STAHS
SIXTH

A LEVEL COURSE DESCRIPTIONS

CONTENTS

CONTENTS

3D DESIGN

The Three-Dimensional Design course will appeal to students wishing to specialise in product design, architecture, and engineering. The course enables students to develop a broad view of the world of design and enhance their capacity to design and make 3D products and to appreciate the complex relations between design, materials, and manufacture.

AWARDING BODY

AQA

HEAD OF DEPARTMENT

Mrs Lorna Constable
ConstableL@stahs.org.uk

COURSE CONTENT

Three-Dimensional Design is about understanding the needs of people, questioning existing ways of doing things and seeing opportunities for innovative products, architecture or engineering that will enrich quality of life.

Through engaging with a range of designers and processes, the emphasis is on the development of integrated practical skills with a strong understanding of the physical and mechanical properties of materials and components. Students will further develop their creative skills when producing models and prototypes, using iterative design and CAD/CAM software. Additionally, they will develop a range of transferable skills such as problem solving, critical thinking, presentation skills, time management and entrepreneurialism.

ASSESSMENT

Students are encouraged and guided to explore their own personal interests through set projects and self-directed work via two projects, resulting in a 15-hour practical exam for the second project which has an externally set brief.

Component 1- 60%. Personal investigation based on area of choice. Project lasts from Easter Y12 to January Y13.

Component 2- 40%. Externally set assignment. Project based on a chosen brief given by exam board, resulting in a 15-hour practical exam.

ENTRY REQUIREMENTS

Grade 7 or above in GCSE Design and Technology: Product Design or GCSE Art and Design: 3D Design. Candidates who have not taken the GCSE before will be considered based on portfolio.

OPTIONS AFTER A LEVEL

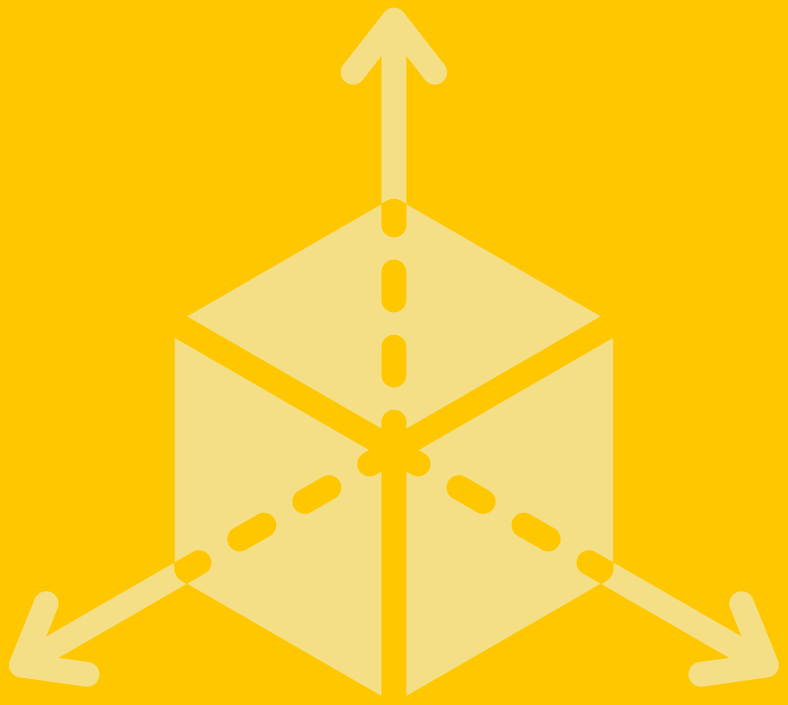
This course enables further study in a wide range of design and engineering-related subject areas, as well as supporting other STEM subjects. Students will develop the necessary creative, technical thinking and interpersonal skills to move into careers such as industrial design, product design, engineering, architecture, and interior and set design.

WHAT DO CURRENT STUDENTS SAY?

3D Design is a great A Level where I have been encouraged to push my limits and come out of my comfort zone in my designs. There is a very supportive atmosphere in each of our lessons from my teachers who inspire and guide me throughout the course to help me develop ideas. The way in which this course is structured allows me to learn through practical experimentation, enhancing my creativity and design skills. In addition, this method of learning enables me to hone my problem-solving abilities whilst researching into the parts of design which I find the most interesting and am passionate about. Overall, I believe that 3D Design has prepared me to tackle real-world challenges confidently.

I chose the 3D Design course for A-level as I loved the flexibility involved. There is no set curriculum therefore I can explore my personal interests, recently I have created a kinetic table as I wanted to challenge myself. Throughout the overall process I was given support along with freedom to experiment due to the plethora of equipment and materials available. I have truly enjoyed the opportunity to create a physical product accompanied by a diverse portfolio which displays my skills in design, manufacture and analysis.

I am really enjoying the 3D Design course, as the freedom of this course allows me to explore a range of avenues that interest me in-depth, whilst cultivating a mindset of creativity and adaptivity to manufacture unique design solutions. Throughout this design journey, I have been able to grow my research, analysis, sketching, CAD, and problem-solving skills, with the ongoing support from all of my teachers, enabling me to feel confident in my design approach.



BIOLOGY

Biology has never been more fast-moving or more relevant than it is today. A level Biology is an immensely broad course ranging from cutting edge techniques in genetic engineering to tackling our seemingly unstoppable race to the sixth mass extinction via immunology, neuroscience, evolution, genetics, biotechnology, ecology, biochemistry and more.

AWARDING BODY

OCR

ACTING HEAD OF DEPARTMENT

Dr P Wallis
Pwallis@stahs.org.uk

COURSE CONTENT

You will learn more about what makes us human and why we are ultimately so insignificant. You will be left with far more questions than answers – and perhaps a drive to continue into further education and research to answer some of them.

Biology is a very practical course: every topic is complemented by lab work, and we take a residential trip to Devon every June to study ecology in action. Students benefit from a fortnightly lesson off specification, run by students on topics they are passionate about – your chance to find your own area of expertise.

The course begins with the founding principles of Biology, building on your GCSE knowledge of cells, microscopy, biological molecules and DNA. We then progress to applied anatomy (including a brain dissection), genetics, evolution, environmental science, immunology, biotechnology and biochemistry to name but a few.

ASSESSMENT

Practical work is incorporated throughout the course, resulting in teacher-endorsed practical accreditation. Final theoretical assessment comprises of three written papers with synoptic content throughout.

ENTRY REQUIREMENTS

Grade 8 in GCSE Biology or 8/8 in Double Award Science

OPTIONS AFTER A LEVEL

A level Biology can lead you into a huge range of degrees and careers. The majority of our A level students continue with the Biosciences, including Biology, Biochemistry, Biomedical Sciences, Neuroscience, Psychology, Marine Biology, Medicine, Veterinary Medicine, Nursing, Dentistry, and Sports Science. While many students continue to work in their discipline, others move into science communication, journalism, publishing, education, conservation, pharmaceuticals, public policy and more. In addition, the applied skills of any science degree are highly prized outside the sector and will be excellent preparation for a career in law, finance, business, politics and more or less anything else you can think of!

WHAT DO CURRENT STUDENTS SAY?

Biology is my most interesting subject!

I have loved how detailed Biology A level is compared to GCSE and I have learnt so many interesting things. Nature is truly fascinating.

I have enjoyed the breadth of topics that the Biology A Level has to offer. I've also enjoyed the approach to learning and the different types of lessons we've had such as the 10th lessons where we presented to the class.

For more course information please follow this QR code:

CHEMISTRY

A level Chemistry will give you an exciting insight into the contemporary world of chemistry. This combination of academic challenge and practical focus makes the prospect of studying A level Chemistry highly appealing.

AWARDING BODY

OCR

HEAD OF DEPARTMENT

Dr S Legg
SEL@stahs.org.uk

COURSE CONTENT

You will learn to investigate and solve problems in a range of contexts. A level Chemistry is taught by highly skilled teachers who inspire students through their enthusiasm and love of the subject. Students with an inquiring mind and the desire to know how and why reactions take place will develop a depth of understanding and skills that they can apply to other areas of study.

The course will develop the transferable skills of problem-solving, research, decision-making, analysis and evaluation. The subject will challenge students who consistently set themselves high standards and work hard to achieve them.

The course develops an understanding of physical, inorganic and organic chemistry as material builds on fundamental GCSE knowledge.

ASSESSMENT

Practical work is incorporated throughout the course, resulting in teacher-endorsed practical accreditation. Final theoretical assessment comprises of three written papers with synoptic content throughout.

ENTRY REQUIREMENTS

Grade 8 in GCSE Chemistry or 8/8 in Double Award Science

OPTIONS AFTER A LEVEL

A level Chemistry is an excellent base for a university degree in healthcare, such as Medicine, Pharmacy and Dentistry, as well as the Biological Sciences, Physics, Mathematics, Pharmacology and Analytical Chemistry. Chemistry complements many other subjects and allows transition into numerous degree specialisms. It opens a range of career opportunities, including chemical, manufacturing and pharmaceutical industries and in areas such as forensics, environmental protection and healthcare. The problem-solving skills are useful for many other areas too, such as law and finance.

WHAT DO CURRENT STUDENTS SAY?

Chemistry made me think deeper about the world around me; being able to apply the concepts I have learned has been so rewarding.

I love the way that Chemistry always has answers for all of my 'why does...?' questions; lessons are so engaging.

