



St Albans
High School
for Girls

PREP

SENIOR

SIXTH

DIG DEEP, BE CURIOUS,
SHOW LEADERSHIP.

IT'S TIME TO GET
READY FOR YOUR NEXT
ADVENTURE!



Sixth Form at STAHS is unlike anywhere else.

Our philosophy for Sixth Form education is different from many schools. Rather than viewing the Sixth Form as the pinnacle of secondary education, at STAHS we see this period as the first two years in a much longer journey through which a young person completes their A levels, earns a degree from a top-ranked university or completes

a competitive apprenticeship, obtains professional qualifications, embarks on their first career and embraces adulthood.

We call this philosophy 'Teach to 25' and at STAHS we take full responsibility for equipping our students with the skills, independence and knowledge needed for this journey. We challenge them to meet the highest of expectations, but we keep a supportive arm around them - ready to celebrate when things go well, and equally ready to listen and encourage when things don't quite to plan.

Our STAHS Diploma provides an incredible framework to support the development of well-rounded, grounded yet ambitious young people who set out to make a positive impact on the world. Our impressive alumni network supports our students throughout their Sixth Form years and beyond - providing advice, guidance, mentoring and professional support to help them successfully navigate their academic and career pathways.

The STAHS Sixth Form is about so much more than A levels - I encourage you to read more about the STAHS Diploma and the other exciting opportunities available in the STAHS Sixth Form. However, no words will adequately capture the warmth, the atmosphere electric with possibility or the buzz of intellectual pursuit that permeates our Sixth Form - this has to be experienced in person. I hope your interest is piqued and that we will see you at an Open Event, Snapshot Morning or informal visit very soon.

A handwritten signature in black ink that reads "Amber Waite". The signature is written in a cursive, flowing style.

Amber Waite
Head of STAHS

TWENTY FIVE
ELECTRIC

For some, A levels are the pinnacle of secondary education. At STAHS, it's the start of a much longer journey. We teach to 25, equipping our students with the skills, independence and knowledge needed for the critical early years of adult life.

WORLD-CLASS

More like a university than a school, our stunning new Sixth Form building is an incredible place to get immersed in Sixth Form life – it's electric with possibility and the buzz of intellectual pursuit.

SO MUCH MORE

World-class teaching, exceptional extension beyond the examined curriculum and opportunities beyond masterclasses and professional lectures mean STAHS Sixth Formers go on to places at the best universities in the UK and abroad, and springboard into phenomenal careers.

HEART

Students have excellent rapport with and a wide network of support from our experienced and knowledgeable House and Sixth Form staff and Form Tutors. At STAHS, there is always someone to turn to.

TAKE THE LEAD

The STAHS Diploma is a perfect framework to support the development of well-rounded, grounded yet ambitious young people who set out to make a positive impact on the world.

YOUR NETWORK

We encourage ambition, and give students the tools and platforms to learn not only how to be a great leader, but also how to work with other great leaders. It's no wonder so many STAHS alumni occupy positions of professional leadership.

Our dynamic, global alumni network supports our students throughout their Sixth Form years and beyond – providing advice, guidance, mentoring and professional support to navigate academic and career pathways.

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LET'S GO

HEAD OF SIXTH'S INTRODUCTION

Welcome to STAHS Sixth Form – an amazing place to learn.

We are incredibly proud of what our School offers. Our brand-new Sixth Form building is more like a university than a school; the study areas, computer rooms, dedicated Sixth Form library and, of course, Sixth Form Common Room, encourage our students to work hard and collaborate with each other in their learning and in all aspects of Sixth Form life.

Our small class sizes enable excellent relationships between staff and students. Students think for themselves, beyond the curriculum and extend their learning, but they know that their teachers are always there for them if they need help and guidance. Rapport between staff and girls is excellent and because of our outstanding pastoral system, students have a wide network of support from our experienced and knowledgeable House and Sixth Form staff and Form Tutors. At STAHS, there is always someone to turn to.

Our range of specialist Sixth Form support is second to none. Our Higher Education and Careers team has an impressive range of experience in preparing our students not just for UK universities, but also for study abroad, degree apprenticeships, conservatoires, foundation courses and internships. We are immensely proud of our track record of success: thanks to our individualised approach to pastoral and academic

support, typically more than 90% of A level grades at STAHS are A* to B and our students holding Oxbridge and Medicine offers consistently meet their requirements for entry.

Our Oxbridge and Med/Vet/Dental programmes start early and enable students to push themselves well beyond the confines of the A level syllabus, whilst helping them prepare for associated interviews and exams. Alumni, parents and staff play vital roles in preparing them for each step of the process.

The STAHS Diploma is a perfect fusion of all the key aspects of life here and enables our students to flourish; they leave us excited to take the next step in their journey to adulthood. Please do come and visit and see what we have to offer. The students and staff at STAHS Sixth Form would be delighted to welcome you.



Helen Monaghan
Head of Sixth Form



WELCOME TO SIXTH FORM

LET'S TALK SIXTH



Moving from Year 11 to Sixth Form may be daunting, whether you're moving from somewhere new or simply remaining at STAHS. However, we know exactly how it can feel. The benefit of coming to STAHS is the inclusivity within our extremely tight knit community, involving Years 12 and 13 and the teachers. Not only with a focus on schoolwork, Sixth Form becomes a place where friendships prosper and solidity, creating a warm, comfortable feel for all students.

Freedom is something that is especially valued within our Sixth Form; this stems from being in non-uniform, having free study time and the use of our new Sixth Form building. This has been recently developed, equipping us with a range of facilities specifically tailored for our own development and enjoyment. Similarly, trust is extremely apparent, as the Sixth Form gives you more independence and responsibility, preparing you for the world beyond school. Teachers become much more than just a mentor, going above and beyond to ensure that every student develops and succeeds in order to reach their utmost potential. We feel there truly is a dynamic atmosphere spread throughout the whole Sixth Form community.

Within the academic life at STAHS, we believe that all areas of the curriculum provide stimulating challenges to how we think and take on new information. Although it is a rigorous academic environment, it is extremely rewarding and it means that we thrive. The move to A levels allows a real focus on what is important to the individual. Because we are passionate about our subjects, we approach everything with enthusiasm and end up getting the most out of each lesson. The focusing of subjects also gives the opportunity for us to research and learn independently outside of the classroom, a skill which will be vital when we move to higher education. A great way we can do this is through the top-quality EPQ provision, in

which anyone who wants to broaden their knowledge is able to participate.

We have felt the step up between Year 11 and entering Sixth Form, but it is not something to be intimidated by. In Sixth Form we explore topics and ideas that we may not have come across before. There are also fantastic opportunities to explore potential careers and get a flavour of the world of work. We have regular lectures, often delivered by members of the wider STAHS community. When inspiring alumni come and speak to us, it makes us feel like we could really do anything with our lives. We look beyond our current situation to the world of higher education and we receive so much support in this area, allowing us to broaden our horizons and make our dreams seem more like reality.

As School Officers, we appreciate the value of positions of responsibility at the School, of which there are many, including School Officers, House Officers, House Prefects, sports captains and club leaders. The responsibility prepares us for any leadership roles in the future and allows us to connect with and benefit the whole school community.

Another thing we love so much about Sixth Form life here is how there is always something creative happening. This may be fundraising events, themed days and even surprise visits from The Pudding Stop!

There is never a dull moment as a member of the Sixth Form at STAHS. We feel that it is such a special environment in which to challenge yourself, form lasting friendships and prepare yourself for the future.

We can't wait to welcome you to be part of STAHS Sixth Form.

