bristol** (Business and Management; Drama, Acting and Performance; Product Design)
- **University of Westminster** (Business and Management, Marketing)
- **University of West London** (Music Management)
- **University of York** (Psychology)

University Destinations 2025



- **University of Bath** (Health and Exercise Science; Mathematics, Statistics and Data Science; Politics and International Relations; Sociology)
- **University of Birmingham** (Liberal Arts)
- **University of Brighton** (Fine Art)
- **University of Bristol** (Physiological Science; Film and English; Theatre and English)
- **Camberwell College of Arts** (Art Foundation)
- **University of Cambridge** (History)
- **Durham University** (Finance)
- **University of Edinburgh** (Social Anthropology and Politics)
- **University of Exeter** (Classics; Business and Management; International Relations and Modern Languages; Marketing and Management; Philosophy)
- **King's College London** (Natural Sciences)
- **Kingston School of Art** (Art Foundation)
- **University of Leeds** (Fashion Marketing; International Business; Sociology)
- **University of Liverpool** (Chemistry; Classical Studies; Geography)
- **Loughborough University** (Fine Art; Geography and Management)
- **University of Manchester** (German and Politics; Politics and International Relations)
- **Newcastle University** (Geography; Mathematics; Sport and Exercise Science)
- **University of Nottingham** (Computer Science; Politics and Philosophy)
- **Oxford Brookes University** (Architecture; Business; Business and Marketing Management; Educational Studies and Sociology; Geography)
- **Royal Academy of Dramatic Art** (Acting)
- **University of Surrey** (Economics)

Making Your A Level Choices

The Three A Level Advantage: Why More Isn't Always Better

We are often asked why we recommend three A Levels rather than four. The answer is simple: time, depth and results.

In a standard 60-period fortnight, students taking three A Levels have around 36 hours of lessons, plus roughly 36 hours of independent study (homework, consolidation and supra-curricular work) needed for A*-B grades. This totals about 72 hours.

Alongside this, students follow a full enrichment programme: PE, PSHCE, Careers, study skills or EPQ, and enrichment. This brings the total commitment to around 83 hours per fortnight, or roughly two hours of independent work per day outside lessons. This is demanding, but sustainable.

Add a fourth A Level, and the workload rises sharply to around 107 hours per fortnight: 60 hours of lessons and 47 hours of independent study, often spilling into evenings, weekends and breaks. At this point, something has to give, usually either wellbeing, enrichment, or the depth of learning required for top grades.

Crucially, most university offers are based on three A Levels (sometimes with an EPQ). The expectation is not breadth, but excellence in depth. The exception is Further Mathematics, where overlap reduces the additional burden.

Our position is clear: three A Levels enable students to achieve more, by doing less but doing it better, with space for mastery, balance and ambition to thrive.

Choosing A Levels: Finding Your Ikigai

It is helpful to think about choosing A Levels through the lens of Ikigai, the Japanese "reason for being": the intersection of what you love, what you are good at, what the world needs and what you can be paid for. The goal is a purposeful, balanced combination of three A Levels that keeps future pathways open.

We start with future aspirations. If you have a clear career direction, we ensure no doors are closed. For example, Medicine, Veterinary Science and Dentistry require Chemistry and Biology (Maths is not essential, and humanities subjects such as English, Sociology, or Philosophy can be highly valuable). Engineering and Architecture require Maths and Physics, while Economics often requires or strongly prefers Maths (and Further Maths for competitive courses). Law has no fixed subject requirements, and students progress successfully with a wide range of combinations. UCAS guidance supports all decisions to ensure courses remain accessible.

Next is enjoyment. Each A Level involves around 24 hours of weekly commitment (lessons, homework and wider study). If you do not genuinely enjoy a subject, sustaining the depth required for top grades becomes difficult and both performance and wellbeing are affected. Enjoyment is one of the strongest predictors of success.

Third is aptitude. The step up from GCSE is significant, and strong foundations matter. As a guide, studies suggest that Grade 7 aligns broadly with a B/C at A Level, Grade 8 with a B/A, and Grade 9 with an A/A*. Our entry requirements reflect this, ensuring students are set up to thrive.

Finally, it is important to check course content carefully, as subjects can change significantly from GCSE. For example, Geography becomes roughly 50% human and 50% physical. Full specifications are shared in this prospectus, on the portal, through taster days, and in Year 11 events.

In short, the best A Level choices sit at the intersection of aspiration, enjoyment and ability, ensuring both strong outcomes and future opportunity.

From GCSE to A Level: Raising the Bar

The step from GCSE to A Level is a genuine change in demand, not a simple progression.

Where GCSE study is often highly structured, A Level requires far greater independence,

discipline and intellectual depth. Sustained success depends on consistent independent study, not last-minute revision.

A Level learning also changes in nature. Students move beyond recall to analysis, evaluation and application in unfamiliar contexts. The expectation is not just knowing more, but thinking more critically and precisely.

The scale of this jump varies by subject. The most significant transitions are often seen in Mathematics and the Sciences, where content becomes more abstract and problem-solving is more complex and less scaffolded. For these subjects, grades 8-9 are more suitable for A Level study.

With the right combination of subjects and focus, students not only adapt to A Levels, they learn to thrive within them, developing the independence needed for university and beyond.

