



South Hampstead  
*Sixth Form*

# *Courses & Choices, Results & Beyond*

FOR ENTRY SEPTEMBER 2021

# How to choose

When considering your options for A Level courses, you need to take into account a number of factors, including:

1

*The subjects you enjoy and would like to study further*

2

*Your ability in the subjects you would like to study*

3

*Implications for higher education and careers*

Although many of the subjects will be familiar to you, remember that A Level is quite different to GCSE. The subject is studied in greater depth, and some aspects of it will be new. Some subjects will involve fieldwork, extended essay writing, extensive reading or practical work. In others, you will have to undertake coursework. You may find some essential aspects of the subject difficult. Therefore, it is important that you are well informed. Read the course descriptions carefully and consult Heads of Departments. Ask your teachers if you have the ability to do well in their subject and find out about subjects which are new to you.

Current South Hampstead pupils transferring to the Sixth Form must achieve a minimum of six GCSE grades at grade 7 or equivalent, and at least

a grade 5 in both Mathematics and English Language. Individual requirements are set for different subjects, with some requiring at least a grade 8 or equivalent.

For external candidates, places are offered based on the result of the entrance examinations, interviews and projected GCSE grades. Offers are conditional on achieving the required standard, with specific conditions outlined in individual offer letters. The expected standard is high – offers are usually made on condition of candidates achieving at least seven GCSEs at grade 8 or equivalent, including in your chosen subjects.

Choosing subjects you enjoy usually means that you will be more committed and more likely to develop your potential. You should consider choosing a combination of subjects in contrasting disciplines.

Universities and employers consider it important both from a career point of view and from a broader educational perspective that science graduates can communicate and that arts graduates can think logically and are reasonably numerate. A number of medical schools, for example, will give preference to applicants who offer an arts subject as one of their A Levels.

Entry requirements for university courses are now less subject-specific. However, some science and social science courses have general patterns of A Level requirements of which you must be aware. If you are thinking of applying for these, it is essential that you seek specialist advice from the Director of Sixth Form, the Universities Team, and the relevant Heads of Department.

*South Hampstead Sixth Form is a vibrant and intellectually stimulating place to deepen your knowledge of whichever subjects you decide to study.*

South Hampstead Sixth Form fosters an environment of enquiry and debate, with teaching groups large enough to be stimulating but small enough to ensure that everyone's voice is heard. Teachers here are hugely passionate about their subjects, and invariably enthuse and inspire the same in their students. Each girl is in a form group of no more than 10 or 11 students, with their own dedicated tutor.

The range of subjects allows for all sorts of exciting and varied combinations. Although we cannot guarantee that every combination will be possible within the timetable, we do our utmost to accommodate your selection.

Art & Design / Art History  
 Biology / Chemistry  
 Classical Civilisation  
 Classical Greek / Computer Science  
 Design & Technology: Product  
 Design / Drama & Theatre Studies  
 Economics / English Literature  
 French / Geography  
 German / Government & Politics  
 History / Latin / Mandarin  
 Mathematics / Further Mathematics  
 Music / Physics / Philosophy &  
 Religion / Psychology / Spanish

The A Level subjects above will be offered in September 2021

# Art & Design

**FURTHER INFORMATION:** Miss C Bluck Head of Art [c.bluck@shhs.gdst.net](mailto:c.bluck@shhs.gdst.net)

*“The Art Department is a unique space in the school where we are always given the freedom to explore our creative ideas independently.”*

ART & DESIGN, ART HISTORY, CHEMISTRY AND MATHEMATICS STUDENT

We offer a broad range of skills in the Art Department at A Level, from oil painting to animation, photography to film-making. Some of these might be familiar from GCSE, but at A Level you can explore and extend these skills in greater depth. We set challenging projects and expect students to respond with equally demanding outcomes. The creative process which takes place can be fulfilling and, while the workload demands time and commitment, there is a self-motivating and self-perpetuating ethos which gives rise to a questioning and critically-aware student by the end of the two years.

## WHY STUDY ART & DESIGN?

Art & Design can be happily combined with and complements many subjects such as Art History, Design & Technology or Drama & Theatre Studies; it is an accredited A Level qualification and is accepted by universities, although some combinations of subjects are not suitable for certain courses at university.

You may want to study for a career in one of the visual art and design disciplines; an Art Foundation Course is the essential platform for this. It will also give you a creative balance in your curriculum alongside other subjects. Many former South Hampstead students who studied Art at A Level are now working as painters, sculptors, film directors, graphic designers, architects, illustrators, photographers, fashion and textile designers and senior curators in major art galleries.

## WHAT WILL YOU STUDY?

We offer a multitude of disciplines, processes and skills, as well as visiting galleries to complement your studio work. We aim to develop your individual work through: intellectual, imaginative, creative and intuitive powers; investigative, analytical, practical and expressive skills; aesthetic understanding and critical judgement; analysis of contexts and inter-relationships between art, craft and design; knowledge of art, craft and design in contemporary society and in other times and cultures.

### Component 1: Personal Investigation

Coursework, with an initial thematic response exploring a range of media and processes, leading to an individual thematic enquiry, concluding in a body of work and supporting extended essay.

### Component 2: Externally Set Assignment

A body of work produced from an externally set starting point, concluding with a final outcome produced under exam conditions.

## HOW WILL YOU STUDY?

Practical art work provides the main part of the course, although there is a written element in the Personal Study in Component 1 – a minimum of 1000 words. You will be encouraged to attend some workshops in life drawing, etching or sculpture during the course.

While much of the work is studio-based, students will need to meet the demands of the subject through active research, gallery visits and a broad engagement in the whole area of art and design. We also hope to offer a study visit abroad and involve students with visiting artists and lecturers.

## WHAT DO YOU NEED TO START THE COURSE?

Course entry requires at least a grade 7 or equivalent in Art at GCSE.

# Art History

**FURTHER INFORMATION:** Dr Slade *Teacher of History of Art* [m.naydenova-slade@shhs.gdst.net](mailto:m.naydenova-slade@shhs.gdst.net)

*“I always look forward to my Art History lessons; our classes are filled with laughter, debate, interesting facts and fascinating images.”*

HISTORY, GOVERNMENT & POLITICS AND ART HISTORY STUDENT

## WHY STUDY ART HISTORY?

Art History is a rigorous, ambitious and highly exciting subject. We live in an increasingly visual world and global society, and Art History will equip you with the tools to decipher the meanings of images and find significant links between different cultures and periods of history. The study of Art History requires students to develop analytical skills that can be applied to many walks of life, as well as tools to understand how images and objects shape our social and political identities. If you enjoy looking at works of art in their original settings and in museums and galleries, or if you are curious about the value and status of art in society, you will find this subject stimulating and very rewarding. The cultural and creative industries are one of the UK’s greatest selling points and fastest growing sectors, worth well in excess of £85bn per annum, and visual literacy is more valuable than ever.

The discipline of Art History was born out of Philosophy, and complements subjects such as English, History, Politics, Philosophy & Religion, Classical Civilisation and Art & Design.

## WHAT WILL YOU STUDY?

Whereas in English Literature one studies Poetry and Prose, Art Historians analyse, interpret, deconstruct and contextualise works of Art and Architecture. Our course spans over 2000 years, specialising in Western works, but also looks at work outside the European tradition, drawing connections between different cultures and historical periods.

In the Lower Sixth, students will gain understanding of the formal characteristics and terminology of Art History and a general knowledge of historical, social and cultural contexts of painting, sculpture and architecture. Visual analysis is a new language that will allow students to crack codes and gain deeper appreciation of all artworks. We will study the broad themes of ‘Identity’ where we will consider gender, divinity, nationality and ethnicity both as individuals and as societies. We will also study the theme ‘War’ in the first year, considering heroic depictions of war, memorials and propaganda.

In the Upper Sixth, we will look at ‘Renaissance in Italy’. This module includes the work of Botticelli, Raphael, Michelangelo and Leonardo. We will finally consider the period ‘Modernism in Europe: 1900 – 1939’, looking at the Machine Age, the Avant-garde, considering Picasso, Matisse, Dali and Kandinsky.

## HOW WILL YOU STUDY?

Classes are intimate and treated like university seminars and tutorials. Courses are structured around discussions, presentations, note-taking, visual images and visits to galleries in and around London and abroad when appropriate.

## WHAT DO YOU NEED TO BEGIN THE COURSE?

No previous knowledge of Art History is required, though a GCSE in History is useful. Enthusiasm for the arts in general and a desire to develop powers of perception is a must. This is an essay-based course and therefore being dexterous at writing your argument will stand you in good stead.

## SPECIFICATION DETAILS

You can find more information on: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/history-of-art-2017.html>

# Biology

**FURTHER INFORMATION:** Mrs A Logan *Head of Biology* [a.logan@shhs.gdst.net](mailto:a.logan@shhs.gdst.net)

*“I love how passionate the teachers are about their subject.”*

CHEMISTRY, BIOLOGY, PHYSICS AND HISTORY STUDENT

## WHY STUDY BIOLOGY?

Studying Biology enables you to have a better understanding of many of the contemporary scientific issues affecting our society. It is a dynamic science and covers some of the most important aspects of human life.

If you enjoyed GCSE Biology, you will find the A Level course varied and interesting. There are many university degree courses that you can go on to study with A Level Biology. These include Biological Sciences, Biochemistry, Medicine, Dentistry, Veterinary Science, Natural Sciences, Biotechnology, Microbiology and Biomedical Sciences. It is important that you look at the specific entrance requirements in the university prospectus in advance. Other possible courses are Marine Biology, Anthropology, Archaeology, Physiotherapy, Psychology, Horticulture, Nursing and Midwifery and many others.