The School Officer Team

At STAHS, we view entry into the Sixth Form as the start of the journey to adulthood. These are the first two years in a trajectory that will take our students through their A levels, university degrees or other higher education qualifications and into their first career. Our 'Teach to 25' philosophy means that the STAHS Sixth Form really is a bridge between secondary and tertiary education, ensuring that the physical and academic freedom enjoyed by our Sixth Formers is balanced by a clearly defined structure that ensures well-rounded personal development, intellectual growth, acquisition of skills for life, a commitment to service and experience of – and training in – leadership.

The STAHS Diploma provides this structure. The Diploma is the framework on which the STAHS Sixth Form programme hangs.

All STAHS Sixth Formers embark on the Diploma journey, engaging over the course of Years 12 and 13 with each of the four distinct pillars of the Diploma: Academics, Skills for Life, Service and Leadership, and Making the Leap. Students develop their individual Diploma Portfolio where they record and evidence their achievements and participation in a range of activities and pursuits, ensuring they meet the expectations for each pillar, but often far surpassing the requirements.

The STAHS Sixth Form is so much more than just A level education; the Diploma provides a fantastic platform for girls to document and track their many successes and helps them better understand their strengths and areas for development. The Diploma encourages students to take ownership of their education and to make well-informed and independent decisions about their future.

Academics

The STAHS Sixth Form supports students with a genuine love of learning. Our programme of study is not limited to the functional learning for A level exams, but instead is built on the development of independent thought and the exploration of the big ideas that have shaped our world. This pillar encompasses A level studies, EPQs, super-curricular studies and additional academic workshops, lectures, masterclasses and other intellectual pursuits.

Skills for Life

The 21st century workplace requires skills and intellectual dexterity that are often not acquired in the classroom. The Skills for Life pillar includes the STAHS co-curriculum and a rich non-examined curriculum to enable students to discover new hobbies, interests and skills that they will continue to enjoy into adulthood, plus the practical skills to enable them to lead successful and fulfilling adult lives.

Service and Leadership

Providing positive, supportive leadership and engaging in service to the community (the School community, our local area, national and global) are fundamental STAHS values embodied by our Sixth Form students. This pillar includes community service and charitable activity, activism and leadership opportunities.

Making the Leap

The STAHS Sixth Form is the first step on a multi-destination journey to adulthood and our students are well prepared to 'make the leap' to higher education, apprenticeships or other qualifications and the world of work. This pillar is all about preparation for tertiary education (including specialist preparation for Oxbridge and Medical, Veterinary and Dental applications), careers education and work experience.

STAHS DIPLOMA

THE FOUR PILLARS



... the Diploma provides a fantastic platform for girls to document and track their many successes and helps them better understand their strengths and areas for development.

PURPOSEFUL

The School site is open to students from 07.30 to 18.00 – days are fun-packed and productive. Before school, Sixth Formers can meet up in the Common Room, or start the day with a workout prior to registration. Study pods and the Sixth Form library provide dedicated quiet space and specialist resources.

COMMUNITY

Following registration and tutor time, thought-provoking and inspiring Assemblies bring our School community together, with a strong student voice and collective sense of purpose.

EXPRESSIVE

With over 80 clubs and societies to choose from, there truly is something for everyone. Students are given the chance to explore and express hobbies and passions that will stay with them for life, and are encouraged to set up new clubs and societies if the area of interest is not currently represented.

CURIOUS

Our Sixth Form students benefit from inspirational external speakers, with thought-provoking lectures, and regular careers talks, webinars and events. Between 2018 and 2020 over 200 STAHS alumni shared a wealth of expertise with STAHS students.

EXCITED

Providing an education for life means so much more than classroom learning. With an average two trips or visits from external speakers per week across the School, students benefit greatly from our exciting and enriching programme of events. Of the 75 trips planned for the last academic year, 10 were international.

CHALLENGED

The STAHS Sixth Form is about so much more than A Levels. Our Teach to 25 philosophy takes students well beyond the confines of the examined curriculum. Through the STAHS Diploma students take ownership of their education and make well-informed and independent decisions about their future.

CONNECTED

Our extensive coach network has been serving STAHS for over 40 years, covering 15 different routes, and transporting over 400 pupils each day from the surrounding areas of Hertfordshire and North London.

RESPONSIBLE

STAHS Sixth Formers learn to be leaders with a programme of training, modelling and opportunities to lead. From becoming a School or House Officer to running an academic or co-curricular club or society – there is something for everyone.

A DAY AT STAHS

STRUCTURE OF THE DAY



The STAHS Sixth Form is built around the STAHS Diploma, providing the framework on which the curriculum, super-curriculum and co-curriculum hang. There is so much more to the Sixth Form than academics, but academic study remains central to what we do at STAHS. Our commitment to providing our students with world-class teaching, exceptional extension beyond the examined curriculum and additional opportunities to engage with their subjects through masterclasses and professional lectures means that STAHS Sixth Formers go on to take up places at the best universities in the UK and abroad, and can springboard into phenomenal careers.

A levels

We expect most students to start on four A levels when they begin Year 12, with many going on to complete all four. Some will drop one of their subjects through the course of Year 12 and complete three A levels, often with the addition of an EPQ (Extended Project Qualification) or an AS (available in selected subjects). All students are paired with a Subject Mentor at the end of Year 12 to support them as they prepare for university entry. Subject Mentors are teachers with an academic background closely related to the field of study that the students wish to pursue.

Super-curriculum

Every academic department devotes significant time to enabling student-led, individually developed project work or further learning beyond the confines of the examined curriculum. Most students produce original research or other work from their engagement with the STAHS super-curriculum.

STAHS lectures

STAHS Sixth Formers attend a fortnightly lunchtime lecture series, where they are entertained and educated by leading academics, entrepreneurs and professionals. Our guest speakers are treated to a special three-course lunch, hosted by a group of Sixth Form students with a special interest in their area of expertise. Parents and alumni are welcome to attend the lectures, which are also open to pupils in Years 10 and 11.

The STAHS Sixth Form is a busy, bustling environment with scholarship at its very heart. Our outstanding results only tell part of the story: not only do our students achieve the very best A level results, gaining places at the most prestigious universities in the UK and beyond, but they leave with the independence, intelligence and nous to complete their higher education and enter the world of work with confidence and determination. Our 'Teach to 25' philosophy underpins all we do in the STAHS Sixth Form, and it is this approach to education that stands our students and alumni in such good stead.



LET YOUR

CURIOSITY

LOOSE



INDEPENDENT
CONFIDENT
BALANCED
INDIVIDUAL
SUPPORTED
RESILIENT
SETTLED
CALM

We are often asked how we balance high academic expectations and achievement in the Sixth Form with pastoral support and care. The answer is simple: we do not believe that excellent academic outcomes come at the expense of the wellbeing of students, or that providing excellent pastoral care somehow diminishes academic outcomes. There is no 'balancing act' because there is no sliding scale with pastoral care at one end and academic excellence at the other.

In the STAHS Sixth Form, pastoral care and academic excellence are not competing factors – they are two sides of the same coin. We recognise that the students most able to pursue their educational ambitions, take calculated academic risks and achieve top outcomes are those who feel happy, secure and supported both at home and at school. This is why we take our responsibilities to provide nurturing support seriously, alongside providing an environment where students are given the freedom and independence to make – and take responsibility for – their own choices.

Somewhat unusually for a day school, STAHS operates a House system very similar to that which is offered at the best boarding schools. All students are in one of four Houses, and the Houses really are like families within the School. The House Tutor, Assistant Housemistress and Housemistress are fundamental characters in a STAHS pupil's life. Additionally, Sixth Formers have the support of the Head of Sixth Form, Assistant Head of Sixth Form and the rest of the Sixth Form Team. These staff have the time and structure really to get to know each student as an individual. They understand her strengths and areas for development, advocate on her behalf, push her when she needs a push, celebrate her successes and encourage her when things don't go to plan.