Support in choosing A Levels

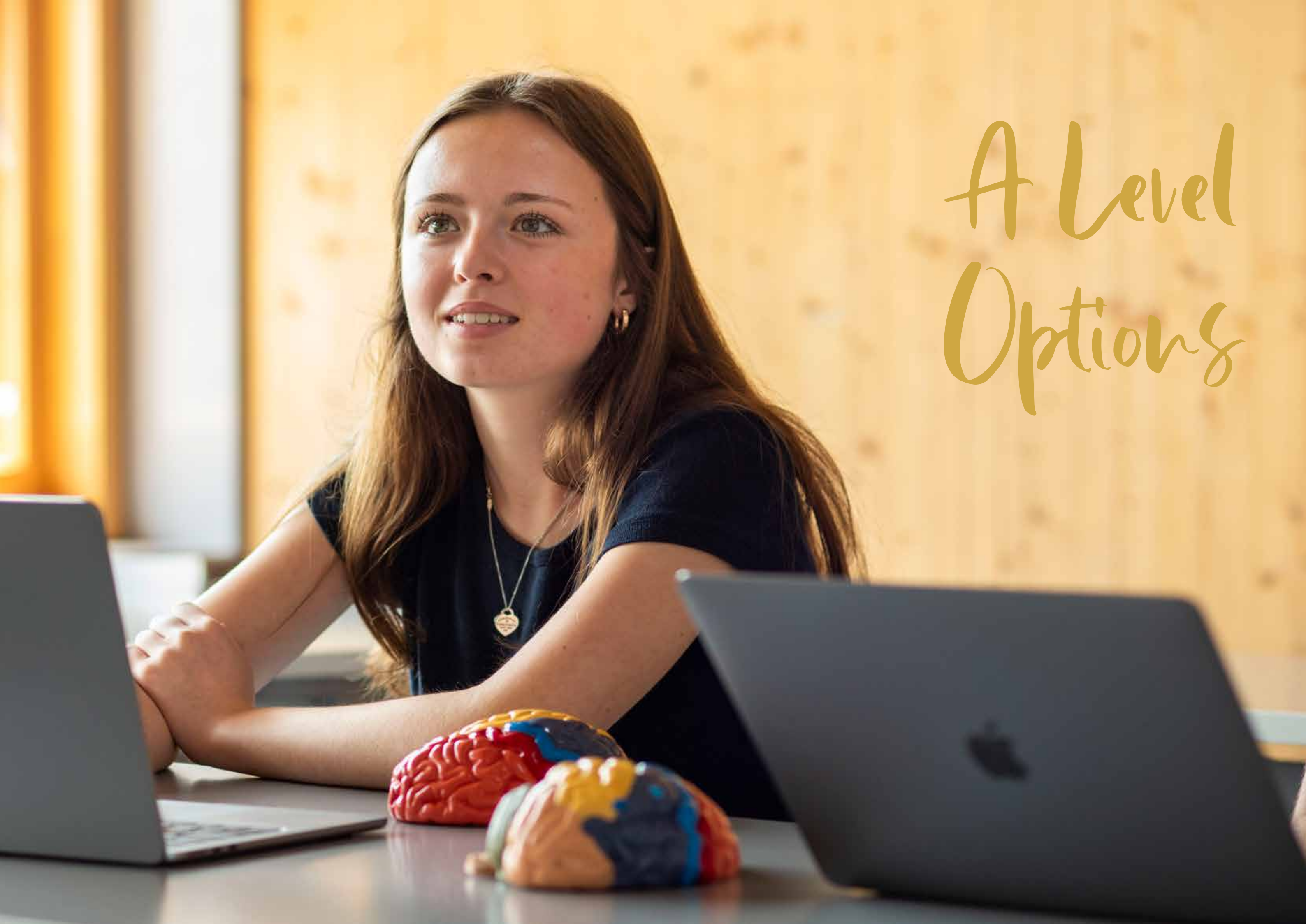
From Year 10, students are supported and guided in choosing the right A Levels for them.



Years 10 and 11 have dedicated Sixth Form Captains who will speak in assemblies and visit during form times to give advice. There are two dedicated 'Into the Sixth' events and two taster days when students can experience life and study as a Sixth Form student. We offer families an initial consultation in the summer of Years 10 and 11 and every student is offered a one-to-one meeting after mock examinations to discuss and receive advice on their options.

Year 10	Year Group Captain assembly and mentoring Into the Sixth Part 1 New subject taster afternoon Futures Week and Social Parent and student initial consultations
Year 11 - Half term 1	Into the Sixth Part 2 (15 September) Taster Day (20 November) Year Group Captain support
17th October	Deadline for scholarship applications and external applications
November to January	Scholarship interviews and auditions (Academic, Art, Music, Drama, PE) One-to-one meetings (15 minutes each)
February	Deadline for option choices – bespoke timetable created Parent and student meeting by request Acceptance deadline
August	Review of choices to ensure all students have the right portfolio for them

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 two interim assessment points, one forming their 10-hour Year 12 end of year exam in May and another in October. 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. Girls will 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 7 titles sent 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 each year for the whole of the Sixth Form during the Autumn term. Last year, we went to see a Photography Exhibition at the V&A Museum, then to the Herbert Smith Freehills Award, the Colin Davidson Exhibition and the Francis Bacon show, all at the National Portrait Gallery.

Additional Activities: We run a series of Life Drawing sessions during the Autumn term every year, exploring a range of media. In February 2025, we will also have an Artist's visit - urban landscape specialist, Jeanette Barnes will be joined us to explore urban 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.



“ The creative focus of Fine Art A Level adds variety to my timetable. All lessons centre around creating coursework for a project, with complete freedom to choose a title. In September of Year 12 & 13, we attend gallery exhibitions and life drawing sessions. Independent gallery trips to exhibitions relevant to our individually chosen theme are also encouraged.

Studying Art has allowed me to continue developing practical skills like painting, as well as using problem solving to express myself creatively. Art A Level requires organisation and time management skills, due to Art's practical aspect. The teachers are extremely supportive and help develop conceptual ideas, as well as assisting with time management. Fine Art is useful for creative careers and futures, both academic or art-focused. I would recommend Art to those who have been enjoying the GCSE and wish to develop this interest further. ”

Gabby



Business

Exam Board: Edexcel

Course Code: 9BS0

Requirements: Grade 7 in Maths and English (Literature or Language)

Modules: Theme 1: Marketing and People, Theme 2: Managing Business Activities, Theme 3: Business Decisions and Strategy, Theme 4: Global Business.