As well as appealing to those interested in a career in science, Biology appeals to humanities students who wish to broaden their knowledge base by having a Science subject.

## WHAT WILL YOU STUDY?

**Module 1**  
Development of practical skills in biology

**Module 2**  
Foundations in biology

**Module 3**  
Exchange and transport

**Module 4**  
Biodiversity, evolution and disease

**Module 5**  
Communication, homeostasis and energy

**Module 6**  
Genetics, evolution and ecosystems

As well as having written examinations you will be assessed on your practical skills. During the two years, you will be assessed on your practical skills in 12 key practical areas that include investigations, fieldwork, microscopy and colorimetry. If you successfully complete these practicals, you will be awarded the Practical Endorsement.

## HOW WILL YOU STUDY?

At A Level there is an increased emphasis on students learning independently. There is more practical work to prepare students for the practical skills element of the course. The main field trip is a residential course in June at the Flatford Mill Field Studies Centre. The aim of the trip is to teach the ecological aspects of the course. We will also complete elements of the Practical Endorsement.

## WHAT DO YOU NEED TO BEGIN THE COURSE?

The entry requirement for A Level Biology is at least a grade 8 or equivalent in GCSE Biology or an 8/8 in Double Award Science for external applicants. To benefit from the course, you must also enjoy the subject and be committed to success.

## SPECIFICATION DETAILS

We study the OCR Biology A Level H020/H420. To find out more about the specification and exam, visit: [www.ocr.org.uk](http://www.ocr.org.uk)



# Chemistry

**FURTHER INFORMATION:** Mr P Arundale *Head of Chemistry* [p.arundale@shhs.gdst.net](mailto:p.arundale@shhs.gdst.net)

*“The teachers are not afraid to go beyond the curriculum.”*

BIOLOGY, CHEMISTRY, ENGLISH AND PSYCHOLOGY STUDENT

## WHY STUDY CHEMISTRY?

You might suspect that a lot of the things you are told at GCSE are untrue, and you would be right! The most acidic pH is not 0, since hydrochloric acid used in the labs actually has a pH of lower than 0; metals and non-metals don't always react to make ionic compounds, since aluminium chloride is covalent; the third electron shell doesn't hold 8 electrons but 18. A Level Chemistry is where you will find out how things really are.

There is a big jump from GCSE because we plunge straight into new and intellectually-challenging concepts using powerful tools which we then apply to familiar topics such as electron structure, bonding and periodicity. This makes Chemistry both difficult - because there are a lot of new principles to understand and apply - and satisfying, since it explains many familiar observations in a thought-provoking way.

## WHAT WILL YOU STUDY?

The syllabus followed is OCR. Although the course contains a lot of factual material, the emphasis is on the recognition and appreciation of the inter-linking patterns which form a distinctive feature of this subject; for this reason, it is highly-regarded by non-related subjects at university and in a variety of careers. Students who intend to read medicine, Veterinary Science or Dentistry at university must take A Level Chemistry, and those intending to read paramedical subjects or biological sciences are strongly advised to take it.

## HOW WILL YOU STUDY?

Teaching at A Level consists of a lot of discussion of new concepts and their application to the familiar pattern of knowledge, with ongoing questions in both directions and, of course, practical work. There is little note-taking or dictation. There is no practical examination or coursework since practical skills are internally assessed by teachers during the course.

There are opportunities to attend lectures, such as those held at the Royal Society of Chemistry, King's College London and the Royal Institution and to visit the Chemistry department at University College London.

## WHAT DO YOU NEED TO BEGIN THE COURSE?

We require a minimum of grade 8 at GCSE in Chemistry or an 8/8 in Double Award Science for external applicants. Students should possess good Mathematics skills.

## SPECIFICATION DETAILS

For more information, visit:

<http://www.ocr.org.uk/Images/171720-specification-accredited-a-level-gce-chemistry-a-h432.pdf>

# Classical Civilisation

**FURTHER INFORMATION:** Ms N Marchant *Head of Classics* [n.marchant@shhs.gdst.net](mailto:n.marchant@shhs.gdst.net)

*“To be ignorant of what happened before you were born is to remain forever a child. For what is the worth of human life, unless it is woven into the life of our ancestors by the records of history?”*

MARCUS TULLIUS CICERO

## WHY STUDY CLASSICAL CIVILISATION?

Do you love great literature? Are you fascinated by the history, archaeology and cultures of the Ancient Greeks and Romans? If so, Classical Civilisation is the A Level for you.

The Classical Civilisation course offers an exciting exploration into many areas of the Classical world, including literature, history, archaeology, art, architecture, government, politics and philosophy. The influence of the classical world is all around us; A Level Classical Civilisation will give you the chance to explore some of these influences in their original, classical contexts.

Today's A Level Classical Civilisation course is exciting, challenging and varied. Universities and employers respect the skills which Classical Civilisation A Level develops: analysis and evaluation, interpretation of sources, effective communication, essay-writing, an appreciation of different cultures and societies and an understanding of the origins and foundations of the Western world.

Classical Civilisation A Level appears on the 'A List' of suitable arts A Level subjects recommended by Trinity College, Cambridge. It is welcomed by the University of Oxford and appears on the list of 'Preferred Subjects' from LSE.

Classical Civilisation is an excellent complement to subjects such as History, English Literature, Classical Languages, Art History and Philosophy & Religion. It unites

history with literature, views literature in the context of the culture, and brings in art and architecture to complete this picture. It also provides a valuable humanities contrast to other A Level subjects.

## WHAT WILL YOU STUDY?

You will be studying epic poetry, drama and historical texts in translation along with material evidence from the classical world, in particular sculpture, painting, architecture and archaeological remains. You will be developing an awareness of the similarities and differences between the classical world and later times and gaining a sensitivity to past societies whose spiritual, cultural and moral values and priorities contrast with those of the modern Western world.

You will be following the OCR A Level Classical Civilisation course. You will be studying Homer's Iliad or Odyssey, Virgil's Aeneid and two further modules selected from the following options: Greek Theatre, The Invention of the Barbarian, Love and Relationships, The Imperial Image, Greek Religion, Greek Art, Politics of the Late Republic, and Democracy and the Athenians. Assessment is by written examination combining structured, source-based questions and essays.

## HOW WILL YOU STUDY?

One of the greatest strengths of the Classical Civilisation course is its variety. In addition to reading some of the finest Greek and Roman literature and drama in translation, you will be examining sculpture, architecture and archaeological

remains. You will be encouraged to discuss your ideas, read widely and draw your own conclusions. Studying Classical Civilisation A Level automatically makes you a member of the Senior Classics Society, in which you will have the opportunity to hear distinguished scholars speaking on various topics and to give presentations on your own research. You will be invited to the many performances of Greek plays which are staged in and around London and will have the chance to visit museums and classical sites both in the UK and abroad. We run a bi-annual Classics trip to destinations rich with Classical remains, including Turkey, Greece, Italy, Sicily and the South of France.

## WHAT DO YOU NEED TO BEGIN THE COURSE?

You will need to have at least a grade 7 or equivalent in GCSE English Literature, and ideally an A or equivalent in either GCSE History or Philosophy & Religion. No knowledge of Latin or Ancient Greek is required as all texts are studied in translation.

## SPECIFICATION DETAILS

Examination Board: OCR

Further information can be found at: <http://www.ocr.org.uk/qualifications/as-a-level-gce-classical-civilisation-h008-h408-from-2017/>.

# Classical Greek

**FURTHER INFORMATION:** Ms N Marchant *Head of Classics* [n.marchant@shhs.gdst.net](mailto:n.marchant@shhs.gdst.net)

*“Whatever is good to know is difficult to learn.”*

GREEK PROVERB

## WHY STUDY CLASSICAL GREEK?

You are a problem solver, a lateral thinker and thrive on an intellectual challenge. You love the demands of reading an ancient language and relish the opportunity to read and discuss some of the greatest, if not the greatest works of literature ever composed, in their original language.

The course is intellectually rigorous and stimulating. A Level Classical Greek enhances the study of Latin, History, Mathematics, Politics, English, Modern Languages and the Sciences.

## WHAT WILL YOU STUDY?

The A Level Classical Greek course focuses on the study of the literature, history and culture of a society which profoundly influenced Ancient Rome and consequently our own. By studying Greek at A Level, you will develop a sensitive and analytical approach to language in general, in addition to a competence in Classical Greek.

Over the two years, you will study a selection of prescribed authors from a range of genres including epic poetry, tragedy, philosophy, historical prose and oratorical speeches. The verse set-texts for examination in 2023 focus on Greek epic and tragedy and comprise extracts from Book 1 of Homer’s *Odyssey* and Sophocles’ play *Ajax*. Through Homer and Sophocles, you will read about the aftermath of the Trojan War. *Odyssey* 1 introduces the troublesome suitors pursuing Odysseus’ wife Penelope as Odysseus struggles to

get home to Ithaca, and Ajax presents the tragic consequences of the pride and anger of one of the greatest Greek warriors after their victory at Troy. The prose set-texts are extracts from Plato’s *Symposium* and Plutarch’s *Life of Alcibiades*. Plato’s philosophical text explores various definitions of love, while Plutarch presents us with a captivating biography of one of classical Athens’ most controversial politicians.

Alongside your study of literature, you will also develop a deeper understanding of the Classical Greek language by practising unseen translation and comprehension of both prose and verse, as well as the art of prose composition. Assessment is through four written examinations: Unseen Translation; Prose Composition or Comprehension; Prose Literature and Verse Literature.

## HOW WILL YOU STUDY?

There is a strong focus on reading Classical Greek literature. You will be encouraged to read widely around the subject, research and give presentations on authors and aspects of Greek society, and have the opportunity to develop an understanding of the nuances of the Greek language through practising the skill of prose composition. Studies are also enhanced by regular museum, lecture and theatre visits.