CLASSICAL CIVILISATION

Classical Civilisation is a subject that appeals to students who want to immerse themselves in the wonders of ancient Greece and Rome and to understand why these cultures have been so influential in world history.

AWARDING BODY

OCR

HEAD OF DEPARTMENT

Dr J Powell
PowellJE@stahs.org.uk

COURSE CONTENT

The subject encompasses the study of literature, history, politics, philosophy and art, and is the natural home of the true humanist. Students will read the epic mythological poems of Homer and Virgil, which have immortalised the Trojan War and its aftermath. They will learn to analyse ancient Greek sculpture and painting and to understand its obsession with the human body. They will, finally, study the dramatic collapse of the Roman Republic, the demise of freedom in Rome, and the inexorable rise of the emperors. Traditional lessons are supplemented by enrichment opportunities, such as trips to productions of Greek drama and museum visits to study ancient artefacts at close quarters. There is also an annual Classics trip to either Greece or Italy.

You will study three modules: the first is on epic poetry (Homer and Virgil), the second is on Greek Art, and the third is on Roman history and politics.

ASSESSMENT

Paper 1: The World of the Hero (literature – Homer and Virgil)

Paper 2: Greek Art

Paper 3: Politics of the Late Republic (Roman history / politics)

ENTRY REQUIREMENTS

Grade 6 in an essay-based subject at GCSE (e.g. English / History / Religious Studies). You do not need to have done the GCSE in Classical Civilisation in order to do the A Level – the content is completely different.

OPTIONS AFTER A LEVEL

Students who take Classical Civilisation for A level could go on to read Classics at university or use the skills they have acquired as a foundation for the study of History, Law, Art or any literature-based degree. Classics is a prestigious degree offered by the best universities and graduates might enter the fields of law, politics, journalism, advertising, accountancy and the civil service.

WHAT DO CURRENT STUDENTS SAY?

I really enjoyed how wide-ranging the Classical Civilisation A level is – from literature to art to politics, it has allowed me to explore a breadth of interesting areas, which is difficult to find in other subjects.

I always look forward to Classical Civilisation lessons. The subject encourages you to really engage with the ancient world whilst still being fun and reflecting issues we talk about today, such as the treatment of women and the portrayal of war.

I really enjoyed covering a wide range of topics that I'd never studied before. From Roman political structures to the analysis of Greek art, there was always something interesting to learn.

CLASSICAL GREEK

An A level in Classical Greek will give you an unrivalled insight into the birth of western civilization and an opportunity to read, in the original language, some of the greatest works of literature ever created.

AWARDING BODY

OCR

HEAD OF DEPARTMENT

Dr J Powell
PowellJE@stahs.org.uk

COURSE CONTENT

Whether it be the epic poetry of Homer, the tragic drama of Sophocles, the historical narrative of Herodotus, or the philosophical dialogues of Plato, the Greek literary canon is awash with masterpieces that have stood the test of time, and which continue to inspire poets, playwrights and artists in the present day.

The Classical Greek A level builds on what you have learnt at GCSE. You will acquire a larger working vocabulary, a more sophisticated understanding of grammatical rules and a deeper appreciation of Greek literature.

ASSESSMENT

Paper 1: Unseen Translation (language)

Paper 2: Comprehension (language)

Paper 3: Prose Literature (set texts)

Paper 4: Verse Literature (set texts)

ENTRY REQUIREMENTS

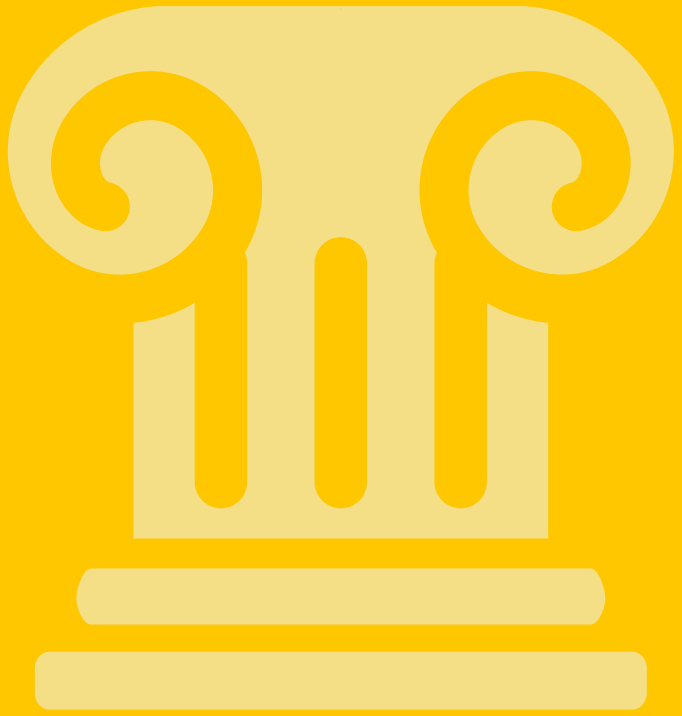
Grade 7 or above in GCSE Classical Greek.

OPTIONS AFTER A LEVEL

The academic skills you hone through studying Classical Greek – attention to detail, logical analysis, processing large amounts of complex information – will be applicable to whatever you choose to do after A levels. You could, of course, take your Greek further by opting for a traditional Classics degree at university. Or you might study another subject where your knowledge of Greek will prove very useful indeed: English Literature, Modern Languages, History, Philosophy and Politics all spring readily to mind. In terms of careers, law, the civil service, journalism and politics are traditional places to look for students of Greek; but really you could do anything you wanted!

WHAT DO CURRENT STUDENTS SAY?

I have thoroughly enjoyed delving into the unknown in unseen passages of Greek and encountering a vast variety of memorable and entertaining characters!



COMPUTER SCIENCE

The A level curriculum is designed for students who exhibit a strong inclination for problem-solving and computational thinking, showcasing their resilience as they navigate captivating challenges and obstacles throughout the course. It encompasses both theoretical study and programming components, while incorporating physical computing, where possible, to enhance the understanding of various concepts covered in each topic.

AWARDING BODY

OCR

HEAD OF DEPARTMENT

Mr A Byfield
ByfieldA@stahs.org.uk

COURSE CONTENT

Students will study, discuss and share their opinions on some of the most advanced pieces of technology and how these have impacted the environment, whilst also exploring what technology could look like in the future. There are many practical elements within the course, with excellent opportunities for both individual and group work.

Students will further enhance their programming skills by applying computational thinking and problem-solving to build their own Programming Project.

The course comprises:

- Computer Systems: characteristics of processors, software, data types and structures and the legal, moral, cultural and ethical issues surrounding technology.
- Algorithms and Programming: computational-thinking, problem-solving and the ability to use algorithms to solve problems.
- Programming Project: developing a solution based on a computing problem.

ASSESSMENT

Paper 1 - Computer systems – 40%

- 140 marks
- 2 hours and 30 minutes

Paper 2 – Algorithms and programming – 40%

- 140 marks
- 2 hours and 30 minutes

Programming project – 20%

- Non-exam assessment
- Moderated

ENTRY REQUIREMENTS

Grade 8 or above in GCSE Mathematics. Students who do not meet the criteria may be considered.

OPTIONS AFTER A LEVEL

A level Computer Science opens the door to a number of options at university. Students can progress to Computer Science at undergraduate level, opting to focus more on the theoretical side of Computer Science to analyse data to solve complex problems. There is also the option to study Computer Science in a joint honours degree, alongside Physics, Psychology or Mathematics.

Careers that Computer Science can lead to include Computer Scientist, Software Developer or Engineer, Games Designer or Developer, Forensic Computer Analyst, Cyber Security Analyst, UX Designer and Web Designer or Developer.

DRAMA AND THEATRE STUDIES

Drama & Theatre Studies encourages students to become well-rounded theatre practitioners by engaging in performance, directing, scriptwriting, and technical theatre. Through this comprehensive approach, students are inspired to explore all facets of theatre, fostering both their creative and technical abilities, and become excellent communicators.

AWARDING BODY

AQA

HEAD OF DEPARTMENT

Mr Bhantoa
BhantoaC@stahs.org.uk

COURSE CONTENT

Taking Drama A-Level offers students a unique blend of creative expression and intellectual development. Through the study of drama, students cultivate essential skills such as critical thinking, analysis, and effective communication. The course encourages learners to explore complex characters and themes, enhancing their empathy and understanding of different perspectives. Practical performance work builds confidence and teamwork, while the theoretical components deepen students' appreciation of literature and cultural contexts. Drama A-Level not only prepares students for potential careers in the arts but also equips them with versatile skills applicable to a wide range of fields, making it an invaluable part of a well-rounded education.

Recent co-curricular productions include Les Misérables, Matilda the Musical, Wendy & Peter Pan, and Sister Act. Further opportunities include playwriting competitions; LAMDA examinations; trips to the Edinburgh Festival Fringe; and directing opportunities.

ASSESSMENT

60% Practical, 40% Written:

1x Devised performance with coursework element

1x Scripted performance with coursework element

1x Written exam

ENTRY REQUIREMENTS

Grade 7 or above in GCSE Drama or equivalent experience and grade 7 GCSE English Language or GCSE English Literature.