We know that resilience in the face of set-backs, self-belief and confidence, and the ability to understand one's own and others' emotional and mental health needs are essential skills for a happy and successful adulthood. We also know that these skills are not necessarily innate, but can be learned. It takes time, excellent modelling of behaviours, and a deep and School-wide commitment to pastoral care and character education.

STAHS makes this commitment to our Sixth Form students, and the proof is in the end product: every year, our leavers enter the world of university and work as settled, calm, enthusiastic and self-possessed young adults ready to take on the world. They know their own minds, know how to work with and understand others, and want to leave a positive mark on their world. Most importantly, they leave with the confidence that they can and will do just that.



STAHS provides an education for life; and for us, this means so much more than classroom learning. Our expansive and dynamic co-curriculum provides pupils with the opportunity to explore new and interesting ideas and to discover hobbies and passions that will stay with them long after they leave school.

Because our co-curriculum is an integral part of the STAHS education, pupils are not just encouraged but are required to engage with activities that will excite and challenge them and that both complement and further develop the knowledge and skills delivered through our curriculum. All the while, they are learning many life skills that they would not necessarily obtain in the classroom, equipping them for the 21st century workplace.

“ Fun is of paramount importance when it comes to the co-curriculum, making these activities some of the most rewarding aspects of School life.

There really is something for everyone. For some, it's the thrill of taking part in one of the dozens of recreational and competitive sports on offer, others are drawn to the adventure and comradery of the Duke of Edinburgh's Award. From chamber music and choirs to the production of plays and musicals, from organising the School's biennial TEDx-style programme to participating in chess tournaments, all passions and interests are catered for.

Through all STAHS activities, both curricular and co-curricular, we nurture the development of the qualities most looked for by employers: critical thinking and problem-solving, collaboration and leadership, agility and adaptability, initiative and entrepreneurialism, effective and compelling written and oral communication, curiosity and imagination and the ability to access and analyse complex information. These skills aren't deliberately taught – instead, they emerge as the pupils discover the things that fire them up.

Fun is of paramount importance when it comes to the co-curriculum, making these activities some of the most rewarding aspects of School life. Because our co-curriculum is 'live', always adapting, growing and changing based on pupil input, every year offers new opportunities. In or out of the classroom, there's never a dull moment at STAHS!

The STAHS 'Teach to 25' approach to Sixth Form education and beyond means that we help our students develop the skills and attributes needed to meet the challenges and make the most of the opportunities that present themselves during university and as they progress into their first career. Skills such as discipline, ability to balance numerous tasks with dexterity and good humour, the ability to listen actively to others and collaborate, situational awareness and ability to see the big picture, conflict resolution, delegation and the ability to inspire and motivate others are all developed through taking on leadership responsibilities.

STAHS Sixth Formers have many opportunities to take up positions of leadership; either as an individual or working in a group. From becoming a School or House Officer to running an academic or co-curricular club or society – there is something for everyone.

We don't stop at simply appointing Sixth Form leaders. We know that leadership skills need to be modelled, taught and given time to develop. That's why we run leadership training sessions throughout Years 12 and 13. These sessions are led by the Head and other Senior School leaders or by outside experts and include the opportunity to engage with Sixth Form leaders from other schools in Hertfordshire, London and beyond.

STAHS students leave the Sixth Form fully prepared to enter the adult world of tertiary education, career preparation and career development. We encourage ambition and provide an excellent platform to learn not only how to be a great leader, but also how to work with other great leaders. It's no wonder so many STAHS alumni occupy positions of professional leadership – from CEOs to owners and directors, boardrooms across the UK and the world are packed with former STAHS students!

“...we help our students develop the skills and attributes needed to meet the challenges and make the most of the opportunities that present themselves...”



TAKE THE LEAD

We have a vibrant, growing and worldwide community of STAHS alumni, in many cases spanning families and generations.

Our alumni are an enviable resource who frequently support pupils - whether through a careers webinar or lunchtime talk, an informal 'careers coffee' with Sixth Form, talking about their university experience or being part of our inspirational poster series. They highlight the range of careers possible and the steps taken to get there.



All former pupils and former staff members are welcome to be a part of the STAHS alumni community and membership is free.

To find out more, visit alumni.stahs.org.uk or email alumni@stahs.org.uk.

CONNECTED



As well as offering social events to our alumni community, we run a range of careers events that are also open to Sixth Form. These include our regular Lean In Supper Clubs, with an inspirational alumna speaking, and careers talks, which have covered topics including starting a creative business and changing career.





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ART AND DESIGN

A level enriches our students' experience of art, developing their personal skills and perception. If they have an enquiring 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. There are opportunities for increased depth and breadth of study, with success directly related to personal commitment. Students are encouraged and guided to explore their own personal interests through project and self-directed work. 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 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.

What will I learn?

Engaged in contemporary issues from the start of the course, the emphasis is on the development of integrated practical and theoretical understanding of methods, media and processes. Depth of experience and study is important, for example, specialisation in a medium or process and further development of a particular theme or idea.

Where can this subject take me post 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 architecture, 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.

What are the entrance criteria for this A level?

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.

BIOLOGY

Biology has never been faster 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. 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 complimented by lab work and we take a residential trip to Shropshire 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.



What will I learn?

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.

Where can this subject take me post 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 are the entrance criteria for this A level?

Grade 7 or above in GCSE Biology / Double Science.

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. 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 love of the subject and enthusiasm. Students with an inquiring mind and the desire to know how and why reactions take place will develop the 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.

What will I learn?

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

Where can this subject take me post 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 up 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 are the entrance criteria for this A level?

Grade 7 or above in GCSE Chemistry / Double Science.

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. 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. They will learn to analyse ancient Greek sculpture and painting and its obsession with the 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 a biennial Classics trip to either Greece or Italy.

What will I learn?

You will study three modules: the first is on epic poetry (Homer and Virgil); the second on Roman history and politics; the third on Greek art. The examinations are based on source analysis questions and essays. All written sources are studied in English translation.

Where can this subject take me post 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 are the entrance criteria for this A level?

Grade 7 or above at GCSE in an essay-based subject. You do not need to have studied Classical Civilisation at GCSE in order to take the A level.

COMPUTER SCIENCE

Computer Science is becoming vastly more important as we are on the cusp of the Fourth Industrial Revolution. The A level is ideal for students who have a keen interest in problem-solving; they will demonstrate their determination as they overcome obstacles and challenges on this fascinating course.

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 project in the Non-Exam Assessment (NEA). Students will demonstrate the knowledge gained from programming to build their own apps.

What will I learn?

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.

Where can this subject take me post 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.



What are the entrance criteria for this A level?

- Grade 7 or above in GCSE Computer Science
- Grade 8 or above in GCSE Science (preferably Physics)
- Grade 8 or above in GCSE Mathematics

Students who do not meet all the criteria may be considered.

DESIGN AND TECHNOLOGY (FASHION AND TEXTILES)

The course will appeal to Fashion and Textiles students who are fascinated by the world of textiles, fashion and design and wish to gain an understanding of how products are developed and made commercially. It will be of interest to students who want to develop their own design ideas and improve their practical skills to a professional level and who are interested in the science and technology of textiles materials and components, linking form with function.

What will I learn?

You will study:

- Physical and mechanical properties of materials.
- Contemporary design and technological practices, including new technologies and modern materials.



- Industrial and commercial practices.
- Environmental and sustainability design issues.

You will develop:

- Creative skills when producing models and prototypes, using the iterative design process and use of CAD/CAM.
- Entrepreneurial skills.

Where can this subject take me post A level?

The Fashion and Textiles element of this course will benefit careers in both product design and the textile or fashion industries. Additional career paths include: art, design, interior design, set and theatre design, graphic design, media, advertising, marketing or retail buying. High School Fashion and Textiles students have gone on to study subjects as diverse as history, geography, medicine, architecture and engineering at university.

What are the entrance criteria for this A level?