Course Description: A Level Business provides an exciting insight into the dynamic world of business. You will learn how businesses start, grow and compete in both domestic and international markets. The course encourages you to think critically and analytically about real-world issues such as leadership, financial decision-making and strategic planning. You will explore how internal and external influences shape business decisions and develop an understanding of corporate responsibility and ethics in a globalised economy. By the end of the course, you will have developed a strong grasp of business operations, improved your decision-making and problem-solving abilities, and gained valuable skills that are transferable to university or employment.

Exam Element: Paper 1: Marketing, people and global businesses (35%, 2 hours written)
Paper 2: Business activities, decisions and strategy

(35%, 2 hours written)

Paper 3: Investigating business in a competitive environment (30%, 2 hours written – based on a pre-released context)

Coursework: None

Trips: Students are encouraged to participate in enrichment opportunities such as visits to local and national businesses, enterprise competitions and talks from entrepreneurs and business professionals. Trips may include visits to corporate headquarters, business expos and networking events in London. We aim to organise at least one major business-related visit per year, which may include destinations such as Canary Wharf, the London Stock Exchange, a major multinational organisation or an international trip to financial hubs such as Frankfurt or further afield to New York.

Careers and Further Studies: Business is one of the most popular and versatile degree choices at university. The subject opens up a wide range of career options including marketing, finance, management consultancy, human resources, entrepreneurship and logistics. It also complements subjects like economics, politics, law and accounting. A qualification in Business is highly regarded by employers for its practical application and relevance to the modern working world.



“ A Level Business studies is really engaging and practical, and we love looking at how businesses, from small local businesses to large multinational firms, work in the real world which makes our lessons feel relevant. One of our favourite things about studying business is the range of skills you develop throughout the course which are useful and transferable for anything you want to do in the future. We also found studying business helps us feel more confident in understanding what is going on in the world around us, as you are constantly applying what you have learnt to real life situations and well-known businesses. If you choose business, you will learn about a range of topics, such as business strategies, how to raise finance, and entrepreneurial roles and characteristics. ”

Eliza & Lucy

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 Addenbrooke's hospital.

Careers & 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 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 A Level has allowed us to explore our interest in the environment and the human body, whilst being surrounded by others who are just as passionate as us. We would recommend studying biology because it is a rare subject where you are able to apply the knowledge you learn to your own body. Studying Biology at A level has helped us to develop practical skills, and has opened up many opportunities including competitions, independent research tasks and mentoring. The Biology department at SCHS has a strong support network, with teachers that genuinely care about how we learn and who want to see us succeed. Learning is made accessible to all, with teachers offering one-to-ones to make sure we fully understand each topic and using a range of teaching techniques for different learning styles. ”

Bea & Sophie

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. They will learn how to use various apparatus and demonstrate their technique (AT).

Exams:

Paper 1: 2 hours; 105 marks, 35% of A Level.
Paper 2: 2 hours; 105 marks, 35% of A Level.
Paper 3: 2 hours; 90 marks, 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 Studies: 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.

Chemistry at A Level is an incredibly rewarding subject because it explains the science behind everyday life, from chemical reactions to materials and

elements. We would recommend studying Chemistry if you found the GCSE particularly interesting and wanted to understand the theory in greater depth. Additionally, if you enjoy problem-solving, understanding how things work at a deeper level, and applying knowledge to unfamiliar situations, chemistry would be a perfect fit for you. Studying Chemistry has helped us develop valuable skills including analytical thinking, laboratory techniques and the opportunity to take part in activities such as Olympiads and running our own clinics. These skills are highly transferable to a wide range of careers including medicine, engineering, research and much more. Our experience of studying chemistry here at SCHS is a system where the teachers genuinely want us to succeed. Although A levels are stressful, our teachers always find ways to dissipate the stress by making us laugh and finding ways to make learning easier.

Sarah & Sophie



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: Every two years, we organise a trip to China during the October half term, visiting several cities. Sixth Form students also attend the KS5 Mandarin film workshop, organised by the British Film Institute. In addition, students attend the Schools and Universities Day organised by the UCL IOE Centre for Chinese Language Education. This event gives students the opportunity to meet university students, alumnae and representatives from UK universities offering Chinese and related degree pathways.

Careers and Further Study: In today's global world, Mandarin Chinese is becoming an increasingly valuable communication skill. Studying A Level Chinese is an excellent way for students to further develop their language proficiency, cultural understanding and confidence in using authentic Mandarin Chinese in a wide range of contexts.

Although A Level Chinese is not required for every university course involving Chinese, it is highly valued by universities and can strengthen applications for a wide range of degree programmes. Many universities in the UK offer Chinese Studies or Chinese language degree programmes, often including a year abroad in China, Taiwan, or Singapore. Students may also choose to combine Chinese with subjects such as Business Management, International Relations, Economics, Marketing, Global Communication, Law, or another modern language through a joint honours degree.

The demand for Mandarin-speaking professionals continues to grow rapidly across many industries. According to a survey conducted by YouGov for the Mandarin Excellence Programme, over three-quarters of British business leaders believe that speaking Mandarin would provide school leavers with a significant advantage in their future careers.

By studying A Level Chinese, students not only gain advanced language skills but also develop a deeper understanding of Chinese culture, history, literature, film, and contemporary society. These skills and experiences can open doors to careers in international business, diplomacy, translation, tourism, education, media, international relations, and many other global industries.