OPTIONS AFTER A LEVEL

Law firms, medics, CEOs and financiers value outstanding communicators. Drama refines students' collaborative skills, their analytical thinking and their approach to research. Being able to realise their own ideas in performance and having valuable knowledge of social and cultural contexts means A-Level Drama students are highly versatile employees. They follow careers in law, journalism, teaching, writing for film and television, business, PR and the theatre industry. Students frequently go on to study at leading universities and drama schools including Oxford, Cambridge, Durham, RADA and Guildhall.

WHAT DO CURRENT STUDENTS SAY?

I love how drama pushes me to think creatively and express myself in ways I never thought possible. It's where I find my voice.

What I love most about drama is the freedom to experiment and fail.

It's not just about performing; it's about dissecting scripts and understanding characters, which makes me a better thinker both on and off the stage.

ECONOMICS

Making sense of global economic change has become an increasingly restless task in recent years: A global pandemic, Brexit, the resurgence of protectionism, war in Eastern Europe, frequently changing interest rates, growing levels of debt, the return of high inflation and the task of climate change mitigation has meant that Economics remains firmly in the spotlight.

AWARDING BODY

Edexcel

HEAD OF DEPARTMENT

Mr C Nicholls
NichollsC@stahs.org.uk

COURSE CONTENT

At STAHS, students are guided to apply and critique the theoretical underpinnings from different schools of thought and generate insightful analysis of such topics. As a subject that straddles both sciences and humanities, our enthusiastic staff also help develop a broad range of skills in our students and delight in seeing so many continue their study at university.

The course contains four broad themes:

- An introduction to markets and market failure
- The UK economy – performance and policies
- Business behaviour and the labour market
- A global perspective.

ASSESSMENT

- There are 3 external examinations
- No coursework requirements

ENTRY REQUIREMENTS

Grade 8 in GCSE Mathematics and Grade 7 or above at GCSE in an essay-based subject (eg English, History, Religious Studies).

OPTIONS AFTER A LEVEL

Economics A level is useful for a variety of higher education courses including Politics, International Relations, Accountancy, Business Administration, Management and, obviously, Economics. A degree in an economics-related discipline will open doors to a wide range of career opportunities and give you the skills necessary to succeed in many professions including Actuarial Science, Accountancy, Banking and Insurance. Through promoting the development of transferable skills, an A level and subsequent degree in Economics is very flexible regarding a wide range of career paths.

ENGLISH LANGUAGE

English Language is the study of our language, both as a means of communication and as a topic in its own right. While the A level builds upon the skills developed at GCSE, it has a far broader and much more exciting scope, considering the many different ways we use the spoken and written word to communicate.

AWARDING BODY

AQA

HEAD OF DEPARTMENT

Miss A Greenfield
GreenfieldA@stahs.org.uk

COURSE CONTENT

You will explore not only the mechanics of how we communicate, but also how our language is affected by our culture, our gender, our age and even our occupation. It is a debate driven subject, and students are encouraged to think critically and question how the words we take for granted often say more than they first appear to.

Through this A level you will discover and explore the field of linguistics, including the fascinating field of sociolinguistics. You will cover topics such as: Language, the Individual and Society; Language, Diversity and Change; Child Acquisition and Development of Language; Textual Variations and Representations; as well as creating pieces of original writing. You will also have the opportunity to undertake a Language Investigation as part of your NEA, exploring, for example, how gender and language intersect, historical changes and variations in language over time, or the impact of technology on language and communication.

ASSESSMENT

Paper One: Language, the Individual and Society 40%

Paper Two: Language Diversity and Change 40%

NEA: Language in Action 20%

ENTRY REQUIREMENTS

Grade 7 or above in both GCSE English Literature and GCSE English Language. Students can undertake A levels in both English Language and English Literature concurrently. However, you should consult university course requirements and accepted subject combinations if you are interested in taking both subjects.

OPTIONS AFTER A LEVEL

Students who study this course will leave as exceptional communicators with the skills to use language in a powerful and impactful way. You will also learn how to collect and interpret different forms of data and how to conduct independent research. You will develop as a critical thinker, which is an incredibly valuable skill across a range of future careers. As well as leading onto further study at university level, those who study English at A level find themselves well suited to a wide range of courses and careers including law, business, education, or journalism and publishing. Studying English at A level will also greatly enhance your skills in communication and is therefore an excellent option for anyone considering working in people-facing roles or careers where you will work as part of a team.

ENGLISH LITERATURE

Studying English Literature at A level is a challenging and rewarding experience. You will explore different forms and genres of literature, considering how texts have been influenced by society, culture and popular sentiment and discovering how your texts can be placed in the diverse spectrum of literature across time.

AWARDING BODY

AQA

HEAD OF DEPARTMENT

Miss A Greenfield
GreenfieldA@stahs.org.uk

COURSE CONTENT

This A Level offers a historicist approach to English Literature. You will explore how the theme of love is presented across time, considering how attitudes and literary choices have been influenced by the past and simultaneously developed in reaction to a changing world. You will also explore literature of the modern world, from 1945 onwards, and here you will study some of the key preoccupations of modern life such as identity, changing gender roles, feminism and cultural differences. There will also be an opportunity to explore your own literary interests in the NEA, where you will design your own question for discussion.

You will become more familiar with the technicalities of language as you explore how authors construct their texts, considering how language can be used across different forms to express complex ideas and emotions. You will engage in debate, touching upon some of the big questions, issues and ideas that shape our world today. In addition, you will have the opportunity to engage with events beyond the classroom, including theatre visits, Q&As with authors and our weekly discussion club, which takes you beyond the syllabus into the excitingly wide world of literature.

ASSESSMENT

Paper One: Love through the ages 40%

Paper Two: Modern times: literature from 1945 to the present day 40%

NEA: Independent critical study: texts across time 20%

ENTRY REQUIREMENTS

Grade 7 or above in both GCSE English Literature and GCSE English Language. Students are able to undertake A levels in both English Language and English Literature concurrently. However, you should consult university course requirements and accepted subject combinations if you are interested in taking both subjects.

OPTIONS AFTER A LEVEL

As well as leading onto further study at university level, those who study English at A level find themselves well suited to a wide range of courses and careers including law, business, education, or journalism and publishing. Studying English Literature at A level will also greatly enhance your skills in communication and is therefore an excellent option for anyone considering working in people-facing roles or careers where you will work as part of a team.

WHAT DO CURRENT STUDENTS SAY?

English has encouraged me to think more analytically, write and verbally express myself fluently, and explore how meanings and perspectives of texts change over time. It has been invaluable in my cultural understanding of the world around me and the skills I have learnt are readily applicable to other essay subjects.

I have found English to be immensely helpful in finding ways to present my thoughts clearly and eloquently. Learning how to consider multiple facets of a complex text in detail, as well as summarise and read quickly have all been very valuable skills that I have utilised in my other A levels. The social, political and inter-personal themes of the texts we study are fascinating and I very much enjoy discussing with my peers in the more informal smaller A Level classes

ENVIRONMENTAL SCIENCE

Earth's temperature has increased to 1.5C above pre-industrial levels. What is the impact of this global warming, and what will happen if it continues to rise? How does human activity influence climate and what other factors impact Earth's systems? How can we harness the enormous power available through ocean waves, solar radiation, wind and other renewable energy resources to minimise climate and environmental damage while allowing technological progress to continue? If you find these questions intriguing, Environmental Science is the right A level for you!

AWARDING BODY

AQA

HEAD OF DEPARTMENT

Dr T Waite
WaiteT@stahs.org.uk

COURSE CONTENT

You will work with expert teachers to learn Earth systems science and the impact of human activity. You will learn in the classroom, build skills in the laboratory and field, and examine real-life case studies as you develop key skills including communication, teamwork and critical thinking. Few courses are as contemporary or as relevant as Environmental Science, and this course is an excellent accompaniment to A levels in Geography, Chemistry, Biology, Physics, Economics, Philosophy and Maths, but in reality it will fit into any combination of subjects you wish to put together.

Students will literally start at the beginning, learning how the main conditions which allowed early life to develop and survive on planet Earth came about. Sustainability is at the very heart of this course. You will study the living environment, with a focus on the interactions between living organisms with each other and their abiotic environment, and how an understanding of this can inform decisions that lead to sustainable human activities. Moving from the living to the physical environment, you will understand how anthropogenic activities are interconnected with physical processes and will be able to formulate management strategies and plan sustainable activities.

You will understand the causes and impacts of pollution, the use and future of energy resources as well as the interaction between and production of biological resources. You will gain an appreciation of the circular economy and the importance of biodiversity conservation and learn how environmental scientists conduct research. You will be busy, but never bored!

ASSESSMENT

Two 3 hour papers, 120 marks each, both papers being a combination of multiple choice, short answer and extended writing questions. Paper 1: The physical environment, Energy resources, Pollution, Research methods. Paper 2: The living environment, Biological resources, Sustainability, Research methods. In both papers students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of the interconnections between topics.

ENTRY REQUIREMENTS

Grade 7 or above in GCSE Mathematics. Grade 7 or above in GCSE Science (preferably Biology). Grade 7 or above at GCSE in an essay-based subject (eg English, History, Religious Studies)

OPTIONS AFTER A LEVEL

Students with Environmental Science A level may go on to study for degrees in Environmental and Earth Science, Biology and Life Sciences, Chemistry, Physics, Zoology, Oceanography, Geological Science, Geography, Economics, Land Management, Business, Law, Journalism or Medicine. It is a gateway to just about any course requiring critical thinking, scientific analysis, an aptitude for data and/or an understanding of philosophy and ethics.