Grade 7 or above in GCSE Design and Technology (Product Design/Textiles). Candidates who have not taken the GCSE will also be considered.

DESIGN AND TECHNOLOGY (PRODUCT DESIGN)



The WJEC Eduqas GCE Design and Technology: Product Design course will appeal to students wishing to develop a broad view of design and technology and enhance their capacity to design and make 3D products and to appreciate the complex relations between design, materials, manufacture and marketing. Product Design is about understanding people, questioning existing ways of doing things and seeing opportunities for innovative products that will enrich quality of life.

What will I learn?

You will study:

- Physical and mechanical properties of materials and components; how to manipulate these to manufacture products.

- Industrial practices and smart technologies.
- Design issues: safety, ergonomic, anthropometrics, environmental and sustainability.

You will develop:

- Creative skills when producing models and prototypes, using iterative design and use of CAD/CAM.
- Entrepreneurial skills.

Where can this subject take me post A level?

The Product Design element will enable 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 product design, engineering, architecture, and interior and ergonomic design.

What are the entrance criteria for this A level?

Grade 7 or above in GCSE Design and Technology (Product Design / Textiles). Candidates who have not taken the GCSE will also be considered.

DRAMA AND THEATRE

The study of Drama and Theatre at the High School offers unique tailored study for each individual student to develop their skills to the highest level. Students are encouraged to become rounded theatre students and to embrace performance, directing, script-writing and technical theatre skills. Students develop their analytical skills through the practical and theoretical study of a wide range of scripts and gain social and cultural knowledge through studying theatre history. Our specialist performance spaces and the support of our full-time theatre technician enable students to create exciting work to a professional standard. Our extensive co-curricular programme offers further opportunities for performance work and to develop talents and interests and take a lead in preparing masterclasses, directing and running their own drama clubs.

What will I learn?

Students learn about the social, cultural and historical aspects of theatre and its impact. They explore theatre-making through a diverse range of practitioners. Students develop their practical skills in performance and/or technical theatre. They develop their understanding through workshops by professional theatre-makers and regularly attend live theatre.

Where can this subject take me post A level?

Students develop skills that are not just essential for drama but to a wide range of higher education subjects and the workplace.

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 are the entrance criteria for this A level?

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

ECONOMICS



The combined effects of the global pandemic, 2008 Global Financial Crisis plus Brexit have left the global economy reeling and put Economics firmly in the spotlight. At STAHS, the students are eager to know what were the causes and consequences of the near collapse of the Western Banking System and what will transpire over the coming months and years regarding the economic, political and social ramifications of COVID-19. They are the first students in living memory to experience three global external shocks in such rapid succession. This, coupled with the impact of protectionist policies leading to de-globalisation, the lowest interest rates for 300 hundred years, plus unprecedented levels of public and personal debt have all helped to make Economics increasingly relevant. It will be incredibly interesting to watch events unfold in front of our eyes and to see if governments and businesses around the world can weather the storm and bring back a sense of economic normality.

What will I learn?

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.

Where can this subject take me post 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.

What are the entrance criteria for this A level?

Grade 8 or above in GCSE Mathematics and/or GCSE Physics.

ENGLISH LITERATURE



Studying English Literature at A level is a challenging and rewarding experience. The broader scope offered in comparison to GCSE means that you explore literature from across the world, as well as across the centuries, considering how authors 'talk' to one another across place and time. You will become more familiar with the technicalities of language as you explore how authors construct their texts, considering how language and discourse can be used 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. As well as all that, you will have the opportunity to engage with events beyond the classroom, including

theatre visits, Q&As with authors, and to join in with our fortnightly discussion club, which takes you beyond the syllabus into the exciting wide world of literature.

What will I learn?

In addition to skills in written and verbal communication, you will develop the ability to analyse and discuss the writing of some of our most influential authors. Opinions are encouraged in English, and you will learn how to formulate clearly and express your ideas – a vital life skill.

Where can this subject take me post 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 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 are the entrance criteria for this A level?

Grade 7 or above in both GCSE English Literature and GCSE English Language.

EXTENDED PROJECT QUALIFICATION (EPQ)

Starting an EPQ Level 3 is an exciting and extremely valuable thing to do! The EPQ is one of the most powerful qualifications being offered by schools at the moment. 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. At STAHS, we encourage Year 12 students to consider doing an EPQ alongside their A level subjects. 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.

What will I learn?

There is so much to learn from doing an EPQ! The skills you develop and the experiences you go through are as important as what you make, present and conclude. Four areas of skills are attained throughout the project process:

- Project planning and project management
- Research skills

- Project development
- Presentation and evaluation skills.

Where can this subject take me post A level?

You should finish with 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.

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 did at GCSE but won't be doing for A level.

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. 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 Montpellier. 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.

What will I learn?

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.

Where can this subject take me post 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 are the entrance criteria for this A level?

Grade 7 or above in GCSE French.

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 some of the most pressing challenges facing the world today. Geography is unique at bridging the gap between the Sciences and Humanities/Arts and combines well with a wide variety of A levels. As well as the exciting topic content, 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 south coast of Devon and Iceland.

What will I learn?

There are four topic areas:

1. Physical Systems: Landscape Systems such as Coasts 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-Examined Assessment, comprising a residential fieldtrip.

Where can this subject take me post A level?

The Guardian newspaper (2015) called Geography the 'must have A level'. Why? Because Geography is a broad based subject that provides many opportunities for future progression. 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 are the entrance criteria for this A level?

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

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. 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.

What will I learn?

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, but to analyse and express your views, cultivate a global outlook and research and present are also crucial life skills.

Where can this subject take me post 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, Maths, Business Studies, History, 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, media, journalism, business, economics, NGOs, United Nations, or engineering.

What are the entrance criteria for this A level?

Grade 7 or above in GCSE German.



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. 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 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.

What will I learn?

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 Wars of the Roses 1399–1509 or British parliamentary reform c1780–1928.



Where can this subject take me post 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 are the entrance criteria for this A level?

Grade 8 or above in GCSE History.

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. What Latin at an advanced level will offer you is wonderful variety: 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.

What will I learn?

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).

Where can this subject take me post 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 top 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 are the entrance criteria for this A level?

Grade 7 or above in GCSE Latin.



MATHEMATICS



be prepared for lessons that are fast moving, challenging and require them to think for themselves and apply their knowledge to unfamiliar situations. There will be an emphasis on modelling, problem-solving and reasoning with questions that link different aspects of the course.

What will I learn?

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).

Where can this subject take me post 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.

What are the entrance criteria for this A level?

Grade 8 or above in GCSE or IGCSE Mathematics is required.

Research has found that students with Mathematics A level go on to earn significantly more than their peers with equivalent qualifications in other subjects. A possible explanation for this result is that the skills learned at A level, such as logical thinking, problem-solving and statistical analysis, may be closer to those actually used in the workplace than the skills developed in other subjects.

This course will appeal to students who might be scientists as well as arts, humanities and language students, who want a subject to complement their other A level choices. Students will expand their skills in logical thought, problem-solving and statistical analysis. They should

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. They should enjoy Mathematics in its own right and be intrigued by the beauty of the subject. Lessons are fast moving, challenging and require students to think for themselves and apply their knowledge to unfamiliar situations. There will be an emphasis on modelling, problem-solving and reasoning with questions that link different aspects of the course.

Mathematics was around for more than 2,000 years before Newton and Leibniz came along; then it really took off. It turned out to be the basis of almost everything. Applications to astronomy came first. It was then applied to the rest of physics. During the last century, the explosion has been amazing, with applications in engineering, finance, insurance, software design, social planning, medical trials and archaeology, to name but a few.

What will I learn?

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.

Where can this subject take me post A level?

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

The Further Mathematics qualification is both deeper and broader than A level Mathematics and prepares students for further study and employment in highly mathematical disciplines that require knowledge and understanding of sophisticated mathematical ideas and techniques.