"I chose to study Mandarin Chinese initially due to my passion for learning languages, but this subject has brought me so much more. Within the A Level course, we learn about a range of topics, such as Chinese culture, festivals, media, economy to name a just few. Mandarin is such a rewarding subject, especially when it allows me to connect and socialise with friends around the world that I might never have interacted with otherwise. The teachers make me feel so comfortable to make mistakes, always providing guidance during classes that are solely devoted to practising conversing, allowing each lesson to bring me immense fulfilment and joy. I would undeniably recommend this subject to anyone who has interest."

Isobel



Exam Board: Chinese Testing International
Requirements: Chinese GCSE

Course Content: HSK (Hanyu Shuiping Kaoshi) is an internationally recognised Chinese proficiency qualification designed for learners of Mandarin Chinese. The qualification assesses students' ability to use Chinese in everyday academic and social contexts through listening, reading, writing and speaking skills.

Students study HSK 3 in Year 12 and sit the examination in June. They then have the option to continue with HSK 4 in Year 13 and sit the examination in March or April.

Students develop their listening, speaking, reading and writing skills in Mandarin Chinese through practical communication and language use. The course focuses on vocabulary acquisition, grammar, pronunciation, sentence patterns and Chinese character recognition and writing.

Exams: HSK examinations assess listening (40 questions, 35 minutes), reading (30 questions, 30 minutes) and writing (10 questions, 15 minutes) skills at different proficiency levels. HSK examinations assess speaking and oral communication skills.

Coursework: None

Trips / Activities: Every two years, we organise a trip to China during the October half term, visiting several cities. In addition, students attend the Schools and Universities Day organised by the UCL IOE Centre for Chinese Language Education. This event gives students the opportunity to meet university students, alumnae and representatives from UK universities offering Chinese and related degree pathways.

Careers and Further Study: Studying HSK is an excellent way to further improve Chinese language skills and develop greater confidence in using authentic Mandarin Chinese in real-life situations after completing GCSE Chinese. As an internationally recognised qualification, HSK provides formal certification of Chinese language proficiency and can strengthen university applications and future career opportunities.

HSK qualifications can also provide opportunities for students who may wish to study or spend a gap year in China in the future, and higher HSK levels may also support applications for scholarships and study abroad programmes. Many Chinese universities recognise HSK qualifications as part of their entry requirements.

Studying HSK can support future study and career opportunities in a wide range of fields. Many universities also offer opportunities for students to continue studying for higher HSK levels during their degree courses, allowing them to further develop and formally certify their Chinese language proficiency. Chinese language skills can also complement subjects such as Business, International Relations, Economics, Marketing, Global Communication, Tourism and Law.

By studying Mandarin Chinese, students not only develop language proficiency but also gain a deeper understanding of Chinese culture, history and contemporary society. These skills and experiences can lead to future careers in international business, diplomacy, translation, tourism, education, media and global communications.



Exam Board: OCR
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, as well as vase painting, and students can 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, building on their Art knowledge as there is a lot of overlap with prescribed sources.

The core module of the World of the Hero is taught alongside each optional module. 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, xenia and nostos. In Year 13, they explore Virgil's Aeneid in translation, and study how the concept of heroism shifts from Greek into Roman culture. The context of the civil wars and Augustan propaganda are analysed to develop the students' understanding of the Aeneid. Throughout the course, students hone their essay-writing skills, developing sophisticated analysis of Classical literature and material culture, and building confident, perceptive, and rational arguments, with the inclusion of modern scholarship.

Exam Element: There are 3 papers at the end of Y13: World of the Hero, 2h 30 minutes, worth 100 marks (50%); Greek Art, 1h 45 minutes, worth 75 marks (25%); Greek Religion, 1h 45 minutes, worth 75 marks (25%).

Coursework: None

Trips: Our inaugural trip to Greece, including Athens, Delphi, Olympia, and Epidaurus was an absolute success and will be repeated in due course! We also do trips to the British Museum, classical conferences, and host our very own Greek sacrifice in the Spring Term. Disclaimer: no animals harmed in the event!

Careers and Further Studies: The study of the Classical world is interdisciplinary, combining the study of literature, art, history, politics, and requiring high levels of analysis and articulate, concise evaluation. Therefore, it is a very versatile subject for further study since the benefits of the skills are what universities and future employers are looking for. Studying a Classical subject alongside subjects such as Maths or Biology can help an applicant to stand out from the crowd. Students who do Classical Civilisation often go on to study Classics or Classical Studies, Archaeology, Modern Languages, History, Politics, Psychology, Sociology, Law, International Relations, Chemistry, Criminology, and Medicine, for example.



"Classical Civilisation is a brilliant multi-disciplinary humanities subject for those who have an interest in the ancient Greek and Roman worlds and their beliefs. It's a subject that complements Art, English Literature, and History. Class Civ helps to develop both analytical and observation skills, from spotting reoccurring motifs in literature to common techniques in art. My favourite module of the A Level has been World of the Hero, where we study two famous classical texts, The Odyssey and The Aeneid, analysing and dissecting the texts in depth and understanding how the epics would have been read and recited in the ancient world. I would greatly recommend Classical Civilisation to any student. The subject matter is very widespread and the support from the teachers make it an A Level that is definitely worth taking."

Ella

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, pupils hone their skills in unseen translation and prose comprehension through translating longer passages by authors such as Herodotus, Plato, and Sophocles.

In the Year 12 and 13 Literature lessons, pupils study four texts (two prose and two verse); previously, these have included comedies by

Aristophanes, tragedies by Euripides and historical texts by 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:

There are 4 papers at the end of Year 13:

Unseen Translation, 1h 45 minutes, worth 100 marks (33%);

Prose Comprehension, 1h15 minutes, worth 50 marks (17%);

Prose Literature, 2 hrs, worth 75 marks (25%);

Verse Literature, 2 hrs, worth 75 marks (25%).

Coursework: None

Trips: Our inaugural trip to Greece, including Athens, Delphi, Olympia, and Epidauros was an absolute success and will be repeated in due course! We also do trips to the British Museum, classical conferences, and host our very own Greek sacrifice in the Spring Term. Disclaimer: no animals harmed in the event!