WHAT DO CURRENT STUDENTS SAY?

Environmental Science is really fun and I want to study it at university.

Environmental Science is a detailed and interesting subject combining knowledge from a range of areas – it's great to have teachers so invested in the subject as they really know what they're talking about.

Studying Environmental Science has been really interesting, has developed my understanding of climate issues and is something I wish to pursue in the future. I would recommend it to younger students.

EXTENDED PROJECT QUALIFICATION (EPQ)

Starting an EPQ (Extended Project Qualification) Level 3 is an exciting and extremely valuable thing to do! The EPQ enables you to engage with academia and lets you explore a topic that goes beyond the realm of your other subjects in a supported and guided environment.

HEAD OF DEPARTMENT

Miss Chris Foster
FosterCM@stahs.org.uk

COURSE CONTENT

The aim of the EPQ is to provide freedom and time to develop skills and explore an idea that interests you. Doing an EPQ is great for building confidence and broadening horizons because you are free to be creative, practical and academic – you can be led by your curiosity and you can pursue an idea unique to you.

The point of the EPQ is that you work independently and gain invaluable skills through a Taught Skills Programme that will help you structure your thinking and your research ideas. The EPQ is based on independent, university-style study and takes you on a wonderful journey of self-discovery.

Four areas of skills are attained throughout the project process:

- Project planning and project management
- Research skills
- Project development
- Presentation and evaluation skills.

ENTRY REQUIREMENTS

EPQ is open to all students in STAHS Sixth Form. There are many reasons for wanting to do an EPQ. Our top five reasons are:

1. To support a university application – often very useful for Medicine, Veterinary Science, Architecture, Law, Psychology or any other vocational course/career choice.
2. To support an Oxbridge application – any subject.
3. To enhance your Sixth Form academic programme.
4. To explore a subject never explored before.
5. To continue with a subject you studied at GCSE but won't be doing for A level.

OPTIONS AFTER A LEVEL

You should finish with an excellent grounding in research, critical analysis and presentation skills. Universities really value the EPQ as it helps them to select students with a commitment to their chosen subject and provides a head-start in the independent learning skills that higher education demands.

FINE ART

A level Fine Art encourages self-expression and creativity, it builds confidence as well as a sense of individual identity. Creativity is essential in a global economy that needs a workforce that is knowledgeable, imaginative and innovative. Studying the arts can also help with understanding, interpreting and negotiating the complexities and diversity of society. If they have an enquiring, independent and adventurous approach to art, have enjoyed developing and exploring new ideas, techniques and media at GCSE, they will find the course both stimulating and rewarding.

AWARDING BODY

Edexcel

HEAD OF DEPARTMENT

Miss K Badger
BadgerK@stahs.org.uk

COURSE CONTENT

There are opportunities for increased independence, with success directly related to personal commitment and genuine depth and breadth of study. Students are encouraged and guided to explore their own personal interests through projects and self-directed work. Teachers encourage students to explore interests in terms of subject matter, concepts, art style and medium. There is entire flexibility in what and how the students produce work, and students are always encouraged and guided to 'play to their strengths'. Students will develop critical thinking skills through researching and analysing art movements and the work of traditional and contemporary artists. To develop understanding of art in society and their own art practice through effective contact with artists, our exam students work each year with an Artist in Residence – painters, sculptors, printmakers and filmmakers, ranging from Jeanette Barnes to James Hart-Dyke, Olivia Kemp and Jeremy Gardiner. Our residential trip to a European city, famed for its culture and wealth of galleries, is a highlight of the two-year course. Previous cities visited include Paris, Amsterdam and Barcelona.

ASSESSMENT

60% coursework, produced during the lent and trinity terms of year 12, and Michaelmas term of year 13.

40% exam project, produced during the lent and trinity terms of year 13.

ENTRY REQUIREMENTS

Grade 7 or above in GCSE Art. Under some circumstances a portfolio and interview would be used to determine if the student could take art at A level.

OPTIONS AFTER A LEVEL

We seek to provide each student with individual care and attention to achieve their personal goals. They may be contemplating an art-related career or may wish to study art as one of a combination of subjects before moving on to study other disciplines. Although we study Fine Art at A level, there is a great variety of art degree courses to choose from, including fine art, art history, architecture, interior design, fashion, applied design and graphics. Opportunities have expanded in recent years to include an enormous range of 21st-century careers that are increasingly driven by innovative thinking and creativity, the backbone of any art and design degree.
https://www.studentartguide.com/articles/art-careers-list

WHAT DO CURRENT STUDENTS SAY?

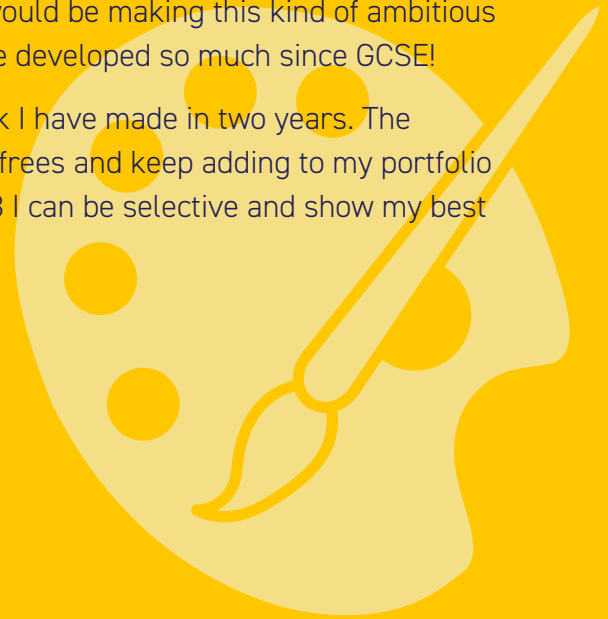
I love working in the studio space. I like that we all get our own individual spaces to work in, but there is also an area for collaboration and sharing ideas. The space has huge windows so the natural light is great for drawing and painting. The studio had been a peaceful sanctuary for me during my sixth form experience.

We have given so much freedom to explore our own interests in depth. The way the course is taught develops your confidence in your ideas and I feel as if I can discuss an idea with a teacher and they will always be supportive and help me brainstorm ways of achieving my ideas. Visiting lots of galleries in London and on the Paris art trip gave me new and adventurous ideas and when I came back to the studio I was able to experiment with them – for example the Rodin Museum inspired my to create a series of plaster casts from figures.

A level art lessons have developed my communication and teamwork skills, I am constantly evaluating and describing my ideas and process through discussions with teachers and other students. It has taught me to develop critical thinking skills and analytical skills, I am able to give advice to other students and collaborate, while also knowing when to respect boundaries and allow each other to produce work independently.

I'm proud of how much I have pushed my own boundaries this year – I never would have predicted I would be making this kind of ambitious artwork, my style and skills have developed so much since GCSE!

I can't believe how much artwork I have made in two years. The freedom to use the studio in my frees and keep adding to my portfolio has meant my the end of year 13 I can be selective and show my best work in the exhibition.



FRENCH

Opting for French at A level takes your language acquisition into a new league. You are taught in small groups where the emphasis is on gaining confident communication skills alongside an appreciation of the culture and diversity of the French speaking world.

AWARDING BODY

AQA

HEAD OF DEPARTMENT

Ms S Tobert
TobertS@stahs.org.uk

COURSE CONTENT

Each student has weekly sessions with our French language assistants that help to consolidate and extend the new language, grammar and discussion points covered in lessons. We share our passion for the language, encouraging independent exploration of the culture of francophone countries through music, cinema and the arts, and participation in our Sixth Form language and culture trip to France. In addition, our Uni-stretch programme gives those who are thinking about studying French at university a chance to widen their awareness of the French literary greats from Molière through to Maupassant and beyond.

You will continue to develop your language skills alongside your appreciation of the culture, history, politics and values of the French speaking world. The course also includes the in-depth study of a literary text and a film.

ASSESSMENT

The A Level consists of two written exams and one oral exam.

Paper 1 (Listening, Reading, Translation): 50%

Paper 2 (Essay on one Film and one Text): 20%

Paper 3 (Oral exam): 30%

ENTRY REQUIREMENTS

Grade 7 or above in GCSE French.

OPTIONS AFTER A LEVEL

French can be studied at nearly all universities. It can often be combined with other languages – from Italian and Spanish through to Russian and Arabic – often taught from beginner level. There are courses to suit all Francophiles, from those whose passion is for French literature to those who want to study francophone cinema in depth alongside developing the fluency of their language skills. French can also be combined with vocational courses and subjects such as international law, aerospace and business management. Beyond university, the transferable skills acquired by languages graduates make them attractive to employers both in the UK and abroad.

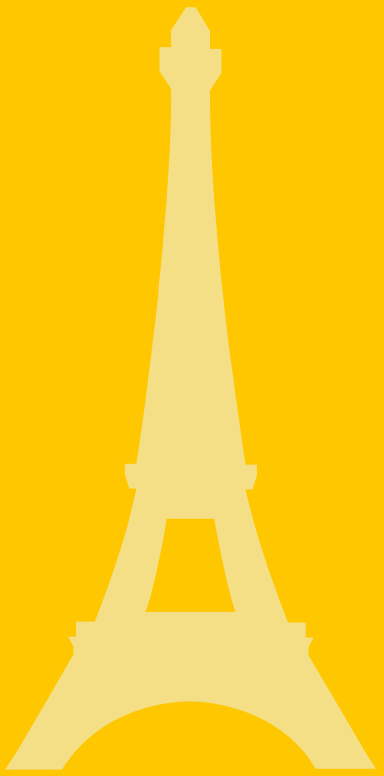
WHAT DO CURRENT STUDENTS SAY?