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.

What are the entrance criteria for this A level?

Grade 9 in GCSE Mathematics.

MUSIC

A level music is a rigorous academic subject that sets students up well for university study. The three key skills are developed from GCSE: performing, composing 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.

What will I learn?

There are three components: Performing (30%), Composing (30%) and Appraising (40%). In performance, students submit a recital of a minimum of eight minutes. In composing, two compositions of a combined duration of a minimum of six minutes are submitted. In appraising, a single examination is taken in the summer – the rest is coursework.



Where can this subject take me post 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 provide 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 are the entrance criteria for this A level?

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.

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. 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.

What will I learn?

- Applied Anatomy and Physiology
- Biomechanical Movement
- Exercise Physiology
- Sport Psychology
- Skill Acquisition
- Sport and Society
- The Role of Technology in Physical Activity and Sport.

Where can this subject take me post 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, psychology, sports coaching, sports management, 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 are the entrance criteria for this A level?

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 and GCSE Physics.

Individuals must be a competitive performer in one specialist sport at a minimum of A Team school level.

PHYSICS

Studying A level Physics is to peel back the comforting layers of the GCSE facts and formulae triangles in order to ask the deeper questions that are too often taken for granted. Have you ever wondered how fast electrons travel down a wire? How we can measure the wavelength of light? What a proton is made from? How the International Space Station stays in orbit?

Physics is about answering these questions (and more) about the world and the universe around us. In order to do so you will develop as a problem solver, using a range of mathematical tools to take apart complex ideas and to solve them piece by piece, as well as getting a glimpse of the unsolved problems that modern physicists are working on today.

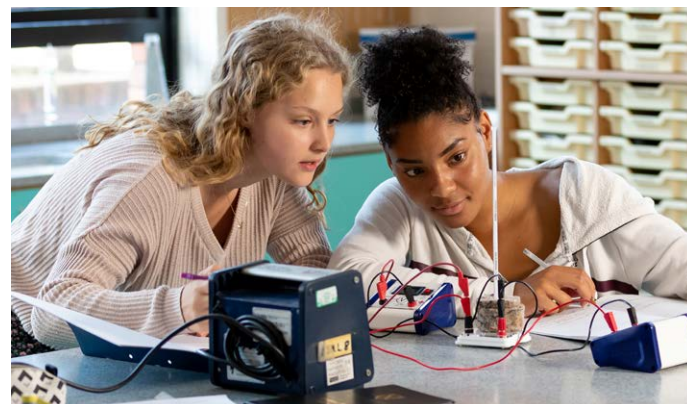
What will I learn?

- Classical Mechanics
- Gravity and Astrophysics
- Electrical Circuits
- Electromagnetism
- Waves and Oscillations
- Particle Physics
- Quantum Physics
- Nuclear Physics
- Thermal Physics
- Medical Physics.

Where can this subject take me post A level?

Physics directly leads into the physical Natural Sciences and Engineering. The subject also supports applications to a wide range of analytical courses, including the other sciences, Mathematics,

Computing, Design, Medicine, Dentistry and Economics. The range of options are vast and the skills that you develop in studying Physics are always in high demand.



What are the entrance criteria for this A level?

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

It is not required that you study A level Mathematics alongside Physics.

POLITICS

As Politics is a subject which is 'new' at A level, students often don't know much about it to begin with but usually end up loving it! Typically, well over half of A level Politics students at STAHS go on to study the subject at university. Great trips to Parliament and the UK Supreme Court and to Washington DC enliven the learning, as does discussion of current affairs and topical issues. The subject rewards independent learning such as reading online newspapers and watching TV news and current affairs shows and online videos. In Politics, you will find enthusiastic, inspirational and experienced teachers dedicated to maximising your achievement and your enjoyment of the subject. Excellent results are achieved through expert knowledge of the subject and, in particular, of the requirements of the examination.

What will I learn?

Edexcel A: UK Politics (democracy, elections, parties, voting); UK Government (constitution, parliament, the prime minister, judiciary);

Political Ideas (liberalism, conservatism, socialism, 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 USA!).

Where can this subject take me post 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. Crafting and justifying perspectives and points of view is an invaluable skill in many professions.

What are the entrance criteria for this A level?

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



PSYCHOLOGY



Do you ever find yourself asking questions such as: 'Why do good people do bad things?', 'Why can I remember song lyrics so easily, whilst my mind turns to jelly in exams?' and 'Is our destiny predetermined or do we have some control over it?' If that sounds like you, this is the course for you! Psychology is the perfect subject for any student who wants to explore the most fascinating subject matter possible – themselves. You will never find yourself questioning, 'When will I ever use this outside of lessons?' In fact, you will be able to apply your knowledge to everyday life and situations, in order to help better understand others and yourselves; for instance, learning the most effective ways to influence others and becoming aware of biases in your own perception. After studying Psychology, you may never look at the world in quite the same way. Don't say we didn't warn you!

What will I learn?

This course introduces you to the major branches of Psychology: social, cognitive, developmental and individual differences. We will study at least one topic from each branch, as well as exploring the different approaches that psychologists have taken to understanding human behaviour over time, and the key issues and debates in the field.

Where can this subject take me post 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 instance 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.

What are the entrance criteria for this A level?

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

RELIGIOUS STUDIES (PHILOSOPHY AND ETHICS)

"Why is there something rather than nothing?"

This is the ultimate question that has intrigued the mind since humankind began. From Plato to Einstein, from Descartes to Hawking, great intellectual thinkers have attempted to establish ideas about the meaning and purpose of existence. This is the essence of the A level course.

To give some examples of the types of questions we look at:

- How do you define the colour yellow?
- How can I prove that all water boils at 100°C?
- Why is it illogical to say that the sun rises in the morning?
- What is an 'a priori' and 'a posteriori' argument?
- What is the genetic fallacy?
- Who said, 'I think therefore, I am' and what exactly does it mean?

What will I learn?

- The influence of Plato and Aristotle on Western thinking.
- The five traditional theistic proofs.
- Deontological and Teleological theories
- Natural Law
- Kantian Ethics
- Utilitarianism.

Where can this subject take me post A level?

This A level course has been especially developed to give its students the best opportunity to 'shine' at a university interview. We will provide you with the necessary skills to think 'outside the box', so that you can logically and efficiently analyse any piece of writing you may be given or any question you may be asked.

The study of Philosophy and Ethics is excellent preparation for any university course, but is particularly suited for a degree course in English, History, Law, Politics, Medicine, Sociology, Psychology and, of course, PPE.



What are the entrance criteria for this A level?

Grade 7 or above in GCSE Religious Studies.

SUBJECTS



SPANISH

One of the best languages to learn for travel – learning Spanish makes you more employable, it will keep your mind sharp and opens up a world of art, literature, history and popular culture. Studying Spanish at A level at STAHS takes you on a passionate journey of language learning and cultural discovery. Spanish students benefit from having weekly one-to-one speaking sessions with a Modern Language Assistant from Spain and are also able to participate in the annual Study Visit to a city in Spain as part of the enrichment offered by the MFL Department. Lessons are dynamic, fun and highly interactive. Students are stretched and challenged to step outside their comfort zone and strive for linguistic excellence in a nurturing and positive environment. Learning Spanish at STAHS is an empowering and inspiring experience where teachers and students share a unique passion for the subject. Studying Spanish is exciting and very rewarding!

What will I learn?

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 students 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.

Where can this subject take me post 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 your 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 are the entrance criteria for this A level?

Grade 7 or above in GCSE Spanish.

STAHS Sixth Formers can study the following GCSEs alongside their A level studies. These GCSEs are offered if numbers allow.