Careers and Further Studies: The study of the Classical world is interdisciplinary, combining the study of language, literature, art, history, politics, and requiring high levels of analysis and articulate, concise evaluation. Therefore, it is a very versatile subject for further study since the benefits of the skills are what universities and future employers are looking for. Studying a Classical subject, such as Greek, alongside more mainstream subjects can help an applicant to stand out from the crowd, particularly as so few students take this subject at A Level. Students who do Greek often go on to study Classics, Archaeology, Modern Languages, History, Politics, Psychology, Sociology, Law, International Relations, Chemistry, Criminology, and Medicine, for example.



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

“Computer Science is an engaging subject that offers both enjoyment and strong future opportunities. Studying this course has broadened my options, equipping me with skills that are increasingly in demand across many careers such as critical thinking, coding, acting ethically (in general and in regard to technology) and problem solving. I feel highly supported, with clear explanations and an in-depth approach that ensures a secure understanding of each topic. We manage to revise each topic regularly thanks to the interleaving in this course. It is not just about coding, it also explores the processes behind the development of the applications and systems we use every day. As a result, students can gain a deeper understanding of the technological world and the role they can play within it. Students are encouraged to think independently, ask questions and apply knowledge to real world scenarios effectively.”

Zoe



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.



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 a booklet that they will update 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 with a visiting examiner, 20-45 minutes group piece (3-6 people) Monologue (2-3 minutes) or duologue (5-6 minutes). Total weighting 20%.

Written examination (Theatre Makers in Practice); written, externally examined
2 ½ hour examination; 4 essay-style responses.
Total weighting 40%

Coursework: Devised Performance 15-30 minutes, 3-6 performers plus 3000-word portfolio. Total weighting 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 a higher level to study Performing Arts, Drama and Performance, Journalism, Classics, English, Psychology, Law, Medicine, History, Education, Human Resources, Nursing and many more.

“Choosing Drama at A Level is one of the most rewarding decisions you can make, offering a unique space where you can grow both creatively and personally. It is a highly practical and dynamic subject that goes far beyond just acting, helping you develop essential skills in public speaking, teamwork and critical analysis that are valuable in any future aspirations. What I personally love most about Drama is the incredibly supportive environment and how much it boosts each individual's confidence. Working so intensely and constantly on creative pieces allows us to form real, lasting connections with our peers that you just don't get in a traditional classroom. At SCHS, the experience is completely comfortable and welcoming; the staff put in maximum effort to support your goals, helping you push your boundaries, step out of your comfort zone and perform at your absolute best. As subject captain, I love seeing everyone find their confidence and enjoy being on stage so much, and we can't wait to welcome you into our A level community.”

Tilly



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: OCR Product Design allows students to gain an in-depth understanding of how products are designed and manufactured. The course is largely practical in nature, and encourages students to access the syllabus through a mixture of practical hands-on learning in the workshop, as well as book-based study in class. The course consists of one depth design and make coursework project (NEA, 50% of final grade) and two examinations at the end of Year 13 (50% of final grade).

Component 1: Two written exams (totalling 50%): Principles of Design and Technology, and Problem solving in Design and Technology.

Component 2: NEA (Design and make project) Students choose their own client and brief, and produce a substantial design and make project. Through this digital portfolio they demonstrate their ability to understand and research a brief, generate and model design solutions and produce a high quality finished product. In order to reach high attainment levels, students must adopt a commercial design approach to their work,

reflecting how a professional designer might deal with a design problem and its resolution.

A key feature of the A Level is that students are able to work closely with a client to identify a need and produce a design brief. Through extensive research, designing and testing candidates use an iterative design approach in order to produce a final product that fulfils their design criteria and the needs of the user.

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 and in your personal life 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 that open up a world of possibility, providing the tools to create the future.



“Design and Technology at A Level combines creativity with practical problem-solving skills. I would highly recommend this subject to students who enjoy designing, making and thinking innovatively, as it allows you to explore a wide range of ideas while developing technical and analytical skills. DT encourages creativity and builds on GCSE knowledge, making the theory very manageable. Through coursework and smaller projects, you learn how to manage your time effectively, respond to design challenges and improve your ideas through testing and evaluation. These are skills that are useful not only in design-related careers such as architecture, engineering and product design, but also in many other future pathways, allowing for many future opportunities. I particularly enjoy the balance between creative design work and technical understanding, as well as having the opportunity to create products that solve real problems.”

Lexie

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 transferable 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 economic 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. It's 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.



“A Level economics at SCHS has helped us to understand how the world around us works. Economics gives students the opportunity to discover real life government and to better understand current events and the news, making lessons feel relevant to everyday life. The subject improves analytical thinking, problem-solving and essay-writing skills (there is not as much maths as you would think!). Economics is also useful for a wide variety of future careers, as most jobs require at least a basic understanding of how economies and businesses operate. It complements many other A Levels, making it a good fit for a wide range of subject combinations. At SCHS, the supportive teachers make the subject especially enjoyable. They go beyond simply teaching the specification by linking topics to real-life examples and current affairs. Lessons are engaging because discussions and debates encourage us to think critically and apply our knowledge to the wider world.”

Ella & Lexie

Extended Project Qualification (EPQ)

Exam Board: AQA 7993

Requirements: Available to all Year 12 students

The Extended Project is 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

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 dynamic 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: Drama paper (30%): 2 hours 15 minutes; Prose paper (20%): 1 hour; Poetry paper (30%): 2 hours 15 minutes

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

“Studying A-Level English at SCHS has been one of the most enriching parts of my sixth-form experience. It has deepened my understanding of a wide range of texts while placing me in a community of like-minded, curious students. I would recommend this subject to anyone who left GCSEs with unanswered questions or wants to continue developing a genuine passion for literature. English has strengthened my ability to think critically, from debating multiple interpretations of a single line of poetry to analysing characters through different critical lenses. The subject builds skills essential for university: close reading, independent research and constructing well-supported arguments. These skills transfer directly into subjects like law, psychology and medicine, making English a versatile and valuable choice. Overall, A-Level English at SCHS is rigorous, rewarding and is genuinely transformative.”