You get to study such a variety of aspects of French life – music, cinema, heritage and culture. I really enjoy how interactive the lessons are. It's a comfortable environment to push yourself in another language.

My fluency has really improved, and the course topics are enjoyable

I love how multifaceted it is! I can feel myself getting more fluent every week.

A-Level French is very interesting! Studying a film is so enjoyable and having one on one speaking sessions each week is super useful for developing fluency.



FURTHER MATHEMATICS

This course will appeal to students with an enthusiasm for Mathematics, who will go on to degrees in Mathematics, Engineering, Sciences, Computing and Economics.

AWARDING BODY

Edexcel

HEAD OF DEPARTMENT

Miss Kerry Sumner
KJSumner@stahs.org.uk

COURSE CONTENT

Students will be assessed on their knowledge of:
Pure Mathematics (Proof, Complex Numbers, Matrices, Algebra and Functions, Calculus and Trigonometry, Vectors, Polar Co-ordinates, Hyperbolic Functions, Differential Equations). This represents the core 50% of the qualification. The remaining 50% includes different options in Pure Mathematics, Mechanics, Statistics and Decision Mathematics.

ASSESSMENT

4 equally weighted externally-examined papers (1.5hrs each):

Core Pure Mathematics 1

Core Pure Mathematics 2

+2 options, examples of which are:

Further Statistics 1, Further Mechanics 1, Decision Mathematics 1

ENTRY REQUIREMENTS

Grade 9 in GCSE or iGCSE Mathematics is required.

OPTIONS AFTER A LEVEL

Mathematics A level is highly regarded by university admissions tutors and is considered to be desirable for any degree course.

A degree in Mathematics prepares students for a limitless range of careers in industry and commerce including; engineering, accountancy, IT, quantity surveying, research, civil service, retail management, teaching, banking and other careers in the City.

GEOGRAPHY

Geography is a relevant and dynamic subject that helps you to make sense of the world around you. At A level, a variety of topics are studied across both human and physical geography that help you to engage critically with many of the most pressing challenges facing the world today.

AWARDING BODY

OCR

HEAD OF DEPARTMENT

Mrs K Thomson
KAT@stahs.org.uk

COURSE CONTENT

Geography is unique in its position at bridging the gap between the Sciences and Humanities/Arts and combines well with a wide variety of A levels. You will also develop your qualitative and quantitative geographical skills, comprising areas such as GIS, numerical data and newspaper texts. Geography suits students who have good analytical skills and opinions and who like to discuss issues to formulate arguments. You will also have the opportunity to carry out fieldwork in this country and abroad in places such as the Lake District and Iceland.

There are four topic areas:

1. Physical Systems: Landscape Systems e.g. Glaciation and Carbon and Water Cycles.
2. Human Interactions: Place and Space, Migration and Human Rights.
3. Geographical Debates: Oceans and Diseases.
4. The Geographical Investigation Non-Exam Assessment, comprising a residential field trip.

ASSESSMENT

Physical Systems 1.5 hours

Human Interactions 1.5 hours

Geographical Debates 2.5 hours

Investigative Geography 20% of final marks

ENTRY REQUIREMENTS

Grade 7 or above in GCSE Geography, although we will consider students who have not taken Geography to GCSE.

OPTIONS AFTER A LEVEL

It is an obvious choice for careers in sustainability and green issues, urban regeneration, energy supply, retail location, managing the effects of hazards and climate change. For careers in the world of business, an understanding of global economics forms an important part of geography. For careers in law, human rights, international relations or welfare, geography gives you the opportunity to consider relevant issues. For future medics/vets, Geography will provide a clear understanding of how the environment affects human health and ecosystems as well as enhancing your skills of report writing.

WHAT DO CURRENT STUDENTS SAY?

The Geography department is the most inspiring and enthusiastic in the school. Their passion has encouraged me to apply to study Geography at university

I love being a geographer because it enables me to interact with the world around me, from geopolitics to glacial systems

GERMAN

From Lufthansa to Porsche, from Luther to Angela Merkel, from Goethe to Beethoven, from Einstein to Klimt, our language teaching delves into the richness of German history, art, popular culture, film, literature and current affairs. The depth of the curriculum, small classes, high-quality resources and dedicated teachers make learning German A level an enriching experience at STAHS.

AWARDING BODY

AQA

HEAD OF DEPARTMENT

Miss R Fletcher
FletcherR@stahs.org.uk

COURSE CONTENT

German A level appeals to the historian, politician, economist, artist or scientist in you. Honing your productive and receptive skills in German remains an essential part of the course; you will also learn how to analyse and express your views, cultivate a global outlook, and conduct research and presentations – all crucial life skills.

Weekly one-to-one and group discussions with a native speaker enable students to grow in confidence and provide genuine insights into the trends and issues in the German-speaking world. From early on in Year 12, students can attend additional workshops that provide a taste of language learning at university. Many of our students in the past have continued their German at university, having found their experience at STAHS rigorous, positive and supportive.

ASSESSMENT

The A Level consists of two written exams and one oral exam.

Paper 1 (Listening, Reading, Translation): 50%

Paper 2 (Essay on one Film and one Text): 20%

Paper 3 (Oral exam): 30%

ENTRY REQUIREMENTS

Grade 7 or above in GCSE German.

OPTIONS AFTER A LEVEL

German A level itself will set your CV apart. At university, students have often studied German with other languages, including French, Spanish, Italian, or ab initio Russian, Arabic or Mandarin Chinese. Whatever your passion, you can combine it with German, for example, Law, Philosophy, Economics, Mathematics, Business Studies, History, Politics, Geography, Film or Liberal Arts. The year abroad is an invaluable year for learning and adventure, which sets up many linguists for their future careers. Modern Languages graduates are highly employable due to the transferrable skills acquired during their degrees. Careers could include: diplomacy, law, education, media, journalism, business, economics, NGOs, United Nations or engineering.

WHAT DO CURRENT STUDENTS SAY?

A level German is the way to go! Being able to not only delve deeper into the culture, but also learn more about the linguistic aspects of the language is spectacular!

I have enjoyed deepening my knowledge of German, from studying a GDR spy film to learning about German techno music! The subject is so multifaceted, and I always feel engaged in lessons.

There are so many more opportunities to immerse yourself in the culture than at GCSE, and my knowledge of grammar has improved a lot.

Weekly speaking sessions have really improved my fluency! Studying a film is also very interesting, especially as you learn about German history.

HISTORY

A level History at STAHS is an exciting and incredibly valuable course. The topics are fascinating and we believe our students will enjoy the breadth and depth on offer, especially given they can choose one of their Year 13 papers.

AWARDING BODY

Pearson Edexcel

HEAD OF DEPARTMENT

Shilpa Darbar
DarbarS@stahs.org.uk

COURSE CONTENT

The A level on offer is Edexcel Route G, which, in Year 12, explores the themes of nationalism, dictatorship and democracy through the study of Germany 1918–89 and Italy c1911–46. In Year 13, students have a choice of studying either the 'Lancastrians, Yorkists and Henry VII, 1399-1509', or 'Protest, agitation and parliamentary reform in Britain, c1780–1928'.

Our A level students tell us they love exploring history in more depth than they have been able to before. They enjoy the challenge of delving into primary and secondary sources to debate how valuable they are and to judge how convincing existing historical arguments are. Our students leave the course as confident writers who can formulate clear and convincing arguments based on evidence and logical reasoning. Beyond the classroom, we provide stimulating educational opportunities, including a residential trip to Berlin. Above all, our students benefit from inspirational and passionate teachers who enthuse, challenge and support the students. Everyone is encouraged to develop academic scholarship and the Department promotes independent learning through discussion clubs, reading/watching lists and a new school magazine.

ASSESSMENT

The A Level consists of 3 written exams and one coursework essay.

Paper 1: 30%

Paper 2: 20%

Paper 3: 30%

Coursework: 20%

ENTRY REQUIREMENTS

Grade 7 or above in GCSE History.

OPTIONS AFTER A LEVEL

History A level equips you with essential skills for most degrees and jobs. You will develop critical reasoning and analytical skills, including the capacity for solving problems and thinking creatively. Studying History also promotes intellectual rigour and independence, including the ability to conduct detailed research. These are vital in most walks of life. More specifically, History A level is useful if you want to study History, Politics, International Relations, Law or related subjects at university. In the workplace, History A level will help you

in any job that requires analysis, research, communication, problem-solving or debating. Possible careers include law, politics, public sector roles, business, marketing, media, economics, academia and archaeology.

WHAT DO CURRENT STUDENTS SAY?

Studying History has challenged me to think in new ways, form reasoned arguments and engage in meaningful debate with my peers. Most importantly, History has taught me to be the curious and thoughtful student I am today.

My time studying History has taught me to develop critical thinking and enabled me to thoughtfully construct an argent, which I know will help me whatever I do in life.

I enjoy the variety of ways we taught: we are encouraged to work independently, while also spending a lot of time working collaboratively with our peers and our teachers to develop a range of different skills. We learn a lot but still have a fun atmosphere.