GCSE ITALIAN

This is an exciting opportunity for students who love learning languages, relish a challenge and are interested in Italian culture and the Italian way of life. Students start Italian from scratch and take the GCSE examination at the end of Year 13. In addition to learning to communicate effectively, they will gain insight into the history and culture of Italy.

What are the entrance criteria for this GCSE?

Grade 8 GCSE in another language.

GCSE ASTRONOMY

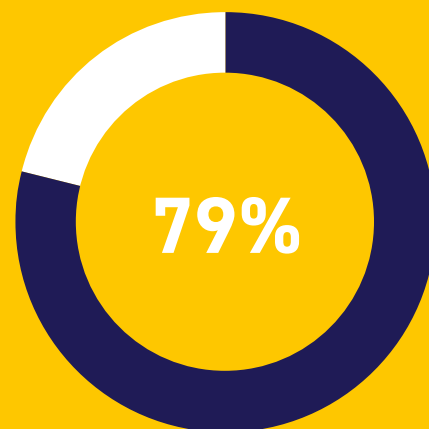
This course will appeal to anyone with interests varying from observing what is in our night sky to explaining the evolution of the universe from the Big Bang. Studying Astronomy at STAHS gives you the chance to love learning about an incredibly rich scientific discipline with teachers who are exceptionally passionate and knowledgeable. The course will see you combining practical observational astronomy where you get out in cold, dark, beautifully crisp nights, with fascinating theoretical astronomy. You will be asking some of the big unanswered questions about the universe.

We follow the Edexcel GCSE Astronomy specification which splits your study into two camps. Naked-eye Astronomy tackles the more easily observable phenomena local to us such as the Earth-Moon-Sun cycles. Telescopic Astronomy ventures further afield, including how we identify extrasolar planets and identifying observational evidence for the expansion of the universe.

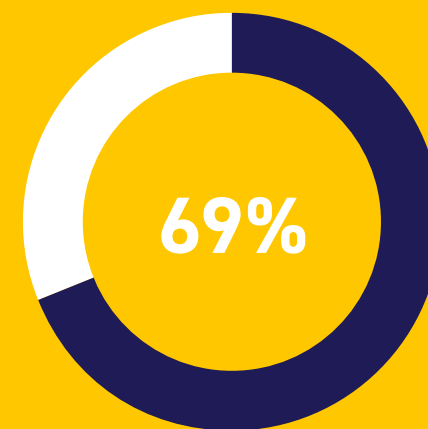
What are the entrance criteria for this GCSE?

Open to anyone.

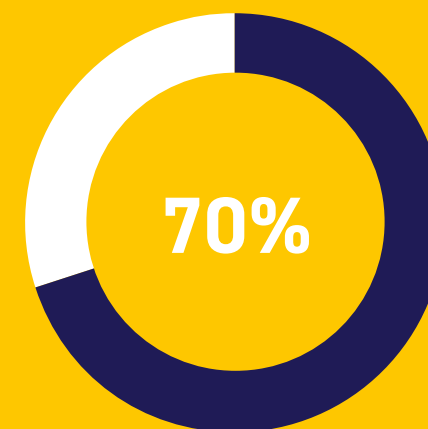
A LEVEL RESULTS



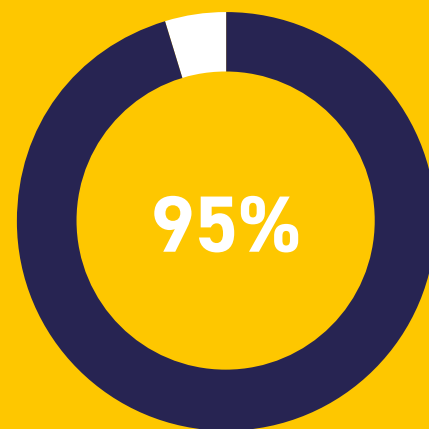
of all A levels awarded were at grades A*-A in 2020*.



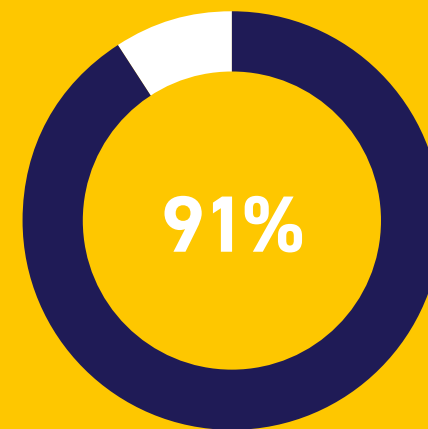
of all A levels awarded were at grades A*-A in 2019.



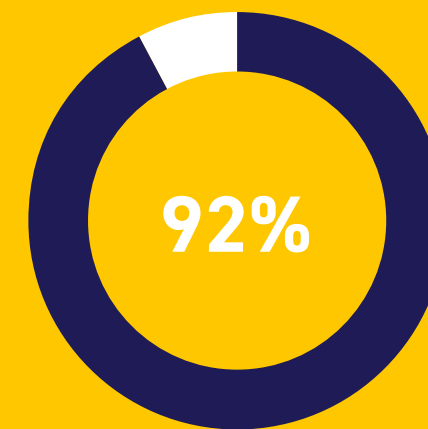
of all A levels awarded were at grades A*-A in 2018.



of all A levels awarded were at grades A*-B in 2020*.



of all A levels awarded were at grades A*-B in 2019.