## WHAT DO YOU NEED TO BEGIN THE COURSE?

You will need at least a grade 7 or equivalent at GCSE Classical Greek to study this subject at A Level.

## SPECIFICATION DETAILS

Examination Board: OCR

Further information can be found at: <http://www.ocr.org.uk/qualifications/as-a-level-gce-classical-greek-h044-h444-from-2016/>

# Computer Science

**FURTHER INFORMATION:** Mr R Brady *Head of Computer Science* [r.brady@shhs.gdst.net](mailto:r.brady@shhs.gdst.net)

*“It should be mandatory that you understand computer science.”*

WILL.I.AM

## WHY STUDY COMPUTER SCIENCE?

The next twenty years will be exciting times for anyone involved in the study of Computer Science. It is hard to think of an aspect of life that is not affected by computer systems: from online services, industry uses in nuclear power or code breaking and quantum computing - software development is at the heart of modern living. If you want to learn the fundamental science of computers, computer programming and enjoy solving problems, you will find this subject interesting.

Computer Science is a practical subject where you can apply the academic principles learned in the classroom to real-world systems. It’s an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism.

It will enable you to:

- improve your understanding of how computers work
- develop your software and programming skills using Python, HTML, CSS and JavaScript
- solve problems using computational thinking
- design, create and test computer programs
- become the creator of apps rather than just a user

## WHAT WILL YOU STUDY?

### Paper 1: Computer Systems

This section looks at what a computer system is, how it works and how data is transmitted across networks. It also looks at the legal, ethical and social implications of technology.

### Paper 2: Algorithms and Programming

This section is more theoretical and conceptual, looking at problems and breaking them down into algorithms. Expect to explore how to ‘think’ like a computer! How can abstraction and breaking a problem apart be used to solve it? You will also look at some standard algorithms and learn how to program them.

### Coursework: Programming Project

A Software Development project where you will investigate a computing problem and create a software application, for example a fitness tracker or educational game. You will have complete freedom to choose a scenario that ties in with your personal interests and be able to create your application in any OCR approved programming language (such as Python, Visual Basic, C#, C+ or Java).

## HOW WILL YOU STUDY?

Lessons are a combination of group work, independent study and practical student-centered projects. During the course there will be enrichment opportunities and visits as well as guest speakers to help develop a wider understanding of computing in the real world. You will be provided with a laptop with the programming software already installed so that you can continue to practise your programming outside of lessons. You will also need a lot of self-motivation and persistence.

## WHAT DO YOU NEED TO BEGIN THE COURSE?

Either a grade 7 or equivalent in Computer Science GCSE or evidence of being able to code at a competent level is required.

There is a larger emphasis on mathematical skill and modelling at A Level so students should have a 7 or equivalent in the GCSE and ideally be considering A Level Mathematics alongside Computer Science.

## SPECIFICATION DETAILS

Examination Board: OCR

Further information can be found at: <http://www.ocr.org.uk/qualifications/as-a-level-gce-computer-science-h046-h446-from-2015/>

# Design & Technology: Product Design

**FURTHER INFORMATION:** Mrs S Fanning *Head of Design & Technology* [s.fanning@shhs.gdst.net](mailto:s.fanning@shhs.gdst.net)

*“There is a lot of scope to research and talk to classmates about ideas.”*

DESIGN & TECHNOLOGY, PSYCHOLOGY AND CHEMISTRY STUDENT

## WHY STUDY DESIGN & TECHNOLOGY: PRODUCT DESIGN?

The course offers an exciting opportunity to extend the design awareness that has been building up through the GCSE courses. This specification provides you with the routes to continue your studies either exclusively or as a combination of focus material areas.

Working through the course, students will divide their time between focused technical skills, learning and developing their designing skills. The first year will be spent honing DT skills; updating communications techniques; and completing a materials study. The majority of the second year will involve a major practical task, supported by a portfolio followed by a formal examination.

Students study a range of manufacturing methods; social, moral, cultural and ethical dimensions that relate to technological decisions; sustainable development; health and safety and global development; and constraints that economic and ergonomic factors place on designing and making products.

It is expected that there will be much external research and that individual students seek out ‘real’ clients. The designed products are produced to reflect your interests and studies and are manufactured as full size prototypes. If appropriate, the products will be entered into local and national competitions.

The course offers the depth of design awareness required for further study at university level in courses such as Architecture and Engineering, as well as the practical and analytical skills required to pursue further study in Product Design. However, the skills obtained are transferable into many disciplines, and previous students have moved on to courses in Dentistry, Environmental Science and, in several instances, Psychology.

## WHAT WILL YOU STUDY?

You will compile a personal record of skills theory and accomplishment and undertake a comprehensive design exercise in real time with real clients.

## HOW WILL YOU STUDY?

There is exploratory theory and skills learning in the first year and coursework in the second year plus a final examination.

## WHAT DO YOU NEED TO BEGIN THE COURSE?

You will need at least a grade 7 or equivalent at GCSE to study this subject.

## SPECIFICATION DETAILS

Examination Board: OCR

Further information can be found at: <http://www.ocr.org.uk/qualifications/as-a-level-gce-design-and-technology-h004-h006-h404-h406-from-2017/>

# Drama & Theatre Studies

**FURTHER INFORMATION:** Ms K Martin *Head of Drama* [k.martin@shhs.gdst.net](mailto:k.martin@shhs.gdst.net)

*“Theatre Studies provides you with skills that are transferable to all aspects of life, from confidence in public speaking to creativity and teamwork. It’s fun and creative and gives you an artistic avenue to explore controversial issues that no other subject does.”*

DRAMA & THEATRE STUDIES, MATHS AND GOVERNMENT & POLITICS STUDENT

## WHY STUDY DRAMA & THEATRE STUDIES?

This is an exciting, practical course that marries both performance work and rigorous academic study. Whether you want to perform in productions or design them, you need to be a good team worker and have the confidence to experiment independently with your ideas. The new linear A Level course will test your ability to produce creative, high quality performance work, as well as enable you to immerse yourself in the study of practitioners, styles and genres of performance throughout history through set texts. This course will give you great transferable skills that will enable you to sell yourself effectively at interviews, have confidence in front of an audience and learn teamwork, project management and analysis skills.

## WHAT WILL YOU STUDY?

**Component 1** – Theatre Workshop: Creative Adaptation (internally assessed, externally moderated – 20%)

In this unit you can choose to be assessed as either a designer or a performer. You will participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a play. The piece is developed using the techniques and working methods of either an influential theatre practitioner or theatre company. You are assessed through your final realisation of the piece in performance and a creative log.

**Component 2** – Text In Action (externally assessed by visiting examiner – 40%)

You have the choice again to be assessed as either a performer or designer. In this unit you will develop two linked pieces of theatre based on a stimulus provided by Eduqas. One will be an original devised piece drawing on the ideas and working methods of a theatre practitioner or theatre company that contrast with those studied for Component 1. The second is the performance of an extract from a scripted play that complements the theme of the devised piece, but which is in a contrasting style. An external examiner will visit to assess the final realisations. Design students will also give a 5-10 minute presentation about their process. This is followed, for all students, by a process and evaluation written report completed within one week of the practical exam.

**Component 3** – Text In Performance (externally assessed written exam – 40%)

This will be a written 2 hour and 30 minute exam based on two set texts, one pre-1956 and one post-1956, that you will have practically performed and explored during the course, explaining how you would stage them (open book). There will also be an extract based question on a pre-released extract from “The Curious Incident of the Dog in the Night-Time” that will synoptically test your ability to interpret text and context through performance choices (closed book).

## HOW WILL YOU STUDY?

The lessons will be a mixture of practical exploration, research and written analysis. Regular theatre visits are also an obligatory part of the course. Compulsory after-school rehearsals and workshops with guest professionals are a feature of this course, and students need to make this commitment. Students will also need to develop a specific way of approaching the written element of this examination as it differs from English Literature.

## WHAT DO YOU NEED TO START THE COURSE?

You need to love theatre and want to get involved in lots of practical work. A really good grounding in English Literature and the analysis of texts is essential, as well as going regularly to the theatre in your own time. You need to be able to commit to out of lesson rehearsals and be creative.

## SPECIFICATION DETAILS

More information is available from: <http://www.eduqas.co.uk/qualifications/drama-and-theatre/as-a-level/>



# Economics

**FURTHER INFORMATION:** Mr C Wharton *Head of Economics* [c.wharton@shhs.gdst.net](mailto:c.wharton@shhs.gdst.net)

*“Economics immerses you in the dilemmas of the real world.  
Engaging in lessons makes me feel challenged in the most  
exciting way.”*

GEOGRAPHY, ENGLISH, ECONOMICS AND PSYCHOLOGY STUDENT

## WHY STUDY ECONOMICS?

Economics will equip you with the tools to see the world in a new light. If you are interested in finding out how people respond to markets and government policies, then you will enjoy investigating some of the problems that economists face, from the problem of obesity to the economic consequences of climate change. You will also study some of the macroeconomic challenges that governments deal with, from unemployment and inflation to preventing another financial crisis. It has a bit of everything in it – History, Government & Politics, Geography and Maths – to keep it relevant and interesting.

## WHAT WILL YOU STUDY?

**In your first year:** Theme 1: “Introduction to markets and market failure.” This unit provides an introduction to the nature of economics and examines how markets allocate resources, from the oil market to the housing market. It analyses the nature of market failure and investigates the extent to which a particular market requires government intervention. You will answer questions such as “Why do football players earn more than engineers?” and “How can the government stop people smoking?”