Fatima



Trips / Activities: Annual theatre trips, lectures and academic writing workshops; a weekly Literary Society; opportunity to represent the English department at GDST-wide events; national competitions.

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, providing an excellent foundation for university study in the humanities and creative disciplines.

Learning how to research, write and debate confidently are universally required skills for success in tertiary education and these are taught expertly 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.

French

Exam Board: Edexcel 9FR0

Requirements: French GCSE

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: Students are encouraged to complete work experience, homestays and language courses. In London, we arrange a variety of trips to extend their learning beyond the classroom, for example 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 GCSE 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 No et Moi by Delphine de Vigan and further develop their literary analysis and essay skills.

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 transferable skills; the course promotes communication skills, builds confidence in oral presentation skills and develops students' capacity for critical thinking. 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. A major advantage of a Modern Foreign Language 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.



“Choosing to study French A Level at SCHS offers so much more than simply learning a language. Through topics ranging from social issues and politics to French cinema, literature and music, the course gives us a real insight into the richness of French culture and how the Francophone world is evolving. As well as developing our skills in listening, reading, writing and speaking, we explore thought-provoking themes that help us engage with global perspectives. We are also encouraged to practise the language regularly in a supportive environment. Lunchtime French clinics are available to help with grammar, exam technique, or anything we might be finding challenging, and informal lunchtime speaking sessions give us a chance to use the language more spontaneously and build confidence. The lessons are varied and engaging, and the teachers provide helpful guidance throughout the course, making sure everyone is supported. I would definitely recommend French A Level to anyone interested in language, culture, or wanting to challenge themselves in a rewarding and enriching subject.”

Margaux

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 cycles 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, 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.

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 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 five-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, numerate and 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 on to study Geography or other humanities, Natural Sciences, Liberal Arts, Modern Languages, History, Sociology Psychology, Law, Medicine and International Relations.



“Choosing Geography at A Level is honestly one of the best moves you can make if you want to understand how the world actually works. It's a super dynamic subject that brings together both the human and natural sides of our planet, which means everything you learn in Geography connects directly to what's happening outside your window right now, from climate change and global politics to how our local cities are changing. You'll gain skills in research, analysis and problem-solving that are incredibly valuable. Best of all, the experience at SCHS is just so much fun and completely engaging. The geography department feels like a proper community, and the teachers are brilliant at making tough ideas easy to grasp while keeping lessons exciting. If you want a subject that feels alive, useful and genuinely interesting, Geography at SCHS is the perfect choice. As subject captains, we love seeing everyone make those connections between our lessons and the real world, and we can't wait to welcome you to the department and share the experience of the A Level.”

Eva & Tilly

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

Coursework: None

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

Careers and Further Study: You will develop a range of transferable 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.



"Studying Politics at A Level has been both interesting and enjoyable, and we would definitely recommend it to students who enjoy discussing current affairs and understanding how society and government work. Politics is a subject that is constantly changing, which makes lessons engaging and relevant to everyday life. One of the main benefits of studying Politics is the variety of skills you develop. It improves your essay writing, critical thinking, evaluation, and ability to build balanced arguments. These skills are highly useful for many university courses and future careers, including law, journalism, economics and international relations. What we particularly enjoy about Politics is how it encourages independent thinking and debate. We have found topics such as political parties and the role of Parliament especially interesting because they link directly to real-world events. Our experience of studying Politics at A Level has been challenging at times, but also very rewarding. Although there is a lot of content, it is a fascinating subject that helps you become more informed, confident and aware of the world around you."

Abbey & Freya

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 from 1951 to 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 2 hrs 30 minutes. Paper 2: The Making of Modern Britain 2 hrs 30 mins.

Coursework: 4000–4500 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, transferable 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.

"I would recommend studying History at A Level because I believe the subject is crucial in helping to develop a greater understanding and awareness of past events. This helps to contextualise current affairs and international relations as the subject provides a deeper insight into the events that have directly shaped the present. Moreover, I think the subject encourages a critical mind, while also improving important qualities including judgement and perception. These skills are also extremely transferable for any future prospects, and also in across other A level subjects. History A level has been very fascinating and thought-provoking. One aspect of the course that I have found interesting is the fall of tsarism and the Bolsheviks' rise to power in Russia. However, I have also thoroughly enjoyed learning about the different governments in 1950s and 1960s Britain. In particular, I have found learning about the social change, which has contributed to the development of modern Britain, to be a very intriguing area of the in-depth course."

Daisy



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 covering the period from Romulus and Remus to Augustus.

In Year 13, having covered all the grammar and syntax, pupils hone their skills in unseen translation and prose comprehension by studying a variety of prose authors alongside the varied, and often scandalous, works of Ovid.

In the Year 12 and 13 Literature lessons, pupils study four texts (two prose and two verse); previously these included Virgil's Aeneid, 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: There are 4 papers at the end of Year 13:

- Unseen Translation, 1h 45 minutes, worth 100 marks (33%);
- Prose Comprehension, 1h15 minutes, worth 50 marks (17%);
- Prose Literature, 2 hrs, worth 75 marks (25%);
- Verse Literature, 2 hrs, worth 75 marks (25%).

Coursework: None

Trips / Activities: We have recently run a very well-received trip to Greece and have plans to do the same to Italy, likely in 2028. We also do trips to the British Museum, classical conferences, and host our very own Greek sacrifice in the Spring Term. Disclaimer: no animals harmed in the event!