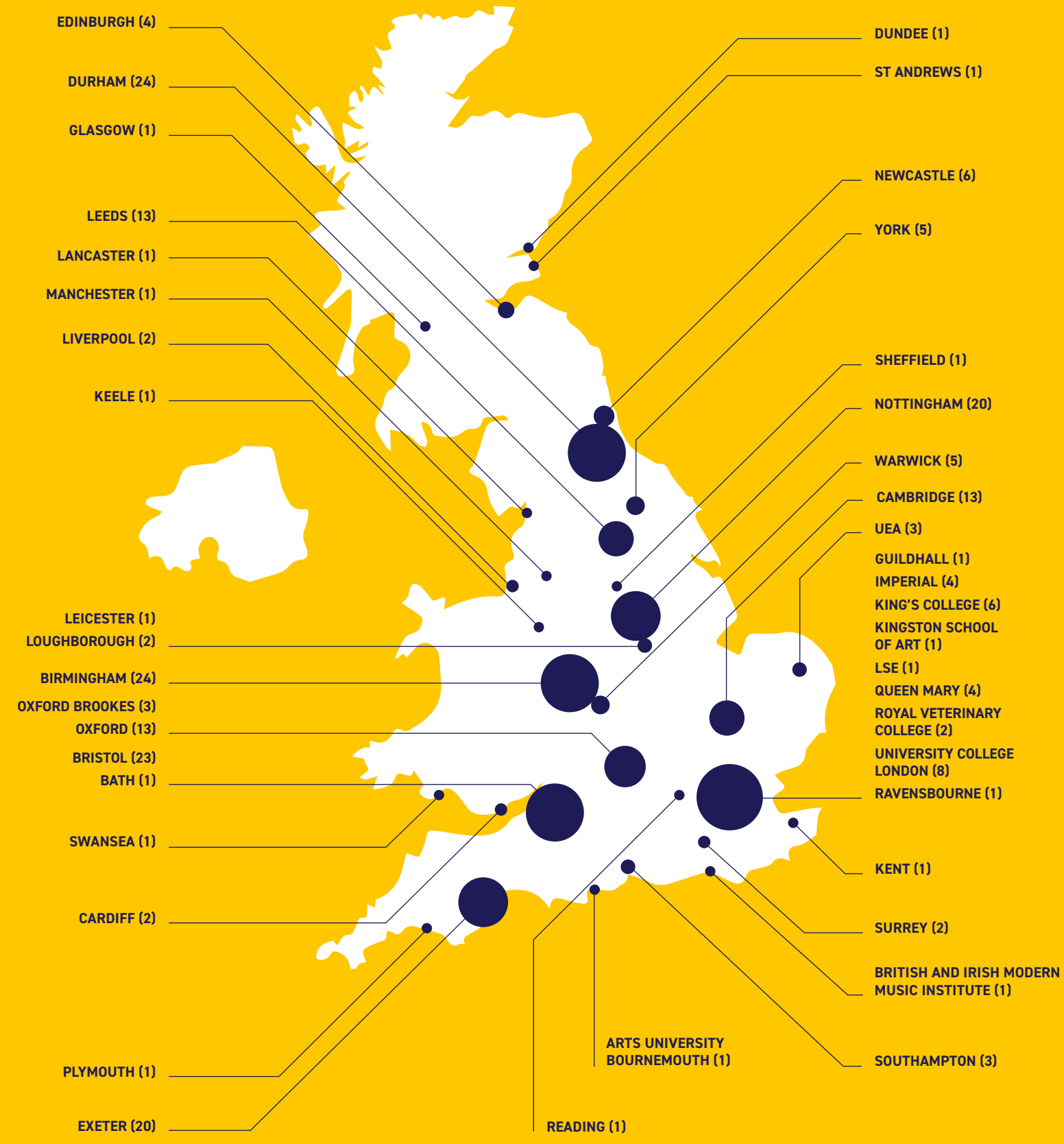


of all A levels awarded were at grades A*-B in 2018.

* Grades awarded are the Centre Assessment Grade (CAG) or the adjusted result calculated by the exam board – whichever is the higher grade.

stahs.org.uk/about-us/examination-results/a-levels/

PHARMACOLOGY COMPUTER SCIENCE & MATHS
 MARKETING & MANAGEMENT POLITICS, RELIGION AND PHILOSOPHY
 THEORETICAL PHYSICS LANGUAGES, CULTURES AND ECONOMICS GEOGRAPHY
 BIOCHEMISTRY NUTRITION LAW HISTORY OF ART
 PROFESSIONAL DANCE PHILOSOPHY **HISTORY** MODERN LANGUAGES
 BIOLOGICAL SCIENCES
 HISTORY AND POLITICS POLITICAL SCIENCE
MEDICINE GEOGRAPHY WITH BUSINESS
 POLITICS AND INTERNATIONAL RELATIONS VETERINARY MEDICINE
 INTERNATIONAL BUSINESS AND FRENCH
 LIBERAL ARTS **COURSES STUDIED OVER** CRIMINOLOGY
DENTISTRY THE LAST THREE YEARS ECONOMICS & POLITICS
 NATURAL SCIENCES BUSINESS AND MANAGEMENT
 ENGLISH LITERATURE GEOGRAPHY ECONOMICS PPE
 VETERINARY SCIENCE MECHANICAL ENGINEERING
 BUSINESS ECONOMICS DESIGN ENGINEERING LIGHTING DESIGN
 APPLIED MEDICAL SCIENCES CLASSICAL CIVILISATION
 MEDICINE AND SURGERY ART FOUNDATION
 PSYCHOLOGY COMBINED SOCIAL SCIENCES ENGLISH
PHYSICS ENGLISH AND HISTORY PHILOSOPHY AND THEOLOGY
 POLITICS & INTERNATIONAL RELATIONS



ADMISSIONS PROCESS

STAHS is looking for well-rounded students with a genuine interest in education in the broadest sense of the word, with interests that stretch beyond the confines of the academic curriculum. The School has strong traditions in music, drama, art, debating, community service and sport. There are many co-curricular and super-curricular activities, all of which are important in developing a well-balanced, confident individual.

Our selection process is designed to identify students who are able to benefit from our balanced education, thrive in our academic environment, and make a positive contribution towards the life of the School. Selection for entry is based on a combination of performance in entrance assessment at interview and review of references from previous schools, and subject to GCSE grade requirements.

Our aim is to encourage applications from candidates with as diverse a range of backgrounds as possible. Generous bursaries are offered in order to allow as many young people as possible who meet the School's admission criteria to attend the School. The School's provision for bursaries is described below.

STAHS does not unlawfully discriminate in any way regarding entry. We welcome applications from prospective students of all faiths and of no faith.

The School welcomes students with disabilities and/or special educational needs, provided we can offer them any support that they require and cater for any additional needs, and that our site can accommodate them.

We strongly advise parents of young people with special educational needs or physical or mental disabilities to discuss their requirements with the School before they sit the entrance exam so that we make reasonable adjustments if necessary. Parents should provide with the Registration Form a copy of an educational psychologist's report or a medical report if they have one.

We admit up to 30 new students at Year 12, who join the existing cohort of students staying at STAHS Sixth Form.

Entry to the Sixth Form

When selecting students to join our thriving Sixth Form, we look for independence, intellectual curiosity and creativity.

Students are asked to indicate the subjects they would like to study for A level. On Assessment Day, students are interviewed by subject teachers who may set tasks as discussion starters. Students also have a general interview with the Head of Sixth Form.

Following assessment, successful candidates are made offers conditional on obtaining the required GCSE results for their chosen A level subjects. See A Level subject pages 22-34 for details.

To register your child for a place in our Sixth Form please complete the **registration form** on our website at stahs.org.uk/admissions. Your registration is confirmed by paying a non-refundable registration fee of £125 by bank transfer using the account details on the registration form. If you are on a low income and applying for bursary support, we may be able to waive the registration fee – please contact us for details.

ADMISSIONS TIMELINE FOR ENTRY TO YEAR 12 (16+) – SEPTEMBER 2021

**MONDAY 2
NOVEMBER 2020**

Application deadline

**FRIDAY 4
DECEMBER 2020**

Offers made

**FRIDAY 22
JANUARY 2021**

Acceptance deadline

**SATURDAY 14
NOVEMBER 2020**

Assessment Day

**FRIDAY 15
JANUARY 2021**

Meet us again sessions

**MONDAY 28
JUNE 2021**

Induction

The information in this prospectus is correct at the time of printing. The admissions process is kept under review and may be adapted according to circumstances at the time. Please check our website for the latest information.



Bursaries

STAHS is committed to providing a transformative secondary education to as many as possible of the young people who meet our entry criteria, regardless of their families' financial circumstances. Making 100% bursary awards – covering the full cost of school fees – is a priority for the School. We may also make additional awards over and above the tuition fees, for example to assist with costs such as travel, educational trips and music lessons.

We are actively fundraising to be able to offer bursary support to even more students in the coming years.

Who can apply?

We welcome applications for bursaries from anyone joining the Sixth Form.

Students likely to succeed will have a strong academic record. All enquiries and applications are handled in the strictest confidence.

For further information, please see our Bursaries brochure.

Next steps

To apply for a bursary we ask you to complete a detailed bursary application form to help us to assess accurately each individual application. The application deadline is Monday 2 November.

We will be delighted to help you through the bursary application process – please contact our Admissions office.

Scholarships

The STAHS Scholarship programme opens up a range of opportunities for Scholars to stretch themselves, extending their learning and developing their skills. Our Scholars are role models, leading by example in their attitude and approach and passionately promoting engagement in their areas.

Sixth Form Scholarships

Application deadline – Monday 2 November 2020, other than Music, which is Friday 16 October.

Fees

Fees cover all tuition. Additional costs include trips, music tuition, speech and drama, and some extra-curricular activities. Termly fees are payable in advance or by monthly direct debit.

We offer parents a range of options for fees payments, including monthly instalments via School Fee Plan.