Theme 2: “The UK economy – performance and policies.” This unit introduces the key measures of economic performance by looking at a range of economic problems that a country faces, such as inflation and unemployment. Students investigate the instruments governments can use to overcome these problems and evaluate

their impact on the economy. You will be able to discuss whether immigration is beneficial or costly for the UK and talk with authority on the effectiveness of government policies to reduce inequality.

**In your second year:** Theme 3: “Business behaviour and the labour market.” This unit investigates various markets and assesses the extent to which they operate efficiently - from the supermarket industry to the telecommunications market. There is a particular focus on how governments can intervene to ensure that businesses act in the interests of the consumer. You might look into how airlines compete with each other, or why people buy iPhones rather than Blackberry products and what Blackberry could do about it.

Theme 4: “A global perspective.” This unit investigates a range of topics in a global context, from the impact of Brexit on the economy to the effects of Donald Trump’s tariffs. Government policies are critically evaluated and students are encouraged to debate topical economic issues. There is a particular focus on development economics – strategies to tackle poverty in the developing world.

Assessments: The A Level is assessed at the end of your second year. There are three papers:

Paper 1 – Markets and business behaviour – Assessing Theme 1 and Theme 3

Paper 2 – The national and global economy – Assessing Theme 2 and Theme 4

Paper 3 – Microeconomics and macroeconomics – Assessing all themes

## HOW WILL YOU STUDY?

The lessons will be a mixture of teacher-led activity, workshops and student investigations and projects. You will be expected to have an interest in current affairs and business. Questions range from multiple choice to 25-mark essays, incorporating maths, diagram drawing and essay-writing skills.

## WHAT DO YOU NEED TO BEGIN THE COURSE?

This is an intellectually rigorous course, a view shared by top universities. As a result at least a grade 7 or equivalent in Mathematics GCSE and a relevant humanities subject (e.g. History or Geography) is required. It is not a requirement to have studied economics or business studies at GCSE. It is recommended that those considering Economics as a possible degree course, particularly a BSc, should consider studying Mathematics at A Level as well.

## SPECIFICATION DETAILS

The Edexcel board is followed:  
<http://qualifications.pearson.com/en/qualifications/edexcel>

# English Literature

**FURTHER INFORMATION:** Mr B Harkins *Head of English* [b.harkins@shhs.gdst.net](mailto:b.harkins@shhs.gdst.net)

*“What I love is that the teachers are truly passionate about the  
subject they teach.”*

ENGLISH, MATHEMATICS, FRENCH AND GEOGRAPHY STUDENT

## WHY STUDY ENGLISH LITERATURE?

If you enjoy reading and talking about books, then you are likely to enjoy English Literature in the Sixth Form. The course at A Level is based on discussion and analysis, leading you to develop your philosophical awareness of texts and the ability to argue confidently to support them.

Stimulating class discussion, extensive reading and the development of your own critical responses are the key features of English Literature A Level. It can be combined with any other A Level, because of its emphasis on clear, analytical communication in both the written and spoken forms.

## WHAT WILL YOU STUDY?

The OCR A Level course is an exciting one, with opportunities to study texts taken from over 600 years of writing in English, including writers from other countries. You will learn about the history of literature and acquire a sense of how different texts relate to others in their own time and earlier periods. You will also look at how books are written and influenced by a social and political context, as well as a literary one. At A Level, you will study five texts for examination, and four for coursework (of which you would write about three). We aim to cover a range of different periods and genres with the texts we choose, so that you could encounter the late 19th century novels of Thomas Hardy alongside the 20th century American poet, Sylvia Plath. Every student will study ‘The Duchess of Malfi’ by John

Webster, Books IX and X of ‘Paradise Lost’ by John Milton and ‘Hamlet’ by William Shakespeare. The texts we choose are demanding; they will challenge you as readers and require you to read with ever greater degrees of independence.

It is important to read widely and independently throughout the course: English Literature A Level includes comparative and contextual studies of either the representation of women in fiction or American Literature 1880-1940. This presents students with a great opportunity to develop their historical and philosophical knowledge, as well as their practical critical abilities. There is also an opportunity to submit a piece of your own creative writing as part of the final coursework portfolio (although this is optional and not compulsory).

## HOW WILL YOU STUDY?

There are two examinations at the end of the Upper Sixth and two coursework assignments: either a piece of creative writing in response to one coursework text or a close analysis and a comparative study of two coursework texts.

Teaching takes place through discussion in the classroom and you will be expected to complete an essay each week. We also aim to complement study with trips to relevant theatre productions and visits from writers.

## WHAT DO YOU NEED TO BEGIN THE COURSE?

You will need a minimum of a grade 7 or equivalent in both English Language and English Literature, if you wish to study this subject at A Level.

## SPECIFICATION DETAILS

You can find more information at:  
[www.ocr.org.uk](http://www.ocr.org.uk)



# Geography

FURTHER INFORMATION: Mr M Morgan Head of Geography [m.morgan@shhs.gdst.net](mailto:m.morgan@shhs.gdst.net)

*“The study of geography is about more than just memorizing places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.”*

BARACK OBAMA

### WHY STUDY GEOGRAPHY?

The world is constantly changing. Causes and impacts of climate change are continuously commented upon in the media; is the public, therefore, well-informed and are we taking enough action to stave off the climate crisis? The number of (natural) disasters occurring is on the rise and this will see an increase in migration, away from climate disaster areas. As an A Level Geographer, you will be able to explore how there is a complex set of interactions between physical processes, human interference with the natural world and the increasing vulnerability of human communities. Geography A Level supports you to develop a combination of transferrable skills including problem-solving, independent research and enquiry, teamwork, numerical analysis and critical thinking; it is a versatile, creative and dynamic subject which complements almost any subject combination.

### HOW WILL YOU STUDY?

Students are expected to think for themselves and develop their broader geographical knowledge, staying up-to-date with current affairs. They are regularly informed of enrichment opportunities, such as lectures provided through the RGS and GA; we encourage students to become members of these institutions. All A Level Geographers are expected to follow and post links to the Geography Department Twitter account and will be expected to attend GeogSoc lectures in and out of school hours each term. The department has a range of digital and physical

resources, particularly for further reading, to which all pupils are given unrestricted access in order to support the course and further their individual interests.

At A Level, students follow the Edexcel specification. This is a linear course, assessed at the end of two years of study.

#### Lower Sixth

##### Autumn term

- Topic 1: Tectonic Processes and Hazards
- Topic 3: Globalisation

##### Spring term

- Topic 2: Landscape Systems, Processes and Change (including optional sub-topics from which students study: 2B: Coastal Landscapes and Change)
- Topic 4: Shaping Places (including optional sub-topics from which students study: 4A Regenerating Places).

##### Summer term

- Fieldwork at an FSC Centre in the UK (4 days)
- Non-examined assessment (NEA): Independent Investigation (a geographical enquiry of your choice based upon your studies so far; outcome will be a 3000-4000 word report)

#### Upper Sixth

##### Autumn term

- Topic 5: The Water Cycle and Water Insecurity
- Topic 7: Superpowers

##### Spring term

- Topic 6: The Carbon Cycle and Energy Security
- Topic 8: Global Development and Connections (including optional sub-topics from which students study: 8B Migration, Identity and Sovereignty)

##### Summer term

- Revision and examination practice including a specific focus on the three synoptic themes within the compulsory specification content areas:
  - Players
  - Attitudes and actions
  - Futures and uncertainties

### WHAT DO YOU NEED TO BEGIN THE COURSE?

You require at least a grade 7 or equivalent in GCSE Geography to study A Level Geography.

### SPECIFICATION DETAILS

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Geography/2016/specification-and-sample-assessments/Pearson-Edexcel-GCE-A-level-Geography-specification-issue-2-FINAL.pdf>

# Government & Politics

FURTHER INFORMATION: Dr M Egan Head of Politics [m.egan@shhs.gdst.net](mailto:m.egan@shhs.gdst.net)

*“We have interesting discussion and debate on topics beyond the syllabus, whilst still investigating the examination topics and the world around us in real depth.”*

GOVERNMENT & POLITICS, MATHEMATICS, HISTORY AND FRENCH STUDENT

### WHO SHOULD STUDY GOVERNMENT AND POLITICS?

The course will be of interest to students with a keen interest in current affairs, and to those who enjoy discussion and debate. Students will also be expected to engage in deeper philosophical issues such as: which should be more powerful: the individual or the state? What is democracy and how can it best be organised and made effective? Who deserves to exercise political power?

### WHAT WILL YOU STUDY?

The course offers a broad introduction to the political system in the UK. You will learn about the role of, and relationship between, parliament and the prime minister. You will study what members of the different political parties believe and consider why they believe these things. You will also learn about how and why our political system has changed, and consider if any further change is necessary or desirable. You will also have lots of opportunities to discuss recent political developments in Britain and the wider world.

Once you have a foundation in British politics you will study political ideologies, investigating the traditions and influence of conservatism, liberalism, socialism and feminism. In the Upper Sixth, you will study wider political issues, particularly the nature and impact of globalisation. Included in this will be a study of how successful international organisations are addressing problems such as human rights, slavery and the degradation of our natural environment.

### HOW WILL YOU STUDY?

In the Government & Politics Department, our emphasis is on giving you the information and confidence that you need to analyse and evaluate political institutions and ideas for yourself. The teachers will share information, facilitate, plan and check work, rather than tell you the answers.

Our goal is to create learners who are:

- self-motivated (can use their initiative, want to learn and improve)
- self-confident (feel in control of their own learning, set their own goals)
- resilient (see criticism as positive because it helps them to improve)
- curious and creative (will ask questions, not just answer them)

### WHAT DO YOU NEED TO BEGIN THE COURSE?

You do not require any specific knowledge of politics to begin the course, although a GCSE in History grade 7 or equivalent is strongly recommended. What you need above all is a willingness to learn more about the exciting world of Government & Politics. We provide an enrichment list of interesting and accessible books, films and websites, and some suggestions of places to visit, for those keen to learn more before the course starts.