LATIN

Latin A level attracts students who are intellectually ambitious and curious about the linguistic and cultural legacy of the Romans. Latin has been an integral part of western education since the fall of the Roman Empire for good reason: nothing will make you think harder about how language works, why we should care about the Romans, and what makes the modern world tick.

AWARDING BODY

OCR

HEAD OF DEPARTMENT

Dr J Powell
PowellJE@stahs.org.uk

COURSE CONTENT

You will build upon the grammar and syntax you have learnt at GCSE, tackling ever more challenging unseen translations. You will also study various verse and prose set-texts from some of the world's most influential authors in the original Latin (e.g. Virgil, Ovid and Cicero).

Latin at an advanced level will offer you a wonderful variety of experiences: one moment you will be methodically decoding the intricate syntax of a perfectly crafted hexameter verse in Virgil's Aeneid; the next you will be constructing arguments for the political sensibilities of Virgil and his relationship with the first emperor of Rome, Augustus. Or you might find yourself wrestling with one of Cicero's great speeches, which are always rhetorical tours de force, but also full of political and historical significance.

ASSESSMENT

Paper 1: Unseen Translation (language)

Paper 2: Comprehension (language)

Paper 3: Prose Literature (set texts)

Paper 4: Verse Literature (set texts)

ENTRY REQUIREMENTS

Grade 7 or above in GCSE Latin.

OPTIONS AFTER A LEVEL

Students who have studied Latin A level could go on to read a traditional linguistic degree in Classics at one of the world's best universities or follow any other intellectual path requiring brain power. The logical and analytical skills developed through studying Latin mean that the legal, commercial, financial, political and journalistic fields are full of Latinists.

WHAT DO CURRENT STUDENTS SAY?

The literature side of the course was particularly interesting as it revealed a more human side to the ancient Romans.

Latin is my favourite A level. Cicero's humour in our pro Caelio set text is unmatched!

Latin A level is the craziest but best choice I ever made!

MATHEMATICS

Research has found that students with Mathematics A level go on to earn significantly more than their peers with equivalent qualifications in other subjects.

AWARDING BODY

Edexcel

HEAD OF DEPARTMENT

Miss Kerry Sumner
KJSumner@stahs.org.uk

COURSE CONTENT

Students will be assessed on their knowledge of:

- Pure Mathematics (Proof, Algebra, Functions, Co-ordinate Geometry, Sequences and Series, Trigonometry, Exponentials and Logarithms, Differentiation, Integration, Numerical Methods, Vectors).
- Mechanics (Kinematics, Forces, Newton's Laws, Moments).
- Statistics (Sampling, Data Presentation and Interpretation, Probability, Statistical Distributions such as Binomial and Normal, Hypothesis Testing).

ASSESSMENT

3 equally weighted externally-examined papers (2hrs each):

Pure Mathematics 1

Pure Mathematics 2

Statistics & Mechanics

ENTRY REQUIREMENTS

Grade 8 or above in GCSE or iGCSE Mathematics

OPTIONS AFTER A LEVEL

Mathematics A level is highly regarded by university admissions tutors and is considered to be desirable for any degree course.

A degree in Mathematics prepares students for a limitless range of careers in industry and commerce including; engineering, accountancy, IT, quantity surveying, research, civil service, retail management, teaching, banking and other careers in the City.

MUSIC

A level Music is a rigorous academic subject that sets students up well for university study.

AWARDING BODY

AQA

HEAD OF DEPARTMENT

Mr Julian Smith
SmithJA@stahs.org.uk

COURSE CONTENT

The three key skills are developed from GCSE: performance, composition, and appraising. A-level musicians are encouraged to develop their performance skills through participation in the many opportunities available to them, ranging from solo performance and chamber music to ensemble playing. We offer a huge variety of opportunities in all styles of music. In composition, students are encouraged to explore a range of compositional starting points and investigate techniques for developing and manipulating ideas. We encourage students to work in styles they are comfortable with but at the same time support them to experiment with sonorities and arrangements that they have not attempted before. In appraising, students develop their listening and appraising skills through the study of music across a variety of styles and genres. They are given the opportunity to reflect on, analyse and evaluate music in aural and written form.

ASSESSMENT

There are three components: Appraising music (40%), Performance (35%), and Composition (25%). In appraising music, a single examination is taken in the summer with listening and written questions using excerpts of music. In performance, students submit a recital of a minimum of ten minutes. In composition, two compositions of a combined duration of a minimum of four and a half minutes are submitted.

ENTRY REQUIREMENTS

Grade 7 or above in GCSE Music. The A level course is normally only open to students who have taken GCSE Music although, very occasionally, this requirement is waived. Most importantly, students are expected to be practising musicians.

OPTIONS AFTER A LEVEL

Music is highly regarded as an academic subject and so will complement your other studies in leading to a professional career. A level Music provides a range of transferable skills that will give a good foundation, whatever pathway you choose. If you don't want to be a musician or study music at university, A level Music is still a smart choice. It can open doors to a range of education and employment pathways in music and the arts, as well as professions such as medicine, law and accountancy.

WHAT DO CURRENT STUDENTS SAY?

Even if Music isn't related to the career that you want to follow, Music A level serves as an opportunity to develop many tangible skills. Learning to write essays and critically analyse, as well as being able to put your creativity to use in a personal way is something that other subjects cannot offer and is what makes A level Music so special. Especially if your subjects are science/non-creative based, I would recommend Music as it is a nice breather from your other A levels. Also, there is only one exam that you sit which you will thank yourself for!

PHILOSOPHY

Philosophy is the study of the fundamental nature of knowledge, reality, and existence. It requires students to think deeply and challenges their most fundamental beliefs.

AWARDING BODY

AQA

HEAD OF DEPARTMENT

Mrs Hazel Harper
HarperH@stahs.org.uk

COURSE CONTENT

The course is split into four sections:

- Epistemology: the theory of knowledge. What makes something true? How much knowledge comes from perception, and how much from reason?
- Moral Philosophy: how do we decide what actions are morally right? Are utilitarianism, virtue ethics and Kantian ethics successful approaches?
- The Metaphysics of God: does God exist? What is the nature of God? What is the meaning of religious concepts and propositions? How do we overcome the problem of evil?
- The Metaphysics of Mind: what do we mean by 'mind'? Is it physical or non-physical?

ASSESSMENT

Two three hour written examinations.

ENTRY REQUIREMENTS

Grade 7 or above at GCSE in an essay-based subject.

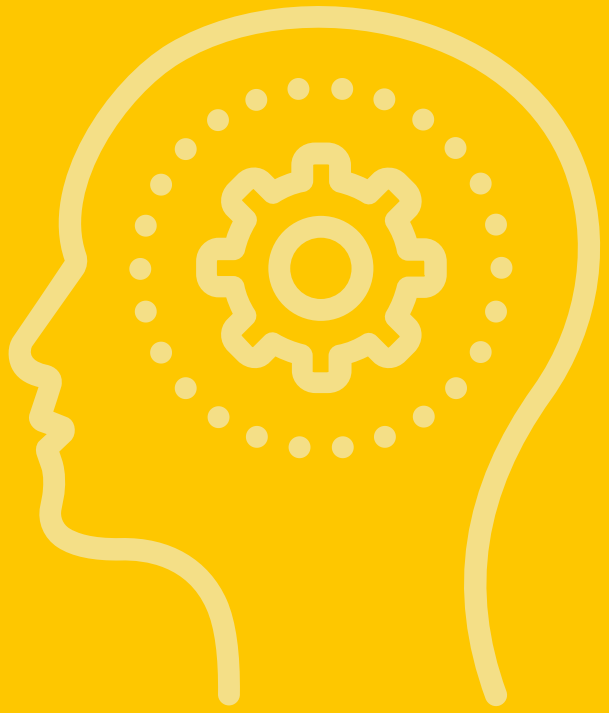
OPTIONS AFTER A LEVEL

Communication skills, critical reasoning skills, and general problem solving skills are all enhanced by studying philosophy. Furthermore, the ability to write good essays and construct and maintain an argument is beneficial to many degrees and future careers. Taking philosophy at A level is good groundwork for those wishing to take the subject or other essay-based subjects at university. Graduates of philosophy are desirable as they are known to think clearly and rigorously. They are likely to be able to write, debate and argue well which is beneficial in a range of careers. Careers in law, politics, business, teaching, journalism, public relations, research and analysis are popular choices for philosophy graduates. However, Philosophy lends itself to any profession given how integral problem solving is across all sectors.

WHAT DO CURRENT STUDENTS SAY?

It's changed how I approach academic arguments, considering all possible criticisms and weaknesses, as well as the reasoning behind the argument...however strange it may be.

Studying philosophy at A-level has helped me to widen my perspective and consider new ways of thinking.



PHYSICAL EDUCATION

If you have a passion for sport and a desire to develop an academic understanding of the factors that underpin all areas of sports performance, this course is for you.

AWARDING BODY

OCR

HEAD OF DEPARTMENT

Miss P Glover
GloverP@stahs.org.uk

COURSE CONTENT

Students who have a keen interest in sport science will thrive as they get the opportunity to explore the scientific factors that optimise sporting performance, drawing upon their experience and subject knowledge in Physics and Biology. Those who are intrigued by sports psychology, nutrition, training and contemporary issues will be certain to find themselves engaged in debate and topical conversations linked to the sporting world and these subject areas. It is a dynamic, academically challenging and extremely engaging course that will give you a breadth of skills and knowledge.