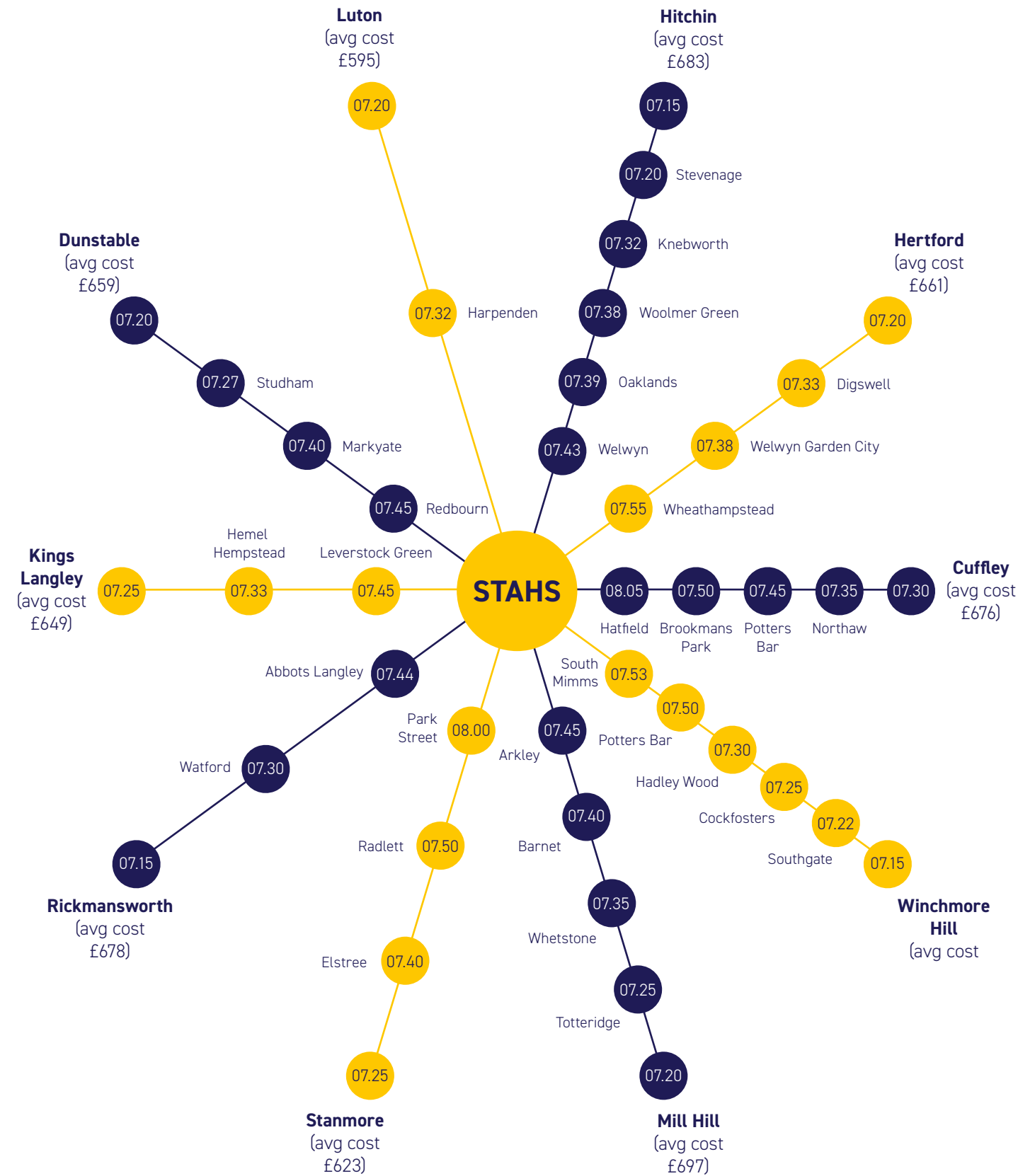
Full details of fees are available on our website at stahs.org.uk/admissions.

Scholarships	Important dates
Academic	Assessment – Friday 6 November 2020
Art/Design and Technology	Portfolio deadline – Friday 6 November 2020 Assessment – Monday 16 November 2020
Drama and Theatre	Assessment – Thursday 12 November 2020
Music	Application deadline – Friday 16 October Music portfolio deadline – Friday 6 November 2020 Assessment – Tuesday 10 November 2020
Sports	Assessment – Tuesday 17 November 2020

Full details of our exciting Scholarships programme, including the process and dates for assessment, can be found in our **Scholarships brochure**.



COACH ROUTES



Directions and Transport

We are a city school located in the heart of St Albans, ideally situated for access to and from Hertfordshire, Bedfordshire, Buckinghamshire and North London.

Coach network

STAHS is accessible to students from Hertfordshire, Bedfordshire and North London via our extensive coach network.

Daily coaches run to and from the school from surrounding districts in the catchment area. Sample routes that may be covered are provided.

Please contact coaches@stahs.org.uk for help with specific enquiries. Schedules and routes are subject to change and vary according to demand.

Public transport

St Albans is well served by bus routes and we are a few minutes' walk from St Albans City station.

Cycling

We provide cycle shelters for students who cycle to school.

Visiting us

We warmly invite families to visit our school. We hold events throughout the year for you to come and meet our staff and students and see why STAHS is such an exciting place to be.

Sixth Form Open Evening

Discover the courses we offer, tour our spectacular new Sixth Form Centre and meet the A level subject teachers and some of our current Sixth Formers to find out all about life in our Sixth Form.

Open Mornings

Our Open Mornings are busy, buzzy days, showcasing the enormous range of opportunities and full facilities of STAHS. Meet students and our teaching staff and gather information about admissions, transport, co-curricular activities, scholarships and much more.

STAHS Snapshots

Experience STAHS on a typical school day at one of our Snapshots. Join a small group of other families for an informal visit, during which you will hear from the Head, senior team and students, have the opportunity to speak

to a range of teachers and tour the School whilst lessons are in progress.

Virtual Open Days

Join one of our Virtual Open Days for an insight into the exceptional opportunities on offer at STAHS. Through a range of short films, talks and Q&A sessions, you will gain an overview of academic, pastoral and co-curricular life at STAHS, hear from our current students, meet the Head and senior team and find out more about our admissions process.

Individual tours

The timings of our Snapshot sessions and Open Mornings may not always suit everyone. If you would like to book a personal appointment to visit the School, please just let us know by emailing the Admissions team.

Bookings

See all event dates and reserve your place by booking online at stahs.org.uk/admissions or email admissions@stahs.org.uk.

We look forward to welcoming you!



SCHOOL INFORMATION

The Council

STAHS is fortunate to have a very active governing body who are referred to collectively as the Council. Our Governors attend many school events throughout the academic year.

Chair of Council

Mrs Heather Greatrex
BA MSc, (Hons), ACA

The Chair may be contacted by writing to her confidentially c/o The Clerk to the Governors, St Albans High School for Girls, Townsend Avenue, St Albans, Hertfordshire AL1 3SJ.

Enquiries about or for the Governors may be sent by email to governoradmin@stahs.org.uk.

The Executive Team

The School is led by the Head and the Executive Team.

Head

Mrs Amber Waite
BSc (Hons) Texas A&M,
BSc (Hons) Rutgers,
MSc Oxon

Bursar

Mr Paul Daly
BA (Hons) FCG

Head of Prep

Mrs Judy Rowe
BEd (Hons) Durham

Deputy Head Academic

Mr Drew Thomson
BSc (Hons) Edinburgh

Deputy Head Pastoral and Designated Safeguarding Lead

Mrs Rachel Parker
BA (Hons) Durham, MA UCL

Prep School

Codicote Road, Wheathampstead,
Hertfordshire AL4 8DJ
Tel: 01582 839 270

Senior School

St Albans High School for Girls,
Townsend Avenue, St Albans,
Hertfordshire AL1 3SJ
Tel: 01727 853 800

Date of printing: 09/2020



St Albans High School for Girls

Townsend Avenue, St Albans,
Hertfordshire AL1 3SJ

admissions@stahs.org.uk
Admissions: 01727 792 509

stahs.org.uk