### SPECIFICATION DETAILS

Students will study the Edexcel Government & Politics syllabus.

# History

**FURTHER INFORMATION:** Ms H McDougall *Head of History* [h.mcdougall@shhs.gdst.net](mailto:h.mcdougall@shhs.gdst.net)

*“In lessons you are encouraged to give your opinion and spark a debate. Teachers discuss specific events in detail and recommend books and films to enrich your knowledge.”*



HISTORY, ENGLISH, SPANISH AND FRENCH STUDENT

## WHY STUDY HISTORY?

You should study History if you are intrigued by the past and are fascinated by studying events, cultures and time periods different from your own. It is essential that you enjoy reading, have an inquiring mind and are eager to share your ideas and opinions with the rest of the group.

History fosters high levels of literacy, the close analysis of sources, independent thinking and the ability to select and organise information.

The way History is taught at South Hampstead encourages work habits and research skills which prepare students for the independence of university study. History is a highly respected subject, both at A Level and at university and historians move on to a wide range of professions in the media, law, the Civil Service and, of course, education. The subject combines very well with a range of arts subjects and languages and has provided a refreshing contrast for students studying the Sciences.

## WHAT YOU WILL STUDY?

You will study one of two courses:

### Course 1

- A Breadth Study on Russia, 1855-1964 (AQA 1H)
- A Depth Study on Royal Authority and the Angevin Kings, 1154-1216 (AQA 2A)
- A Coursework Component – either American History or Witchcraft in Early Modern Europe

### Course 2

- A Breadth Study on The British Empire, c1857-1967 (AQA 1J)
- A Depth Study on The Sun King: Louis XIV, France and Europe, 1643-1715 (AQA 2F)
- A Coursework Component – either American History or Witchcraft in Early Modern Europe

## HOW WILL YOU STUDY?

Students are required to prepare thoroughly beforehand so that lessons are mainly discussion based. There are opportunities to attend Sixth Form lectures, and we invite outside speakers to our History Society, which is compulsory for Sixth Form historians.

## WHAT DO YOU NEED TO BEGIN THE COURSE?

You will need at least a grade 7 or equivalent at GCSE if you wish to study this subject at A Level.

## SPECIFICATION DETAILS

Examination Board: AQA  
[www.aqa.org.uk](http://www.aqa.org.uk)

# Latin

**FURTHER INFORMATION:** Ms N Marchant *Head of Classics* [n.marchant@shhs.gdst.net](mailto:n.marchant@shhs.gdst.net)

*“Latin is the first subject we do in life entirely for its own sake. A Classics degree leads to almost any job in the world. It gives one a disinterestedness in the study of any subject. Disinterestedness is not being uninterested, quite the opposite, it is a love of studying without any practical result intended: it gives the soul a peace, an inner control, a quiet joy beyond words.”*



ANON

## WHY STUDY LATIN?

Latin at A Level is an intellectually demanding and rigorous course, one which is consequently very rewarding. Students of Latin develop a sensitive and analytical approach to language generally, as well as a competence in classical Latin and an awareness of the influence of classical languages on languages of today. They read, understand and make informed personal responses to literature studied in the original language, while developing their understanding of the history and culture of Ancient Rome. Latin goes particularly well with the study of Classical Greek, History, English, Mathematics, Modern Languages and the Sciences.

Beyond A Level, a degree in Classics is very versatile leading to such varied careers as the law, politics, the Civil Service, academia, the world of business and journalism. You could even become a world renowned author (JK Rowling studied Classics and French)! This course is suited to you if: you are a lateral thinker; you want to develop a logical brain and become more analytical; you love reading literature; you enjoy history; you like to question “why?” and make comparisons between an ancient society and culture and our own; or you simply love Latin!

## WHAT WILL YOU STUDY?

Over the two years, you will study prescribed authors from a range of genres. The verse set texts for examination in 2023 include poems by Catullus and extracts from Ovid’s *Heroides*. Catullus’ poetry gives us a fascinating insight into the Roman lifestyle of the poet and his friends, while Ovid’s *Heroides* is a collection of imaginary letters written in verse by aggrieved heroines of Roman mythology, including Penelope to Odysseus, Briseis to Achilles, and Dido to Aeneas. Alongside your study of Latin literature, you will also develop a deeper understanding of the Latin language by practising unseen translation and comprehension of both prose and verse, as well as the art of prose composition. Assessment is through four written examinations: Unseen Translation; Prose Composition or Comprehension; Prose Literature and Verse Literature.

## HOW WILL YOU STUDY?

You will be encouraged to think for yourself, discuss, draw your own conclusions, and consider the influence that Roman literature and society have had on the modern day. There will be opportunities to supplement your classical education with trips to classical sites abroad, lectures, museum and theatre visits and classical open days at universities.

## WHAT DO YOU NEED TO BEGIN THE COURSE?

You will need at least a grade 7 or equivalent at GCSE Latin in order to study Latin at A level.

## SPECIFICATION DETAILS

Examination Board: OCR

Further information can be found at: <http://www.ocr.org.uk/qualifications/as-a-level-gce-latin-h043-h443-from-2016/>

# Mathematics

**FURTHER INFORMATION:** Mr J Hansford *Head of Mathematics* [j.hansford@shhs.gdst.net](mailto:j.hansford@shhs.gdst.net)

*“There are 10 types of person in the world: those who understand binary, and those who do not.”*

IAN STEWART, ENGLISH MATHEMATICIAN

## WHY STUDY MATHEMATICS?

Have you ever wondered why we divide a circle into 360 degrees; how we solve equations which are more complex than quadratics; how statistics can win an argument; or what happens to vehicles in a collision? About the number of staff needed to answer the phones in a call centre? Or even how to shoot a monkey out of a tree? Any of these questions, and many more, can be answered by studying Mathematics at A Level.

Mathematics is recognised as one of the most respected and challenging A Levels and, for this reason, is highly rated by a wide variety of university courses and employers. Mathematics A Level can lead to university courses in Mathematics, Sciences, Medicine, Engineering, Psychology, Economics, Archaeology and careers in almost anything.

If you are someone who wants to study Mathematics for its own beauty, as well as its uses, then you should also consider Further Mathematics. Here you can explore the mysteries of hyperbolic functions, complex numbers (made using square roots of negative numbers), what keeps a roller coaster on the track in a loop-the-loop and how to structure a formal proof.

### Year 1

**Core Mathematics:** calculus; trigonometry and trigonometric identities; factor and remainder theorems; proof; graph sketching and transformations; logarithms and exponentials; binomial expansion; and vectors.

**Statistics:** data collection; measures of location and spread; representing data; correlation; probability; binomial and normal distributions.

**Mechanics:** modelling; equations of constant acceleration; forces and motion; applications of calculus to mechanics.

### Year 2

**Core Mathematics:** algebraic methods; functions; sequences and series; further binomial expansions; radian measure; further trigonometry and identities; parametric equations; calculus; numerical methods; and further vectors.

**Statistics:** regression; correlations and hypothesis testing; conditional probability; and further normal distribution.

**Mechanics:** moments; forces; projectiles; kinematics; statics; and dynamics.

### Mathematics + Further Mathematics A Level

Students of Further Mathematics cover all of the material listed above including both statistics and mechanics. They will also study further Core Mathematics and two optional courses, choosing two from: Further Mechanics, Further Statistics, Decision Mathematics and Further Pure Mathematics. Students will be taught the entire Mathematics A Level in the Lower Sixth with Further Mathematics studied in the Upper Sixth.

### Mathematics at A Level + Further Mathematics at AS Level

For those students who want to stretch themselves mathematically, move at a

faster pace and cover more of the content required for some highly mathematical degrees without the time and content commitment of a full A Level in Further Mathematics, we are offering 1.5 Mathematics over two years, spreading the workload required and completing an A level in Mathematics and an AS in Further Mathematics.

It is also possible to pick up AS Further Mathematics in the Upper Sixth for students who feel they would like to devote more time to Mathematics.

## HOW WILL YOU STUDY?

Mathematics is a challenging course. Lessons include discussion and examples and a significant amount of practice is expected both in class and at home in order to succeed. The course is linear with all exams, both for Mathematics and Further Mathematics, taking place at the end of the Upper Sixth.

## WHAT DO YOU NEED TO BEGIN THE COURSE?

You need to have a minimum of a grade 8 or equivalent at GCSE to study Mathematics and Further Mathematics. The AQA Further Mathematics Level 2 Qualification or OCR Additional Mathematics Qualification are helpful but not essential.

## SPECIFICATION DETAILS

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html>

# Modern Languages – French, German, Mandarin & Spanish

**FURTHER INFORMATION:** Mr M Morley *Head of Modern Languages* [m.morley@shhs.gdst.net](mailto:m.morley@shhs.gdst.net)

*“We get the chance to learn about history, culture and literature as well as developing our fluency.”*

SPANISH, MATHEMATICS, FURTHER MATHEMATICS AND ECONOMICS STUDENT

## WHY STUDY MODERN LANGUAGES?

Do you enjoy discussion and debate? Do you enjoy travel and communication? In our increasingly global world, you will gain an in-depth knowledge of the target language, society, literature, culture and political system of China, France, Germany or Spain.

A modern language will combine perfectly with any other A Level discipline. Universities, for example, value potential students of English or History studying a language at A Level, while others recommend it for potential scientists as, put quite simply, science graduates must be able to communicate. Medical schools recommend that, in addition to their two or three sciences, students study an arts subject at A Level, preferably a language. All study, no matter what the discipline, is about communication and therefore a language at A Level will complement any subject!