Careers and Further Study: The study of the Classical world is interdisciplinary, combining the study of language, literature, art, history, politics, and requiring high levels of analysis and articulate, concise evaluation. Therefore, it is a very versatile subject for further study since the benefits of the skills are what universities and future employers are looking for. Studying a Classical subject, such as Latin, alongside more mainstream subjects can help an applicant to stand out from the crowd. Students who do Latin often go on to study Classics or Classical Studies, Archaeology, Modern Languages, History, Politics, Psychology, Sociology, Law, International Relations, Chemistry, Criminology, and Medicine, for example.



"I would highly recommend A level Latin for any student who wants to challenge themselves. It affords pupils the opportunity to explore how our language has formed in greater depth via the medium of Latin. For those who prefer a wider view into the ancient world, the four texts studied in the prose and verse literature papers give an insight into Roman culture, for example Cicero's Pro Roscio is a wonderful example of how court cases were conducted in the open, and how he leans into the drama, scandal, and complicated politics of the period, whilst Virgil's Aeneid engages the reader with a comparison of ancient and modern heroism. More generally, any Classical subject but especially Latin is favoured by universities and complements a broad spectrum of possible avenues. Best of all, no speaking exam!"

Lois



Mathematics

Exam Board: OCR (MEI) H640

Requirements: GCSE/IGCSE Mathematics grade 8 preferable.

Modules: 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 three-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 Integral maths, 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.

Exams:

- Pure and Mechanics (2 hrs)
- Pure and Statistics (2 hrs)
- Pure and Comprehension (2 hrs)

Coursework: None

Trips / Activities: In 2023-2025 students participated in the annual Senior Mathematical Challenge and follow up challenges for those who scored highly. A select group also sat the Mathematical Olympiad for Girls and represented the school in team challenges. They attended a Mathematics conference where prominent speakers give inspiring 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. It is harder to find a career that does not involve Mathematics than it is to name one that does. 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 A Level is also sought by law firms, who wish for their trainees to have a high level of numeracy and many companies are also increasingly looking for employees who have a higher level of financial literacy than is taught at GCSE.



“ We recommend choosing maths and further maths because it is incredibly fun, highly rewarding, and builds directly on your GCSE knowledge. In maths you aren't just solving equations, but you are learning critical thinking skills and understanding how the world works on a deeper level through mathematics. The skills you obtain in maths are incredibly useful and you are able to apply them to many different subjects whether these are sciences, economics, or even humanities, allowing you to keep as many options open possible for future careers. If you enjoy a challenge, want to understand how the world works on a deeper level, and want to open doors to countless future career opportunities, we cannot recommend Maths and Further Maths enough. ”

Ava & Olivija

Further Mathematics

Exam Board: OCR (MEI) H645

Requirements: GCSE/IGCSE Mathematics grade 8 preferable.

Modules: 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 is likely to 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 and 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, Neoclassicism and the move away from traditional diatonic harmony. You will study Debussy 'Nuages' and Poulenc 'Trio for Oboe, Bassoon and Piano: Movement II' 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 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, Astrophysics, Medicine, Languages, Psychology, Politics and Drama, for example.



"I highly recommend choosing to study music at A Level. The content you cover (Musical Theatre, The Western Classical Tradition and Into the Twentieth Century) encompasses a multitude of styles and composers, so there is something for everybody. As well as developing your academic music skills, A Level music provides an opportunity to grow as a performer and a composer, building on the skills you learnt at GCSE. Personally, I enjoy the Development of the Symphony topic the most because, as a singer, it has been a valuable opportunity to immerse myself in the world of orchestral symphonic writing. Alongside our studies, we have also been on trips to extend our listening. These include an A Level music day at Trinity Laban, seeing Into the Woods at Bridge Theatre and Tristan and Isolde at the Barbican. It also goes without saying that the Streatham and Clapham music department is the friendliest, warmest place to study A Level music."

Lydia



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)

“A Level PE is an enriching subject which allows you to delve into the world of sports and performance. I particularly enjoy learning about how the body adapts to peak performance, and how sport in society has evolved over the last century. By studying PE, I have enhanced my critical thinking and teamwork through collaborating with my peers to develop a deeper understanding and interest in sport and physical activity. I have thoroughly enjoyed the broad spectrum of content that PE has to offer, from the biological and psychological understanding of our physiology to the societal and environmental factors that shape our views and advancements in modern sport. I would highly recommend PE if you have a passion for sport, science, society and performance due to the wide range of skills and opportunities it has to offer.”

Lily

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

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

“I would recommend doing Physics if you enjoy it at GCSE, especially if you are also doing Maths. Physics is a great subject at A Level if you want to go into anything STEM related at university, even if you don't want to study Physics, as it improves your problem-solving skills and deepens your understanding of other subjects like Maths and Chemistry. You also learn useful practical skills like how to create experiments and how to work in a team. My favourite part of the course is Materials and Quantum Physics, as it is fascinating to explore how matter behaves and the ways you can apply physics concepts to real life. In the beginning physics can be difficult but once you learn the question styles and study more concepts it becomes much easier.”

Isabella



Trips / Activities: Previous trips have included CERN in Geneva and Science Seminars at Disneyland Paris. 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

Psychology

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' transferable 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 mental health. 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.



"Psychology A Level has been one of the most interesting and enjoyable subjects I have studied, as it completely changes the way you think about people and behaviour. The subject is incredibly engaging because every topic connects to real life, from memory and attachment to mental health and social influence, meaning you constantly see links between psychological theories and everyday experiences. I especially enjoy how there is rarely one simple answer; lessons often spark interesting discussions and debates that make you think more deeply about human behaviour and the world around you. You

also learn how to interpret research and apply theories to everyday life, which is useful for careers in areas such as law, teaching, business, healthcare and psychology itself. My favourite topics so far have been psychopathology and attachment because they explore human experiences in ways that feel both important and relevant. Although it can be challenging at times, it is a subject that keeps you very interested and makes you think differently about the world around you. If you enjoy asking questions, analysing behaviour and learning about people, Psychology is for you!"