The course covers the following:

- Applied Anatomy and Physiology
- Biomechanical Principles
- Exercise Physiology
- Sport Psychology
- Skill Acquisition
- Sport and Society
- Contemporary Issues in Physical Activity and Sport.

ASSESSMENT

- Physiological factors affecting performance (30%)
- Psychological factors affecting performance (20%)
- Socio-cultural issues in physical activity and sport (20%)
- 1 practical assessment in a named sport (15%)
- 1 NEA synoptic speech analysing the strengths and weaknesses of a sporting performance (15%)

ENTRY REQUIREMENTS

Grade 7 or above in GCSE PE (although we will consider students who have not taken PE to GCSE). Grade 7 or above in GCSE Biology. Individuals must be a regular competitive performer in one specialist sport (minimum A-team standard or equivalent) Performing at a higher level will likely result in obtaining a higher NEA grade.

OPTIONS AFTER A LEVEL

Students will develop knowledge, understanding and skills that will equip them for undergraduate study or long-term development in a wide range of areas. These include sport science, medicine, physiotherapy, osteopathy, podiatry, chiropractic, nutrition, teaching, psychology, sports coaching, sports management and biomechanics, or as a sports professional. The course is multi-disciplinary and will prepare students for a wide range of other professions and pathways in the working world.

WHAT DO CURRENT STUDENTS SAY?

Studying A-level PE has enabled me to explore a wide variety of topics relevant in today's society whilst engaging with fascinating content. The varied course challenged me to think in multifaceted ways; equipping me with a diverse set of crucial academic skills that will benefit me in the future.

What a course! Led by great teachers who really engaged us. The Physiology side was a standout for me as it dovetailed with my own sports development on the lacrosse pitch!

PHYSICS

The A-level Physics course provides a solid foundation in modern physics. It will grant you an understanding of the workings of the universe at a fundamental level. This course is highly recommended for curious minds and deep thinkers.

AWARDING BODY

OCR

HEAD OF DEPARTMENT

Dr Thomas Seaby
SeabyT@stahs.org.uk

COURSE CONTENT

- Classical Mechanics
- Electrical Circuits
- Waves and Oscillations
- Quantum Physics
- Thermal Physics
- Circular and Simple Harmonic Motion
- Gravitation and Astrophysics
- Capacitors
- Electric and Magnetic Fields
- Electromagnetism
- Nuclear and Particle Physics
- Medical Physics

ASSESSMENT

Practical work is incorporated throughout the course, resulting in teacher-endorsed practical accreditation. Final theoretical assessment comprises of three written papers: Modelling physics, Exploring physics, and a synoptic paper called Unified physics.

ENTRY REQUIREMENTS

Grade 8 in GCSE Physics or Grade 8/8 in Double Award Science and Grade 8 or above in GCSE Mathematics.

It is not required that you study A level Mathematics. However, without Mathematics, options for studying Physics/Engineering at university are limited.

OPTIONS AFTER A LEVEL

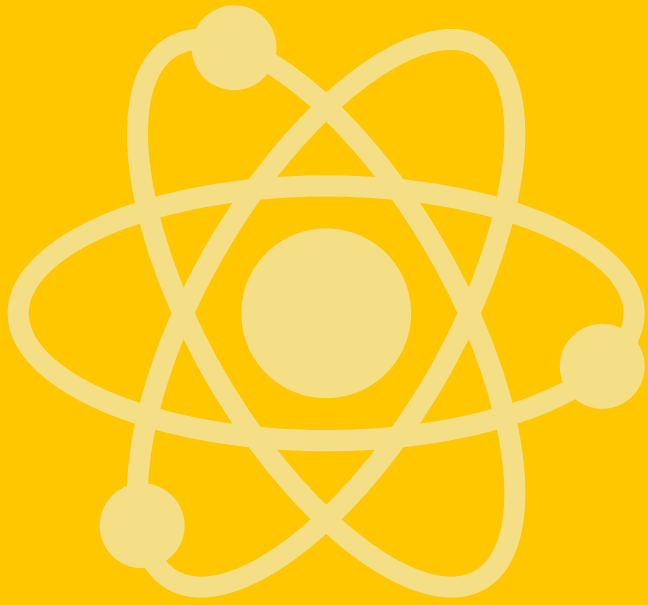
Physics directly leads into Physics, Natural Sciences and Engineering. The subject also supports applications to a wide range of analytical courses, including Mathematics, Computer Science, Architecture, Design, Medicine, Dentistry and Finance/Economics. The options are vast and the skills that you develop in studying Physics are always in high demand.

WHAT DO CURRENT STUDENTS SAY?

Studying A-level Physics has helped improve my problem-solving skills which is useful as someone interested in engineering.

I have really enjoyed expanding on GCSE Physics and am looking forward to studying it at university.

A-level Physics has really helped me in my understanding of other subjects including maths and chemistry.



POLITICS

As Politics is a subject that is 'new' at A level, students often don't know much about it to begin with but usually end up loving it!

AWARDING BODY

Pearson

HEAD OF DEPARTMENT

Mr Stephen Mew
SRMew@stahs.org.uk

COURSE CONTENT

UK Politics: we study how well UK democracy works, looking at referendums, elections, political parties and the reasons why people do, including the role of the media.

UK Government: we learn how the UK constitution works (and doesn't), how much power MPs have, what is the role of the prime minister and how other institutions like the UK supreme court and regional governments check the power of Westminster.

Political Ideas: we investigate the core philosophical ideas behind the main political ideologies – liberalism, conservatism, socialism and nationalism.

US Politics and Government (similar topics as for the UK – a key advantage of Politics is that you study most topics twice – the UK and then the US!).

ASSESSMENT

There are three examinations (two hours each), with no coursework, therefore, writing and English language skills are important for success in this subject.

ENTRY REQUIREMENTS

Grade 7 or above in an essay-based subject (eg English, History, Religious Studies).

OPTIONS AFTER A LEVEL

Post Politics A level, one of the most common routes is Law and it's easy to see why. We study the UK and US constitutions and the role of the judiciary, including looking at specific cases. The skills developed are also appropriate for Law: the creation of logical arguments and the use of detailed evidence to support them. Politics also leads to careers in public relations, the media and management, through developing the capacity to analyse and evaluate large amounts of written information in a sophisticated way. There has been increasing interest in international relations and this has become the most common degree subject in the last year. Crafting and justifying perspectives and points of view is an invaluable skill in many professions.

WHAT DO CURRENT STUDENTS SAY?

My favourite thing about Politics at STAHS is how the teachers encourage and help us to learn beyond the specification and use it in our day to day lives to widen our understanding of national and global events.

The lessons are often really funny and exciting as there is a lot to laugh about in this subject!

PSYCHOLOGY

Psychology is the scientific study of mind and behaviour. You will consider many questions such as: why do people remember and forget information? Why do they conform and obey? What is the difference between the brain and the mind? How do people acquire and treat mental illnesses? Does prison work?

AWARDING BODY

AQA

HEAD OF DEPARTMENT

Mr Ian Mitchell
Mitchelli@stahs.org.uk

COURSE CONTENT

Paper 1

- Memory: models of memory and the accuracy of eyewitnesses.
- Attachment: relationships with caregivers and later development.
- Social Influence: why people conform and obey, and why they resist.
- Psychopathology: the acquisition and treatment of phobias, depression and OCD.

Paper 2

- Approaches in Psychology: how different branches of psychology view human behaviour.
- Biopsychology: how the brain and CNS affect behaviour.
- Research Methods: the extensive ways that psychologists gather data.

Paper 3

- Issues and Debates: the philosophy of human behaviour.
- Cognition and Development: how children learn and form social relationships.
- Schizophrenia: the acquisition and treatment of schizophrenia.
- Forensic Psychology: why people commit crime and how criminals are treated.

ASSESSMENT

Each paper last two hours, consisted of questions from multiple choice up to extended writing and totals 96 marks. No NEA. Approximately 10% of all questions test mathematical concepts.

ENTRY REQUIREMENTS

Grade 7 or above in Biology (or Grade 7 overall if Double Science was studied) and a Grade 7 or above in an essay-based GCSE subject (eg English, History, Religious Studies).

OPTIONS AFTER A LEVEL

Psychology is a science, so is a useful A level for any university courses requiring you to study a science. If you study Psychology at university, you could train to become a Chartered Educational, Clinical, Counselling, Occupational, Forensic, Sports or Health Psychologist. You may also train as a Speech and Language Therapist or Social Worker. Furthermore, the varied transferrable skills you will gain, for example, excellent communication and critical thinking skills, as well as your psychological expertise, means that Psychology graduates are desirable to employers across all sectors of society. Psychologists often work in the media, criminal justice and rehabilitation, teaching, advertising, business and the legal sector.

RELIGIOUS STUDIES

"Why is there something rather than nothing?"
This is the ultimate question that has intrigued the mind since humankind began. Great intellectual thinkers have grappled with such questions, exploring the meaning and purpose of existence. This is the essence of the A level course.

Religious Studies is well suited to students with an enquiring mind who have an interest in different ethical, religious and secular belief systems. The course explores philosophers, theologians, ethicists, scholars and holy texts that span thousands of years and yet are relevant to the modern world.