Looking beyond the Sixth Form, a language degree remains a passport to many professions, such as law, accountancy and investment banking, where employers seek to recruit highly qualified graduates who are fluent in at least another language, or who have the fine-tuned language skills to study more languages. Languages can also be combined with a vast range of other disciplines at university and many non-language degree courses offer the possibility of studying abroad and gaining accreditation through the Erasmus scheme. With so much access to new media, it really is an exciting time to study a language!

## WHAT WILL YOU STUDY?

The syllabus explores topics which are particularly relevant to young people. Over the two years of A Level, we study and discuss a very wide-range of current affairs based issues such as relationships and changing family structure, modern technology, music, festivals, media, political structures and immigration. We commence literary study (either one film and one text or two texts, starting in the Lower Sixth and continuing in the Upper Sixth) along with specific historical study relating to the target language country. Throughout the two years, we continue to study all aspects of grammar with a focus on translation skills. In addition to this, all students undertake independent research which is at the core of the speaking examination in the Upper Sixth.

## HOW WILL YOU STUDY?

Class work is centred around discussion, whether we are preparing a topic, developing translation skills or exploring a literary text. You will have a regular period in the language laboratory and a conversation lesson in a group of two or three, with the assistant who will help you improve your fluency, accent and pronunciation. To speak a language well, you need to understand how it works, so we will be consolidating grammar you have learnt up to GCSE and learning many more sophisticated structures.

In the Lower Sixth we aim to offer an exciting work experience visit for all students. Whenever possible we go to foreign plays and attend worthwhile courses.

## WHAT DO YOU NEED TO BEGIN THE COURSE?

Studying a modern language, like any subject, can be challenging and demanding, so you will need to be prepared to be self-motivated and to have independence of mind and a creative imagination. You will gain more from lessons if you are prepared to develop your own ideas and to participate actively in discussion. You should also enjoy reading, as you will be expected to read beyond the set texts. We expect at least a grade 7 or equivalent at GCSE in the language to be studied.

## SPECIFICATION DETAILS

You can access the full syllabus on: [www.qualifications.pearson.com](http://www.qualifications.pearson.com)



# Music

**FURTHER INFORMATION:** Dr S Collisson *Director of Music* [s.collisson@shhs.gdst.net](mailto:s.collisson@shhs.gdst.net)

*“As an A level, it definitely makes the favourites list as the perfect balance between academic and creative.”*

MUSIC, ART & DESIGN, HISTORY AND GERMAN STUDENT

## WHY STUDY MUSIC?

Studying Music helps develop a wide range of skills including critical and analytical thinking, historical perspective, spatial awareness, creativity, teamwork, presentation, coordination and memory, as well as being one of the few subjects which uses and develops both sides of the brain simultaneously. Music is an excellent complement to other A Levels, whatever your subject choice. Science and Medicine degree courses now expect an arts-based A Level from candidates as well as wanting to see evidence of all-round education, such as participation in music. What better than to combine much of that into studying A Level Music too?

## WHAT WILL YOU STUDY?

There are three essential components of performing, composing and appraising (by listening and writing) which build on GCSE elements. As with GCSE Music, we follow the Edexcel syllabus for A Level. The three elements of Performing, Composing and Appraising are assessed as follows:

**Performance (30%): one performance of a minimum 8 minutes**

Performances can be solo or ensemble or a mixture. A single piece or many pieces can be performed. Recording takes place between March and May in the Upper Sixth.

A Programme of Grade 7 level music can yield full marks.

This coursework is externally marked.

**Composition (30%): two separate compositions totalling at least 6 minutes**

**Composition 1 (40 marks out of 60)**  
A piece that responds to one of 6 briefs set by Edexcel in the Upper Sixth, **or** a brief set by the candidate – this composition is usually completed in the Lower Sixth.  
**Composition 2 (20 marks out of 60)**  
A composition showing certain techniques based on briefs set by Edexcel. This composition can only be undertaken between 1st April and 10th May in the Upper Sixth and must be completed in 6 hours of composition time under controlled conditions. Pupils choose one of four briefs. The composition tasks vary in length but pupils will receive instruction from the start of the Upper Sixth which will enable them to complete the task with confidence and fluency. This coursework is externally marked.

**Listening (40%): a two-hour listening/ written paper**

Students study 6 areas of musical history and style:

- Vocal music (Bach, Mozart, Vaughan-Williams)
- Instrumental music (Vivaldi, Clara Schumann, Berlioz)
- Music for film (Batman Returns, The Duchess, Psycho)
- Popular music and jazz (Courtney Pine, Kate Bush, The Beatles)
- Fusions (Debussy, Valera Miranda, Anoushka Shankar)
- New directions (Stravinsky, Cage, Saariaho)

Each area of study has 3 broad-ranging set works from Bach to the Beatles.

The written paper has two sections:  
**Section A** Three listening questions based on the set works and one question of dictation of a melody (50 marks).  
**Section B** Two essays – one on an unfamiliar piece related to an area of study (worth 20 marks); the second is one from a choice of three essays based on the areas of study (30 marks). This paper is sat in May/June of the Upper Sixth. Externally assessed.

## WHAT DO YOU NEED TO BEGIN THE COURSE?

At least a 7 or equivalent for GCSE, Grade 5 Music Theory, and approximately Grade 6 on your instrument/voice are all desirable but not absolutely necessary. The only other requirement is that you have a passion for Music and for discovering more about it!

## SPECIFICATION DETAILS

For more information, visit:  
<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/Specification%20and%20sample%20assessments/GCE-music-specification-A-Level-2015.pdf>

# Physics

**FURTHER INFORMATION:** Mrs H Kamps *Head of Physics* [h.kamps@shhs.gdst.net](mailto:h.kamps@shhs.gdst.net)

*“The Physics trips are the best I’ve ever been on.”*

PHYSICS, MATHEMATICS & FURTHER MATHEMATICS AND MUSIC STUDENT

## WHY STUDY PHYSICS?

Physics is the most fundamental of the natural sciences. It deals with the interactions between time, space, energy and matter. Physicists want to understand how things work at every level; from the tiniest elementary particles up through nuclei, atoms, molecules, living cells, the human brain, the atmosphere, planets, stars, galaxies and the Universe itself.

Physics is fascinating and can be incredible fun; an understanding of the physics behind every day phenomena like rainbows, red sunsets and blue skies can only make them more beautiful, and learning more about concepts like quantum theory, relativity and cosmology can only add to our awe of nature. Physics also forms the basis of most present and future technology.

Physicists participate in many areas of science, from architecture, engineering and environmental studies to medicine, geophysics, telecommunications, biophysics and neuroscience. Because the training is rigorous and demanding, employers in both scientific and non-scientific fields welcome physicists as people who will be logical, effective and comprehensive in their approach. The study of A Level Physics develops the analytical, problem solving and numeracy skills essential for entry to many subjects at university, such as Architecture, Medicine, Economics, Law, Psychology or PPE. Universities offer courses both in Physics (alone) and combined with another subject (typically either 25% or 50%); examples are: Physics with

Philosophy / Computing / Geology / French / Mathematics / Music / Education / European Studies / Astrophysics. There are some very rewarding opportunities for studying Physics with a year abroad.

## WHAT WILL YOU STUDY?

We follow the OCR A Level specification. The course is broad, interesting and aims to foster an understanding of concepts and the contexts in which they are important. You will study motion, materials, radioactivity, quantum physics, electric, magnetic and gravitational fields and wave phenomena. The contexts include medicine, sports, satellites, archaeology, building design, music and communications as well as astrophysics, particle physics and cosmology.

## HOW WILL YOU STUDY?

As well as the usual mixture of lectures, discussion, demonstrations and practical work in the laboratory, we aim to provide opportunities to observe Physics in the real world.

Every two years there is a trip to the particle accelerator in CERN in Geneva where you will experience what it’s like to be involved in the most advanced Physics research in the world. There may also be opportunities to visit other Physics hotspots such as the Culham Centre for Fusion Energy. You are encouraged to attend lectures at UCL, the Royal Society and the Royal Institution.

## WHAT DO YOU NEED TO BEGIN THE COURSE?

To study A Level Physics, it is necessary to have obtained a grade 8 for both GCSE Physics and Mathematics. It is not necessary to study Mathematics at A Level.

To study Physics or Engineering at university you need to take A Level Mathematics. To study Physics at Oxford or Cambridge, it is desirable to study both A Level Mathematics and Further Mathematics.

## SPECIFICATION DETAILS

OCR Physics: <https://www.ocr.org.uk/Images/171726-specification-accredited-a-level-gce-physics-a-h556.pdf>



# Philosophy & Religion

**FURTHER INFORMATION:** Mrs A Johnson *Head of Philosophy & Religion* [a.johnson@shhs.gdst.net](mailto:a.johnson@shhs.gdst.net)

*“It combines all of my interests into one subject: history, philosophy, ethics, civilisation, literature and the basis of society – that’s what makes it such an interdisciplinary subject.”*

PHILOSOPHY & RELIGION, ART HISTORY AND ENGLISH STUDENT

### WHY STUDY PHILOSOPHY & RELIGION?

Philosophy & Religion involves elements of literature, history, culture, psychology plus religion, of course, and more. It tackles fundamental questions, such as: Is religion dead? Is there a God? Are there such things as miracles and visions? Can we even talk about the Ultimate? How should humans behave and is there an innate sense of goodness or does goodness derive from God/Ultimate?

The course teaches you how to write good essays, research independently and how to structure, analyse, evaluate and select the pertinent facts. It also teaches you how to communicate in debate. It therefore complements other essay and humanities subjects but can be studied in conjunction with the sciences.