Gia

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 Spring Term the 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'. 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 and mental health. All students with a keen interest in psychology or who wish to develop their research skills can join the Freudian Slips Club which meets bi-weekly.

Careers and Further Study: The transferable 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.

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.



"If you enjoy debating, critical thinking, and analytical writing, PRE is the subject for you. It allows you to intellectually grapple with some of the most fundamental approaches to and understandings of religion, philosophy and ethics. From questioning how we form moral judgements to assessing the existence and nature of God and the relevance of religion to human life, the study of PRE develops analytical rigour and the ability to criticise and reason logically. Lessons are engaging and dynamic as discussion and debate is encouraged. Understanding of all aspects of the course is supplemented by a range of contemporary and historical scholars and schools of thought, which gives a broad range of perspectives on profound issues that are socially and introspectively relevant. PRE is such an eye-opening subject in that it not only exposes you to a spectrum of philosophically challenging viewpoints, but it also inspires you to see the world and your place in it in a new light."

Navleen

Sociology

Exam Board: AQA

Course Code: 7192

Requirements: Grade 7 in at least one essay subject, such as English Language or Literature, History, Religious Studies or Geography

Course Description: The AQA A Level Sociology course aims to equip students with a critical understanding of contemporary society, exploring social processes, changes and the significance of social structure and action. It encourages students to develop their sociological awareness and analytical skills.

Exams:

Paper 1: Education (2 hours, 80 marks)

We will consider the role and functions of the education system; the relationship between education, the economy and class structure; the educational achievements of different groups by social class, gender and ethnicity; relationships and processes within schools and educational policies and their impact.

Paper 2: Media & Families (2 hours, 80 marks)

When considering the role of family in society, we will study the relationship of the family to the social structure and social change; changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course; gender roles, domestic labour and power relationships within the family in contemporary society; the nature of childhood, and changes in the status of children in the family



"I think that sociology is an important subject to understand society and the inner workings of things at a deeper level. There are so many different layers to this subject, which are so interesting to unpick. With this subject you gather a deeper level of empathy and understanding of different perspectives. I really enjoy both research methods, and family and households, both are interesting, and I really enjoy the practical applications of all the knowledge that you gain from this subject. I have really enjoyed this subject; I have found that the teachers want you to understand things and are more than happy to consolidate things with you that you aren't too sure about. You gain so much overall knowledge that can be applied to any other humanities, which is very helpful. I have really enjoyed doing this A level, it helps with deep understanding, and is very good for a student who is curious about everything!"

Percy

and society and demographic trends in the United Kingdom since 1900.

The Media unit covers the role of the media in contemporary society; the relationship between ownership and control of the media; media representations of age, social class, ethnicity, gender, sexuality and disability and the relationship between the media, and its audiences.

Paper 3: Crime (2 hours, 80 marks)

This detailed study of crime and criminology covers social deviance by ethnicity, gender and social class, including recent patterns and trends in crime. We will study theory and methods related to crime.

Each topic on the A Level will also include theory and methods and we will consider primary and secondary data; the nature of science and sociology's scientific status; the relationship between theory and methods and the relationship between sociology and social policy.

Coursework: None

Trips / Activities: In the spring term

Year 12 students visit the Young Victoria & Albert Museum in Bethnal Green and in the summer term the Clink Prison Museum in Southwark.

Careers and Further Study: An A Level in Sociology gives students an excellent foundation for understanding society, addressing social issues and interpreting and shaping social policy which can lead to a degree in Sociology, Anthropology, History, Political Science or Cultural Studies. It opens an array of future careers to students - from education, journalism and law enforcement to market research and human resources.

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 12 (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 '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. It develops language learning skills and strategies, including communication strategies to sustain

communication and build fluency and confidence as well as equips them with transferable 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.



"I recommend taking Spanish A Level as it is a unique and unparalleled subject. It combines the study of a play and a film with history and politics, intertwining all your favourite subjects in a rewarding way through another language. It opens and stimulates new parts of the brain, enabling you to take a partial break from your other subjects while discovering fresh and intriguing information, without it feeling overly content-heavy. One area that particularly enthralled me is the study of the film Volver by Pedro Almodóvar, as it brings together relevant and fundamental themes such as female solidarity, secrecy and Spain's movement away from traditional ideas, while incorporating comedic and mysterious elements. A modern foreign language is highly regarded when applying to universities, and there are many courses on offer in conjunction with Spanish - most of which include a placement year abroad. I couldn't recommend Spanish more."

Sofia

Futures & Aspirations



...in the Sixth Form

In the Sixth Form, SCHS students have Futures & Aspirations 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 Futures & Aspirations

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 Futures & Aspirations 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
- 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) by the Head of Futures & Aspirations.

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 Form students.

Examples of lectures and industries given in 2025/26:

- Corporate audit (Bank of America)
- Investment Management (Mercer)
- Law (Bird & 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 Higher Education pathways. 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 and student finance. We also look at important things such as gap years and degree apprenticeships, and take all students out on a university visit.





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 have to reapply for a Sixth Form scholarship.

We offer bursaries so that a GDST education is accessible to the best and the brightest girls, including those who are not able to pay full fees. The key difference between a bursary and a scholarship award is that a bursary is means-tested, and a scholarship is not. We have a proud history of providing financial assistance towards school fees, ensuring that girls from all backgrounds are able to access a GDST education. If you are considering applying to Streatham & Clapham High School for Year 12 entry but are concerned about the affordability of school fees, we invite you to read our Bursary Guide and discover more about the financial assistance opportunities available via the GDST bursary award scheme.



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