Lessons typically involve debate and analysing competing claims with a view toward forming your own opinions and being able to justify them. Students are likely to find that we pose a lot of questions but reach very few definitive answers.

AWARDING BODY

AQA

HEAD OF DEPARTMENT

Mrs Hazel Harper
HarperH@stahs.org.uk

COURSE CONTENT

Philosophy of Religion
The arguments for the existence of God, religious experiences, miracles, the afterlife and the problem of evil,

Ethics and Religion
Normative ethical theories: Natural Moral Law, Situation Ethics and Virtue Ethics, Utilitarianism and Kantian Ethics, Free will and moral responsibility and the nature of conscience.

Islam
The nature of Allah, the afterlife, good conduct, Islam and secularisation, gender and sexuality, Islam and science and migration and religious pluralism.

Dialogues
Compare and contrast the Islamic beliefs with those of the philosophers and ethicists, considering the extent to which they are compatible.

ASSESSMENT

Two three hour written examinations.

ENTRY REQUIREMENTS

Grade 7 or above in GCSE Religious Studies.

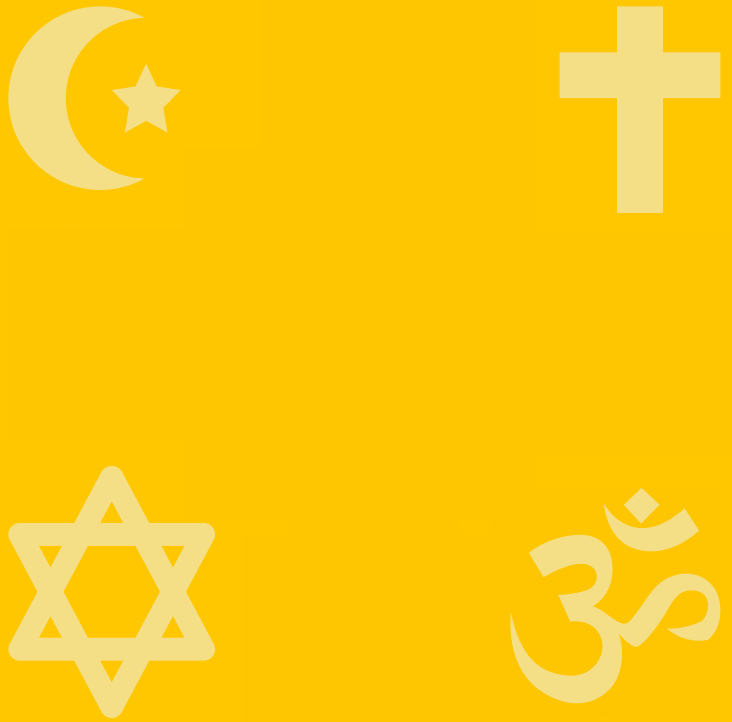
OPTIONS AFTER A LEVEL

This subject is excellent preparation for any university course but is particularly suited for a degree course in Theology, Philosophy, English, History, Law, Politics, Medicine, Sociology, Psychology and, of course, PPE. It can also be complimentary for those keen to study medicine, nursing or biomedical sciences due to the medical ethics aspects.

The skills of writing well, debate and critical thinking are transferable to many careers. In particular, law, journalism, politics, civil service, charity or community work and roles related to diversity and inclusion.

WHAT DO CURRENT STUDENTS SAY?

"In RS you are able to ponder the ideas you may daydream about, like what it means to have a soul, but in an intellectual setting. The lessons are filled with interesting discussions and thought-provoking ideas that will carry outside of lessons."



SPANISH

One of the best languages to learn for travel – learning Spanish also makes you more employable and keeps your mind sharp. It opens up a world of art, literature, history and popular culture.

AWARDING BODY

AQA

HEAD OF DEPARTMENT

Miss Chris Foster
FosterCM@stahs.org.uk

COURSE CONTENT

The A level course takes you on a journey through the Hispanic world – developing knowledge and understanding of all things Hispanic, as well as helping you to become linguistically proficient in Spanish. The course focuses on enhancing both receptive and productive skills, as well as developing a number of transferable skills.

ASSESSMENT

The A Level consists of two written exams and one oral exam.

Paper 1 (Listening, Reading, Translation): 50%

Paper 2 (Essay on one Film and one Literary Text): 20%

Paper 3 (Oral exam): 30%

ENTRY REQUIREMENTS

Grade 7 or above in GCSE Spanish.

OPTIONS AFTER A LEVEL

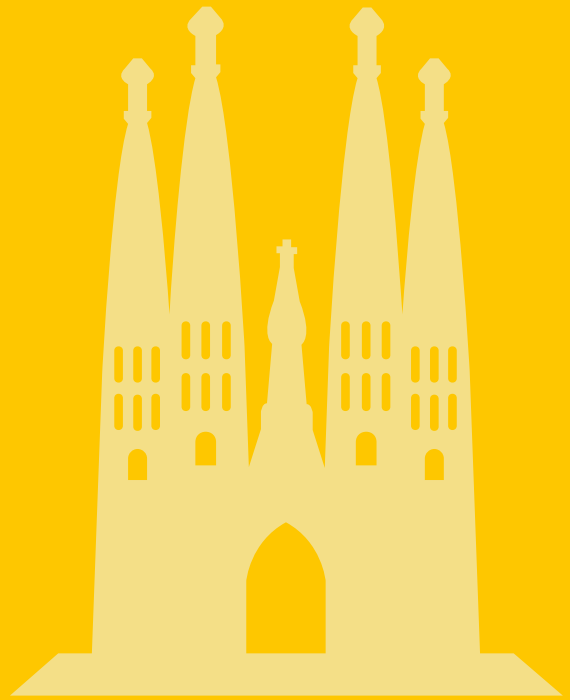
Studying Spanish at university will continue to build on the linguistic skills learnt and practised whilst studying Spanish at A level. Language degrees not only enhance cultural sensitivity and give students a global outlook, they also open up a wide range of job opportunities thanks to all the soft skills developed at university and during your year abroad. Some of the most popular career choices for linguists are: law, diplomatic service, NGOs and the media. There are many more career choices available to language graduates – it all comes down to the individual's interest and passion.

WHAT DO CURRENT STUDENTS SAY?

Doing A level Spanish has really helped my love of the language to blossom. Learning about the subject in depth has its challenges but is always enjoyable!

Taking A-level Spanish has been a breath of fresh air with the other A-levels I take. Being able to learn about Spanish culture and developing the valuable skill of speaking with the language assistant and teachers has been one of the most refreshing parts of sixth form!

Learning Spanish has really broadened my horizons! You become so knowledgeable of Hispanic culture and traditions, not to mention that having the ability to speak in another language is so much fun!



TEXTILES

The Textiles course offers a unique opportunity in the curriculum for learners to identify and solve real problems, explore, and experiment with a range of textile media, processes and techniques, and work in a flexible and independent environment, with focus on personal interest and growth.

AWARDING BODY

AQA

HEAD OF DEPARTMENT

Mrs Lorna Constable
ConstableL@stahs.org.uk

COURSE CONTENT

Students will be supported through investigative practical projects to develop their own creative style, exploring fabric manipulation, experimentation, and using innovative processes influenced by themes and designers. To create successful outcomes students will use the iterative design process to evaluate, test and modify techniques and design solutions, responding both practically and in written form. Garment engineering through cutting on the stand and advanced pattern alteration skills will be learnt, to enable more adventurous and personal design outcomes. Students will also gain knowledge in fibres and fabrics to extend their level of practical experimentation through increasing understanding of material properties and their limitations.

ASSESSMENT

Students are encouraged and guided to explore a range of techniques and design work through set projects and self-directed work via two projects, resulting in a 15-hour practical exam for the second project which has an externally set brief.

Component 1- 60%. Personal investigation based on area of choice. Project lasts from Easter Y12 to January Y13.

Component 2- 40%. Externally set assignment. Project based on a chosen brief given by exam board, resulting in a 15-hour practical exam.

ENTRY REQUIREMENTS

Grade 7 or above in GCSE Design and Technology: Textiles or GCSE Art and Design: Textiles Design. Candidates who have not taken the GCSE before will be considered based on portfolio.

OPTIONS AFTER A LEVEL

Studying Textiles A level will support your creative journey into the field of fashion, textiles and art and design, including engineering, material science, fashion journalism, fashion law, clothing technology, and fashion advertising. Completing the course also naturally offers key skills which are well suited to a wide range of courses and careers, including problem solving, creative thinking, project management, attention to detail, analytical and reflective skills, dexterous skills, and resourcefulness.

WHAT DO CURRENT STUDENTS SAY?

I have loved studying the Textiles A-level as due to the freedom of the course and the support provided by my teachers; I have been able to try out so many different ideas and techniques. I also enjoy being able to bring in my own passions and interests, whilst at the same time being encouraged to push boundaries and be even more creative.

I really enjoy the Textiles A-Level. In particular, the freedom it gives me is one of my favorite aspects. This means that I can choose whatever direction I would like my course to go, allowing me to discover and be inspired by a wide range of different designers, cultures and techniques.

I have really enjoyed taking Textiles for A level. I love how it allows me to experiment with my ideas and encourages me to use my problem-solving skills to figure out how to make them come to life, while still being supported by my teachers. The freedom of the course has allowed me to incorporate my other interests into my work, develop my design skills and step out of my comfort zone in order to fully develop my ideas.