Many who take Philosophy & Religion go on to a degree in the subject – up to half of the group most years – but it complements many other A Levels, whether or not you intend to study religion or philosophy further. A Philosophy and/or a Theology degree has proved useful for those going into law, journalism, personnel management and medicine, amongst other things.

### WHAT WILL YOU STUDY?

#### An Introduction to Philosophy of Religion

- Inductive arguments for the existence of God: cosmological, teleological and challenges to these
- Deductive arguments for the existence of God: ontological and challenge to this
- The problem of evil and religious responses to this
- Religious experience and challenges to the objectivity and authenticity of these experiences
- Key figures studied include Freud and Jung

#### An Introduction to Ethics

- Meta-ethics: Intuitionism, Emotivism and Ethical Egoism
- Predestination vs Free Will
- Utilitarianism: Classical Utilitarianism, Mill’s Utilitarianism, application

#### A Study of Christianity

- Religious thought: feminism, migration, wealth, secularisation and pluralism
- Religious practices: baptism, Eucharist and festivals
- Can God suffer?

### HOW WILL YOU STUDY?

The majority of the time is spent in the classroom, engaging in much lively and friendly debate. You will prepare presentations and research independently. Sometimes lectures are attended and university talks are listened to. Sometimes exhibitions can be visited, if useful for the course. Work is not presented from a devotional point of view but from an academic one.

### WHAT DO YOU NEED TO BEGIN THE COURSE?

There are no formal academic requirements for beginning this course. You don’t need to have studied Philosophy & Religion at GCSE. All are welcome as long as you have a committed interest in the subject and a determination to work hard. You need an enthusiasm for learning, an enjoyment of debate and an interest in human values, existence and religion. You don’t have to belong to a faith; all types of believers are welcome – atheists, agnostics, deists and theists!

### SPECIFICATION DETAILS

Eduqas: <http://www.eduqas.co.uk/qualifications/religious-studies/as-a-level/>

# Psychology

**FURTHER INFORMATION:** Ms J Massey-Smith *Head of Psychology* [j.massey-smith@shhs.gdst.net](mailto:j.massey-smith@shhs.gdst.net)

*“We will never run out of interesting things to talk about because we study Psychology.”*

FRENCH, MATHEMATICS, BIOLOGY AND PSYCHOLOGY STUDENT

### WHY STUDY PSYCHOLOGY?

To study Psychology is essentially to study what it is to be human. As a human you feel love, hate, fear, desire, pride, guilt; you think thoughts, plan, dream, imagine, make decisions, have conversations and take actions. Psychology attempts to provide explanations for what makes us who we are and why people behave in the ways they do. It considers development from before birth through to old age, the changes taking place, and how these affect thought and behaviour. Psychology also considers how we affect, and are in turn affected by, the people around us and the society in which we live. It tries to explain why people are so alike in some respects and yet so different in others.

You will gain considerable experience in thinking critically, as you will be required to not only understand the theories covered but also evaluate them, taking into consideration evidence for and against, quality of evidence, and the logical coherence of the theories. You will gain a better understanding of the brain and the biological systems which make up part of who we are, and you will design and carry out research and learn the limitations of different methods.

Psychology complements almost every other subject, from Biology to History, Chemistry to Government & Politics, English to Art. It provides a useful perspective on these subjects, as well as being a fascinating subject in its own right.

### WHAT WILL YOU STUDY?

#### Year 1

- Cognitive psychology, including memory, forgetting and eyewitness testimony
- Developmental psychology, including early social development, attachment and the impact of parental deprivation
- Social psychology, including conformity and obedience, resistance and social change
- Approaches in Psychology: exploring the different groups of explanations for both normal and abnormal behaviour
- Biopsychology which involves understanding how the brain and body influence the mind
- Psychopathology, including the definitions of mental illness and the causes and treatments of OCD, phobias and depression
- Research methods in the context of the topic areas

#### Year 2

Extends your knowledge of the different Year 1 topics plus covering:

- Issues and Debates in Psychology such as the nature/nurture debate and whether there is such a thing as free will
- Cognition and Development including how we learn new skills, how we learn to interact and understand others and how impairments in this could explain autism
- Aggression including biological, evolutionary and social explanations of aggressive behaviour, institutional aggression and the impact of the media

- Schizophrenia: a detailed look at the potential explanations and treatments of the disorder as well as the issues surrounding it

**Assessment** Three two hour papers each contributing 33.3% of the A Level consisting of short answer and multiple choice questions as well as some extended writing questions.

### HOW WILL YOU STUDY?

Lessons will involve seminars, lectures, discussions, debates, experiments, research and presentations. You will be expected to take responsibility for your own learning and to see your teachers not as the people who tell you the answers, but as aids to you finding those answers yourself.

### WHAT DO YOU NEED TO BEGIN THE COURSE?

To study Psychology successfully, you should have a combination of curiosity and scepticism, plus an interest in explaining human behaviour. You should be prepared to become self-reliant and to work hard.

### SPECIFICATION DETAILS

AQA Psychology Specification: <http://filestore.aqa.org.uk/resources/psychology/specifications/AQA-7181-7182-SP-2015-V1-0.PDF>

A LEVEL RESULTS

We now offer 24\* subjects at A Level and students achieve outstanding results across the board.

In 2020, no students sat actual examinations due to Covid-19. Although our students’ results were excellent, we have made the decision not to publish grades this year. Instead, please find below last year’s results, which are representative of a more typical year.

	Total Entries	%A*	%A*/A	%A*–B	%A*–C	%A*–D	%A*–E
ART & DESIGN	4	25	50	100	100	100	100
BIOLOGY	16	37.5	75	87.5	93.8	100	100
CHEMISTRY	23	21.7	52.2	78.3	91.3	100	100
CLASSICAL CIVILISATION	3	66.7	100	100	100	100	100
COMPUTING	2	0	100	100	100	100	100
DRAMA	1	0	100	100	100	100	100
ECONOMICS	17	41.2	88.2	100	100	100	100
ENGLISH LITERATURE	23	65.2	82.6	100	100	100	100
FRENCH	2	50	100	100	100	100	100
GEOGRAPHY	8	37.5	87.5	100	100	100	100
GERMAN	3	33.3	66.7	100	100	100	100
GOVERNMENT & POLITICS	10	20	80	100	100	100	100
GREEK	2	0	100	100	100	100	100
HISTORY	23	56.5	91.3	95.7	100	100	100
HISTORY OF ART	10	20	70	90	100	100	100
LATIN	5	40	80	80	100	100	100
MATHEMATICS	41	41.5	78	82.9	95.1	100	100
FURTHER MATHEMATICS	12	41.7	75	91.7	91.7	100	100
MUSIC	4	0	50	75	100	100	100
PHYSICS	11	9.1	63.6	81.8	90.9	100	100
PSYCHOLOGY	11	36.4	81.8	100	100	100	100
RELIGIOUS STUDIES	1	100	100	100	100	100	100
SPANISH	7	28.6	85.7	100	100	100	100

For previous years’ results, please visit [www.shhs.qdst.net/about-us/results](http://www.shhs.qdst.net/about-us/results)

\*Mandarin will be available from September 2021.

EPQ RESULTS

100%  
OF STUDENTS ACHIEVED  
A\*/A OVER PAST 3 YEARS

The Extended Project Qualification (EPQ) provides the opportunity to delve more deeply into a chosen topic, helping to develop the kinds of research, analysis, independent study and presentation skills required for undergraduate studies. Most universities are great supporters of the qualification – as well as being worth the equivalent of half an A Level (28 UCAS points), an EPQ can help demonstrate your individual interests and areas of expertise, whatever you go on to study.

South Hampstead Sixth Formers have an excellent track record in the EPQ, with all students achieving top grades in recent years. Topics selected have ranged from *A Future with AI* to *The Psychological Consequences of FGM*, *Biofuels* to *Cryptocurrencies & Future Economies* and *The Sculptures of Arno Breker* to *The Representation of Women in the Beat Generation*.

LEAVERS' DESTINATIONS

A team of expert advisors, and our comprehensive Futures Programme, help every student to explore higher education and careers options, providing an invaluable stepping stone to life after South Hampstead.

Top 10 Destinations<sup>2</sup>:

- 1 University of Bristol
- 2 The University of Edinburgh
- 3 Durham University
- 4 University of Leeds
- 5 University of Oxford
- 6 University College London
- 7 The University of Manchester
- 8 University of Cambridge
- 9 King’s College London
- 10 The University of Nottingham

The vast majority of students are accepted at their first choice university each year. Around 10% go on to medical school; increasing numbers are moving abroad and attending Ivy League destinations; others win places at prestigious art colleges.

South Hampstead Sixth Formers go on to study subjects ranging from ancient history to neuroscience, mechanical engineering to music, astronomy to acting. Our pioneering young women subsequently specialise in all kinds of fields.

We are always so proud to hear of all that our alumnae go on to achieve in their lives beyond South Hampstead Sixth Form. Notable former pupils include prize-winning authors, ground-breaking scientists, passionate campaigners, legendary broadcasters, successful entrepreneurs, trailblazing creatives and distinguished lawyers.

<sup>2</sup> Over the past 5 years

80%

TYPICALLY GO ON TO STUDY AT RUSSELL  
GROUP UNIVERSITIES EACH YEAR

20%

OF STUDENTS RECEIVED OFFERS  
FROM OXBRIDGE IN 2020

Over the past 5 years, students have gone on to study at the following universities in the US and Canada:

California Institute of the Arts / UC Berkeley / UCLA  
Columbia / Dartmouth / Georgetown / Harvard / McGill  
Middlebury College / Northwestern / NYU / Ohio State  
University of Pennsylvania / Princeton / Tufts / Wesleyan / Yale

RECENT LEAVERS’ DESTINATIONS

2020

University of Bath	Biology Integrated Mechanical and Electrical Engineering
University of Birmingham	English Biochemistry (Genetics)
University of Bristol	Law Theatre and English Veterinary Science Environmental Geoscience Mechanical Engineering
University of Cambridge	Anglo-Saxon, Norse, and Celtic Modern and Medieval Languages Archaeology Classics Asian and Middle Eastern Studies Education Architecture Psychological and Behavioural Sciences Human, Social, and Political Sciences
Cardiff University	Computer Science with Security and Forensics (Year in Industry)
Central Saint Martins	Art Foundation
Durham University	English Literature Geography Liberal Arts Mathematics (4 years)
The University of Edinburgh	Fine Art French Philosophy and Psychology Economics Geography and Economics Economics Economics with Management Science Psychology Environmental Geoscience Geography
University of Exeter	Medicine
Imperial College London	Biomedical Engineering Design Engineering
King’s College London, University	History and Political Economy Liberal Arts
Lancaster University	History
University of Leeds	Economics Mathematics Geography Geography Psychology
University of Leicester	Psychology with Cognitive Neuroscience
London School of Economics and Political Science	Geography Economic History and Geography Economic History and Geography Management
Loughborough University	Business Economics and Finance (with placement year)

University of Manchester	Economics Medicine Materials Science and Engineering Economics Music
University of Nottingham	Liberal Arts Mechanical Engineering Medicine
University of Oxford	Biology Medicine History Classics Persian with subsidiary language Chemistry
Queen Mary University of London	Politics and International Relations
University of St Andrews	Management Mathematics
St Mary’s University, Twickenham	Acting
Swansea University	Business Management (Marketing)
UCL (University College London)	Philosophy Astrophysics Natural Sciences
University of Warwick	Biochemistry Theatre and Performance Studies and Global Sustainable Development Mathematics and Philosophy
University of York	Philosophy, Politics and Economics
North America	
Harvard University, USA	Liberal Arts
Indiana University	Liberal Arts
Yale University, USA	Liberal Arts

2019

University of Bath	Politics and International Relations Psychology (wth placement)
University of Birmingham	Biochemistry MEng Engineering Liberal Arts and Sciences
University of Bristol	Classical Studies Economics Economics Geography with Study Abroad History Medicine - MBChB Standard entry (5 years) Medicine - MBChB Standard entry (5 years) Philosophy and Theology Psychology
Camberwell (University of the Arts London)	Art Foundation
University of Cambridge	Economics History History Human, Social, and Political Sciences
Cardiff University	Chemistry with preliminary year

Durham University	Economics English Literature Geography Music Philosophy, Politics and Economics
The University of Edinburgh	History Medicine Psychology
University of Exeter	English
Imperial College London	Biological Sciences Physics
King’s College London	Classics (Greek & Latin)
Kingston University	Art Foundation
University of Leeds	History of Art Medicine
Leeds Art College	Art Foundation
London School of Economics and Political Science	Geography Philosophy, Politics and Economics Politics Politics and Economics
The University of Manchester	History Medicine
The University of Nottingham	Politics and International Relations
University of Oxford	Chemistry History History History and French Materials Science
Queen Mary (University of London)	Modern Languages (German)
University of Reading	Psychology
Royal Holloway (University of London)	Geography
The University of Sheffield	Computer Science Physics
University of St Andrews	Biochemistry
UCL (University College London)	Engineering (Chemical)
The University of Warwick	Economics
University of York	English History of Art with a year abroad History of Art
Europe	
Atelier, Paris	Art Foundation
DELFT, Netherlands	Computer Science
North America	
American University	Liberal Arts
Columbia	Liberal Arts (Physics)
Emory	Liberal Arts
Middlebury	Liberal Arts

2018

University of Bath	International Management and Modern Languages – French
University of Birmingham	Psychology Psychology

University of Bristol	Chemistry Economics History History of Art Medicine Politics and French
University of Cambridge	History Linguistics Linguistics Psychological and Behavioural Sciences Psychological and Behavioural Sciences
Cardiff University	Geography
Durham University	English Literature and Philosophy Modern Languages and Cultures Music
University of East Anglia (UEA)	Biological Sciences with a Foundation Year
The University of Edinburgh	Biomedical Sciences Business and Economics English Literature French and Italian History of Art Politics, Economic and Social History Sociology and Psychology Sociology and Psychology Veterinary Medicine
Goldsmiths, University of London	Economics with Econometrics
Imperial College London	Mathematics
The University of Kent	Architecture
King’s College London	Ancient History Mathematics with Management and Finance
University of Leeds	Medicine
The University of Liverpool	Psychology
Loughborough University	Product Design Engineering
London School of Economics and Political Science	Economics and Economic History
The University of Nottingham	Geography Psychology and Philosophy
University of Oxford	Classics and Spanish
Ravensbourne	Fashion Foundation
SOAS University of London	Economics
University of Sussex	Politics and Philosophy
UCL (University College London)	Ancient World Archaeology Chemistry History of Art Neuroscience
The University of Warwick	English and Theatre Studies Global Sustainable Development and Business Philosophy, Politics and Economics (PPE)

North America	
California Institute of the Arts	Photography and Media
University of California, Los Angeles	Liberal Arts (Engineering)
Dartmouth	Liberal Arts (Physics)
University of Pennsylvania	Liberal Arts



# Sixth Form Team

*South Hampstead Sixth Form is headed up by a team of experts on hand to help guide and support you throughout your time here and prepare you for life beyond school.*



**DIRECTOR OF  
SIXTH FORM**

Mr Richard White  
[r.white@shhs.gdst.net](mailto:r.white@shhs.gdst.net)



**DEPUTY HEAD OF  
SIXTH FORM**

Ms Millie Simpson  
[c.simpson@shhs.gdst.net](mailto:c.simpson@shhs.gdst.net)



**ASSISTANT HEAD OF  
SIXTH FORM**

Mr Matt Willett  
[m.willett@shhs.gdst.net](mailto:m.willett@shhs.gdst.net)



**INTERNATIONAL  
UNIVERSITIES LEAD**

Ms Alice Knox  
[a.knox@shhs.gdst.net](mailto:a.knox@shhs.gdst.net)



**MEDICAL & VETERINARY  
SCIENCE LEAD**

Mrs Alison Logan  
[a.logan@shhs.gdst.net](mailto:a.logan@shhs.gdst.net)



**HEAD OF  
OXBRIDGE PROVISION**

Ms Hannah McDougall  
[h.mcdougall@shhs.gdst.net](mailto:h.mcdougall@shhs.gdst.net)

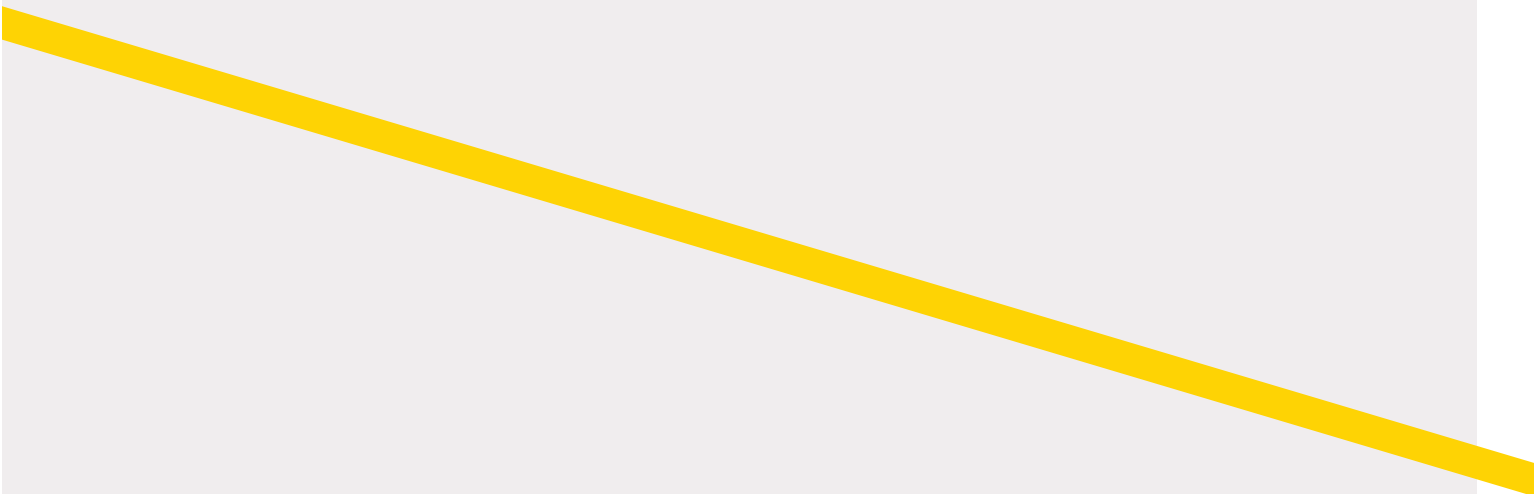


**DIRECTOR OF PARTNERSHIPS  
& EMPLOYABILITY**

Dr Rachel Osborne  
[r.osborne@shhs.gdst.net](mailto:r.osborne@shhs.gdst.net)

*This is the place to  
discover your passion and  
develop your potential.  
This is the time to choose  
your own course and find  
your own path.*





South Hampstead Sixth Form  
3 Maresfield Gardens, London NW3 5SS

senioradmissions@shhs.gdst.net  
020 7435 2899  
[www.shhs.gdst.net](http://www.shhs.gdst.net)